







## Great Ponton's Geography Curriculum

Our geography curriculum is designed to inspire a life-long curiosity and appreciation of the world we live in. We do this by helping ALL pupils to develop the skills and knowledge to learn about a wide range of diverse places, people, resources, natural and human environments. We incorporate geography learning with practical fieldwork in our local community and aim to empower our children to believe that they can have a positive impact on our world, both locally and globally.

<b>Structures</b>			
<b>Locational knowledge</b>	<b>Place knowledge</b>	<b>Human and physical geography</b>	<b>Geographical skills and fieldwork</b>
			

<b>Great Ponton's Curriculum Overview – Geography – Cycle A</b>						
	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>EYFS</b>	<b>Where do I live?</b>		<b>Let's Go On Safari</b>	<b>The Four Seasons</b>	<b>Let's Explore London</b>	
<b>Y1/2</b>						
<b>Y3/4</b>	<b>Investigating Our Local Area</b>		<b>Italy Today</b>		<b>The Rive Nile</b>	
<b>Y5/6</b>	<b>The Caribbean</b>			<b>Exploring Scandinavia</b>	<b>Our Local Area</b>	

<b>Great Ponton's Curriculum Overview – Geography – Cycle B</b>						
	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>EYFS</b>		<b>Seas and Coasts</b>		<b>At The Farm</b>		<b>Map Makers</b>
<b>Y1/2</b>						
<b>Y3/4</b>	<b>Volcanoes</b>			<b>Investigating Coasts</b>		<b>Settlements</b>
<b>Y5/6</b>		<b>Water World</b>	<b>Exploring Brazil</b>		<b>Exploring Africa</b>	

## Great Ponton's Curriculum Overview – Geography Cycle A

	Autumn	Spring	Summer	
<b>EYFS</b>	<p><b>Enquiry Question:</b> <i>Where do I live?</i></p>	<p><b>Enquiry Question:</b> <i>What is it like in Kenya?</i></p>	<p><b>Enquiry Question:</b> <i>How do we know what the weather will be like?</i></p>	<p><b>Enquiry Question:</b> <i>What is it like to live in London?</i></p>
	<p><b>Intent:</b> Children will be able to talk about our immediate environment and where Great Ponton/Grantham are on a map. Children will observe where they live in comparison to each other. Children will use vocabulary such as town, village, near, far and map.</p>	<p><b>Intent:</b> Children understand that life in other countries is different to life in our country. Children will discuss the similarities and differences between the UK and Kenya through stories, videos and non-fiction texts.</p>	<p><b>Intent:</b> Children will know what the seasons are, which season we are in and the changes they bring. Children will understand the effect of changing seasons on the natural world around them.</p>	<p><b>Intent:</b> Children will find out about London, including its location, geographical features and famous landmarks, through photographs, information and questioning.</p>
	<p><b>Future Learning:</b> Continue to develop knowledge of their locality and the world. Devise a simple map with increasing detail</p>	<p><b>Future Learning:</b> Use maps and world atlases to locate and compare countries. Describe similarities and differences of contrasting</p>	<p><b>Future Learning:</b> Identify weather patterns in the UK as well as hot and cold environments.</p>	<p><b>Future Learning:</b> Knowledge of countries and capital cities. Use globes and atlases to locate countries and capital cities.</p>

	and understanding. Knowledge of compass directions and map symbols.		countries with increasing detail and vocabulary.			
Year 1/2	<b>Enquiry Question:</b> <i>Where do I live?</i>		<b>Enquiry Question:</b> <i>What is it like in Kenya?</i>	<b>Enquiry Question:</b> <i>How do we know what the weather will be like?</i>	<b>Enquiry Question:</b> <i>What is it like to live in London?</i>	
	<b>Builds on:</b> Existing knowledge of our immediate environment. Using maps to compare places and locations. Vocabulary relating to place and location.		<b>Builds on:</b> Understanding that life in this country is different to life in other countries.	<b>Builds on:</b> Knowledge of the seasons and their weather patterns.	<b>Builds on:</b> Children's ability to talk about a significant location and simple map drawing.	
	<b>Future Learning:</b> Use atlases and globes to locate countries and describe the features found. Comparing regions of the UK in depth.		<b>Future Learning:</b> Comparing similarities and differences of countries in more depth by studying human and physical geography.	<b>Future Learning:</b> Extreme weather and their causes and effects.	<b>Future Learning:</b> Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.	

<b>Year 3/4</b>	<p><b>Enquiry Question:</b> <i>What could we tell visitors about our local area?</i></p>	<p><b>Enquiry Question:</b> <i>How is Italy similar to the UK?</i></p>	<p><b>Enquiry Question:</b> <i>Why is the River Nile so important?</i></p>
	<p><b>Builds on:</b> Naming and locating places in the UK. Using simple compass directions (N, S, E, W). Using simple fieldwork and observational skills to study the geography of our school and its grounds.</p>	<p><b>Builds on:</b> Comparing and contrasting the human and physical features of a British locality with a non-European locality, including land use differences. Beginning to look at tourism and trade. Exploring famous landmarks in the UK. Identifying seasonal and daily weather patterns in the United Kingdom.</p>	<p><b>Builds on:</b> Using aerial images to recognise landmarks and basic physical features. Using maps, atlases, globes, and Google Earth to locate countries and cities. Identifying hot and cold areas of the world in relation to the Equator and the North and south poles. Comparing and contrasting the human and physical features of two British localities, including how the use of land differs in each locality.</p>
	<p><b>Future Learning:</b> Become familiar with the human and physical geography of our locality and the UK as a whole, its activity, land use, settlements, and climate.</p>	<p><b>Future Learning:</b> Using geographical resources to give descriptions and opinions of the characteristics of a location. Naming and locating some of the countries and cities of the world and their identifying human and physical characteristics and understand how some of these aspects have changed over time. Explaining how locations around the world are changing and explain some of the reasons for change. Describing geographical diversity across the world.</p>	<p><b>Future Learning:</b> Locating some countries and cities in the world and environmental regions. Identifying human and physical characteristics, including hills, mountains, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time. Explaining how locations around the world are changing and explain some of the reasons for change. Describing and understanding key aspects of physical geography:</p> <ul style="list-style-type: none"> <li>● Climate zones</li> <li>● Biomes</li> <li>● Vegetation belts</li> <li>● Rivers</li> <li>● Water cycle</li> </ul>

Year 5/6	<b>Enquiry Question:</b> <i>How is the UK connected to the Caribbean?</i>		<b>Enquiry Question:</b> <i>What is it like to live in a polar region?</i>	<b>Enquiry Question:</b> <i>Where on Earth are we?</i>
	<b>Builds on:</b> Locating geographical regions (temperate, tropical and subtropical zones). Naming and locating some countries of Europe or the wider world. Describing geographical similarities and differences between countries. Asking and answering geographical questions about the physical and human characteristics of a location.		<b>Builds on:</b> Describe key aspects and compare physical geography in the UK and an area in a European country. Describing key aspects and comparing human geography in the UK and an area in a European country. Finding 2 and 4 figure grid references, symbols and keys to communicate knowledge of the UK and wider world.	<b>Builds on:</b> Describing how the locality of the school has changed over time. Drawing sketch maps, plans, graphs and take photographs of the area and label the physical and human features. -Example: an area of a park that contains footpaths, pond etc. Understands the habits of the local community by conducting questionnaires Present findings and identify trends.  Finding a location in your local town. Understanding the habits of the local community by conducting questionnaires and presenting findings and identifying trends.
	<b>Future Learning:</b> See KS3/4 National Curriculum expectations below		<b>Future Learning:</b> See KS3/4 National Curriculum expectations below	<b>Future Learning:</b> See KS3/4 National Curriculum expectations below

**Great Ponton's Curriculum Overview – Geography Cycle B**

	Unit 1		Unit 2		Unit 3	
<b>EYFS</b>		<b>Enquiry Question:</b> <i>What do seagulls see?</i>		<b>Enquiry Question:</b> <i>What is a farm?</i>		<b>Enquiry Question:</b> <i>How do maps work?</i>

		<p><b>Intent:</b> Children recognise features of their immediate environment. Children develop an understanding of contrasting environments. Children know that our local area is different to other areas in the UK (beaches and coasts).</p>		<p><b>Intent:</b> Children will find out about arable, livestock and dairy farms and the difference between them.</p>		<p><b>Intent:</b> Children will be able to draw information from a simple map, know what a map is and what it can be used for and create a simple map of our classroom/outdoor area.</p>
		<p><b>Future Learning:</b> Name and locate the world's continents and oceans. Describe human and physical features of the UK's countries and coasts.</p>		<p><b>Future Learning:</b> Using basic geographical vocabulary, , using basic compass directions and using ariel photographs and plan perspectives to recognise basic geographical features.</p>		<p><b>Future Learning:</b> Using world maps and atlases. Compass directions. Map symbols</p>
Year 1/2		<p><b>Enquiry Question:</b> <i>What do seagulls see?</i></p>		<p><b>Enquiry Question:</b> <i>What is a farm?</i></p>		<p><b>Enquiry Question:</b> <i>How do maps work?</i></p>

		<p><b>Builds on:</b> An understanding of our local area and contrasting environments.</p>		<p><b>Builds on:</b> Using simple geographical vocabulary: farm, season, vegetation etc.</p>		<p><b>Builds on:</b> Knowledge of what a map is and how to use one. Creating maps of familiar places such as the outdoor area.</p>
		<p><b>Future Learning:</b> Identifying human and physical features of regions within the UK.</p>		<p><b>Future Learning:</b> Using an eight point compass, using fieldwork to observe, measure record and present the human and physical features in the local area.</p>		<p><b>Future Learning:</b> 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. Compass points.</p>
Year 3/4		<p><b>Enquiry Question:</b> What is special about volcanoes?</p>		<p><b>Enquiry Question:</b> <i>What affects our coastal area?</i></p>		<p><b>Enquiry Question:</b> What makes a good settlement?</p>
		<p><b>Builds on:</b> Talking about people and places beyond my local environment. Comparing and contrasting the human and physical features</p>		<p><b>Builds on:</b> Asking and answer geographical questions such as: What is this place like? What or who will I see in this place? What do</p>		<p><b>Builds on:</b> Basic map skills Learnt to work constructively in the field. Carried out research using a range of sources.</p>



		<p>of a British locality with a non-European locality, including land use differences. Identifying: beach, coast, forest, hill, mountain, sea, river, weather.</p>		<p>people do in this place?</p>		
		<p><b>Future Learning:</b> Identifying human and physical characteristics, including hills, mountains, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time. Describing and understanding key aspects of physical geography (see examples)</p>		<p><b>Future Learning:</b> Identifying human and physical characteristics, including hills, mountains, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time. Describing geographical diversity across the world. Can describe and understand key aspects of physical geography: Climate zones Vegetation belts</p>		<p><b>Future Learning:</b> A better knowledge and understanding of their local area should enable pupils to make more pertinent and relevant comparisons when other areas are studied later.</p>

<b>Year 5/6</b>		<b>Enquiry Question:</b> Why is water so important?	<b>Enquiry Question:</b> <i>What is the Brazilian rainforest like?</i>	<b>Enquiry Question:</b> <i>What are the common misconceptions about Africa?</i>
		<b>Builds on:</b> Identifying human and physical characteristics, including rivers, key topographical features and land-use patterns.	<b>Builds on:</b> Locating geographical regions (temperate, tropical and subtropical zones). Compare geographical regions and their identifying human and physical characteristics. Asking and answering geographical questions about the physical and human characteristics of a location.	<b>Builds on:</b> Finding 2 and 4 figure grid references, symbols and keys to communicate knowledge of the UK and wider world. Describing geographical similarities and differences between countries. Identifying the main physical and human characteristics of the countries of Europe and some regions of the world.
		<b>Future Learning:</b> See KS3/4 National Curriculum expectations below	<b>Future Learning:</b> See KS3/4 National Curriculum expectations below	<b>Future Learning:</b> See KS3/4 National Curriculum expectations below

### KS3/4 Geography National Curriculum

<b>Locational Knowledge</b>	<ul style="list-style-type: none"> <li>✓ Extend their locational knowledge and deepen their spatial awareness of the world's countries using maps of the world to focus on Africa, Russia, Asia (including China and India), and the Middle East, focusing on their environmental regions, including polar and hot deserts, key physical and human characteristics, countries and major cities.</li> </ul>
<b>Place Knowledge</b>	<ul style="list-style-type: none"> <li>✓ Understand geographical similarities, differences and links between places through the study of human and physical geography of a region within Africa, and of a region within Asia</li> </ul>
<b>Human and physical geography</b>	<ul style="list-style-type: none"> <li>✓ Understand, through the use of detailed place-based exemplars at a variety of scales, the key processes in:               <ul style="list-style-type: none"> <li>• Physical geography relating to: geological timescales and plate tectonics; rocks, weathering and soils; weather and climate, including the change in climate from the Ice Age to the present; and glaciation, hydrology and coasts</li> <li>• Human geography relating to: population and urbanisation; international development; economic activity in the primary, secondary, tertiary and quaternary sectors; and the use of natural resources.</li> </ul> </li> <li>✓ Understand how human and physical processes interact to influence, and change landscapes, environments and the climate; and how human activity relies on effective functioning of natural systems.</li> </ul>
<b>Geographical Skills and Fieldwork</b>	<ul style="list-style-type: none"> <li>✓ Build on their knowledge of globes, maps and atlases and apply and develop this knowledge routinely in the classroom and in the field.</li> <li>✓ Interpret Ordnance Survey maps in the classroom and the field, including using grid references and scale, topographical and other thematic mapping, and aerial and satellite photographs.</li> <li>✓ Use Geographical Information Systems (GIS) to view, analyse and interpret places and data.</li> <li>✓ Use fieldwork in contrasting locations to collect, analyse and draw conclusions from geographical data, using multiple sources of increasingly complex information.</li> </ul>