



Framwellgate Moor Primary School

Geography Curriculum



Year	Autumn	Spring	Summer
Twos	<p>Where am I? Can I name the place I live? What are the key things I see in the place I live? Where does each item live? Disciplinary Concepts: place, space, scale, Substantive themes: Settlement, Travel/Transport.</p> <p>Curriculum Link – EYFS Statutory Requirements Educational Program for Understanding the World</p>	<p>Spring in my step, What will I find outdoors? What things will I find outdoors? Can I explore the world around me? What does it feel like? Do I love being outdoors? Disciplinary Concepts: place, space, scale, environment, physical & human processes, interconnections, cultural awareness & diversity. Substantive themes: Settlement, Landscape/Topography, Trade, Travel/Transport</p> <p>Curriculum Link – EYFS Statutory Requirements Educational Program for Understanding the World</p>	<p>Look outside! What is the weather like outside? Is it hot? What should I wear today? Is playing in the rain fun? Disciplinary Concepts: place, space, scale, environment, physical & human processes, interconnections, cultural awareness & diversity. Substantive themes: Landscape/Topography, Settlement, Rivers, Migration, Travel/Transport, Sustainability, Economy/Industry, Trade.</p> <p>Curriculum Link – EYFS Statutory Requirements Educational Program for Understanding the World</p>
Nursery	<p>My Journey - From Home To school What are the features/purposes of rooms within your home? How do I get to school? What do I see on my way to school? Is everyone's journey the same? Which direction do you come? Field Work – Local Area Disciplinary Concepts: place, space, scale, physical & human processes, environment, interconnections, environmental impact & sustainability, cultural awareness & diversity. Substantive themes: Landscape/Topography, Settlement, Travel/Transport, Economy/Industry, Trade.</p> <p>Curriculum Link – EYFS Statutory Requirements Educational Program for Understanding the World</p>	<p>A home for others. Where do we live on a map? Do we live on land or sea? Where do these animals live? Can plants live in the sea? Disciplinary Concepts: place, space, scale, physical & human processes, environment, interconnections, environmental impact & sustainability, cultural awareness & diversity. Substantive themes: Landscape/Topography, Settlement, Migration,</p> <p>Curriculum Link – EYFS Statutory Requirements Educational Program for Understanding the World</p>	<p>Look outside! What are good things in our environment? What are negative things in our environment? What is changing in our community/environment? What impact will this have on the environment? Disciplinary Concepts: place, space, physical & human processes, interconnections, environmental impact & sustainability, cultural awareness & diversity. Substantive themes: Landscape/Topography, Settlement, Travel/Transport, Sustainability, Economy/Industry, Trade.</p> <p>Curriculum Link – EYFS Statutory Requirements Educational Program for Understanding the World</p>
Reception	<p>Right where I live. Where do we live? What type of house? What features can we see? How do we get to school? Can we draw a map? What is the weather like in seasons? Field Work – Local Area Disciplinary Concepts: place, space, scale, physical & human processes, cultural awareness & diversity. Substantive themes: Landscape/Topography, Settlement, Rivers, Migration, Travel/Transport, Economy/Industry.</p>	<p>Who lives in a place like this? What Habitats can we find in our school grounds? Where can I find hot and cold countries? (North and South Pole) What will find there? Seasons Explorers – Shakelton Field Work – School Grounds Disciplinary Concepts: place, space, scale, physical & human processes, interconnections, environmental impact & sustainability. Substantive themes: Rivers, Migration, Travel/Transport,</p>	<p>On My Travels What journeys do we go on? Where do we go on holiday? Do we visit other countries? How are seaside and land animals different? Can we look after our environment? Field work – Tynemouth What can we see hear and how is it different to Framwellgate Moor? Disciplinary Concepts: place, space, scale, physical & human processes, interconnections, environmental impact & sustainability, cultural awareness & diversity.</p>

	Curriculum Link – EYFS Statutory Requirements Educational Program for Understanding the World	Curriculum Link – EYFS Statutory Requirements Educational Program for Understanding the World	Substantive themes: Landscape/Topography, Travel/Transport, Sustainability, Economy/Industry. Curriculum Link – EYFS Statutory Requirements Educational Program for Understanding the World
Cycle A Year 1/2	<p>Where can the Naughty Bus take us around our school and grounds? Disciplinary concepts: Place, space, scale, environment Substantive themes: Travel/Transport, Landscape/Topography, Sustainability.</p> <p>NC Ref: Geographical skills and fieldwork - use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</p> <p>Fieldwork: School and grounds</p> <p>Sustainability focus: How does the weather affect plants, animals and us in our local area? Ongoing ALL YEAR.</p>	<p>What can I find in Framwellgate Moor? Disciplinary concepts: space, place, environment, cultural awareness and diversity Substantive themes: Settlement, Travel/Transport, Landscape/Topography, Economy/Industry, Sustainability.</p> <p>NC Ref: Geographical skills and fieldwork -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 and routes on a map.</p> <p>Fieldwork – Local area</p> <p>Sustainability focus: Traffic pollution, recycling</p>	<p>How are Framwellgate Moor and Pointe-a-Pierre the same or different? Disciplinary concepts: Interconnections, place, scale, cultural awareness and diversity Substantive themes: Settlement, Migration, Diversity, Travel/Transport, Landscape/ Topography.</p> <p>NC Ref: Place knowledge - understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country. Focus:</p>
Cycle B Year 1/2	<p>Where are our local shops? Disciplinary concepts: place, space, environment Substantive themes: Settlement, Landscape/Topography, Trade. NC Ref: Geographical skills and fieldwork - use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment. Focus: Fieldwork and observational skills. Use of aerial photographs and basic maps.</p>	<p>What is our country like? Disciplinary concepts: place, space, scale, environmental impact & sustainability, cultural awareness and diversity Substantive themes: Settlement, Rivers, Landscape/ Topography. NC Ref: Locational knowledge - name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. Human and physical geography - identify seasonal and daily weather patterns in the United Kingdom Focus: UK countries, capitals and seas. Map skills, photograph use, basic atlas introduction.</p>	<p>Where in the world are hot and cold places? Disciplinary concepts: scale, space, environmental impact and sustainability, environment, interconnections Substantive themes: Trade, Travel/Transport, Sustainability. NC Ref: Locational knowledge - name and locate the world's seven continents and five oceans. Human and physical geography - identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. Focus: World maps, features, hot and cold places, continent, oceans, directional; language.</p> <p>Sustainability focus: Protecting the oceans – plastic pollution, global warming (change in coastlines, fear of animal extinction)</p>
Cycle A Year 3/4	<p>Is the UK the same everywhere? Disciplinary concepts: place, space, scale, physical & human processes. Substantive themes: Settlement, Landscape/Topography, Rivers, Sustainability. NC Ref: Locational knowledge - geographical regions and their identifying human and physical characteristics, key topographical features including hills, mountains, coasts and rivers. Geographical skills - use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied Sustainability focus: Climate change.</p>	<p>Why do we have cities? Disciplinary concepts: place, space, scale, physical & human processes, interconnections, environmental impact & sustainability, cultural awareness & diversity. Substantive themes: Settlement, Rivers, Economy/Industry, Trade, Travel/Transport, Diversity, Env. Impact and Sustainability. NC Ref: name and locate counties (Y5/Y6) and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, - land-use patterns; and understand how some of these aspects have changed over time</p>	<p>We've got it all! Why is the North East special? Disciplinary concepts: place, space, scale, physical & human processes, interconnections, environmental impact & sustainability, cultural awareness & diversity. Substantive themes: Settlement, Rivers, Economy/Industry, Trade, Travel/Transport, Migration, Diversity. NC Ref: Name and locate counties (Y5/Y6) and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, Human and physical geography - describe and understand key aspects of: - physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p>

		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. Sustainability: impact of cities on the environment – pollution, congestion etc,	- 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. 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. Sustainability focus: green energy.
Cycle B Year 3/4	Is Europe the same all over? Disciplinary concepts: place, space, scale, physical & human processes interconnections, cultural awareness & diversity. Substantive themes: Settlement, Trade., Economy/Industry, Landscape/Topography, Rivers. NC Ref: Locational knowledge - locate the world's countries, using maps to focus on Europe, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. Physical Geography: Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes. 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. Geographical skills - use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied	Campania and the North East of England: Are they really that different? Disciplinary concepts: place, space, scale, physical & human processes, interconnections, environmental impact & sustainability, cultural awareness & diversity. Substantive themes: Landscape/Topography, Trade, Settlement, Economy/Industry, Sustainability. NC Ref: Place knowledge - understand geographical similarities and differences through the study of human and physical geography of a region in a European country. Human and physical geography - describe and understand key aspects of physical geography, including volcanoes and earthquakes Geographical skills and fieldwork - use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied- use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world Sustainability focus: Environmental issues in both regions – similarities and differences.	What happens when the land meets the sea? Disciplinary concepts: place, space, scale, physical & human processes, interconnections, environmental impact & sustainability. Substantive themes: Landscape/Topography, Rivers, Sustainability. NC Ref: 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. Sustainability focus: climate change and coastal defenses.
Cycle A Year 5/6	History Term	Can we name and locate our UK counties and cities? Disciplinary concepts: place, space, scale. Substantive themes: Settlement NC Ref: Name and locate counties and cities of the United Kingdom. Geographical skills - use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.	Is there more to North America than Disney Land? What does the North East of England have in common with the Great Lakes? (Regional Study) Disciplinary concepts: place, space, scale, physical & human processes, interconnections, environmental impact & sustainability, cultural awareness & diversity. Substantive themes: Settlement, Rivers, Landscape/Topography, Travel/Transport, Economy/Industry, Trade, Sustainability, NC Ref: Locational knowledge -identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night). Place knowledge - 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, and a region within North or South America. Physical Geography: Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes.

			<p>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>Sustainability focus: Greenland – melting of ice caps.</p>
<p>Cycle B</p> <p>Year 5/6</p>	<p>Is there more to South America than just a big rainforest? Disciplinary concepts: place, space, scale, physical & human processes, interconnections, environmental impact & sustainability.</p> <p>Substantive themes: Landscape/ Topography, Rivers, Settlement, Rivers, Sustainability, Economy/Industry, Trade, Diversity.</p> <p>NC Ref: recap Locational knowledge -identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night). Locate the world’s countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts. Vegetation, biomes, forest types.</p> <p>Sustainability focus: Deforestation – Amazon Rainforest</p>	<p>What does the North East of England have in common with the South East Brazil? (State of Rio) Disciplinary concepts: Disciplinary concepts: place, space, scale, physical & human processes, interconnections, cultural awareness & diversity.</p> <p>Substantive themes: Landscape/Topography, Trade, Settlement, Sustainability, Industry/Economy, Diversity.</p> <p>NC Ref: Place knowledge - 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, and a region within North or South America.</p> <p>Sustainability focus: Pollution in cities.</p>	<p>What can we find out about our local area? Disciplinary concepts: place, space, scale, physical & human processes, interconnections, environmental impact & sustainability.</p> <p>Substantive themes: Landscape/Topography, Settlement, Industry/Economy, Trade, Migration, Sustainability.</p> <p>NC Ref: 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.</p> <p>Sustainability focus: local environmental issues.</p>