

Limitless Dreams,  
Endless Opportunities



## Geography Curriculum



Subject Leader: Nicola Durban

## Subject Specific Planning Documents Geography – Cycle A

Contents of this scheme of work:

1. Our intent, implementation and impact
2. Explanation and overview of Geography Curriculum.
3. Progression of disciplinary knowledge and substantive knowledge and skills
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### **Intent**

The intention of the Geography Curriculum at Manor Park Primary School is to inspire children's curiosity and interest, to explore the world that we live in and its people, which aims to ignite a continued love of learning. Our teaching equips our children with geographical skills to develop their knowledge through studying places, people and natural and human environments. This seeks to deepen their understanding of the Earth's human and physical forms and processes. We want children to develop geographical skills: collecting and analysing data; using maps, globes, aerial photographs and digital mapping to name and identify countries, continents and oceans; and communicate information in a variety of ways. Geography, by nature, is an investigative subject. Through our quality teaching, we intend to provoke thought, questions and to encourage children to discover answers to their own question. Through this exploration and research the children will gain a greater understanding and knowledge of the world and their place in it

### **Implementation**

In ensuring high standards of teaching and learning in geography, we implement a curriculum that is progressive throughout the whole school. Throughout Key Stage One we focus on exploring and investigating the local area and the United Kingdom and contrasting it with a non- European country. Building on from these skills, the children begin to learn about the wider area and different physical processes that effect the Earth. By the end of Year Six we have confident and well-rounded geographers who can use the skills they have learnt to read maps, investigate different countries and physical processes. Children who can present arguments and conclusions found in human geography, and who are aware and have opinions on in the moment, real life issues e.g. climate change. Geography is taught as part of a half-termly Learning Adventure project, focusing on knowledge and skills stated in the National Curriculum. Each area of learning covered begins with, and revisits, important vocabulary which the children need to have an understanding of, to be secure in their geographical understanding. We make links to work in History, English and science when delivering our geography curriculum. Alongside this, we integrate the outdoors into the delivery of our geography curriculum, regularly identifying opportunities to use the school grounds and the local area for fieldwork, which enables the children to base their learning on first hand experiences, essential to the teaching and learning at Manor Park.

### **Impact**

The impact of the Geography curriculum is triangulated using several measures. Outcomes in Learning Adventure and English books, evidence a broad and balanced geography curriculum and demonstrate the children's acquisition of identified key knowledge and skills. The teaching of Geography is monitored through Lesson Observations, Data Analysis, Book Scrutiny, Pupil Voice and Learning Environment reviews. All monitoring is recorded and feedback is given to class teachers to ensure that teaching practice is supported and improved. Verbal Feedback is given to children in order to support them to progress within and across lessons. The impact and measure of this is to ensure that the children at Manor Park are equipped with geographical skills and knowledge that will enable them to be ready for the curriculum at Key Stage Three and for life as an adult in the wider world.

## Overview of Subject Content

	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
<b>Reception</b>	<b>All about me</b> School and Local area Seasonal changes Festivals around the world	<b>Seasonal changes</b> Food from around the world Local area Festivals around the world	<b>All about me</b> Seasonal changes The UK outdoors Around the world – comparison of UK with Africa
<b>Year 1</b>	<b>Times are Changing</b>	<b>Home Sweet Home</b> UK countries and capital cities	<b>Let's Explore</b> Human and Physical Geography of Knutsford
<b>Year 2</b>	<b>Why did London Burn?</b> Revisit UK countries and capital cities	<b>Come Fly With Me</b> Explorers Seven Continents and Five Oceans Kenya & UK Human and Physical Geography	<b>Remarkable Rainforests</b> Compare school woods, Delamere Forest and Tropical rainforests
<b>Year 3/4</b>	<b>What did the Romans do for us?</b> Revisit World maps and identify main areas of Roman invasion	<b>Where will the River take You?</b> Rivers- physical and human geography- compare the River Weaver to a Worldwide River	<b>Who were the Gregarious Greeks?</b> Human and physical geography, land use and trade links of Ancient Greece
<b>Year 5/6</b>	<b>Keep Calm and Carry on</b>	<b>Gateway to the World</b> Manchester/ European Region (Barcelona)	<b>Is Slavery a thing of the past?</b>

**Progression of substantive knowledge and disciplinary knowledge for Geography – Cycle A**

<b>EYFS Links</b>	<p><b>Development Matters – Understanding the World</b></p> <ul style="list-style-type: none"> <li>• Draw information from a simple map.</li> <li>• Recognise some similarities and differences between life in this country and life in other countries.</li> <li>• Explore the natural world around them.</li> <li>• Recognise some environments that are different to the one in which they live.</li> </ul> <p><b>ELG Understanding the World – People, Culture and Communities</b></p> <ul style="list-style-type: none"> <li>• Describe their immediate environment using knowledge from observations, discussions, stories, non-fiction texts and maps.</li> <li>• Explain some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read to them in class.</li> </ul> <p><b>The Natural World</b></p> <ul style="list-style-type: none"> <li>• Explore the natural world around them, making observations and drawing pictures of animals and plants.</li> <li>• Know some similarities and differences between the natural world around them and contrasting environments. Drawing on their experiences and what has been read to them in class.</li> <li>• Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter</li> </ul>
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	<b>Substantive Knowledge</b>	<b>Disciplinary Knowledge and other skills</b>				
	<b>Children know:</b>	<b>Locational knowledge</b>	<b>Human and Physical Geography</b>	<b>Enquiry and investigation</b>	<b>Geography Skills and fieldwork</b>	<b>Mapwork</b>
<b>Reception 'Geography is all around us'</b>	<ul style="list-style-type: none"> <li>• Through stories relate it back to the children's own experiences e.g. if it's about a beach, forest, park etc - who has visited a beach, park, forest - what was it like? Does it look same / different to the one in the story etc.</li> <li>• To compare places to our local area. We explore our local area e.g. walk to the library, The Welcome, the park, St. Cross church etc. We explore the different parts of the school grounds.</li> <li>• To look at maps of our school, outdoor area, the area immediately outside school and the local area.</li> <li>• To map walks around the local area, draw a map of Handa's village, go on 'journeys' in our outdoor area and draw maps of our journey.</li> <li>• To use appropriate vocab to describe places e.g. 'town', 'village', 'road', 'path', 'house', 'flat', 'church' etc to help children talk about their observations.</li> <li>• To learn their address and talk about their journey to school.</li> <li>• To look at the effects of the changing seasons e.g. in the Spinney. To notice the weather at points through the year. To look at hot and cold weather in different countries.</li> <li>• To observe the jobs people do in the local area.</li> <li>• Through the project on 'You, Me and Everyone Else' look at the children's families and where they are from, where they have been in the world etc.</li> <li>• To look at food / dances / music / languages from other cultures.</li> <li>• To compare and contrast places e.g. Knutsford to Kenya - look at the villages and cities of Kenya - Kenya isn't just like 'Handa's village'</li> <li>• Use the book 'Coming to England' discuss Floella Benjamin and her journey to London as part of the Windrush generation. To compare and contrast Trinidad to England.</li> <li>• Talk about places and find them on the globe and on google maps.</li> </ul>	<p>Name and locate different parts of the local community. Follow simple directions.</p>	<p>Use the local area for exploring both the built and the natural environment. Express their opinions on natural and built environments</p>	<p>Comment and ask questions about aspect of their familiar world such as the place where they live or the natural world. Show care and concern for living things and the environment. Arouse awareness of features of the environments in the setting and immediate local area eg: visits to shops, café, park, library</p>	<p>Find out about the environment by talking to people, examining photographs, simple maps and visiting local places. Use real maps, globes, maps of the classroom/school, local town, park, story maps etc</p>	<p>Draw and create their own maps using real objects and/or pictures and symbols. Use a simple map with symbols to spot features in the school grounds or in the local community. Look at signs and symbols on different types of maps – in school, local community</p>

Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness. Pupils should be taught to:

**Locational knowledge**  
name and locate the world's seven continents and five oceans  
name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas

**Place knowledge**  
understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country  
Human and physical geography  
identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles use basic geographical vocabulary:-  
key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop

**Geographical skills and fieldwork**  
use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage  
use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key  
use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.

	Substantive Knowledge			Disciplinary Knowledge and other skills				
	Children know:			Locational knowledge	Human and Physical Geography	Enquiry and investigation	Geography Skills and fieldwork	Mapwork
<b>Year 1</b>	Describe seasonal weather patterns and changes through observations of a specific tree through the year	<p><b>Home Sweet Home</b></p> <p>Use a simple picture map to move around the school</p> <p>Look at aerial views of the school</p> <p>Map a route around school</p> <p>Identify the key human and physical features of the surrounding environment</p> <p>Identify 4 countries of the UK, their capital cities and surrounding seas</p> <p>Place Knutsford on map of UK</p> <p>Follow directions to find places on a map</p>	<p><b>Let's Explore</b></p> <p>Know where the school is in relation to the surrounding area of Knutsford</p> <p>Identify key human and physical features of Knutsford.</p> <p>Use simple fieldwork skills to investigate Knutsford town and the area of The Moor</p> <p>Compare the main geographical features of Knutsford town and The Moor</p>	<p>Locate some places in the school environment, their locality and the UK</p> <p>Follow directions using appropriate vocabulary</p> <p>Recognise that maps are about a place</p> <p>Understand how some places are linked to others by roads</p>	<p>Describe some places and features of the school environment and the surrounding area using basic</p> <p>Express their views on different environmental features – likes and dislikes</p>	<p>Ask and answer simple geographical questions.</p> <p>Describe some similarities and differences when studying places and features eg local area</p>	<p>Observe and describe daily weather patterns.</p> <p>Use simple fieldwork and observational skills when studying the geography of their school, its grounds and surrounding local area.</p>	<p>Use own symbols to spot features in the school grounds.</p> <p>Use maps and other images to talk about everyday life e.g. where they live, journeys to school etc</p> <p>Use aerial photos to move around school</p> <p>To recognize and identify features on a map of UK</p> <p>To use atlases and globes to identify the UK and it's countries</p>

<p><b>Year 2</b></p>	<p><b>London's Burning</b>  Revisit, name and locate countries and capitals of the UK  Use simple compass directions around the school grounds</p>	<p><b>Come Fly With Me</b>  Name and locate 7 continents and 5 oceans  Identify key human and physical features of each continent  Which continents and oceans did Amelia Earhart cross?  Identify Kenya on a map  Explain the changes in climate in Kenya  Name 4 Kenyan animals  Compare human and physical features of the Kenyan and UK landscapes</p>	<p><b>Remarkable Rainforests</b>  Locate main rainforests on a map  Explore the layers of vegetation in a rainforest  Investigate the climate of the rainforest  Explore reasons as to why the rainforest is under threat and measures taken to protect it  Comparison between the human and physical features of the rainforest, our Spinney and Delamere Forest.</p>	<p>Locate on maps and globes the 7 continents and 5 oceans  Follow directions using N,S E and W</p>	<p>Use basic geographical vocabulary to refer to key physical and human features of areas studied  Make simple comparisons between features of different places studied</p>	<p>Ask and respond to geographical questions including how and why.</p>	<p>Identify seasonal and daily weather patterns  Use simple compass directions  Use a range of sources such as maps, globes, atlases and aerial photos to identify features and places as well as to follow routes.</p>	<p>Begin to understand the need for a key  Use class agreed symbols to make a simple key  Use maps and globes to locate continents, oceans and key places around the world.</p>
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Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge. Pupils should be taught to:

**Locational knowledge**

locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time

identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)

**Place knowledge**

understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America

Human and physical geography

describe and understand key aspects of:

physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle

human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water

**Geographical skills and fieldwork**

use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied

use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world

use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.

**Substantive Knowledge**

**Disciplinary Knowledge and other skills**

**Children know:**

**Locational knowledge**

**Human and Physical Geography**

**Enquiry and investigation**

**Geography Skills and fieldwork**

**Mapwork**

	Substantive Knowledge			Disciplinary Knowledge and other skills				
	Children know:			Locational knowledge	Human and Physical Geography	Enquiry and investigation	Geography Skills and fieldwork	Mapwork
<b>Year 3/4</b>	<p><b>What did the Romans do for us?</b> Revisit continents and oceans Locate main areas of Roman invasion</p>	<p><b>Where will the River take You?</b> Describe key aspects of the water cycle What is a river? Label and locate key features of a river system Identify 3 stages of a river and describe the different physical features of each stage Know how to use 4 figure grid references to locate the River Weaver from start to end Revisit 4 compass points to give directions and begin to use 8 compass points Field study of local river system - River Weaver (must include a visit to the river) Compare geographical similarities and differences of River Weaver with a well-known worldwide river.</p>	<p><b>Who are the gregarious Greeks?</b> Revisit map of the world and identify 5 European countries Identify position of the Equator, Northern and Southern hemisphere and the Tropics. Locate Greece on map of world and identify key topographical features and key trade links and land use from the period studied.</p>	<p>Revisit map of the world. Identify 10 European countries as well as Greece. Explain how the River Weaver is set within a wider geographical context</p>	<p>To use geographical language to identify and explain aspects of human and physical features on areas studied. Make observations about places and features that change over time and the links between people and environments.</p>	<p>Ask and answer more searching geographical questions when investigating different places and environments</p>	<p>Observe, record, and name geographical features in their local environments. Make detailed fieldwork sketches/diagrams. Use fieldwork equipment and a range of geographical sources begin to use 8 compass points</p>	<p>Use and interpret maps, globes and atlases to find European countries, rivers and key features Know why a key is needed. Begin to recognise symbols on an OS map. Follow the route of a river on a large scale map Use map skills and 4 figure grid references to locate the River Weaver from start to end Revisit 4 compass points to give directions</p>

<p><b>Year 5/6</b></p>	<p>Locate European countries invaded</p>	<p><b>Gateway to the World</b>  Name and locate at least 10 European countries and their capital cities  Name and locate the lines of longitude and latitude  Begin to use 6 figure grid references to locate specific countries on a world map  Compare the human and physical features of Manchester and Barcelona  Visit Manchester to complete fieldwork activity</p>	<p><b>Is Slavery a thing of the past?</b>  To use a map to identify key places in relation to the slave trade  To describe key aspects of the slave trade including trade links  To follow the route of the Atlantic Passage and know how slaves were transported to other countries</p>	<p>Name and locate an extensive range of places in the world including globally and topically significant features and events.  Revisit the significance and position of the Equator, Northern and Southern hemisphere, Arctic and Antarctica and the Tropics.</p>	<p>Describe and understand key aspects of physical geography including climate zones. Describe and understand the key aspects of human geography including types of settlements and land use, and the distribution of natural resources including food and water.</p>	<p>Ask and respond to questions that are more casual eg what happened in the past to reduce the impact of Slavery? Has it changed future perceptions?  Recognise geographical issues affecting people in different places and environments</p>	<p>Use maps, atlases, globes and digital/computer mapping to focus on Barcelona concentrating on the environmental regions, key physical and human characteristics.  Revisit the eight points of a compass consolidate four figure grid references and begin to look at 6 figures.  Revisit symbols and key (including the use of Ordnance Survey maps).  Use fieldwork to observe, measure, record and present the human and physical features in the Manchester area.  Use maps, charts etc to support decision making about the location of places Understand and use a widening range of geographical terms.</p>	<p>Use 8 compass points confidently and accurately;  Use 4 figure co-ordinates confidently to locate features on a map. Begin to use 6 figure grid refs; Use/recognise OS map symbols; Use atlas symbols.</p>
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## Curriculum End Points – Geography

The end points for each year group show how children apply the disciplinary and substantive knowledge and other skills they are taught before moving on with their learning.

<b>Year 1 – Cycle A</b>	
Home Sweet Home	Let's Explore
Children can: Use a simple picture map to identify places around school Name some human and physical features of the school environment To name the 4 countries of the UK, their capital cities and surrounding seas Map a route using aerial views of the school environment.	Children can: Find Knutsford on a map of Britain Identify key human and physical features of Knutsford Make simple observations when studying the geography of Knutsford

<b>Year 2 – Cycle A</b>	
Come Fly with me	Remarkable Rainforests
Children can: Name and locate the 7 continents and 5 oceans of the world Name and begin to locate at least 2 countries in each of the main continents Identify Kenya on a map and say which continent it is in. Identify at least 4 animals which live in Kenya Compare human and physical features of the Kenyan and UK landscapes	Children can: Name some countries where rainforests can be found and locate on a map Name the 4 layers of the rainforest Describe the climate in each rainforest layer Compare human and physical features of the rainforest and Delamere forest.

**Years 3 and 4 – Cycle A**

Where will the river take you? –

Who were the Gregarious Greeks?

Children can:  
Describe key aspects of the water cycle  
Label and locate key features of a river system  
Identify 3 stages of a river and describe the different physical features of each stage  
Explain how to use 4 figure grid references to locate the River Weaver from start to end  
Compare geographical similarities and differences of River Weaver with a well-known worldwide river.

Children can:  
Locate 5 key European Countries, the Equator, Northern and Southern hemisphere and the Tropics on a map of the world.  
Locate Greece on map of world and identify key topographical features

**Years 5 and 6 – Cycle A**

Gateway to the World?

Is Slavery a thing of the past?

Children can:  
Name and locate at least 10 European countries and their capital cities and the lines of longitude and latitude on a world map  
Explain how to use 6 figure grid references to locate specific countries on a world map  
Compare the human and physical features of Manchester and Barcelona  
Visit Manchester to complete a fieldwork activity

Children can:  
Use a map to identify key places in relation to the slave trade  
Describe key aspects of the slave trade including trade links  
Follow the route of the Atlantic Passage and know how slaves were transported to other countries

Year One

**Home Sweet Home:**  
Use and read simple maps school and the grounds and leading to Knutsford  
The UK – cities and capitals



**Let's Explore:**  
Find key human and physical features of Knutsford. Study the Geography of Knutsford



Year Two

**London's Burning!:**  
To use compasses and follow directions. Locate and name, the world's seven continents and five oceans



**Come fly with me:**  
Geographical similarities and differences of geography in Knutsford and a small area in a non-European country – Kenya



**Remarkable Rainforests:**  
Researching the differences between the spinney and a rainforest. To know the key geographical and human features of a rainforest



**Who are the gregarious Greeks?**  
:Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in Greece



**Where will the river take you?**  
To describe and understand the water cycle and key features of rivers,



Year Three/ Four

In addition, all year groups... ask geographical questions. Use NF books, stories, atlases, pictures/photos and internet as sources of information. Investigate places and themes at more than one scale. Begin to collect and record evidence. Analyse evidence and begin to draw conclusions e.g. make comparisons between two locations using photos/pictures, temperatures in different locations.

Year Five/ Six

**Gateway to the World**  
World Wars 1 and 2 Manchester v European Region



**Is Slavery a thing of the past?**  
identify key places in relation to the slave trade. Describe and understand key aspects of human geography, including types of settlement and land use, economic activity including trade links.

