

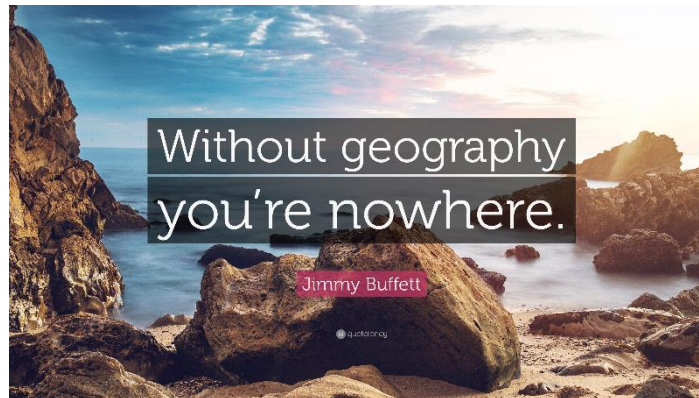
Our Geography Curriculum

Intent of the Geography Curriculum

Our high quality CLICK Curriculum for Geography will inspire 'equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes.' (National Curriculum, 2019) We work hard in providing a creative, skills based curriculum which is personalised to meet the needs of our pupils. Our rich and fulfilling curriculum allows children to explore and ask questions to inspire and challenge their learning. Children will have opportunities to learn more about the differences between human and physical process as well as gaining a deeper understanding of the earth's features, including the landscapes and environments which develop and change over time.

Our milestone document is carefully thought out to include the statutory components of the national curriculum to ensure all children are progressing in their own learning journey throughout our schools.

Implementation of the Geography Curriculum





Subject: Geography

Nursery

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Nursery Rhymes	Brilliant Birds	Pets	Splash	Transport	Mini beast Madness
Focus/ Content	Talking about who lives in their house. Building relationships with adults and peers in order to be able to talk about their family, friends and significant events in their lives.	Talking about our family traditions based around Christmas/Eid. Retelling stories about birds in the correct order. Looking at birds from other countries	Explore the traditions based around Chinese New Year.	Understanding that pirates existed in the past. Sorting Animals that live in the sea Looking at the world's oceans on a map	Talking about local areas and transport we see Looking at other forms of transport from around the world	Finding out where mini beasts live.
Skills	I can continue to develop a positive attitude about the difference between people I can talk about members of my own family and friends	I can continue to develop a positive attitude about the difference between people I can understand the need to care of the environment and living things I can talk about and name birds from other countries	I can continue to develop and positive attitude about the difference between people I can talk about how Chinese new year is celebrated in different countries	I can name some animals that live in the sea/ocean I can talk about animals that live in different countries and compare to UK	I can show an interest in different occupations I can talk about what I might see on a road in Huddersfield I can talk about transport from other countries	I can understand the need to care of the environment and living things I can name some habitats of minibeasts in Huddersfield
Knowledge	I know there are differences between people and I can talk about this positively	I know there are differences between people. I know there are differences between animals/birds. I can talk about this positively	I know that there are different countries in the world and talk about the different photo/experiences I have seen UW	I know that there are different countries in the world and talk about the different photo/experiences I have seen UW	I know that there are different countries in the world and talk about the different photo/experiences I have seen UW	I know that there are different countries in the world and talk about the different photo/experiences I have seen UW
Vocabulary	<p>Locational Knowledge: Netherhall St James School, Rawthorne, Huddersfield, England, place, school World, home, family</p> <p>Human: house, home, park, school, shop, nursery, road, map, family, place</p> <p>Physical: weather, rainy, sunny, cloudy, windy, world Patterns, change, same, different</p> <p>Geographical Skills and Fieldwork: left, right, straight, bottom, top, outside, in, down, inside, under, behind, below, farm, garage, train, shop, car, road</p> <p>Place Knowledge: Plants, trees, bushes, flowers, grass, ground, wall, leaves, animals, birds, caterpillars, bees, butterflies, bark, park, home, school, shop, road Same, different, place</p>					

*Ambitious vocabulary
*previous vocabulary

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Friends and feelings	People who help us	What's is like far away	Growing	Traditional tales	Down on the farm
Focus/ Content	How do we get to school- modes of transport? Looking at different landscapes from story-beach, woodland, school, town	Maps of local walk in area and looking postal walk Looking at own address and post letter How people who helps us looked in the past- looking at schools Visits from local community- dentist, mountain rescue, police	Comparing hot and cold places and features of the environments Looking at the globe and where places are in the world and where England is Looking at animals from different places and compare Where does chocolate come from?	forest school activities in school Looking at different landscapes Map drawing of landscapes Plans of gardens and maps	Making maps to Grandma house Looking at India and making comparisons Comparing Indian animals, culture with UK and landscape	Looking at farms and farm landscapes and how they differ Visit to the farm Small world farm play Map drawing- what the ladybird heard
Skills	I can talk about and name of features of my local area.	I can talk about my local area and name who might help me I can name what is in my immediate environment I can recognise the similarities and differences to create a map of my local area	I can compare aspects of my local area with other countries I can find and name Africa, UK and Antarctica on a map I can name some similarities and difference between other countries and my own I can sort images of countries and talk about their features	I can discuss the similarities and difference between two locations. I can talk about my local area. I can talk about what occurs naturally or what is man made in my local area	I can discuss the similarities and difference between two locations. I can find India on a map I can name some similarities and difference between other countries and my own	I can recognise the similarities and differences to create a map. I can talk about what grows naturally or what is man made on the farm I can talk about how farm environments can differ from the one I live in
Knowledge	I know what is in my local community (buildings) I know and can name different landscapes (beach, city, park, town, woodland)	I know who in my local community can help me and when I might need them I know what a map is used for I know some parts of my address (door number, street name)	I know where Africa, Antarctica and UK are on a world map I know the differences between the Antarctica and Africa (animals and landscape) I know the differences between places far away and my own town	I know difference between things in my environment that are natural or man made	I know where India is on a world map I know some differences between life in India and life in the UK (climate, landscape, animals, culture)	I know how the landscape of a farm is different from a town/city I know what I will see on a farm
Vocabulary *Ambitious vocabulary *previous vocabulary	<p>Locational Knowledge: Netherhall St James School, Rowthorne, Huddersfield, England Same, different, similar, difference, world, place (e.g. park, street, house, shop, farm, beach)</p> <p>Human: path, farm, office, school, sea, field, car park, home, house, train station, bus station, airport, place Physical: cloud, rain, snow, hail, wind, storm, sun, sea, soil, spring, summer, autumn, winter, world</p> <p>Geographical Skills and Fieldwork: map, behind, next to, in front of, end, above, below, under, on, near, far, close to, underneath, step forwards, step backwards, far away from, big, small, tall</p> <p>Place Knowledge: trees, plants, flowers, houses, bus stop, hot, cold, windy, sunny, snowy, cloudy, wet, dry place, world</p>					

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Getting to know me and my world.	A Toy's Story	Our Animal Adventures	To infinity and Beyond	Bright lights, Big city.	Ready, Steady, Grow
Focus/Content	<ul style="list-style-type: none"> - Map of our Local area. - Walk around the local area, accurate map drawing skills using given map symbols. - Identify 4 countries, capital cities and Huddersfield on a map. Making comparisons of human and physical features within the local area. - Mini inspiration day- Walk round local area 		<ul style="list-style-type: none"> - Locating 7 continents of the world. - Locating where animals originate from using world maps/atlasses/globe. 	<ul style="list-style-type: none"> - Using aerial images from space to recognise key landmarks locally/nationally. 	<ul style="list-style-type: none"> - Human/physical features of London. - Locating London on a map of Britain. - Identify 4 countries, capital cities on a map. - Using simple compass directions to locate different London landmarks. - Using compass points to explain the location of different capital cities. - Using aerial images to locate key landmarks in London. 	<ul style="list-style-type: none"> - Locating the countries where different fruits are grown using maps/atlasses/globes. - Looking at the climate/weather of the countries where fruits grow in relation to the Equator.
Skills	<p>I can begin to use fieldwork skills and to make observations about my locality and the wider world.</p> <p>I can use maps, atlases and globes to identify countries, capital cities and Huddersfield.</p> <p>I can use simple compass directions and language to describe location and routes on a map.</p> <p>I can devise a simple map.</p> <p>I can use aerial photographs to identify local landmarks.</p>		<p>I can use maps, atlases and globes to identify the continents.</p> <p>I can compare the weather in different locations around the world in relation to the Equator.</p>	<p>I can recognise the continents using aerial images.</p> <p>I can identify, describe and make observations about human and physical features</p>	<p>I can use maps and atlases to identify the 4 countries of the British Isles.</p> <p>I can find the 4 capital cities of the countries of the British Isles on a map.</p> <p>I can identify, describe and make observations about human and physical features of London.</p> <p>I can use simple compass directions and directional language to describe location of landmarks in relation to each other.</p> <p>I can use aerial images to locate London landmarks.</p>	<p>I can use maps, atlases and globes to identify different countries.</p> <p>I can compare the weather in different locations around the world in relation to the Equator.</p>
Knowledge	<p><u>Locational Knowledge</u></p> <p>I know I live in Huddersfield.</p> <p>I know Huddersfield is in England.</p> <p>I know the capital city of England is London.</p> <p>I know how to identify the British Isles on a map.</p> <p>I know where Huddersfield is on a map of the British Isles.</p> <p><u>Human and Physical Geography</u></p> <p>I know the names of some physical and human features of my local area.</p>		<p><u>Locational Knowledge</u></p> <p>I know there are seven continents.</p> <p>I know different animals live in different environments.</p> <p>I know that the Equator is the hottest part of the world</p> <p><u>Human and Physical Geography</u></p> <p>I know the weather varies around the world and it affects which animals live there.</p> <p><u>Geographical Skills and Fieldwork</u></p> <p>I know that world maps, atlases, and globes help us to identify the Equator and the seven continents.</p>	<p><u>Locational Knowledge</u></p> <p>I know the names of the world's seven continents.</p> <p><u>Human and Physical Geography</u></p> <p>I know some geographical vocabulary to refer to physical and human features.</p> <p><u>Geographical Skills and Fieldwork</u></p> <p>I know that aerial photographs are taken from space and they can help us to recognise landmarks and basic human and physical features</p>	<p><u>Locational Knowledge</u></p> <p>I know the names of the countries of the UK and their capital cities.</p> <p><u>Human and Physical Geography</u></p> <p>I know some human and some physical features of London</p>	<p><u>Locational Knowledge</u></p> <p>I know the names of different countries where fruits are grown</p> <p><u>Place Knowledge</u></p> <p>I know that the weather and climate vary in different locations in relation to the Equator.</p> <p><u>Geographical Skills and Fieldwork</u></p> <p>I know that world maps, atlases, and globes help us to identify the Equator and different countries.</p>

<p>Vocabulary</p> <p>*Ambitious vocabulary *previous vocabulary</p>	<p>Place Knowledge: Netherthall, St James School, Rawthorpe, Huddersfield, England Village, town, city, house, home, shop, road, bus, car, detached house, semi-detached house, terraced house, garden, street, school, park, path, lake, canal, compare, contrast, similarities, differences</p> <p>Geographical Skills and Fieldwork: map, atlas, globe, locate, describe, features, observe, look, watch, route, journey, landmark, Victoria Tower</p>	<p>Seasons under science: Physical: Season, seasonal, spring, summer, autumn, winter, warm, cool, wind, rain, sun, fog, snow, warmer, colder, sunnier, rainier, snowier, predict, Equator Human: coat, t-shirt, dress, jumper, sandals, wellies, scarf, hat, gloves</p>	<p>Locating where animals originate from using world maps/atlasses/globe Locational Knowledge: British Isles, England, Scotland, Wales, Northern Ireland, 7 Continents: Europe, North America, South America, Oceania/Australasia, Asia, Africa, Antarctica</p>	<p>Locational Knowledge: 7 Continents: Europe, North America, South America, Oceania/Australasia, Asia, Africa, Antarctica Geographical Skills and Fieldwork: Map, atlas, globe Locate, describe, features, observe, look, watch, aerial photographs</p>	<p>Seasons under science: Physical: Season, seasonal, spring, summer, autumn, winter, warm, cool, wind, rain, sun, fog, snow, warmer, colder, sunnier, rainier, snowier, predict, Equator Human: coat, t-shirt, dress, jumper, sandals, wellies, scarf, hat, gloves</p> <p>Geographical Skills and Fieldwork: Map, atlas, globe Locate, describe, features, observe, look, watch, aerial photographs route journey</p>	<p>Locating the countries where different fruits are grown using maps/atlasses/globes. Looking at the climate/weather of the countries where fruits grow in relation to the equator.</p> <p>Locational Knowledge: British Isles, England, Scotland, Wales, Northern Ireland, 7 Continents: Europe, North America, South America, Oceania/Australasia, Asia, Africa, Antarctica equator</p>
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Subject: GEOGRAPHY Year 2

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Wonders of the World If you had a magic carpet where would you go?	African Adventure What is it like to live in Africa?	Ahoy there! What is it like to be a pirate	London's Burning! What was it like in London in 1666?	Glorious gardens! Where and how do plants grow?	Transport Travelling, trains and the Titanic!
Focus/Content	Recap England / United Kingdom, capital cities. Use maps/atlasses. Introduce continent – Europe. Name and locate 7 continents. LA – used small world characters to travel to diff continents Poles Apart North/South Compass directions. Name and locate seas and oceans.	Recap the 7 continents. Identify Africa on a map. Identify countries within Africa and surrounding seas/ocean. Recap what a human and physical feature is. Identify human and physical features of Africa. Use aerial images to compare the human and physical features of Kenya and Huddersfield. Identify seasonal weather patterns in Huddersfield. Compare seasonal weather patterns in Huddersfield and Kenya.	Identify what an island is. Name and identify oceans. Learn a fact about each ocean. Devise a map using a grid reference. Follow a map in the wild area to find hidden treasure.	London is an important capital city	Know that the environment needs our care and that there are threats to its existence. Mapping skills and symbols-garden map. Orienteering in PE Walk of the school grounds	Journeys around the world take time. Compare distances around the world
Skills	Geographical skills & Fieldwork I can identify, describe and make observations about human and physical features of a location using a widening vocabulary. (See below). I can use maps, atlases and globes to identify continents, countries and capital cities of the UK, countries in Europe and further afield. I can use simple compass directions and language to describe location and routes on a map. I can use a colour key on a map.	Geographical skills & Fieldwork I can begin to use geographical skills and carry out simple fieldwork to make observations about my locality and the wider world including Africa. I can use aerial images to recognise landmarks and physical features. I can use maps, atlases and globes to identify countries and capital cities. I can make comparisons of the human and physical features of different locations.	Geographical skills & Fieldwork I can use maps, atlases and globes to identify continents, countries and islands. I can identify, describe and make observations about human and physical features of an island location using a widening vocabulary. (See below). I can use simple compass directions and language to describe location and routes on a map.		Geographical skills & Fieldwork I can create a garden map with symbols in a key. I can use simple compass directions and positional language to describe location and routes on a map.	Geographical skills & Fieldwork I can use simple compass directions and positional language to describe location and routes on a map.
Knowledge	Locational Knowledge I know the names of the world's seven continents and where to find them on a world map. I know where the North and South poles are in relation to the Equator. Human and Physical Geography I know that there are seasonal and weather patterns in the UK. I know that the weather is different in countries near the Equator and the North and South Poles.	Locational Knowledge I know there are 55 countries in Africa. I know the names of some of the countries in Africa. I know the names of the seas and oceans which surround Africa. Place Knowledge I know that the weather in the UK is seasonal, and also different to that in Africa Human and Physical Geography I know that human and physical features can be identified using aerial images.	Locational Knowledge I know the names of some islands of the British Isles. I know the names of the five oceans. I know where to locate the five oceans on a world map. I know that each ocean has differences. Geographical Skills and Fieldwork I know how to use a simple grid references.	Locational Knowledge I know the names of some London landmarks. I know that some physical and human features have existed for a long time. I know the River Thames is an important feature of London.	Geographical Skills and Fieldwork I know that simple fieldwork and observational skills to study the geography of my school and its grounds will help me to understand the need to care for our environment.	Human and Physical Geography I know the names of the world's seven continents and where to find them on a world map. I know that distances across oceans are great.
Vocabulary	Place Knowledge:	Locational Knowledge: atlas, globe, country,	Locational Knowledge: Atlas, globe, island, beach, coast, cliff, harbour, port		Locational Knowledge: Atlas, globe, island, beach, coast, cliff, harbour, port	Locational Knowledge:

<p>*Ambitious vocabulary *previous vocabulary</p>	<p>map, Huddersfield, Rawthorpe, London, England, local area, town City, village Contrast, compare, similarities, differences Locational Knowledge: atlas, globe, country, Belfast, Northern Ireland, Edinburgh, Scotland, Cardiff, Wales, London, England continent, North America, South America, Europe, Africa, Asia, Australasia, Antarctica, North Pole, South Pole, landmark. Human features: City, town, village, street, factory, farm, house, office, port, harbour, shop. Physical features: Beach, coast, forest, hill, mountain, sea, ocean, river, season and weather.</p>	<p>continent, North America, South America, Europe, Africa, Asia, Australasia, Antarctica, North Pole, South Pole, ocean, sea, land, landmark. Human: north, south, east, west Physical: beach, coast, ocean, vegetation, equator, desert, plains, climate, continent Hot, cold, hotter, colder, Equator, North Pole, South Pole, weather patterns, global warming Predict, compare, contrast, similarities, differences, locality, identify, observe Geographical Skills and Fieldwork: Globe, atlas, map, locate, describe, features, countries, continents, oceans compass, north, south, east, west Plan, landmarks, features <i>aerial route journey</i> <i>Climate, temperature, thermometer/degrees.</i></p>	<p>Geographical Skills and Fieldwork: Globe, atlas, map, locate, describe, features, countries, continents, North America, South America, Europe, Africa, Asia, Oceania/Australasia oceans Atlantic, Arctic, Pacific, Indian, Southern oceans compass, north, south, east, west Plan, landmarks, features <i>aerial route journey</i> Direction, north, south, east, west</p>		<p>Geographical Skills and Fieldwork: Globe, atlas, map, locate, describe, features, countries, continents, North America, South America, Europe, Africa, Asia, Oceania/Australasia oceans Atlantic, Arctic, Pacific, Indian, Southern oceans compass, north, south, east, west Plan, landmarks, features <i>aerial route journey</i> Direction, north, south, east, west</p>	<p>5 oceans: Pacific, Atlantic, Indian, Arctic, Southern Ocean Geographical Skills and Fieldwork: Globe, atlas, map, locate, describe, features, countries, continents, oceans compass, north, south, east, west Plan, landmarks, features <i>aerial route journey</i> Direction, north, south, east, west</p>
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<p>Local links/Inspiration /Enrichment activities</p> <p>Nursery -</p> <p>Reception – Walk around the local area.</p> <p>Year 1 – Local walk around Rawthorpe. Trip to Castle Hill. Trip to Beaumont Park</p> <p>Year 2 -</p>
<p>Key Stage 1 Statements taken from National Curriculum –(Statutory Requirements)</p> <p>Pupils should be taught about:</p> <p>Locational knowledge</p> <ul style="list-style-type: none"> Name and locate the world’s seven continents and five oceans. Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. <p>Place knowledge</p> <ul style="list-style-type: none"> Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country. <p>Human and physical geography</p> <ul style="list-style-type: none"> Identify seasonal and daily weather patterns in the United Kingdom 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, factory, farm, house, office, port, harbour and shop <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> 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.
<p>Statements taken from National Curriculum – Spoken Language (Literacy) (Statutory Requirements)</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> Listen and respond appropriately to adults and their peers Ask relevant questions to extend their understanding and knowledge Use relevant strategies to build their vocabulary Articulate and justify answers, arguments and opinions Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments Participate in discussions, presentations, performances, role play, improvisations and debates Consider and evaluate different viewpoints, attending to and building on the contributions of others

Impact of the Geography Curriculum

Pupils will develop an understanding of the world around them and the changes in the environment. They will know more about the location of globally significant locations and be able to explain the human and physical features of them using the correct vocabulary. They will become confident in using their geographical skills to communicate their fieldwork experiences and competently use maps, atlases and globes independently.

Pupils will develop an awareness of the past, using common words and phrases relating to the passing of time. They will know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They will be able to use a wide variety of historical vocabulary. They will be able to ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand the key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it can be represented.

In addition, we will measure the impact of our curriculum through the following methods:

- Regularly assessed pieces of work, using the milestones documents.
- Opportunities for the children to look back at their own learning within their CLICK books to show their understanding.
- Pupil voice discussions with senior leadership to allow children to express their learning and experiences.

