

Geography

Our TRUST Curriculum Principles

A Kaleidoscope Schools curriculum has been designed to enable children to develop wide knowledge/ skills and become well rounded and confident individuals who are curious and want to learn. Schools design and develop their own curriculums but encapsulate the following which are linked to the Kaleidoscope 5C's.





Intent

Kaleidoscope Multi Academy Trust wants all pupils to receive a high-quality Geography education providing the foundations for understanding the natural and human aspects of the world. Through building up a body of knowledge and skills they will be encouraged to develop a sense of excitement and curiosity about Earth's key physical and human processes and recognise the importance of how humans have shaped the world. They will be encouraged to understand how geography can be used to answer their own questions about the world in which they live.

Implementation

Our Geography curriculum is taught in each year group in modules that enable pupils to study in depth key geographical understanding, skills and vocabulary. Each module builds on prior learning and these are revisited throughout the academic year to deepen pupils understanding and embed learning.

Through teacher modelling and planning children are given the opportunity to learn and use key vocabulary. The Kaleidoscope pedagogical approach is used in all lesson formats – retrieving and building on what the pupils already know, explaining new content including key vocabulary. Pupils are 'scaffolded' to attempt new learning and then apply new learning independently.

Where possible the curriculum is enriched with field trips and /or visitors.

Impact



Geography National Curriculum Milestones (Trust Milestones)

Key Theme	Reception	KS1 (Y1–Y2)	KS2 (Y3–Y4)	KS2 (Y5–Y6)
Locational Knowledge	<p>Recognise familiar places (home, school, park). Begin to understand simple positional language (e.g., near, far).</p> <p>Know that we live by the sea / river</p>	<p>Name and locate the 7 continents and 5 oceans. Identify the four countries of the UK and their capital cities. Locate the local area on a map.</p> <p>Know the sea runs from the River Severn into the Bristol Channel</p>	<p>Locate the worlds countries, using maps to focus on Europe (including the location of Russia), concentrating on their environmental regions, key physical and human characteristics, countries and major cities.</p> <p>Name and locate UK counties and cities, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land use patterns. Understand how some have changed over time.</p> <p>Name some coastal towns on the Bristol Channel from England and Wales</p>	<p>Locate the worlds countries, using maps to focus on (recapping previous learning on Europe) North and South America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities.</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 Meridian and time zones (including day and night)</p>
Place Knowledge	<p>Talk about places they have visited. Compare environments (e.g., beach vs. forest).</p>	<p>Compare a small area of the UK with a contrasting non-European country (e.g., UK village vs. Kenyan village) through human and physical Geography..</p>	<p>Study a region in a European country (e.g., the Alps).</p>	<p>Study a region in North or South America (e.g., Amazon Basin). Understand how physical and human features influence life in different places. (Compare to WSM)</p>



<p>Physical Geography</p>	<p>Observe weather and seasonal changes. Explore natural features like trees, hills, and rivers.</p>	<p>Identify basic physical features (beach, cliff, forest, mountain, river). Understand seasonal and daily weather patterns in the UK.</p>	<p>Study rivers, mountains, volcanoes, Understand climate zones, biomes, and vegetation belts. Explore the water cycle and natural hazards.</p>	<p>Study earthquakes.</p>
<p>Human Geography</p>	<p>Recognise buildings, roads, and transport. Talk about people’s jobs and roles in the community.</p>	<p>Using basic Geographical vocabulary Identify human features (city, town, village, factory, farm, house, office, port, harbor, shop). And key Geographic features – (beach, cliff, coast. Forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather). Identify seasonal and daily weather patterns in the UK. Locate hot and cold areas of the world in relation to the Equator, North and South Poles. Understand how people live in different environments.</p>	<p>Study land use, settlements, and economic activity. Understand population and migration patterns.</p>	<p>Explore trade links and distribution of natural resources</p>
<p>Geographical Skills and Fieldwork</p>	<p>Explore the environment using senses. Use simple maps and drawings to represent places.</p>	<p>Use maps, globes, and atlases. Conduct simple fieldwork (e.g., weather charting, local walks). Use directional language (e.g., left, right, near, far) and simple compass directions (North, South, East and West) to describe locations, features and routes on a map.</p>	<p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p>	<p>Use 8-point compass directions and 4-figure grid references. Interpret symbols and keys on maps. Conduct fieldwork using observation, measurement, and recording of human and physical features in the local area – present using sketch maps,</p>



		<p>Use aerial photographs – plan perspectives, recognize landmarks and basic human and physical features – create a simple map with basic symbols and a key.</p> <p>Use simple fieldwork and observational skills to study our school, its grounds and the key human and physical features surrounding its environment.</p>		<p>plans, graphs and digital technologies.</p>
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Overview

	Autumn	Spring	Summer
Reception 25/26	<p><u>My community/ where I live</u></p> <p><u>Winter: Hot/Cold</u></p> <p><u>Journeys</u></p>	<p><u>Under the Sea</u></p> <p><u>Polar Habitat</u></p> <p><u>Looking after our oceans</u></p>	<p><u>Summer</u></p> <p><u>Climate Change</u></p> <p><u>Rainforests</u></p>
Year 1 25/26	<p><u>Local area: where do we go to school?</u></p> <p><u>Local area: where do we live?</u></p> <p><u>Local area: how do we read maps and plan routes?</u></p>	<p><u>Continents and oceans: what can we find out about the world?</u> (Know the sea runs from the River Severn into the Bristol Channel)</p>	<p><u>Seasons: how does the weather change through the year?</u></p>
Year 2 25/26	<p><u>The UK: what kind of place is it?</u></p> <p><u>What is life like in Cardiff?</u> (<u>Could we adapt this to Bristol?</u>)</p> <p><u>Local area: why is (our place) special?</u></p>	<p><u>Cold places: what is it like at the North and South Poles?</u></p>	<p><u>Hot places: where are they and what are they like?</u></p> <p><u>What is it like to live in Jamaica?</u></p>
Year 3 25/26	<p><u>Land use: how diverse are local and UK landscapes?</u></p>	<p><u>Rivers: what's special about them?</u> (Bristol channel / river severn)</p>	<p><u>Settlements: where do people live and why?</u> (Name some coastal towns)</p> <p><u>Local area: how is it changing?</u></p>



		<u>Climate zones: what are they and why do they matter?</u>	
Year 4 26/27	<u>The UK: who are we?</u> <u>Mountains and volcanoes: what, where and why?</u>	<u>UK region: why is the Lake District a national park?</u> (Could be Dartmoor) <u>Europe: how diverse are its landscapes and places?</u>	<u>Europe: what is it like to live in northern Italy?</u> <u>Local area: what needs changing?</u> (Possible accessibility to the South West? Train station / ferry?)
Year 5 27/28	<u>Local and global: why are trees and forests important?</u> <u>Natural resources: what are they, where are they found, why are they important?</u> (possible link to pollution of seas around our area?)	<u>North and South America: how diverse are their places and landscapes?</u> <u>South America: why does the Amazon matter?</u>	<u>Energy: how do we power the world?</u> (possible link to wind farms of our shores?) <u>Sustainable world: does it matter how we live?</u>
Year 6 28/29	<u>Time zones: can we time travel on planet Earth?</u> <u>Earthquakes: how do they change the world?</u>	<u>Farms and factories: where does our food come from?</u> <u>Coasts: what happens where the land meets the sea?</u> (Local references)	<u>Global trade: how do we get our stuff?</u> <u>Around the world in 80 days: what have we learnt about our world?</u>