Curriculum 2022-23

Geography

Love, Learn, Discover

Christ Church C.E Primary School

Love, Learn, Discover

Lark Hill Community Primary School

Love, Learn, Discover

Lewis Street Primary School

Christ Church CE, Lark Hill and Lewis Street Primary Schools

Lewis Street Primary School | Lark Hill Community Primary School | Christ Church C.E Primary School

Geography Curriculum

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Aims

The National Curriculum for Geography aims to ensure that all pupils:

- Develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide geographical context for understanding the actions of processes.
- Understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time.
- Are competent in the geographical skills needed to:
    - Collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding or geographical processes.
    - Interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS).
    - Communicate geographical information in a variety of ways, including through maps and writing at length.

Intent

What are we trying to achieve for our children in Geography?

It is our intent for the Geography element of our school curriculum to inspire pupils with a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. We want children to enjoy and love learning about Geography through opportunities to investigate probing geographical questions that will inspire the next generation of geologists and geographers. Our curriculum should equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. However, it is our **enquiry-based** approach that will enable 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 communicating information in a variety of ways. We want children to have the opportunity to develop these skills through the use of fieldwork and educational visits. 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 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.

Our curriculum will be made up of four **threshold concepts** that will enable progression in knowledge, skills and understanding from Nursery to Year 6. These threshold concepts, as defined by Meyer & Land (2003) should:

- Be **transformative** (shift a child's perception of a subject)
- **irreversible** (a child could not return to viewing a concept in a more primitive way)
- **integrative** (demonstrates the interrelatedness of a subject area)
- **bounded** (defines the boundaries of a subject area)
- **counter intuitive** (their new understanding may conflict with previously held ideas)

Implementation

How is the curriculum delivered?
• Through steps of milestone progression across year groups. • Whole class differentiation through questioning and method of recording. • Through the use of appropriate trips and visits. • Through a 2 week time table. • 30 hours per year delivered.

Impact

What difference is the curriculum making?
• Children will become more analytical and improved critical thinkers. • To develop children into understanding, broad minded, tolerant citizens. • Enable children to place themselves and their families in the world. • To open the children's eyes to a world before and after them.

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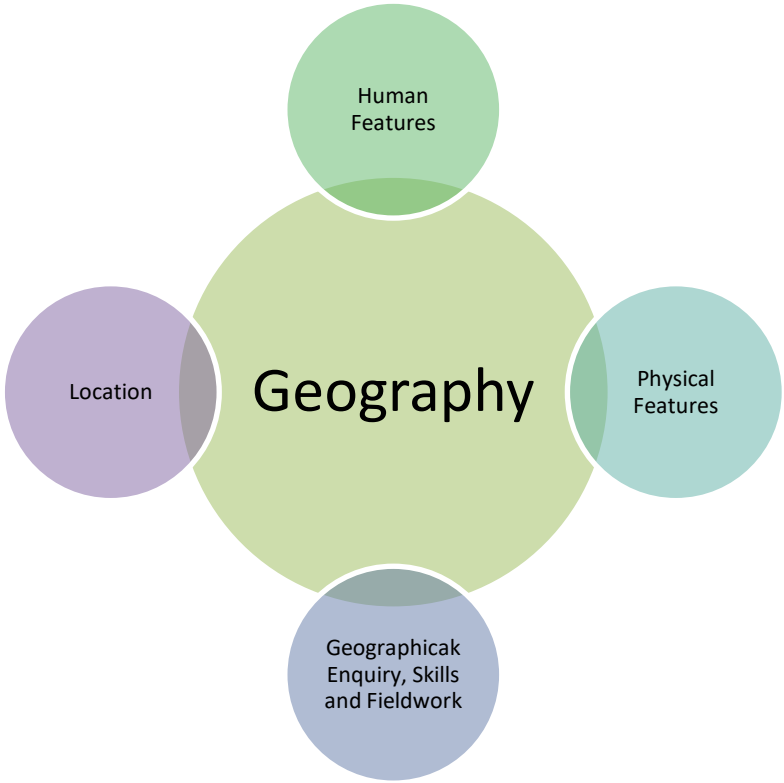
Threshold Concepts

In our curriculum, we define our four **threshold concepts** as:

1. **Location** – Locations are areas that have distinctive characteristics that give them meaning and distinguish them from other locations.
2. **Human Features** – Human features are any geographical/ geological feature that has been created by people.
3. **Physical Features** – Physical features are any geographical/ geological feature that would exist without human involvement.
4. **Geographical Enquiry, Skills and Fieldwork** – These relate to investigative work using a variety of sources, often requiring classes to leave their classroom. This may include: using maps and atlases or simple compass directions. When conducting fieldwork, children should observe, plan, question, research, collect & record data, as well as presenting their findings.



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Early Years Curriculum

What an EYFS geographer needs to understand?	What do they need to know?	How can they show they are geographers?
That positional language and directions can tell us where to go.	• That directions can be followed and lead to different places. • That directions can be verbal, pictorial or written.	• Follow simple directions (Up, down, left/right, forwards/backwards). • Follow directions with a small toy. • Direct a friend from point A to B using positional language.
That where they live is unique to them (and their family).	• That every house has its own address. • Know that more than one house is in a village or town.	• Comment and ask questions about aspects of their familiar environment such as the place where they live or the natural world. • Talk about where they live.
That there are key words/vocabulary associated with human and physical geography.	• Know simple vocabulary to label visible features of the area around them. • Explore the local area for both the built and the natural environment.	• Talk about the area they are in, describing what they can see. • Express their opinions on natural and built environments.
That the world is made up of different countries.	• The four countries of the United Kingdom. • The country that they live in. • That not all countries in the world are the same.	• Talk about the different countries of the UK. • Be able to comment on the country they live in. • Able to compare and say what is the same/different about a countries physical or human geography.
We need to change what we do/wear in response to the climate.	• That weather changes according to the seasons and where we are in the world. • That we need to dress accordingly to keep ourselves safe.	• Comment on how what we wear changes with where we are. • Choose the correct clothes for certain activities such as play in the woods.

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Understanding the World Education Programme

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

ELG: People, Culture and Communities

Children at the expected level of development will: -

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;
- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class;
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.

**The ELG is an assessment checkpoint and should not be used as a curriculum – the curriculum should be broad and balanced with a range of experiences and opportunities not limited to teaching to the ELG.*

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Year 1 to Year 6 Curriculum

	Location	Human Features	Physical Features	Geographical Enquiry, Skills and Fieldwork
Year 1	• Name and locate where we live – Eccles, Manchester, England • For pupils to know their own address • Name and locate the 4 countries that make up the United Kingdom – England, Scotland, Northern Ireland and Wales and locate on a map • Name the capital cities for the countries of the UK • Name the three seas that surround the UK (Irish Sea, North Sea, English Channel) • Recognise the flags of the 4 countries of the UK • Name the seven continents (Asia, Africa, North and South America, Europe and Australia (Oceania) • Begin to understand the term 'equator,' where it's located and its impact on the Earth's climate	• Recognise and talk about the key features and places in the local environment – school and home- using simple geographical vocabulary (eg, school, house, flat, terraced house, field, trees, hill, park) • Explain what makes our town special – Eccles rugby, Bridgewater Canal, mills, Patricroft railway station. • Recognise and talk about the people in the local environment • Describe the jobs people do in our town • Begin to observe and describe the human features of the UK locations studied • Identify human similarities and differences between a range of places they have visited- (e.g., what is different about town centers, farms, the park, the seaside) • Begin to understand and identify key human features of a non-European country inc. key landmarks, buildings, land use	• Recognise and talk and the key physical features in the local area using simple geographical vocabulary • Begin to observe and describe the physical features of the UK locations studied • Identify physical similarities and differences between a range of places they have visited e.g. what is different about the coast and forest • Begin to express views on the physical features of the local environment • Begin to understand and identify key physical features of a non-European country e.g. glacier, mountain, river, hill • Identify the seasons and explain how the weather changes with each season • Explain what people might wear at different times of the year • Identify and point out the equator on a map • Explain the main features of a hot and cold place	• Teacher led enquiries, to ask and respond to simple closed questions • Use information books/pictures as sources of information • Make observations about where things are – within school and the local area • Use relative vocabulary (eg, bigger/smaller, like/dislike) • Use a simple picture map to move around school; recognize that it is about a place • Use directional language such as near and far, up and down, left and right, forwards and backwards to describe the location of features and routes on a map • Draw picture maps of imaginary places and from stories. Use own symbols on imaginary map • Begin to understand the need for a key • Draw key features in the local environment • Draw around objects to plan

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				• Use picture maps and globes • When looking at maps and globes, learn the names of some places (e.g., home, town, city, country, London, UK, Spain)

	Location	Human Features	Physical Features	Geographical Enquiry, Skills and Fieldwork
Year 2	• Name and locate the four countries and capital cities that make up the UK (London, Cardiff, Edinburgh, Belfast) • Understand that the Britain and Ireland are islands • Name and locate the UK's surrounding seas – English, Channel, North Sea, Irish Sea • Name and locate the seven continents (Asia, Africa, North and South America, Europe and Australia (Oceania) • Name and locate the five oceans (Atlantic Ocean, Indian Ocean, Pacific Ocean and Southern Ocean) • Identify and locate the poles of the Earth (North and South) • Understand and use the term 'equator,' know where it is located and its impact on the Earth's climate • For pupils to know their own address	• Recognise and talk about the key features and places of the UK locations studied using geographical vocabulary • Describe key human features of a non-European country inc. key landmarks, buildings, land use • Use geographical vocabulary to make simple comparisons between the UK locations studied and where we live • Identify similarities and differences between the physical features of where we live and non-European countries studied • Explain how the lives of children are different in two contrasting localities • Describe and compare the main human features of a well-known city • Describe the human differences between cities and villages	• Recognise and talk about the key features and places of the UK locations studied using geographical vocabulary e.g. beach, coast, ocean, pier, cliff, valley, forest, mountain, hill, park, town, church, school, university • Describe key physical features of a non-European country • Use geographical vocabulary to make simple comparisons between the UK locations studied and where we live • Identify similarities and differences between the human features of where we live and non-European countries studied • Identify the key features of the seasons and look at why the patterns are starting to become less common due to global warming	• Encourage pupils to ask simple geographical questions: Where is it? What is it like? • Use books, stories, maps, pictures/photos and the internet as sources of information • Investigate their surroundings • Make appropriate observations about why things happen • Follow directions using directional language e.g. North, East, South, West, left and right • Draw a map of a real or imaginary place using more detail • Add detail to real places from aerial photos • Understand the need for a key and use one within their own map work • Begin to spatially match places (e.g., UK on a small scale and a larger scale map) • Locate, sketch and name landmarks

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				on UK maps e.g., London, River Thames • Use maps and globes to locate the main cities of the UK, the four countries and surrounding seas of the UK • Use maps and globes to locate the continents and oceans of the world

	Location	Human Features	Physical Features	Geographical Enquiry, Skills and Fieldwork
Year 3	• With confidence, name the seven continents and five oceans of the world and locate them on a map • Increase knowledge of the location of countries and capital cities across Europe (Inc. Russia) • Name some counties (Lancashire, Greater Manchester, Derbyshire and Cheshire) of England • Begin to name and locate some cities of the UK on a map (London, Manchester, Newcastle, and Birmingham) • Begin to identify the terms longitude, latitude, southern and northern hemisphere and begin to locate countries in relation to them • Name and locate the southern and northern hemisphere and the Arctic and Antarctic circle and describe their relation to the equator • Begin to locate and identify world-	• With increasing accuracy, use and understand the term human geography • Study a geographical region in Europe identify the main human features linked to the area • With increasing confidence make comparisons between locations studied and where we live • Begin to understand how places in the UK have changed over time; identifying some differences between human characteristics • Explain why a locality has certain human features - why it is like it is? • Explain how the lives of people living in the region of Europe studied would be different from their own • Build on knowledge of key human features of the UK and other countries inc. landmarks, buildings etc.	• With increasing accuracy, use and understand the term physical geography • Locate, describe and begin to understand key aspects of physical geography, including: - climate zones - the northern and southern hemisphere, the north and south pole and the equator and understand and begin to explain these terms - biomes and vegetation belts- the relationship between these and climates • With increasing confidence, make comparisons to where we live • Study a geographical region in Europe and identify the main physical characteristics linked to the area • Begin to understand how places in	• Begin to ask and initiate geographical questions • Use books, stories, atlases, pictures/photos and the internet as sources of information • Begin to collect and record evidence • Begin to analyse evidence and draw conclusions e.g., make comparisons between two locations using photos /pictures and temperatures in different locations • Use 8 compass points to follow directions • Understand, draw and use the 4 points of a compass • Use letter/ number co-ordinates to locate features on a map • Begin to draw a simple sketched map of a familiar location • Make a simple scale drawing and

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	famous rivers (e.g, River Thames, River Nile, Amazon River etc.) • surrounding seas) • Compare and contrast England to a European or N./S. American country	• Understand and identify the features of human settlements • Explore and compare land use in different areas • Understand how humans, their features and processes have affected the planet • Study main cities and villages in the UK; identifying and comparing the main human features	the UK have changed over time; identifying some differences between physical features • Describe the physical features of a locality in more detail – e.g., types of settlement, land use, trade links between the UK and Europe • Explain why a locality has certain physical features - why it is like it is? • Begin to understand how physical features have changed over time <u>Rivers and Water Cycles</u> • Identify what a water cycle is • Identify the main features of water cycles • Identify what a river is and their main features • Explain how water cycles and how rivers work • Discuss how rivers have been used over time • Explain why water is such a valuable commodity • Study water pollution/plastic pollution in rivers and seas/oceans	know why a key is needed • Identify and use common ordnance survey map symbols and keys • Follow a route on a map with some accuracy (e.g., whilst orienteering) • Locate places on a larger scale map • Use large scale OS maps and symbols to identify key features of locations • Begin to use Google maps on the internet to identify locations • Begin to use junior atlases • Begin to identify features on satellite aerial/ oblique photographs • Begin to recognise continents and countries from the shape of the land

	Location	Human Features	Physical Features	Geographical Enquiry, Skills and Fieldwork

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Year 4	• Confidently name the seven continents and five oceans of the world and locate them on a map • Use maps to name and locate some of the main cities in the north and south of the UK (See Year 3 cities plus Glasgow, Swansea, Leeds and Liverpool) • Use map and globes to name and locate countries in Europe • Name and locate some counties/region (Lancashire, Greater Manchester, Derbyshire and Cheshire) • Identify key features (in hills, mountains, coasts, rivers) of places studied and understand how some of these have changed over time • Identify and use the names and position of countries/regions studied in relation to longitude and latitude, the equator and the northern and southern hemisphere • Begin to understand the what the Tropics of Cancer and Capricorn are, the Arctic and Antarctic Circle • Begin to locate the tropics on a map	• Understand and accurately use the term human geography and list the features • Begin to explore the use, trade and distribution of natural resources inc. energy, food, water, minerals • Confidently make comparisons between the locations studied to where we live • With increasing confidence explain how places studied have changed over time; identify the main differences between human characteristics • Explain the advantages and disadvantages for living in cities and why they have changed over time • Explain the advantages and disadvantages of living in villages and why people choose to live in a village rather than a city • Identify and describe trade links in more detail; look at trade links from around the world in relation to a few key items – chocolate, coffee energy and other key exported items • Understand the term fair trade and the impact on local lives • Discuss and debate the advantages and disadvantages of fair trade • Identify key environmental issues – water pollution, plastic pollution, the greenhouse effect, clean energy • Begin to find different views on an	• Understand and accurately use the term physical geography and list the features • Study main cities and villages in the UK; identifying and comparing the main physical features • Study a country/region in South America; identifying its main physical features • Confidently make comparisons between the locations studied to where we live • With increasing confidence explain how places studied have changed over time; identify the main differences between physical characteristics • Study fair trade and the impact on local lives <u>Volcanoes and Earthquakes</u> • Identify what a volcano/earthquake is • Describe how earthquakes are created • Identify the physical features of a volcano/earthquake • Name and locate some world-famous volcanoes • Describe how volcanoes/earthquakes have changed the local environment • Be introduced to how volcanoes/earthquakes have impacted on	• Ask and respond to questions and offer their own ideas • Collect and record evidence • Analyse evidence and draw conclusions e.g., make comparisons between locations/photos/pictures/map • Use letters/numbers to locate features or areas on a map confidently • Identify and use common ordnance survey map symbols and keys • Produce own maps of an imaginary area using common ordnance survey map symbols and keys • Make a map of a short route experienced, with features in the correct order • Physically follow a route on a large-scale map (orienteering in PE) • Begin to match boundaries on different scale maps (eg, find the same boundary of a country on a different scale map) • Use large and medium scale maps including relief maps • Confidently use junior atlases and Google maps • Identify features on aerial/oblique photographs • Recognise continents and countries from the shape of the land • Use the 8 points of a compass to follow directions using instructional lan-

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		environmental issue. What is their view?	people's lives (Pompeii) • Begin to look at tectonic plates and the ring of fire.	guage • Understand, draw and use the 8 points of a compass

	Location	Human Features	Physical Features	Geographical Enquiry, Skills and Fieldwork
Year 5	• Name and locate the seven continents and five oceans on a blank map using the shape of the land • Extend knowledge of the location of countries and capital cities across the world including those in Europe (Inc. Russia) and in N. & S. America • Name and locate the countries of the UK and some cities on a blank map • Locate key topographical features of countries studied (hills, mountains, rivers, coasts, surrounding seas)	• Build on knowledge of key human features of the UK and other countries inc. landmarks, buildings etc. and use them with increasing confidence • Confidently compare and contrast the human features of England to a European and N./S. American country • Identify the features of human settlements and how they have changed over time • Explore land use and how it has changed over time and begin to offer explanation using their knowledge of human geographical features • Offer explanations for the use, trade and distribution of natural resources inc. energy, food, water, minerals • Compare and contrast the features of an urban, suburban, rural and coastal area and begin to offer reasons for the differences • Understand how humans, their features and processes have affected the planet • Compare the changes in lands across	• Build on knowledge of key physical features of the UK and other countries inc. landmarks, buildings etc. and use them with increasing confidence • Confidently compare and contrast the physical features of England to a European and N./S. American country • Locate, describe and understand key aspects of physical geography, including: - climate zones - Lines of latitude including names and their relation to climate and weather - Time zones - lines of longitude and time zones across the world - rivers- compare and contrast the use and features of a range of rivers - link to settlement - mountains - identify how a mountain may have been formed from previous knowledge - link to settlement - Understand tectonic plates and why/how they move and the effects of this	• Use primary and secondary sources of evidence to find answers to geographical questions • Use maps, atlases and globes to locate countries and topographical features studied • Consolidate use of maps, atlases and globes to locate countries studied and begin to use digital/computer mapping • Use maps, atlases and globes to locate neighbouring/border countries and seas to the country studied and begin to make links and comparisons between them • Recognise continents and countries from the shape of the land and place on a blank map • Produce own maps of a familiar area using common ordnance survey map symbols and keys • Use 4 figure grid reference to find areas or features on a map • Find/recognise places on maps of different scales.

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		the UK particularly over time • Study a country/region in South America; identifying its main human features • Describe the main human features of Central and South America	- the water cycle - describe and give reasons for the process of the water cycle • Name key topographical features of countries studied (hills, mountains, rivers, coasts, surrounding seas) • Compare the changes in lands across the UK particularly over time • Compare and contrast the physical features of England to a European and N./S. American country • Describe the main physical features of Central and South America	• Understand and begin to identify where the Tropics of Cancer and Capricorn are; the arctic and Antarctic circle and the time zones of the countries studied

Year	Location	Human Features	• Physical Features	Geographical Enquiry, Skills and Fieldwork
	• Confidently name, locate and draw the seven continents and five oceans on a blank map • Locate countries and capital cities across the world using a range of maps, atlas' and globes, including those in Europe (Inc. Russia) and in N. & S. America • Describe locations using key geographical vocabulary e.g. longitude and latitude, the equator and the northern and southern hemisphere, the Tropics of Cancer and Capricorn • Name, locate and place the countries	• Use knowledge of key human features of the UK and other countries inc. landmarks, buildings etc. to make comparisons. • Compare and contrast the human features of England to a European and N./S. American country using their knowledge to explain differences • Identify the features of human settlements and use their understanding of the human processes taught to explain how they have changed over time	• Use knowledge of key physical features of the UK and other countries inc. landmarks, buildings etc. to make comparisons. • Compare and contrast the physical features of England to a European and N./S. American country using their knowledge to explain differences • Locate, describe and understand, explain and give reasons for key aspects of physical geography, including: - climate zones - Lines of latitude including names and their rela-	• Investigate their own geographical questions using primary and secondary sources of evidence to find answers • Use maps, atlases and globes and digital mapping to locate countries and topographical features studied, explaining the benefits and use of each resource • Use maps, atlases and globes to locate neighboring/border countries and seas to the country studied and make links and comparisons between them using key geographical vocabu-

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6	of the UK and cities on a blank map • Locate key topographical features of countries studied (hills, mountains, rivers, coasts, surrounding seas) and understand how these have changed over time • Identify, explain and make comparisons between the position of countries studied in relation to longitude and latitude, the equator and the northern and southern hemisphere, the Tropics of Cancer and Capricorn	• Explore land use and how it has changed over time, using their knowledge of human processes to offer explanations and justifications for changes • Offer explanations and opinions on the use, trade and distribution of natural resources inc. energy, food, water, minerals • Compare and contrast the features of an urban, suburban, rural and coastal area and offer in depth reasons for the differences using their knowledge of human and physical processes. • Understand how humans, their features and processes have affected the planet and offer solutions and opinions on the issues • Compare the changes in lands across the UK particularly over time, using their knowledge of human processes to offer explanations and justifications for changes	tion to climate and weather - Time zones - lines of longitude and time zones across the world - biomes and vegetation belts- chn to begin to understand the relationship between these and climates - rivers- compare and contrast the use and features of a range of rivers - link to settlement - mountains - identify how a mountain may have been formed from previous knowledge - link to settlement - Natural disasters - understand why we have natural disasters and their effects on the world and society - Understand tectonic plates and why/how they move and the effects of this - the water cycle - describe and give reasons for the process of the water cycle • Name and understand key topographical features of countries studied (hills, mountains, rivers, coasts, surrounding seas) and make comparisons between them • Compare the changes in lands across the UK particularly over time and using their knowledge of topographical features to explain the differences	lary e.g. longitude, latitude, equator, Northern & Southern hemisphere, Tropics of Cancer & Capricorn. • Recognise continents and countries from the shape of the land and draw them on a blank map • Confidently use the 8 points of a compass and give concise directions using instructional language • Produce own maps of a familiar area using a range of ordnance survey map symbols and keys and offer own symbols for features and suggests reasons why they would be more useful and easier to understand • Use and give co-ordinates to help others locate on a 6-figure grid reference map including drawing their own. • Find/recognise places on maps of different scale, measuring straight line distance on a map using a scale to describe location • Understand and identify where the Tropics of Cancer and Capricorn are; the arctic and Antarctic circle; time zones and the Prime/Greenwich Meridian of the countries studied

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			and offer predictions for the future • Compare and contrast the physical features of England to a European and N./S. American country, making links to geographical features e.g. line of longitude & latitude, the equator, tectonic plates, climate etc.	

Vocabulary

	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Location	Home England world Earth	Country Wales Scotland Northern Ireland	London Cardiff Edinburgh Belfast Manchester Eccles Irish Sea North Sea English Channel Equator	Continent Asia Africa Europe Australia North America South America Antarctica Atlantic Ocean Indian Ocean Pacific Ocean Southern Ocean Polar North Pole South Pole	counties Northern hemi-sphere Southern hemi-sphere Arctic Circle Antarctic Circle latitude longitude	regions Tropic of Cancer Tropic of Capricorn	Time zone	The Prime/Greenwich Meridian
Human Features	house car bus street road school	address city train farm park tunnel	bungalow megacity sparse village town terraced	settlement junction port harbour pier university	population community urban rural tundra habitable	industry fair-trade organic farming intensive farming mixed farming arable farming	conservation indigenous native botanist	migrate economy primary sector secondary sector tertiary sector

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	teacher bridge building lorry	traffic lights roundabout zebra-crossing church factory caretaker police officer doctor dentist transport manmade	semi-detached railway canal mill		inhabitable	agriculture non/sustainable deforestation import export food miles emissions manufacture trade man-made materials pollution/pollutant power station national grid nuclear fuel wind turbine solar panels recycling meteorologist		
Physical Features	cold hot wet dry rain sun snow	wind sea beach soil summer winter autumn spring seasons natural	hail fog weather ocean hill river coast forest glacier mountain desert	seasonal cliff valley landscape environment vegetation climate humid	lake ox-bow lake sea level meadow waterfall swamp source mouth meander tributary delta flood plain landscape ground water spring water	natural abundant resources/minerals non/renewable natural disaster canyon volcano active extinct composition volcano cylinder cone volcano shield volcano crater geothermal electricity geological	biotic abiotic soil composition monsoon temperate ecosystem emergent layer canopy Amazonian understory forest floor weathering erosion conservation biodiversity	Tsunami Tornado

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					water cycle precipitation condensation evaporation climate zones arid drought biomes	earthquake magma tectonic plates peat tropical conduit terrain/subterranean vegetation belt loam		
Geographical Enquiry, Skills and Fieldwork	long short smaller larger forwards backwards	narrow wide behind near far above under journey map globe	local distant atlas plan symbol key	location left right North East South West compass distance travel route aerial view	atlas North West North East South West South East landmark Ordnance survey map Satellite map diagram	Scale relief map	4-point grid reference contour lines topography map spatial	relief gradient Richter scale Fujita scale 6-point grid reference

Whole School Geography Long Term Plan

Curriculum breadth *- *A range of situations/experiences *Knowledge of the world *Aspirations *Community – art from other cultures*

Term	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6

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Autumn	Me, my family and pets. If you go down to the woods today. I spy with my little eye.	Family, festivals and food. I wonder how it's made? We're not scared	What do I notice about the weather? (A Local Study)	Where do I live? (A Local Study)	Where in the world is Madagascar?	Why are natural resources important to us? (A Local Study)	Why do people destroy the rainforests?	How extreme is our earth?
Spring	I wonder who works there? Real life superheroes. Stretch and grow.	Our world far and wide. (Poles apart text) How does your garden grow?	What is special about safari?	What is life like in the Arctic?	What are the similarities and differences between the world's deserts?	Are mountains and volcanoes the same?	How does life on the coast differ from life in urban areas?	How do people earn a living around the world? (Cultural diversity & Aspirations)
Summer	On the move I wonder how it works? Ship ahoy! Where shall we sail? We're off to places new (transition)	Imagine that! Once upon a time… Are we nearly there yet? I wonder if everything changes? (transition)	Why do people choose to live and work in Manchester? (A Local Study)	If you lived at the seaside, what would you see?	Why are rivers important? (A local study)	Where does our food come from?	Where in the world is Mexico? (A local study comparison)	If you weren't in Year 6, where would you go? (A local study comparison)

Useful Links

https://www.gov.uk/government/publications/research-review-series-geography

https://www.gov.uk/government/news/ofsted-publishes-research-review-on-geography

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https://www.tes.com/news/what-ofsted-thinks-good-geography-teaching-looks

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/413723/Geography_-_learning_to_make_a_world_of_difference.pdf

https://impact.chartered.college/article/geography-at-heart-primary-curriculum/