



Curriculum Map

Geography

Intent:

At West Heath Primary School, we believe that Geography helps to provoke and provide answers to questions about the natural and human aspects of the world. By creating an enquiry-led curriculum, we believe children will become engrossed in their topic and given a focus to strive towards within their learning.

The topics within Geography, at West Heath Primary School, have been picked and placed in a systematic, coherent way. They are broken down into 3 golden threads: Place and Space, Environment and Earth Systems. The initial focuses within Key Stage 1 are the local area, the UK, a compare and contrast of the UK and Africa (to first introduce the wider world). The focuses gradually expand to more elaborate enquiries encompassing a variety of locations and geographical elements in Key Stage 2. Enquiries are chosen systematically and build on existing knowledge acquired the previous year: e.g. Year 1 and Year 2 – Local area, Year 2 and Year 3 - Africa, Year 3 and Year 4 - biomes Year 5 and Year 6 – Water.

A progression of skills map is followed to ensure coverage and that skills are being built upon throughout children's Geography journey. Fieldwork is highlighted in red on the curriculum map and takes place in every year group. Map work has also been carefully considered and is highlighted in blue to show the clear thought and progression. In Year 1, children are introduced to what a map is, directional language, an aerial photograph and then draw their own map with a key. In year 2, these map skills are built upon and children then learn the correct vocabulary for the 4 cardinal directions. They are also introduced to atlases and digital maps; being encouraged to locate countries and capitals. Following on from children drawing their own map in the previous years, children are then encouraged to follow a route on a larger scale map. In year 3, letters and co-ordinates are introduced for the first time, as well as OS maps. They also build on the skills of following a route which was covered the previous year. These skills are revised in year 4 as well as the introduction of 4 figure grid references and the comparing of maps from different dates. In year 5, the children are introduced to topographical and satellite maps. They are also introduced to 8-point compass directions which is revisited in year 6. Within their final year, they revisit many of the map skills taught throughout their time at West Heath and these skills are used to plan a route across South America.

Implementation:

Through a question-based, enquiry approach, we believe children will become engrossed in their topic and given a continuous focus throughout. Children are introduced to the enquiry question in their first lesson of the topic and understand they will answer it at the end, using all the knowledge they have acquired throughout the half-term. This means an inherent thread is intertwined throughout: curriculum maps, planning, delivery and assessment.


Although each lesson will have a different outcome and set of skills, the children understand that new knowledge, wedded with prior knowledge, will help them answer their over-arching topic question. This answer, teamed with teacher assessment, is used to form an overall assessment on Fischer Family Trust.

We start every new topic with a *Where in the world?* lesson. This happens from the first topic in year 1 to the last lesson in year 6. Although there are elements of progression within these lessons as they move up the school, the main focus is to repeat, embed and secure key geographical knowledge that we see as essential components to children's understanding of their sense of place. These include the 7 continents, 5 oceans, a variety of capital cities, Regions of England, and Districts near to our locality.

Impact:

A high-quality geography education should inspire pupils with knowledge about diverse places, people and natural and human environments together with a deep understanding of the Earth's key physical processes. Geography presents a unique contribution to the national curriculum. It studies peoples' interaction with the environment. It allows children to explore social, environmental, economic and political aspects of place, whilst comparing local and global settings. At West Heath, we see the importance of giving Geography its own independence and importance. It should not always be labelled as 'Topic' or 'Humanities', but given its own autonomy and significance, to which it warrants.

Geography						
CURRICULUM MAP						
Year 1						
HEART: Excellence Respect Collaboration Honesty Resilience Determination Empathy						
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Toys	The seaside	People who help us	The seasons	Intrepid Explorers	The seaside
Focus Question			What is in our local area? <u>Place and Space</u>	Why does the weather change? <u>Earth Systems</u>		What is British seaside like? <u>Place and Space</u> <u>Environment</u>
Where in the world?			Introduce and learn the 4 countries of the UK	Recap the four countries within the UK Children should know there are 7 continents.		Reecap the countries within the UK Introduce and learn the 7 continents
HEAD (Knowledge)			What their local area is called and what is in it (google maps and google earth). 1) West Heath: Hospital Park Roads Schools Shops Pubs	What the 4 main seasons are and the key weather patterns associated with them.		Physical geography of beaches including cliffs, sand, oceans, pebbles etc. Human geography of the seaside including: harbour, pier, jobs etc. To identify the 5 oceans of the world.

			<p>How land is used in their local area:</p> <ol style="list-style-type: none"> 1) Mostly used for housing and transport 2) Only 1 open space (West Heath Park) 3) Hospital <p>The difference between a village, town and city.</p> <p>What a map is and what it is used for.</p> <p>Know what a compass is (follow directions up, down left, right)</p>	<p>To know the different weather symbols and what they stand for.</p>  <p>To know that weather is the way the air and the atmosphere feels. It includes the outside temperature, strength of the wind, and whether it is raining, sunny, hailing, snowing, sleeting, foggy, or cloudy.</p> <p>To know the UK's climate: The UK is in a temperate climate zone , which means that there are four seasons. The winters are cool and wet, and the summers are warm and wet; temperatures usually stay mild with rare extremes. western wind that brings moisture .</p>		<p>To locate Blackpool and Lanzarote on a physical map and know the changeable weather in Blackpool compared to Lanzarote, Spain.</p>
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<p>HANDS</p> <p>(Skills)</p>			<p>Teacher led enquiries, to ask and respond to simple closed questions, such as:</p> <ul style="list-style-type: none"> What is the local area famous for? What is the local environment like (rural/urban)? Can you name areas in and around the local area? <p>Use a google map to show West Heath and locate various landmarks such as our school, the park and the hospital. Children to create their own map.</p> <p>Follow directional language (near, far, up, down, left right)</p> <p>Go on a local work and find features of the local area.</p> <p>Draw their own map and use their own symbols on a map and to be able to use a key.</p>	<p>Teacher led enquiries, to ask and respond to simple closed questions such as:</p> <ul style="list-style-type: none"> Which season would you expect to be the coldest? Which weather symbol tells you it is going to rain? Which season would we expect it to be the warmest? <p>Fieldwork</p> <p>Investigate their surroundings: Conduct a weather survey collecting rain / looking at thermometers to work out what season they are in and compare it to another.</p>		<p>Teacher led enquiries, to ask and respond to simple closed questions such as:</p> <ul style="list-style-type: none"> What is a coastal town? Which oceans surround Britain? What are features of a British seaside? <p>Use information books / pictures as sources of information to research Blackpool seaside.</p> <p>Use relative vocabulary (e.g. bigger/smaller, like/dislike)</p> <p>Learn the names of some locations within the UK which have a seaside and study features:</p> <ol style="list-style-type: none"> 1)Blackpool 2) Western-Super-Mare 3) St Ives <p>Study picture maps, aerial photographs and globes to locate British sea sides and compare size.</p> <p>Follow compass directions (up, down, left, right)</p>
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HEART

(Values)

Respect Honesty Empathy Collaboration Resilience Determination Excellence

Geography

CURRICULUM MAP

Year 2

HEART: Excellence Respect Collaboration Honesty Resilience Determination Empathy

Term

Autumn 1

Autumn 2

Spring 1

Spring 2

Summer 1

Summer 2

Topic

Fire

Titanic

The UK

Africa

Charles Darwin

West Heath local environment

Focus Question			<p>What are the main physical features of the United Kingdom?</p> <p><u>Environment</u></p> <p><u>Earth Systems</u></p>	<p>What are the main similarities and differences between the England and Kenya?</p> <p><u>Place and Space</u></p> <p><u>Environment</u></p> <p><u>Earth Systems</u></p>		<p>How is the land used and populated in my city?</p> <p><u>Place and Space</u></p> <p><u>Environment</u></p>
Where in the world?			<p>Recap the 7 continents</p> <p>Recap the 4 countries within the UK</p> <p>Know the capital cities of the UK</p>	<p>Recap the 7 continents</p> <p>Know the capital cities of the UK</p>		<p>Recap the 7 continents</p> <p>Know the 5 oceans</p> <p>Know the capital cities of the UK</p>
<p>HEAD</p> <p>(Knowledge)</p>			<p>What and where the United Kingdom is using an atlas.</p> <p>The 4 cardinal directions (NESW).</p> <p>The countries and capital cities of the UK and which cardinal directions they can be described as. Scotland (North), England (central, southern and Eastern), Wales (west), N.Ireland (North of Ireland)</p> <p>The key characteristics of the United Kingdom such as – location, climate and continent, borders,; comparing and contrasting the extremely</p>	<p>Locate and name the continents of the world.</p> <p>Know where Kenya and the England can be located on a map. Explain what the equator is, hot and cold zones and the Poles and see where the England and Kenya are in relation to the equator.</p> <p>The weather and climate of Kenya and the England</p> <p>A comparison of land use between London (urban, city / highly populated) and Nairobi (Savannahs, deserts,</p>		<p>What city we live in and where it is located on a map of the UK (atlas).</p> <p>Land use in local area and transport links – refer to historical land use of Longbridge / Leyland / Cadbury.</p> <p>The main ways we travel through our city and how much traffic passes through our local area – focus on bus, trains and canals.</p>

			<p>flat fens in Cambridgeshire and the mountains of the Highlands, Scotland.</p>	<p>rural, variety of wild animals).</p> <p>A comparison of animals between the England and Kenya</p>		
<p>HANDS</p> <p>(Skills)</p>			<p>Use an atlas to know where the UK is.</p> <p>Children encouraged to ask simple geographical questions, such as: Where the UK? Is it an island? What continent is it in? What is the capital city? Does it have coastal towns?</p> <p>Use books, stories, maps, pictures/photos and internet as sources of information to understand the UKs physical features such as mountains, rivers etc.</p> <p>Make simple comparisons between features of the extremely flat fens in Cambridgeshire and the mountains of the Highlands, Scotland.</p> <p>Climate cardinal direction topography</p>	<p>Analyse evidence and begin to draw conclusions e.g. make comparisons between two locations using photos/pictures, temperatures in different locations.</p> <p>Locate places on larger scale maps e.g. map of Europe /Africa. Follow a route on a map (atlas).</p>		<p>Investigate their (local) surroundings and find the areas on a map. E.g. A walk to a train station or a canal – carry out a bus survey on this walk.</p> <p>Make simple comparisons between features of Birmingham and a rural location like Ullenhall (use google earth to show the landscape of Ullenhall)</p> <p>Draw a map of Birmingham (or an imaginary place) Understand the need for a key and how it can help us understand features of our local area. Use class agreed symbols to make a more complex key than in year 1 to correlate learning (canals, roads, houses, hospitals).</p>

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History						
CURRICULUM MAP						
Year 3						
HEART: Excellence Respect Collaboration Honesty Resilience Determination Empathy						
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Stone Age	Bronze Age	Biomes of the world	Biomes of the world	The Egyptians	Birmingham

Focus Question			What are the main similarities and differences between a savannah and a desert?	What are the main threats to UK farming?		What impact did Cadbury's have on Birmingham?
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			<u>Earth Systems</u>	<u>Environment</u> <u>Earth Systems</u>		<u>Place and Space</u> <u>Environment</u>
Where in the world?			Recap the 7 continents Know the 5 oceans Know the capital cities of the UK, Australia, Egypt.	Recap the 7 continents Know the 5 oceans Know the capitals and regions of the UK		Recap the 7 continents Know the 5 oceans Be introduced to the ten Birmingham districts
HEAD (Knowledge)			<p>What a biome is and the 5 different biomes:</p> <p>Aquatic Savannah Forest Tundra Desert</p> <p>They key characteristics of the 2 different biomes and how they differ and compare.</p> <p>The location of major deserts on google earth and savannahs around the world:</p> <p>Antarctic Sahara Serengeti</p>	<p>To know what farming is and how it supports the food supply chain within the UK.</p> <p>To know the 3 main types of farming are: pastoral, arable and a mixture of the 2 (and what these mean).</p> <p>To know the main threats to farming which include:</p> <ul style="list-style-type: none"> • Climate change • Urbanisation • Increase in price of equipment • Soil degradation 		<p>Who George Cadbury was and what he did for the human and physical geography of the local area.</p> <p>Name and locate Birmingham.</p> <p>The impact that Cadbury had on Birmingham as a whole.:</p> <ul style="list-style-type: none"> • Development of Bourneville • Industrialising rural land. • Migration of people from rural to urban • Development of canals for business.

			<p>Australian Savannah</p> <p>What the equator is, what the Tropics of Cancer and Capricorn are and where the chosen biomes are in relation to these.</p>			<ul style="list-style-type: none"> The importance of canals in the rise of Cadbury.
<p>HANDS</p> <p>(Skills)</p>			<p>Analyse evidence and begin to draw conclusions e.g. make comparisons between the African Savannah and the Sahara Desert using photos/pictures, temperatures in different locations.</p> <p>Use 4 compass points confidently and accurately.</p> <p>Use world maps on google earth to introduce latitude, longitude and climate patterns.</p> <p>Follow a route on a map with some accuracy from a savannah / desert to a major city. Link to migration and transport.</p> <p>Read and interpret a wide variety of data, presented in</p>	<p>Begin to ask / initiate geographical questions.</p> <p>Analyse evidence and begin to draw more conclusions e.g. Compare rainfall / temperatures in the UK now and 50 years ago.</p> <p>Use letter / no. co-ordinates to locate features on a map and compare aerial photographs of land in 2 different eras.</p>		<p>Begin to ask / initiate geographical questions.</p> <p>Visit Bournville and look at how the land has been used.</p> <p>Analyse evidence and begin to draw more conclusions e.g. Compare maps of Bourneville in 1850 and 1950. (OS map)</p> <p>Use letter / no. co-ordinates to locate features on a map.</p>

			unusual ways (e.g. land fall in a month in chosen locations).			
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Geography						
CURRICULUM MAP						
Year 4						
HEART: Excellence Respect Collaboration Honesty Resilience Determination Empathy						
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Romans	Invaders and Settlers	Volcanoes	Water worlds	The Mayans	Land of Hope and Glory
Focus Question			Are volcanic eruptions random?	How can I help conserve water and why should I? <u>Place and Space</u>		Why is London one of the most famous capital cities and how does it compare to Rome?

			<u>Place and Space</u> <u>Earth Systems</u>	<u>Earth Systems</u> <u>Environment</u>		<u>Place and Space</u> <u>Environment</u>
Where in the world?			Recap the 7 continents Know the 5 oceans Know what the equator is.	Recap the 7 continents Know the 5 oceans Know the capitals of the UK, Germany and France.		Recap the 7 continents Know the 5 oceans Know the capitals of the UK, Germany and France and Spain.
HEAD (Knowledge)			<p>What volcanoes are: Volcanoes are openings in Earth's crust that let out hot melted rock, gas, and ash in eruptions that can be explosive or gentle.</p> <p>What tectonic plates are: Tectonic plates are large sections of the Earth's crust that move and interact with each other.</p> <p>The key features of volcanoes such as:</p> <p>ash core dormant eruption extinct</p>	<p>The key elements of the water cycle.</p> <p>Why it's important to conserve water and how it is a natural resource.</p> <p>The threats to water and how we can make it sustainable.</p> <p>Who owns the water we drink.</p> <p>How we can endeavour to ensure that all people have access to clean water.</p>		<p>Where London and Rome are located and their settlement type; learn about historic land use and why these 2 locations were ideal for the birth of major cities.</p> <p>The human and Physical features of London: The Thames</p> <ul style="list-style-type: none"> • Mass urbanisation • Buildings and Landmarks • Transport links: The London underground and its benefits. <p><i>Compare and contrast to Rome.</i></p>

			<p>plates magma.</p> <p>What life is like in areas near active volcanoes: Las Palmas</p> <p>What happened in Pompeii.</p> <p>Why volcanoes erupt and that some are that are ready for an eruption can be triggered by local earthquakes.</p>			
<p>HANDS</p> <p>(Skills)</p>			<p>Ask and respond to questions and offer their own ideas such as:</p> <p>What materials come out of a volcano? How are volcanoes made? What causes Volcanoes to erupt?</p> <p>Study satellite images, aerial photographs looking at volcanoes in the 'ring of fire'.</p> <p>Introduce 4 figure grid references.</p>	<p>Begin to suggest questions for investigating water and is sustainability, such as:</p> <p>Who owns the water we drink? How is climate change affecting the water supply globally?</p> <p>Investigate places with more emphasis on the larger scale; contrasting near and distant places, e.g. UK and an arid African desert.</p>		<p>Analyse evidence and draw conclusions e.g. make comparisons between locations photos/pictures (London and Rome).</p> <p>Begin to identify significant places and environments within the 2 locations.</p> <p>Locate places on large scale maps, (e.g. Find Rome and London on a globe and on an OS map).</p>

				<p>Begin to use primary. Go on a walk around the school or local area to find evidence of the water cycle and water usage.</p>		<p>Foster enquiry skills by comparing maps of different dates.</p> <p>Use 4 compass points confidently and accurately.</p>
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Geography						
CURRICULUM MAP						
Year 5						
HEART: Excellence Respect Collaboration Honesty Resilience Determination Empathy						
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	The Victorians	Heroes and Villains of the Monarchy	Mountains	Global Trade	The Greeks	Politics
Focus Question			<p>How do the Italian Dolomites compare to the Worcestershire Beacons?</p> <p><u>Earth Systems</u></p>	<p>What impact does global trade have on countries?</p> <p><u>Place and Space</u></p> <p><u>Environment</u></p>		<p>Does politics and war affect migration?</p> <p><u>Place and Space</u></p> <p><u>Environment</u></p>

Where in the world?			<p>Recap the 7 continents</p> <p>Know the 5 oceans</p> <p>Know the capitals and regions of the UK</p>	<p>Recap the 7 continents</p> <p>Know the 5 oceans</p> <p>Know the capitals of the UK, America, China, Russia and India</p>		<p>Recap the 7 continents</p> <p>Know the 5 oceans</p> <p>Know what and where the equator, lines of Capricorn and Cancer are, understand Longitude and Latitude.</p>
<p>HEAD</p> <p>(Knowledge)</p>			<p>How mountains are formed.</p> <p>Where Italy is in the world and its physical mountainous geography – focusing on the Dolomites.</p> <p>Where the Worcestershire beacons are located and their topography.</p> <p>To know and understand the differences and similarities between the hills (Worcestershire beacons) and mountains (the Dolomites).</p>	<p>To understand how countries throughout the world are linked through trade, politics, migration.</p> <p>To understand how trade affects people, countries and businesses.</p> <p>To understand the differences between major companies and how they rely on or supply energy.</p> <p>To understand global trade and communication.</p> <p>To understand the Greenwich Time meridian and time zones.</p>		<p>To know what migration is.</p> <p>To understand the human impact of political decisions on migration:</p> <ul style="list-style-type: none"> • War – Afghanistan, Persecution • Holocaust and Israel. <p>To know the push and pull factors of the Windrush migration, whilst understanding where the Caribbean is and the geographical differences to Britain.</p>

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<p>HANDS</p> <p>(Skills)</p>			<p>Analyse evidence and draw conclusions e.g. make comparisons between locations photos/pictures.</p> <p>Visit the Worcester Beacons and investigate its physical features.</p> <p>Use letter/no. co-ordinates to locate features on a map confidently,</p> <p>Locate places on large scale maps, (e.g. Find Italy and the Worcestershire beacons on a satellite map)</p> <p>Locate the Dolomites and Worcester on a topographical map.</p> <p>Begin to use 8 compasses.</p>	<p>Analyse evidence and draw conclusions e.g. look at data showing British reliance on Russian gas or non-renewable energy compared to other countries.</p> <p>Collect and record evidence unaided.</p> <p>Begin to suggest questions for investigating.</p> <p>Investigate and map natural resources around the world and discuss impact on human activity.</p>		<p>Begin to suggest questions for investigating, such as:</p> <p>Why do people leave their own country?</p> <p>Use primary and secondary sources of evidence in their own investigations.</p> <p>Analyse evidence and draw conclusions e.g. a diary extract from a Jewish migrant.</p> <p>Use 4 figure co-ordinates to locate features on a map.</p> <p>Pick a map for a specific purpose e.g. to compare urban cities to rural areas (link to migration for jobs).</p>
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Geography						
CURRICULUM MAP						
Year 6						
HEART: Excellence Respect Collaboration Honesty Resilience Determination Empathy						
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	WW2	WAR	Rivers	America	The Romans	Transition
Focus Question			What impact do rivers have on their surrounding areas? <u>Place and Space</u>	What do I need to know for a migration through South America? <u>Place and Space</u>		

			<u>Earth Systems</u> <u>Environment</u>	<u>Earth Systems</u> <u>Environment</u>		
Where in the world?			<p>Recap the 7 continents</p> <p>Know the 5 oceans. Focus on oceans closest to South America.</p> <p>Know what and where the equator, lines of Capricorn and Cancer are, understand Longitude and Latitude.</p>	<p>Recap the 7 continents</p> <p>Know the 5 oceans the capitals of the UK, Brazil, Bolivia and Colombia.</p> <p>Know what and where the equator, lines of Capricorn and Cancer are, understand Longitude and Latitude.</p>		
<p>HEAD</p> <p>(Knowledge)</p>			<p>The features of a river:</p> <ul style="list-style-type: none"> • Source • Mouth • Oxbow lake • Upper, middle lower course • Deposition <p>The journey of the Amazon river and why it is such an important river environmentally.</p> <p>The River Thames's and The River Severn's journey and how they</p>	<p>To be able to locate places in South America.</p> <p>To be able to find the longitude and latitude of a location.</p> <p>To understand time zones and how they change in different countries.</p> <p>Understand the different physical geography of South America: identifying the significance of</p>		

			<p>have both created and affected communities.</p> <p>The ever-growing risks of flooding and how it affects a community.</p>	<p>longitude, latitude and equator.</p>		
<p>HANDS</p> <p>(Skills)</p>			<p>Investigate places with more emphasis on the larger scale; contrasting near and distant places.eg. Thames / Amazon.</p> <p>Analyse evidence and draw conclusions e.g. from field work data on land use comparing land use/temperature, look at patterns and explain reasons behind it</p> <p>Use 8 compass points confidently and accurately.</p> <p>Use 4 figure co-ordinates confidently to locate features on a map.</p> <p>Follow a short route on an OS map - Amazon. Describe features shown on OS map – Use the orienteering</p>	<p>Analyse evidence and draw conclusions e.g. from field work data on land use comparing land use/temperature, look at patterns and explain reasons behind it.</p> <p>Begin to draw plans of increasing complexity.</p> <p>Use/recognise OS maps and their symbols to gain an understanding of South American terrain.</p> <p>Use a scale to measure the distance they will need to travel.</p> <p>Confidently use an atlas and able to recognise world map as a flattened globe.</p>		

			<p>course to help with map reading.</p> <p>Confidently identify significant places and environments.</p>			
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