

Subject

Geography

Intent

The Weston curriculum for *Geography*:

- Designed to inspire and develop children's fascination and intrigue about the world and its people. Children should investigate a range of places - in Britain and abroad. This will enable children to develop their knowledge and understanding of the Earth's physical and human processes. Develop children's knowledge of their local area of Weston and Hertfordshire so they can build a real sense of who they are, their heritage and what makes our area special and unique.
- Develop children's ability to confidently communicate their findings and geographical understanding.
- Children will have an excellent understanding of
 - Where places are and what they are like, both in Britain and the wider world
 - A progressive knowledge of geographical knowledge, skills and vocabulary
 - Be able to create questions to develop their understanding and knowledge
 - Develop excellent fieldwork skills and techniques
 - Have an up to date knowledge, build their own opinions through well researched and rooted evidence with current issues in society.
 - Develop a genuine interest for the subject.
- Children will learn with knowledge and skills but also through experiences such as educational visits, fieldwork sources.

Aims

The Weston Curriculum for *Geography* aims to ensure that all pupils:

- develop contextual knowledge of the location of globally significant places - both terrestrial and marine - including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes
- understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time
- are competent in the geographical skills needed to:

- collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
- interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
- communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length

Curriculum Content - School Year 2023-2024 (Year B)

Pupils in Nursery and Reception will be taught the relevant content from the EYFS Curriculum (link to EYFS Curriculum page), including learning that forms the foundations for the later learning in Geography.

Pupils in Years 1 and 2 will be taught

Autumn Term	Spring Term	Summer Term
Human and Physical Geography (Compare Weston to a small area of a non- European country Kom)	N/A	Locational Knowledge (The continents and Oceans with hot and cold places of the world)
Pupils in Year 1 will be taught to; - Begin to explore globes, atlases and world maps. - Locate the UK and Africa. - Begin to identify the difference between daily and seasonal weather patterns. - Record a daily weather diary	-	Pupils in Year 1 will be taught to; - Use picture maps and globes - Use relative vocabulary - Begin to learn the names of the continents and oceans - Teacher led enquiries to ask and respond to simple closed questions - Recognise that it is about a place

- Talk about differences and similarities between different types of weather in the UK and Africa. - Discuss how weather has an impact on the clothes we wear and the things we do. - Compare physical and human features of both locations. Pupils in Year 2 will be taught to; - Use different atlases, globes and world maps to identify the UK and Weston and Africa and Kadoma. - Identify difference between daily and seasonal weather patterns. - Record and analyse a daily weather diary. - Explore how weather differs in Weston to Kadoma at different times of the year. - Compare and explain why weather may vary in Weston and Kadoma. - Compare and begin to explain why physical and human features differ in both locations.		- Use information books/pictures as sources of information. - Begin to identify hot and cold places in the world Pupils in Year 2 will be taught to; - Find land and sea on a globe - Children encouraged to ask simple geographical questions (where is it?/what is it like?) - Locate places on an infant atlas - Use non-fiction texts, maps, and the internet as sources of information. - Make simple comparisons between features of different places - Use non-fiction texts, maps, and the internet as sources of information. - Name the 7 continents and 5 oceans, begin to locate on a map.	
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Pupils in Years 3 and 4 will be taught

Autumn Term	Spring Term	Summer Term
Human and physical geography (Volcanoes, Earthquakes and Tsunamis)	N/A	Compare two regions (England - London and a Italy - Rome)
Pupils in Year 3 will be taught to;		Pupils in Year 3 will be taught to;

- Locate the Equator, north and south hemisphere. - Discuss the importance of the Tropics of Cancer and Capricorn - Begin to discuss what we already know about different features around the world. - Start to identify where volcanoes and earthquakes happen on a world map. - Describe the causes and processes of earthquakes and volcanoes. - Explore how volcanoes, earthquakes and mountains affect people's lives. - Identify what triggers a tsunami - To explore how human's adapt to living close by to different features. Pupils in Year 4 will be taught to; - Locate, Equator, north and south hemisphere, Tropics of Cancer and Capricorn. - Begin to look at climate zones. - Talk about and describe features of localities beyond the UK. - Identify a range of simple physical processes - causes, processes and effects of earthquakes/volcanoes. - Identify a range of places where volcanoes and earthquakes happen on a world map.		- Explore different types of world maps and atlases. - Begin to recognise and label different countries in Europe. - Investigate the different human and physical features of both countries for the residents that live there. - Begin to make comments and share ideas on the differences of location. - Explore both capital cities. - Explore humans/jobs/travel in both cities. Pupils in Year 4 will be taught to; - Use a junior atlas - Use a map to identify Europe and name it's countries - Explore both countries physical and human features and comment on their importance on humans/lives. - Make comparisons of a range of human and physical features of Italy and England. - Explore how the capital city is split into regions - London and Rome. - Make sketches, plans and observations and maps of the different areas. - Compare and contrast time zones, lifestyles, currency, trade between England and Italy.
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- Identify and describe the way in which physical and human processes can change the features of a locality. - Discuss and identify factors in tsunamis. - Suggest reasons for the location of towns and settlements in a particular place. - Ask and respond to simple geographical questions - Talk about evidence and draw simple conclusions		
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Pupils in Year 5 and 6 will be taught

Autumn Term	Spring Term	Summer Term
Place Knowledge (Compare UK to South America)	N/A	Human Geography (How does migration enhance?)
Pupils in Year 5 will be taught to; - Identify the UK and South America on a range of maps. - Talk about and describe a range of cities and areas in both locations.. - Support reasons for the similarities and differences between the physical and human features of a range of locations with factual evidence. - Suggest ways in which a location might develop and change in the future.		Pupils in Year 5 will be taught to; - Talk about and describe different settlements around the world. - Identify and suggest reasons for the similarities and differences between the physical and human features of a range of locations. - Talk about and describe how people's actions can damage and improve environments. - Explore different types of migration and understand the differences.

- Identify the position and significance of latitude and longitude. - Identify and describe links and relationships that connect localities both within and beyond the UK Pupils in Year 6 will be taught to; - Explore the UK and South America using different types of maps. -Talk about and compare a wide range of locations in the UK and South America. -Support reasons for the physical and human features of a location with factual evidence. -Support and suggest ways in which a location might develop and change in the future. -Recognise the many links and relationships that make places dependent on each other.		- Identify reasons why people may migrate - investigate, explore and describe the routes and reasons. Pupils in Year 6 will be taught to; - Discuss the different types of settlements around the world. - Support with reasons and factual evidence the similarities and differences of a range of locations - Recognise that the environment in the place and the lives of the people who live there are affected by actions and events in other places. - Understand and explain different types of migration and understand the reasons for migration. - Interpret and support reasonings for different types of human migration. Explore if migration helps the world.
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Curriculum Content – School Year 2024-2025 (Year A)

Pupils in Nursery and Reception will be taught the relevant content from the EYFS Curriculum ([link to EYFS Curriculum page](#)), including learning that forms the foundations for the later learning in Geography.

Pupils in Years 1 and 2 will be taught

Autumn Term	Spring Term	Summer Term
N/A	Locational Knowledge (The United Kingdom - four countries, the 4 Capital Cities and surrounding waters	Geographical skills and fieldwork (Map skills - Weston)
	Pupils in Year 1 will be taught to; - Learn names of some places within/around the UK - Make observations about where things are - Recognise that it is about a place using pictures and maps - Learn the names of cities of the UK - Use information books/pictures as sources of information - -Talk about different ways to travel and the similarities and differences between places. - Use relative vocabulary Pupils in Year 2 will be taught to; - Locate and name on the UK map major features - Make appropriate observations about why things happen - Make simple comparisons between features of different places - Use non-fiction books, stories, maps, pictures/photos and the internet as sources of information. - Locate and name cities of the UK on map	Pupils in Year 1 will be taught to; - Investigate their surroundings - Understand what aerial photographs and recognise maps - Recognise photos of local area of the school - Follow directions (up, down, forwards, backwards) - Draw pictures/maps of imaginary places and from stories - Make observations about where things are - Use own symbols on map of the school. Pupils in Year 2 will be taught to; - Investigate their local surroundings - Explore different aerial photographs and match to maps - Explore symbols on maps - Recognise and label photos of school - Begin to understand the need for a key - Follow directions (NSEW) - Begin to follow directions and describe objects on a map - Use class agreed symbols to make a simple key

	- Describe, compare and contrast features of different localities in the UK.	- Draw a map of the school using a key.
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Pupils in Years 3 and 4 will be taught

Autumn Term	Spring Term	Summer Term
Locational Knowledge (Counties and cities in the UK)	N/A	Geographical skills and fieldwork (Study of the local area - impact over time)
Pupils in Year 3 will be taught to; - Recall the four countries of the UK - Begin to understand that the UK is divided into regions called counties. - Explore, locate and begin to name 48 counties in the UK on a map. - Use the internet to find and collect facts about Hertfordshire. - Research and produce a fact file on a chosen county - reflecting population/ human and physical features. (Pupils in Year 4 will be taught to; - Locate places on a large-scale map - Understand that the UK is split into different regions called counties. - Locate, name and identify all 48 counties of the UK. - Make a simple scale drawing		Pupils in Year 3 will be taught to; - Investigate places and themes at more than one scale - Use 4 compass points to follow/give direction - Try to make a map of a short route experienced with features in the correct order - Create a simple scale drawing - Know why a key is needed and use standard symbols. Pupils in Year 4 will be taught to; - Use 4 compass points well and begin to use 8 compass points - Use letter/number co-ordinates to locate features on a map - Make a map of a short route experienced with features in the correct order

- Explore population and topographical features of Hertfordshire. (eg population, human and physical features of county). - Research and organise facts about a chosen county - choose way to publish including population, topographical features, industry.		- Make a simple scale drawing - Use maps sites on internet (Google Maps and Google Earth) - Use satellite images and aerial photographs to extend learning within topic - Analyse evidence and draw conclusions e.g. make comparisons between locations, photos, pictures, maps - Use appropriate symbols to represent different physical and human features on a map
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Pupils in Years 5 and 6 will be taught

Autumn Term	Spring Term	Summer Term
Locate the world's countries, climate zones and biomes Our world	N/A	Rivers, mountains and the Water Cycle
Pupils in Year 5 will be taught to; - Locate and name countries, oceans and continents of the world. - Begin to explore different types of maps. - Begin to suggest questions for investigating our world		Pupils in Year 5 will be taught to; - Describe and understand key aspects of mountain formation. - Present findings of a mountain range. - Explore major rivers and mountains on world maps and aerial images.

- Understand how climate and vegetation are connected in biomes. - Use satellite images, aerial photographs to begin to collect evidence of significant places and environments. - Describe different biomes and how plants and animals are adapted to them. - Present reasoned conclusions when presenting findings Pupils in Year 6 will be taught to; - Label and locate countries, seas, oceans and continents on a world map. - Identify and use different types of maps. - Set own challenging questions when investigating geographical features and issues of the world. - Identify and recognise using latitude and longitude different biomes and climate zones. - Compare and contrast biomes, explain how plants/ animals and humans have adapted and utilise them. - Explore how biomes can be valuable, under threat and how to protect the,. - Suggest ways in which a location might develop and change in the future based on factual information. - Ensure that conclusions make accurate reference to the evidence presented		- Locate and describe geographical features around. - Identify the features of the river system - Understand the formation of rivers and stages of a river. - Explore and describe the water cycle. - Identify and describe coastal and mountain features of the UK. - Investigate and present the impact of floods and droughts around the world. Pupils in Year 6 will be taught to; - Explain and describe the formation of mountains and their features. - Draw conclusions about a mountain range for development/humans. - Understand the water cycle. - Describe and explain river formation and key features of river systems. - Investigate the importance of how water travels around the world, settlement and biomes. - Evaluate and present the impacts of floods and droughts around the world.
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