

# Geography Curriculum

## Statement of Intent

The overarching intent of the Geography curriculum at Fairchildes is to inspire children to develop a fascination with the world and its people, which will remain with them for the rest of their lives. We aim to promote the children’s interest and understanding of diverse places, resources and natural and human environments, together with a deep understanding of the Earth’s key physical and human processes.

To achieve this at Fairchildes, we have designed our curriculum to allow children to build on previous learning, and to encourage them to identify links within geography topics. Our aim is to equip children with the knowledge, understanding and skills needed to be successful geographers.

Pupils are encouraged to develop a greater understanding and knowledge of the world, as well as their place in it. At Fairchildes we ensure that our children develop geography knowledge and skills that are transferable to other curriculum areas and which can and are used to promote their moral and cultural development.

We aim to provide enrichment to further develop the love of the subject by the children.

<b>KS1</b>
<p>Key Vocab:</p> <ul style="list-style-type: none"> <li>• Key physical features – beach, coast, forest, hill, mountain, ocean, river, sea, soil, valley, vegetation, weather</li> <li>• Key human features- city, town, village, factory, farm, house, office, shop</li> </ul> <p>Fieldwork:</p> <p>Take opportunities to take photos on trips etc of the different buildings eg church, office, flats/house, shops, museum etc; street signs, road names. Compare and contrast what they see on each trip</p>

Yr	Objectives	Suggested Activities	Evidence
1	<p>To study the geography of the school and local area - include New Addington</p> <p>To name, locate and identify the 4 countries of the UK</p> <p>To name the 4 capital cities in the UK</p> <p>To begin to have an</p>	<p>Use simple field work and observational skills to study the geography of the school and its grounds. Make a simple plan of the classroom. Make simple journey maps of walks around the school. Go on a walk on the roads immediately round the school. Complete a simple traffic survey and record. Which features can we recognise? Create a simple map of this journey. Go on a second walk around the Parade. Identify the features and complete a simple traffic survey. Compare and contrast to the first walk.</p> <p>Use World maps, atlases and Globes to identify the UK and its countries.</p> <p>Use World maps, atlases and Globes to identify the UK and the 4 capital cities.</p>	<p>Class Book</p> <p>Verbal</p> <p>Verbal</p>

Yr	Objectives	Suggested Activities	Evidence
	<p>understanding of the world beyond their own immediate environment including hot and cold locations</p> <p>To identify seasonal and daily weather patterns in the UK C/C Science</p>	<p>C/C Lit Au2 Stories from other cultures – show on a world map the country from which the story comes. Mark on the map any stories or subject matter that comes from another country eg Father Christmas, members of staff, Bethlehem, toys, vehicles, Amy Johnson’s journey, class stories, children’s stories.</p> <p>C/C Science – weather charts and symbols for a week, take outside temperature and record. Look at what they wear at different points in the year and the changing of the trees. Do this several times across the year – needs to be flexible to ensure there is a difference in temperature.</p>	<p>Display</p> <p>Seasons Science folder</p>
2	<p>To name and locate the World’s continents and oceans</p> <p>To locate hot/cold areas of the World in relation to the Equator and Poles</p> <p>To name, locate and identify the 4 countries of the UK, its capital cities and its surrounding seas</p> <p>Use simple fieldwork and observational skills to study the geography of the wider school grounds- C/C Science</p> <p>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 poles</p>	<p>Use World maps, atlases and Globes to identify the World continents and seas/oceans – North America, South America, Europe, Africa, Asia, Australasia and Antarctica; Atlantic Ocean, Pacific Ocean, Indian Ocean, Arctic Ocean, Mediterranean Sea.</p> <p>Mark on the map any stories or subject matter that come from another country eg Father Christmas, members of staff, Bethlehem, Polar stories, bears, class stories, children’s holidays etc</p> <p>Identify some of the animals that live in these areas and how they are adapted to their climate.</p> <p>Use World maps, atlases and Globes to identify the UK, its 4 capital cities and the surrounding seas – English Channel, North Sea, Atlantic Ocean, Irish Sea.</p> <p>Around the school grounds look at the different areas – field, playground, long grass, pond, wild area, kitchen garden. Which plants have been planted for a purpose? Which have grown naturally? Look at the barks of the trees to tell which direction North is, using moss/lichen as a clue etc.</p> <p>C/C Science – building on their knowledge from year 1 across the year – needs to be flexible to ensure there is a difference in temperature etc. Focus on the changes in plant life and the animals, insects etc that they can see at the different times in the year. Discuss how animals adapt to the different seasons – focus on the reasoning.</p> <p>Locate UK/ London and Thailand/Bangkok on the World map. Identify which countries are between the two and which</p>	<p>Verbal</p> <p>Display</p> <p>Verbal</p> <p>Verbal</p> <p>Science books</p> <p>Seasons science folder to be continued from year 1</p>

Yr	Objectives	Suggested Activities	Evidence
	Understand geographical similarities and differences through studying the human and physical geography of London and a non-European country (e.g. Bangkok)	bodies of water there are. Identify what they know, think they know and would like to find out about Thailand/Bangkok – focus on weather, people, culture, religion, food, clothing, jobs Identify the physical features and human made features in London – London Eye, Tower of London, Tower Bridge, River Thames, Hyde Park etc. Give chdn photos of the physical and human features of Bangkok and sort into the 2 categories – how do they know whether it is a physical feature or not? Give reasoning. Compare/contrast the features. Compare/contrast the climate of Bangkok and London. Why is the climate different? Link to knowledge on map work. Compare and contrast the lifestyle of the average person in London and Bangkok – look at photographs and internet videos etc. Focus on school life – uniform, subjects learnt, class sizes etc Ask chdn whether they would prefer to live in London or Bangkok. Children to feed back their choice with justifications.	Display

KS2			
Key vocab:			
<ul style="list-style-type: none"> <li>Physical geography – climate zones, biomes and vegetation belts, rivers, mountains, water cycle</li> <li>Human geography – settlements, land use, economic activity, natural resources</li> </ul>			

Yr	Objectives	Suggested Activities	Evidence
3	To recap the names of the 4 countries of the UK, be able to name and place the 4 capitals, and identify some large cities e.g. Manchester, Glasgow, Swansea etc.	Building on their knowledge from KS1, use maps, atlases, globes and digital/computer mapping to locate countries and cities. Large city focus to include: Manchester, Newcastle, Glasgow, Swansea, Exeter, Brighton, and other cities/towns that are relevant to the class eg visited for football matches	Verbal
	To understand the difference between the terms: UK, GB and The British Isles	Children will understand that UK is a economic/political alliance, whereas GB and British Isles are geographical	Verbal
	To name and locate the World's continents and oceans	See year 2. Recap knowledge of the World Map	Verbal
	To explore the climate and weather of polar, temperate, rainforest and desert regions. Compare and contrast Effect of nature on people, how climate impacts on the way/where people live	Look at the climate and weather in the UK and know that this a temperate climate. Identify other countries with a temperate climate and how this impacts on seasons. Where are these countries located in the World? How does this impact on their climate? For Polar, Rainforest and Desert regions explore the following: For each of the topics locate where they are on a World Map. What does their location have in common? Why are they not found in temperate areas?	Changing Display

Yr	Objectives	Suggested Activities	Evidence
	<p>To use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p>	<p>Identify some countries from each climatic region. Which animals and plants live there? How does this environment impact on the people who live there? How do people impact on the region/environment? What is being done to protect these areas? Why is conservation important for the World? As each region is studied, compare and contrast to those previously explored.</p> <p>Collect data on local weather conditions – track wind direction, rainfall and temperature at different points throughout the year as the weather changes. Analyse the data.</p>	<p>Display/Maths Books</p>
4	<p>To recap the names of the countries, capitals and large cities of the UK</p> <p>Name and locate counties and cities of the UK.</p> <p>Understand geographical similarities and differences through the study of human and physical geography of London and the South East of England, Mediterranean region in Spain (could include Balearics as well as mainland coastal Spain) and Rio and surrounding areas.</p> <p>To use fieldwork to observe,</p>	<p>See year 3- Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>Identify the fact that Fairchildes is in the county of Surrey. Look at the counties in and around London and where Surrey is in relation to them. Which counties have they visited? Can they name any cities or towns in these counties? Identify the fact that Croydon is also a London Borough and look at the surrounding Boroughs to Croydon. Which other counties do they know in the UK? Which have they visited? Can they find them on a map of the UK?</p> <p>Locate England, Brazil and Spain on a World map, name and identify their capital cities. Identify which continent each country is in. Locate Brighton, Malaga and Rio on the World map. Compare and contrast these cities: climate and weather, food, population, famous landmarks, housing and the impact of tourism. Identify the main physical features that surround each city, eg hills, mountains, rivers, seas/oceans etc.</p> <p>See science plans - Around the school grounds collect samples of soils and stones</p>	<p>Verbal</p> <p>Verbal</p> <p>PowerPoint/Publisher Display</p> <p>Science books</p>

Yr	Objectives	Suggested Activities	Evidence
	measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.	On trip to Brighton, compare and contrast to New Addington. Identify the physical and human features. Identify traffic conditions, numbers of people, types of shops etc	Verbal Data collection

5	<p>Name and locate counties and cities of the UK.</p> <p>Around the UK name and locate mountains, hills, cities, rivers, and land use patterns; and understand how some of these aspects have changed over time.</p> <p>To understand how rivers and mountains are formed.</p> <p>To use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p>	<p>See Year 4</p> <p>Use maps, atlases, globes and digital/computer mapping to locate features studied. To include: Ben Nevis, Snowdon and Snowdonia, South Downs, Cotswolds, Thames, Severn, Tyne, Wandle, Forth and others that are relevant to the class.</p> <p>Look at the different ways mountains are formed over time. Look at the source of a river and its journey to the estuary, identifying key geographical terms along the length of the river eg meander, Ox bow, source, estuary etc Create a 3D model</p> <p>Residential Field Trip at Downe Camp. Visit Cudham Church and identify features of a church, location etc Explore through woodland walks Explore the use of land around the camp</p>	<p>Verbal</p> <p>Verbal</p> <p>Model PowerPoint/Publisher</p> <p>Residential Visit</p>
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6	To build their knowledge of the UK and the wider World	Use maps, atlases, globes and digital/computer mapping to identify the position and significance of: latitude and longitude Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn Arctic and Antarctic circle Time zones	C/C Maths and Science.  Map work folder
	To know how to read and create a map	Children will learn conventional expectations of colouring, keys and labelling a range of maps Use the 8 points of a compass, 4 figure grid references, symbols and key (including the use of OS maps)	Map work folder
	To know names and capitals of key economic countries and those in current news	Identify on a map the Country, continent, capital city, other significant cities of: USA, Russia, China, Australia, India, Japan, Germany, France (and others linked to current news/World situations) To know where countries are linked to children's ethnic origins.	Verbal Map folder work
	To identify the reasons for and impact of a variety of natural disasters C/C Literacy	Explore how earthquakes, volcanoes, tsunamis, hurricanes/cyclones, flooding etc occur. Look at the impact on the physical environment and on flora and fauna and people. How does this impact on the economics of the area and the country?	Literacy Books
	To use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.	Residential Field Trip to Carrot Wood to include orienteering using compasses and map skills.	Trip

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