

| Little Bowden Geography Curriculum Framework |    | Our geography curriculum is carefully organised from EYFS – Year 6 into the seven key geographical concepts shown below that will enable the children to develop as geographers. To ensure that our pupil’s knowledge and understanding of geography develops, as well as their interest in, and curiosity about their surroundings and the changing world, teachers ensure that lessons are question led, they get to use and apply appropriate subject vocabulary and that geographical investigations and fieldwork are regular features.                   |  |  |  |  |   |   |   |
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|  |    | 1  | 2  | 3  | 4  | 5  | 6   | 7   |   |
|  |    | Areas of Study   | Place & Significant Places   | Space  | Scale  | Human and physical changes   | Interdependence   | Environment and sustainability  | Cultural understanding and diversity  |
|  |    | Geographical enquiry is fundamental to the study of geography and as teachers we need to provide opportunities for our children to think as geographers and to ask and explore questions about places. Geographical perspectives offer a uniquely powerful way of seeing the world. Each of these units contain lessons that begin with an enquiry question and wherever possible, map reading and other geographical skills are taught in context. In addition to the three lessons, fieldwork opportunities for two units are developed for each year group. | Studying real places is an essential context for developing geographical enquiries. A place is a space that carries meaning, often through human occupation or by human interpretation. Every place has a particular location and a unique set of physical and human characteristics. These include what a place is like, how it became like this and how it is subject to forces for change. It is important for children to develop an understanding of the unique story of a significant place to build contextual understanding of the UK and the wider world. | Physical and human phenomena are located and are distributed in space. They therefore have locations relative to each other and often interact with each other across space. Any flows or movements between these phenomena, for example migration, create patterns and networks which can be described and analysed. Geographical enquiry is therefore concerned with identifying processes and assessing the impact. | Pupils should investigate geography at a range of scales. Virtually any topic, when studied geographically, benefits from a 'scaled' approach. Scale influences the way we represent what we see or experience. We can select different scales from the personal, local and regional to the global. In between, we have the national and international scales, which are very important politically. | Geographical enquiries utilise physical and human processes that cause change and development in places, when seeking explanations for patterns and distributions. Pupils make progress by deepening and broadening their understanding of such processes and in so doing enhance their capacity to envision alternative futures for places, and the people who live and work in them. | Geographers are really interested in understanding the way that things are connected and are dependent on each other. They are also interested in what happens when one part of the system changes. Connections may be through physical processes, such as weather, erosion, the water cycle. They may be through human movements of people, ideas, money and trade. Geography investigates systems of interdependence. | Acceptance of the dynamic interrelationships between physical and human accounts of the world is central to school geography, the distinctive power of the subject lies in the realisation that 'making sense of the world' is often enhanced by a synthesis of perspectives and understanding across at least three areas of concern:<br>- Social fairness and justice<br>- Economic prosperity<br>- Environmental quality | Geography is fundamentally concerned with the diversity of people and places on the planet. It is important to explore this with pupils in geography, not to 'show them' the world but to explore it using geographical enquiry, focusing on how people and places are represented in different ways. |
| Key/Threshold Concepts                       | Y6 | <ul style="list-style-type: none"> <li>North America</li> <li>South America</li> <li>Natural resources</li> <li>Trade and economic activity</li> <li>Sustainable living</li> </ul>   | <ul style="list-style-type: none"> <li>What are the most significant landscapes and regions in NA &amp; SA?</li> <li>Where does our food come from?</li> <li>Which countries does the UK have trade links with? How can we look after each other as well as the environment?</li> </ul>  | <ul style="list-style-type: none"> <li>What is special about the Caribbean? What is Jamaica like?</li> <li>Are the countries with the most natural resources always the richest?</li> <li>Use maps to identify trade links</li> </ul>  | <ul style="list-style-type: none"> <li>Why is the USA the most powerful country in NA even though is it not the largest?</li> <li>What is the global supply chain?</li> <li>How are local choices that we make connected to global issues?</li> </ul>  | How do we use natural resources?   | <ul style="list-style-type: none"> <li>How is water important in our lives?</li> <li>How has trading changed over the years?</li> <li>Do we live in a fair world?</li> </ul>  | <ul style="list-style-type: none"> <li>What environmental issues affect the continents?</li> <li>Which natural resources are most important?</li> <li>How does trading with other countries impact our world? What kind of future do we want?</li> </ul>  | <ul style="list-style-type: none"> <li>Why do countries that supply raw materials often get a very low price for their goods? Gandhi's quote 'The world has enough for everyone's need, but not enough for everyone's greed' – class discussion</li> </ul>  |
|  | Y5 | <ul style="list-style-type: none"> <li>Mapping the world</li> <li>The earth and space</li> <li>Biomes and vegetation belts</li> <li>World countries and capitals.</li> <li>Settlements and human migration</li> </ul>  | <ul style="list-style-type: none"> <li>What are the different countries of the world?</li> <li>What are the world's main cities?</li> </ul>  | <ul style="list-style-type: none"> <li>What are time zones?</li> <li>Why does the sun rise higher and lower in the sky?</li> </ul>   | <ul style="list-style-type: none"> <li>How does the Earth spin?</li> <li>What are lines of latitude and longitude?</li> <li>How accurate is the world map?</li> </ul>  | Do settlements have a pattern? Why do people migrate?  | What happens to refugees?   | How can different countries work together?  | <ul style="list-style-type: none"> <li>What is the difference between tropical and polar regions?</li> <li>What are rainforests like?</li> <li>What are hot deserts like?</li> <li>What are savannahs like?</li> </ul>  |
|  | Y4 | <ul style="list-style-type: none"> <li>The shape of the land</li> <li>Volcanoes</li> <li>Earthquakes</li> <li>Water and the water cycle</li> <li>Celebrating our world (Lesson 3)</li> </ul>   | <ul style="list-style-type: none"> <li>What is it like to live near Mt. Etna?</li> <li>What causes earthquakes and tsunamis?</li> </ul>  | <ul style="list-style-type: none"> <li>What are the features of a river environment?</li> <li>Where do earthquakes happen and why?</li> </ul>  | How are landscapes different?  | <ul style="list-style-type: none"> <li>What is a volcano like?</li> <li>What are the features of a mountain environment?</li> </ul>  | <ul style="list-style-type: none"> <li>Where does water come from?</li> </ul>   | <ul style="list-style-type: none"> <li>How does volcanic activity affect people around the world?</li> <li>How does water affect our lives?</li> <li>What are people doing to improve water supplies?</li> </ul>  | <ul style="list-style-type: none"> <li>How are people affected by earthquakes?</li> <li>What are the wonders of the ancient and modern world?</li> </ul>  |

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| <p><b>Y3</b></p>   | <ul style="list-style-type: none"> <li>Using and making maps</li> <li>Cities</li> <li>UK regions</li> <li>Peak district</li> <li>Europe</li> <li>Celebrating our world (Lesson 1 and 2)</li> </ul>         | <p><b>1.What are the main cities of the UK?</b><br/> <b>2.What are the landscape regions of the UK?</b><br/> <b>1.What is the Peak District like?</b><br/> <b>3.What are the Tatra mountains like?</b><br/> <b>2.What makes a place special?</b></p>   | <p><b>2.What are the UK's counties and districts?</b><br/> <b>1.What is a region?</b></p> <p><b>1.How did people explore the world?</b></p>   | <p><b>1. What can we learn from compass directions?</b><br/> <b>2.How are grid squares useful?</b><br/> <b>3. How do maps use symbols and keys?</b><br/> <b>2.What is Dovedale like and why?</b><br/> <b>1.What is Europe like?</b></p>  | <p><b>3.How do people use the land? (land use patterns)</b></p>  |   |   | <p><b>3.What is special about the UK?</b></p> <p><b>3.What is Poland like?</b></p>   |
| <p><b>Y2</b></p>   | <ul style="list-style-type: none"> <li>Learning about Kenya</li> <li>Hot and cold places</li> <li>Mountains, rivers and coasts</li> <li>Villages, towns and cities</li> <li>Routes and Journeys</li> </ul> | <ul style="list-style-type: none"> <li>What is the landscape and climate like?</li> <li>What are polar, desert and equatorial climates like?</li> <li>What is the difference between a village, town and city?</li> <li>Where are the capital cities in the UK?</li> <li>What is it like at the coast?</li> <li>What journeys are made in our locality?</li> </ul> | <ul style="list-style-type: none"> <li>Where in the world is Kenya?</li> <li>Where are the hot and cold areas in the world?</li> <li>Where are the world's highest mountains?</li> <li>What is the nearest town and city to Little Bowden?</li> </ul> <p>What journeys do animals make?</p> | <ul style="list-style-type: none"> <li>What is the difference between a route and a journey?</li> <li>Which are our local rivers? How do these compare with larger world rivers?</li> <li>How are villages changing?</li> </ul> <p>Where have you travelled to around the UK or the world?</p> | <p>How do climates appear to be changing?</p>  | <ul style="list-style-type: none"> <li>At what point does a river end and the sea begin?</li> </ul> <p>Which animals live in these regions?</p>                   | <ul style="list-style-type: none"> <li>What is coastal erosion?</li> </ul> <p>How is deforestation affecting our planet?</p>  | <ul style="list-style-type: none"> <li>In what ways is Kenya similar to and different from the UK?</li> </ul> <p>What is it like for people living in the rainforest?</p>  |
| <p><b>Y1</b></p>   | <ul style="list-style-type: none"> <li>Continents and oceans</li> <li>United Kingdom</li> <li>Our school</li> <li>Where we live</li> <li>Weather and seasons</li> </ul>                                    | <p>The Globe<br/> World Maps<br/> Images of the World<br/> UK and the wider world<br/> Our school surroundings<br/> Local features</p>   |   |  | <p>UK countries and capitals<br/> UK, coasts, seas and oceans<br/> Getting to school</p>   | <p>Our local environment</p>  | <p>Recording and forecasting the weather<br/> Seasonal changes<br/> Extreme weather</p>   | <p>The school environment<br/> Houses and shops</p>  |
| <p><b>EYFS</b></p> | <ul style="list-style-type: none"> <li>Describe your immediate environment</li> <li>Stories about the world</li> <li>Seasons</li> <li>Personal experiences (Barnaby bear)</li> </ul>                       | <p><b>Which country is this in?</b><br/> <b>Can you find the country on a globe?</b></p> <p><b>Why are these bits blue/green/ brown on a map?</b></p>  | <p><b>What is the name of this place?</b></p> <p><b>How do you know I am at school and not at home?</b><br/> <b>What is different about the space at home and at school?</b></p>  | <p>Does it take longer to walk to (the church) than (the shop)?</p> <p>Why don't you walk when you go to visit (Granny)?</p> <p>Walking to Sainsbury's is like walking round the playground x times.</p> <p>That's as many people as there are in our assembly 100 times.</p>                  | <p><b>What has changed and what has stayed the same?</b></p> <p><b>Why did it change?</b></p> <p><b>Will the change keep on happening?</b></p> | <p><b>What happened to the puddle that was there this morning?</b></p> <p><b>Why do people go to work?</b></p> <p><b>Why don't we have farms in carparks?</b></p> | <p><u>Environment:</u><br/> What can you see here? Is the thing you are looking at something that someone made? Why was the thing there?What is it for?</p> <p><u>Sustainability:</u><br/> Why do we recycle things? How can we make sure this beetle can live safely here for a long time? What will happen if that plastic bag gets into the sea?</p> | <p><b>What is the weather like here? How is it different to our weather?</b></p> <p><b>What are the seasons like? Are they the same or different to our seasons?</b></p> <p><b>What language do the people speak? What food grows there?</b></p> |

## Geographical Concepts: ways of organising knowledge

Concepts are 'big ideas' about the subject and are not definitive but give a framework for organising subject knowledge. This framework from the Geographical Association, supports our organisation of geography at Little Bowden. Enquiry is at the heart of all of these concepts.

