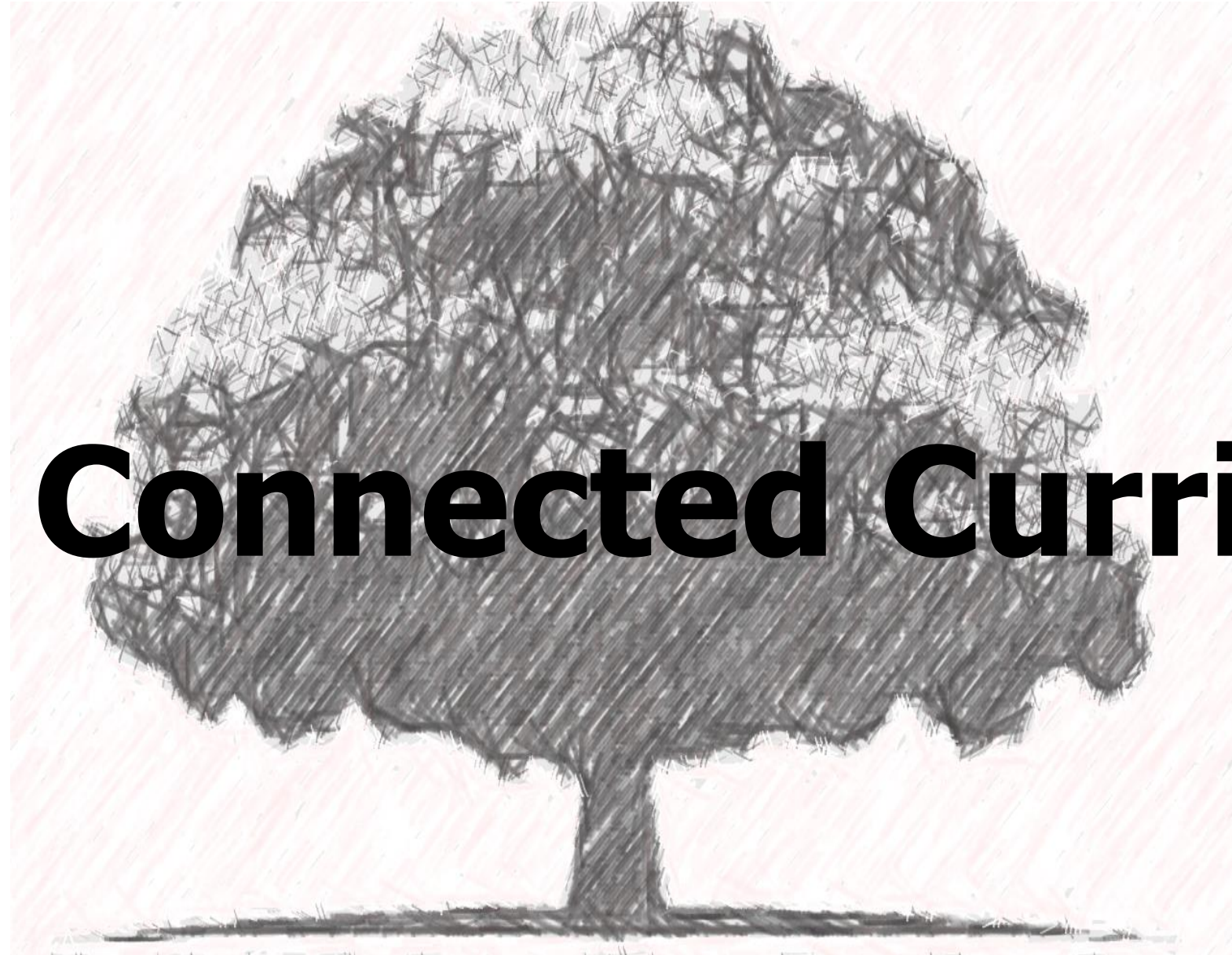


Kelsall Connected Curriculum



'A Love for Learning'

Kelsall Primary & Nursery School

Geography Overview



Cheshire Academies Trust
Inspiring hearts and minds



Geography Curriculum at Kelsall Primary School

Intent

The geography curriculum at Kelsall has been tailored to ensure that children understand and develop a rich curiosity of the world and its people. Throughout our high-quality teaching and our connected curriculum, pupils at Kelsall are equipped with the knowledge and understanding that they can use throughout the rest of their life. The connected curriculum allows for a broader, deeper understanding of the four areas of geography. It develops background knowledge of globally significant places and an understanding of the processes that give rise to key physical and human geographical features of the world, along with how they bring about variation and change over time. We intend to develop children's curiosity and a fascination of the world and its people that will remain with them for the rest of their lives. The units we teach offer a range of opportunities for investigating places around the world as well as physical and human processes. The lessons are intended to improve children's geographical vocabulary, map skills and geographical facts and provide opportunities for consolidation, challenge and variety to ensure interest and progress in the subject.

Implementation

In KS1, children begin to use maps and recognise physical and human features to do with the local area (Kelsall and Chester). They also use maps to discover the continents and oceans of the world in year 2. Children will also begin to compare where they live to places outside of Europe and ask and answer geographical questions.

In KS2, map skills are developed further using, atlases, digital maps and children begin to use more fieldwork skills. Through revisiting, embedding and consolidating skills, our lesson plans and resources help children build on prior knowledge from KS1 alongside introducing new skills and challenge.

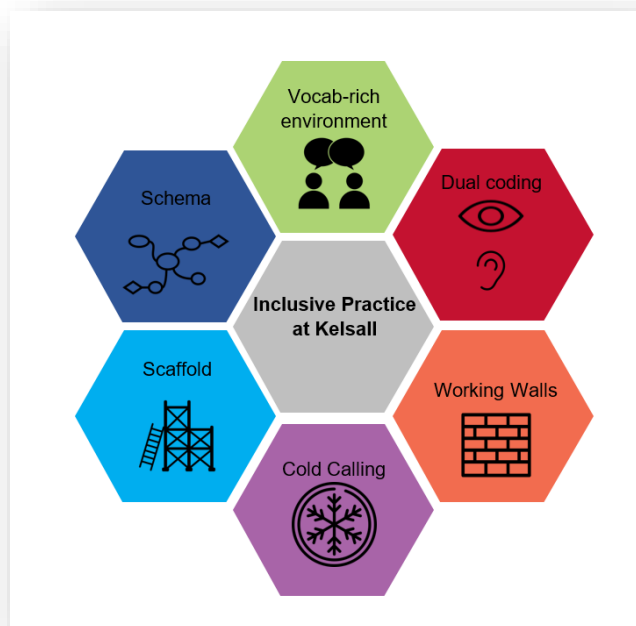
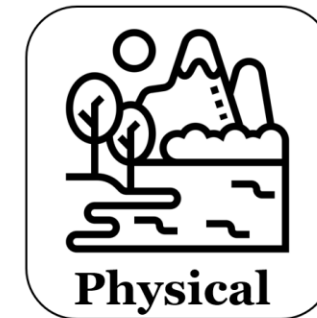
All children expand on their skills of the four key areas of our geography curriculum which include local knowledge, place knowledge, human and physical geography and geographical skills and fieldwork.

Across both key stages at Kelsall, children are given a wide range of opportunities to experience geography through practical engaging tasks inside the classroom, cross curricular learning and geography linked school trips beyond the classroom.

Impact

At Kelsall, we believe that the impact of cross curricular teaching and linking it to our class text encourages children to make familiar links. Kelsall prides itself on high expectations and quality evidenced work presented in books.

Children will begin to make relevant links from geography to other curriculum subjects, such as history and science. They will improve their enquiry skills and curiosity about the world around them, and their impact on the world and the human and physical processes.



Inclusive Practice

When we are getting things right for our learners with SEND, we are getting it right for all learners. Inclusive Practice means we use approaches that are effective for learners with SEND. This will provide all learners with opportunities to learn in small steps and carefully build upon their prior knowledge. This is done through a range of approaches including:

- creating a language rich environment which is vital to closing the gap between learners with SEND and their peers and enabling future attainment.
- demonstrating what we want learners to do and show them what we mean.
- using physical resources to help abstract concepts become more accessible and meaningful and recognise the value of Dual Coding.
- reducing Cognitive Load and activate children's prior knowledge/schema through a connected curriculum that builds of prior learning, knowledge and skills and provides regular opportunities for learners to practise recalling what they have learnt, to help them easily access this information when it is needed.

‘With reference to **Embedding Inclusive Practice**’, NASEN

By the time they leave, pupils will:

- Have a curiosity and fascination about the world
- Use and combine a variety of geographical sources to obtain a detailed picture of a location or geographical process
- Look closely and methodically when analysing a geographical source
- Collect geographical information using a variety of fieldwork techniques including observations, sketches, surveys, questionnaires and digital technology Interpret results and identify patterns from a range of geographical data
- Understand the physical and human characteristics of places and their interrelatedness
- Appreciate differences and similarities between the people, places, environments and cultures they have studied
- Understand connections between places: social, economic and environmental ± Understand how sequences of events and activities in the physical and human worlds lead to change in places, landscapes and societies
- Appreciate the impact of geographical events and issues on different scales (personal, local, national, international, global) ± Know about sustainable development and its impact on the environment
- Understand that people have different views about geographical issues; give own opinions and reasons for these

EYFS Links**Understanding of the World**

- Draw information from a simple map
- Recognise some similarities and differences between life in this country and life in other countries
- Explore the natural world around them - Describe what they see, hear and feel whilst outside
- Recognise some environments that are different to the one in which they live
- Understand the effect of changing seasons on the natural world around them


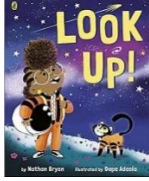

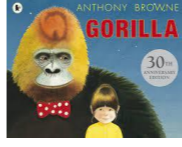
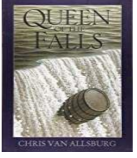
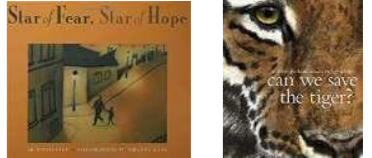


















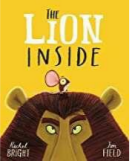

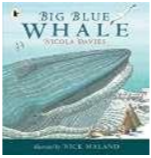


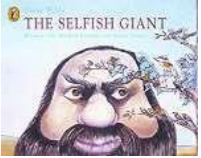

















The Natural World ELG

- Explore the natural world around them, making observations and drawing pictures of animals and plants
- Know some similarities & differences between the natural world around them and contrasting environments, drawing on their experiences & what has been read in class
- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter

People, Culture and Communities ELG

- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from, when appropriate, maps

Kelsall Primary & Nursery School Curriculum Road Map –Geography Endpoints

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
					
<p>To identify the seven continents and five oceans of the world, using globes and digital resources to describe our locality in relation to these and our responsibility to sustain them.</p> <div style="text-align: center;">  <p>Location</p> </div>	<p>To accurately and confidently discuss the countries, cities and features that make up the United Kingdom, using maps, atlases and digital resources to support this.</p> <div style="text-align: center;">  <p>Location</p> </div>	<p style="text-align: center;">  Local Study </p> <p>To understand the features of the water cycle, including precipitation, evaporation and condensation and describing the journey the River Dee using maps, atlases and digital resources to support this.</p> <div style="display: flex; justify-content: space-around;"> <div style="text-align: center;">  <p>Location</p> </div> <div style="text-align: center;">  <p>Physical</p> </div> <div style="text-align: center;">  <p>Human</p> </div> </div> <div style="text-align: center; margin-top: 10px;">  <p>River Dee</p> </div>	<p>To develop knowledge of the countries of Europe and their geographical features, using maps and sources to focus on land use, migration and the reasons people move between countries.</p> <div style="display: flex; justify-content: space-around;"> <div style="text-align: center;">  <p>Location</p> </div> <div style="text-align: center;">  <p>Physical</p> </div> <div style="text-align: center;">  <p>Human</p> </div> </div>	<p>Children can locate places and map features for the Americas and describe changes in biomes, climate and human/physical features across the continent.</p> <div style="display: flex; justify-content: space-around;"> <div style="text-align: center;">  <p>Location</p> </div> <div style="text-align: center;">  <p>Physical</p> </div> <div style="text-align: center;">  <p>Human</p> </div> <div style="text-align: center;">  <p>Climate</p> </div> </div>	<p>To develop a secure knowledge of European countries are located; using map work and geographical language to describe their locality in the world and the political impact and changes that have occurred.</p> <p>To name and locate some of the countries and cities of the world and their identifying human and physical characteristics, including hills, mountains, rivers, climate zones, key topographical features and land-use patterns; and understand how some of these aspects have changed over time.</p> <div style="display: flex; justify-content: space-around;"> <div style="text-align: center;">  <p>Location</p> </div> <div style="text-align: center;">  <p>Physical</p> </div> <div style="text-align: center;">  <p>Human</p> </div> <div style="text-align: center;">  <p>Climate</p> </div> </div>
					
<p>To use maps and atlases to further explore the seven continents, understanding their location in comparison to each other and compare how life is different in these places.</p> <div style="display: flex; justify-content: space-around;"> <div style="text-align: center;">  <p>Location</p> </div> <div style="text-align: center;">  <p>Physical</p> </div> <div style="text-align: center;">  <p>Human</p> </div> <div style="text-align: center;">  <p>Climate</p> </div> </div>	<p>To further explore the four countries of the United Kingdom through studying the culture, populations, flags of these countries.</p> <p>To compare a small area of the UK to a contrasting non-European country, comparing their land use, communities and connections to describe life on these islands.</p> <p>Observe and record seasonal and daily weather patterns using a variety of equipment, understanding and describing weather influences and effects life for people around the world.</p>	<p>To develop knowledge of the world's seven continents focusing on their surrounding seas and oceans to determine the impact life today is having on the species living in those habitats.</p> <div style="display: flex; justify-content: space-around;"> <div style="text-align: center;">  <p>Location</p> </div> <div style="text-align: center;">  <p>Climate</p> </div> </div>	<p style="text-align: center;">  Local Study </p> <p>Explore and describe how the city of Chester has changed over time, examining land-use patterns, human and physical geography and comparing mapwork and geographical data using atlases and digital resources.</p> <p>Use map work and digital resources to identify the properties of volcanoes and earthquakes, including how they are formed, where they are present and the effect they have upon communities and land use around them.</p> <div style="display: flex; justify-content: space-around;"> <div style="text-align: center;">  <p>Location</p> </div> <div style="text-align: center;">  <p>Physical</p> </div> <div style="text-align: center;">  <p>Human</p> </div> </div>	<p>Children can locate key features and places in Northern Europe, explaining the impact of climate and location on people movement of the past.</p> <div style="display: flex; justify-content: space-around;"> <div style="text-align: center;">  <p>Location</p> </div> <div style="text-align: center;">  <p>Physical</p> </div> <div style="text-align: center;">  <p>Human</p> </div> </div>	<p>To develop understanding of 6 figure grid references.</p> <p>To develop a secure knowledge of some areas within the Southern Hemisphere including their landscapes, habitat, and residents; using map work and geographical language to describe their locality in the world and the impact climate change is having on them and places faraway.</p> <div style="display: flex; justify-content: space-around;"> <div style="text-align: center;">  <p>Location</p> </div> <div style="text-align: center;">  <p>Physical</p> </div> <div style="text-align: center;">  <p>Human</p> </div> <div style="text-align: center;">  <p>Climate</p> </div> </div>



Local Study

Using aerial photographs, fieldwork and observation, to explore the local geography of Kelsall and its surrounding areas focusing on the key human and physical features, making maps and using geographical language.



Local Study

Use geographical vocabulary (compass directions, locational language) to describe the physical and human features of Kelsall



To further develop an understanding of the continents and oceans of the world, naming countries of the world and comparing physical and human features to the UK.



To use geographical language, maps and atlases to describe and understand the location and key geographical features of the amazon Rainforest

To study the UK physical features of the Peak District (Mam Tor)– understanding the physical and topographical characterises of its hills and mountains



Local Study

Children can identify use of land/energy/resources across the UK and in the local area linking these to climate change and recycling initiatives.

Children can describe the local area in detail via maps and human use surveys, making comparisons to geographical features of the area in the past.



To develop a secure knowledge of the water-cycle and how the weather affects the physical changes to the coastlines; How humans use and affect the environment through economics.

To have an awareness of coastal erosion and strategies to slow it down.



		Year 1 Seven Continents, oceans Kelsall	Year 2 UK and Non EU country and Weather	Year 3 Deeper study of United Kingdom- Counties and Cities Rivers, Mountains and Hills	Year 4 European Countries and Volcanoes and Earthquakes	Year 5 World Countries, North America and South America climate zones	Year 6 World Countries Coasts	
Geography	Curriculum Objectives	<p>Investigate places This concept involves understanding the geographical location of places and their physical and human features.</p>	<p>Locational Knowledge</p> <ul style="list-style-type: none"> Use world maps, atlases and globes to identify the seven continents and 5 oceans of the world. Linking to the equator. 	<p>Locational Knowledge</p> <ul style="list-style-type: none"> Re-cap name, locate and identify United Kingdom surrounding seas Name and locate the world's seven continents and 5 oceans 	<p>Locational Knowledge</p> <ul style="list-style-type: none"> Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics Name and locate the world's seven continents and seas/oceans 	<p>Locational Knowledge</p> <ul style="list-style-type: none"> Name and locate the countries of Europe and identify their main physical and human characteristics, major cities and different environmental regions using maps to focusing on 	<p>Locational Knowledge</p> <ul style="list-style-type: none"> Latitude, Longitude, Equator, northern and southern hemisphere. North America and Sotuh America, concentrating on their environmental regions, key physical and human characteristics, countries, major cities compared to rural areas. 	<p>Locational Knowledge</p> <ul style="list-style-type: none"> Locate the world's countries, using maps to focus on Australasia concentrating on their environmental regions, key physical and human characteristics, countries, and major cities Topic of Capricorn and cancer. Arctic and Antarctic circle Name and locate some of the countries and cities of the world and their identifying human and physical characteristics, including hills, mountains, rivers, climate zones, key topographical features and land-use patterns; and understand how some of these aspects have changed over time.
		<p>Investigate patterns This concept involves understanding the relationships between the physical features of places and the human activity within them, and the appreciation of how they impact each other and the location.</p>	<p>Place Knowledge</p> <ul style="list-style-type: none"> Learn about the physical aspects of Kelsall and its surrounding area. 	<p>Place Knowledge</p> <ul style="list-style-type: none"> compare and contrast physical similarities and differences of a small area of the United Kingdom, Chester and of a small area in a contrasting non-European country Capital cities of 4 countries 	<p>Place Knowledge</p> <ul style="list-style-type: none"> United Kingdom- counties and cities Equator North and South Pole Name and locate the world's continents and oceans. 	<p>Place Knowledge</p> <ul style="list-style-type: none"> Name and locate the countries of Europe and identify their main physical and human characteristics 	<p>Place Knowledge</p> <ul style="list-style-type: none"> The Americas - identify their main physical and human characteristics 	<p>Place Knowledge</p> <ul style="list-style-type: none"> Southern hemisphere Australasia – link to book (animals)
		<p>Human and Physical knowledge This concept involves understanding geographical representations, vocabulary and techniques.</p>	<p>Human and Physical Geography</p> <ul style="list-style-type: none"> Locate the equator and North and South Poles I can use simple compass directions (NSEW) 	<p>Human and Physical Geography</p> <ul style="list-style-type: none"> Analysis the seasonal and daily weather patterns in the UK (compared to Non EU country) Use compass directions (north, south, east and west) and locational language (e.g. near and far) to describe the location of features and routes on a map. 	<p>Human and Physical Geography</p> <ul style="list-style-type: none"> Describe and understand key aspects of rivers, the water cycle, mountains and hills. Use the eight points of a compass, four-figure grid references, symbols and key to communicate knowledge of the United Kingdom and the wider world. 	<p>Human and Physical Geography</p> <ul style="list-style-type: none"> Describe and understand key aspects of volcanoes and earthquakes. Linking to States of matter. 	<p>Human and Physical Geography</p> <ul style="list-style-type: none"> Describe and understand key aspects of climate zones and biomes Human geography/region of the UK – land use, economic activity, distribution of natural resources, energy (link to recycling), land 	<p>Human and Physical Geography</p> <p>Physical</p> <ul style="list-style-type: none"> Describe and understand key aspects of coasts.- linked to water Resources including water cycle <p>Human</p> <ul style="list-style-type: none"> Economic activity including trade links, and the distribution of natural resources including energy, food, minerals, and water supplies. How animals change because of humans.

Geographical skills and fieldwork

Geographical Skills and Fieldwork

- Use simple fieldwork and observational skills to study the geography of Kelsall school and the key human and physical features of its surrounding environment.
- Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied.

Geographical Skills and Fieldwork

- Use simple fieldwork and observational skills to study the geography of Kelsall and the key human and physical features of its surrounding environment.
- Use simple compass directions (North, South, East and West) and locational and directional language
- Use aerial images and plan perspectives to recognise landmarks and basic physical features.

Geographical Skills and Fieldwork

- 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.
- Use the eight points of a compass, four figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world

Geographical Skills and Fieldwork

- Use maps, atlases, globes and digital/computer mapping to locate countries and describe features.
- 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.
- Use the eight points of a compass, four figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world

Geographical Skills and Fieldwork

- 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.
- Use the eight points of a compass, four-figure grid references, symbols and a key (that uses standard Ordnance Survey symbols) to communicate knowledge of the United Kingdom and the world.

Geographical Skills and Fieldwork

- Collect and analyse statistics and other information in order to draw clear conclusions about locations.
- Use different types of fieldwork sampling (random and systematic) to observe, measure and record the human and physical features in the local area. Record the results in a range of ways including sketch maps, plans and graphs, and digital technologies.
- Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- Use the eight points of a compass, six figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world

Vocabulary

Equator, North Pole, South Pole, ocean, house, office, port, harbour, shop, city, capital city, country, continent, key human features, city, town, village factory, farm

Living rock
Dead paper
never alive cardboard
habitats leaf
food chain root
shelter leaves
woodland bud
ocean flowers
rainforest blossom
conditions petals
hot/warm/cold root
stem
dry/damp/offspring
wet grow
Bright/shade adults
/dark water
wood food
metal exercise
Plastic air
glass hydyne
brick nutrition
reproductio
n

United Kingdom,
river
lake
county loch
city pond
town rapids
village, sea
region, stream
nation, waterfall
settlement ocean
community coastline
population shoreline
map precipitation
mountain n
valley evaporation
coast condensati
vegetation on
land
key
plan environment
forest
hill
field

European earthquake
country igneous
names metamorph
land mass ic
border volcanic
ocean erupt
volcano flow
tectonic ash
plates vent
erosion ash fall
abrasion crater
magma active
molten dormant
lava fault
crust mountaino
mantle us
core aftershock
tremor tsunami
magnitude
Richter scale

World climatic
country barometer
name pressure
continent bar
Latin spell
physical, greenhouse
human effect
features ozone layer
desert pollution
coastline fossil fuel
ocean sustainabili
climate ty
zone environme
habitat, ntal
seasonal biosphere
forecast longitude
meteorologic latitude
al hemisphere
activists
biodiversity
global
conservation
temperate

abrasion living
arch things
attrition change
bay fossils
beach offspring
cave vary
cliff identical v
coastline aviation
corrosion evolution
current adaptation
deposition Charles
landforms Darwin
erosion adapt
groyne environme
nt
headland
landslide extreme
longshore conditions
drift
sea defences
sea wall
spit Stack
stump
swash/
backwash
advantageou
s
disadvantage
ous