

The Nethersole CofE Academy Geography Curriculum

Jesus said, 'You're here to be light, bringing out the God-colours in the world.' Matthew 5:16
(The Message)



The Nethersole
C of E Academy and Nursery



| The Nethersole CofE Academy Vision and Values | | | | | |
|---|--|--|---|--|--|
| 'Let Your Light Shine' | | | | | |
| Our Christian Vision for everyone to be unique shining lights in God's world is illuminated by our biblically based Christian Values that we learn to radiate in our daily lives - in our attitudes, relationships, behaviour, choices and decisions. | | | | | |
| Hope  | Community  | Dignity and Respect  | Forgiveness  | Wisdom  | Thankfulness  |
| Intent | | | | | |
| Our curriculum intent at The Nethersole CofE Academy is to provide a broad, exciting, and challenging curriculum of the highest quality for the children in our care; encouraging, motivating and ensuring all children develop a love of learning, to achieve their full potential. | | | | | |
| Implementation | | | | | |
| Our curriculum will be implemented through knowledge-led experiences, enabling the children to increase their knowledge, learn and master new skills and therefore, deepen their understanding in a wide range of subjects. | | | | | |
| Impact | | | | | |
| The impact of this broad, exciting, and challenging curriculum is to inspire and motivate the young people in our care to become lifelong learners. We also provide a Christian community to enable all to value faith. All pupils are encouraged to be proud of their own culture, religion and language and show respect to those of others. | | | | | |
| Our Vision | To be light (living in our community and reaching out beyond it) bringing out the God-colours in the world.' <i>Jesus said, 'You're here to be light, bringing out the God-colours in the world.' Matthew 5:16</i> | | | | |
| | <p>The Nethersole Church of England Academy Primary School and Nursery has a Christian foundation that inspires its life and work. Following the teaching of Jesus, we accept the challenge - 'to be light [living in our community and reaching out beyond it], bringing out the God-colours in the world.' Matthew 5:16</p> <p>At the heart of our school is the belief that everyone is a child of God, fearfully and wonderfully made in his image. Our work therefore is to nurture and love every individual, child and adult, to find and develop their gifts, overcoming barriers and growing in confidence to flourish - to let their light shine as the very best God version of themselves. Effective teaching and learning underpin this. We wish to inspire everyone to take responsibility for creation, civilisation, and the well-being of each other, embracing and treasuring our differences.</p> <p>Our Christ led vision is for a world of justice, respect, and love, and of people who are not afraid to love and sacrifice themselves for others. Our inspiration is Jesus, who loves us in sacrifice, forgives us and reminds us that we each have something special to do to bring out the God colours of the world. We believe that there is a space for everyone to shine brightly and differently and that this adds to the richness of our school family, our community and the wider world.</p> | | | | |

Geography Long Term Plan

| | Autumn | Spring | Summer |
|---------------------|--|--|--|
| EYFS N | What does my home look like? What do the trees look like in autumn? What is the weather like in autumn? | What does my school look like in winter? What do the trees look like in winter? What do the trees look like in spring? What is the weather like in spring? Where do different animals live in the world? | How do I travel to school? Where have I been on holiday? What do trees look like in summer? |
| EYFS REC | Where do I live? What does my home look like? What does my school look like? What is the weather like in autumn where I live? | Where is China? Is it near or far? What is the weather like in winter where we live? Where are the cold places in our world? What animals live in cold places in the world? | What is the weather like in summer where we live? Where can I find minibeasts in our school grounds? Where are the oceans? Where have I been on holiday? What are the key features of the seaside? |
| 1/2 A | What is it like to live in my local area? School Polesworth – fieldwork and map skills Human and physical features | What are the names of the Oceans and Continents? | What is it like to live in the UK? What is the weather like? Seasons and weather patterns |
| 1/2 B | What is it like to live in the UK? 4 countries and capital cities Landmarks, including mountain ranges and seas | Are all capital cities the same? Human and physical features of Shanghai and London | Would you prefer to live in a hot or a cold country? Continents Equator North and South Poles |
| 3/4 A | Which European country would you most like to visit and why? | What are climate zones and biomes? Latitude and longitude | What are climate zones and biomes? |

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| | Study France, Spain, Italy, Iceland, Russia Passport for each country activity. | Time zones Climate zones of each continent Climate zones of continents in Northern and Southern hemispheres | How do people adapt to survive in hot and cold places? Shackleton |
| 3/4 B | Why are rivers important? The water cycle Local area study – River Anker | Why are rainforests important to us? Brazil comparison Brazil – study the Amazon rainforest and tribes that live there Study the different areas of Brazil – distribution of wealth, favellas etc Discuss Fair trade and exports | |
| 5/6 A | Why do oceans matter? Environmental issues – plastic pollution | Where does our energy come from? To know why energy sources are important. Understand pros and cons of different energy sources. To understand how energy is generated differently in the UK and other countries To explain reasons for choosing an energy source. To collect and present data on where to position a solar panel on the school grounds. | What is Polesworth like? How has land use changed over time? |
| 5/6 B | What impact do natural disasters have on humans? Shake, Rattle and Roll - Earthquakes, mountains and volcanoes | Where does our food come from? Impact of food choices on environment Responsible trading Food miles Investigate – are our school dinners sourced locally? Discussion/debate – is it best to buy local or imported food? | How are European countries the same and different to each other? In depth study of Greece – food/language/climate/architecture/Mount Olympus, seas, rivers, island countries Population, Settlements, Economic activity, Resources and trade Compare to UK |

Subject Name **Long Term Plan with Values**

| | Autumn | Spring | Summer |
|---------------------|---|--|---|
| EYFS N | <p>What does my home look like? What do the trees look like in autumn? What is the weather like in autumn?</p>  | <p>What does my school look like in winter? What do the trees look like in winter? What do the trees look like in spring? What is the weather like in spring? Where do different animals live in the world?</p>  | <p>How do I travel to school? Where have I been on holiday? What do trees look like in summer?</p>  |
| EYFS REC | <p>Where do I live? What does my home look like? What does my school look like? What is the weather like in autumn where I live?</p>  | <p>Where is China? Is it near or far? What is the weather like in winter where we live? Where are the cold places in our world? What animals live in cold places in the world?</p>  | <p>What is the weather like in summer where we live? Where can I find minibeasts in our school grounds? Where are the oceans? Where have I been on holiday? What are the key features of the seaside?</p>  |
| 1/2 A | <p>What is it like to live in my local area? School Polesworth – fieldwork and map skills Human and physical features</p> | <p>What are the names of the Oceans and Continents?</p> | <p>What is it like to live in the UK? What is the weather like? Seasons and weather patterns</p> |

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| 1/2 B | <p>What is it like to live in the UK? 4 countries and capital cities Landmarks, including mountain ranges Seas</p>  | <p>Are all capital cities the same? Human and physical features of Shanghai and London</p>  | <p>Would you prefer to live in a hot or a cold country? Continents Equator North and South Poles</p>  |
| 3/4 A | <p>Which European country would you most like to visit and why? Study France, Spain, Italy, Iceland, Russia Passport for each country activity?</p>  | <p>What are climate zones and biomes? Latitude and longitude Time zones How people adapt to survive in cold places</p>  | <p>What are climate zones and biomes? Climate zones of each continent Climate zones of continents in Northern and Southern hemispheres</p>  |
| 3/4 B | <p>Why are rivers important? The water cycle Local area study – River Anker</p>  | <p>Why are rainforests important to us? Brazil comparison Brazil – study the Amazon rainforest and tribes that live there, compared to Rio favellas Study the different areas of Brazil – distribution of wealth, favellas etc</p>  | |

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| <p>5/6 A</p> | <p>Why do oceans matter? Environmental issues – plastic pollution</p>  | <p>Where does our energy come from? To know why energy sources are important. Understand pros and cons of different energy sources. To understand how energy is generated differently in the UK and other countries (US fossil fuels, UK – push to renewable energy) To explain reasons for choosing an energy source. To collect and present data on where to position a solar panel on the school grounds.</p>  | <p>What is Polesworth like? How has land use changed over time? Understand how land use patterns have changed over time – local area study – Polesworth mining</p>  |
| <p>5/6 B</p> | <p>What impact do natural disasters have on humans? Shake, Rattle and Roll - Earthquakes, mountains and volcanoes Study Ring of fire, Earth tectonics and San Andreas case study</p>  | <p>Where does our food come from? Impact of food choices on environment Responsible trading Food miles Investigate – are our school dinners sourced locally? Discussion/debate – is it best to buy local or imported food? DT links</p>  | <p>How are European countries the same and different to each other? In depth study of Greece – food/language/climate/architecture/Mount Olympus, seas, rivers, island countries Population Settlements Economic act Resources and trade Compare to UK</p>  |

Definitions

What is Geography?

EYFS Definition -

Geography is embedded within the “Understanding the World” area of learning development. We learn about the physical world and our community through exploration, observation, and understanding the natural and built environments. Geography involves nurturing curiosity, developing locational knowledge, and learning about different places, people, and cultures within our expanding world.

KS1 Definition -

In geography, we learn about our world by studying the Earth’s physical features (eg. seasons, weather patterns and oceans) and human features, such as where people live and how they use the land. We learn and use skills such as careful observation, using compass directions, creating and reading simple maps and finding similarities and differences between places in the world so we can compare them to our own locality. People trained in geography are called ‘geographers’.

KS2 Definition -

Geography is the study of the Earth, it’s people and it’s places. It informs us about our planet and the world that we live in. In Geography in KS2, we continue to learn about physical features of the Earth (eg. rivers, mountains, volcanoes) and human features, such as different societies and cultures and how people interact with their environments and place in the world. Geography involves developing locational knowledge of our local area, as well as the UK, Europe, and different continents. We further develop our map skills along with investigative skills to explore local environments and broader geographical issues. People trained in geography are called ‘geographers’.

Geography overview adapted from the NC Purpose & Aims

Whilst studying Geography in KS1 and KS2, children will:

1. Be inspired to be curious and fascinated about our world and its people.
2. Be equipped with knowledge about diverse places, people, resources and natural and human environments.
3. Be supported to develop a deep understanding of the Earth's key physical and human processes.
4. Study the interaction between physical and human processes and be able to compare and identify relationships between them.
5. Use Geographical knowledge, understanding and skills, such as questioning, observing, measuring, recording and presenting, to explain their Geographical understanding and appreciation of how the Earth's features are shaped, interconnected and change over time.

Geographical Threads / Key Concepts -

Place and space / Scale / Interdependence / Physical and human processes / Environmental impact and sustainability / Cultural awareness and diversity

Disciplinary Concepts

- Collect, analyse and communicate with a range of data gathered through fieldwork.
- Interpret a range of geographical sources
- Communicate geographical information in a variety of ways.

KS1

Geographical skills and fieldwork

- Use world maps, atlases and globes to identify the UK and its countries and the continents and oceans
- Use simple compass directions (North, South, East and West) and locational and directional language (near/far, left/right) to describe location of features on a map.
- Use aerial photographs and plans to recognise landmarks and human and physical features.
- Devise a simple map and use and construct a basic key.
- Use fieldwork and observational skills to study the geography of their school and its grounds, including key human and physical geographical features.

KS2

Geographical skills and fieldwork

- Use maps, atlases, globes and digital mapping to locate countries and describe features studied
- Use eight points of a compass
- Read and use 4 and 6 digit grid references

- Read and use symbols and keys (ordnance survey maps)
- Use fieldwork to observe, measure and record human and physical features in the local area using a range of methods, including sketch maps, plans, graphs and digital technologies.



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Key Areas of Knowledge

1/2

Locational knowledge

- Name and locate seven continents and 5 oceans
- Name, locate and identify characteristics of 4 countries and capital cities of the UK and its surrounding seas

Place knowledge

- Understand geographical similarities and differences by studying human and physical geog of a small area of the UK and a small area in a contrasting Non-European country

Human & Physical geography

- Identify seasonal and daily weather patterns in the UK
- Hot and cold areas of the world in relation to the Equator and the North and South Poles
- Use geog vocab to refer to physical features (beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season, weather) and human features (city, harbour, town, village, factory, farm, house, office, port, harbour, shop)

KS2

Study UK and Europe, North and South America – including worlds most significant human and physical features.

Locational knowledge

- Locate worlds countries, using maps to focus on Europe - inc. Russia - North and South America.
- Study environmental regions, key human and physical characteristics, countries and major cities

- Name and locate counties and cities of the UK, geographical regions and their human and physical characteristics and topographical features (hills, mountains, coasts and rivers).
- Understand how land use patterns have changed over time.
- Identify position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, Tropics of cancer and Capricorn, Arctic and Antarctic Circle, Prime/Greenwich Meridian and time zones (including day and night)

Place knowledge

- Understand geog similarities and differences by comparing human and physical geography of a region of the UK, a region in a European country and a region within North or South America.

Human and Physical geography

- Describe and understand key aspects of:

Physical geography (climate zones, biomes, vegetation belts, rivers, mountains, volcanoes, earthquakes and the water cycle).

Human geography (types of settlement & land use, economic activities, inc. trade, distribution of natural resources- energy/food/minerals/water)