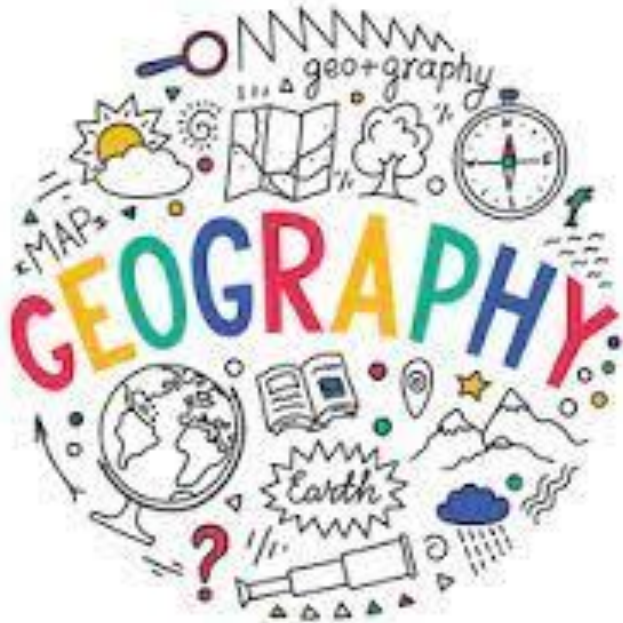




Curriculum Geography - Whole School





Curriculum Subject Rationale

Intent:	Many children at Wilbraham come to school with an extensive knowledge and experience of different cultures and places. At Wilbraham, our <i>Geography</i> curriculum aims to nurture that curiosity for the world, the people who live on it and the variety of physical features it contains. The curriculum is progressive and ensures that metacognitive skills are used continuously to create building blocks of prior knowledge and future learning. Through a knowledge and skills based curriculum, we aim to instil our children with an open-minded, analytical and critical attitude towards the World, enabling them to become forward thinking global citizens who are fully aware of the co-dependence of people and their planet.
Implementation:	Geography at Wilbraham is designed within a progressive curriculum which builds upon and revisits knowledge and skills taught year upon year. The units of work in each term are designed to give students a cohesive breadth of knowledge and skills that they can apply locally, nationally and to the wider world. Each unit of work is planned to discover or work towards a big enquiry question, with each lesson having a small focus and piece of the puzzle to enable children to fully understand and tackle the big question. As with all other areas of our curriculum, metacognition is important within our <i>Geography</i> lessons and each lesson begins with a bridge back activity to continue revisiting previous learning and using it as a foundation for future learning. Teachers are encouraged to use a local or a tangible starting point/stimulus for learning and children use this as their point of reference when considering <i>Geographical</i> concepts, ideas or methods on a wider scale. Outcomes and vocabulary are mapped out on the curriculum document and ensure that all staff are aware of where each child is coming from and where they are heading. This is used to enable all children to access and thrive within the <i>Geography</i> lessons.
Impact	The impact of our <i>Geography</i> curriculum is for children to have a clear understanding of what <i>Geography</i> is and how learning about <i>Geography</i> is relevant to many aspects of life as a global citizen. The curriculum nurtures pupils to be critical thinkers who are inspired to continue learning and build upon the knowledge they have gained during their time at Wilbraham Primary School. Upon leaving year 6, our pupils are able to remember previous learning and explicitly build on this year on year. They have an awareness of Earth's diversity and key physical and human processes. They have developed geographical skills, fieldwork skills and have an understanding of geography locally, nationally and globally. Pupils begin to understand their wider world and the implications that we as global citizens have on it developing an understanding of environmental issues.



Curriculum Map

Subject - EYFS

EYFS

	People , Culture & Communities	The Natural World	Vocabulary
Nursery	Continue to develop positive attitudes between people. Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.	• Use all their senses in hands on exploration of natural materials • Plant seeds and care for living plants • begin to understand the need to respect and care for the natural environment and all living things.	Local Place Seasons Map World Globe Weather Seasons Countryside Forest Park Building Road Ocean Town Village City, Capital City Country Environment Changes Human/Physical features
Reception	• describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps • some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.	• understand some important processes and changes in the natural world around them, including the seasons. • continue to explore the natural world around them., making observations and drawing pictures of animals and plants. • begin to draw information from a simple map.	



Curriculum Map

Subject - Whole School

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Y1	Which countries make up the UK?		How is England different to Egypt?		What would a map of our playground look like?	
Y2			How do maps, atlases and globes help us explore the world?	Is Manchester the greatest city to live?	Is Manchester the greatest city to live?	
Y3	What is the difference between a mountain and a volcano?		How is land used in Fallowfield and how has this changed over time?		How is life in the North of Italy different to life in the North of England?	



Curriculum Map

Subject - Whole School

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Y4			Why are the Earth's Biomes Different?	Where Does a River Go?		How is Life Different Around the UK?
Y5	Is living in Devon the same as living in Northwest England?		Where are the Earth's earthquakes most severe?		What is different about life in Senora and life in Manchester?	
Y6		What time is it around the world?		Why do people migrate?		How could we improve Platt Fields Park?



Curriculum Map

Subject - Overview Y1

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Which countries make up the UK?		How is England different to Egypt?		What would a map of our playground look like?	
-Identifying UK on a map, globe, atlas -Locating countries within the UK and know what country we live in. -Key information about the four countries (language, flag, traditions, capital cities) -Label countries on a map -Using locational and directional language (near and far; left and right) -Describe simple routes on a map of the UK		-Locate hot and cold places in the world in relation to North and South pole -Identify the hottest and coldest seasons in England. -Match the seasons to the months of the year -Observe seasonal and daily weather patterns across the year in the local area -Use a thermometer to measure temperature -Locate Egypt on a map and identify weather patterns in that country		-Explore maps -Explore using aerial view -Devise simple maps of small area/table with objects on. -Shared map of the classroom- identifying features and labelling -Explore surrounding area (playground) -Draw a map of the playground and identify key human and physical features -Use locational language to discuss maps of the playground -Edit map to improve- what would they include to make it better?	
Key Vocabulary: Scotland, Wales, N. Ireland, England, Country / City Direction - Right/ left, near, far, geographic location, island, sea		Key Vocabulary: Sun/sunny, Wind Snow, Rain, Thunder, Hot/cold, Equator, temperature, degrees thermometer ,Summer, Winter Autumn, Spring, geography location		Key Vocabulary: human / physical features surrounding area environment school grounds geographic location	



Curriculum Map

Subject - Endpoints Year 1

By the end of Year 1

Knowledge Endpoints	Knowledge Endpoints	Knowledge Endpoints	Vocabulary
- Use maps to locate and name the four countries of the United Kingdom - Know which country they live in	- Locate and describe hot and cold areas of the world in relation to the Equator and the North and South Poles - Identify seasonal and daily weather patterns in the United Kingdom (using thermometers to measure the temperature, observational skills to record rain patterns and computer data to compare this to another location closer to the equator)	School grounds field work unit - Identify human and physical features of the school grounds and surrounding areas - Know that a map shows a birds eye view of an area	
Skills Endpoints	Skills Endpoints	Skills Endpoints	Vocabulary
- Use maps of the UK to locate the four countries - Describe the location of features on a map of the UK - Describe simple routes on a map of the UK - Use locational and directional language (near and far; left and right)	- Use locational and directional language (near and far; left and right), to describe the location of features and routes on a map - Use simple maps of the World to locate the hot and cold places - Observe and record weather patterns using a simple tally chart	Devise a simple map (start simple by drawing a birds eye view of a table with different items on, progress to drawing simple maps of the classroom. Children will move on to creating simple maps of an area in school such as the playground) Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features	The vocabulary to be taught is highlighted in each unit of work.



Curriculum Map

Subject - Overview Y2

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
		How do maps, atlases and globes help us explore the world?	Is Manchester the greatest city to live?	Is Manchester the greatest city to live?	
		What are maps, atlases and globes? How can we use maps, atlases and globes to identify where we live? What are the four nations in the UK? Which flag represents which nation? What is a continent? How many oceans are there in the world?	What do you know about Manchester already? What is life like in Manchester? What are the physical features of Manchester? How do you create a map? What route should we take in Manchester City Centre?	Where is Nairobi? What is life like in Nairobi? What are the physical features of Nairobi? How busy is Manchester City Centre? How can we compare Nairobi and Manchester?	
		Continent - Asia, Africa, North America, South America, Antarctica, Australasia or Oceania, Europe Seas and Oceans - Arctic, Southern, Pacific, Atlantic, Indian Compass Points - North, East, South, West North/ Irish/ Celtic Seas / English Channel	Capital city - Belfast, Cardiff, Edinburgh, London Compass Points - North, East, South, West landmarks village, factory, farm, office, port, Harbour, cliff, coast, mountain.	Compass Points - North, East, South, West similar / different / compare key symbols landmark human / physical features	



Curriculum Map

Subject - Endpoints Year 2

By the end of Year 2

Knowledge Endpoints	Knowledge Endpoints	Knowledge Endpoints	Vocabulary
	- Locate and name the seven continents and five oceans of the world. Using world maps, atlases and globes - Locate and name the four countries of the UK and their capital cities - Locate and name the surrounding seas of the UK - Understand some key physical and human characteristics of the four countries in the UK and their capital cities	Compare Manchester to Nairobi - Understand some of the key physical and human characteristics of Manchester and compare these to that of Nairobi. - Locate Manchester and Nairobi on a map - Make comparisons between life in Manchester and Nairobi through geographical observations and recordings (weather/climate, transport etc)	
Skills Endpoints	Skills Endpoints	Skills Endpoints	Vocabulary
	- Use world maps, atlases and globes to identify the United Kingdom and its countries - Use simple compass directions (North, South, East and West) and locational and directional language, to describe the location of features and routes on a map - 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 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 - Use simple compass directions (North, South, East and West) and locational and directional language, to describe the location of features and routes on a map	The vocabulary to be taught is highlighted in each unit of work.



Curriculum Map

Subject - Overview Y3

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
What is the difference between a mountain and a volcano?		How is land used in Fallowfield and how has this changed over time?		How is life in the North of Italy different to life in the North of England?	
What is inside the Earth? Is the Earth's crust one big piece? What are the parts of a volcano? How does a volcano erupt? What are the features of mountains?		What is a key and how does it help us understand land use? How is land used in the UK? What is a sketch map and how does it help our fieldwork? To answer our big question through fieldwork of our local area, what could we look for, record, or find out? What can we learn on our fieldwork trip around our local area? What did we find out and how does this help us know how land is used in Fallowfield and how this has changed over time?		Where and what is Italy? Does Northern Italy have any mountains or volcanoes? Where are the rivers, lakes and coasts of Northern Italy? Does it rain more in Northern Italy or in Northern England? What is the North of Italy famous for? Why is the River Po so special?	
Key Vocabulary: Volcano, Magma, Lava, conduit, eruption, mountain, range,		Asia, Africa, North America, South America, Antarctica, Australia/ Oceania/Australasia, Europe Global warming / Climate change Country, Capital city		Compass points: NW NE SE SW grid reference contours North/ Irish/ Celtic Seas, English Channel Fieldwork Plan, aerial photograph, map key symbols, Ordnance Survey map/ Scale Observe, measure /record environmental region Symbols key, city, town, village, factory, house, office,, shop,	



Curriculum Map

Subject - Endpoints Year 3

By the end of Year 3

Knowledge Endpoints	Knowledge Endpoints	Knowledge Endpoints	Vocabulary
- Describe and understand mountains - Describe and understand volcanoes	Understand how land use is affected by population, society and space.	- Build location knowledge of the world focusing on Europe. Use maps, globes and atlases to name and locate countries, capital cities, and continents. - Locate tectonic plates, volcanoes, mountains and mountain ranges within Europe.	
Skills Endpoints	Skills Endpoints	Skills Endpoints	Vocabulary
- use atlases, globes and to locate countries, volcanoes, mountains and describe features studied - use diagrams to explain a concept.	- use globes, maps and atlases to make sense of our local area - use the eight points of a compass, and simple coordinates (D4 etc in an atlas), symbols and key 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 pictograms.	- Study environmental regions, key physical and human characteristics of a region in Italy and compare with Greater Manchester. - Think critically about the impacts of geographical features, sustainability and comparisons between places in the world.	The vocabulary to be taught is highlighted in each unit of work.



Curriculum Map

Subject - Overview Y4

Autumn 1	Autumn 2	Spring 1	Spring	Summer 1	Summer 2
	Why are the Earth's Biomes Different?		Where Does a River Go?		How is Life Different Around the UK?
	What would I find in Woodland biome? What is a climate zone? What is the difference between a desert, grassland and a savanna biome? What are the key features of the Amazon rainforest in Brazil? How is our woodland biome different to the Amazon Rainforest? Why is it important to protect places like the Amazon Rainforest?		What are the features of a river? How is a meander formed? How do I find rivers on a map? What do you know about the River Bollin? What are the fastest parts of a river? How is The Amazon River similar and different to The River Bollin?		Are all settlements in the UK the same? What is the difference between a country and a county? What is it like to live in Greater Manchester? What is it like to live in a coastal county? What is it like to live in a rural county? What type of county would you like to live in and why?
	Key Vocabulary: Differences/similarities, Compare/ contrast, Change / effect Climate zones / Biomes / Environmental Region / Vegetation belts ecosystems adaptation (Tundra, Coniferous & Deciduous Forest, Aquatic, Grassland, Desert/Savannah)		Key Vocabulary: Erosion, deposition, water cycle, meander, mouth, bank, tributary, delta, confluence, estuary, source		Key Vocabulary: Urban region / Rural 8 Compass points: NW NE SE SW 4 figure grid reference Symbols City/country/continent, Atlas/map/globe Equator, county, Land use, Formation, interaction between physical and human processes Topographic maps - Contours / Global warming / Climate change / Observe/ measure / record/data



Curriculum Map

Subject - Endpoints Year 4

By the end of Year 4

Knowledge Endpoints	Knowledge Endpoints		Knowledge Endpoints	Vocabulary
	- Describe the features of some major biomes and vegetation belts - Understand how climate zones affect biomes - Study the features of a rainforest biome in detail	- Explain how the water cycle works - science link - Describe the features of rivers - What are the features of a river - Erosion and deposition - How are rivers used today? - Using a map, follow a river from mouth to source (River Bollin) - Using maps, plan a study of a river (River Bollin) - planning a route, discussing effectiveness of testing points and methods of measurements. - Measuring the velocity of the river at different points to test knowledge gained in unit of learning	- Name and locate counties and cities of the United Kingdom - Explore UK geographical regions and their identifying human and physical characteristics - Explore key topographical features (including hills, mountains, coasts and rivers) of counties and cities in the UK	
Skills Endpoints	Skills Endpoints		Skills Endpoints	Vocabulary
	- 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, pictograms and bar charts. - Use a range of devices such as maps, secondary sources, atlases, globes to locate countries and describe features studied.		- use the 8 points of a compass, begin to use 4 figure grid references, symbols and key (begin to use Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world. - Use a range of devices such as maps, atlases, globes to locate countries and describe features studied.	The vocabulary to be taught is highlighted in each unit of work.



Curriculum Map

Subject - Overview Y5

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Is living in Devon the same as living in Northwest England?		Where are Earth's earthquakes most severe?		What is different about life in Senora and life in Manchester?	
Where is the Northwest of England located in the UK? What are the Physical and Human features of NW England? Where is Devon located in the UK? What are the Physical and Human features of Devon? What is the same and what is different? Is living the same in Devon as it is in Northwest England?		What are earthquakes? Why do earthquakes happen? What happens after an earthquake? How can we prepare for earthquakes? Can we design an earthquake-proof city?		What are lines of latitude and longitude? What assumptions can we make about Greater Manchester and Sonora? What makes Manchester a city? What are the physical features of Greater Manchester and Sonora? What are the human features of Greater Manchester and Sonora?	
Human features, natural features, compare, contrast, similar, difference, settlement, population, population density, land use.		Land use 4/6 figure grid reference Natural resources Geographical influences / significance Trade Economy Global warming / Climate change		Equator, Latitude 4 figure grid reference Latitude / Longitude / North/ South hemisphere Tropics of Capricorn and Cancer Global warming / Climate change Vegetation, Headland, Resort, Cliff, Bay Formation, interaction between physical and human processes	



Curriculum Map

Subject - Endpoints Year 5

By the end of Year 5

Knowledge Endpoints	Knowledge Endpoints	Knowledge Endpoints	Vocabulary
Manchester and Devon area study (building on from what the children already know after comparing Manchester to Nairobi in year 2 as well as studying Fallowfield in detail and looking at its land use patterns over time in year 3) - Investigate the human and physical features of Manchester and Devon - Investigate the types of settlement and land use, economic activity including trade links in both areas. - Types of settlement and land use of the UK throughout history - Trade links throughout history - Distribution of natural resources throughout history	Earthquakes study Describe and understand key aspects of: Physical geography, including volcanoes and earthquakes. Investigate why earthquakes happen and why they are more prevalent in different parts of the world. Understand key vocabulary around tectonic plates. Understand key vocabulary around earthquakes and volcanoes.	- Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere and use longitude and latitude to find locations on a map. - Building on from the study of Manchester in Spring 2 - Understand geographical similarities and differences through the study of human and physical geography of the Northwest of England, the Northwest of Mexico and the Northwest of Spain.	
Skills Endpoints	Skills Endpoints	Skills Endpoints	Vocabulary
- Use maps and atlases to locate Manchester and Devon - Use maps and other devices to explore land use, settlements, economic activity and trade links	- Use and understand earthquake distribution maps - Use photographic sources and videos to understand the impact of earthquakes and volcanoes - Understand how to prepare for earthquakes and how to mitigate their	- Use the 8 points of a compass, confidently use 4 figure grid references, symbol of Ordnance Survey maps to build their knowledge of the United Kingdom and the wider world - Use sketch maps, plans and diagrams.	The vocabulary to be taught is highlighted in each unit of work.



Curriculum Map

Subject - Overview Y6

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	What time is it around the world?		Why do people migrate?		How could we improve Platt Fields park?
	What are lines of Latitude? How can you use lines of latitude and longitude to locate places around the world? Why does the time change in the UK, including day and night? Can you show understanding of time zones and how they were created?		What makes a good place to settle? How do we use land today? Is Manchester a good place to live? Why would make you want to migrate?		What and where is Platt Fields Park? How has the land use around the park changed over time? What is the current layout of the park? How is the park used now and how might it be used in the future? How would you improve Platt Fields Park?
	Latitude/Longitude/North/ Southern Hemisphere Tropics of capricorn/cancer Time zones Greenwich Meantime		Trade, Economy, Settlement Natural Resources Derelict Analysis of data and statistics Geographical influences.		Map Ordnance Survey Orientation Grid Reference



Curriculum Map

Subject - Endpoints Year 6

By the end of Year 6

Knowledge Endpoints	Knowledge Endpoints	Knowledge Endpoints	Vocabulary
- Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, - Identify the position and significance of the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)	- Settlements - types of settlement and the distribution of natural resources including energy, food, minerals and water - Trade and industry, land use and economic activity including the distribution of natural resources	- Local area field study - Using a compass to locate features on an ordnance survey map - use fieldwork to observe, measure, record and present the human and physical features in the local area choosing an appropriate way of presenting the findings (graphs, maps, sketches, diagram	
Skills Endpoints	Skills Endpoints	Skills Endpoints	Vocabulary
Use maps, atlases, globes and digital/computer mapping to locate countries and describe human and physical features studied.	- Use maps, atlases, globes and digital/computer mapping to locate countries and describe human and physical features studied. - Analyse data and statistics	- Use maps, atlases, globes and digital/computer mapping to locate countries and describe human and physical features studied. - Use the eight points of a compass, 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. - Analyse data and statistics	The vocabulary to be taught is highlighted in each unit of work.