

Dame Catherine Harpur's Geography Curriculum (version January 2023)



Our vision for geography

We believe that geography provides all children the ability to understand how their lives are connected to others. It is vital for our world that children understand how their lives and the lives of others are shaped by their environments and that they have an impact of their environments they inhabit. Through teaching geography, we aim to inspire children to actively explore a broad range of places and learn about people who live in those places in order to paint a bigger picture of life on earth today and to enable them to make responsible choices for the future.

Intent : what we teach and why we teach it

There are many challenges we face as a society and we need to support children to make sense of a complex and dynamically changing world in age appropriate ways. Children must be taught to connect with geography and to do this we place a priority on building on children's own experiences and those of others in the community together with using stimulating opportunities to develop a sense of wonder about new places and other people. As children need to explore their own place in the world we feel that it is crucial for us to use our secure knowledge of our children and families to develop curriculum content and experiences in a bespoke way. We have children and families which have diverse backgrounds and experiences and given that we teach in small groups, we can incorporate this into our curriculum, which means that will promote flexibility to support a broader curriculum than the national curriculum might sometimes allow for. For example, for our 5-7 year olds, we will not focus merely on identifying countries in the UK, but focus on countries which might hold significance to individuals within the a specific group of children, or countries where there are current and relevant interests and events.

Our pupils will investigate places around the world throughout their time at Dame Catherine's as well as physical and human processes. They will improve their geographical vocabulary, map skills and geographical facts, developing their own geographical curiosity through investigating, analysing evidence and drawing conclusions, using a range of sources. There will be a focus on learning through visits, themed days and benefitting from expertise and experiences within our school community.

Implementation: what this looks like in practice

This will be through a combination of overview, thematic and in depth studies (incorporated into wider curriculum questions.) At least 2 or 3 of our curriculum themes (developed as overarching questions) each year will have a significant geographical focus. This ensures that geography will be a central element when planning our curriculum. In addition to this, a significant number of the smaller challenge questions which feed into these will incorporate geography. This will enable us to link in a wider range of geographical regions and aspects of human and physical geography, which might mean one or a short series of lessons. This will also enable us to revisit and consolidate learning over a longer period of time. Theme days or weeks will play a role in supporting this model, as will our 'Off Piste' work, where we respond to events happening in the world and experiences or ideas from individual children. Many of the wider opportunities to read and write will be linked into subject learning, ensuring that writing has a purpose and that there is quality time to spend on learning valuable subjects such as geography.

There are details of the areas to be incorporated over time in our coverage and progression document for geography, which allows us to ensure breadth but also be highly flexible in when and how we incorporate these into our curriculum. This will provide a picture over a rolling 3 or 4 year period. Our model has a high degree of flexibility so that we can respond to the ideas and needs of current groups of children and cater for our mixed-age and part time groups. We can therefore expand our coverage and give the teaching staff the ability to tailor contexts using their professional judgement from knowing their children. This also helps us to be more agile and benefit from resources available which support us in providing exciting and relevant learning experiences. Key skill areas are built into these progression and coverage documents to ensure that children progress in 'becoming a geographer' as they move through the school, irrespective of the geographical area and contexts chosen.

Impact: the effects of the experiences the children have in DCHS

Through our discussions with children, their presentations and their work, we will ensure that our children can talk about geography. They will show a genuine curiosity in the areas they have explored and also make links between different themes so that they are building an overview of the world. They will also show a deepening understanding and use of geographical vocabulary. Children will be able to analyse and interpret information and, most importantly, they question. Children are inspired to further their knowledge and show this by their involvement in developing learning opportunities for themselves and others.

Our curriculum overview

Three and Four Year olds	Four and Five Year Olds	ELGs (milestones leading into stage D)
Contexts will be the same as for the 5-7 year olds		
<ul style="list-style-type: none"> • Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. • Continue developing positive attitudes about the differences between people • Begin to understand the need to respect and care for the natural environment and all living things 	<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 • Explore the natural world around them • Describe what they hear and feel whilst outside • Recognise some environments that are difference to the one in which they live • Understand the effect of changing seasons on the natural world around them 	<p>Understanding the World</p> <p>People, Culture and Communities</p> <ul style="list-style-type: none"> • Describe their immediate environment (using knowledge from observation, discussion, stories, non-fiction texts and maps) • Know some similarities between different cultural communities in this country • Explain some similarities between life in this country and life in other countries (using knowledge from observation, discussion, stories, non-fiction texts and maps) <p>The Natural world</p> <ul style="list-style-type: none"> • Explore the natural world around them, making observations and drawing pictures • Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class • Understand some important processes and changes in the natural world around them, including the seasons changing

5-7 years stages D and A	7-11 years stages M, E, C and H
<p>Children will be taught about:</p> <p>Location and place</p> <ul style="list-style-type: none"> • The names and locations of the continents and oceans • The names and locations of a small number of countries in Europe • The names and locations of a number of countries in the world which are significant for the group of children, including the country they live in and / or were born in. Locations of some capital cities and some landmarks. • A study on their local area and at least one UK study in a contrasting area (for eg. seaside or city) • A study of an area from 2 other continents (such as Asia or Africa) which are contrasting (to enable children to develop an understanding of the similarities and differences between the 2 countries) • At least one study in another European country <p>The above will support the development knowledge and understanding in human and physical geography.</p> <p>Human and Physical Geography</p> <ul style="list-style-type: none"> • Seasons and weather patterns in the UK • Where the hot and cold areas of the world are in relation to the Equator and the North and South Poles • Physical features such as beaches, cliffs, mountains, seas, oceans, rivers, soil, vegetation, valleys, seasons and weather. • Human features including cities, towns, factories, farms, houses, ports, harbours and shops 	<p>Children will be taught about:</p> <p>Location and place</p> <ul style="list-style-type: none"> • Locating a variety of countries in Europe • Environmental regions of Europe, key physical and human characteristics. • Identifying key physical and human characteristics and major cities in Europe (rivers, mountains, capitals and landmarks) • Environmental regions of Europe, key physical and human characteristics and major cities. Counties in England. • How chosen areas in the UK have changed over time (land use.) • Locate the main countries in 2 or 3 other continents or specific regions of continents such as South East Asia. • A study of the UK and studies from countries or regions in at least 3 other continents (South America, North America, Asia, Africa, Australia) • Know the position and significance of the Equator, Tropic of Capricorn and Cancer and understand the difference between the Northern and Southern Hemisphere. Make connections between the equator and the tropics (and rainforests.) The significance of Latitude and Longitude • How different time zones work • Grid references • Biomes and where some of these are on a world map <p>The above will support the development knowledge and understanding in human and physical geography.</p> <p>Human and Physical Geography</p> <ul style="list-style-type: none"> • Volcanoes, rocks and soil • Earthquakes, natural disasters such as mudslides, floods, tsunamis • Mountains, Rivers and the water cycle

Maps and fieldwork

- World atlases, maps and globes
- Compass directions and directional language
- Their school, school grounds and surrounding environment

Children will begin to develop a range of skills within the following areas:

Range and depth of locational and place knowledge
Human and physical geography
Geographical enquiry
Using maps and fieldwork

- Climate zones, biomes , focusing on specific areas such as the Amazon Rainforest and the Arctic / Antarctic
- Climate change, its causes and implications
- Trade and Fairtrade
- Settlements and land use (including changes over time and re-settlement and migration)
- Natural resources including energy and food, minerals and water

Maps and fieldwork

- World atlases, maps and globes and computer mapping
- 8 point compass points and grid references

Children will further develop a range of skills within the following areas:

Range and depth of locational and place knowledge
Human and physical geography
Geographical enquiry
Using maps and fieldwork

Dame Catherine Harpur's Geography Coverage and Progression



5-7 year olds

Part 1 : Contexts for knowledge and Understanding (3 year cycle of coverage outlined from 2021)

Knowledge and Understanding of Geography		Year	Term covered	Curriculum theme or question
To be taught about:	This includes:			
Arctic & Antartica	Locating and naming the Arctic/Antartica Locating and naming North and South Poles Locating these places on an atlas/globe	2020-21	Spring 2021	Hot and Cold
Map reading (local)	Finding landmarks on a map Using a map to navigate their local area	2020-21	Summer 2021	The Big Toddle (parent/child activity afternoon)
Countries around the world	Names and locations of countries around the world as part of Christmas celebrations around the world. Using google maps to explore countries Flags of different countries	2021-22	Autumn 2021	Christmas Round the World project
		2022-23	Autumn 22	Football World Cup (theme week)
Local study of Derbyshire	Map reading. Making maps. Local landmarks. Physical and human local features.	2021-22	Spring 2022	What makes Derbyshire so special?
Coastlines	British coastlines and comparison with another country	2021-22	Summer 2022	What colour is your world?
Transport	Transport options (boat, ferry, plane, train, Channel Tunnel)	2021-22	Summer 2022	What colour is your world?
Comparison of London and Paris	Features of both cities. Famous landmarks. Link to Jubilee.	2021-22	Summer 2022	What colour is your world?
Physical features: deserts, beaches and forests	Locations around the world	2021-22	Summer 2022	What colour is your world?

Part 2: Abilities and skills to become a good geographer

Area	To include:	Dates (term and year)	areas of focus
Range and depth of locational and place knowledge	<ul style="list-style-type: none"> a) Use maps / a globe to identify continents and oceans b) Be able to locate the UK c) Ask geographical questions about what it might be like to live in a certain place d) Draw and label pictures to show how places are different. e) Express views about a place or environment and give detailed reasons 	<p style="text-align: center;">Autumn 21 Summer 22</p>	<p>a,d b,c</p>
Human and physical geography	<ul style="list-style-type: none"> a) Use basic geographical vocabulary to refer to geographical features (beach, coast, mountain, sea, river season, weather etc.) and human features (city, village farm etc.) b) To verbalise and write about similarities and differences between the features of different localities c) Observe and record eg. draw pictures of the weather at certain times in a year. d) Identify the coldest places in the world and make predictions as to where the hottest places in the world might be 	<p style="text-align: center;">Autumn 21 Summer 22</p>	<p>a a, b,</p>
Geographical enquiry	<ul style="list-style-type: none"> a) Ask and respond to simple geographical questions b) Use books, stories, maps, pictures and photos as sources of information c) Investigate their surroundings d) Make observations about where things are and why things happen e) Make simple comparisons between features of different places 	<p style="text-align: center;">Spring 22 Summer 22</p>	<p>b,c b,e</p>
Using maps and fieldwork	<ul style="list-style-type: none"> a) Follow directions including NSEW b) Draw a map of a real or imaginary place eg. add detail to a sketch map from aerial photograph c) Begin to understand the need for a key and use agreed symbols to make a simple key d) Follow a route on a map e) Begin to use an atlas or globe to locate places and find the land / sea f) Begin to spatially match places eg. locate UK on a small scale and larger scale map. g) Look down on objects to make a plan view map 	<p style="text-align: center;">Autumn 21 Spring 22 Summer 22</p>	<p>e a,c,d, g h</p>

	h) Locate and name major features on a UK map		
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7-11 year olds

Part 1 : Contexts for Knowledge and Understanding (4 -5 year cycle of coverage outlined from 2018-19)

Knowledge and Understanding of Geography		Year	Term covered	Curriculum theme or question
To be taught about:	This includes:			
Biomes – creating an island	Features of desert, tundra, rainforest, temperate forest, aquatic, grassland. Climate and animals found there. Dragon island. Revisit when discussing features of different dragons and where they might live		Spring 2019 Spring 2021	What's life like on our Island? Are great leaders born to fly?
Rainforests	Major rainforests of the world and location on a map. Connection to the equator	2020-21	Summer 2021	What makes a journey so fascinating?
The UK	Counties of the UK Road and transport links in the UK Formation of the UK in history	2020-21	Autumn 2020	Is Plotting and Planning always Marvellous Are great leaders born to fly?
South America	Countries and physical features of South America with a focus on the amazon Trade and fair Trade. Use of land including changes over recent years and a comparison with 100years ago for y5/6 through text studied	2020-21	summer 2021	What makes a great journey?
Asia	China: megacities. What is a megacity? Locate Chinese megacities on a map. Physical features incl. landmarks of China, a study of the Yangzte river, re-settlement. Yangzte	2019-20	Spring 2020	Shall we play Walls and Warriors?

	<p>river dam including a focus on pros and cons. Constructing a dam. Japan : physical features and human features (schools)</p> <p>Countries of south East Asia. Name and locate countries on a map. ASEAN – reasons why countries choose to work together including trade.</p>	2020-21	Spring 2021	Are great leaders born to fly?
Land use	<p>Coal mining in the Victorian Era. Local mining industry</p> <p>Yangzte River study</p> <p>Mining</p>	2019-20 2021-22	Autumn 2019 Autumn 2021	How good is change? What's our Power?
Bodies of water including rivers, lakes the sea	<p>Comparison of different bodies of water. What is a river, lake etc. Terminology eg. source, mouth, tributary etc. Sources of rivers. Dams</p> <p>The River Nile</p>	2018-19 2018-19	Spring 2020 Summer 2019	Shall we play walls and warriors? Theme week on Egypt
Rocks, soils and volcanos	<p>Types of rocks and where they are found Soil Types of volcano, volcanic eruptions, where some major volcanoes are situated</p> <p>Structure of the Earth (layers, materials) Types of rocks Volcanoes</p>	2019-20 2022-23	Spring 2019 Autumn 2022	What is life like on our island? Shall we go up above or down under?
Midlands and the Age of Enlightenment	<p>City : Lichfield. Study of buildings</p> <p>Study of the industries of the Midlands which played a major role in the industrial revolution. (Telford, Cromford, Bourneville) Focus on waterpower.</p>	2021-22	June 2021 Autumn 2021	What makes a journey so fascinating?
World War 1 Ticknall Village in the early 1900s	<p>Focus on a teacher's family living in the village and the impact of WW1 through original letters and documents such as the memoirs. The life of a Ticknall boy through his memoirs. Taking part in the village commemorations of 100 years since the end of WW1.</p>	2018-19	November 2018	Special school focus to mark 100 years since the end of WW1
Local study	<p>Local industries in Victorian times to early and mid 1900s. Potteries (Staffordshire) coalmining (Derbyshire and Leicestershire.) Map of coal mining industry.</p>	2019-20	November / December 2019	How good is change?

	Ticknall village in WW1 years compared to today	2018-19	Autumn 2018	Theme week for 100 years since end of WW1
	Create a map of the school	2020-21	Autumn 2020	Is plotting and planning always marvellous?
	Local Study: Harpur Crewe family. Development of village.	2021-22	Autumn 2021	
European Countries	Scandinavian countries – regional focus	2018-19	Autumn 2018	Why are Nordic countries so noteworthy?
	Journeys made in the 1930s prior to WW2			WW2
Trade	The Age of discovery and exploration in Elizabethan times. Trade routes.	2018-19	Spring 2019	Can you convince me?
	The history of tea. Trade including the silk road.	2020-21	Autumn 2020	Theme day on Tea
	Trade from Amazon area including 100 years ago. Rubber plantations, palm oil.	2020-21	Summer 2020	
	Fair Trade : what is fair trade?			
	Slave Trade in the US	2019-20	Summer 2020	
	Import, Export and Trade	2022-23	Autumn 2022	Vikings project (What can we learn from Chris' book?)
Settlement, immigration and migration	Immigration to the UK over history. Locate countries and areas people migrated from and identify reasons.	2019-20	Summer 2020	Windrush focus
	Vikings: reasons the Vikings settled in the countries they did.	2018-19	Autumn 2018	Why are Nordic Countries so Noteworthy?
	Immigration into the US in the early 1900s. Ellis island	2018-19	Autumn 2018	Why remember the post-war era of the 1920s?
	Migration – the Story of Malala	2021-22	Autumn 2021	What's our Power?

	Settlements including changes over time and re-settlement (linked with history and Agricultural / Industrial Revolution) Study of Cromford (comparison of now and 1700s) and the idea of a sustainable community	2021-22	Autumn 2021	
	Settlements and migration	2022-23	Autumn 2022	Vikings project (What can we learn from Chris' book?)
The Caribbean	Location of islands Journey to the UK Life in the Caribbean compared to the UK (post war Britain)			
Natural resources	Natural resources (link with science) coal, oil, gas. Activity to model extracting coal, considering how to put the environment back afterwards. Non-renewable and renewable energy sources	2021-22	Autumn 2021	What's our Power?
Weather and climate	What is weather? What is climate? Link to science with wind power. Extreme weathers. Climate zones.	2021-22	Autumn 2021	What's our Power?
	Life in the capital city – major causes of smog. (linked to the Great Smog 1952)	2021-22	Summer 2022	The 2 nd Elizabethan Age: a good review?
Climate Change	Melting of the ice caps	2018-19	Spring 20219	What is life like on our Island?
	Causes and impact of deforestation (Amazon and South East Asia)	2020-21	Summer 2021	What makes a journey so fascinating?
	Causes and implications. Discuss reasoned and informed solutions and identify changes to be made in lives Carbon and water Footprint (link to power of our plate) Methane, food wastage, seasonal and local foods. Link into COP 26	2021-22	Autumn 2021	What's our Power?
Natural disasters	Mudslides	2021-22	Autumn 2021	National Mud Day
	Tsunamis and earthquakes	2021-22	Spring 2022	Are Myths Merely Misconceptions?
The World and continents	Continents and a comparison over time World map - Viking times. Location of Nordic countries, Ireland, England and Scotland, Portugal. Location of Istanbul.	2021-22	Spring 2022 Spring 2022	Are Myths Merely Misconceptions? Viking project
	The Cold War: map of countries and what the picture looked like pre- 1990.	2021-22	Spring 22	Off piste: link to work on propaganda and war in Ukraine
	The Commonwealth over time – location of countries	2021-22	Summer 22	

	World Map : journey of Phileas Fogg in Around the World in 80 Days. Compare with our Journey in Just one day for our show.	2022-23	Autumn 2022	The 2 nd Elizabethan Age – a good review? Shall we go up above or down under?
	World Cup countries Location, capitals, flags and key facts of the 32 participating nations (independent research and presentation)	2022-23	Autumn 2022	Off Piste: World Cup in Qatar
Africa	Countries and their locations. Key physical features How wealth is measured - economic development indicators GDP and GDP per capita and comparing wealth and poverty of all African countries according to different measures. Focus on West Africa and East Africa. Study about daily life in Mali, Kenya and Zambia. Study of the Massai.	2021-22	Spring 2022	Are Myths Merely Misconceptions?
Polynesia	Migration (from island to island – wayfinding)			
Australia	Natural locations, settlement, migration, climate			
Middle East	Location of countries Similarities eg. between Qatar and Iran) Study on Iran and Kurdistan	2022-23	Autumn 2022	Off Piste (linked to current affairs and the World Cup)
Oceans	Oceans of the world, characteristics, uses of oceans (food, fuel, transport)	2022-23	Spring 2022	Shall we go up above or down under?

Part 2 : Abilities and skills to become a good geographer (added from September 2021)

Green indicates foundation skills and blue higher level skills.

Area	To include:	Dates (term and year)	areas of focus
Range and depth of locational and place knowledge	a) Use maps to locate countries and label different countries and continents in the northern and southern hemisphere.	Autumn 2021	d,h,k
	b) Identify and locate major cities and geographical features on a map	Spring 2022	a, f,g,j,
	c) Locate the equator and consider the countries and climates which are close to it and the relationship between these. Predict how they think life will be in certain places	Autumn 22	a,e, j,k

	<p>d) Suggest places which might be biomes and use maps to locate biomes. Make comparison between biomes</p> <p>e) Study maps to make assumptions about certain areas (eg. identify mountainous or urban areas)</p> <p>f) When studying pictures, make reasoned judgements about where they were taken.</p> <p>g) Identify similarities and differences between 2 places, analyse the evidence and draw conclusions</p> <p>h) Explain climates of given countries and relate this to hemispheres, the Equator and the Tropics</p> <p>i) Locate major cities and draw conclusions as to similarities and differences</p> <p>j) Locate key physical and human characteristics and relate them to locality (eg. population sizes, transport links)</p> <p>k) Reflect on the value of certain industries to areas.</p>		
Human and physical geography	<p>a) Explain the causes of volcanic eruptions and natural disasters such as mudslides and earthquakes</p> <p>b) Produce pictures and labelled diagrams, using correct vocabulary</p> <p>c) Ask and answer questions through self-conducted research</p> <p>d) Draw diagrams, produce writing and use current vocabulary</p> <p>e) Draw conclusions about the location of settlements</p> <p>f) Suggest how the land was used in the past and why this has changed</p> <p>g) Identify main economies and compare trade with the past</p> <p>h) Describe and explain processes that cause natural disasters</p> <p>i) Reflect on reasons for population changes</p> <p>j) Draw conclusions and develop informed reasons for changes</p> <p>k) Discuss consequences of climate change and reach reasoned and informed solutions and identify changes to be made in lives</p> <p>l) Use appropriate vocabulary and language to describe physical features such as rivers, how they have changed over time and the impact</p> <p>m) Identify trade links.</p> <p>n) Reflect on the impact trade has had on an area and generate ideas for cause and effect</p> <p>o) Take part in a reasoned discussion and debate about fair trade. Generate solutions and promote ethically sound trade</p> <p>p) Discuss land use and draw conclusions about reasons based on inhabitants and changing needs</p>	<p>Autumn 2021</p> <p>Spring 2022</p> <p>Summer 2022</p> <p>Autumn 2022</p> <p>/ spring 23</p>	<p>a,b,g,h,k,o</p> <p>a,g,h</p> <p>f, g,h</p> <p>b,d, f, l, m</p>
Geographical enquiry	<p>a) Begin to initiate geographical questions</p> <p>b) Use books, stories, maps, pictures and photos as sources of information and extend to satellite images and aerial photos</p> <p>c) Investigate places at more than one scale</p> <p>d) Collect and record evidence with some support</p>	<p>Spring 2022</p> <p>Summer 2022</p> <p>Autumn 2022</p>	<p>b,e,a,f,g,h</p> <p>a,f,d,e,g</p> <p>e,f,g</p>

	<p>e) Analyse evidence and begin to draw conclusions eg. making comparisons between places</p> <p>f) Suggest questions for investigating</p> <p>g) Use primary and secondary sources of evidence in investigations</p> <p>h) Investigate places with more emphasis on the larger scale, contrasting and distant places.</p> <p>i) Analyse evidence and draw conclusions eg. from field work data on land use, looking at patterns and explaining reasons.</p>		
Using maps and fieldwork	<p>a) Use 4 compass points and begin to use 8</p> <p>b) Use letter / number co-ordinates to locate features on a map</p> <p>c) Make a map of a short route experienced with features in the correct order</p> <p>d) Make a simple scaled drawing</p> <p>e) Know why a key is needed</p> <p>f) Begin to recognise symbols on an OS map</p> <p>g) Locate places on a large scale map</p> <p>h) Draw a sketch map from a high view point</p> <p>i) Begin to identify significant places and environments</p> <p>k) Use 8 compass points</p> <p>l) Use 4 figure co-ordinates to locate features on a map</p> <p>m) Begin to use 6 figure grid references and latitude and longitude on an atlas map</p> <p>n) Draw a variety of maps and plans of increasing complexity</p> <p>o) Use OS map and atlas symbols</p> <p>p) Follow a short route on an OS map. Describe features shown on an OS map</p> <p>q) Locate places on a world map</p> <p>r) Use atlases to find out about other features of places such as mountain ranges</p> <p>s) Use a scale to measure distances</p> <p>t) Measure straight line distance on a plan</p> <p>u) Draw maps and plans to a scale</p> <p>v) Use index and contents pages in an atlas</p> <p>x) Draw a plan view map accurately</p> <p>y) Identify significant places and environments</p>	Spring 2022	q,r,