

The Wolds Federation



The study of geography is about more than just memorising places on a map. It's about understanding the complexity of our world"

Barack Obama

Curriculum intent for geography

Our geography curriculum helps children to develop both the knowledge and the skills to become agents of change now by understanding the national, local and global context that they live in.

The curriculum offers the opportunity to study a range of topics that investigate the physical processes of our planet, human societies and the economic and environmental challenges within the local, national and global context. The geography curriculum at the Wolds Federation enables children to develop knowledge and skills that are transferable to other curriculum areas and which can and are used to promote their spiritual, moral, social and cultural development. Geography is, by nature, an investigative subject, which develops an understanding of concepts, knowledge and skills.

In the Wolds Federation we teach geography through a framework of three connected strands.

1. Contextual world knowledge

This strand teaches children about locations, places and geographical features

2. Understanding of the conditions, processes and interactions

This strand teaches children about how conditions, processes and interaction and how these explain features, distribution patterns and changes over time.

3. Geographical enquiry

Competence in geographical enquiry, and the application of skills in observing, collecting, analysing and communicating geographical information is a fundamental ability that runs through all the geography units of work

Strand 1 and 2 form our substantive knowledge and strand 3 is our disciplinary knowledge

In KS1 children study six topics that cover the local area and widens out to contrast the village most familiar to them to a nearby city. Their village is also compared to a village and a town in Ghana. The curriculum helps the children to learn the countries of the UK and their capital cities. In KS2, over a 4 year cycle the children learn more about the world as they studying a range of topic either focused on a particular region like South America or a particular theme like rivers.

KS1 topics

KS1 Cycle A

Autumn Term What is the difference between a village and a town?

Drifffield/Pocklington and the local area small town urban and rural living		
<i>Topic specific vocabulary</i>		<i>Farm, village, church, school, , market, town, shop, rural, urban</i>
Substantive knowledge	Contextual world knowledge	Know and use the terms village and town, been able to define features of both kinds of places. Know the name of their village and nearest town Know the meaning of the term rural and urban,
Substantive Knowledge	Understanding of conditions, processes and interactions	Know that Drifffield and Pocklington have markets/shops places for the local people to visit and get the things they need not available in their village.
Disciplinary knowledge	Geographical enquiry and mapping skills	Actively building spatial vocabulary: next to, near etc. Hand draw route map, how to get to nearest town. Map of main street in nearest town Understand and use simple symbols and keys on maps
Where does this topic fit?		
Foundation stage will have drawn maps and pictures of their classroom and their school.		
Explicit opportunities to develop SMCS		
Cultural development – An opportunity to celebrate what it means to be from East Yorkshire. An opportunity to celebrate and explore diversity.		

Spring Term What are villages like in Ghana? Are they like Bishop Wilton, Middleton or Beswick and Watton?

Comparison of a village in Ghana, Africa and a village in the UK		
<i>Topic specific vocabulary</i>		<i>City, village, UK, Ghana, weather, Africa, school, same different</i>
Substantive knowledge	Contextual world knowledge	Cities in Ghana have similar features to those in the UK. Villages in Ghana also have the things that people need like schools
	Understanding of conditions, processes and interactions	Homes in rural Ghana look different to homes in the UK because they are built to use natural local materials and they suit the weather of the country There are things that are the same about schools in Ghana and things in UK schools

Disciplinary knowledge	Geographical enquiry and mapping skills	Use of aerial photographs of town and village Use photo and video to learn about a place
Where does this topic fit? This is a comparing topic to look at what towns look like in an African country and see that there is much that is the same as the UK. The challenge is to establish that the village in Ghana still has features that villages have in the UK but they may look different.		
Explicit opportunities to develop SMCS Social development – Case studies of communities and social settings to gain awareness of different social-economic backgrounds. Spiritual development – Fascination in learning about the world around them.		

Summer Term What is it like on the coast?

Bridlington and the seaside		
Topic specific vocabulary		Harbour, beach, coast, sea, ocean, town, shop, hotel, cafe
Substantive knowledge	Contextual world knowledge	Bridlington is a town on the East Coast of England and the sea is the North Sea.
	Understanding of conditions, processes and interactions	Bridlington is a fishing town Bridlington is a holiday town and people visit there People live in Bridlington. It is not just a holiday place. You can travel there in a car or on the train.
Disciplinary knowledge	Geographical enquiry	Using aerial photographs of Bridlington Route map to Bridlington Photographs of the local area Identify features on a map such as church, train station. Understand and use simple symbols and keys on maps
Where does this topic fit? This topic widens the experience of the local area to bigger than their village or local town. Bridlington can be compared to what was found in either Drifffield or Pocklington and being to compare. What is the same and why, what is different and why?		

KS1 Cycle B

Autumn Term When is a city a city?

Local Area of Hull and York city urban and local area		
Topic specific vocabulary		, port, city, river, estuary
Substantive knowledge	Contextual world knowledge	The nearest cities in our local area are Hull and York. Know the key things that make differences between a city, a town and a village, Know that Hull is a port with connections to other places in the world
	Understanding of conditions, the processes and interactions	Understand the place of Hull as a ferry port and as a place for goods to come in and out. Hull is a place where two rivers meet Understands that York is a city where two rivers meet. York is an old city and there is a wall round the oldest part of the city. York is famous for chocolate making
Disciplinary knowledge	Geographical enquiry	Using aerial photographs of Hull/York Route map to Hull/York Photographs of the local area Following given route map through the city centre to find different places
Where does this topic fit? This is a broadening of the local area and takes a step out again from village to town to city.		
Explicit opportunities to develop SMCS Social development – British Values – the connection to the wider world.		

Spring Term Why are there four capital cities in the United Kingdom?

The UK Focus on London and Edinburgh, Cardiff, Belfast		
Topic specific vocabulary		Country, capital city, sea, river
Substantive knowledge	Contextual world knowledge	Know the names of the four countries of the UK Know their capital cities Know that capital cities are often the biggest in the country
	Understanding of conditions, processes and interactions	Capital cities often have a parliament because they are the centre A king or a queen usually has a base in a capital
Disciplinary knowledge	Geographical enquiry	Use larger scale maps of the UK to identify position of countries and capital cities Describe their position in terms of simple compass points Use photographs to identify key features of each capital
Where does this topic fit? A topic to widen the children's understanding of geography of the UK. It follows on from their topic of study of the cities of Hull/York so some comparative work will be important to continue to build the understanding of city.		
Explicit opportunities to develop SMCS Moral development – To understand the civil and criminal law in England and to be able to compare to Ireland, Scotland and Wales.		

Summer Term Is the weather the same all over the world?

Weather Hot and cold places		
Topic specific vocabulary		Poles, Polar Regions, Equator, tropics, season, weather, temperatures, rainfall. climate
Substantive knowledge	Contextual world	Know that climate describes the weather over a period of time The world is split into different zones

	knowledge	It is colder at the poles It is warmer at the equator
	Understanding of conditions, processes and interactions	Other things can influence the climate such as mountains and whether a country is near the sea.
Disciplinary knowledge	Geographical enquiry	Use a globe to locate hot and cold place Equator link vocabulary and spatial knowledge to places studied e.g. Kenya is on the Equator.

KS2 topics

Cycle A

Autumn Term Who and where are the countries of Europe?

Study of Europe including Russia		
Topic specific vocabulary		Latitude, longitude, grid lines, grid reference, mountain ranges, volcanoes, seas, rivers, capital city, continents, climates
Substantive knowledge	Contextual world knowledge	Map countries in Europe and their key characteristics. Know capital cities of Europe
	Understanding of conditions, processes and interactions	
Disciplinary knowledge	Geographical enquiry	Use eight-point compass points to describe position relative to another point Locate countries and capitals on a Europe wide map, using grid references To ask or initiate geographical questions and use different sources as sources of information
Where does this topic fit?		
This builds on the KS1 unit where they studied the countries of the UK and expands the children circle of understanding to a wider area.		
Explicit opportunities to develop SMCS		
Social and Spiritual development – Understanding our space in the world compared to others.		

Spring Term How can physical events shape a place?

Volcanoes		
Topic specific vocabulary		Natural disaster, tectonic plates, magma, lava, active, dormant, ash cloud, lava, vent, molten, eruption
Substantive knowledge	Contextual world knowledge	A volcano is a hole in the surface of the earth where the molten rock from the centre of the earth can get through The surface of the earth is the crust. It is like a jigsaw and the pieces are called plates. Earthquakes and volcanoes happen in particular places
	Understanding of conditions, processes and interactions	Earthquakes and volcanoes can have a profound effect on buildings and infrastructure of a place
Disciplinary knowledge	Geographical enquiry	Use google earth and satellite photos to locate volcanoes and major mountain ranges Use atlases to find volcanoes
Where does this topic fit? The concepts of earthquakes and volcanoes is a stand-alone topic but using mapping skills to locate gives a wider knowledge of geography of place.		

Summer Term What happens to a river as it flows to the sea?

Rivers		
Topic specific vocabulary		Tributary, bed, delta, ox bow lake, flood plain, meander, surface, deposition, transportation, confluence, mouth, source, erosion
Substantive knowledge	Contextual world knowledge	Know the names of the longest river in Africa and in the UK
	Understanding of conditions, processes and interactions	Know the main features of a river as it travels from the source to the sea. Know the impact that a river has on the surrounding land

Disciplinary knowledge	Geographical enquiry	Locate and map major rivers in the world and UK. Zoom in to places and features studied e.g. The River Severn and the River Nile
Where does this topic fit? The Nile is chosen to link to the topic of Ancient Egypt with the flooding of the Nile a key feature of the success of farming for the civilisation. The children briefly look at the Aswan dam and the differences that this brought to the area. Then the children study the River Severn and use more detailed maps to look at the river. There is also a lesson on flooding in this country and the impact that this can have.		

KS2 Cycle B

Autumn Term Why does the earth have so many different climate zones?

Climate zones, biomes and the water cycle		
Topic specific vocabulary		Condensation, evaporation, precipitation, transpiration, water cycle, biomes, climate zones, vegetation belts, tropical, arid, Mediterranean, temperate, continental and polar.
Substantive knowledge	Contextual knowledge	The water cycle is the continuous journey of water from oceans and lakes, to clouds, to rain, to streams, to rivers and back into the ocean again. There are six climate zones that depend on relative position to the equator and their rainfall.
	Understanding of conditions, processes and interactions	The vegetation in climate zones are different because of the temperature and the rainfall.

Disciplinary knowledge	Geographical enquiry	Using temperature and rainfall data to make comparisons and draw conclusions Use photographs and aerial photographs as sources
Where does this topic fit? The water cycle needs to be taught as a process but then this unit will build much further on the idea of climate from KS1 topic hot and cold places. This unit will refine the idea further of rainfall and the impact on biomes e.g. rainforests, deserts etc.		

Spring Term What makes Greece such an attractive place for holidaymakers?

Geography of Greece		
Topic specific vocabulary		Landscape, settlement, mountainous region, island, climate, tourism,
Substantive knowledge	Contextual world knowledge	Know that Greece is a set of islands Place Greece in southern Europe.
	Understanding of conditions, processes and interactions	Mountain ranges and coastline have influenced where people live in Greece. Climate of Greece has a massive influence on why people visit the islands on holiday. History of the island affects why people visit Greece
Disciplinary knowledge	Geographical enquiry	Use of aerial photographs of country to observe island formation With support, analyse evidence and draw conclusions
Where does this topic fit? Children are going to study Ancient Greece as a history topic. It is a chance to look at how climate and physical geography come together		

Summer Term How erosion impacts on the physical geography of Scarborough?

Coastline and local geography	
Topic specific vocabulary	cliff, beach, waves, estuary, coastal, coastline, tide, sand dune, erosion

Substantive knowledge	Contextual world knowledge	The UK is a coastal national and there are a wide variety of different coasts around the UK These include cliffs, beaches and salt marshes
	Understanding of conditions, processes and interactions	The action of the sea and the waves works to alter the form and look of the coastline People manage this in a number of different ways.
Disciplinary knowledge	Geographical enquiry	use aerial photographs of coastal regions both past and present to identify key features and observe how coasts have changed (North Sea Coast etc.) Follow a route on a large scale map Begin to sketch simple maps and plans
Where does this topic fit? Children will already have studied the Bridlington seaside in KS1. A trip to the coast is essential but also using other images so that they do not get the idea that a coast always has cliffs and a beach. E.g. Solway salt marshes of the Cumbrian coast.		

KS2 Cycle C

Autumn Term Why do people settle in particular places?

Settlement and economic activities		
Topic specific vocabulary		Settlement, accessible, tourist, business, urban, service, pollution, industry, rural, urban, land use, farming, factory, community, products, industrial, population,, housing, agriculture, hamlet, village, town, city
Substantive knowledge	Contextual knowledge	To know that there are different settlement patterns in the UK All settlements must have 4 essential elements, shelter, water supply, food, fuel/electricity. There are other uses of land such as agriculture, industry, leisure, retail, housing, business
	Understanding of conditions,	Settlements need good transport links so people and goods and travel between them

	processes and interactions	
Disciplinary knowledge	Geographical enquiry	Features and symbols on an ordnance survey map. Photographs of the area including aerial photographs Follow routes on a map
Where does this topic fit? This the first time in KS2 that the children will be learning new information with a particular focus on economic geography. This is a good chance to look at major roads and motorways on maps and use route planners to look at distance between two places. Different kinds of settlement are a major part of KS1 geography but this topic will expand further to look at a range of economic activities including mining, fishing, heavy industry, power generation etc. There is also a clear link to the history idea of invaders and settlers and this region has made names with Roman, Anglo Saxon or Viking place names that give an idea of their origin.		

Spring Term Can humans cause changes to the climate?

Climate changes		
Topic specific vocabulary		Climate, weather, greenhouse gas, climate zones, climate change, arid, precipitation, flooding, drought, hurricane, sea levels, ice caps, rainforest
Substantive knowledge	Contextual world knowledge	Climate change is driven by a number of factors including burning fossil fuels and pollution, farming and deforestation.
	Understanding of conditions, processes and interactions	Climate change will cause rising temperatures and rising temperatures. Wildlife and people will be affected by these changes.
Disciplinary knowledge	Geographical enquiry	Use NASA Earth's visible light map to discuss energy use around the world. Analyse evidence and draw conclusions
Where does this topic fit?		

This topic links to science work but also build on the ideas on hot and cold places. Obvious links can also be made with the impact that climate change has on people and places in the same way that volcanoes and earthquakes do. The topic will also link with the idea of agents of change in their local and global community and actions we can take to stop climate change.

Summer Term Why is South America such a diverse continent?

South America		
Topic specific vocabulary		Continent, immigration, deforestation, migrate, renewable, natural resources, conservation, pollution, tropical. Time zone
Substantive knowledge	Contextual world knowledge	To know the names and locations of the countries of South America Know the names of major mountain ranges in South America
	Understanding of conditions, processes and interactions	Know there is a variety of climates in the countries of South America Know that there are a wide range of different exports from South American countries depending on their natural resources
Disciplinary knowledge	Geographical enquiry	Analysis of population figures and climate information about the region Use a variety of maps, photographs and other sources Use atlases to find out about to features of places
Where does this topic fit? This topic is included as a much more generic study of a particular continent. We cannot hope to cover everything in six lessons and this is an incredibly diverse continent. The focus is therefore to look at some key areas and compare them to the UK. This is one topic where the children have time to complete a personal in-depth research topic		

KS2 Cycle D

Autumn Term How does the physical geography of the Lake District impact on people who live or visit there?

UK Physical geography (Lake District)		
Topic specific vocabulary		Hills, valleys, national parks, river, mountain, lake,
Substantive knowledge	Contextual knowledge	To be able to locate the Lake District on a UK and describe the physical geography of the area. Know that the Lake District is a National Park

	Understanding of conditions, processes and interactions	To know that the physical geography of the Lake District impacts massively on the region To know that the Lake District is a popular tourist area because of its physical geography
Disciplinary knowledge	Geographical enquiry	Read features and symbols on an ordnance survey map. Use photographs of the area including aerial photographs to answer geographical questions
Where does this topic fit? Whilst this doesn't have to be the Lake District there is a nice range of hills, mountains, lakes, rivers etc to learn about. You could also look at contour lines on maps to get an ideal of steep land. There are also lots of good symbols on ordnance maps such as churches, youth hostels etc in the area. This topic will need to be adjusted for the needs of the children and their prior knowledge. It will certainly broaden their knowledge of a particular area of the UK, e.g. The Lake District, but it may be that a second area can be studied.		

Spring Term What makes Italy such an interesting country to study?

Italy and the UK		
Topic specific vocabulary		Europe, Rome, border, Mediterranean
Substantive knowledge	Contextual world knowledge	Italy is a country in Southern Europe, it is in the Mediterranean Sea It has a distinctive shape The capital city is Rome and there are many historical buildings Agriculture is important in Italy and they produce wine, fruit and vegetables and durum wheat for pasta

	Understanding of conditions, processes and interactions	The climate of Italy means it can grow different crops to those in the UK since it is warmer. The climate and the history of Italy means many people visit there on holiday
Disciplinary knowledge	Geographical enquiry	Analysis of population figures and climate information about the region Use a variety of maps, photographs and other sources
Where does this topic fit? This is studied at the same time as the Romans so it will be easy to make the link with Roman architecture and historical buildings. Italy is bordered by six other countries which makes it easy to broaden general knowledge. This includes the smallest country in the world, Vatican City, which is inside the city of Rome. There are also three active volcanoes in Italy which is another good link back to prior knowledge.		

Summer Term What are the major features of the North American continent?

North America		
Topic specific vocabulary		Continent, time zone, Mexico, Canada, Cuba, Costa Rica, Puerto Rico, Jamaica, Lake Superior, Golden Gate Bridge, Empire State Building, Greenland, White House, The Rockies, Niagara Falls, Statue of Liberty Mount Rushmore, Chichen Itca, Mississippi River
Substantive knowledge	Contextual world knowledge	To know the countries that make up the North America continent and their capital cities Know about some of the physical and human features of the North American continent
	Understanding of conditions,	Continent has distinctive and varied climate zones due to its sheer size.

	processes and interactions	
Disciplinary knowledge	Geographical enquiry	Use maps to locate countries as part of the continent Use globes and views from space to get an idea of scale. Use atlases to find out about features of places
Where does this topic fit? This another opportunity to broaden the children's experience of world geography but is an important chance to learn more about scale and size in comparison to UK. It is important that the idea of distance from the UK is empathised throughout the topic so the concept of distance and scale is developed.		

Continuous elements of geography.

There are numerous and frequent opportunities which geography conversation can take place. Children should repeatedly and wherever possible use globes and atlases. They will need to recap on the names of the continents and oceans, becoming more familiar through games and quick activities.

Use of an atlas to locate continents, countries, key features including digital maps to zoom in are vital so that children gain a real understanding of scale and how places interconnect.

Opportunities for “geography” conversations should be a regular part of daily life, for example news stories, sporting events such as the world or Olympics games. This would also include discussions about holiday destinations which offer that chance to talk about how you got there, what did you pass etc.

Progression of Disciplinary Knowledge in Geography

	Foundation Stage	KS1	Lower KS2	Upper KS2
Geographical enquiry	Explore the natural world around them.	- Teacher led enquiries, to ask and respond to simple closed questions. - Use information books as sources of information. - Investigate their surroundings. - Make observations about where things are e.g. within school, local area. - Children encouraged to ask simple geographical questions; Where is it? What's it like? - Use NF books, stories, maps, pictures/photos and internet as sources of information. - Investigate their surroundings - Make appropriate observations about why things happen. - Make simple comparisons between features of different places.	- Begin to ask/initiate geographical questions. - Use NF books, stories, atlases, pictures/photos and internet as sources of information. - Investigate places and themes at more than one scale - Begin to collect and record evidence - Analyse evidence and begin to draw conclusions e.g. make comparisons between two locations using photos/ pictures, temperatures in different locations. - Ask and respond to questions and offer their own ideas. - Extend to satellite images, aerial photographs - Investigate places and themes at more than one scale - Collect and record evidence with some aid - Analyse evidence and draw conclusions e.g. make comparisons between locations photos/pictures/ maps	- Begin to suggest questions for investigating - Begin to use primary and secondary sources of evidence in their investigations. - Investigate places with more emphasis on the larger scale; contrasting and distant places - Analyse evidence and draw conclusions e.g. compare historical maps of varying scales e.g. temperature of various locations - influence on people/everyday life - Suggest questions for investigating - Use primary and secondary sources of evidence in their investigations. - Investigate places with more emphasis on the larger scale; contrasting and distant places - Collect and record evidence unaided - 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

Direction Location	• Understand position through words alone • Describe a familiar route. • Discuss routes and locations, using words like 'in front of' and 'behind'.	• Follow directions (Up, down, left/right, forwards/backwards) • Follow directions NSEW	• Use 4 compass points to follow/give directions: • Use letter/no. co-ordinates to locate features on a map. • Use 4 compass points well: • Begin to use 8 compass points; • Use letter/no. co-ordinates to locate features on a map confidently.	• Use 8 compass points; • Begin to use 4 figure co-ordinates to locate features on a map. • Use 8 compass points confidently and accurately; • Use 4 figure co-ordinates confidently to locate features on a map. • Begin to use 6 figure grid refs; use latitude and longitude on atlas maps.
Drawing maps	•	• Draw picture maps of imaginary places and from stories. • Draw a map of a real or imaginary place. (e.g. add detail to a sketch map from aerial photograph)	• Try to make a map of a short route experienced, with features in correct order; • Try to make a simple scale drawing. • Make a map of a short route experienced, with features in correct order; • Make a simple scale drawing.	• Begin to draw a variety of thematic maps based on their own data. • Draw a variety of thematic maps based on their own data. • Begin to draw plans of increasing complexity.
Representation	•	• Use own symbols on imaginary map. • Begin to understand the need for a key. • Use class agreed symbols to make a simple key.	• Know why a key is needed. • Use standard symbols. • Know why a key is needed. • Begin to recognise symbols on an OS map.	• Draw a sketch map using symbols and a key; • Use/recognise OS map symbols. • Use atlas symbols.
Using maps	• Draw information from a simple map	• Use a simple picture map to move around the school; • Recognise that it is about a place. • Follow a route on a map. • Use a plan view. Use an infant atlas to locate places.	• Locate places on larger scale maps e.g. map of Europe. Follow a route on a map with some accuracy. (e.g. whilst orienteering) • Locate places on large scale maps, (e.g. Find UK or India on globe) • Follow a route on a large-scale map.	• Compare maps with aerial photographs. • Select a map for a specific purpose. (E.g. Pick atlas to find Taiwan, OS map to find local village.) • Begin to use atlases to find out about other features of places. (e.g. find wettest part of the world) • Follow a short route on an OS map. Describe features shown on OS map. • Locate places on a world map.

				Use atlases to find out about other features of places. (e.g. mountain regions, weather patterns)
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		KS1	Lower KS2	Upper KS2
Perspective		- Draw around objects to plan. - Look down on objects to plan view map.	- Begin to draw a sketch map from a high viewpoint. - Draw a sketch map from a high viewpoint.	- Draw a plan view map with some accuracy. - Draw a plan view map accurately.
Map knowledge	- Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. - Recognise some similarities and differences between life in this country and life in other countries.	- Learn names of some places within/around the UK. E.g. Home town, cities, countries e.g. Wales, France. - Locate and name on UK map major features e.g. London, River Thames, home location, seas.	- Begin to identify points on maps A, B and C - Begin to identify significant places and environments	Identify significant places and environments
Style of map		- Picture maps and globes - Find land/sea on globe. - Use teacher drawn base maps. - Use large scale OS maps. Use an infant atlas	- Use large scale OS maps. - Begin to use map sites on internet. - Use junior atlases. - Identify features on aerial/oblique photographs. Use medium scale OS maps. - Use map sites on internet.	- Use index and contents page within atlases. - Use medium scale land ranger OS maps. - Confidently use an atlas. - Recognise world map as a flattened globe.

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Big ideas in geography

Geography knowledge is rarely static. The subject is dynamic because the world, and our understanding of it, is continually changing. Yet some key geographical concepts are enduring and will be relevant in any geography curriculum past, present or future. We develop three main

concepts- space, place and scale. **Space is** the location of points, features or regions, place define as place in terms of what it is like, what happens there and how and why it is changing. **Scale is** the zoom lens' that enables us to view places from global to local levels.







