

Implementation - Reasoning Behind our Geography Curriculum

YEAR GROUP	TOPIC	We teach this because...	We teach this now because...
EYFS	Where is Whale Hill? Where do I live? (Cycle A)	The children begin to develop the concepts of 'location' and 'place' using very familiar examples of their school and home. It also provides the opportunity for children to begin to develop their geographical vocabulary.	It provides the children with a starting point for their education in Geography using familiar and accessible locations.
EYFS	Where are the cold places in the world? Where do animals live? (Cycle A)	It allows children to experience viewing and using a world map for the first time as part of a topic in which they have a keen interest. It provides an opportunity for children to begin to develop an awareness of the globe and the Poles.	It provides the foundations for future learning about hot and cold places around the world in Key Stage 1.
EYFS	Jobs people do and how they help us (Cycle B)	Identifying the work roles and locations of people who are familiar to the children allows them to continue to develop their personal sense of 'place'.	It provides the children with the foundations for learning about human impact on physical geography and for studying economic activity of a range of places in KS1 and KS2
EYFS	Our local area and its features (Cycle B)	Children need to begin to develop an understanding of their immediate local geography and the unique features of our local area e.g. the Cleveland Hills.	This topic feeds into future local area study in Year 1 (focusing on the geographical features within and surrounding our school) and Year 2 (focusing on the geographical features of Eston).
EYFS	What is life like in Australia? (Cycle B)	The children are introduced to an unfamiliar location and one of the seven continents for the first time. This continues to develop their locational awareness and provides an introduction to the world map.	It provides the foundations for future learning about unfamiliar or distant locations in Key Stage 1 and 2.
EYFS	What is it like at the seaside? (Cycle B)	The coast is a significant feature of our local area and one which always grabs the children's interest. This unit introduces the children to part of our local coastline and some of its key geographical features.	This topic allows the children to develop their sense of place beyond the immediate local area to other very familiar locations and some of the vocabulary and features are revisited in the Year 5 topic on coasts.
EYFS	Using maps/Making maps (Cycles A and B)	Maps are an essential geographical tool and this unit gives children practical experience of using, making and drawing maps of their own for the first time.	It provides the foundations for all future map work throughout KS1 and KS2.

EYFS	Autumn, Winter, Spring and Summer	Children begin, using practical activities, to develop an understanding of how the weather and seasonal changes affect their own immediate environment.	This topic feeds into the Year 1 topic on weather and the seasons which explores the effects of these changes in more depth and by focusing on a wider range of locations.
EYFS	Positional vocabulary/Using maps and Beebots	This skills-based unit helps to develop the children's locational and positional vocabulary and they begin to relate this vocabulary to a range of simple maps.	This unit provides the foundations for the development of children's geographical vocabulary throughout Key Stages 1 and 2.
1	What can we see around our school?	The school buildings and grounds are familiar locations from which to begin to develop the children's understanding of the geography of their local area and for developing practical fieldwork skills in a familiar context. The topic is relevant and accessible to the children.	It provides the foundations for future study of the local area throughout Key Stages 1 and 2.
1	What do we know about our island home?	Knowledge of the countries, capital cities and surrounding seas of the UK is the starting point for developing children's geographical knowledge of their home country.	Children can apply the knowledge and skills gained in the first topic to a national context and it supports learning in the next topic on world geography.
1	How can we use maps to find out about our world?	This topic begins to extend children's geographical understanding to more unfamiliar locations. Knowledge of the world's seven continents and five oceans and using globes and world maps provides the starting point for developing children's awareness of the world beyond the UK.	This builds on previous learning by allowing children to apply their graphicacy skills to the study of the world map.
1	What is the weather like where we live?	Seasonal and daily weather patterns and their effects are important yet familiar geographical processes and the children can draw on their own observations to make geographical connections. The study of these patterns also links to the Year 1 Science unit on seasonal changes.	This topic provides the foundations for future learning on a range of processes in Key Stage 2.
2	What is like to live in Eston today?	Eston is a significant and familiar local place for the children and they will be able to draw on their own prior experiences and knowledge throughout the topic.	It develops and expands the children's knowledge and understanding of their local area and is built upon further in Key Stage 2.

2	What is like to live in hot and cold places?	It provides the context for developing the children's comparative skills as they begin to identify similarities and differences between places on a global scale.	Children can apply prior knowledge of world geography to the study of hot and cold regions of the Earth. It feeds into a Year 4 topic studying Earth's climate zones and biomes.
2	How does living in Mugurameno compare to living in Eston?	The study of Mugurameno as an area in a contrasting non-European country adds to the children's understanding and appreciation of diversity by providing a cultural as well as a locational contrast, while also allowing them to identify similarities between their lives and the lives of children in an unfamiliar location. It also provides the opportunity to study a location in a continent that does not feature in KS2, yet one that it is important for children in our setting to have experience of studying.	Having already learnt about the geography of Eston in an earlier topic, children can now make comparisons between familiar and unfamiliar locations.
3	Why do people visit Middlesbrough?	Middlesbrough is the nearest large town to our school location and is a significant and familiar location for our children. It provides an opportunity for children to begin to see the geography of the town from alternative perspectives as they examine the reasons that different groups of people visit the town. It also allows for geographical comparisons across time to be made.	This builds on and geographically expands on the children's learning about their local area in KS1, which focused on their school grounds and the immediate local area.
3	How can we use maps to find out about the countries of the UK?	It develops the children's geographical understanding of the UK to include geographical regions (with a focus on the North East) counties and cities, as well as the opportunity to work with Ordnance Survey maps of the country in detail for the first time.	In Year 1, children learnt about the countries, capital cities and surrounding seas of the UK and this unit builds on and develops their prior knowledge. It also feeds into a Year 4 unit comparing the regions of Sicily and the North East.
3	What do we know about our European neighbours?	Children continue to expand their geographical understanding to continents and countries beyond the UK with an overview study of the continent of Europe.	It builds on previous learning about the continents in KS1 with a focus on the continent that the UK is part of. Comparing London and Paris will allow children to apply prior knowledge and further develop the concept of 'place'.

4	How does climate affect life on Earth?	This unit allows children to begin to develop an understanding of more complex and abstract processes and interconnections as they identify the world's climate zones and biomes and their effects on human activity.	This unit builds on learning from KS1 about the weather and seasons and the knowledge gained can then be applied to locations studied in future topics. It also feeds into to the Year 6 Science objectives on adaptation.
4	How does living in Sicily compare to living in the north-east of England?	Sicily is a significant location in Europe as the largest island in the Mediterranean and Italy's largest administrative region. It also has many significant and interesting physical features, including the highest active volcano in Europe, Mount Etna. Comparisons can also be drawn between the industries that have developed in Sicily (e.g. oil and chemical) and the industries of the North East.	This topic builds on the overview study of Europe in Year 3 to focus on a region in a European country. It also allows for strong links to be made with the study of the Roman Empire in History during the same term.
4	Why are rivers important?	Children continue to develop their understanding of physical processes by studying the water cycle and how this links to the features of rivers.	This builds on and links to the children's prior knowledge of the water cycle from their Science topic, which will have been taught earlier in Year 4. It also provides the foundations for the study of coastal features and coastal erosion in Year 5.
5	The Americas: a continent of contrasts?	Children now expand their learning about the Earth's continents beyond Europe. The topic provides excellent opportunities to develop comparative and evaluative skills and children begin to work with thematic maps for the first time.	In Year 3, children studied the continent of Europe and this topic allows children to apply the knowledge and skills gained to more distant continents. The unit includes the study of lines of longitude and time zones which links to learning about day night as part of the Year 5 Science curriculum in the same term.
5	From Rio to the Rainforest: What do we know about life in Brazil?	Rio De Janeiro and the Amazon Rainforest are both geographically significant locations within the continent of South America and studying both allows for valuable geographical contrasts and comparisons to be made. The topic draws on children's prior learning from a range of topics including the Year 4 units on climate and comparing Sicily and the North East.	This follows on from the overview study of the Americas and allows children to develop their understanding by investigating and comparing these regions in depth. Children continue to build their understanding of the key concepts of space, scale and interconnections.

5	What do we know about our local coastline?	The coast is a significant feature of our local area and one which always grabs the children's interest. The study of coastal features including physical processes and human activity builds upon the local area work completed in previous year groups and enables children to deepen their understanding of some of the abstract processes that lead to geographical change over time.	As well as developing their geographical understanding of their local area, this topic builds on the children's understanding of the physical processes associated with the water cycle and rivers from Year 4 and on their understanding of weather and climate.
6	Village Study: How has the village of Danby changed over time and how might it change in the future?	This is the final unit focusing on studying our local area and moves out beyond Teesside to the North York Moors, which is a significant and geographically fascinating area on our doorstep. The study of the economy of the village of Danby allows children to develop their geographical reasoning and analytical skills to a problem solving scenario.	The unit builds on all of the fieldwork and practical skills that the children have acquired throughout KS2 and allows them to complete a geographical enquiry with a high level of independent thinking and problem solving.
6	How are mountains formed?	It enables Year 6 children to develop their understanding of physical processes and how these have an effect on human activity, and vice versa.	This short unit feeds into the next Year 6 unit which focuses on how volcanoes and earthquakes are formed and their effects on specific locations and groups of people. It is taught in Year 6 to build on the children's understanding of metals and changes of state taught in Science in Year 5.
6	How do volcanoes and earthquakes affect life in Mexico?	Children develop their understanding of the Earth and its physical processes by studying abstract topics such as plate tectonics and how these affect the Earth's surface. They also develop their understanding of the interconnections between human and physical processes.	It develops prior learning about other physical processes studied throughout Key Stages 1 and 2 and follows learning about the formation of mountains.
6	Into the future: is our planet sustainable?	This unit provides children with the opportunity to use all of their evaluative and comparative skills and conceptual understanding that has been gained so far. They study the distribution of the planet's natural resources and offer opinions on the future sustainability of the planet based on evidence from a range of sources.	This unit ends the children's experience of primary geography with a look forward into the planet's geographical future. This will then feed into further work on environment and sustainability at KS3.