

Geography at Exwick Heights Primary School

Overview

Through our Geography curriculum, we aim to ignite a curiosity and fascination about the local area as well as the wider world. Our Geography curriculum equips our children with an understanding of the relationship that exists between humans and their ever-changing, physical and social environments. We use knowledge organisers and bespoke resources across KS1 and KS2 to support learning. We emphasise the importance of the enacted curriculum, where our skilled teachers bring all of this knowledge to life in a way that will be meaningful and exciting for the pupils. With a range of fieldwork opportunities from EYFS all the way to Year 6 and fully-mapped orienteering courses on site, children are exposed to a fully-enriched Geography curriculum!

Curriculum Principles

By the end of their primary education, a pupil of Exwick Heights Primary School will:

- Be able to name and locate key Geographical areas of the world. They will be able to identify the seven continents and key countries within each continent.
- Compare and contrast key physical and human geographical features of countries and continents. They will identify key landmarks from around the world.
- Understand the location of their local area. Be able to create and follow maps of increasing skill level, of their local area. Use map skills to follow and create maps of a given area.
- Understand how to interpret atlases, aerial photos and digital images to locate key physical and human geographical features across the globe.
- Make connections between current studied topics and previously taught topics. Learning will build on previous teaching.
- Understand that Geography is a continually evolving subject. Discuss current topics including global warming, extreme weather, migration and sustainability.

By the end of Early Years, pupils can...

- Use their personal experiences to increase their knowledge and sense of the world around them including meeting important members of society e.g. nurses and firefighters.
- Listen to a broad selection of stories, non-fiction, rhymes and poems to expand their knowledge of culture, society and diversity within the world around them.
- Extend their familiarity with words and enrich their vocabulary which will support later reading comprehension across the curriculum.
- Understand that there are different countries in the world and share photographs.

By the end of KS1, pupils can...

- Name and locate the world's seven continents and five oceans
- Name, locate and identify characteristics of the four countries and capitals of the United Kingdom and its surrounding seas.
- Understand geographical similarities and differences through studying the physical geography of a small area of the UK and of a small contrasting non-European country.

- Identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles
- Use basic geographical vocabulary to refer to: key physical features including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather; key human features, including: city, town, village factor, farm, house, office, port, harbour and shop
- Use world maps, atlases and globes to identify the United Kingdom and its countries as well as the countries, continents and oceans studied at this key stage.
- Use simple compass directions (North, South, East and West) and locational and directional language (for example near and far, left and right) to describe the location of features and routes on a map.
- Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.
- Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.

By the end of KS2, pupils can...

- Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities
- Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time
- Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)
- Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America Human and physical geography
- Describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle; 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 maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world
- Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.

In order to achieve a true understanding of Geography, topics are sequenced based on the following rationale:

- Topics are sequenced to build on prior knowledge and skills to build/deepen previous learning.
- Access to a knowledge-rich, intelligently-sequenced collection of planning and resources.
- Clear assessment provision - humanities books alongside booklets to monitor/assess understanding and progress.
- Use of bespoke booklets as a spring board with booklets serving to guide teaching. These can be used more stringently by teachers less confident with subject knowledge and more freely by those who feel confident. When planning, teachings focus 5 key facts/knowledge/skills they want to embed for that lesson. These are recapped later.
- Focus on active lessons – practical activities, map reading, fieldwork, discussion and debate.
- Transition over last few years. Introduction and then adaptation of bespoke booklets. Gone from lack of recall and more creative style into strong recall of knowledge. They can now recall 5 w's, key dates, maps. Strong focus on flashback (recall) from previous topics as well as previously taught subjects across year groups.
- Start of each session recap and retrieval (flashback). Focus on long term memory development. Focus on the 5 key facts/knowledge to recall by the end of the lesson.
- Variation of outcomes for each topic, some essay based but also fact files, explanation texts/posters, models, presentations and fieldwork analysis.
- Content of booklets/presentations minimized to ensure key facts and knowledge taught- each learning objective is broken down into manageable small steps.
- Adaptation of resources to include visuals for key vocabulary to support understanding for all children.
- EYFS geography taught through continuous provision. Practical application with verbal explanations. EYFS team liaising with whole school to build upon prior learning.

The Geography curriculum will address social disadvantage by addressing gaps in students' knowledge and skills:

- Students from disadvantaged background do not always have same level of social/cultural competence as non-disadvantaged peers.
- Geography curriculum encourages exposure to different cultures.
- Pupil's views are explored through discussion/arguments on a variety of social and cultural topics in a public setting.
- Special educational needs/disabilities receive extra support. E.g. EAL students receive pre-teaching of vocabulary, support for topic essays in the form of a scaffolded structure (pictures/questions), creation of key info questions to answer in the form of a quiz, pictorial representations to name etc.
- Differentiated application tasks allow all students exposure to the same knowledge-based learning but with differentiation to support.

We fully believe Geography can contribute to the personal development of students at Exwick Heights:

- Children will learn how to develop their social competence. Learn how to work with others, articulate ideas to justify their opinions.
- Develop understanding of how different communities/cultures live and make comparisons to their own culture's progression.

- Develop the ability to speak formally about a range of topics/social issues e.g. climate change, migration.

Have multiple opportunities to explore and understand right and wrong and different ethical/moral viewpoints. Importance/awareness of poverty around the world, helping in the community, civil rights, social inequality (racism, inequality of opportunity/class/money, sexism).

- Develop understanding/appreciation for different cultural backgrounds.

In each phase of learning, our belief is that homework should be a revision of powerful knowledge previously modelled and taught in lessons. This knowledge is recalled and applied through a range of quizzing and practice.

Curriculum Overview with Enrichment Opportunities

Year	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Nursery	In Nursery, begin to understand their world, looking at People, Culture and Communities and The Natural World.					
Reception	In Reception, continue to understand their world, looking at People, Culture and Communities and The Natural World.					
Year 1		Location, location, location Fieldwork-trip to Killerton.		Exeter and beyond		Wonderful weather
Year 2		What a wonderful world.		Rainforests		Our food, our world!
Year 3		Mountains, Volcanoes, Earthquakes		Villages, towns and cities		Water, Weather, Climate
Year 4		Human Migration		Rivers Fieldwork: River Exe		Natural Resources
Year 5		Informal settlements		Biomes		Energy and Sustainability Fieldwork: Exeter Quay
Year 6		Local Fieldwork Fieldwork: Local Parks		Population Fieldwork: EHPS		Globalisation Fieldwork: Exeter High Street

Our Spiral Curriculum

All children are entitled to a curriculum and to the powerful knowledge, which will open doors and maximise their life chances. Below is a high-level overview of the critical knowledge children will learn in Geography at each stage of their primary education, from Nursery through to Year 6. The curriculum is planned vertically and horizontally giving thought to the optimum knowledge sequence for building secure schema. This curriculum overview shows the knowledge, skills and understanding at each stage of a child's Geography journey at Exwick Heights.

Nursery and Reception

		Autumn	Spring	Summer
Nursery	Knowledge introduced	People, cultures and communities- Show interest in different occupations.	People, cultures and communities. Develop positive attitudes about the differences between people. Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.	People cultures and community Show interest in different occupations.
	Skills introduced	Ask questions about the world around them.	Getting information from shared texts, resources.	Learning to compare and contrast.
Reception	Knowledge introduced	People, culture and communities. Describing different people with different occupations.	People, culture and communities. Familiar people Nurses, doctors, postal workers	The natural world. Exploring immediate local environment.
	Skills introduced	Peer talk Comparing and contrasting		Draw information from a map. Following a basic map with support. Describe local environment.
	Knowledge revisited	People are different (nursery)	People have different occupations.	
	Skills revisited	Ask questions about the world around them.	Ask questions about the world around them.	

Year 1 and Year 2

		Autumn	Spring	Summer
Year 1	Topic	Location, location, location	Exeter and beyond	Wonderful weather
	Knowledge introduced	The four points of a compass N, S, E, W What are Geographical features- school, garden, playground. How are locations/building represented by map symbols?	Where in the world do we live? Understand the difference between a country, county and city. Understand we live in Europe, England, Devon and Exeter. What is a landmark?	How does rain fall. How do we measure different types of weather? What are some extreme types of weather? What does a meteorologist do?
	Skills introduced	How to draw an aerial map. How to interpret an aerial image. How to draw a sketch map. How to follow a map. How to identify map symbols.	Understand what an address is and write the school address. Identify local landmarks. Record a simple tally chart.	How to present a weather report. How to predict when the weather might change.
	Knowledge revisited	What is a map? What is a route?	The four compass points N, S, E, W. What is an aerial image?	What is weather?
	Skills revisited	Make a map to represent a route/part of the school.	Build upon knowledge and understanding of the world.	Build upon knowledge and understanding of the world.
Year 2	Topic	What a wonderful world	Rainforests	Our world, our food
	Knowledge introduced	What is a continent? Name the 7 continents. Locate the UK on a map. Name the four countries of the UK. Name the capital cities of each UK country. Name the 5 oceans of the world. name the seas around the UK.	Identify the layers of the rainforest. Understand where rainforests are located. Identify animals, plants and trees in the rainforest. Discuss the pros and cons of tourism.	To find out where food comes from? Compare arable and pastoral farming. To understand how and why food is imported into the UK. Discus the impact of food waste.
	Skills introduced	Identifying human and physical geographical features. Compare locations. Locating locations on a map. Label the 7 continents on a world map.	Use sources to answer questions about the rainforest- why do rainforests benefit the environment? Identify temperate and tropical rainforests on a map.	Locate countries on a world map. Locate how far food travels and the journey route on a map.

	Knowledge revisited	Where in the world do we live? Country is England, County is Devon, City is England. What is a landmark?	The 7 continents of the world. What is a continent?	7 continents of the world. 5 oceans of the world. 4 UK countries.
	Skills revisited	Identify landmarks.	Locating locations on a map.	Comparing human and physical Geographical features- factory, farm, shop

Year 3 and Year 4

		Autumn		Summer
Topic		<u>Mountains, Volcanoes, Earthquakes</u>	<u>Villages, Towns, Cities</u>	<u>Water, Weather, Climate</u>
Year 3	Knowledge introduced	Position of the equator, northern hemisphere, southern hemisphere, Arctic and Antarctic circle. Layers of the Earth- core, outer core, crust and mantle. Understand how fold mountains are formed. Understand how volcanoes and earthquakes are formed.	Key topographical features (hills, mountains, rivers etc). How features have changed over time. Name and locate major settlements around the world. Study of some of the world's major cities. Discuss why people choose to settle in different types of settlements. Identify the differences between villages, towns, cities.	The water cycle; The difference between weather and climate; Different air masses- polar and arctic maritime, polar continental, tropical maritime and tropical continental; Discuss how the Earth's climate has changed over time.
	Skills introduced	Locating volcanoes, mountains and earthquakes on a map. Identifying volcanoes, mountains and earthquakes from aerials. Labelling parts of volcanoes and mountains.	Interpreting graphs about population. Answering key questions about settlements. Comparing and contrasting different settlement types.	How to read a weather forecast.
	Knowledge revisited	Volcanoes in Japan (year 1) Definition of human and physical geographical features. Key topographical features. 7 continents of the world (year 2) Location of major oceans. (year 2)	Name four UK countries and key cities. Physical and human geographical features of the UK. Landmarks of the UK including London landmarks. (year 1)	UK Weather patterns (year 1) The different seasons (year 1) Climate patterns (year 2)
	Skills revisited	Interpreting maps, atlases and aerial images.	Locate UK countries and capital cities on a map. Labelling continents on a map.	4 compass points (year 1)

	Topic	<u>Migration</u>	<u>Rivers</u>	<u>Natural Resources</u>
Year 4	Knowledge introduced	What is migration? Why do people migrate? How does migration affect people and places? What is economic migration? What is a refugee? How will climate change affect migration?	Where world rivers are located. How rivers shape the land. Which landforms are created by rivers? Looking at the impact of flooding. Why are rivers important for people?	Where are the world's natural resources? How has the use of natural resources changed? The natural resources of Chile and the UK. A look at how resource exportation causes problems. What is the circular economy?
	Skills introduced	Comparing different places and people from across the world. Debating how climate change may affect migration. Discussing profiles of refugees from across the world.	Labelling specific diagrams. Mapping the journey of a river.	Debating and discussing the longevity of the use of natural resources. How sustainable is this for the future?
	Knowledge revisited	Types of settlements. Study of climate and weather patterns.	Seas around the UK. (year 2)	rivers (Year 4 Autumn)
	Skills revisited	Comparing settlements. investigating climate patterns in the UK and other countries.	Identifying physical Geographical features UK and Non UK (yr 1, 2 and 3)	Identifying physical Geographical features UK and Non UK (YR 1, 2 and 3)

Year 5 and Year 6

		Autumn	Spring	Summer
Year 5	Topic	<u>Informal settlements</u>	<u>Biomes</u>	<u>Energy and Sustainability</u>
	Knowledge introduced	What is a informal settlement? Why do they develop? Looking at crimes that occur in informal settlements and thinking about how crime could be tackled.	What are the Earths biomes? What affects an ecosystem? What is the tundra? What is the taiga? What is the Savannah? How are biomes being damaged?	What is sustainability? How do we produce energy?
	Skills introduced	Comparing and contrasting different settlements. Debating challenges associated with living in an informal settlement. Discussing how life in an informal settlement could be improved.	Defining key Geographic terminology- Write a definition of a biome. Interpreting diagrams to answer questions.	Study of local area focused on energy and sustainability. Discussion on the future of energy and sustainability across the Globe. Analysing UN Sustainable Goals.
	Knowledge revisited	Physical and human features of cities. (Year 3)	Location and climate of the continents (year 2) Habitats and Geographical features of the continents (year 2)	Climate change (year 4) natural resources (year 4)
	Skills revisited	Comparing and contrasting settlements (Y3) Human and physical features of a city (Y1)	Interpreting maps from around the world (Y2) Interpreting graphs based on climate. (Y4)	Interpreting graphs to find information. Use of atlases to support finding locations.
Year 6	Topic	<u>Local Fieldwork</u>	<u>Population</u>	<u>Globalisation</u>
	Knowledge introduced	How fieldwork is presented. Why do Geographers need to collect data?	Why does population change? What is a population pyramid?	What is globalisation? How has globalisation changed the way we communicate? How does globalisation affect trade? What does globalisation have to do with fashion?
	Skills introduced	Carrying out fieldwork using measurements, observations, surveys and photographs. Interpreting ordnance survey maps. Collecting data over a time-period and evaluating.	Interpreting a population pyramid. Discuss how Covid has affected populations across the globe. Debate how why population rises and falls in different countries.	Considering a balanced argument within a debate/ discussion. Tracking trade routes using maps, atlases and aerial images.

	Presenting data from local fieldwork in a variety of ways including various maps, photographs and digital presentations. Using and interpreting grid references.	Discussing and debating key questions:- What challenges can an aging population present? What challenges can a growing population present?	
Knowledge revisited	4 compass point (Year 1) 6 compass points (throughout KS2 fieldwork)	Different sizes of population across the world- Japan (Year 1) Kenya (Year 2) Settlements (year 3)	Migration (Y4) Location of Key continents/countries. Location of the seas and oceans (Y2) Comparing human physical geographical features in a variety of different countries.
Skills revisited	Drawing a bar graph. (Y5) Using a key (Y2 upwards) Using grid lines and creating a key (UKS2) Creating sketch maps of a local area (KS1,KS2) Ley map symbols (Y1)	Interpreting a variety of maps and diagrams to retrieve statistics and data.	Using maps and atlases. Analysing data from maps, aerial images and atlases.

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