



GEOGRAPHY CURRICULUM OVERVIEW FOR PARENTS

OUR SCHOOL VISION

“Striving for excellence together in a caring Christian community.”

RESPECT COMPASSION COURAGE

As a Church school, we believe that people grow in mind, body and spirit. Christian values are the foundation of our teaching and our ethos as we strive together for excellence for all. We aim for each member of our school community to fully engage in the great adventure that is Primary education.

Working together, we aim for all of our school community to become:

- successful learners who enjoy learning and exploration, make progress and achieve;
- confident, well-rounded individuals who are able to live safe, healthy and fulfilling lives; and
- responsible citizens with strong moral and social values who make a positive contribution to society.

“I came to give life—life in all its fullness.” John 10:10

LIVING OUR VISION THROUGH GEOGRAPHY

Our Geography curriculum helps children explore the places, landscapes and peoples that make our world and understand how they connect and change over time. Children work together on fieldwork, mapwork and group enquiries that build teamwork, curiosity and respect for different perspectives, linking their learning to local issues and global challenges such as climate change and migration. Through studies of physical processes and human activity, children learn to care for their environment, make informed decisions about their surroundings and contribute positively to their community. Learning is practical and enquiry-led so children see how geographical knowledge matters for everyday life and for the future of the planet.

YEAR GROUP BREAKDOWN

Year 1

Children begin by exploring their immediate environment, locating their home on aerial photographs and carrying out fieldwork to improve their school playground. They learn to record daily weather patterns and are introduced to global geography by exploring what it is like to live in Shanghai, identifying both human and physical features.



Year 2

Children compare hot and cold places globally, such as the North and South Poles versus Kenya, and learn the four cardinal compass points. They explore the world's oceans and study the physical features of the coast, specifically looking at how land use and tourism affect the Jurassic Coast.

Year 3

The curriculum moves into physical processes, including the Earth's layers, tectonic plates, and the formation of volcanoes and earthquakes. Children use latitude and longitude to study polar climates in Antarctica and compare urban and rural settlements by looking at their local area alongside New Delhi.

Year 4

Children develop a deep understanding of biomes and ecosystems, specifically the layers of the Amazon rainforest and the global impact of human activity. They investigate global trade by mapping where their food comes from and explore the water cycle and the use of major rivers.

Year 5

Children study the impact of tourism and climate in the Alps and investigate why oceans matter, with a specific focus on pollution and climate change in the Great Barrier Reef. They also explore hot desert biomes and learn how humans interact with these extreme environments.

Year 6

In their final year, children explore complex global issues such as why populations change, migration "push and pull" factors, and the future of renewable energy. The year culminates in an independent fieldwork enquiry, where children observe, measure, and present their own study of the local area.

PROGRESSION

Locational Knowledge

Children move from identifying their school and local area to locating the world's seven continents and five oceans. By Upper Key Stage 2, they are confidently using longitude, latitude, and time zones to reference locations globally and can identify significant environmental regions in Europe and the Americas.

Human and Physical Geography

Progression begins with observing local seasonal weather and distinguishing between natural and man-made features. This evolves into understanding complex processes like tectonic plates and the water cycle. Finally, pupils analyse global economic activity, the distribution of natural resources, and the environmental impacts of human migration.

Geographical Skills and Fieldwork

Skills advance from drawing simple picture maps of the classroom to using Ordnance Survey (OS) maps with 4 and 6-figure grid references. Children move from guided walks to designing their own enquiry questions,



selecting data collection methods like interviews or GIS (Geographical Information Systems), and drawing their own conclusions.

HOW PARENTS CAN SUPPORT

- **Explore Maps Together:** Use paper maps or digital tools when planning a journey; encourage your child to identify landmarks or symbols you might see.
- **Notice the Weather:** Discuss how the weather changes each day and how it might be different in other parts of the world you see on the news.
- **Be a "Local Explorer":** On walks, look for human features (like shops or offices) and physical features (like hills or rivers).
- **Talk about Sustainability:** Discuss where your food comes from or how your family can save energy, linking to their learning on fair trade and renewable resources.

GLOSSARY OF TECHNICAL TERMS

- **Fieldwork:** Practical geographical research conducted **outside the classroom** to observe and record features.
- **Biome:** A large global region sharing a similar **climate, landscape, and wildlife** (e.g., rainforest or desert).
- **Climate Zone:** Areas of the world with **similar climate patterns**, such as equatorial or polar zones.
- **OS Map (Ordnance Survey):** Detailed maps used to show **human and physical features** as standardized symbols.
- **Grid Reference:** A set of numbers used to **locate a specific square** or point on a map (e.g., 4 or 6-figure).
- **Enquiry-based Question:** An **open-ended question** used for research where children find the answer through data collection and investigation.
- **GIS (Geographical Information Systems):** A **digital system** used to manage and analyse map data.