



Holbeton Primary School Geography Curriculum



2023 - 2024

EYFS	Y1	Y2	Y3	Y4	Y5	Y6
<ul style="list-style-type: none"> Show interests in different occupations Begin to understand the need to respect and care for the natural environment and all living things Know that there are different countries in the world and talk about the differences they have experienced or seen in photos <ul style="list-style-type: none"> Draw information from a simple map Recognise some similarities and differences between life in this country and life in other countries <ul style="list-style-type: none"> Explore the natural world around them Recognise some environments that are different from the one in which they live Understand the changing seasons on the natural world around them 	<p>Autumn: <i>Where am I in the World?</i> Locality study</p> <p>Spring: <i>What is the weather like where we live?</i> Weather study</p> <p>Summer: <i>How similar and different is England to our neighbours in the UK?</i> UK study</p>				<p>Rivers: How do rivers people and land affect each other?</p> <p>Mountains: How do mountains and people affect each other?</p> <p>Settlements: How do mountains and people affect each other?</p> <p>Agriculture: How do mountains and people affect each other?</p> <p>Volcanoes: How do volcanoes affect a place?</p> <p>Climate and biomes: How does the climate affect the way people live?</p>	

2024 - 2025

EYFS	Y1	Y2	Y3	Y4	Y5	Y6
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Early Years/KS1

In EYFS/KS1 at Holbeton: our geography curriculum is based on clear themes from the National Curriculum and the WeST planning guidance. The curriculum is based on questioning and exploration of the world around us. Each unit builds towards answering a key question, with lessons structured around the specific knowledge and vocabulary required.

Key Stage 1

KS1 Geography Curriculum: Year 1						
Enquiry Question, theme, & concept	Subsidiary enquiry questions	Key vocab (not exhaustive)	Contextual World Knowledge (know what & where)	Geographical Understanding (know how and why)	Geographical enquiry and skills (know how to)	Rationale
<p>Where in the World am I?</p> <p>Locality – my place in space</p> <p>Interaction</p>	<ol style="list-style-type: none"> Where am I now? (School focus – features of school). Map of school grounds. What type of place do I live in? Where do I live? Walk around local area. What is my local area like? What features can I identify on a map? How can we use a map to show what our local area is like? 	<p>Hill, sea, coast, Beach, cliff, river, valley,</p> <p>City, town, village, factory, farm, house, office, port, harbour, shop</p>	<p>Location of school and home (space)</p> <p>Type of settlement</p> <p>Human and physical features of local area</p>	<p>Begin to understand that some features in their local area are man-made and others occur in nature</p>	<p>Sketch map/map of school grounds with symbols</p> <p>Map skills to locate where they live, Devon, UK on a map</p> <p>Photograph interpretation – features</p> <p>Map symbols (child led)</p> <p>Fieldwork – local walk – land use/identifying features</p> <p>Directional language – near to/far from</p>	<p>In geography, children need to develop an appreciation of their own locality before they are introduced to less familiar places. In this unit we focus on the core disciplinary concepts to begin to introduce the idea of the physical location of a place, what it is like there, and how big it is/how far away it is.</p> <p>This unit is context dependent – i.e. Plympton location will begin to introduce the concept of being part of a big city, whereas Holbeton will develop awareness that their small village is far from a big city.</p>
<p>What is the weather like where we live?</p> <p>Weather</p> <p>Change</p>	<ol style="list-style-type: none"> What are the different types of weather? What type of weather do we get? How does the daily weather change? (weather diary and FW) How does weather affect our daily lives? How does our weather change over time? (Seasons) 	<p>North pole, south pole, equator, seasons, weather,</p>	<p>Types of weather</p> <p>Significant places on the World map (equator, poles)</p> <p>Location of the UK</p>	<p>Why we get the weather we do (latitude), i.e. we don't experience extreme weather (hot/cold) due to our location in the world</p>	<p>Weather diary</p> <p>Fieldwork – weather</p> <p>Weather symbols</p> <p>Map of the world – latitude</p> <p>Map of UK - rainfall map</p> <p>Weather report</p>	<p>Before moving to the wider context of the UK in the next unit, we introduce children to something else they experience everyday (familiar) – weather. This is the first thematic unit but can build on locational knowledge through the theme.</p> <p>Knowledge of seasons from EYFS can be retrieved and secured with an introduction to our location</p>

	6. What weather don't we get? (Latitude)			Patterns of weather (seasons)		(latitude) so children can develop their understanding of our place in the wider world.
How similar and different is England to our neighbours in the UK? UK Diversity	1. What are the four countries of the UK? 2. What are the capital cities? (Scale) 3. What are the human and physical features of England? 4. What are the human and physical features of Northern Ireland? 5. What are the human and physical features of Wales? 6. What are the human and physical features of Scotland?	Countries and capitals, rivers, mountains, city, countryside, major landmarks (mountains, capital cities, forests), seas	For each country, focus on 2-3 key themes within each country.	Understand we live on an Island (part of the British Isles) Understand the 4 countries of the UK	My Place in Space Political and Physical maps to locate countries (show an example) Compass points Directional language Photo interpretation	Building on unit 1, children continue to develop their understanding of scale in this unit. Types of settlement can be introduced here when developing an understanding of what a capital city is. We actively try to avoid stereotypical cultural references of the countries in the UK. In this unit children are exposed to a range of map types and scales to continue to develop their locational knowledge. Human and physical features are used to reinforce and make links to capital cities.

KS1 Geography Curriculum: Year 2						
Enquiry Question & theme	Subsidiary enquiry questions	Key vocab (not exhaustive)	Contextual World Knowledge (know what & where)	Geographical Understanding (know how and why)	Geographical enquiry and skills (know how to)	Rationale
Where in the World are we? Continents/oceans Diversity	1. What are the continents and oceans? 2-3. What continent do we live in and what is it like there? (different features of Europe, variety of maps/scales, weather/climate) 4-5. How is the continent we live on different from other continents?(Africa)(latitude) 6. Why does no one live here? (Antarctica)	Continent, country, ocean, sea, weather, beach, cliff, coast, port, harbour, city, town, hill, mountain,	Which continent do we live in Locate continents and oceans on a map and be able to describe where they are Physical and human features of Europe and Africa Weather and climate	Similarities and differences between continents due to physical factors such as latitude, hemisphere, and physical features, as well as human features.	Locate continents and oceans on a map and a globe, CLOCC, MPIS . Annotate a World Map with continents and oceans Locate equator, N/S hemisphere, tropics, poles. Photo interpretations to identify similarities and differences Use directional language to say how they might travel from one to another and how far they are away from each other (scale). Compass points. Name continents	This unit builds on year 1 and moves to a global scale. The intention here is not to cover ALL continents, other than to identify them on a variety of maps. This is so that we avoid a single-story misconception for continents. Children need to appreciate that each continent is diverse. Focus on Europe as familiar context first and then cover an additional two. Suggestion is to do Africa because the children will focus on North and South America more in KS2 as per the NC. Antarctica is an anomaly so is useful to

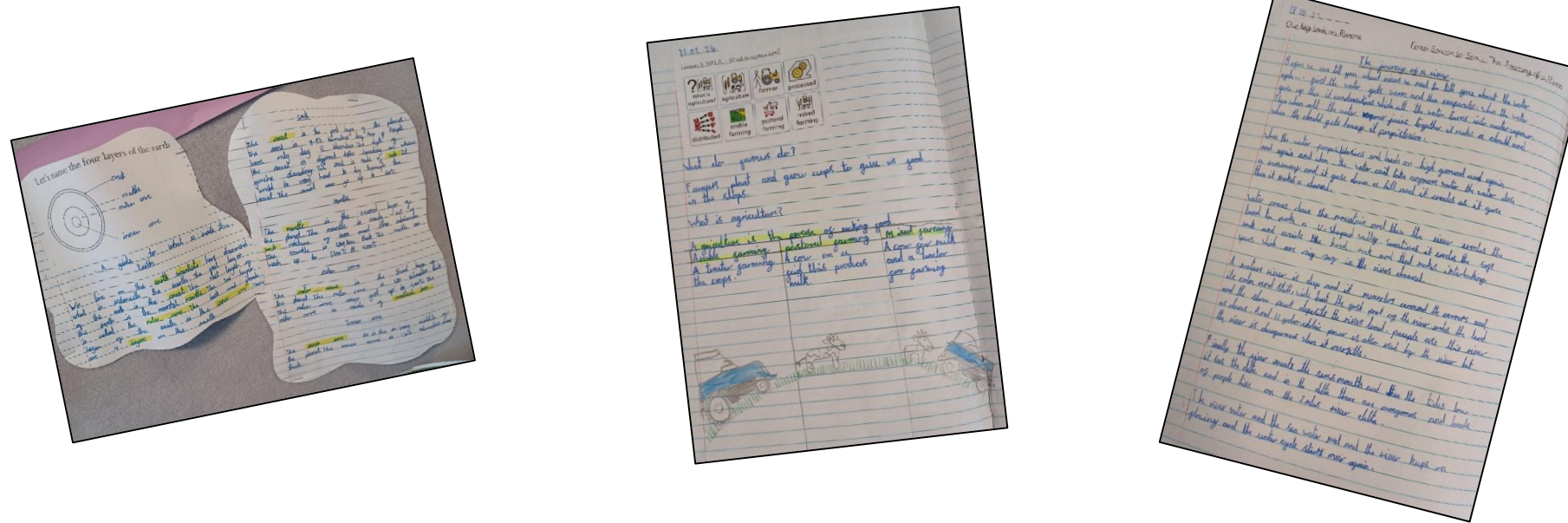
					which have specific features, e.g. biomes/physical/human features.	mention and will support linking in vocabulary such as South Pole.
<p>How does the geography of X compare to where I live?</p> <p>e.g. Hawaii</p> <p>Non-European place (small area)</p> <p>Diversity and change</p>	<p>1. Where in the world is Hawaii?</p> <p>2. What is the climate like in Hawaii and how does this affect people/animals?</p> <p>3. How is land used in Hawaii?</p> <p>4. What is life like in Hawaii?</p> <p>5. How is X within Hawaii similar and different to X within Devon?</p> <p>6. How is Hawaii similar and different to our part of Devon?</p>	<p>Continent, country, ocean, sea, weather, beach, cliff, coast, port, harbour, city, town, hill, mountain,</p>	<p>Human and physical features</p> <p>Climate of the place</p> <p>Landscape/land use</p>	<p>How and why is it similar and different to our local area:</p> <p>Human and physical reasons – location, climate, population</p>	<p>Maps to locate (different scales)</p> <p>CLOCC</p> <p>MPIS</p> <p>Photos to compare</p> <p>Climate data</p> <p>Written answer to enquiry question</p> <p>Be able to describe similarities and differences to our part of Devon using photos and maps</p> <p>Locate Hawaii on a map (different scales)</p> <p>Exposure to map symbols</p>	<p>You need your own clear rationale for the place you choose here. It can be because it doesn't feature in KS2, or because it does and you want it to form a basis to build upon, or because it has links to other subjects,. It could also be because you want to widen their cultural capital but it also may be because they have some existing knowledge of a place to build upon. This is a small area of a Non-European country so consider scale carefully, i.e. Hawaii is a state but you can study the island of Honolulu. You wouldn't study a whole country e.g. Kenya.</p>
<p>What is it like living at the coast? Or</p> <p>What happens on Dartmoor?</p> <p>Landscapes</p> <p>Interaction & change</p>	<p>1. What is a coast/Dartmoor?</p> <p>2. Where is our nearest coast/where is Dartmoor?</p> <p>3. How do/For what reasons do people use the coast/Dartmoor?</p> <p>4. What is the positive impact of people using the coast/Dartmoor?</p> <p>5. What is the negative impact of people using the coast/Dartmoor?</p>	<p>Beach, cliff, coast, hill, mountain, sea, ocean, river, soil, valley, vegetation</p>	<p>Location of coasts/moors</p> <p>What is a coast/moor</p>	<p>How people use the coast/moor and how they impact it</p>	<p>Off-site fieldwork– enquiry process</p> <p>Google Earth/GIS</p> <p>Photo interpretation</p> <p>Exposure to map symbols</p>	<p>An opportunity to integrate the full enquiry process into fieldwork off site. Here you need a clear rationale for choice of location, i.e. did you choose coasts because you are nearby and think it is important that they understand their local area fully, or because you do not live near the coast so would like them to experience a different landscape? This unit provides an opportunity to reinforce the idea that human and physical worlds interact in a local context.</p>

Key Stage 2

In KS2 at Holbeton Primary School we have a consistent approach using clear themes from Opening Worlds and the National Curriculum, that are built on throughout the years, creating a curriculum that is progressive.

It is characterised by strong vertical sequencing within subjects (so that pupils gain security in a rich broad vocabulary through systematic introduction, sustained practice, and deliberate revisiting) and by intricate horizontal and diagonal connections, thus creating a curriculum whose effects are far greater than the sum of their parts.

Each theme has an enquiry statement or question which will inform the components of knowledge that allow them to make connections and reach informed conclusions. Children will use a range of carefully curated resources from the Opening Worlds curriculum alongside maps/aerial photos and core subject-specific vocabulary to secure and gain understanding.



Assessment and Recording

In KS1, teachers will assess using routine, embedded, informal formative assessment. This happens all the time. It is built into every lesson. We are constantly checking that knowledge is secure and that pupils are learning to think geographically with their new knowledge. The regular quizzing and short tasks are always giving us ongoing information about how well our pupils have remembered and understood, so that we can adapt and/or re-teach immediately, or at least in the next lesson, ensuring no pupil ever gets left behind.

In KS2, the Opening Worlds programme has three types of assessment:

i) Routine, embedded, informal formative assessment.

This happens all the time. It is built into every lesson. We are constantly checking that knowledge is secure and that pupils are learning to think geographically with their new knowledge. The regular quizzing and short tasks are always giving us ongoing information about how well our pupils have remembered and understood, so that we can adapt and/or re-teach immediately, or at least in the next lesson, ensuring no pupil ever gets left behind.

ii) End of unit synoptic tasks

After the sixth lesson of each unit, pupils do an extended, synoptic task. This is often a piece of extended writing. It might also be an annotated diagram or a more creative outcome such as a story about the past or a little problem to solve using their geographical knowledge. These extended tasks allow pupils both to further develop and to demonstrate, their new knowledge, both substantive and disciplinary, from all six lessons

iii) End of term multiple choice tests

At the end of each term, we will administer a multiple-choice test that randomly samples pupils' history, geography and RE knowledge from across the whole term (two units in each subject).

[See Opening Worlds Curriculum Overview \(Revised June 2024\)](#)