



King's Meadow
Academy

Geography Curriculum Overview



*“Happy children who are confident,
independent and thoughtful.”*

Our Curriculum Design

At Kings Meadow Academy, we view Geography as a subject that introduces children to a lifelong conversation about being at home on planet Earth.

Our Geography curriculum is driven by:



motivating children by making links and experiences about our community and the wider world



developing creativity by sparking pupil's curiosity about the world around them



making links with our local community, comparing this with other communities around the world

We use the **Kapow scheme of work** to supplement our curriculum, which is grounded in both the **EYFS framework** and **National Curriculum**. Across EYFS and KS1, our pupils are in single age year groups, which enables all of the core foundational knowledge and skills to be embedded within a specific set of **3 units in a yearly cycle**.

The units planned over the year weave three core concepts of
place, space, scale,
interdependence,
environmental interaction and sustainable development

We have identified specific **fieldwork opportunities** within each year group that draw on our **school, local area** so that our pupils can build confidence and proficiency in using a range of methods to **observe, measure, record** and **present** their findings.

Our curriculum is designed to enable our children to work towards an understanding of the 'big ideas' in Geography outlined below by the end of KS2. This cumulative knowledge is developed over time to enable pupils to develop a secure understanding.



















By the time a child reaches Y6 we expect them to know:




1. The scale and size of places studied: Wakefield is in West Yorkshire, England, the United Kingdom, Europe
2. London is an important city as our capital city
3. Hull is a significant coastal city on the Yorkshire coastline and the Yorkshire coastline is constantly under threat of erosion
4. The 7 continents are Asia, North America, South America, Europe, Africa, Australia (Oceania is a Region) and Antarctica and the 5 oceans across the world are the Arctic Ocean, Atlantic Ocean, Indian Ocean, Pacific Ocean and Southern Ocean.
5. Earth's climate zones consist of tropical, dry, temperate, continental, and polar zones.
6. Biomes are classified according to the plants/animals that live there: aquatic, grassland, forests, desert, and tundra
7. The major lines of latitude are The Arctic Circle, The Antarctic Circle, the Tropic of Cancer, the Tropic of Capricorn and the Equator, and an important line of longitude is the Prime Meridian.
8. Our local river system is the River Dearne which flows into the River Don. Other major world rivers are the Thames, Yangtze, Amazon and Onyx
9. The physical processes on Earth create constant change; creating mountains, valleys, volcanoes, causing earthquakes and erosion (wind and water) and that humans actions have a positive and negative impact on these changes
10. We have trade links with countries around the world, accessing fossil fuel, raw materials, and food.
11. Different types of maps can be used to identify aspects of physical and human geography.



Our Learning Cycles

Below is an overview of our unit titles, which are colour coded to show the overarching substantive concept that pupils make prior knowledge links to.

	AUTUMN	SPRING	SUMMER
EYFS	 <p>Where is my home?</p>	 <p>What's it like to live in a cold place?</p>	 <p>How are place around the world different?</p>
Y1	 <p>What is it like here?</p>	 <p>What is the weather like in the UK?</p>	 <p>What is it like to live in Shanghai?</p>
Y2	 <p>Why is our world wonderful?</p>	 <p>Would you prefer to live in a hot of a cold place?</p>	 <p>What is it like to live by the coast?</p>
Y3 / 4 Cycle A	 <p>How diverse are our local landscapes?</p>	 <p>What's special about rivers and why is the water cycle important?</p>	 <p>Why do people live near volcanoes and earthquakes?</p>
Y 3 / 4 Cycle B	 <p>Where do people live and why?</p>	 <p>Why is the Lake District a National Park?</p>	 <p>Why are rainforests important?</p>
Y5	 <p>What is life like in the Alps?</p>	 <p>Would you like to live in the desert?</p>	 <p>Why do oceans matter? Australia – Great Barrier Reef</p>

Y6	 <p>Why does population change?</p>	 <p>Where does energy come from?</p>	 <p>How can we make our local area better for children and young people?</p>
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YR	Autumn	Spring	Summer
Knowledge & Skills	<p style="text-align: center;">Where is my home?</p> <ul style="list-style-type: none"> Understand the difference between a path, road and street. Name the road or street where they live. Share photographs of where they live and discuss. Name the different types of buildings people live in. My house, family and local surroundings Naming and describing people who are familiar. Draw simple plans of an area of the classroom compared to an aerial photograph. Learn about special people in the community 	<p style="text-align: center;">What is it like to live in a cold place ?</p> <ul style="list-style-type: none"> <i>Maps from imaginary story settings such as 'We're going on a Bear Hunt', 'What the Ladybird heard', 'Rosie's walk', 'The Gruffalo', 'Little Red Riding Hood'</i> <i>Draw map of local area /roads / familiar journeys e.g. Journey to school</i> <i>Understand that some places are special to members of their community</i> <i>Recognise some similarities and differences between life in this country and other countries with a focus on France, Africa and North/South America.</i> 	<p style="text-align: center;">How are places around the world different?</p> <ul style="list-style-type: none"> Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, nonfiction texts and – when appropriate – maps.
Fieldwork	Walk around the local community to identify topographical features documented by photographs to use as discussion prompts	Children to use the school grounds to create story sticks and draw sketch maps within the provision. Creation of treasure maps and link to pirate theme.	Children to use globes and large maps of the world to talk about different places in stories and to start to develop a sense of place and space.
Continuous Provision	<ul style="list-style-type: none"> World Map on display in the classroom to regularly discuss places children have visited on holiday and to locate places of interest or places that arise in books and topics. A range of books linked to areas focus on different places, cultural identity/awareness and environmental impact. Small world enhancement focus to apply skill learnt such as map making, creating plans/buildings etc Beebots, and explore seasonal/daily weather patterns. Access to cameras, clipboards and recording media to capture observations of the natural world in and around the school grounds. 		
Y1	Autumn	Spring	Summer

Knowledge & Skills	<p>What is it like here?</p> <ul style="list-style-type: none"> Locating where they live on an aerial photograph, children recognise local features They create maps using classroom resources before drawing simple maps of the school grounds Locate Wakefield on a map and identify it as a city within West Yorkshire Pupils use maps and simple routes around the school grounds and carry out an enquiry about where school improvements need to be made Pupils compare how they get to school and what method of transport they use 	<p>What is the weather like in the UK?</p> <ul style="list-style-type: none"> Identify the 4 countries that make up the UK Identify Wakefield as their nearest city Studying the countries that make up the UK, children discuss the four seasons and the associated weather Children consider how our weather differs from other countries and look at extreme weather conditions around the world Children will keep a weather diary and find out about hot and cold places in the UK using weather mapping with a simple key 	<p>What is it like to live in Shanghai?</p> <ul style="list-style-type: none"> Using a world map to start recognizing continents, oceans and countries outside the UK with a focus on Shanghai Children identify physical features of Shanghai using aerial photographs and maps before identifying human features through exploring land use Compare the human and physical features of Shanghai to the features in Wakefield and collect simple data
	Fieldwork	Map the school classroom and the school grounds	Children will establish a weather station in the outdoor area and record their findings in simple tables
Y2	Autumn	Spring	Summer
Knowledge & Skills	<p>Why is our world wonderful?</p> <ul style="list-style-type: none"> Learning the names and locating the oceans of our world, children consider the importance of water and how we use it They identify features and major characteristics of the UK (capital cities and 	<p>Would you prefer to live in a hot of a cold place?</p> <ul style="list-style-type: none"> Children are introduced to the basic concept of climate zones (including the polar regions and deserts) and map out hot and cold places globally Children compare features at the North and South Poles and Benin as well as in Wakefield and West Yorkshire 	<p>What is it like to live by the coast?</p> <ul style="list-style-type: none"> Pupils name and locate continents and oceans of the world and revisit countries and cities of the UK Children learn about the physical features of the East Yorkshire coastline and how humans have interacted with this over time including

	<p>key landmarks) and find out about some wonders of the world</p> <ul style="list-style-type: none"> Children use this to consider what is unique about our locality in Kinsley – using fieldwork to find this out 	<ul style="list-style-type: none"> Pupils learn about the four compass points and recap the names and locations of the 7 continents 	<p>introducing land use, settlements and basic tourism</p> <ul style="list-style-type: none"> The East Yorkshire coastline is then compared to Wakefield in terms of physical differences
Fieldwork	Revisiting the local community to gather research of our locality	Orienteering activities in the school grounds for compass points and basic directions	School trip to the East Yorkshire coastline to look at similarities and differences
Books/ Websites	<p>Five Little Fiends (Dyer, S) Little Blue Planet: Investigating Spaceship Earth (Owens, P) www.oxfam.org/education/resources/mapping-our-world www.nasa.gov</p>	<p>One Day on our Blue Planet (Bailey, E) Antarctica (Cowcher, E) Rainbow Bird (Maddern, E and Kenaway, A) Living in the Freezer: Investigating polar environments (Richardson, P) How deserts are expanding; polar bear/ meerkat (Youtube)</p>	<p>The River: An Epic Journey to the Sea (Clulow, H) The Wind in the Willows (Grahame, K) www.peakware.com/peaks www.tagxedo.com</p>
Y3/4 (A)	Autumn	Spring	Summer
Knowledge & Skills	<p>How diverse are our local landscapes?</p> <ul style="list-style-type: none"> Learn about the human and physical features in Kinsley Understand why features are located in a particular place Know there are different types of land uses in Kinsley Understand how land use has changed over time How land use has affected wildlife Understand that farming is a type of land use 	<p>What's special about rivers and why is the water cycle important to us?</p> <ul style="list-style-type: none"> Pupils find out about the water cycle and its importance Understand the process of the water cycle They map out the world's major rivers, paying particular attention to the Yangtze (links to Shanghai), the Amazon (links to rainforests) and the Onyx (links to Antarctica) Pupils study the River Dearne (Barnsley) and learn about how rivers are formed 	<p>Why do people live near volcanoes and earthquakes?</p> <ul style="list-style-type: none"> Pupils learn about the 4 different layers of the Earth They learn about how mountains are formed and explain why volcanoes happen and where they occur Pupils recognise the positive and negative effects of living near a volcano – focussing on Mount Etna Pupils compare the effects of this to the eruption of Eyjafallokull in 2010 to further enhance their understanding of how volcanic activity affects people around the world Pupils explain what earthquakes are and how they occur

	<ul style="list-style-type: none"> Use aerial, OS maps to identify features in Kinsley in Kinsley 		
Fieldwork	<p>Visit the local area to locate physical and human features</p> <p>Research local recreational land use within Kinsley</p>	<p>River Dearne</p> <p>Visit to create sketch maps of features</p>	<p>Undertake observe and record the location of rocks around the school grounds and discuss findings.</p>
Y3/ 4 (B)	Autumn	Spring	Summer
Knowledge & Skills	<p>Why do people live and why?</p> <ul style="list-style-type: none"> Children are introduced to the regions and counties in England Children explore the different types of land use and how this differs between rural and urban areas Pupils consider their prior learning on volcanoes and explain why some areas are more sparsely populated Children make land use comparisons with India to find key similarities and differences between settlements 	<p>Why is the Lake District a National Park?</p> <ul style="list-style-type: none"> Children have a greater understanding of a UK region (Lake District) Describe characteristics in terms of landscape, climate, weather and industry. Know about the tourism is a major industry and that towns like Keswick are tourist Centre's. Some children will be able to make comparisons with other regions studied. 	<p>Why are rainforests important to us? South America</p> <ul style="list-style-type: none"> Linking climate and biomes, children locate the Amazon rainforest and explain how the vegetation links to the two tropics Children investigate the physical features of a rainforest and the layers, considering how plants adapt to these conditions Children learn about the people who live in the Amazon and discuss the impact of human activity globally
Fieldwork	<p>Revisit to the local environment to discover why certain physical and human features are in certain locations</p>		

Books/ websites	<p>India, Incredible India (Bilan, J) Himalaya (Marino, S) Ajay and the Mumbai Sun (Shah, V) India Country Profile - National Geographic Kids</p>		<p>Europe Puzzle 2024 Geography Learning Game (planeta42.com) Mountains of the world (Braun, D) Big Picture Atlas (Bone, E)</p>
Y5	Autumn	Spring	Summer
Knowledge & Skills	<p>What is life like in the Alps?</p> <ul style="list-style-type: none"> Children build knowledge of naming countries in Europe Pupils discover the climate of mountain ranges and consider why people choose to visit the Alps – with a particular focus on Innsbruck (European region) Children investigate tourism within the local area and compare to Innsbruck, mapping recreational land use and presenting their findings 	<p>Would you like to live in the desert? North America</p> <ul style="list-style-type: none"> Pupils recap on biomes and their various characteristics before honing in on deserts Pupils map deserts around the world, and focus on those in North America Children investigate the materials bauxite, coal and tin from North America and explain their uses and influence around the world Pupils then compare how humans interact with the desert and how they have adapted to live their to their own lives in England 	<p>Why do oceans matter?</p> <ul style="list-style-type: none"> Pupils learn about the importance of our oceans and describe the location and significance of the Great Barrier Reef They consider how pollution is damaging our marine environments before considering how they can contribute by making eco-friendly choices Pupils use fieldwork skills to investigate pollution
Fieldwork	<p>Visit the forest school/ local woodland to look at topographical features and how these compare to the rainforest</p>	<p>Create sketch maps of an identified desert area including labels and keys from collected photographs and digital observations.</p>	<p>Revisit East Yorkshire coastline (from Y2) to take part in a beach clean up operation</p>
Y6	Autumn	Spring	Summer
Knowledge	<p>Why does population change?</p>	<p>Where does our energy comes from?</p> <ul style="list-style-type: none"> Pupils recognize what energy is and why renewable energy is important 	<p>How can we make our local area better for children and young people?</p>

	<ul style="list-style-type: none"> • Pupils look at global population distribution and explain why some areas are more populated than others • Children explore factors that affect birth and death rates and use case studies to illustrate these • Children consider migration and immigration and study news articles before deciding on a letter to formulate to the government • Pupils study how the population is impacting on our environment and compare the population of Wakefield now and in the past linking to urban sprawl 	<ul style="list-style-type: none"> • Children investigate how energy is created in the United States before comparing this to how energy is created in the United Kingdom • Pupils conduct a fieldwork study into the most appropriate place for a solar panel to be placed on the school grounds 	<ul style="list-style-type: none"> • Pupils explore using digital mapping, data collection, photographs and analysis to map the amenities in the local area of Kinsley • Children create presentations to explain small changes that can be made to improve the quality of their local area in terms of recreation, tourism and amenities
Fieldwork	Pupils explore population records and examine maps of the locality (using Digimaps) to investigate changes in context over time	Trust Electric Vehicle provider (Octopus Energy) invited into school to support with the fieldwork study around solar panels	Local councillor/ MP to be invited in for children to present to

Our Disciplinary Knowledge Progression

Key Area	EYFS	Y1	Y2	KS2			
Locational Knowledge	<p>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p> <p>Know how to talk about some specific features of an environment, location or country that they have been learning about.</p>	<p>Know and identify on a map the four countries that make up the United Kingdom (England, Wales, Scotland and Northern Ireland).</p> <p>Know the corresponding capitals for the countries of the UK and identify them on a map (London, Cardiff, Edinburgh, and Belfast).</p> <p>Know and identify (on a map) the surrounding seas of the UK (North Sea, Atlantic Ocean, English Channel and Irish Sea).</p>	<p>Know and identify on a map the 7 continents (Europe, Asia, Africa, North America, South America, Australasia and Antarctica).</p> <p>Know and identify on a map the 5 oceans (Atlantic, Pacific, Indian, Arctic, Southern).</p>	<p>Know and locate cities and counties in England on a map.</p> <p>Know the location of the world's countries using maps (focus on Europe).</p> <p>Know the capital cities of key identified countries.</p> <p>Know where the Northern and Southern Hemisphere are on a map.</p> <p>Know key topographical features in areas of the UK and other countries.</p> <p>Know that longitude lines go vertically across a map and latitude lines go horizontally across a map.</p> <p>Know there are time zones.</p>	<p>Know the location of the world's countries using maps (focus on North and South America).</p> <p>Know where the Equator, Northern and Southern Hemisphere are on a map.</p> <p>Know to compare and contrast key topographical features in the UK and other countries.</p> <p>Use lines of longitude and latitude to identify countries on a map.</p> <p>Know some other time zones and how they compare to Greenwich Mean Time.</p>	<p>Name and locate four countries from the Northern Hemisphere and four countries from the Southern Hemisphere.</p> <p>Know what a tropic is. Know that the Tropic of Cancer is in the Northern Hemisphere. Know that the Tropic of Capricorn is in the Southern Hemisphere.</p> <p>Know the tropics and the region where the sun passes directly overhead.</p> <p>Know to compare and contrast land use and key topographical features in the UK and other countries.</p> <p>Know world time zones and compare with Greenwich Mean Time.</p>	<p>Know the location of some countries in relation to each other using a map e.g. the UK is north of France.</p> <p>Know where the equator, Tropic of Cancer and Tropic of Capricorn are on a world map.</p> <p>Name countries that are on the Tropic of Cancer.</p> <p>Name countries that are on the Tropic of Capricorn.</p> <p>Know to compare and contrast land use and key geographical features in countries and know changes over time in the UK and begin to comment on changes over time linked to studies in Europe and North/South America.</p>

<p>Place Knowledge</p>	<p>Know that some places are special to members of their community.</p> <p>Know that there are different countries in the world and talk about the similarities and differences they have experienced or seen in photos.</p>	<p>Local: Know about the local area surrounding our school.</p> <p>Know that the United Kingdom is an island in Europe.</p> <p>Know that all streets have a name and a post code. Know their own address and the address of the school.</p> <p>Know local buildings in the surrounding locality (school, shop, church, houses) linked to the locality walk.</p> <p>Know the types of houses that are in our local area (flats, terraced, semi detached, detached)</p>	<p>UK: Know that the region we live in is called the East Midlands. Know that the continent we live in is called Europe.</p> <p>Know that the United Kingdom is a group of islands which are part of the European Continent.</p> <p>Europe: Know the similarities and differences between a small area of the United Kingdom and of a small area in a non- contrasting European country.</p> <p>World: Know features of hot and cold places in the world- weather, housing and wildlife.</p>	<p>UK: Know what a county is and know local counties.</p> <p>Europe: Know the names of and locate at least five European countries. Know the names of a number of European capitals.</p> <p>Know the main differences between living in the UK and another country.</p>	<p>UK: Know and explain details about the UK including towns and cities, land use and topographical features.</p> <p>Europe: Know how to compare two different places in different countries including climate differences, language and famous landmarks in both places.</p> <p>World: Know where North and South America are.</p>	<p>Know the key geographical similarities and differences between England and another country in the world.</p> <p>Know the climate differences between the two places. Know the primary language spoken. Know what both places are famous for.</p>	<p>Know how to compare and contrast living in the UK and another country in the world.</p> <p>Know some 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>
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<p>Human and Physical Geography</p>	<p>Develop positive attitudes about the differences between people.</p> <p>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p> <p>Talk about members of their immediate family and community. Know how to name and describe people who are familiar to them.</p> <p>Recognise some environments that are different to the one in which they live.</p>	<p>Know the weather is changeable and this makes the seasons.</p> <p>Know that the weather can be in more than one season.</p> <p>Know weather-specific vocabulary and link words to the correct seasons</p> <p>Use geographical language to describe the weather patterns and record observations over time using weather symbols.</p> <p>Know where the Equator, North and South Pole are on a globe and world map.</p>	<p>Know and name the following physical geography vocabulary to describe a European and non-European settlement (coast, cliff, mountain, beach, forest, hill, sea, ocean, river and valley).</p> <p>Know and name the following human geography vocabulary to describe a European and non-European settlement (city, town, village, factory, farm, house, office, port, harbour and shop).</p>	<p>Know key aspects of human geography and physical geography such as how rivers are formed, the water cycle.</p> <p>Know and use key vocabulary relating to these features.</p>	<p>Know and use key vocabulary relating to aspects of human and physical geography.</p> <p>Know geographical processes and be able to explain them such as the formation of mountains and their effect on the water cycle.</p>	<p>Know and discuss reasons for changes in climate and results in climate change</p> <p>Know and describe geographical processes and features using key vocabulary.</p> <p>Know how different settlers used the land.</p>	<p>Know about land use for economic activity including trade links and the distribution of natural resources.</p> <p>Know and explain the impact of changes in land use over time.</p>
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<p>Geographical Skills and Fieldwork</p>	<p>Draw information from a simple map.</p> <p>Know how to draw a simple map and talk about things they can see or have found out from a map.</p> <p>Knows how to build and create features of environments in their play and can talk about and identify things they can see in the environment, a photograph or map using some key vocabulary.</p>	<p>Know, from undertaking fieldwork, that information can be gathered about our local area by observing the traffic in a survey (link maths – pictograms).</p> <p>Create a map of the school grounds.</p> <p>Know their address including the postcode.</p> <p>Know that we use an atlas, globe and a map to find out information about countries.</p> <p>Know where the UK is on a world map and globe.</p> <p>Know and identify the 4 countries of the UK on a map of the UK.</p> <p>Know and identify the capital cities of the 4 countries of the UK.</p> <p>Know where the equator, North Pole and South Pole are on a globe.</p>	<p>Know the four points of a compass (North, East, South and West).</p> <p>Know and use the positional language when describing location and position.</p> <p>Know that the orientation of a compass is North.</p> <p>Create a simple map of the local area with a key.</p> <p>Know how to use a virtual map to gather information, using index, search bar, zooming tool and orientation.</p> <p>Know how to use aerial photographs (including Google Earth) to identify key landmarks- both physical and human (e.g. over London – Big Ben, River Thames, London Eye, bridges, and transport system).</p> <p>Know and label the 7 continents of the world on a world map.</p>	<p>Know how to use world maps to identify countries of the world.</p> <p>Use world maps to identify the location of key features such as volcanoes.</p> <p>Observe how land has been used using a range of OS maps and aerial photographs, such as in Sherwood Forest.</p> <p>Know and name the 8 points of a compass and use them to describe position.</p> <p>Identify the Northern and Southern Hemisphere.</p>	<p>Know how to use world maps to identify countries of the world and their capitals.</p> <p>Use road maps to plan a journey.</p> <p>Use OS maps to build knowledge of the UK.</p> <p>Use four-figure grid references to build knowledge of the UK. Measure and record rainfall precisely and make observations from findings.</p> <p>Measure and record temperature precisely and make observations from findings.</p>	<p>Know how to use graphs to record features such as temperature or rainfall across the world.</p> <p>Know that rainfall and temperature can be presented in graphs and know how to interpret this information (link to maths).</p> <p>Know and use symbols and keys to build their knowledge of the UK.</p> <p>Use four-figure grid references on OS maps to locate positions and know how contour lines are used.</p>	<p>Use six-figure grid references on OS maps to locate positions.</p> <p>Locate the equator, Tropic of Cancer and Tropic of Capricorn on a map.</p> <p>Know what various OS symbols represent.</p> <p>Use lines of longitude and latitude to locate places.</p> <p>Recognise and use time zones and identify the Greenwich meridian.</p> <p>Use Google Earth to find countries, places of interest and follow a river.</p>
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