



Valley End Geography Curriculum Overview

Intent

At Valley End Infant School, we believe that it is important to help children develop a sense of awareness of the world around them. Geography empowers children, strengthens their comprehension across other subjects and helps them to understand their world, their role within it and the responsibilities of this role.

We follow a knowledge-based curriculum that meets the needs of every learner at Valley End which covers the skills, concepts and geographical knowledge that is expected from the National Curriculum for key stage 1.

Geography at Valley End is planned and clearly sequenced so that children build on previous knowledge and embed key concepts into their long-term memory and apply them fluently.

The curriculum gives pupils the opportunity to think critically and we value and specify knowledge. This is crucial in enabling pupils to become geographical experts.

The focus is on a broad content that is most useful and taught in a logical progression, systematically and explicitly enough for all pupils to acquire the intended knowledge and skills.

Implementation

Key Stage 1 pupils follow the Primary Knowledge Curriculum for Geography and is a stand alone subject in key stage 1. Both human and physical geography is taught. In EYFS Geography is taught as part of the 'Understanding the World' area.

In order to teach Geography, the school has a range of maps, atlases, globes, photographs and access to presentations and video clips linked to the topics being taught in Geography to enhance and deepen their understanding. Teachers use our incredible grounds to support the children to learn outside.

Each lesson builds upon previous knowledge and the children will develop a range of geographical skills such as, asking and answering questions, identifying and interpreting different sources and map skills.

A range of engaging learning activities are used such as, discussion, role-play, drawing and writing tasks. Each child has a Geography book to record any written work in, though we encourage cross curricular links too.

The Geography curriculum is further enriched by giving the children opportunities to visit local areas such as the 'Look out', Legoland and Windsor Castle.

Impact

Geography is enjoyed by all pupils and they will 'know more, remember more and are able to do more'.

Teachers have high expectations and the freedom to create and teach high-quality lessons.

All pupils use their enquiry skills and inquisitiveness about the world around them and are encouraged to ask and answer lots of questions.

Pupils will be able to think geographically and develop their understanding of their global sense of place.



Curriculum Map

HUMANITIES CURRICULUM MAP

Geography **History**

	Autumn		Spring		Summer	
	All about me, Transport		Space, Growing and Changing		Kings & Queens, Stories from the past	
	Geography	History	Geography	History	Geography	History
EYFS	Location of our school and the local area, my route to school, taking transport in local area and longer journeys, travel in different cultures and parts of the world	My past, present, future, when I was young, family trees, chronology – before I was born Transport in the past, local transport from history, explorers	Farming and Looking at parts of the Earth – sea, land etc. Exploring maps. Farming and local areas, what is grown locally? Where do fruit and vegetables come from around the world?	Explorers – significant people throughout history, farming from the past, what local areas used to look like	Countries around the world that have the British monarch, the Union flag of the UK and the countries, flags from countries the children have connections to	Story of King John and the Magna Carta, locally significant areas in the past Stories from ancient Greece, Legends
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	Spatial Sense 1- Aerial Views 2- Maps 3- Location 4- Compass points 5- Drawing maps	Discovering History 1-What is the past? 2-Family trees 3-How do we know about history? 4-What do archaeologists do? 5-Our local history	The UK 1-The four countries in the UK 2-Scotland 3-Wales 4-Northern Ireland 5-England	Kings, Queens & Leaders 1-Kings and Queens 2-King John I and the Magna Carta 3-Henry III and Parliament 4-Charles I 5-Oliver Cromwell and the Commonwealth	Seven Continents 1-The seven continents 2-The five oceans 3-The equator and the poles 4-Land around the world 5-Europe - our continent	Parliament & Prime Ministers 1-James II, Mary II and William of Orange 2-Simon De Montford and parliament 3-Robert Walpole 4-Our Prime Minister today 5-Elections



Year 2	<p style="text-align: center;">Spatial Sense</p> <ol style="list-style-type: none"> 1- My school site 2- Drawing a map of my school 3- Maps of the local area 4- Using maps to plan a route 5- Identifying locations on a globe 	<p style="text-align: center;">The Gunpowder Plot (VE)</p> <ol style="list-style-type: none"> 1- Who was Guy Fawkes 2- Problems for the plotters 3- The end of the plot 4- Wanted! The search for Thomas Percy 	<p style="text-align: center;">The British Isle</p> <ol style="list-style-type: none"> 1- The British Isle & England 2- Scotland 3- Wales 4- Ireland 5- Comparison with Cape Town 	<p style="text-align: center;">Tudors</p> <ol style="list-style-type: none"> 1- Life in Tudor England 2- Henry VIII 3- The English Reformation 4- Edward VI & Mary I 5- Queen Elizabeth I 	<p style="text-align: center;">Northern Europe</p> <ol style="list-style-type: none"> 1- Countries in Northern Europe 2- Human & Physical features 3- Climate 4- Animals found 	<p style="text-align: center;">Powerful Voices</p> <ol style="list-style-type: none"> 1- Ghandi 2- Rosa Parks & Martin Luther King 3- Malala Yousafzai 4- Greta Thunberg 5- David Attenborough
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