

VISION FOR: Geography

At Kobi Nazrul, the teaching of geography enables children to make sense of their world. It enables students to develop a connection and understanding of the world and their place within it on a local level through to a national and international scale.

PRINCIPLES AND RATIONALE

At Kobi Nazrul we aim to inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Geography plays an important part in this as it can inspire children to think about their own place in the world, their values, and their rights and responsibilities to other people and the environment. We want to provoke questions about the natural and human worlds, developing children's cultural awareness and knowledge about diverse places, people, resources, and environments.

Our curriculum is designed to give our children coherent geographical knowledge of their locality, Britain and the wider world making connections and building on their knowledge and skills year on year.

The curriculum is designed in such a way that children know key facts about places studied including their physical and human features and go onto compare places studied with other places in the world. In addition to this locational knowledge plays a key role, again children building on their knowledge year on year.

Where possible the focus is linked to our history curriculum. For example when looking at local history the Thames is a focus in geography.

	Term 1	Term 2	Term 2
Cycle A YEAR 1 & 2	<p>The Thames and its landmarks London location of the river Thames & landmarks in and around the Thames Population, human & physical geography. Weather in London and wider UK</p> <p>Locational Knowledge UK Rivers</p>	<p>Weather Maps and Plans – crossover with Science/ seasonal change Countries of the UK and surrounding seas and rivers in the UK. Identify seasonal and daily weather patterns in the United Kingdom</p> <p>Locational Knowledge UK capitals & countries</p>	<p>Planet Earth World maps The 7 Continents, the 5 oceans, hot and cold places, contrasting country - <u>Kenya</u>. Location of hot and cold areas of the world in relation to the Equator and the North and South Poles</p> <p>Locational Knowledge Continents & Oceans</p>
Cycle B Year 1 & 2	<p>Local – Where we live</p>	<p>Weather Maps and Plans crossover with Science/ seasonal change</p>	<p>Earth on Space Different environments The 7 Continents, the 5 oceans, hot and cold places, comparing with a Caribbean country / also Carnivals around</p>



	<ul style="list-style-type: none"> - Local walk, maps – mapping the school and playground, then using local map to follow a route, using keys - name, locate and identify human & physical characteristics of London <p>Locational Knowledge Continents & Oceans</p>	<p>Identify seasonal and daily weather patterns in the United Kingdom *different places in the UK (e.g. rural/coastal areas) Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas Locational Knowledge UK Hills and Mountains</p>	<p>the world – (link to History/Art) Brazil (Rio de Janeiro – Carnival) The location of hot and cold areas of the world in relation to the Equator and the North and South Poles Locational Knowledge Countries & Capitals of the UK</p>
Cycle A YEAR 3 & 4	<p><u>The Thames and another European Capital with a river</u> Water cycle – life of a river, The Thames, source to mouth Other rivers in the UK Rivers in Europe – longest, widest, fastest flowing etc. Locate on a map. Compare city to London. Physical and human aspects <u>Locational Knowledge</u> European Rivers</p>	<p><u>UK & Europe</u> Scotland v Italy Label maps with major cities and physical features Compare the physical features, including climate of both, similarities & differences. 'Read' physical maps and describe. Understand volcanoes <u>Locational Knowledge</u> Italy (major cities) UK/Scotland (major cities)</p>	<p><u>Africa (Egypt) v UK</u> Weather – compare & contrast key features of Egypt's geography including Biomes Longitude and latitude Compare Egypt to a country on the same latitude <u>Locational Knowledge</u> Africa</p>
Cycle B Year 3 & 4	<p><u>UK</u> Where is the UK, countries, major cities, population. Physical & Human Geography of the UK Types of settlements in the UK. Impact of transport on human and physical geography. Name major cities in the UK and related facts <u>Locational Knowledge</u> UK Cities</p>	<p><u>UK & Europe</u> Scotland & France Train journeys to Scotland, channel tunnel to France – major cities, capital cities, compare population, top 5 industries, food, physical features and human, highest mountain, rivers, monuments. <u>Locational Knowledge</u> Europe - Countries</p>	<p><u>South America</u> Andes – Amazon Rainforest Locate on a map/globe Describe position and surrounding countries Geographical features & compare to the UK <u>Locational Knowledge</u> North and South America</p>
Cycle A Year 5 & 6	<p><u>The Thames and UK</u> Compare - Physical Geography and land use within the local area and beyond</p>	<p><u>UK v Scandinavia</u> Understand geographical similarities and differences through the study of human and</p>	<p><u>Africa: Focus on Nigeria</u> identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the</p>



	<p>name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time. Compare with other European cities with rivers.</p> <p><u>Locational Knowledge</u> World Rivers</p>	<p>physical geography of a region of the United Kingdom and Eastern Europe describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</p> <p><u>Locational Knowledge</u> Scandinavia Europe – Physical features</p>	<p>Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</p> <p><u>Locational Knowledge Africa –</u> Physical features Africa – countries</p>
<p>Cycle B Year 5 & 6</p>	<p><u>Place Knowledge</u> Compare a region of the UK with a region in Europe, e.g. local hilly area with a flat one or under sea level. Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country.</p> <p><u>Human & Physical Geography</u> identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers)</p> <p><u>Locational Knowledge</u></p>	<p><u>Place Knowledge</u> Compare a region of the UK with a region in Europe, e.g. local hilly area with a flat one or under sea level. Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country.</p> <p><u>Locational Knowledge</u> UK & Scandinavian physical features</p>	<p><u>Human & Physical Geography</u> Describe and understand key aspects of: Physical geography including Rivers and the water cycle, brief introduction to Volcanoes and earthquakes</p> <p><u>Locational Knowledge</u> Countries of South America</p>
<p>EYFS - CYCLES A AND B (Please see separate EYFS Subject overview for further detail)</p>	<p>What skills do we want children to develop across topics in the EYFS? (Birth to 5 Matters, Ranges 4,5,6):</p>		



<p>Understanding the world :People and communities</p>	<ul style="list-style-type: none"> • Learn that they have similarities and differences that connect them to, and distinguish them from, others • Shows interest in different occupations and ways of life indoors and outdoors • Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family • Remembers and talks about significant events in their own experience
<p>Understanding the world :The world</p>	<ul style="list-style-type: none"> • Enjoy playing with small world reconstructions, building on first-hand experiences, e.g. visiting farms, garages, train tracks, walking by river or lake • Comment and asks questions about aspects of their familiar world such as the place where they live or the natural world • Shows care and concern for living things and the environment • Look closely at similarities, differences, patterns and change in nature

Change

Involves any alteration to the physical or human geography in the environment. Change can be permanent or temporary. Change is a normal process in both natural and cultural environments. It occurs at varying rates, at different times and in different places. Change can have a positive and negative impact on the natural world.

- Climate change
- Sustainability – farming, water, energy and other resources
- Natural disaster
- Human geography – town planning
- Water cycle, erosion

Power

The power of climate, the power of natural events and the power of human activity. The power of the location of where you live and the resources that are available.

- Climate change
- Sustainability – farming, water and other resources
- Natural disaster
 - Human geography – town planning etc
 - Water cycle, erosion etc



Identity and Belonging

Identity - An individual or group's sense of attachment to the country, region, city, or village in which they live. The key characteristics with which a particular country, region, city, or village is associated.

Belonging to a particular social group. The social group can vary in size and scale from the family or local community to the nation or transnational community.

Belonging as attachment to a particular place.

- National identity, local identity, religious etc
- What makes a community
- Why do people emigrate & immigrate
- What makes somebody feel they belong or not
- Job market & community

Equality and Equity

Where you live shouldn't determine accessibility to amenities. Everyone should be able to attend a school of their choice, access to good health care etc regardless of where you live.

- Job market & community
- Human geography map, do we have equal access to ...
- National and international access to ...
- What links those countries that are in need ...

Connections

Connecting places and relationships between people and their environments. Transport links, export and import. Connecting places that are similar due to their position on the map.

- Impact of transport links, local, national and international ...
- Bridges and tunnels
- Immigration and emigration
- The internet

- Imports and exports



Legacy

The legacy of choices made when town planning. Climate, natural disasters, emigration & immigration.

- Climate
- Natural disasters
- Emigration & immigration
- Lack of sustainability
- Energy use

