

## Netherfield Geography Curriculum

We want children to have a good understanding of where they are from in relation to the rest of the world and encourage a curiosity for places beyond their doorstep. At Netherfield we follow the National Curriculum for geography. We have built an ambitious curriculum for geography with a wide breadth of knowledge and skills taught from the Early Years to the end of Key Stage Two, drawing from advice from the Geographical Association. All year groups cover a range of geographical content which covers both human and physical geography within the wider world, Europe, Britain, Nottingham and our local area.

Within the studied units of geography, we cover a range of case studies from within the last 30 years so that children understand the relevance of geography on human life. We have designed our curriculum to cover a range of economically diverse countries. We also have a focus on climate change within each year group and the impact this has on the environment, human populations and us. Where relevant, year groups will look at the impact human and physical geography has on indigenous populations.

We understand the importance of geographical knowledge such as naming countries in Europe, locating the equator and naming rivers. However, we know that taught in isolation, this knowledge is unlikely to be retained. Therefore, this knowledge is covered within each year group to allow children to retain their knowledge in the context of their current unit of learning.

Our geography curriculum has been designed so that children develop a knowledge of their local area, the city of Nottingham and the United Kingdom and the world in progression in order to develop their understanding of Netherfield's place in the world.

In Key Stage One, children study geography within topics. Within Key Stage Two, the geography curriculum is taught discretely with geography being taught weekly. Geography is not taught in isolation and meaningful links are made to wider curriculum subjects where relevant in order to build up children's subject knowledge 'hinterland'.

## Netherfield Geography Curriculum

|        | Geographical Knowledge   |   |  |   |
|--------|--|---|--|---|
|        | Physical Geography   |   | Human Geography  |   |
|        | Describe and understand the key aspects of:  |   |  |   |
| Year 6 | <u>Trade</u> <ul style="list-style-type: none"><li>Understand what trade is and how it connects countries</li><li>Explore some of the UK’s largest imports and exports and explore reasons around this</li><li>Develop an understanding of the Global Supply Chain and the UK’s role within this</li><li>Explore ethical trade and who is responsible for this.</li></ul>  | <u>Climate and biomes</u> <ul style="list-style-type: none"><li>Understand what biomes are and their features (vegetation, wildlife, climate)</li><li>Develop an understanding of different biomes found around the world and how their features vary</li><li>Explore the rainforest biome and how this varies with other biomes</li><li>Explore the benefits challenges facing people who live in and around the Amazon Rainforest</li></ul> | <u>Settlement</u> <ul style="list-style-type: none"><li>Understand how settlements differ around the world due to their location, climate and biome and physical features surrounding them</li><li>Explore how communities live around a variety of physical features</li><li>Identify similarities and differences between different types of settlements</li><li>Understand the impact climate change is having on different settlements</li></ul> | Locate the world’s countries, using maps, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities   |
| Year 5 | <u>Mountains</u> <ul style="list-style-type: none"><li>Understand how mountains are formed and identify some key mountain ranges on a map</li><li>Explore how mountains are used and the environmental impact of this</li><li>Demonstrate an understanding of why mountains are found in certain places on Earth</li></ul> <i>Case Studies could include: Mountains of the UK; The Himalayas; Mount Everest</i>                                      | <u>Rivers and Ports</u> <ul style="list-style-type: none"><li>Understand what rivers are and their features</li><li>Identify the stages of rivers from sea to source</li><li>Understand what ports are and how they are different according to their purpose</li><li>Explore the economic factors linked to rivers and ports, for example, jobs</li><li>Identify key rivers and ports within the UK and wider world</li></ul>                 | <u>Weather and Climate</u> <ul style="list-style-type: none"><li>Know the different types of weather</li><li>Identify and explore different types of extreme weather</li><li>Explore how weather and climate can impact settlements and natural resources</li><li>Compare and contrast regional weather with locations in other parts of the world.</li></ul>  |   |
| Year 4 | <u>Volcanoes</u> <ul style="list-style-type: none"><li>Understand how volcanoes are formed and identify some key volcanic eruptions</li><li>Demonstrate an understanding of why volcanoes are found in certain places on Earth</li><li>Explore the impact of volcanic eruptions on the surrounding region (environment, population, economic)</li></ul> <i>Case studies could include: Cumbre Vieja, Spain; Mount Etna, Italy; The Ring of Fire.</i> | <u>The Water Cycle and Coastlines</u> <ul style="list-style-type: none"><li>Understand and identify the parts of the water cycle</li><li>Understand the link between the water cycle and human activity on Earth</li><li>Explore the impact had on the planet and humans when the water cycle is interrupted</li><li>Study a coastal town and contrasting area, looking at human, physical, and economic factors</li></ul>                    | <u>Natural resources – Power</u> <ul style="list-style-type: none"><li>Understand what energy is and why it is important</li><li>Develop an understanding of renewable and non-renewable energy and how they compare</li><li>Investigate the benefits and disadvantages to renewable and non-renewable energy</li><li>Explore where the UK gets its energy from and the country’s shift to renewable energy</li></ul>                                | Understand how some of these aspects have changed over time.  |
| Year 3 | <u>Earthquakes</u> <ul style="list-style-type: none"><li>Understand how earthquakes are formed and identify some key earthquakes</li><li>Explain the different layers of the Earth</li><li>Understand some of the effects of plate tectonic movement</li><li>Understand how earthquakes are measured and the differing effects of earthquakes by studying an area impacted by earthquakes</li></ul>  | <u>Study of Greece</u> <ul style="list-style-type: none"><li>Locate Greece on a map and its surrounding countries and physical features</li><li>Understand why the Mediterranean is a popular tourist destination</li><li>Understand and explain how the lives of people living in the Mediterranean would be different to their own</li><li>Explore the climate, terrain, and settlements, comparing these to their own</li></ul>            | <u>Local area study</u> <ul style="list-style-type: none"><li>Using the taught geographical skills, formulate an enquiry into the local area</li><li>Investigate the local area, focusing on how the land is used e.g. business, residential, recreational etc.</li><li>Identify one aspect of the local area they would like to improve using evidence collected linked to the taught geographical skills</li></ul>                                 | Identify and understand the significance of: latitude, longitude, Equator, the Hemispheres, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridan and different time zones  |
| Year 2 | <u>Local and National Knowledge</u> <ul style="list-style-type: none"><li>Describe human and physical features of a place using: beach, cliff, coast, sea, ocean, soil, village, office, port, harbour</li></ul>   |   | <u>Contrasting Localities</u> <ul style="list-style-type: none"><li>Describe the human and physical features of the polar regions and the continent of Africa</li><li>Compare and contrast the polar regions and the African continent</li></ul>   | <u>Knowledge of the World</u> <ul style="list-style-type: none"><li>Locate, identify and recall the continents of the world in an atlas</li><li>Name the world’s oceans and locate them in an atlas</li></ul>   |
| Year 1 | <u>Local and Regional Understanding</u> <ul style="list-style-type: none"><li>Describe the human features of Netherfield including jobs in the local area</li><li>Describe the human and physical features of Sherwood Forest and Colwick park</li><li>Describe human and physical features of a place using: forest, hill, mountain, sea, river, season, weather, city, town, factory, farm, house, shop</li></ul>                                  |   | <u>Seasons and Weather</u> <ul style="list-style-type: none"><li>Explain why they would wear different clothes at different times of the year</li><li>Say which is the hottest and coldest season in the UK</li><li>Describe how the weather changes with each season and recognise main weather symbols</li><li>Describe the main features of hot and cold places in the world and explain what they might wear if they lived there</li></ul>       | <u>Knowledge of the UK</u> <ul style="list-style-type: none"><li>Identify and name the four countries of the United Kingdom, including their capital cities</li><li>Describe some physical and human features of the four countries</li><li>Name the seas which surround the UK</li></ul> |
| EYFS   | <ul style="list-style-type: none"><li>Know that Netherfield is in Nottingham and this is where we live and go to school</li><li>Understand there are contrasting localities and environments across the UK and wider world</li></ul>   |   | <ul style="list-style-type: none"><li>Make observations of the environment and explain why some things occur</li><li>Make observations about the weather and seasonal changes</li></ul>  | <ul style="list-style-type: none"><li>Discuss similarities and differences in relation to places (e.g. town/village, house/flat, church/synagogue)</li><li>Talk about the features of their own immediate environment and how environments might vary from one another</li></ul>          |

|               | Geographical Skills  |  |   |   |  |
|---------------|--|--|---|---|--|
|               | 1. Enquiry and Investigation   | 2. Fieldwork   | 3. Interpret a Range of Sources   | 4. Map Skills   | 5. Communicate Information   |
| <b>Year 6</b> | <ul style="list-style-type: none"> <li>Ask and respond to questions that are more casual (What happened in the past to cause this? How is it likely to change in the future?)</li> <li>Make predictions and test simple hypotheses about people, places and geographical issues</li> </ul> | <ul style="list-style-type: none"> <li>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.</li> <li>Undertake surveys in the local area</li> <li>Collate the collected data and record it to produce graphs and charts of the results</li> </ul>                               | <ul style="list-style-type: none"> <li>Interpret a wider range of geographical information and maps including scale, projections, thematic and digital maps</li> <li>Use primary sources and ask questions to study and compare life in different climates</li> </ul>   | <ul style="list-style-type: none"> <li>Use 6 figure grid references to identify countries and cities in the world and their topographical features</li> <li>Use maps to locate and label longitude, latitude and the different climate zones</li> <li>Use and recognise OS map symbols and atlas symbols</li> <li>Draw a variety of thematic maps based on their own data</li> </ul>  | <ul style="list-style-type: none"> <li>Develop informed opinions about global warming in relation to the Antarctic and develop reasoned arguments about our role on the planet</li> <li>Develop their views and attitudes to critically evaluate responses to local geographical issues or global issues and events</li> <li>Communicate geographical information using a wide range of methods including writing at increasing length.</li> </ul> |
| <b>Year 5</b> | <ul style="list-style-type: none"> <li>Ask and respond to questions that are more casual (Why is that happening in that place? Could it happen here?)</li> <li>Recognise geographical issues affecting people in different places and environments</li> </ul>                              | <ul style="list-style-type: none"> <li>Make field notes/observational notes about land features in the local area</li> <li>Take photographs to support findings in the local area</li> <li>Observe, measure and record human and physical features using a range of methods, including sketch maps, plans, graphs, and digital technologies</li> </ul>   | <ul style="list-style-type: none"> <li>Use a range of maps and other sources of geographical information and select the most appropriate for a task.</li> <li>Through the study of maps and pictures look at land use surrounding rivers and draw conclusions about the reasons for this.</li> <li>Study photos, pictures and maps to make comparisons between locations</li> </ul>   | <ul style="list-style-type: none"> <li>Use atlases and maps to describe and locate places using 4 figure grid references and use and recognise OS map symbols</li> <li>Use maps to locate and label features of the UK (rivers, mountains, large cities)</li> <li>Locate largest urban area on a map and use geographical symbols (e.g. contours)</li> <li>Draw a sketch map using symbols and a key</li> <li>Begin to draw a variety of thematic maps based on their own data</li> </ul> | <ul style="list-style-type: none"> <li>Express and explain their opinions on environmental issues and recognise why other people may think differently</li> <li>Choose from a range of methods when communicating geographical information (digital maps, plans, graphs, presentations)</li> </ul>   |
| <b>Year 4</b> | <ul style="list-style-type: none"> <li>Ask and respond to more searching geographical questions including 'how' and 'why'</li> <li>Identify and describe similarities, differences and patterns when investigating different places, environments and people</li> </ul>                    | <ul style="list-style-type: none"> <li>Observe, record and explain physical and human features of the environment</li> <li>Design questions and studies to conduct in the local area</li> <li>Undertake surveys and conduct investigations in the local area</li> <li>Choose effective recording and presentation methods</li> <li>Present data in an appropriate way using keys to make data clear</li> </ul> | <ul style="list-style-type: none"> <li>Use previously covered sources and Ordnance Survey maps to research geographical information</li> <li>Using photos, pictures and maps make comparisons between locations (UK and Scandinavia)</li> <li>Through the study of photographs, population numbers and other primary sources draw conclusions about the impact of volcanoes</li> </ul>  | <ul style="list-style-type: none"> <li>Use the compass points N, NE, E, ES, S, SW, W, NW to direct and locate using a compass</li> <li>Using maps, locate places in the world where volcanoes occur</li> <li>Know why a key is needed and begin to recognise symbols on an OS map</li> </ul>  | <ul style="list-style-type: none"> <li>Express their opinions about environmental issues and recognise that other people may think differently</li> <li>Communicate geographical information through a range of methods including digital maps, plans, graphs and presentations.</li> </ul>  |
| <b>Year 3</b> | <ul style="list-style-type: none"> <li>Ask and answer more searching geographical questions when investigating different places and environments</li> <li>Identify similarities, difference and patterns when comparing places and features</li> </ul>                                     | <ul style="list-style-type: none"> <li>Observe, record and name geographical features in the local environment</li> <li>Use more detailed field sketches and diagrams</li> <li>Take photographs of main features of the local area and plot them on a map using coordinates</li> <li>Undertake surveys and record changes and observations using a method of their choice</li> </ul>                           | <ul style="list-style-type: none"> <li>Use previously covered sources and digital and satellite images to research and present geographical information</li> <li>Look at sources of information to identify similarities and differences and compare the human and physical features of two areas</li> <li>Look at key landmarks and make suggestions as to how landmarks affect a country (tourism, economy)</li> <li>Through the study of primary sources draw conclusions about the impact of earthquakes</li> </ul> | <ul style="list-style-type: none"> <li>Use the language of North, South, East, West to relate countries to each other</li> <li>Use maps to locate countries of Europe</li> <li>Know why a key is needed and use standard symbols</li> <li>Make a map of a short route with features in correct order</li> </ul>   | <ul style="list-style-type: none"> <li>Express opinions on environmental issues and recognise how people can affect the environment both positively and negatively.</li> <li>Communicate geographical information through a range of methods including the use of ICT.</li> </ul>  |
| <b>Year 2</b> | <ul style="list-style-type: none"> <li>Ask and answer simple geographical questions when investigating different places and environments.</li> </ul>   | <ul style="list-style-type: none"> <li>Develop simple fieldwork and observational skills when studying the geography of their school and local environment</li> <li>Use simple field sketches and diagrams and take photos</li> <li>Communicate findings in different ways (reports, graphs, sketches, diagrams, pictures)</li> </ul>  | <ul style="list-style-type: none"> <li>Use previously covered sources and aerial photos to identify features in places as well as to follow routes</li> <li>Use aerial photographs to identify landmarks and basic human and physical features of Nottingham</li> </ul>   | <ul style="list-style-type: none"> <li>Devise a simple map and use and construct basic symbols in a key.</li> <li>Use simple compass directions including (North, South, East, West) and locational and directional language to describe the location of features and routes on a map</li> <li>Identify the Equator and locate the places on the Equator which are the hottest</li> </ul>   | <ul style="list-style-type: none"> <li>Express views about the environment and recognise how people sometimes affect the environment</li> <li>Use maps and atlases to</li> <li>Identify the coldest places in the world.</li> </ul>  |
| <b>Year 1</b> | <ul style="list-style-type: none"> <li>Ask and answer simple geographical questions</li> </ul>   | <ul style="list-style-type: none"> <li>Use simple fieldwork and observational skills when studying the geography of their school and its grounds.</li> <li>Use simple field sketches and take photos</li> <li>Observe, record and describe information (how many shops there are in the local area; daily weather patterns)</li> </ul>   | <ul style="list-style-type: none"> <li>Use a range of sources such as simple maps, globes, atlases and images.</li> <li>Know that symbols mean something on maps</li> </ul>   | <ul style="list-style-type: none"> <li>Draw picture maps and use own symbols</li> <li>Use maps, atlases and globes to identify the United Kingdom and its four countries</li> <li>Label the capital cities on a map</li> <li>Use directional language (near and far, left and right) to describe location of features on a map</li> <li>Use simple picture maps to move around the school</li> </ul>  | <ul style="list-style-type: none"> <li>Use maps and other images to talk about everyday life (where they live; journeys to school)</li> <li>Draw, speak and write about simple geographical concepts (what they can see where)</li> </ul>  |
| <b>EYFS</b>   | <ul style="list-style-type: none"> <li>With support, ask questions about their immediate environment</li> </ul>  | <ul style="list-style-type: none"> <li>Find out about the environment by talking to people, examining photographs, simple maps and visiting local places</li> <li>With help, observe changes in seasons</li> </ul>   | <ul style="list-style-type: none"> <li>Use a range of sources such as simple maps, photographs and videos.</li> <li>Begin to recognise simple symbols on maps and why we have them</li> </ul>   | <ul style="list-style-type: none"> <li>Draw simple maps of the school and local area with own symbols</li> <li>Use positional language to describe where things are in the local area</li> <li>Talk about maps (e.g. of a local place of interest)</li> </ul>   | <ul style="list-style-type: none"> <li>Draw, talk or make observations of findings of the local environment</li> <li>Discuss the similarities and differences of two local areas (e.g. places of worship)</li> </ul>   |