

Coleridge Primary School: Geography curriculum overview

<p>Geographical curriculum themes:</p> <ul style="list-style-type: none"> • Explore what they like and dislike about their local park • Focus on human and physical features on the way to and inside the park. • Application of knowledge to develop understanding drawing on geographical skills in context • Expressing their geographical opinions on their local area. 	<p>Geographical enquiry question for learning:</p> <p style="text-align: center;">What makes our local environment special?</p>	<p>Geographical scale for learning: Local / global</p>	<p>Year group: 2</p>
<p>Geographical concepts:</p> <div style="display: flex; justify-content: space-around; align-items: center; text-align: center;"> <div data-bbox="129 724 215 823"></div> <div data-bbox="271 724 360 823"></div> <div data-bbox="465 724 562 823"></div> <div data-bbox="658 711 777 831"></div> <div data-bbox="916 711 1028 823"></div> <div data-bbox="1133 711 1234 823"></div> </div> <div style="display: flex; justify-content: space-around; align-items: center; text-align: center; margin-top: 5px;"> Place Scale Environment Interdependence Diversity Sustainability </div> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Underpinning concepts or 'big ideas' enable geographical content to be grouped together to enable pupils to 'think geographically' and view the world through a geographical lens. Concepts draw out the links between processes and ideas. To develop their understanding of each of these concepts, pupils need to learn about relevant knowledge and skills.</p> </div>		<p>Subject rationale: Pupils will draw upon their experience of their local environment to develop place and locational knowledge in their immediate surroundings. As pupils move through EYFS and KS1, pupils will consider and explore different locations in their local environment which are used for different purposes. Pupils will appreciate that different people use their local environment differently and for a range of purposes. Pupils will be able to gain and draw upon first-hand knowledge of visits to contrasting locations to support further learning.</p>	
<p>Subject content: This topic will enable pupils to connect with their immediate locality and understand the purpose and importance of their local facilities and environment. Pupils will begin to understand the difference between human and physical features which shape their local environment. They will investigate the importance of green spaces in built up areas and appreciate why they are important to a range of residents. Children will develop basic geographical vocabulary to refer to key physical and human features whilst conducting fieldwork to embed their skills. Pupils will be taught the relevant procedural knowledge of the skills and techniques required before they use these skills in the field. As a result of this learning children will understand how key human and physical features contribute to the heart of the community and why they are so important. They will draw upon their own conclusions to persuade an audience as to why these areas are significant geographically.</p>			

Wk	Question for learning :	Indicative subject content:	Key ideas pupils will know and understand:
1	<p>Why would people want to build on Clifton park?</p> <p>Concept: Environment</p>	<ul style="list-style-type: none"> • Have a letter from the council – The council can't afford to keep running the park so they are looking at selling the land to developers who will most likely build lots of houses on it. What do you think about this? What do you like about Clifton park? Is it a good idea to sell?... • Children explore the Digimap for schools platform with the context of Clifton park and school to begin to see how places are represented at different types of maps at different scales (aerial photograph, map) • Compare the two areas – what is the same, what's different? • Think about what we might see on the way to Clifton park – come up with class list. <p>Outcome in books – one aerial photograph, one map – compare Clifton park and school. what's the same, what's different.</p>	<ul style="list-style-type: none"> • Pupils will be able to name and locate their local area and some important places nearby which are important to them. • Pupils will be able to practice / use skills learnt to identify and locate places. • Pupils will know that settlements are built for specific reasons.
2	<p>What is the same and different about different types of map?</p> <p>Concept: Place</p>	<ul style="list-style-type: none"> • Recognise different human environments in their locality and further afield and are able to use appropriate geographical language to describe similarities and differences between these human environments (e.g. village, town, city, harbour in a seaside resort etc). • Recognise simple physical and human features using aerial photographs beyond the immediate locality. 	