

Geography Curriculum Summary

In Geography, we aim to develop in children a curiosity, compassion, and wonder for the world around them. We seek to make them look critically at the issues facing the world and to engender an empathic awareness of the hardships of others and how those in the Developed World can positively influence the lives of those less fortunate. The threats posed by Climate Change and the need for Sustainable Development are topics that regularly pervade our teaching on a local and global scale. As such, our approach is investigative and debate and discussion is threaded through all the research and practical experiences of the world around them.

Key Skills and Topics

Prep-prep

Topics studied for Geography in the prep-prep vary as the curriculum is led by the interests and enthusiasms of the children. Young children have a natural excitement and wonder in the world around them and we seek to nurture this, giving them real experiences that develop their skills.

Kindergarten (KG)

Key skills include:

- Know about similarities and differences in relation to physical places.
- Talk about the features of their own environment and how environments might vary from one place to another.
- Make observations about animals and plants and explain why some things occur and talk about changes.
- Show care and concern for the environment.

Transition 1 (T1)

Key Skills include:

- Ask geographical questions
- Study their immediate environment and compare it to a different environment.
- Compare geographical features using everyday language.
- Use relevant geographical vocabulary to describe the features of the environments studied.
- Understand and locate areas on a map.

Topics covered will vary but examples are:

- Homes and houses
- Antarctica
- Changes (weather, changes due to the invention of flight)

Transition 2 (T2)

Key skills include:

- Express views about people, places and the environment.
- Use and make a variety of maps and plans and compare them.
- Begin to ask geographical questions and be able to observe and record findings.
- Recognise what places are like and be able to identify, features, such as landscape, weather, jobs, services.
- Be able to use a range of geographical vocabulary (for example, hill, river, motorway, near, far, north, south, east, west.)

- Use accounts, pictures and photographs to find out about locations
- Recognise how places have become the way they are and how they are changing.
- Recognise how places are linked to other locations in the world.
- Make comparisons between contrasting locations.

Topics covered will vary depending on the children's interests and are often linked to History, for example in Victorians, map and atlas work comparing travel in Victorian times to the present and comparing different sorts of settlements such as the seaside and London.

Form 1

Key skills include:

- Read and use maps, understanding how to interpret symbols for key features and being able to locate places.
- Use geographical vocabulary to make comparisons between different countries, including comparisons of climate, culture, environment, language, physical geography, food.
- Understand how animals adapt to be able to live in different environments and to be able to recognise how places have become the way they are and how they are changing.
- Understand how some physical features of the landscape are formed.
- Ask geographical questions and know how to carry out research to find the answers based on accounts, pictures, maps and the personal experience of visiting speakers.

Topics will vary but may include:

- Mapping
- India
- Deserts
- Rainforests

In the Summer term, the children choose their own topic for study and geographical skills are taught through this area of their interest

Form 2

Key skills include:

- Understand the human consequences of natural disasters.
- Use an atlas and maps effectively, understanding the different sorts of maps and how to read them (political and physical maps), including looking at symbols and scale.
- Use geographical vocabulary to describe the physical world, how it was formed and to make comparisons between different countries, including comparisons of climate, culture, environment, language, physical geography, food.
- Understand how geography such as climate affects settlement.
- Represent geographical information clearly, such as through the use of graphs.
- Understand the causes and consequences of tourism and farming.
- Understand how physical and human geography affects daily life for people in different parts of the world, including landscape, climate and transport.
- Read and interpret information about how Natural Disasters are measured.

Topics will vary but may include:

- Natural Disasters
- Europe
- Africa

In the Lent term, the children choose their own topic for study and geographical skills are taught through this area of their interest

Form 3

Key skills include:

- Use an atlas and maps effectively, being able to read and interpret different sorts of maps and locating countries, cities, geographical regions and land patterns and to create maps.
- Understand the role of trade in development.

- Present geographical information clearly in a range of ways, including diagrams, maps, graphs, charts and extended projects.
- Describe and understand the physical and human characteristics of different countries and how these affect the lives of those living in different settlements, including climate, landscape, land use, economic activity, natural resources, food.

Topics:

- Weather and climate Oceans of the world, sustainability and environmental issues
- Extreme environments around the world and their location: human and physical impact.
- Map work – using different map resources to study location. Local study of an Organic farm.

Form 4

Key skills include:

- Use and compare a range of different resources to understand geographical features of an area, including aerial photos, Google Earth, mapping software.
- Use an atlas and maps effectively, being able to read and interpret different sorts of maps and locating countries, cities, geographical regions and land patterns; be able to give and follow directions using a map and the 8 points of the compass and six figure grid references.
- Describe and understand the physical and human characteristics of different countries and how these affect the lives of those living in different settlements, including climate, landscape, land use, economic activity, natural resources, food.
- Understand and debate the conflicting viewpoints about use of land and resources and the environmental effects of decisions.
- Understand and describe the differences in development between less economically developed countries and more economically developed countries.
- To examine the geographical distribution of disease and how they vary between countries of differing levels of development.
- Be able to present geographical information in a range of different ways, including a sustained country project on a country of their choice and the fieldwork on Wandlebury combining human and physical geography

Topics:

- OS mapwork and orienteering
- Management and habitats of a country park
- Exploring the divide
- Explaining the divide
- Independent country study showing human and physical geography.

Form 5 and 6

In Forms 5 & 6 the Common Entrance syllabus is taught. Key skills for these year groups include:

- Know and locate the main countries, cities and natural features across the world.
- Discuss and debate geographical issues using an extended geographical vocabulary and understanding the differing viewpoints in geographical issues.
- Use geographical enquiry skills when developing knowledge and understanding of people, places, patterns and processes, environmental awareness and sustainable development.
- Ask geographical questions and undertake enquiries inside and outside the classroom about people, places and environments;
- analyse evidence, make decisions and evaluate information, ideas and opinions;
- use skills specific to geography, including those of fieldwork and mapwork;
- draw on many different sources and resources, such as maps and atlases, photographs and written and visual materials, including the use of ICT.
- Use a range of techniques to collect and record data, including questionnaires, surveys, mapping, field sketches and secondary research.

- Present geographical information in a wide variety of ways, including different sorts of maps, flow charts, field sketches, photographs, graphs, annotated cross sections, tabular presentation of data and land use maps. Local Environmental survey of the school area conducted.

F5 Topics:

- Tectonics
- Population and settlement
- Weather and climate
- Environment

F6 Topics:

- Transport and Industry
- Rivers including Fieldtrip Enquiry (Epping)
- Coasts

Contribution to Spiritual, Moral, Social and Cultural Education

Geography develops SMSC in a wide variety of ways, including:

- Developing an awareness of the needs and experiences of others around the world
- Developing an understanding of the child's responsibility to care for the world and an appreciation of the way in which our actions affect the environment and others
- Teaching children to work collaboratively
- Developing a sense of awe and wonder in nature and the beauty of the world
- Developing an understanding of how mankind has shaped and changed the world and our responsibility towards the environment
- Developing an awareness of the delicate balance of the world