

Geography

Elements Curriculum – SEE, DO, GET Model

SEE (Intent)








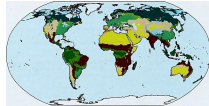


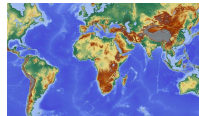








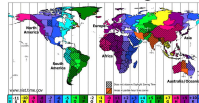
Through a broad, balanced, ambitious, curriculum we aim to give all the children of Elements Primary School the knowledge, skills, resilience, and ambition to become confident world changers at a local, national and global level.

The 'Elements' of Elements 'Our Values'		
Community & Family	Positivity & Happiness	Creativity & Innovation
<ul style="list-style-type: none"> Inclusion Positive self identity Sense of belonging Tolerance, Respect and Peace Citizenship Sense of Contribution Roles & Responsibility Synergy (Habit 6) Seek First to understand then to be understood (Habit 5) Diversity Democracy 	<ul style="list-style-type: none"> Think Win-Win (Habit 4) Mutual Respect 'Can Do' Attitude Good Mental Health Sharpen the Saw (Habit 7) Relationships Carrying your own weather Celebration and praise 	<ul style="list-style-type: none"> Invention Self Expression Design Research & Development Inspiration Meeting a need Embrace the Arts Metacognition Technology Enhanced Learning "Thinking outside the box" Rule breaking
Aspiration & Pride	Personal Leadership & Resilience	We are creating...
<ul style="list-style-type: none"> Dreaming Big Aiming High Self Belief Self Confidence Giving credit where it is due Congratulate and uplift others Begin with the end in mind (Habit 2) Leaving a legacy 'Painting a masterpiece' 	<ul style="list-style-type: none"> The 7 Habits of Highly Effective People Evaluative Practice Problem Solving Interdependence 'Have a go' attitude Collaboration Change management Personal reflection Emotional Bank Account Seeking and meeting challenge 	<p>A Culture World Changers History Makers</p>

Questions in Geography

Global Influences 'Our Global Responsibilities'			
Citizenship		Environment	Health
What makes me who I am? What do I think about myself? How I see others and how do others see me? We all come from somewhere... What communities am I part of? What makes my community special? What can I offer my community? How can I show respect to my community?		What does digital mapping tell us about the environment? How does the environment change according to weather? What do we know about climate change? What are the impacts of different settlements on the environment?	Does geography determine healthcare? What do we know about the effects of biomes on our health? How does my health differ from other children my age?
Sustainability		Creativity	
How do we create a sustainable future? What are some of the global efforts in promoting and ensuring sustainability for the future? Who are the key global figures in sustainability? What is sustainability? What does it mean to create sustainability?		What is composing? What does it mean to compose? In what ways can I compose something? How do arts differ in different cultures? Who are the key global figures in creativity and innovation?	

Geography – Vehicle Overview

Block	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
The Famous Five	<p>The Weather</p>  <p>The Natural World</p>	<p>Explorers</p>  <p>Continents and Oceans</p>	<p>Monarchs</p>  <p>The United Kingdom – countries and capitals</p>	<p>Ice Explorers</p>  <p>Hemispheres, Arctic and Antarctic Circle</p>			
Designed and Built	<p>My Street</p>  <p>Immediate Environment</p>	<p>Landmarks</p>  <p>Continents and Oceans</p>	<p>London</p>  <p>Weather Patterns in the UK</p>			<p>Mother Nature</p>  <p>Climate zones, biomes, vegetation belts, volcanoes etc.</p>	
Lost in a Book	<p>Land and Sea</p>  <p>Natural World</p>	<p>Allahabad</p>  <p>Contrasting non-European country</p>					<p>World War II</p>  <p>The world's countries, focusing on Europe and the Americas</p>
Listen			<p>Sea Shanty</p>  <p>Five Oceans</p>	<p>Mapping the Seasons</p>  <p>Place Knowledge</p>	<p>English Folk Songs</p>  <p>The UK and Wider World</p>		
Change the World	<p>Great Pacific Garbage Patch</p>  <p>Oceans</p>	<p>Deforestation</p>  <p>Aerial photographs and other sources</p>		<p>Climate Change</p>  <p>Digital mapping</p>	<p>The Water Issue</p>  <p>Britain, India and Malawi</p>	<p>Fair Trade</p>  <p>Settlement, economic activity, trade links etc.</p>	<p>Day and Night</p>  <p>Time Zones</p>

Coverage of Geographical Concepts

Reception			
The Famous Five: The Weather			
Locational Knowledge	Place Knowledge	Human and Physical Geography	Fieldwork
Designed and Built: My Street			
Locational Knowledge	Place Knowledge	Human and Physical Geography	Fieldwork
Lost in a Book: Land and Sea			
Locational Knowledge	Place Knowledge	Human and Physical Geography	Fieldwork
Change the World: The Great Pacific Garbage Patch			
Locational Knowledge	Place Knowledge	Human and Physical Geography	Fieldwork

Year 1

The Famous Five: Explorers

Locational Knowledge

Place Knowledge

Human and Physical Geography

Fieldwork

Designed and Built: Landmarks

Locational Knowledge

Place Knowledge

Human and Physical Geography

Fieldwork

Lost in a Book: Allahabad

Locational Knowledge

Place Knowledge

Human and Physical Geography

Fieldwork

Change the World: Deforestation

Locational Knowledge

Place Knowledge

Human and Physical Geography

Fieldwork

Year 2

The Famous Five: The UK

Locational Knowledge

Place Knowledge

Human and Physical Geography

Fieldwork

Designed and Built: London

Locational Knowledge

Place Knowledge

Human and Physical Geography

Fieldwork

Change the World: Sea Shanty

Locational Knowledge

Place Knowledge

Human and Physical Geography

Fieldwork

Year 3

The Famous Five: Ice Explorers *Hemispheres, Arctic and Antarctic Circle*

Locational Knowledge

Place Knowledge

Human and Physical Geography

Fieldwork

Listen: Mapping the Seasons *Mapwork, Weather Patterns in different Continents*

Locational Knowledge

Place Knowledge

Human and Physical Geography

Fieldwork

Change the World: Climate Change *Digital Mapping*

Locational Knowledge

Place Knowledge

Human and Physical Geography

Fieldwork

Year 4

Listen: English Folk Songs *The UK and the Wider World*

Locational Knowledge

Place Knowledge

Human and Physical Geography

Fieldwork

Change the World: The Water Issue *Britain, India and Malawi*

Locational Knowledge

Place Knowledge

Human and Physical Geography

Fieldwork

Year 5

Designed and Built: Mother Nature *Climate zones, biomes, vegetation belts, volcanoes and earthquakes, and the water cycles*

Locational Knowledge

Place Knowledge

Human and Physical Geography

Fieldwork

Change the World: FairTrade *Settlement, economic activity, trade links, distribution of natural resources including energy, food, minerals and water*

Locational Knowledge

Place Knowledge

Human and Physical Geography

Fieldwork

Year 6

Lost in a Book: World War II
Europe and North and South America

Locational Knowledge

Place Knowledge

Human and Physical Geography

Fieldwork

Change the World: Day and Night
Time Zones

Locational Knowledge

Place Knowledge

Human and Physical Geography

Fieldwork

Locational Knowledge

A contextual understanding of globally significant places

Block	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
The Famous Five	The Weather <i>The Natural World</i>	Explorers <i>Continents and Oceans</i>	Monarchs <i>The United Kingdom – countries and capitals</i>	Ice Explorers <i>Hemispheres, Arctic and Antarctic Circle</i>			
Designed and Built	My Street <i>Immediate Environment</i>	Landmarks <i>Continents and Oceans</i>	London <i>Weather Patterns in the UK</i>			Mother Nature <i>Climate zones, biomes, vegetation belts, volcanoes etc.</i>	
Lost in a Book	Land and Sea <i>Natural World</i>	Allahabad <i>Contrasting non-European country</i>					World War II <i>The world's countries, focusing on Europe and the Americas</i>
Listen			Sea Shanty <i>Five Oceans</i>		English Folk Songs <i>The UK and Wider World</i>		
Change the World	Great Pacific Garbage Patch <i>Oceans</i>	Deforestation <i>Aerial photographs and other sources</i>		Climate Change <i>Digital mapping</i>	The Water Issue <i>Britain, India and Malawi</i>	Fair Trade <i>Settlement, economic activity, trade links etc.</i>	Day and Night <i>Time Zones</i>

Place Knowledge

Making links between different places in varying continents.

Block	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
The Famous Five	The Weather <i>The Natural World</i>	Explorers <i>Continents and Oceans</i>	Monarchs <i>The United Kingdom - countries and capitals</i>	Ice Explorers <i>Hemispheres, Arctic and Antarctic Circle</i>			
Designed and Built	My Street <i>Immediate Environment</i>	Landmarks <i>Continents and Oceans</i>	London <i>Weather Patterns in the UK</i>			Mother Nature <i>Climate zones, biomes, vegetation belts, volcanoes etc.</i>	
Lost in a Book	Land and Sea <i>Natural World</i>	Allahabad <i>Contrasting non-European country</i>					World War II <i>The world's countries, focusing on Europe and the Americas</i>
Listen			Sea Shanty <i>Five Oceans</i>		English Folk Songs <i>The UK and Wider World</i>		
Change the World	Great Pacific Garbage Patch <i>Oceans</i>	Deforestation <i>Aerial photographs and other sources</i>		Climate Change <i>Digital mapping</i>	The Water Issue <i>Britain, India and Malawi</i>	Fair Trade <i>Settlement, economic activity, trade links etc.</i>	Day and Night <i>Time Zones</i>

Human and Physical Geography

An understanding of the processes in the world and how they bring about spatial variation and change over time.

Block	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
The Famous Five	The Weather <i>The Natural World</i>	Explorers <i>Continents and Oceans</i>	Monarchs <i>The United Kingdom - countries and capitals</i>	Ice Explorers <i>Hemispheres, Arctic and Antarctic Circle</i>			
Designed and Built	My Street <i>Immediate Environment</i>	Landmarks <i>Continents and Oceans</i>	London <i>Weather Patterns in the UK</i>			Mother Nature <i>Climate zones, biomes, vegetation belts, volcanoes etc.</i>	
Lost in a Book	Land and Sea <i>Natural World</i>	Allahabad <i>Contrasting non-European country</i>					World War II <i>The world's countries, focusing on Europe and the Americas</i>
Listen			Sea Shanty <i>Five Oceans</i>		English Folk Songs <i>The UK and Wider World</i>		
Change the World	Great Pacific Garbage Patch <i>Oceans</i>	Deforestation <i>Aerial photographs and other sources</i>		Climate Change <i>Digital mapping</i>	The Water Issue <i>Britain, India and Malawi</i>	Fair Trade <i>Settlement, economic activity, trade links etc.</i>	Day and Night <i>Time Zones</i>

Fieldwork

Selecting and effectively using different resources to learn key geographical concepts.

Block	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
The Famous Five	The Weather <i>The Natural World</i>	Explorers <i>Continents and Oceans</i>	Monarchs <i>The United Kingdom – countries and capitals</i>	Ice Explorers <i>Hemispheres, Arctic and Antarctic Circle</i>			
Designed and Built	My Street <i>Immediate Environment</i>	Landmarks <i>Continents and Oceans</i>	London <i>Weather Patterns in the UK</i>			Mother Nature <i>Climate zones, biomes, vegetation belts, volcanoes etc.</i>	
Lost in a Book	Land and Sea <i>Natural World</i>	Allahabad <i>Contrasting non-European country</i>					World War II <i>The world's countries, focusing on Europe and the Americas</i>
Listen			Sea Shanty <i>Five Oceans</i>		English Folk Songs <i>The UK and Wider World</i>		
Change the World	Great Pacific Garbage Patch <i>Oceans</i>	Deforestation <i>Aerial photographs and other sources</i>		Climate Change <i>Digital mapping</i>	The Water Issue <i>Britain, India and Malawi</i>	Fair Trade <i>Settlement, economic activity, trade links etc.</i>	Day and Night <i>Time Zones</i>

Progression of Geographical skills

Block	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Mapwork	Use maps and atlases to identify land and sea.	Use maps, atlases and globes to identify the continents and oceans studied at this key stage.	Use world maps, atlases and globes to identify the United Kingdom and its countries.	Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.	Choose maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied.	Select which maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe biomes and different types of settlement.	Select which maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe time zones and Europe.
Fieldwork	Use directional language (near, far, closes, furthest)	Use directional language (near, far, closest, furthest, left, right). Use simple fieldwork and observational skills to study the geography of their school and its grounds.	Use simple compass directions (North, East, South and West), to describe the location of features and routes on a map.	Identify the eight points of a compass, four and six-figure grid references.	Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.	Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom both past and present.	Extend to 6 figure grid references with teaching of latitude and longitude in depth. Expand map skills to include non-UK countries.
Interrogation of Source	Use photographs to recognise landmarks and key places in Middleton.	Use photographs to recognise landmarks and basic human and physical features; devise simple picture maps.	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 fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.	Use fieldwork to observe, measure and record the human and physical features in the local area, selecting the appropriate methods, including sketch maps, plans and graphs, and digital technologies.	Evaluate the type of fieldwork used to observe, measure and record the human and physical features in the local area, analysing which methods would suit the study best.	Critically evaluate the type of fieldwork used to observe, measure and record the human and physical features in the local area, analysing which methods would suit the study best.

Coverage of Geographical Skills

Reception			
The Famous Five: The Weather			
Mapwork	Fieldwork	Interrogation of source	Communication
Designed and Built: My Street			
Mapwork	Fieldwork	Interrogation of source	Communication
Lost in a Book: Land and Sea			
Mapwork	Fieldwork	Interrogation of source	Communication
Change the World: The Great Pacific Garbage Patch			
Mapwork	Fieldwork	Interrogation of source	Communication

Year 1

The Famous Five: Explorers

Mapwork

Fieldwork

Interrogation of source

Communication

Designed and Built: Landmarks

Mapwork

Fieldwork

Interrogation of source

Communication

Lost in a Book: Allahabad

Mapwork

Fieldwork

Interrogation of source

Communication

Change the World: Deforestation

Mapwork

Fieldwork

Interrogation of source

Communication

Year 2

The Famous Five: The UK

Mapwork

Fieldwork

Interrogation of source

Communication

Designed and Built: London

Mapwork

Fieldwork

Interrogation of source

Communication

Change the World: Sea Shanty

Mapwork

Fieldwork

Interrogation of source

Communication

Year 3

The Famous Five: Ice Explorers

Mapwork

Fieldwork

Interrogation of source

Communication

Change the World: Climate Change

Mapwork

Fieldwork

Interrogation of source

Communication

Year 4

Listen: English Folk Songs

Mapwork

Fieldwork

Interrogation of source

Communication

Change the World: The Water Issue

Mapwork

Fieldwork

Interrogation of source

Communication

Year 5

Designed and Built: Mother Nature

Mapwork

Fieldwork

Interrogation of source

Communication

Change the World: Fair Trade

Mapwork

Fieldwork

Interrogation of source

Communication

Year 6

Lost in a Book: World War II

Mapwork

Fieldwork

Interrogation of source

Communication

Change the World: Day and Night

Mapwork

Fieldwork

Interrogation of source

Communication