



Christleton Primary School

Geography

# Curriculum Design



**Look up**



**Look out**



**Look beyond**

# Curriculum Delivery



## Ignite

**Introduction** of the Context for Learning

A question is used to spark interest.

Pre-planning.

Describe, list, outline, find, label, draw, match.

Pre-planning questions are used to shape how learning takes place, drawing objectives from the national curriculum and key skills from our skills progression documents.



## Explore

**Exploration** of the Context for learning

Sequence, classify, compare and contrast, explain (cause and effect), analyse, organise, distinguish, question, relate, apply, link prior learning.

The planned sequence of learning is followed to provide the children with the knowledge and skills required. Additions may be made in response to events, further questions, assessments or responding to the interests of the children.



## Reflect

**Reflection** on the Context for Learning

Generalise, predict, evaluate, reflect, hypothesise, theorise, create, prove, justify, argue, compose, design, construct, perform.

The children are able to communicate their learning to others via a variety of means.

Year 1

| Location Knowledge   | Places Knowledge   | Human and Physical Geography  | Geographical Skills and Fieldwork  |
|--|--|---|--|
| <ul style="list-style-type: none"> <li><input type="checkbox"/> Can I talk about people and places beyond my local environment?</li> <li><input type="checkbox"/> Can I recognise similarities and differences in my immediate environment?</li> <li><input type="checkbox"/> <b>Can I talk about where I live?</b></li> </ul>   | <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Can I understand geographical similarities and difference through studying the human and physical geography of a small area of the United Kingdom (Christleton) and of a small area in a contrasting non-European country?</b></li> </ul> | <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Can I identify seasonal and daily weather patterns in the United Kingdom?</b></li> <li><input type="checkbox"/> Can I use resources that are given to me, and my own observations, to ask and respond to questions about places and environments?</li> </ul> | <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Can I use simple fieldwork (aerial and plan perspectives) and observational skills to study the geography of my school and its grounds and the key human and physical features of its surrounding environment?</b></li> <li><input type="checkbox"/> Can I use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features?</li> <li><input type="checkbox"/> Can I talk about and find my way around school showing an awareness of where things belong and the people within the school?</li> </ul> |
| <b>Vocabulary</b>  |  |   |  |
| <p>Map<br/>           Seasons, spring, summer, autumn, winter, weather e.g. rain, snow sun and weather patterns.<br/>           Hot, cold,<br/>           key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather<br/>           key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</p> |  |   |  |

Year 2

| Location Knowledge   | Places Knowledge  | Human and Physical Geography   | Geographical Skills and Fieldwork  |
|--|---|--|--|
| <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Can I name and locate the world's seven continents and five oceans?</b></li> <li><input type="checkbox"/> Can I use world maps, atlases and globes to identify the United Kingdom and its countries?</li> <li><input type="checkbox"/> <b>Can I locate the hot and cold areas of the world in relation to the Equator and the North and South Poles?</b></li> </ul>   | <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Can I name locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas?</b></li> </ul> | <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Can I use basic vocabulary to refer to human and physical geography?</b></li> </ul> | <ul style="list-style-type: none"> <li><input type="checkbox"/> Can I use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map and use and construct basic symbols in a key?</li> <li><input type="checkbox"/> Can I use simple compass directions (North, South, East and West) and locational and direction language (e.g. near, far; left right) to describe the location of features and routes on a map?</li> <li><input type="checkbox"/> <b>Can I use the four points of a compass to build my knowledge of the United Kingdom and where Christleton is in relation to the rest of the U.K e.g. North of London, south of Edinburgh?</b></li> </ul> |
| <b>Vocabulary</b>  |   |  |  |
| <p>England, Wales, Scotland, Northern Ireland, atlas, map, globe. London, Cardiff, Edinburgh, Belfast North Sea, English Channel, Irish Sea, Asia, Africa, North America, South America, Antarctica, Europe, Oceania.</p> <p>Atlantic, Pacific, Southern, Indian, Arctic ocean.</p> <p>Christleton, Chester, England, U.K. Sri Lanka, Kandy, rainforest</p> <p>key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</p> <p>key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</p> <p>physical features, human features, landmark, map, symbol, key (legend)North, South, East, West, near, far, left, right, route</p> |   |  |  |

| Location Knowledge  | Places Knowledge | Human and Physical Geography  | Geographical Skills and Fieldwork   |
|---|------------------|---|---|
| <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Can I name and locate Cheshire and Chester on a map of the U.K.?</b></li> <li><input type="checkbox"/> <b>Can I identifying geographical regions of the U.K and their human and physical characteristics?</b></li> <li><input type="checkbox"/> Can I identify key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time?</li> </ul>                          |                  | <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Can I identify and describe the human and physical geography of the U.K including rivers, mountains, climate and coasts?</b></li> <li><input type="checkbox"/> Can I identify the importance of water to settlements?</li> <li><input type="checkbox"/> Can I describe the settlements and land use of the key places that I study?</li> </ul> | <ul style="list-style-type: none"> <li><input type="checkbox"/> Can I use eight points of a compass to build knowledge of the U.K.?</li> <li><input type="checkbox"/> <b>Can I use OS maps atlases, globes and digital mapping to locate counties, countries and describe features studied?</b></li> <li><input type="checkbox"/> Can I 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?</li> </ul> |
| <b>Vocabulary</b>   |                  |   |   |
| <p>Chester, Cheshire, Staffordshire, Derbyshire, Clwyd, Shropshire, Greater Manchester, Merseyside, Derbyshire</p> <p>Topographical, land use</p> <p>Can I identify and describe the human and physical geography of the U.K including rivers, mountains, climate and coasts? Can I identify the importance of water to settlements?</p> <p>Can I describe the settlements and land use of the key places that I study?</p> <p>Countries of Europe, fieldwork, grid reference, aerial photograph, atlas, sketch maps, digital mapping</p> |                  |   |   |

Year 4

| Location Knowledge  | Places Knowledge   | Human and Physical Geography   | Geographical Skills and Fieldwork  |
|---|--|--|--|
| <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Can I use maps to focus on Europe (including the location of Russia), concentrating on their environmental regions, key physical and human features and capital cities of Europe?</b></li> <li><input type="checkbox"/> Can I name and locate Roman cities and counties of the Northwest of England and identify how settlements changed during Roman times?</li> <li><input type="checkbox"/> <b>Can I identify the position and significance of oceans, the Equator, Northern and Southern Hemisphere, Arctic and Antarctic Circles?</b></li> </ul>  | <ul style="list-style-type: none"> <li><input type="checkbox"/> Can I compare the Northwest of England with the Naples Bay area of Italy?</li> </ul> | <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Can I (focusing on Europe), identify types of settlements, land use, trade links, natural resources, including energy food, minerals and water?</b></li> <li><input type="checkbox"/> Can I identify physical geography of Europe including rivers, mountains, volcanoes, earthquakes and the water cycle?</li> </ul> | <ul style="list-style-type: none"> <li><input type="checkbox"/> Can I use eight points of a compass to build knowledge of the U.K. and Europe?</li> <li><input type="checkbox"/> <b>Can I use four figure grid references, symbols and keys to build my knowledge of the U.K. and Europe?</b></li> <li><input type="checkbox"/> <b>Can I use maps atlases, globes and digital mapping to locate countries and describe features studied?</b></li> <li><input type="checkbox"/> Can I use fieldwork to observe, measure, record and present the human and physical features using a range of methods, including sketch maps, plans and graphs, and digital technologies?</li> </ul> |
| <b>Vocabulary</b>   |  |  |  |
| <p>Countries and capital cities of Europe (including Russia) Counties and cities of Roman Britain</p> <p>Key physical and human geographical language including but not limited to: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</p> <p>key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</p> <p>Types of settlement, land use, trade, economic activity, energy, minerals, mountains, topographical, earthquake, volcano, environment</p> <p>8 points of compass, globe, atlas, maps, digital mapping, key, symbol, 4 figure grid reference, aerial photograph, atlas, sketch maps.</p> |  |  |  |

| Location Knowledge  | Places Knowledge   | Human and Physical Geography   | Geographical Skills and Fieldwork  |
|---|--|--|--|
| <ul style="list-style-type: none"> <li>□ Can I identify the position and significance of latitude, longitude, Equator Northern and Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)?</li> <li>□ Can I locate the world's countries, using maps to focus on North America and central America, concentrating on its environmental regions, key physical and human characteristics, countries, and major cities?</li> <li>□ <b>Can I name and locate the counties and cities of the U.K. (linked to Anglo Saxon and Viking place names)?</b></li> </ul>   | <ul style="list-style-type: none"> <li>□ <b>Can I understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom (Northwest including the Lake District) and a region within North America (Great Lakes and Niagara Falls)?</b></li> </ul> | <ul style="list-style-type: none"> <li>□ <b>Can I describe and understand the key aspects of physical geography of places studied, including climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle?</b></li> <li>□ <b>Can I describe and understand the key aspects of human geography of the places studied including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water?</b></li> </ul> | <ul style="list-style-type: none"> <li>□ Can I use maps, atlases, globes and digital mapping to locate countries and describe features studied?</li> <li>□ <b>Can I use six figure grid reference, symbols and keys (including the use of Ordnance Survey maps) to build knowledge of the United Kingdom and the wider world?</b></li> <li>□ Can I use different types of fieldwork sampling (random and systematic to observe, measure and record human and physical features in the local area and record the results in a range of ways?</li> </ul> |
| <b>Vocabulary</b>   |  |  |  |
| <p>Longitude, latitude, Northern Hemisphere, Southern Hemisphere, Tropic of Capricorn, Tropic of Cancer, Prime Meridian, Anti-Meridian, time zone<br/>           North America, land use, trade, settlement, economic activity, energy, minerals, mountains, topographical, earthquake, volcano, environment<br/>           Vegetation belts, biome, aquatic, grassland, forest, desert, tundra, climate zones, polar, subarctic, continental, temperate, subtropical, Mediterranean, arid, equatorial, tropical.<br/>           physical processes, human processes, significance, characteristics, distribution, region.<br/>           8 points of compass, globe, atlas, maps, digital mapping, key, symbol, grid reference, aerial photograph, atlas, sketch maps.</p> |  |  |  |

| Location Knowledge  | Places Knowledge   | Human and Physical Geography   | Geographical Skills and Fieldwork  |
|---|--|--|--|
| <ul style="list-style-type: none"> <li><input type="checkbox"/> Can I name and locate the counties and cities of the U.K.? (revisit) Can I name and locate European countries and capital cities? (revisit)</li> <li><input type="checkbox"/> Can I locate the world's countries, using maps to focus on South America, concentrating on its environmental regions, key physical and human characteristics, countries, and major cities?</li> <li><input type="checkbox"/> <b>Can I identify the position and significance of latitude, longitude, Equator Northern and Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)?</b></li> </ul>  | <ul style="list-style-type: none"> <li><input type="checkbox"/> Revisit Cities and counties of U.K.</li> <li><input type="checkbox"/> Revisit European countries and capital cities</li> <li><input type="checkbox"/> Can I understand geographical similarities and differences through the study of human and physical geography of a <b>region</b> of the United Kingdom and a <b>region</b> within South America?</li> </ul> | <ul style="list-style-type: none"> <li><input type="checkbox"/> Can I describe and understand the key aspects of physical geography of places studied, including climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle?</li> <li><input type="checkbox"/> Can I describe and understand the key aspects of human geography of the places studied including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water?</li> <li><input type="checkbox"/> <b>Can I describe how locations around the world are changing and explain some of the reasons for change?</b></li> </ul> | <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Can I create maps of locations identifying patterns (such as land use, climate zones, populations densities, height of land)?</b></li> <li><input type="checkbox"/> Can I use maps to compare changes over time and link to climate change?</li> <li><input type="checkbox"/> Can I use different types of fieldwork sampling (random and systematic to observe, measure and record human and physical features in the local area and record the results in a range of ways?</li> </ul> |
| <b>Vocabulary</b>   |  |  |  |
| <p>Counties and cities of U.K. European countries and their capitals South America, land use, trade, settlement, economic activity, energy, minerals, mountains, topographical, earthquake, volcano, environment</p> <p>Longitude, latitude, Northern Hemisphere, Southern Hemisphere, Tropic of Capricorn, Tropic of Cancer, Prime Meridian, Anti-Meridian, time zone</p> <p>Vegetation belts, biome, aquatic, grassland, forest, desert, tundra, climate zones, polar, subarctic, continental, temperate, subtropical, Mediterranean, arid, equatorial, tropical.</p> <p>physical processes, human processes, significance, characteristics, distribution, region.</p> <p>8 points of compass, globe, atlas, maps, digital mapping, key, symbol, grid reference, aerial photograph, atlas, sketch maps.</p> |  |  |  |

