

# Geography Curriculum

West London Primary Cluster



# Aims

- Develop contextual knowledge of the location of globally significant places
- Understand the processes that give rise to key physical and human geographical features of the world
- Are competent in the geographical skills needed to:
  - *Collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes.*
  - *interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS).*
  - *communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.*

# Geography Curriculum Overview

	<b>AUTUMN</b>	<b>SPRING</b>	<b>SUMMER</b>
EYFS	<p><b>Nursery</b> Ourselves Begin to understand the need to respect and care for the natural environment and all living things.</p> <p><b>Reception</b> Ourselves Describe what they see, hear and feel whilst outside. Explore the natural world around them.</p> <p>Draw information from a simple map.</p>	<p><b>Nursery</b> Our World Begin to understand the need to respect and care for the natural environment and all living things. Talk about what they see, using a wide vocabulary</p> <p><b>Reception</b> Space Observe and interact with natural processes. Understand the effect of changing seasons on the natural world around them.</p>	<p><b>Nursery</b> Under the Sea Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p> <p><b>Reception</b> The seaside Recognise some environments that are different from the one in which they live. Recognise some similarities and differences between life in this country and life in other countries.</p>
Team 1	<p><b>Parts of the UK</b></p> <ul style="list-style-type: none"> <li>• Capital Cities</li> <li>• Characteristics and map work of school and surrounding areas</li> <li>• Characteristics of different countries</li> </ul>	<p>Review prior learning</p>	<p><b>Europe:</b></p> <ul style="list-style-type: none"> <li>• Parts of the UK</li> <li>• Capital Cities</li> <li>• Continents</li> <li>• European characteristics</li> <li>• London features</li> <li>• Mapwork</li> </ul>

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Team 2	<p><b>Parts of the UK</b></p> <p>Urban vs Rural – Physical and human features Aerial maps Parts of the UK Capital cities</p>	<p>Review prior learning</p>	<p><b>Oceania:</b> Contrast coastal areas in UK and Australia (visit to a coastal area)</p> <ul style="list-style-type: none"> <li>• Continents and oceans</li> <li>• Countries of Oceania</li> <li>• Cities of Australia</li> <li>• Different landscapes</li> </ul>
Team 3	<p><b>Maps:</b> Purpose of maps. Compass – 8 points. Different types of maps Fieldwork – using maps in local area Pros and cons of different maps</p>	<p>Review prior learning</p>	<p><b>South America:</b> Countries and cities of South America in an Atlas Features of Brazil Vegetation belts and biomes The rainforest (incl. deforestation)</p>

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Team 4	Review prior learning	<b>Earthquakes:</b> Layers of the earth Where and why earthquakes occur Features of earthquakes Effects of earthquakes	<b>Asia:</b> Locational knowledge Mountains – UK and Himalayan Trade	
Team 5	Review prior learning	<b>Volcanoes</b> What a volcano is Formation of a volcano Effects from an eruption	<b>North America</b> Countries and cities Land use Topographical maps Rivers	
Team 6	<b>Sayers Croft:</b> <ul style="list-style-type: none"> <li>• 8 point compass reference</li> <li>• Ordnance survey maps</li> <li>• Fieldwork</li> <li>• Sketching maps</li> </ul>	Review prior learning	<b>Africa:</b> Landscape of Africa The water Cycle Drought Trade	<b>Revision Booklet:</b>  Case study – comparing three regions

# Beyond KS2:

Pupils should consolidate and extend their knowledge of the world's major countries and their physical and human features. They should understand how geographical processes interact to create distinctive human and physical landscapes that change over time. In doing so, they should become aware of increasingly complex geographical systems in the world around them. They should develop greater competence in using geographical knowledge, approaches and concepts [such as models and theories] and geographical skills in analysing and interpreting different data sources. In this way pupils will continue to enrich their locational knowledge and spatial and environmental understanding.

[KS3 National Curriculum Programme of Study](#)