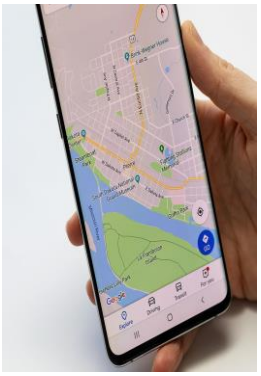
Whole School Geography Curriculum Strands

The four key strands and core concepts below run through **ALL** topics as they provide the basic 'grammar' of geography.

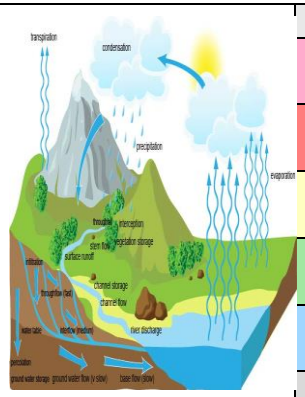
<table>
<tr><th colspan="2">Strands</th><th>Coverage</th><th>Context</th></tr>
<tr><td colspan="4">In EYFS, the children start to develop awareness of their locality (school, home, park). Building on this initial basic understanding of the immediate environment, in KS1 awareness of the locality will be developed with a local area study and knowledge of the UKs countries, capital cities and the surrounding seas, then widening to continents, equatorial and polar regions. Widening the UK knowledge in Lower-KS2 with study of counties; vegetation belts and climate zones building on general learning in KS1. In Upper-KS2, biomes complete the understanding of climate and vegetation; deepening locating skills with time zones and latitude and longitude, locating using 6-figure grid references; and using historical maps in land use studies over time.</td></tr>
<tr><td rowspan="6">Place, Space and scale
(Locational knowledge)</td><td rowspan="6">  </td><td>EYFS</td><td>Four Oaks Primary School – building and grounds.</td></tr>
<tr><td>Y1</td><td>Locate school and other key places in the local area; locate Liverpool in UK; UK countries, capital cities in relation to each other.</td></tr>
<tr><td>Y2</td><td>Locate and name Equator, North/South Poles, continents and oceans; hot/cold locations globally; Kenya; 2-figure grid reference.</td></tr>
<tr><td>Y3</td><td>Locate, name, identify UK counties, cities, regions and their characteristics/features; European countries and major cities, regions and their characteristics/features; climate zones, Tropics of Cancer and Capricorn; volcanic/tectonic locations; 4-figure grid ref.</td></tr>
<tr><td>Y4</td><td>Locate, identify vegetation belts - focus on Mediterranean; locate lines of latitude; 4-figure grid reference; locate some UK rivers.</td></tr>
<tr><td>Y5</td><td>Locate biomes; South and North America countries and major cities, regions and their characteristics/features; Peru; locate lines of latitude and longitude (Prime/Greenwich Meridian and time zones); 6-figure grid reference.</td></tr>
<tr><td colspan="2"></td><td>Y6</td><td>Locate the distribution of natural resources and global trade links/routes; North Liverpool dockland, land-use patterns and change over time; latitude and longitude; 6-figure grid reference.</td></tr>
<tr><td colspan="4">In KS1 there will be a continual focus on our locality (Anfield and then Liverpool) to understand the geographical similarities and differences of the human and physical features of contrasting locations (Liverpool and Grasmere, Cumbria). Later in the key stage (Y2) these UK locations are contrasted with a non-European country (Kenya – Nairobi; farms circling in the valleys of Mount Kenya) looking at types of settlements and ways people live/everyday life. Lower-KS2 continue these contrasting studies with Anfield and UK counties (focus: leisure and recreation), wider European focus through a case study on settlement and land use (La Palma); later- contrasting our locality with Mediterranean and specifically Bologna, and land use comparisons of rural areas on outskirts of cities (Altcar/Hightown farming area/Bologna vineyards). Upper-KS2, opens place knowledge into the Americas, deepening local knowledge and expanding European knowledge through comparative study. Through case studies, it provides opportunity to pull together learning from prior locations through a range of key geographical themes.</td></tr>
<tr><td rowspan="6">Place, Space and scale
(Place knowledge)</td><td rowspan="6">  </td><td>EYFS</td><td>School grounds; local area; contrasting lives and environments in different countries, including a Kenyan village through Mama Yama's pancakes.</td></tr>
<tr><td>Y1</td><td>Anfield local area (human and physical features); UK capital cities (defining characteristics and features).</td></tr>
<tr><td>Y2</td><td>Grasmere/Liverpool; hot/cold areas, Nairobi/farming in outskirts of Nairobi (20km north) – settlements, land use, comparing – similarities and differences.</td></tr>
<tr><td>Y3</td><td>Anfield (land use and recreation); La Palma (Canary Islands); Cumbria and Cornwall.</td></tr>
<tr><td>Y4</td><td>Mediterranean, Bologna, River Alt and its environments. Rivers: Thames, Mersey, Alt.</td></tr>
<tr><td>Y5</td><td>Cuzco – region and city (Peru); Altcar, Formby and Grenoble Isere valley; USA regions; Iten (Kenya), New York</td></tr>
<tr><td colspan="2"></td><td>Y6</td><td>Liverpool docks/ Liverpool One; Meatpacking District – New York</td></tr>
</table>

Whole School Geography Curriculum Strands

The four key strands and core concepts below run through **ALL** topics as they provide the basic 'grammar' of geography.

EYFS/KS1 - develop firm understanding of defining features/sequencing of the seasons – local/UK focus. By the end of KS1, a Kenya focus study will link prior learning around weather, climate and farming – looking at food production, and consumption by UK. More complex physical processes are delivered in LKS2, complemented human interaction (floodplains). UKS2 builds on and complements learning done in LKS2 re. physical processes: wider understanding of erosion within a USA case study; and pulling together the issues of farming, trade and human-physical interaction with the Y6 global trade topic.

Physical Geography and Processes



EYFS	Through welly walks and seasonal sign hunts, children begin to observe and understand seasonal changes.
Y1	Observing seasonal changes across the four seasons; knowing the key physical features of the UK: rivers, hills, mountains, beach, coast, sea.
Y2	Key physical features of Kenya, farmland on the foothills of Mt Kenya; simple understanding where a lot of our food is sourced (e.g. Kenya); mountains
Y3	Key physical features of Europe, Russia and UK; Earthquakes, tectonic plates and volcanoes – formation/occurrence, their affects; mountain range; climate zones.
Y4	Key physical features of Europe and the Mediterranean; Rivers - the journey of a river from source to mouth; water-cycle, erosion, deposition, meanders; vegetation belts
Y5	Key physical features of the USA, including erosion – valleys, canyons, rivers; floodplains; land drainage; water - creating hydro-electricity; biomes; mountain range
Y6	Key physical features of sites of retrieval/mining of natural resources; natural resource production – how natural resources are produced.

The key concepts of settlement and land use are continually revisited. EYFS begin with identifying human features in their immediate and local area; KS1 embed firm understanding categorising human and physical features; later in KS1, human geography is explored through settlements, land use and farming – comparing, contrasting human geographical features; Lower-KS2 builds on this through case studies in La Palma and Bologna (Mediterranean), tourism in the UK. In Upper-KS2, additional themes including population, economic activity and trade broaden the knowledge of human geography, as well as the adaptability to different challenges – population density, pollution, climate extremes and changes.

Human Geography

EYFS	Knowing manmade features of local settlement: school, roads, stadium, playground in the park.
Y1	Defining human features/characteristics of all UK capital cities; categorising landmarks in local settlement and UK capital cities, with particular focus on London.
Y2	Settlements and land use comparison – Nairobi, rural farms (e.g. Kisima Farm, foot of Mt Kenya); Liverpool (city) v Grasmere (farm) – human features; how food is grown in Kenya and transported to the UK
Y3	Settlements and land use (recreation, tourism and farming); banana farming on island of La Palma, Canary Islands; local area assessment of play facilities
Y4	Settlements and land use, including farming (European cities); human use of natural energy sources.
Y5	Settlements and land use at high altitude, located on floodplains of different characteristics; New York and USA population density.
Y6	Settlement and land use – Liverpool old dock/Albert Dock and Liverpool One shopping centre, Meatpacking District, regeneration and gentrification – New York; economic activity, including trade links.

Whole School Geography Curriculum Strands

The four key strands and core concepts below run through **ALL** topics as they provide the basic 'grammar' of geography.

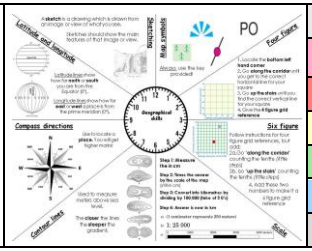
In KS1 the children are introduced to locations which are not cities, in Y2 a rural, farming settlement in Cumbria and later the hugely important agricultural sector producing enormous amounts of food in Kenya. This is complemented with Las Palmas case study including banana farming in Y3. Vegetation belts and Mediterranean case study in Y4 widens understanding. Green energy study in Y5 considers the use of natural resources for renewable energy, with Y6 studying some of the less desirable elements of natural resource mining and inequalities around fair trading.

Natural Resources and land use		EYFS	Acorn Farm animal visit – understanding use and role of animals on a farm.
		Y1	Introduction to rural as well as suburban communities, knowing UK is not just cities; weather across the UK.
		Y2	Rural farming settlement (Grasmere), contrasting with urban locality; large-scale farming and food production sector in Kenya
		Y3	Settlements on volcanic island; volcanic ash for banana farming; physical features defining leisure (e.g. Newquay, Cumbria).
		Y4	Vegetation belts, use of natural resources – water, solar hydro, etc., e.g. climate and soil assisting wine production in Bologna.
		Y5	Green, renewable energy in Mersey estuary (wind power) and in the Isère (hydro-electricity); Alpaca farmers (Peru).
		Y6	Fair Trade, global trade and imports; natural resources and exporting industries (Kenya's and Russia's mining industries).

To complement the SMSC curriculum, there is a deliberate focus on the environment and social responsibility. In KS1, this begins with the children developing an appreciation for their locality, enjoying the positives and acknowledging areas for improvement. Y2 begin to look at the importance of climate and reliability of hot/cold location. LKS2 look at how significant geographical processes influence human activity in those areas. UKS2 widen the understanding further by observing and understanding environmental issues caused by human behaviour.

Sustainability		EYFS	'The Snail and the Whale' story' – exposure to environmental care, human-caused pollution; street art Art-Geography project.
		Y1	Pollution (traffic related) in the locality, included traffic survey for safe walking routes to Stanley Park.
		Y2	Awareness, through hot and cold places, of the delicate balance of the world – global temperatures; need for food from Kenya.
		Y3	How natural phenomena (volcanic eruptions, earthquakes) affect their local environments; using our natural environment, parks, play areas.
		Y4	Natural resources and renewable energy sources: positives and negatives of their use; pollution in course of River Alt.
		Y5	Floodplains: flooding and drought; urban air pollution and waste water management (River Mississippi within USA topic)
		Y6	Environmental cost of mining natural resources, exporting industries: deforestation, landslides, etc; lack of food – poor countries.

EYFS introduce the children to zoomed in aerial views of the local area, identifying school, home and some immediate features. KS1 progress to reading aerial views (local area landmarks focus), further progressing to use 4-point compass points and 4-figure grid references by the end of Y2. LKS2 progresses to 8-point compass points, using a range of maps including topographical, embedding use of 4-figure grid references, measuring straight OS map distances, knowing and using more OS symbols, developing reading lines of latitude and longitude. By the end of UKS2, children can read 6-figure grid references; children should also be aim to be using the above skills with automaticity.

Mapping skills		EYFS	Aerial views, photos and welly walks of local area; pirate themed aerial view map making.
		Y1	Aerial photos, Googlemaps, locate local/capital city landmarks, create simple map/key, location/direction language; NSEW; globes
		Y2	4-point compass, 2-figure refs; identify landmarks on simple maps; read globes/atlas for equator, poles and hot and cold places.
		Y3	8-point compass, to read OS maps, simple topographical maps, e.g. for finding mountainous areas.
		Y4	Time zones, lines of latitude, measure straight lines to scale, 4-figure grid references.
		Y5	6-figure grid references, time zones, latitude and longitude, measure straight and curved line distances.
		Y6	6-figure grid references, time zones, latitude and longitude, map sketching with range of symbols and detailed key.

Whole School Geography Curriculum Strands

The four key strands and core concepts below run through **ALL** topics as they provide the basic 'grammar' of geography.

In KS1 children will initially learn to observe and record local and national daily weather, by the end of Y2 possessing a simple understanding of 'climate' associated with the equator and the poles. In Lower-KS1, children will develop their understanding of climate through climate zones and vegetation belts, and the processes of the water cycle in the context of floodplains and the Mediterranean. In Upper-KS2, the children will learn how humans shape the natural world for their own purposes, harnessing green energy as well as natural resources, and balancing the need for these resources with the significant impact it has on many areas of the environment.

Weather and Climate		EYFS	Observing seasonal changes – seasonal hunts for defining signs, e.g. melting ice, daffodil drawing.
		Y1	Observing and recording weather locally. Identifying weather patterns and differences (UK countries and capitals).
		Y2	Identifying weather patterns and basic climate features of equatorial and polar regions (hot and cold places).
		Y3	Climate zones (and their names) in concurrence with mapping areas of volcanic and tectonic activity; holiday choice – UK weather
		Y4	Relationship of weather between the water cycle, rivers and floodplains; relationship of weather and climate with vegetation belts in Mediterranean; land use along banks of River Alt.
		Y5	Large settlements (cities) and farming at high altitude; irrigation systems (drought); climate associated with location of biomes.
		Y6	Locating sources of importing and natural resources globally – their relationship with weather and climate.

From EYFS, awareness of social cohesion is built through understanding and appreciation of the roles of people who help us. In KS1, the children identify key landmarks in their local settlement and ability to walk/travel to them easily and safely. LKS2 develops this with a case study on needed play facilities locally. Y2 and Y4 complement learning on dependence on overseas food production and the farming climates, as well as for attracting tourism. UKS2 focuses more on global interdependence – impact of climate change and effects of mining or natural resources.

Interdependence		EYFS	'Emergency Services' topic – knowing about people and jobs that help us in the local settlement; PCSO visit.
		Y1	The importance of having adequate local facilities and services (identified and annotated on maps) for a thriving settlement.
		Y2	Reliance on the food production far overseas for many of the products we buy in shops (Kenyan farming); holiday, leisure, tourism; food grown domestically and overseas.
		Y3	Deepening understanding of what local settlement needs for young people: focus study on play facilities; La Palma dependency on volcanic activity and land fertility.
		Y4	The reliance on climate for features of vegetation belts (e.g. Bologna vineyards, tourism, etc).
		Y5	Interdependence of all countries to address effects of climate change: Peru farming; reliance on predictable weather patterns; Amazon Rainforest and climate; how settlements (large and small) are connected across USA; impact of climate on biomes.
		Y6	National reliance as a country for a range of products grown, manufactured, sourced overseas: food, natural resources, services; impact of human activity, e.g. deforestation; global trade production supply chain: primary, secondary, tertiary.