

Geography Curriculum Overview



Geography Curriculum Intent

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



Year	Topic Title	
EYFS	Throughout the year	Children know about similarities and differences between themselves and others, and among families, communities and traditions. Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another.
1/ 2 Cycle B	How we learned to fly	Review: Name & locate 4 countries of the UK and surrounding seas
	Location, Location, Location	Name and locate 7 continents and 5 oceans Comparison of human and physical features of a small area of UK and a small area of non-European country
	Rainforests	understanding the human impact on rainforests
1/ 2 Cycle A	This is Me!	Locational and directional language Human features near my school observational skills: the school grounds
	Whatever the Weather	Name & locate 4 countries of the UK and surrounding seas Seasons and daily weather patterns Using geographic resources: atlases, maps and globes to identify the UK; use simple compass directions
3/ 4 Cycle A	The Ground Beneath My Feet	Volcanoes and Earthquakes Using geographic resources: atlases, maps, globes and computer mapping to locate countries
	What did the Romans do for Leicester?	Using geographic resources: atlases, maps, globes and digital computer mapping to locate countries Review knowledge of Leicester and consider how the human features have developed over time Types of settlement and land use, economic activity and trade links Review physical features of Leicester observational skills: visit to Leicester -Roman remains and settlement impact Navigation skills: create a map of Roman Leicester
3/ 4 Cycle B	World of Water	Name and locate 7 continents and 5 oceans. Name and locate countries and cities of the UK and their physical characteristics The Water Cycle
	It's all Greek to Me!	Name and Locate European countries and major cities including Russia) Human and physical features of a small area of UK and a small area of a European country (Greece) Human features of Greece including , maareas Navigation skills: use simple compass directions
5	Planet Earth	Equator, Northern and Southern Hemisphere Review knowledge of UK counties and cities Vegetation belts and mountains
	Home from Home	UK regional study (East Midlands) and school location Types of settlement and land use, economic activity and trade links, distribution of natural resources Using geographic resources: observe, measure, record and present the human and physical features in the local area
6	A Child's War	Review: Name and Locate European Countries Latitude, longitude, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones
	Discovery and Exploration	climate zones and biomes Navigation skills: eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps)
	My Heart in Mexico	Geographical similarities and differences of human and physical features of a region of North America (Mexico) Human impact: population growth and the impact on air pollution Using geographic resources: atlases, maps, globes and digital computer mapping to locate North America and the surrounding countries

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, topography	Food supply, Infrastructure	Population, urban and rural areas	Directions, distance, maps, symbols
	Rainforests	KS1 knowledge review	Continents	Adaptation, sustainability	Climate change	Trade		Topography	Food supply	Rural areas	Atlases, maps
Year 1/ 2 Cycle B	This is Me!	Locality Study	Localities			Trade	Navigation, transport	Bodies of water, topography	Infrastructure	Population, urban and rural areas	Directions, distance, maps, symbols
	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, topography	Food supply, Infrastructure	Population, urban and rural areas	Atlases, distance, maps, symbols, scale
	The Ground Beneath My Feet	Volcanoos 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, topography	Energy, food supply, infrastructure	Population, urban and rural areas	Atlases, maps, symbols, scale, symbols

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				

Substantive Knowledge



EYFS	Throughout the year
Substantive Concepts	Locational knowledge, place knowledge, geographical skills and fieldwork
Substantive Knowledge	<ul style="list-style-type: none"> • 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.

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	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> <input type="checkbox"/> Use aerial photographs and plan perspectives to recognise landmarks as well as physical and human features <input type="checkbox"/> Make a simple map of my local area <input type="checkbox"/> Make a key for my map using basic symbols <input type="checkbox"/> Describe some of the features of an island <input type="checkbox"/> Explain how an area has been spoilt or improved and give my reasons <input type="checkbox"/> Explain the facilities that a village, town and city may need and give reasons

Substantive Knowledge



EYFS	Throughout the year	
Substantive Concepts	Locational knowledge, place knowledge, geographical skills and fieldwork	
Substantive Knowledge	<ul style="list-style-type: none"> • 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. 	

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	<ul style="list-style-type: none"> • Know where we live and tell someone your address • Observe and identify human and physical features in our local area 	<ul style="list-style-type: none"> - 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

Substantive Knowledge



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	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> <input type="checkbox"/> Use aerial photographs and plan perspectives to recognise landmarks as well as physical and human features <input type="checkbox"/> Make a simple map of my local area <input type="checkbox"/> Make a key for my map using basic symbols <input type="checkbox"/> Describe some of the features of an island <input type="checkbox"/> Explain how an area has been spoilt or improved and give my reasons <input type="checkbox"/> Explain the facilities that a village, town and city may need and give reasons

Substantive Knowledge

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	<p>Name and locate cities of the United Kingdom</p> <p>Understand geographical regions and their physical characteristics</p> <p>Describe key topographical features (including hills, mountains, coasts and rivers)</p> <p>Explain the water cycle using the correct geographical vocabulary</p> <p>Research to discover features of villages, towns or cities</p> <p>Collect and accurately measure information</p> <p>Name and find at least six cities in the UK on a map</p> <p>Explain the difference between the British Isles, Great Britain and the United Kingdom</p> <p>Ask questions, analyse a range of evidence and explain their findings based on a geographical source</p>	<p>Name and locate cities of the United Kingdom</p> <p>Understand economic activity including trade links</p> <p>Explore distribution of natural resources including energy, food, minerals and water</p> <p>Name the areas of origin of the main ethnic groups in the United Kingdom and in our school</p> <p>Describe types of settlements found in the United Kingdom</p> <p>Explain why people may be attracted to live in cities</p> <p>Identify geographical patterns and make connections</p>

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	<ul style="list-style-type: none"> locate some of the world's most famous volcanoes how volcanoes are created why earthquakes happen and where they happen most often 	<ul style="list-style-type: none"> 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

Substantive Knowledge

Year 5	Planet Earth	Home from Home	Egyptians
Substantive Concepts	Locational Knowledge, Place Knowledge, Geographical skills and fieldwork	Place Knowledge, Geographical skills and fieldwork	Place Knowledge, Human and Physical
Substantive Knowledge	<p>Use some basic Ordnance Survey map symbols</p> <p>Know how to use an atlas</p> <p>Name and locate many of the world's most famous mountainous regions in an atlas</p> <p>Know the features of a vegetation belt and how mountains are formed</p> <p>Plan a journey to a place in another part of the world, taking account of distance and time</p> <p>Identify the position and significance of equator & Northern and Southern hemisphere</p> <p>Identify land use patterns and I can understand how some of these have changed over time</p> <p>Use maps and atlases to identify the position and significance of the equator and north and southern hemisphere</p>	<p>Explain how a location fits into its wider geographical location with reference to human and economical features</p> <p>Identify features of regions in the UK including rivers and mountains</p> <p>Compare physical and human geographical similarities and differences when studying a region of the United Kingdom</p> <p>Name and locate some counties that are part of the United Kingdom using maps and atlases</p> <p>Use fieldwork to observe measure and record the human and physical features in the local area</p> <p>Use Sketch maps, plans, graphs and digital technologies to present my findings</p>	<p>Name and locate many of the world's most famous rivers in an atlas</p> <p>Explain why many cities are situated on or close to rivers</p> <p>Explain why people are attracted to live by rivers</p> <p>Explain the course of a river</p>

Year 6	Discovery and Exploration	My Heart in Mexico
Substantive Concepts	Place Knowledge	Locational Knowledge; Human and Physical; Geographical Skills and Fieldwork
Substantive Knowledge	<ul style="list-style-type: none"> How to describe a place using maps, aerial photos, and online resources. How to find locations using longitude and latitude on maps and atlases. 	<ul style="list-style-type: none"> Where the Arctic and Antarctic Circles are and why they're important. Where the Tropic of Cancer and Tropic of Capricorn are and their significance. About the Prime/Greenwich Meridian and time zones, including day and night. How to read ordnance survey symbols and references. How to compare places based on their human and physical geography features. What climate zones and biomes are and their key features. How to use the compass points to explore the UK and wider world. How to use grid references on maps, including four and six-figure references. How to identify and use Ordnance Survey maps and basic symbols. The differences in human and physical geography features of a country in South America and a contrasting country.