

# THE VAYNOR CURRICULUM

## GEOGRAPHY SEQUENCE



### INTENT



#### Love for Learning:

Children will develop a love for their local geography and that of the wider world. They will understand where they have come from and their place in the world. They will develop a deep understanding of diverse places, people, resources and natural and human environments.



#### Enquiring Minds:

Children will build strong geographical enquiry skills that will empower them to question and interpret places and environments. They will have curiosity for the world, their place in it and impact on it.



#### World Wise:

Children will understand and respect the world in which they live. They will know how to take care of and sustain it. They will have a fascination for the world and its people that will remain with them for the rest of their lives.

	Geographical Skills and Field Work	Human and Physical Geography	Place and Location Knowledge
<b>EYFS</b>	<ul style="list-style-type: none"> <li>To recognise and name two or more local features (E.g. church/school/ forest)</li> <li>To explore the physical and human features of the school environment through weekly 'Welly Walks'.</li> <li>To experience looking at maps and world globes.</li> <li>To understand what maps can be used for and why we have maps.</li> <li>To follow a simple map, as a group, to help find objects/features around school.</li> </ul>	<ul style="list-style-type: none"> <li>To talk about what they notice about the daily weather and how this impacts them.</li> <li>To understand the effect of changing seasons on the natural world around them.</li> <li>To describe what they see, hear and feel whilst outside.</li> <li>To know that there are different countries in the world and recognise and talk about some similarities and differences they have experienced or seen in photos.</li> <li>To recognise that different plants and animals grow in different parts of the world.</li> <li>To use geographical words: forest, beach, soil, hill, mountain and weather when looking at physical features of different landscapes.</li> </ul>	<ul style="list-style-type: none"> <li>To talk about where they live.</li> <li>To talk about what they like about their own immediate environment and how environments might vary from one another.</li> <li>To understand and talk about parts of the world being hotter or colder. (Geog)</li> <li>To look at England, Arctic, Antarctica and Africa on maps and globes.</li> </ul>

<p><b>Year 1</b></p>	<p>Use simple compass directions and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map.</p> <p>Use aerial photographs and plan perspectives to recognise landmarks in local area and find the school.</p> <p>Use simple fieldwork and observational skills to study the geography of the school and its grounds and the key human and physical features</p> <p>Devise a simple map of the school, constructing a key using basic symbols.</p> <p>Walk the route from school to Morton Stanley Park.</p> <p>Create a map of the journey with human and physical features identified and key symbols,</p>	<p>Identify daily weather patterns in the context of the weather of the UK and local weather. Use Google Earth to explore weather patterns in the UK.</p> <p>Understand how weather changes across four seasons.</p> <p>Understand what the weather forecast shows and use key words to describe the weather.</p> <p>Understand the dangers of extreme weather.</p> <p>Understand basic Geographical vocabulary:</p> <ul style="list-style-type: none"> <li>• Physical (e.g. beach, cliff, coast, seasons and weather).</li> <li>• Human (e.g. city, town, village, house, shop).</li> </ul>	<p>Name, locate and identify characteristics of the 4 countries and capitals of the UK and surrounding seas.</p> <p>Identify key features of the four countries in the UK.</p>
<p><b>Year 2</b></p>	<p>Use a map to find out about our local area, specifically Redditch.</p> <p>Use a map to name and locate continents and oceans and to locate the Galapagos Islands and South America.</p> <p>Use simple fieldwork and observational skills to study the geography of the key human and physical features of British seaside. Compare one to our own town of Redditch.</p> <p>Draw a map of a route in the local area, including a key using basic symbols.</p> <p>Use the 4 basic compass points.</p>	<p>Understand physical similarities and differences through studying the human and physical geography of Worcestershire and the Galapagos Islands.</p> <p>Compare what life is like, in the UK and Galapagos Islands.</p> <p>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features of contrasting locations.</p> <p>Understand basic Geographical vocabulary:</p> <ul style="list-style-type: none"> <li>• Physical (e.g. forest, hill, mountain, ocean, river, soil, valley, vegetation).</li> <li>• Human (e.g. factory, farm, office, port, harbour, town, countryside).</li> </ul>	<p>Use world maps, atlases and globes to name and locate the world's seven continents and five oceans.</p> <p>Use world maps and Geographical Information System (GIS) Google Maps, atlases, and globes to locate hot and cold areas of world in relation to Equator and Poles.</p> <p>Use aerial photographs to observe and locate geographical features.</p>
<p><b>Year 3</b></p>	<p>Use maps, atlases, globes, and digital mapping to locate countries and describe features studied.</p> <p>Locate the world's countries, using maps to focus on Europe, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.</p> <p>Use atlases and maps to identify key features of a river system.</p> <p>Use the four compass point directions to describe locations on a map.</p> <p>Use fieldwork to observe, measure, record and present local riverside areas in Redditch.</p>	<p>Describe and understand key aspects of physical geography, including climate zones, mountains, volcanoes, and earthquakes.</p> <p>Describe the location and key features of The River Thames, Tiber River (Rome) and River Arrow (Redditch).</p> <p>Describe the journey of the River Thames, Tiber River, and River Arrow from its source to its mouth.</p> <p>Explore the physical and human features of Arrow Valley Lake in Redditch.</p> <p>Explain how volcanoes are formed, what happens when they erupt and how they affect people's lives.</p>	<p>Use world maps, atlases and globes and digital/computer mapping to locate key rivers in the UK and the world.</p> <p>Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region in a European country (Rome).</p>

<b>Year 4</b>	Understand the human geography of the UK including types of settlement, land use and economic activity. Use the eight-point compass directions maps, and four figure grid references to describe locations on a map. Use fieldwork to the human features in Carry out a study of the physical features in Morton Stanley woods, observe, measure, record and present the different aspects of the landscape, comparing to the Amazon rainforest.	Explain why settlements develop in certain locations. Use maps to identify settlements built by invaders. To compare land use in different settlements and identify links between settlements. Describe and understand key aspects of: physical geography, including climate zones, biomes, and vegetation belts in the Amazon rainforest, human geography, including types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals, and water	Use world maps, atlases and globes and digital/computer mapping to locate countries and cities in Europe relating to WW2, to map routes across Europe of the Vikings. Identify the position and significance of the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn.
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### Geographical Vocabulary

EYFS	Year 1	Year 2	Year 3	Year 4
	Physical features, human features, United Kingdom, maps, ocean, river, land, country, road, house, flat, street, town, shops, buildings, post office, school, parks, tree, compass, landscape, city, village, location, area, atlas, world, near, far, left, right, forwards, backwards	continent, Europe, Africa, Asia, Australia, North America, South America, Antarctica, compass points, capital city, locality, fieldwork, field data, weather, rich/affluent, poor, volcanoes, grassland, marshland, cliffs, mountain, aerial view, aerial map, centre, environment, settlement	natural disasters, Volcano, Earth, crust, layers, erupt, location, magma, crater, molten, epicentre, mantle, core, cyclone, plains, landscapes, terrains, region, vegetation, climate, semi-desert, physical characteristics, tributaries, basin, marshland, meander, delta, estuary, embankment, main channel, source, river mouth, downstream, upstream, transportation, stream, channel, bank	agriculture, crops, husbandry, food miles, arable farm, pastoral farm, mixed farm, environmental impact, locally produced, globalised, producer, equatorial, emergent layer, canopy, tropical, understudy, land-locked, island Rainforest Northern hemisphere, Southern hemisphere, Equator, Tropic of cancer, tropic of Capricorn, ecosystem

## SMSC in Geography

### Spiritual

**Spiritual** education in **Geography** inspires awe and wonder at the natural world: both at the physical and human features. It also inspires wonder of the natural environment such as rivers, mountains, hills, volcanoes and the effect of weather and climate. It also includes the effect that the environment continues to have on settlement and peoples' daily lives.

The study of real people in real places, and of our relationship with the environment, is at the heart of the geography curriculum. There are occasions when we can give pupils the opportunity to reflect on their own values and beliefs, and those of others. For example, we can give pupils opportunities to think about the feelings of a child living in a squatter settlement, or the victims of a natural hazard; to reflect on the beauty of a landscape, or the richness of an environment; and to explore their own feelings about the people, places and environments they are learning about.

### Social

**Social** education in **Geography** involves the study of real people in different societies. By looking at their own locality and others in the world, pupils' sense of identity and community can be strengthened. Activities in the geography classroom -pair work, group work, role-play, geographical games - foster good social behaviour and self - discipline. Through fieldwork, geography makes a distinctive contribution to social development. Outside of the classroom, pupils need a greater degree of self-discipline, and a successful trip often relies on each member of the group making a contribution.

Geography also has a key role in developing an understanding of citizenship. For example, decision making exercises introduce pupils to the planning process in a town or city; learning about international trade fosters a sense of the interdependence of people and places; and through geography, pupils develop a knowledge and understanding of the concept of sustainable development, and the skills to act upon their understanding.

### Moral

**Moral** education in **Geography** provides opportunities for pupils to recognise that development takes place within a global context and that local decisions affect and are affected by decisions and processes in other countries for example river pollution. Issues of justice, fairness and democracy are central and can be debated in terms of pupils' own experiences as well as using geographical issues as contexts.

Most geographical issues have a moral dimension. Environmental relationships, in particular, provide a wealth of opportunities for distinguishing a moral dimension; for example, should the rain forest be exploited? Discussion, role-play, and decision-making exercises enable pupils to explore such issues, In doing so they will learn about the views held by society, and by various groups within society, and will develop their own attitudes and values in relation to these.

### Cultural

**Cultural** education in **Geography** involves the study of real people in real places in the present. It provides opportunities for multi-cultural education through recognising commonalities and differences. It also encourages pupils to reflect on their own personal reality of sense of space. Through its study of real people in real places, geography makes a major contribution to cultural development. Pupils learn about the characteristics of their local area, and why it is like that, and contrast where they live with more distant localities, in this country and abroad. A sense of place requires a knowledge and understanding of the cultural traditions of the people who live there. For example, for younger pupils this could be knowing about different styles of dress while older pupils might explore different attitudes towards the environment

### British Values

Geography and global learning have a contribution to make in the following areas:

- developing knowledge and understanding of, and mutual respect and tolerance for their own and other cultures in a range of places; for example, by developing knowledge of diverse places and people, and understanding the geographical processes leading to change e.g. within the study of Amazon Rainforest (Y4)
- investigating and understanding geographical processes that affect and inter-connect the lives of those in the community, locality, and wider world; for example, local area studies in KS1 where the children study local issues
- values such as tolerance, mutual respect, liberty, and responsibility are also international values, enlightened by developing global knowledge and understanding, and Britain's engagement with the wider world. Global learning helps pupils consider the place of Britain and 'Britishness' within international and global contexts, including the idea of multiple identities.