Subject Curriculum Map and Rationale

Geography

Geography in the Early Years Foundation Stage

EYFS	Development Matters 3&4 Years will learn to:	Development Matters Children in Reception will learn to:	Statutory Framework Early Learning Goals
Maths	Understand position through words alone. For example, "The bag is under the table," – with no pointing. Describe a familiar route. Discuss routes and locations, using words like 'in front of' and 'behind'		
Understanding the world	Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. Begin to understand the need to respect and care for the natural environment and all living things. Use all their senses in hands-on exploration of natural materials.	Draw information from a simple map. Understand that some places are special to members of their community. Recognise some similarities and differences between life in this country and life in other countries. Recognise some environments that are different to the one in which they live. Understand the effect of changing seasons on the natural world around them.	People Culture and Communities Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps. The Natural World Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences
Topics	**Autumn** **Who is a good friend?** **Once upon a time**	**Spring** **What happens when we are asleep?** **Ready, Steady, Grow**	**Summer** **Are we there yet?** **Fun in the sun!**

Geography Curriculum Map

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	Spatial Sense		The UK		Seven Continents	
Year 2	Spatial Sense		The British Isles		North Europe	
Year 3	Spatial Sense		Settlements		Rivers	
Year 4	Spatial Sense		UK Geography: London and the South East		Mediterranean Europe	
Year 5	Spatial Sense		Mountains		Local Study	
Year 6	Spatial Sense		British Geographical Issues		South America	

Geography Rationale

Our curriculum is knowledge rich and has been developed using the curriculum map from Primary Knowledge Curriculum combined with subject leader expertise to create the St Wilfrid's curriculum; ensuring the best possible curriculum to meet the needs of all of our pupils.

This means the knowledge children will gain has been carefully specified, ordered coherently and builds over time. As children work through our geography curriculum they will know more, understand more and remember more about the world around them. A good geographical understanding relies on firm foundations of knowledge and skills. The skills our curriculum develops, like the knowledge, are specified, ordered coherently and progress over time. This curriculum structure helps pupils to deepen their understanding of physical and human geographical processes, fostering curiosity and fascination for the world we live in.

Approaching primary geography with a knowledge rich focus means that the knowledge children will be taught has been identified, in each year group, in each unit and in each lesson. As children work through the curriculum they will know more and understand more about their local area, the UK, Europe and the World. This rigorous approach, covering and going beyond the requirements of the National Curriculum, leaves nothing to chance, building geographical knowledge and understanding in a way that builds on children's prior knowledge, allowing them to make meaningful connections and gain an understanding of how our world is connected.

Conceptual understanding is at the heart of our curriculum. Children will learn about key geographical concepts such as place, space, the environment and interconnection. Over time, working through an essential process of elaboration, children will add to their conceptual understanding with many examples of geographical knowledge in context. Children will become more skilled at answering questions such as; what is it like to live in this place? What are the challenges of this environment? How have people changed this landscape over time?





Geography Rationale

Each year our geography curriculum begins with a 'Spatial Sense' unit that explicitly teaches geographical skills such as locating places on a map, positioning items on a map, using symbols in a key, interpreting scale, reading climate graphs, identifying locations using co-ordinates, interpreting population data, identifying elevation on relief maps and more. The spatial sense units for each year group are positioned at the beginning of the year to explicitly teach skills which will then be used in context throughout the rest of the year as children apply those skills to learn more about people, places and the environment. The spatial sense units build on prior knowledge before moving children on as the level of challenges increases from year to year.

In Key Stage One the Spatial Sense units require children to undertake fieldwork and use observational skills to study the geography of their school and the surrounding environment. In Year 5 children will study a further unit on local geography where they undertake fieldwork to observe, record and present the human and physical features in the local area, focussing on an issue that the local area faces. The aim of the spatial sense units is to build children's geographical literacy so that they are able to use an atlas, maps and geographical data with ease to answer questions they may have about the world.
Rationale and National Curriculum Coverage



