

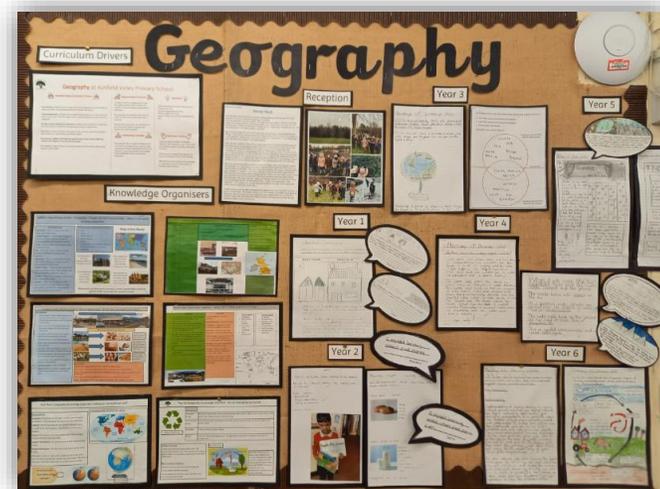


# The Geography Curriculum

at Ashfield Valley Primary School

# There is a clear vision for the Teaching and Learning of Geography

‘Every child has the chance to explore, investigate and develop a continually evolving knowledge and understanding of our world today and for the future.’



# There is a clear vision for the Teaching and Learning of Geography

We worked together to create a whole school vision for Geography, that considers the context of the school and the need of its pupils.

We aim to develop children's curiosity and fascination about the world and its people that will remain with them for the rest of their lives.

We follow the National Curriculum expectations for Geography, and achieve this by applying an enquiry based approach combining the development of content knowledge and transferable skills.

# Our Curriculum is progressive and builds upon prior knowledge at every stage.



## Geography and History Curriculum Overview

	Autumn 1 (Geography)	Autumn 2 (History)	Spring 1 (Geography)	Spring 2 (History)	Summer 1 (Geography)	Summer 2 (History)						
EYFS	History and geography as well as other foundation subjects are covered throughout the year across all within the following areas: <b>Understanding the world</b> <b>Past and Present</b> <ul style="list-style-type: none"> <li>Pupils talk about the lives of the people around them and their roles in society;</li> <li>Know some similarities and differences between things in the past and now drawing on their experiences</li> <li>Understand the past through settings, characters and events encountered in books read in class</li> </ul> <b>People, Culture and Communities</b> <ul style="list-style-type: none"> <li>Pupils will describe their immediate environment using knowledge from observation, discussion, and what has been read in class;</li> <li>Know some similarities and differences between different religious and cultural communities in the world</li> <li>Explain some similarities and differences between life in this country and life in other countries, using fiction texts and - when appropriate – maps.</li> </ul> <b>The Natural World</b> <ul style="list-style-type: none"> <li>Pupils will explore the natural world around them, making observations and drawing pictures of the world around them</li> <li>Know some similarities and differences between the natural world around them and contrasting environments</li> <li>Understand some important processes and changes in the natural world around them, including the weather.</li> </ul>							<i>(People and their Communities)</i>		<i>(Animals and their Habitats)</i>	the Rainhill Trials important? <i>(Great Inventions: Transport)</i>	
Year Two			What are Seasons? <i>(Seasons)</i>	Should we still celebrate Bonfire night? Did the Great Fire make London a better or worse place? <i>(Bonfire Night and The Great Fire of London)</i>	Where does our food come from? <i>(Journeys: Food)</i>	How have holidays changed over time? <i>(Holidays)</i>	What are the wonders of our world? <i>(Wonderful World)</i>	Who are our local heroes? <i>(Our Local Heroes)</i>				
Year Three			Why is climate important? <i>(Climate and the Weather)</i>	What was new about the New Stone Age? <i>(The Stone Age)</i>	Where on the earth are we? <i>(Our World)</i>	Which was more impressive- the Bronze Age or the Iron Age? <i>(The Bronze Age and the Iron Age)</i>	Do we like to be beside the sea? <i>(Coasts)</i>	How much did the Ancient Egyptians achieve? <i>(Ancient Egypt)</i>				
Year Four			Can you come on a great American road trip? <i>(The Americas)</i>	What happened when the Romans came to Britain? <i>(Roman Britain)</i>	How does water travel in a cycle? <i>(Rivers and the Water Cycle)</i>	Was the Anglo-Saxon period really a Dark Age? <i>(The Anglo Saxons)</i>	How does the earth shake, rattle and roll? <i>(Earthquakes and Volcanoes)</i>	Would the Vikings do anything for money? <i>(The Vikings)</i>				
Year Five			How is the UK changing? <i>(Changes in the Local Environment)</i>	What did the Greeks do for us? <i>(Ancient Greeks)</i>	Where should we go on holiday? <i>(A Study of the Alpine Region)</i>	What did the early Islamic Civilisation leave behind? <i>(Early Islamic Civilisation and Baghdad)</i>	Where does everything we buy come from? <i>(Journeys: Trade)</i>	How has crime and punishment changed over time? <i>(Crime and punishment)</i>				
Year One	What is it like where we live? <i>(Our Local Area)</i>	What was life like when our grandparents were children? <i>(My Family History)</i>	Where in the world do these people live?	Who were the greatest explorers? <i>(The Greatest Explorers)</i>								
Year Six			What is life like in the Amazon? <i>(South America: The Amazon)</i>	Why should we remember the Maya? <i>(The Maya Civilisation)</i>	Are we damaging our world? <i>(Protecting the Environment)</i>	What makes people go on a journey? <i>(Journeys)</i>	How will our world look in the future? <i>(Our World in the Future)</i>	Did WWI or WWII have the biggest impact on our locality? <i>(The Impact of War)</i>				

# Geography at Ashfield Valley



We have selected our content coverage based on the context of the school and its pupils, exploring key geographical knowledge, places and contrasting the children's local geography between the geography of other places around the world.

## Pupil Voice

What is Geography  
and why is it  
important?



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