



**Newall Green
Primary School**

Aiming High To Reach Our Goals

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Geography Curriculum

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Amendments	
Related Policies/Guidance	
All policies can be found on the school web page.	

Intent

The curriculum that we teach has been planned to develop the **five key skills for life** of: Problem solving, Teamwork, Self-management (initiative, organisation, accountability) Self-belief (confidence, resilience, positive attitude) and Communication.

The NGPS Geography curriculum is designed to teach children the vocabulary, knowledge and skills to be able to explain how the Earth's features at different scales are shaped, interconnected and change over time

We have planned units of work that will inspire children's curiosity and fascination about the world and its people that will remain with them for the rest of their lives. The curriculum and teaching pedagogy will 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. As pupils progress, their growing knowledge about the world should help them to deepen their understanding of both the interaction between physical and human processes, and of the formation and use of landscapes and environments.

Aim

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 a 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 of 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, numerical and quantitative skills and writing at length.

The National Curriculum outlines the subject content that should be taught as:

Key stage 1

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 7 continents and 5 oceans
- name, locate and identify characteristics of the 4 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 to refer to:
 - 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

Key stage 2

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 in 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 8 points of a compass, 4- and 6-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

Modifications

We have made some modifications to the National Curriculum because we believe that our pupils need:

- To have first hand experience of geographical features and for this reason we have planned educational trips that will give our children time spent on a river, up a hill at a castle and at the seaside.
- To have opportunities to develop the 5 key skills for life of Problem solving, teamwork, self-management, Self-belief and communication.
- To know the facts about climate change and their role in reducing carbon emission for future generations.

Organisation and progression of skills

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Reception</p> <p>Theme: different environments</p>	<p>The street on which they live. Houses and homes.</p> <p>Understand what a map is</p>	<p>THE WORLD – Children to know they live in England.</p> <p>Know about Scotland, Wales and Northern Ireland.</p>	<p>Mountains, snow and countries outside the UK. Deserts. Australia.</p>	<p>Netherlands, windmills, tulips, canals and contrasting environment.</p>	<p>Fieldwork – visit a farm</p> <p>Animals, crops</p>	<p>How the summer changes the environment</p> <p>What the weather is like in summer</p>
<p>Year 1</p> <p>Theme: Tracing features on maps</p>	<p>Capital cities of UK.</p> <p>Difference between county and country</p> <p>Know the difference between a map and a photograph</p> <p>Know how to find where children live on a map</p> <p>5KS problem solving</p>	<p>Fieldwork – traffic survey,</p> <p>How to tally – link to maths</p> <p>Make suggestions to improve roads around school</p> <p>Know what an amenity is</p> <p>Create graphs – maths link</p>	<p>Know the names of the Oceans</p> <p>Know the location and characteristics of the south pole / north pole</p> <p>Know the difference between a hill and a mountain</p> <p>Know some of the mountains in the UK</p>	<p>No Geography planned – keep knowledge fresh using quizzes</p>	<p>Use vocab to describe key physical features including: beach, cliff, coast, forest, hill, mountain, sea, ocean</p> <p>Know directions left, right and straight on</p> <p>Read simple street / road maps and use keys.</p>	<p>Fieldwork – Features of seaside towns</p> <p>Know where the towns are located and the buildings that can only be found at the seaside.</p>
<p>Year 2</p> <p>Theme: ecology</p>	<p>Name and locate the world's seven continents and 5 oceans.</p> <p>Features of the countryside – hill, wood, forest</p> <p>Difference between a city, town and village. Use road maps and directional language to guide someone between places</p>	<p>Link to History</p> <p>Amelia Earhart</p> <p>Atlantic Ocean–</p> <p>Amy Johnson</p> <p>London –</p> <p>Australia – track flight</p>	<p>How journeys were made in 1950's compared to current day – relating to maps / satnav</p>	<p>What a wonderful World</p> <p>Fieldwork – river. Ecology of the school.</p> <p>What happens to rubbish.</p> <p>5 KS problem solving & Self-management</p>	<p>Features of islands</p> <p>Anglesey.</p>	
<p>Year 3</p> <p>Theme: Minerals and Volcanoes</p>	<p>To know what a crystal / gemstones are and where they come from .</p>	<p>Continents,</p> <p>What an earthquake is and its impact upon the area.</p>	<p>Link to the invaders and settles unit in history – where invaders travelled from</p>	<p>Rome – features / location on map</p> <p>Pompei – impact of volcanic eruption</p>		

		Volcanoes -how they work				
Year 4 Climate and Rainforests	The geography of Egypt. The Nile. Location of the Nile – annual floods Suez Canal and its importance; Cairo – locate & features Land use and settlements	Weather Clouds, rainfall – Weather. Types of cloud formation The impact precipitation – typhoons on people and settlements- thunder and lightening Different types of wind – hurricane / cyclone, and understand isobars. Link with science – experiments to measure rainfall 5 key skills – experiments – problem solving, self-management	Rainforests Locate Brazil a key physical feature i.e. Rainforest, – identify the position and significance of latitude, longitude, equator, northern hemisphere, southern hemisphere & tropics of Cancer and Capricorn. Vocab – urban / rural. Characteristics of a rain forest.	Maps, coordinates, contour lines, grid references magnetic north	Use maps to locate the journeys of the invaders and settlers	
Year 5	Rivers know the parts of a river erosion River Mersey Manchester Ship Canal	A trip down the River Mersey Pollution and the River Mersey River Mersey – field trip 5 KS -teamwork canoe	Cheshire Plane Settlements around the Mersey Land use Transport Cave formation Beeston Castle	Field work Beeston castle 8 points of a compass, 4&6 figure grid references, symbol & key. 5KS – team work & problem solving	Cities in the UK.	
Year 6 Theme: economic geography	Climate change Throw away plastic Bio diversity	Climate change Trade, farming and global trade. Imports and exports. Types of farming. Palm oil Impact of flooding on the economy Thames & flood barrier	The Atlantic slave trade. Racism	Europe Features of Italy, France Germany Spain Ireland	Link to WW2Russia Climate of Russia	Galapagos Islands Link with Science

