

Geography Curriculum Intent

Mowmacre Hill

DISCOVER

Primary School

At Mowmacre Hill we believe that Geography helps to provoke and provide answers to questions about the natural and human aspects of the world. Geography is, by nature, an investigative subject, which develops an understanding of concepts, knowledge and skills. The curriculum is designed develop knowledge and skills that are progressive, as well as transferable, throughout their time at Mowmacre Hill Primary and also to their further education and beyond.

By revisiting these areas of learning regularly, children will remember more, know more and understand more. As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. We want our children to gain confidence and have practical experiences of geographical knowledge, understanding and skills that explain how the Earth's features at different scales are shaped, interconnected and change over time.

Geography Curriculum Implementation

In ensuring high standards of teaching and learning in Geography, we implement a curriculum that is progressive throughout the whole school.

Planning for Geography is a process in which all teachers are involved to ensure that the school gives full coverage of, 'The National Curriculum programmes of study for Geography 2014' and, 'Understanding of the World' in the Early Years Foundation Stage. Geography teaching at Mowmacre Hill Primary School involves adapting and extending the curriculum to match all pupils' needs. Geography is linked to class topics to ensure a contextual understanding of the skills being learned.

Geography Curriculum Impact

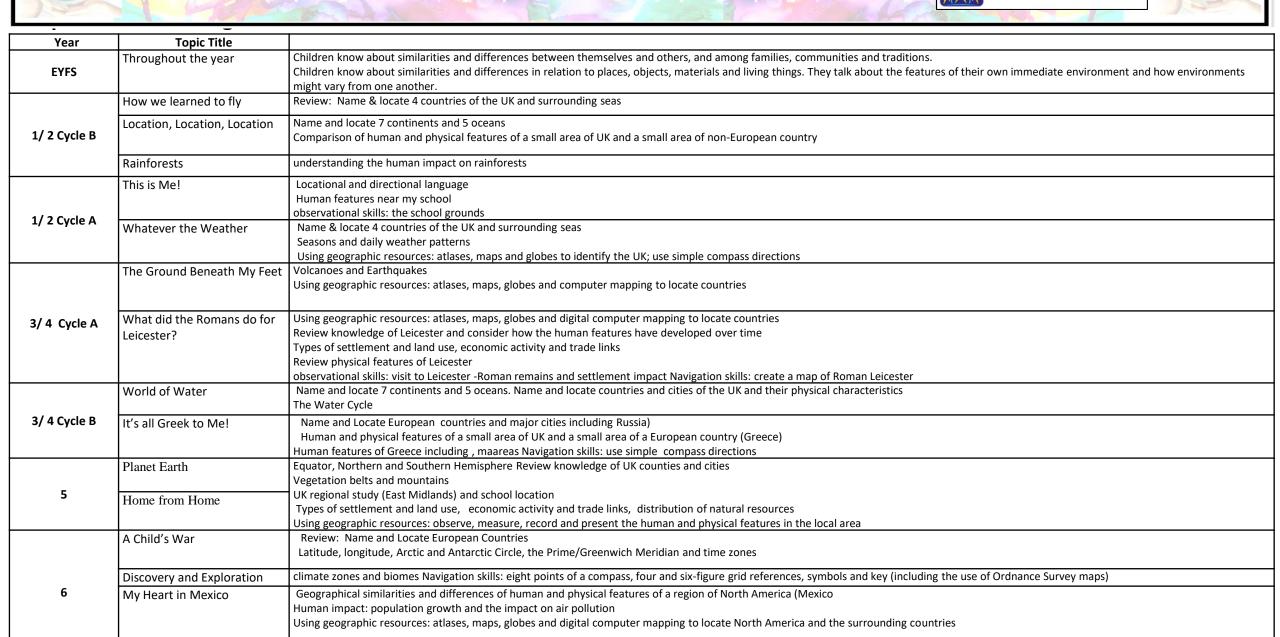
Our Geography curriculum ensures that children leave Mowmacre Hill:

- Remembering key knowledge of places and locations as outlined in the National Curriculum and how to source geographical information as required.
- Able to use a variety of vital vocabulary with which to discuss their geographical knowledge and understanding.
- Knowing how their actions affect the local environment and the sustainability of the Earth's resources.

Training, planning and teaching our Geography curriculum ensures:

- Teachers with secure subject knowledge, an appreciation of the structure of geography as a subject and an appreciation of the relationship between the two.
- Teachers able to assess pupils' learning against our Progression Map objectives.

Geography Curriculum Overview



Mowmacre Hill Primary School

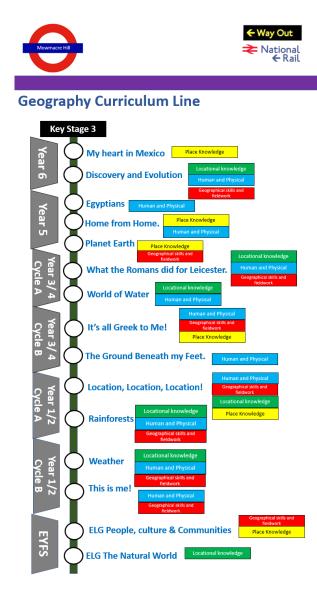
Geography Disciplinary Knowledge Progression

			Boundaries	Change	Climate	Inter- dependence	Movement	Physical geography	Resources	Settlements	Cartography
EYFS											
Year 1/2 Cycle A	Location, Location, Location	Leicester and New Dehli comparison	Continents Nations	Adaptation	Pollution Weather	Trade	Migration	Bodies of water, topgraphy	Food supply, Infrastructure	Population, urban and rural areas	Directions, distance, maps, symbols
	Rainforests	KS1 knowledge review	Continents	Adaptation, sustainablity	Climate change	Trade		Topography	Food supply	Rural areas	Atlases, maps
Year 1/ 2 Cycle	This is Me!	Locality Study	Localities			Trade	Navigation, transport	Bodies of water, topgraphy	Infrastructure	Population, urban and rural areas	Directions, distance, maps, symbols
b	Whatever the Weather	Weather & the UK	Localities	sustainability	weather			Bodies of water,	economy		Directions, atlases, maps, symbols
Year 3/ 4 Cycle A	What did the Romans do for Leicester?	Human and Physical features of Leciester	Localities			Economy, trade	Migration, navigation, trasnport	Bodies of water, topography	Energy, food supply, infrastructure	Population, urban and rural areas	Atlases, maps, symbols, scale
	World of Water	Water Cycle & UK Cities	Localities	Adaptation, sustainability	Climate change, climate zones, weather	Economy, trade	Migration, navigation, transport	Bodies of water	Infrastructure	Population, urban and rural areas	Atlases, maps, symbols, scale
Year 3/ 4 Cycle B	It's all Greek to Me!	European Study (Greece)	Continents		Weather	Economy, trade		Bodies of water, topgraphy	Food supply, Infrastructure	Population, urban and rural areas	Atlases, distance, maps, symbols, scale
L L	The Ground Beneath My Feet	Volcanoes and Earthquakes					Migration	Tectonics	Infrastructure	Urban areas	Atlases, maps, symbols
Year 5	Home from Home	UK Counties and locaility study	Localities			Economy, trade	Migration, navigation, transport	Topography	Energy, food supply, infrastructure	urban and rural areas	Atlases, maps, symbols, scale, distance
	Egyptians	Rivers	Continents			Economy, trade	Migration, transport	Bodies of water, topography	Energy, food supply	urban and rural areas	Atlases, equator
Year 6	Discovery and Exploration	Biomes and Antartica	Continents	Adaptation, sustainability	Climate change, climate zones, pollution weather			Topography			Atlases, latitude, longitude, North/south poles
	My Heart in Mexico	North American Study: Mexico	Continents, localities, nations		Pollution, weather	Economy, trade	Migration, transport	Bodies of water, topgraphy	Energy, food supply, infrastructure	Population, urban and rural areas	Atlases, maps, symbols, scale, symbols

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Geography

Overview of Substantive Concepts



Year Group	Topic Title	Locational Knowledge	Place Knowledge	Human and Physical	Geographical skills and fieldwork
EYFS	Ongoing throughout the year				
Year 1/ 2 cycle A	Location, Location, Location				
	Rainforests				
Year 1/ 2 Cycle B	This is me!				
	Weather				
Year 3/4 Cycle A	World of Water				
	What did the Romans do for Leicester?				
Year 3/4 Cycle B	The ground beneath my feet				
·	It's all Greek to me.				
Year 5	Planet Earth				
	Home from home				
	Egyptians				
Year 6	Discovery and Evolution				
	My heart in Mexico				

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EYFS	Throughout the year
Substantive Concepts	Locational knowledge, place knowledge, geographical skills and fieldwork
Substantive Knowledge	 To talk about their environment and where they live. To know that some places can be the same and can be different. To know what is the same and what is different between the natural world around them and other environments. To know they live in Leicester. To talk about different families.

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Year 1/ 2 Cycle A	Location, Location, Location	Rainforests
Substantive Concepts	Locational Knowledge, Place Knowledge, Human and Physical, Geographical skills and fieldwork	Locational Knowledge, Human and Physical, Geographical skills and fieldwork
Substantive Knowledge	 Name the continents of the world and locate them on a map Name the world oceans and locate them on a map Use maps, atlases and globes to identify the countries I am learning about Find features and describe a small area of the United Kingdom (Leicester) Compare Leicester and India and identify how they are the same and how they are different Describe a place outside Europe (India) using geographical words Describe the key features of a place using geographical words like beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather Say what I like and do not like about the place I live in Say what I like and do not like about a different place Explain how jobs may be different in other locations 	 Use aerial photographs and plan perspectives to recognise landmarks as well as physical and human features Make a simple map of my local area Make a key for my map using basic symbols Describe some of the features of an island Explain how an area has been spoilt or improved and give my reasons Explain the facilities that a village, town and city may need and give reasons

EYFS	Th	roughout the year	
Substantive Concepts	Locational knowledge, place knowledge, geographical skills and fieldwork		
Substantive Knowledge	 To talk about their environment and where they live. To know that some places can be the same and can be of To know what is the same and what is different betwee To know they live in Leicester. To talk about different families. 	different. n the natural world around them and other environments.	
Year 1/ 2 Cycle B	This is me!	Weather	
Substantive Concepts	Locational knowledge, human vs physical geography, geography skills and fieldwork	Locational knowledge, human vs physical geography, geography skills and fieldwork	
Substantive Knowledge	 Know where we live and tell someone your address Observe and identify human and physical features in our local area 	 Name the four countries in the United Kingdom Locate the four countries in the United Kingdom Name capital cities of England, Wales, Scotland and Ireland Know compass directions of North, East, South, West Use location and directional language Different types of weather Seasonal weather patterns in the UK Name the seasons Explain things that are in hot and cold places Explain what clothes are needed in hot and cold places 	

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Substantive Knowledge	 Name the continents of the world and locate them on a map Name the world oceans and locate them on a map Use maps, atlases and globes to identify the countries I am learning about Find features and describe a small area of the United Kingdom (Leicester) Compare Leicester and India and identify how they are the same and how they are different Describe a place outside Europe (India) using geographical words Describe the key features of a place using geographical words like beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather Say what I like and do not like about the place I live in Say what I like and do not like about a different place Explain how jobs may be different in other locations 	 Use aerial photographs and plan perspectives to recognise landmarks as well as physical and human features Make a simple map of my local area Make a key for my map using basic symbols Describe some of the features of an island Explain how an area has been spoilt or improved and give my reasons Explain the facilities that a village, town and city may need and give reasons



Year 3/ 4 Cycle A	World of water	What the Romans did for us?
Substantive Concepts	Locational Knowledge	Place Knowledge, Human and Physical, Geographical skills and fieldwork
Substantive Knowledge	Name and locate cities of the United Kingdom Understand geographical regions and their physical characteristics Describe key topographical features (including hills, mountains, coasts and rivers) Explain the water cycle using the correct geographical vocabulary Research to discover features of villages, towns or cities Collect and accurately measure information Name and find at least six cities in the UK on a map Explain the difference between the British Isles, Great Britain and the United Kingdom Ask questions, analyse a range of evidence and explain their findings based on a geographical source	Name and locate cities of the United Kingdom Understand economic activity including trade links Explore distribution of natural resources including energy, food, minerals and water Bame the areas of origin of the main ethnic groups in the United Kingdom and in our school Describe types of settlements found in the United Kingdom Explain why people may be attracted to live in cities Identify geographical patterns and make connections
Year 3/ 4 Cycle B	The Ground Beneath My Feet	It's All Greek To Me
Substantive Concepts	Human and physical	Locational Knowledge, Place Knowledge, Human and Physical, Geographical skills and fieldwork
Substantive Knowledge	 locate some of the world's most famous volcanoes how volcanoes are created why earthquakes happen and where they happen most often 	 locate European countries using world maps key physical and human characteristics major cities in Greece similarities and differences of human and physical geography of Greek regions use grid references on a map



