

Perryfields Primary PRU Curriculum Overview

Geography

At Perryfields Primary PRU we believe that Geography helps to provoke and provide answers to questions about the natural and human aspects of the world. We pride ourselves on our creative learning environment and classroom displays. Pupils are encouraged to develop a greater understanding and knowledge of the world, as well as their place in it. The geography curriculum at Perryfields enables pupils 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. We seek to inspire in pupils a curiosity and fascination about the world and its people which will remain with them for the rest of their lives; to promote the pupils interest and understanding of diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. The curriculum is designed to develop knowledge and skills that are progressive, as well as transferable, throughout their time at Perryfields and also to their further education and beyond. Wherever possible, we aim to build upon the child's 'Individual Geography' by developing geographical skills, understanding and knowledge through studying places and themes.

The national curriculum for geography aims to ensure that all pupils:

- develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes
- understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time are competent in the geographical skills needed to:
- collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
- interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
- communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

Our progressive units of work are designed to be adapted to meet the needs of our pupils and their own experiences, published schemes such as Prospectus has been used to underpin the learning. Fieldwork sessions are incorporated into the units of work to actively engage the children in their learning. In classes 1 and 2, our pupils develop knowledge about their own locality within Worcestershire, the United Kingdom and the World. They can understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness. In classes 3 and 4, pupils extend their knowledge and understanding beyond the local area to include the United Kingdom, Europe and other continents throughout the world. This includes the location and characteristics of a range of the world's most significant human and physical features. Our pupils develop their use of geographical knowledge, understanding and skills to enrich their locational and place knowledge.

This is both ongoing reviewing of the subject, to inform future planning and inform staff, leaders and parents. This ensures the pitch of lessons is well matched to individual pupil's needs. Book monitoring sessions, lesson observations, and pupil voice interviews with pupils are carried out to discuss their learning and establish the impact.

The following key drivers underpin our learning and are developed through the school. Our three key drivers for our school curriculum are:

1. **Aspirations** - we want our pupils to **aspire** to be the best version of themselves. We have incredibly **high expectations** and are passionate about ensuring that every pupil is exposed to a range of possibilities to broaden their **aspirations**, **build their confidence** and deepen their **knowledge** of the world around them.
2. **Communication** - to help our pupils to develop the knowledge and skills necessary to communicate their thoughts, ideas and feelings successfully across the curriculum through a variety of outlets – this includes through the Arts, Sports and Science, Technology, Engineering and Mechanics (STEM).
3. **Learning Powers** - we aim to develop our pupils' learning habits in order to prepare them for a lifetime of learning. Developing our pupils' learning powers is central to everything we do; it is not an addition to our curriculum but underpins the whole learning process.



Classes 1 and 2: Cycle 1

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic Theme			Poles Apart	Get out of my Swamp		Journey through Europe
Objectives Knowledge			<p>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</p> <p>Name and locate the world's seven continents and five oceans.</p> <p>Locate a range of hot and cold countries on a world map. To compare and contrast weather across the world.</p> <p>Explain how the Equator affects temperature and weather types.</p> <p>To understand the human/physical geography of a cold area of the world in the context of the Arctic.</p> <p>To understand what a cold area of</p>	<p>Name, locate and identify Worcester in relation to the four countries and capital cities of the United Kingdom.</p> <p>To be able to make a map of a route around school.</p> <p>Use a map, photographs and fieldwork to identify the buildings in the local area.</p> <p>Use a map, photographs and fieldwork to identify the other features of our local area.</p> <p>To be able to make a map of a route around St Johns.</p> <p>To use the map to follow a route around the local area.</p>		<p>Name and locate the world's seven continents and five oceans.</p> <p>Where is Europe? Locate the countries in Europe on a map.</p> <p>What countries have we visited in Europe?</p> <p>How can we travel to Europe? To identify different modes of transport in Europe.</p> <p>To identify key and famous landmarks in Europe.</p> <p>Where is France? To understand where France is in relation to the world and to the United Kingdom.</p> <p>Can we locate main cities in France? To locate and label some of the cities in France.</p> <p>What is Worcester like in comparison to a town/city in France? Begin to identify the</p>

			<p>the world is like.</p> <p>Why does the arctic have less daylight than the UK? To understand the changing weather and seasons compared to where countries are in the world.</p>			<p>difference between Physical and Human geographical features.</p>
<p>Ongoing Objectives</p> <p>Skills</p> <p>‘How to think like a geographer.’</p>			<p>Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans being studied.</p> <p>Use basic geographical vocabulary to refer to:</p> <ul style="list-style-type: none"> -key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather -key human features, including: city, town, village, factory, farm, 	<p>Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map.</p> <p>Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</p> <p>Devise a simple map; and use and</p>		<p>Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans being studied.</p> <p>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features.</p> <p>Use basic geographical vocabulary to refer to:</p> <ul style="list-style-type: none"> -key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather -key human features, including: city, town,

			house, office, port, harbour and shop.	construct basic symbols in a key. Use basic geographical vocabulary to refer to: -key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather -key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.		village, factory, farm, house, office, port, harbour and shop.
Enrichment Hands on experiences				St Johns mapping trip.		

Classes 1 and 2: Cycle 2

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic Theme				Pioneers		Indian Spice
Objectives Knowledge				What is Weather? To identify daily weather patterns in the context of the weather of the UK. To look at the weather where we live.		What do pupils already know about India? To share and record what they already know and would like to find out about India.

				<p>How Does the Weather Affect Us? To understand seasonal weather patterns in the context of the weather of The UK.</p> <p>To understand the different seasons in a year.</p> <p>Forecasting the Weather To identify daily weather patterns in the UK (Weather Forecasting). To understand what weather forecasts show.</p> <p>To understand the dangers of weather. Explain weather dangers and offer reasoned explanations about how people can protect themselves and the environment.</p> <p>Research any local 'extreme' weather.'</p>		<p>Where is India? To understand where India is in relation to the world and to the United Kingdom.</p> <p>Can we locate main cities in India? To locate and label some of the cities in India.</p> <p>What is India's climate like compared to ours? To compare two climates.</p> <p>What is Worcester like in comparison to a town/city in India? Begin to identify the difference between Physical and Human geographical features.</p> <p>What are the similarities and differences between London and New Delhi? To make comparisons between two capital cities.</p>
<p>Ongoing Objectives</p> <p>Skills</p>				<p>To use key words to describe the weather.</p>		<p>Use basic geographical vocabulary to refer to:</p>

<p>‘How to think like a geographer.’</p>				<p>Name a range of weather types and offer explanations.</p> <p>Relate weather types to the seasons and months of the year.</p> <p>Ask a range of geographical questions.</p>		<p>-key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</p> <p>-key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.</p> <p>Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as India.</p> <p>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features.</p> <p>Devise a simple map; and use and construct basic symbols in a key.</p> <p>Use simple fieldwork and observational skills to study the geography of Worcester including the key human and physical features of its surrounding environment.</p>
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Enrichment						Worcester trips – city and surrounding areas.
Hands on experiences						

Classes 3 and 4: Cycle 1

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic Theme					Wonder Women	Britain at Play
Objectives					Using Atlases, maps and photographs: To name and locate counties and cities of the UK and their identifying human and physical characteristics, land use patterns and how these may have changed over time by using an atlas, maps and photographs.	Explore human geography, including: types of settlement, land use and economic activity such as leisure and tourism.
Knowledge					To describe how land use has changed over time.	To generate questions and establish prior knowledge about how people in Worcester spend their leisure time.
					To find cities in the UK on a map and identify some of their features.	To be able to create a bar graph showing how children at Perryfields spend their leisure time in the local area.
					To find countries in Europe and North and South America on a map.	To be able to use a map to locate key leisure places in Worcestershire.
					To locate the world's countries, using maps to focus on Europe	Where do visitors choose to stay in our locality? To

					<p>(including the location of Russia) and North and South America by using an atlas.</p> <p>To use symbols and a key (including the use of Ordnance Survey maps) to build knowledge of the United Kingdom and the wider world by identifying landmarks shown on an Ordnance Survey map.</p> <p>To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied by using the index and co-ordinates.</p>	<p>understand how a local hotel attracts customers.</p> <p>Where are the active leisure facilities in Worcestershire?</p> <p>Identify the key design features of a leisure centre or activity centre.</p> <p>Create a new leisure activity centre considering location, current land use, transport access and places to stay etc?</p>
Ongoing Objectives Skills ‘How to think like a geographer.’					<p>To find information in an atlas using the index and simple co-ordinates.</p> <p>To use a selection of different maps (Ordnance Survey map, roadmap, single page UK map, European map, world map). To use a key to describe features on an Ordnance Survey map.</p>	<p>Use fieldwork to observe, measure, record and present the human settlement and leisure/tourist features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p>

					<p>To use the eight points of a compass to build knowledge and routes of the United Kingdom and the wider world by describing routes on a map.</p> <p>To use four and six-figure grid references and compass points to:</p> <ul style="list-style-type: none"> -locate places on a map -build their knowledge of the United Kingdom and the wider world by finding features on a map. - plan a journey. 	
Enrichment						
Hands on experiences						

Classes 3 and 4: Cycle 2

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic Theme					Yes Minister	Wild Waters
Objectives					Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.	To name and locate counties and cities of the United Kingdom.
Knowledge					To identify the flags of the United Kingdom.	To locate the key rivers of the UK. To explain the water cycle.

					<p>To identify famous features and characteristics of each UK country.</p> <p>To locate UK cities using compass directions.</p> <p>Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom.</p> <p>To compare the city and the countryside in the UK.</p> <p>Name and locate the world's seven continents and five oceans.</p> <p>Identify and locate the world's countries, using maps to focus on Europe.</p> <p>Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich</p>	<p>To describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle in the context of the water cycle.</p> <p>To compare different counties or cities, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land use patterns.</p> <p>To locate the world's countries, using maps to focus on Europe (including the location of Russia), North and South America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities in the context of rivers of the world.</p>
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					<p>Meridian and time zones (including day and night).</p>	<p>To locate the key rivers of the world.</p> <p>To describe the key features of a river system.</p> <p>To describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water in the context of rivers</p> <p>To describe the ways rivers are used.</p> <p>To explore the concept of flooding explain the impact of damming rivers.</p>
<p>Ongoing Objectives</p> <p>Skills</p> <p>‘How to think like a geographer.’</p>					<p>Use maps, atlases, globes and digital/ computer mapping to:</p> <p>-identify the countries and capitals of the United Kingdom.</p> <p>-locate countries and describe features studied.</p>	<p>To use maps, atlases, globes and computer mapping to locate countries and describe features in the context of rivers.</p> <p>Understand how some of the regions and aspects of geography have</p>

					<p>Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map.</p> <p>Use a map to identify human and physical features of the UK.</p> <p>Use basic geographical vocabulary to refer to key physical features (e.g. mountain) and key human features (e.g. city).</p> <p>To investigate satellite photos of the UK.</p> <p>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features.</p> <p>Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p>	<p>changed over time in the context of rivers.</p>
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					<p>To identify the four seasons of weather in the UK.</p> <p>Identify seasonal and daily weather patterns in the United Kingdom.</p>	
Enrichment Hands on experiences						

Subject content

Key stage 1

Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.

Pupils should be taught to:

Locational knowledge

- ♣ name and locate the world's seven continents and five oceans
- ♣ name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas

Place knowledge

- ♣ understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country Human and physical geography

♣ identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles

♣ use basic geographical vocabulary to refer to:

- key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather
- key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop

Geographical skills and fieldwork

♣ use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage

♣ use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map

♣ use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key

♣ use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.