

Leavesden JMI School & Nursery Curriculum

Geography

Intent of the Geography Curriculum: Taking an active role in their learning, our children learn to question and think critically about the issues facing the world on a local and global scale. They are encouraged to take risks as learners and develop their resilience and independence, putting their skills to practise both inside and outside the classroom.

The Leavesden Curriculum is designed to allow children the opportunity to:

Locational Knowledge

	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
<i>Context (if relevant)</i>	<i>My Environment</i>	<i>The UK</i>	<i>The World</i>	<i>Europe</i>	<i>South America</i>	<i>North America</i>	<i>Africa/Asia/Australasia</i>
<i>Knowledge Development</i>	<p>Find out about their environment and talk about those features they like and dislike.</p> <p>Encourage children to express opinions on natural and built environments.</p>	<p>Understand there are different places on the globe (land, seas)</p> <p>Understand the world is made up of countries and their capital cities</p> <p>Name and locate the four countries of the United Kingdom and its surrounding seas</p> <p>Identify the characteristics of the 4 countries of the United Kingdom</p> <p>Name the capital cities of the four countries of the United Kingdom</p>	<p>Name and locate the four countries of the United Kingdom on an unmarked map and label their capital cities</p> <p>Identify the characteristics of the 4 capital cities of the United Kingdom</p> <p>Can name and locate the 7 continents and 5 oceans on a marked map</p> <p>Identify the location of hot and cold areas of the world in relation to the Equator and North and South Poles</p>	<p>Can name and locate Europe on a map</p> <p>Can name and locate 4 countries (including Russia) within Europe and their major cities</p> <p>Can locate key environmental regions and physical and human characteristics of Europe</p>	<p>Can name and locate South America on an unmarked map</p> <p>Can name and locate 4 countries within South America and their major cities</p> <p>Can locate key environmental regions and physical and human characteristics of South America)</p> <p>Identify the position and significance of longitude, latitude, Equator, Northern Hemisphere, Southern Hemisphere and the Tropics of Cancer and Capricorn</p> <p>Name and locate counties and cities of the UK, geographical regions and their identifying human and physical</p>	<p>Can name and locate the 7 continents and 5 oceans on an unmarked map</p> <p>Can locate the Arctic and Antarctic circle on a globe</p> <p>Can name and locate North America on an unmarked map</p> <p>Can name and locate 4 countries within North America and their major cities</p> <p>Can locate key environmental regions and physical and human characteristics of North America</p> <p>Identify the position and significance of the Prime/Greenwich Meridian and time zones (including day and night)</p>	<p>Can identify economically developed and less economically developed countries on a unmarked map</p> <p>On a world map locate the main countries in Africa, Asia and Australasia and their major cities</p> <p>Can locate key environmental regions and physical and human characteristics of Africa/Asia and Australasia</p>

					characteristics, key topographical features on a map (e.g hills, mountains, coasts)and land-use patterns. Understand how some of these aspects have changed over time (linked to settlements).		
<i>Building on from...</i>		<i>In EYFS the children have centred their knowledge around their own local environments</i>	<i>In Y1 the children have learnt that the Uk is made up of 4 countries and can name their capital cities. They understand that the world is made up of different countries</i>	<i>In Y2 the children have learnt the names of the 7 continents and 5 oceans of the world</i>	<i>In Y3 the chn have learnt to identify and locate Europe on a map and name/locate 4 countries within. They have located the Arctic and Antarctic on a globe/map.</i>	<i>In Y4 the chn have located South America on a map and can name and locate 4 countries within. They have extended their map skills to identify topographical features such as hills, mountains, rivers and coasts.</i>	<i>In Year 5</i>
<i>Moving onto...</i>	<i>To be ready for Year 1</i>	<i>To be ready for Y2 the children must have an understanding that the world is made up of different countries. They must know the 4 countries of the uK and be able to name their capital cities. The Children must understand that a globe and world map represent the same thing.</i>	<i>To be ready for Y3, the chn must have an understanding that the countries of the world can be grouped into 7 continents which are surrounded by 5 oceans. The chn must be able to name each of these.</i>	<i>To be ready for Y4, the chn must understand that Europe is a continent made up of different countries, including UK. They must be able to locate Europe on a map and name 4 countries within. They must be able to locate the Antarctic and Arctic circles on a map/globe and distinguish between them.</i>	<i>To be ready for Y5, the chn must be able to name and locate the continent of South America on a map as well as name and locate 4 countries within. They must have explored topographical features on maps, e.g. mountains, rivers and lakes</i>	<i>To be ready for Y6 the chn must be able to name and locate all 7 continents and 5 oceans. They must be able to name and locate the continent of North America on a map as well as name and locate 4 countries and their capital cities within They must be able to identify the position and significance of the Prime/Greenwich Meridian and time zones</i>	<i>To be ready for Y7 the children must be able to name and locate all 7 continents and 5 oceans and identify which countries are economically developed and less economically developed. They must be able to name and locate the main countries in Africa, Asia and Australasia</i>
<i>Tier 3 Technical Language</i>		<i>Continent Seas Capital City</i>					
<i>Featured Person</i>							
<i>Suggested people of inspiration</i>							

Geography

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The Leavesden Curriculum is designed to allow children the opportunity to:

Place Knowledge

	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
Context (if relevant)	<i>Observe & recognise</i>	<i>Asking questions</i>	<i>Expressing views and giving reasons</i>	<i>Making judgments</i>	<i>Making predictions</i>	<i>Reflecting on tourism</i>	<i>Identifying and explaining</i>
Knowledge Development	<ul style="list-style-type: none"> - Observe and identify features in the place they live and the natural world. - Help children to find out about the environment by talking to people, examining photographs and simple maps and visiting local places. - Encourage the use of words that help children to express opinions, e.g. 'busy', 'quiet' and 'pollution'. 	<p>Can use images to recognise simple human and physical features of two contrasting areas of the UK (e.g. Scotland and England)</p> <p>Study pictures/videos of a locality and ask geographical questions e.g. What is it like to live in this place? How is this place similar/different to where I live?</p> <p>Express own views about a place, people and environment.</p> <p>Draw and label pictures to show how places are different.</p>	<p>Study pictures/videos of two differing localities, one small area in the UK and one in a contrasting non-European country, and ask geographical questions e.g. What is it like to live in this place? How is this place similar/different to where I live? How is the weather similar/different? How are lifestyles similar/different?</p> <p>Study pictures of the localities in the past and in the present and ask 'How has it changed?'</p> <p>Draw pictures to show how places are different and write comparatively to show the difference.</p> <p>Express own views about a place, people and environment. Give detailed reasons to support own likes, dislikes and preferences.</p>	<p>Study some pictures of different parts of Europe (e.g. top of a mountain, on the banks of a river, on a farm. Compare similarities and differences with a region of the UK.</p> <p>Make reasoned judgements about where the pictures are taken and defend e.g. a mountain top may be in France because there is a large mountain range there.</p> <p>Match key landmarks to the country and make suggestions as to how landmarks affect a country (tourism, economy etc) e.g Eiffel tower in Paris generates a lot of revenue through tourism. Relate to UK landmarks.</p>	<p>Raise questions about the different hemispheres and make predictions on how they think life will be different in the two hemispheres.</p> <p>Use maps to locate areas they think may be biomes e.g. very green areas could be rainforests, flat pale ones could be deserts etc. Defend reasoning using knowledge of maps.</p> <p>Use maps, globes and Google Earth to identify the continent of South America. Looking at a map of climate zones, children to use prior knowledge of the world to identify the climate they think may exist in different parts of South America..</p> <p>Identify the major cities and consider how they</p>	<p>Study maps of the USA to identify environmental regions. Compare and contrast these regions.</p> <p>Locate the key physical and human characteristics. Relate these features to the locality e.g. population sizes near tourist landmarks/rivers, transport links to mountains.</p> <p>Locate the man made features in the USA e.g. Statue of Liberty, Golden Gate Bridge, Grand Canyon, Yosemite National Park, The White House etc. and relate to UK landmarks.</p> <p>Reflect on the importance and value of the tourism industry in these areas.</p>	<p>Compare 2 different regions in Africa, rural/urban.</p> <p>Locate the Equator on a map, atlas and globe and draw conclusions about the climates of countries on the Equator and on the tropics.</p> <p>Locate largest urban areas on a map and use geographical symbols e.g. contours to identify flattest and hilliest areas of the continent.</p> <p>Ask questions e.g. what is this landscape like? What is life like there?</p> <p>Study photos/pictures/maps to make comparisons between locations.</p>

					<p><i>differ to other regions in the country.</i></p> <p><i>Looking at photographs, children to compare and contrast two differing regions e.g. rich/poor Brazil, hilly/icy Argentina.</i></p> <p><i>Using photographs, children to make connections between South America and the UK</i></p>		<p>Identify and explain different views of people including themselves.</p>
<i>Building on from...</i>							
<i>Moving onto...</i>							
<i>Tier 3 Technical Language</i>							
<i>Featured Person</i>							
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Intent of the Geography Curriculum: *By taking an active role in their learning, our children learn to question and think critically about the issues facing the world on a local and global scale. They are encouraged to take risks as learners and develop their resilience and independence, putting their skills to practise both inside and outside the classroom.*

The Leavesden Curriculum is designed to allow children the opportunity to:

Human & Physical Geography

	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
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Context (if relevant)	Patterns & changes	Weather patterns in the UK	Hot and Cold areas of the world	Rivers/Water Cycle	Settlements/Climatic Zones (see above)	Volcanoes/Trade	Natural disasters including earthquakes/ Distribution of natural resources
Knowledge Development	<ul style="list-style-type: none"> - Help children to notice and discuss patterns around them, e.g. rubbings from grates, covers, or bricks. - Identify seasonal patterns – focusing on plants and animals. - Explore their local environment and talk about the changes they see. - Talk about the similarities and differences between them and their friends as well as looking at photos of children and places around the world. 	<p>Use basic geographical vocabulary to refer to:</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,</p> <p>Identify seasonal and daily weather patterns in the UK.</p> <p>Ask questions about the weather and seasons.</p> <p>Observe and record e.g. draw pictures of the weather at different times of the year or keep a record of how many times it rains in a week in the winter and a week in the summer.</p> <p>Express opinions about the seasons and relate the changes to changes in clothing and activities</p>	<p>Identify the human and physical features of the two localities studied.</p> <p>Be able to verbalise and write about similarities and differences between the features of the two localities.</p> <p>Use both maps and globes, identify the coldest places in the world – The North and South pole, related to their study of the Arctic. Make predictions about where the hottest places in the world are?</p> <p>Children to identify the equator and locate the places on the Equator which are the hottest.</p>	<p>Use the language of rivers e.g. erosion, deposition, transportation.</p> <p>Explain and present the process of rivers.</p> <p>Compare how river use has changed over time and research the impact on trade in history (Focus on the River Thames).</p> <p>Research and discuss how water affects the environment, settlement, environmental change and sustainability.</p>	<p>Look at pictures and labeled diagrams of different historical settlements over time.</p> <p>Produce own pictures and labeled diagrams.</p> <p>Ask and answer questions through own knowledge and self-conducted research: What resources were used? Why were they used? Why were their settlements so different? What tools were available? What was the purpose of the settlements?</p> <p>Study maps of Anglo Saxon and Roman settlements. Draw conclusions about the location of the settlements based on prior knowledge. Compare with current maps and make suggestions about change.</p> <p>Study how land in the local area was used during the historical periods studied. Look at</p>	<p>Locate places in the world where volcanoes occur.</p> <p>Understand and be able to communicate in different ways the cause of volcanoes and the process that occurs before a volcano erupts.</p> <p>Draw diagrams, produce writing and use the correct vocabulary for each stage of the process of volcanic eruption.</p> <p>Ask and answer questions about the effects of volcanoes.</p> <p>Describe and understand key aspects of economic activity including trade links</p>	<p>Describe and explain the processes that cause natural disasters.</p> <p>Draw conclusions about the impact of natural disasters through the study of photographs, population numbers and other primary sources.</p> <p>Describe and understand key aspects of the distribution of natural resources including energy, food, minerals and water</p>

		e.g. winter = coat, summer = t-shirts.			land use in the same area today and consider how and why this has changed.		
Building on from...					Identify main economies in the immediate area. Compare with trade in the past. Why has this changed.		
Moving onto...							
Tier 3 Technical Language							
Featured Person							
Suggested people of inspiration							

Geography

Intent of the SUBJECT Curriculum:

The Leavesden Curriculum is designed to allow children the opportunity to: take an active role in their learning, learning to question and think critically about the issues facing the world on a local and global scale. Our children are encouraged to take risks as learners and develop their resilience and independence, putting their skills to practise both inside and outside the classroom.

Geographical Skills & Fieldwork

	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
<i>Context (if relevant)</i>	<i>Their environment</i>	<i>Our School</i>	<i>Our school grounds and immediate local area</i>	<i>School grounds</i>	<i>Local area (Leavesden)</i>	<i>Leavesden & Watford</i>	<i>Leavesden/Watford & London (London Docks linked to industrial rev)</i>
<i>Fieldwork</i>	<p>- To talk about some of the things they have observed, such as plants, animals, natural and found objects.</p> <p>- To show care and concern for living things and the environment</p>	<p>Investigate classroom layout (name features, create an aerial view map)</p> <p>Observe the school environment (fieldwork walk using senses; use a camera to take photographs; collect items on a walk around school grounds and use them to create memory maps to show the journey.)</p> <p>Describe how they get to school</p>	<p><i>Observe and record information about the local area e.g. how many shops there are near the school, how many bus stops are there close to the school.</i></p> <p><i>Children to take photos of interesting things in the local area and explain what the photos show.</i></p> <p><i>Observe and record the features around the school e.g. the different types of plants, the animals seen in the nature reserve compared to the animals seen on the courtyard, the different amounts of traffic on the High Road compared to Haines Way.</i></p> <p><i>Children to make suggestions for the cause of the differences.</i></p> <p><i>Communicate findings in different ways e.g. reports, graphs, sketches, diagrams, pictures</i></p>	<p><i>Take digital photographs of the main features of the school and plot them on to a map to show the route round the school</i></p> <p><i>Use coordinates to show where these key features are</i></p> <p><i>Undertake environmental surveys of the school grounds - litter, noise, likes/ dislikes, areas for improvement</i></p> <p><i>Use the school grounds to undertake weather surveys, including wind direction, where the sun shines (north, south, west), recording changes and observations using a method of choice e.g. rainfall - is it the same on all sides of the school?</i></p>	<p><i>Design questions and studies to conduct in the local area.</i></p> <p><i>Undertake surveys.</i></p> <p><i>Classify buildings.</i></p> <p><i>Choose effective recording and presentation methods e.g. tables to collect data.</i></p> <p><i>Present data in an appropriate way using keys to make data clear. Draw conclusions from the data.</i></p>	<p><i>Investigate what jobs people do within and beyond the school, in the local area. Sort them into categories and investigate where and how far people travel to work</i></p> <p><i>Compare shops in the local area with the nearest town centre</i></p> <p><i>Interview/ question people who use the shops about the services/ types of shop provided/ shopping habits</i></p>	<p><i>Select appropriate methods for data collection such as interviews</i></p> <p><i>Use a database to record/amend information collected,</i></p> <p><i>Use graphs to display data collected</i></p> <p><i>Evaluate the quality of evidence collected and suggest improvements</i></p>

Mapwork	Explore simple picture maps discussing what they can see	<p><i>Begin to identify and follow the four points of a compass and recognise simple map symbols</i></p> <p><i>Locate school within the local area (e.g. using a street map or Google Earth)</i></p> <p><i>Identify different areas of the school from aerial map and from visiting them</i></p>	<p><i>Use globes/maps to locate countries studied</i></p> <p><i>Look at a simple map of the local area and identify the things they know and have seen. Study aerial photographs of the school and label it with key features e.g. school, houses, park, shops.</i></p> <p><i>Create an aerial map of the school/local area as a class by using different sized blocks.</i></p> <p><i>Study maps and aerial photographs and use simple compass directions (North, South, East and West) and locational and directional language to describe the location of features and routes on a map.</i></p> <p><i>Draw own maps of the local area; use and construct basic symbols in a key.</i></p>	<p>Understand the 8 compass points and use them to explain/identify points on a map.</p> <p><i>Use locational language to describe the location of points on a map of the school/local area</i> - <i>draw maps more accurately</i> <i>plan view (from above)</i> <i>and use key accurately</i></p>	<p>Use the 8 compass points to direct and locate using a compass.</p> <p><i>- Identify local features on a map and begin to experiment with four figure grid references, using them to locate and describe local features</i></p> <p><i>- Use recognised symbols to mark out local areas of interest on own maps and develop more complex key</i></p>	<p>Use atlases/OS maps to describe and locate places using 4 figure grid references</p> <p><i>draw in scale – accuracy of scale</i></p> <p><i>locate information/ place with speed and accuracy</i></p>	<p>Use 6 figure grid references to identify countries and cities in the world, the main mountain ranges and the longest rivers.</p> <p><i>use key to make deductions about landscape/ industry/ features etc.</i></p>
Building on from...							
Moving onto...							
Tier 3 Technical Language		<p><i>address</i> <i>buildings</i> <i>grounds</i> <i>postcode</i></p>					
Featured Person							

<i>Suggested people of inspiration</i>							
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