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 Earths 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 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.

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GEOGRAPHY NATIONAL CURRICULUM MILESTONES

Key Theme	Reception	KS1 (Y1–Y2)	KS2 (Y3–Y4)	KS2 (Y5-Y6)
Locational Knowledge	Recognise familiar places (home, school, park). Begin to understand simple positional language (e.g., near, far). Know that we live by the sea / river	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. Know the sea runs from the River Severn into the Bristol Channel	Name some coastal towns on the Bristol Channel from England and Wales	
Place Knowledge	Talk about places they have visited. Compare environments (e.g., beach vs. forest).	Compare a small area of the UK with a contrasting non-European country (e.g., UK village vs. Kenyan village).	Study a region in a European country (e.g., the Alps).	Study a region in North or South America (e.g., Amazon Basin). Understand how physical and human features influence life in different places.
Physical Geography	Observe weather and seasonal changes. Explore natural features like trees, hills, and rivers.	Identify basic physical features (beach, cliff, forest, mountain, river). Understand seasonal and daily weather patterns in the UK.	Study rivers, mountains, volcanoes, Understand climate zones, biomes, and vegetation belts. Explore the water cycle and natural hazards.	Study earthquakes.
Human Geography	Recognise buildings, roads, and transport. Talk about people's jobs and roles in the community.	Identify human features (city, town, village, factory, farm). Understand how people live in different environments.	Study land use, settlements, and economic activity. Understand population and migration patterns.	Explore trade links and distribution of natural resources
Geographical Skills and Fieldwork	Explore the environment using senses. Use simple maps and drawings to represent places.	Use maps, globes, and atlases. Conduct simple fieldwork (e.g., weather charting, local walks). Use directional language (e.g., left, right, near, far).		Use 8-point compass directions and 4-figure grid references. Interpret symbols and keys on maps. Conduct fieldwork using observation, measurement, and recording.

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CURRICULUM YEAR 1

Term	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
1 Where do we go to school?	Our School	Our School from Above	Our School in 10 photos	Jobs in our School	Describing Locations	Autumn in the school grounds
3 Local Area: how do we read maps and plan routes	Locating places in our school grounds	Mapping our school grounds	Planning a route	Fieldwork	Making a map of our route	Improving our school grounds
5 Continents and Oceans	Earth View	Mapping The World	The world's Five Oceans	Rivers of the World	Mountains and Landmarks of the world	The UK's Place in the world

CURRICULUM YEAR 2

Term	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
2 How has London Changed?	To be able to locate London on a map and describe its location.	To be able to identify and describe landmarks of London.	To be able to use compass points and positional direction to navigate between	To be able to identify and describe a variety of geographical features in London.	To explore seasonal weather patterns in London.	To be able to plan a trip to London.

			London landmarks.			
4 Why do we need maps?	To be able to use compass points to navigate around a map.	To use aerial photographs and plan perspectives to recognise and create landmarks	Use simple fieldwork and observational skills to study the geography of their school and surroundings.	To devise a simple map and use and construct basic symbols in a key.	To design a map, referring to key human features.	To create a 3D map using their town designs.
6 Where does a spectacled bear live?	To locate jungles around the world and begin to describe them.	To identify some features and weather of Peruvian tropical seasonal forests.	To identify the locations of mangroves and describe their features and weather.	To identify the locations and features of cloud forests.	To compare British woodland to the Peruvian jungle.	To summarise what has been learned about the locations, weather and geographic features of jungles.

CURRICULUM YEAR 3

Term	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
2 LAND USE	UK human and physical features	Land use in our Locality Weston – s - Mare	Farming in the UK	Different types of land use in the UK	Using Grid references	Changing land use

4 WATER CYCLES AND RIVERS	The Water Cycle	Water around the World	Introducing Rivers Processes and landforms	The rivers Journey	Flooding Rivers	Rivers in the UK, Europe and the World
6 CLIMATE ZONES	Introducing Climate	Using lines of Latitude to locate the main climate zones	Climate data and patterns	The differences between climate zones and biomes	Adaptions of plants and animals in different biomes	Climate Change

CURRICULUM YEAR 4

Term	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
2 The UK	Regions and countries of the UK	Images of the UK	The UK: Moving in and moving out	Impacts of the UKs changing population	Moving Within the UK	UKs Global links
4 Europe	Using maps to locate the countries of Europe	Weather and Climate of Europe	Major cities in Europe	Physical features of countries in Europe	Human features of countries in Europe	Tourism in Europe
6 Mountain and Volcanoes	Formation on mountains	Mountains and their features	The UK's peaks	Volcanoes and their features	Living near Volcanoes	The impact of eruptions: Iceland

CURRICULUM YEAR 5

Term	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
2 Natural resources	Introducing natural resources	Renewable and non – renewable energy sources	Global food production	Economic minerals	Wood and its uses	Water: our essential resource
4 Americas	Tropical and temperate forest	Location of Amazon Rainforest	Features of the Amazon forest	Foods from tropical rainforest	People of the rainforest	Debating the future of the rainforest / Protecting the rainforest
6 Sustainability	Introducing sustainability	Carbon footprints	Using energy wisely	Tackling food waste	Biodiversity	Making Weston more sustainable

CURRICULUM YEAR 6

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Term	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
2 Time Zones	Day and Night	Longitude and time zones	International Date Line and time	Travel and time	The Cause of Earthquakes	Measuring earthquakes
4 Earthquakes and Coasts	The Location of Major Earthquake Zones	Earthquakes and Tsunamis	Preparing and responding to earthquakes	People and earthquakes	The Coast of the UK Mapping the coast of WSM	Coastal Erosion
6 Earthquakes and Coasts	The Changing Coastline	Protecting the Land	Coastal habitats and ecosystems	Coasts and Tourism	Coasts and Tourism WSM	Coasts and the Future