**Geography Curriculum**

**Great Linford Primary School**



The Geography programme of study at Great Linford Primary School is structured around The National Curriculum (Published in 2013). The intent of the curriculum is to inspire pupils’ curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching 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. As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, The Geography skills programme of study is split into four key skill areas: Locational knowledge, Place knowledge, Human and physical geography and Geographical skills and fieldwork. In addition to this, we structure learning to be interwoven with our three whole school curriculum drivers that underpin the whole school intent of our curriculum.

**Curriculum Progression: Geography Skills**

**Locational knowledge**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| Use map of United Kingdom to label the four countries making up the UK  Use map of United Kingdom to label the four countries & identify their capital cities.  To make observations from pictures, videos about the characteristics of the four countries that make up the UK  Use map of UK to name the surrounding seas.    Ask questions such as: What countries make up the UK? What are the names of the capital cities of the counties that make up the UK? What sea surrounds the UK?  . | Identify where about the UK is located in the world  Use of atlas to locate the world’s seven continents and five oceans  Compare the locality and characteristics of two continents one being Europe. | Use map to locate the capital cities of the country making up the UK.  Identify and name some major cities of UK (Glasgow, Aberdeen, Swansea, Aberystwyth, Derry, Liverpool, Manchester, Bristol, Birmingham, Bridgton)  Name and locate counties of UK  Describe the location of different cities using geographical location references (N, S, E, W)  Describe key human and physical characteristics, key topographical features and land-use patterns of different counties of the UK | Use an atlas to locate the countries of Europe (including Russia).  Locate and identify capital Cities of Europe.  Describe key human and physical characteristics, key topographical features and land-use patterns of different European countries. | Use an atlas to locate the countries of North America using a world map.  Identify and locate the capital cities of the countries of North America.  Identify the position and describe the significance of latitude, longitude  Understand the concept of Prime/Greenwich Meridian and time zones  To locate Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle | Use an atlas to locate the countries of South America using a world map.  Identify and locate the capital cities of the countries of South America.  Describe key human and physical characteristics, key topographical features and land-use patterns of different North American states/geographical regions.  Identify and conduct a comparison of how a geographical region has changed over time |

**Place knowledge**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| Use aerial photographs to recognise landmarks and basic human and physical features of Great Linford.  Identify and observe the basic human and physical features of Great Linford. | Compare human and physical geographical features of Great Linford to a with a contracting geographical area in UK (coastal, mountainous, rural)  Compare the local geographical features of with contrasting a small area of a non-European country. | Describe the geographical similarities and differences between Milton Keynes and comparable area in Europe.  Weather  Population  Location  Housing  To be able to locate Egypt and Greece on the map | Conduct an exploration study comparing and describe the geographical similarities and differences between a region of the United Kingdom, a region in a European country  Climate  Population  Location  Vegetation  Type of settlements  Employment | Conduct an exploration study comparing and describe the geographical similarities and differences between a region of the United Kingdom, a region in North America.  Climate  Population  Location – grid reference and longitude and latitude  Vegetation  Type of settlements  Employment | Conduct an exploration study comparing and describe the geographical similarities and differences between a region of the United Kingdom, a region in South America.  Climate  Population  Location – grid reference and longitude and latitude  Vegetation  Type of settlements  Employment |

**Human and physical geography**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| Observe and track daily and seasonal weather patterns.  To describe the difference between a season and the weather. | Describe the location of hot and cold regions of the world in relation to the Equator, North and South Poles | Understand the concept of the water cycle  Describe the features of rivers | Identify and consider how a change in geography caused by humans can have an impact over time (deforestation) | Identify and consider how a change in geography of physical geography can have an impact over time (natural disasters)  Understand the formation of mountains, volcanoes, earthquakes | Use terms climate zone, biomes and vegetation belt accurately to describe the physical geography of an area. |
| **Physical features**: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather  **key human Features:** city, town, village, factory, farm, house, office, port, harbour and shop | | **Physical geography:** climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle  **Human geography**: 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**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| Use a range of different resources to locate the countries of the UK including: world maps, atlases, google earth and globes.  To devise simple map of GLPS and use and construct basic symbols in a key  Use simple direction language (for example, near and far; left and right) to describe a route on a map of GLPS. | Use a range of different resources to locate the world’s seven continents and five oceans including world maps, atlases, google earth and globes.  Use simple compass directions (North, South, East and west) to give directions.  Conduct a simple survey of types of houses people live in recording these.  Shop survey, observe and record types of shops are in local area.  To be able to describe the location of features and routes on a map. | Accurately identify features of an unknown UK location using a map with symbols and a key.  Find locations using 2 figure grid reference on map  Conduct a simple observational fieldwork traffic survey comparing number of cars (compare day or time of day) | Accurately use a compass to identify the eight points of a compass.  Find locations and feature of unknown area using four figure map grid references.  Identify tourist and leisure symbols of an Ordnance Survey maps  Conduct observational study of use of local amenities (shops).  Record finding in bar chart drawing simple conclusions. | Accurately use a compass to identify the eight points of a compass.  To use computer mapping to locate countries and describe features.  Conduct geographical field work into the geographical features of local lake/river  Create a map of the physical geographical features of Milton Keynes | Accurately use six-figure map grid references and to be able to give direction using a map of an unknown area.  To understand the feature of an Ordnance Survey maps.  Use observations to construct a sketch map of local area. |

**Curriculum Progression: Geography Knowledge**

**Year 1**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| United Kingdom is made up of England, Scotland, Wales and Northern Ireland  Capital cities of United Kingdom nations  ∙ England - London  ∙ Wales - Cardiff  ∙ Scotland -  Edinburgh  ∙ Northern Ireland - Belfast    Identify flags of United Kingdom nations  Key landmarks of UK  ∙ England - Buckingham Place, Stone Henge, Angle of North  ∙ Wales - Mount  [Snowdon](https://en.wikipedia.org/wiki/Snowdon), Cardiff Castle  ∙ Scotland - Edinburgh Castle, Glenfinnan Viaduct, Forth Bridge  ∙ Northern Ireland - Giants Causeway | History unit – Bear and The Queen | Earth is made up of approximately 71% water  Name the Five oceans, including the Arctic, Atlantic, Indian, Pacific and Southern  Name seas around the United Kingdom (English Channel, North Sea, Irish Sea and the Atlantic Ocean)    Difference between Ocean and Sea (Seas are smaller than oceans and are usually located where the land and ocean meet. Typically, seas are partially enclosed by land).  Name basic physical geographical vocabulary beach, cliff, coast, sea, ocean | To understand what happens to our rubbish when we throw it away.  To understand how we recycle and why it is important.  To be able to locate Indonesia on a map.  To know the significance of the impact of waste on planet.  To understand that we are global citizens and all have a responsibility to look after our planet | History unit – Highway Rat local study | That I live in Great Linford key physical features are, vegetations, seasons and human features are village, church, canal  Accra the Capital of Ghana  Look at their housing styles and why they are built that way.  That peoples lives differ because of the geographical locations (climate, water, land space, population, economy). |

**Year 2**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| History unit – Great Fire of London | History unit – Our Heroes NHS | History unit – Mary Annings | To know how the location of a country impact the diversity of the vegetation that can grow.  To know the meaning of this vocabulary; forest, hill, mountain, soil, vegetation. | That there are 7 continents North America, Europe, Africa, Antarctica, Asia and Australasia.  That we live in England which is in the continent of Europe.  Europe: made up of lots of countries, that Europe is made up on lots of mountains and rivers, that are over 700 million people that live in Europe.  Africa: made up of different countries, the Sahara Desert is in Africa and is the largest desert in the world, over 1 billion people live (1.2 billion) in Africa.  That there are 5 oceans in the world; Pacific Ocean, Atlantic Ocean, Artic Ocean, Indian Ocean and Southern Ocean.  That Africa and Europe have different climates, wildlife, vegetation and these impact on how people live.  That the Maasai tribe that live in Kenya | To use simple maps of local area (school or route to church) to plan a route and give directions from one location to another.  To be able to give simple compass directions North, South, East and West.  To be able to identify and name different human geography features including, canal, types of buildings in local area, church, office, shop, house (flats, terrace, semi-detached, detached) and know these are human features.  That Great Linford is part of Milton Keynes which is a large town not a city that is an hour away from London.  That Buxton is in Peak District that is mountainous and has the River Wye and is 3 1/2 hours away from London.  That Southwold is a sea side town on the English North Sea Coast it has a pier and a beach. |

**Year 3**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| History unit – Ancient Greeks | That there is a northern and southern hemisphere.  Know what the equator is.  To know what longitude and latitude mean.  That the Artic is the northern hemisphere pole and the Antarctic are a southern hemisphere.  Know what type of settlements and land use.  How the seasons are different in the northern and southern hemisphere. | History unit – Ancient Egyptians | To know and understand how Egyptians live off of rivers.  To know The Nile is 6,650 kilometers long.  Understand and compare the length of The Nile to other rivers.  To know in addition to Egypt The Nile runs through ten other African countries.  Recognise some of the vegetation which grows in and around The Nile. | History unit – Stone Age | To know the levels of traffic outside the school at different times of the day.    Know features of Buckinghamshire and use a key to identify them.    Know how to plot on a map of Norfolk the features of the county.    Identify where Norfolk is on a map using the grid reference. |

**Year 4**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| Explain what the following terms mean biomes, climate zone and vegetation zone  That Europe has 4 different biomes Nordic, oceanic, Continental and Mediterranean    Describe key human and physical characteristics, key topographical features and land-use patterns of different European countries.    Use an atlas to locate the countries of Europe (including Russia). Specifically, Russia, Germany, Italy and Turkey  Locate and identify the capital city of Russia, Germany, Italy and Turkey | History unit- Anglo-Saxons | History unit – Vikings | To know the rate of deforestation across The Amazon rainforest and the long term possible impact on climate change.  To identify where in the world The Amazon and The Congolian are (largest and second largest rainforests).  To know the layers of the rainforest: understory, canopy, emergent and forest floor. | History unit – Romans | To know how the Grand Union Canal supports/supported the infrastructure of Milton Keynes.    Plot the distance from Great Linford Primary School to the nearest point of the Grand Union Canal.    To know the purpose and function of a canal lock.    The Grand Union Canal stretches 220km and has 166 locks.    To recognise and record the human traffic in the local shop over a period of one hour. |

**Year 5**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| History unit – The Space Race | Name and identify how Fold, Fault-block, Dome, volcanic and Plateau Mountains are formed  Tornado Alley is in East coast of North America  San Andreas fault is located in California  Know that there are 12 tectonics plates on Earth, that move over the surface  That people living in locations prone to natural disasters make perorations to reduce the impact  That Hawaii is made up of volcanos  Name social, economic and physical damage caused by a natural disaster | History unit – The Victorians | Longitude is the measurement around the earth east to west or west to east and this helps to determine the time zone of a country.  That there are 24 times zones around the world.  That North America covers 9 time zones  To find out how far north or south a place is, lines of latitude are used. These lines run parallel to the Equator.  That there are five major types of biomes: aquatic, grassland, forest, desert, and tundra    That some biomes can be further divided into more specific categories  Aquatic - freshwater & marine,  Forests - tropical rainforest, temperate rainforest, and taiga. | History unit – The Elizabethan | To know how a river shapes our landscape by erosion, transportation and depositing materials.  To know and label the key features of a river: source, tributary, valley, bank, floodplain, waterfall, basin, upstream, down stream, erosion, meander, oxbow lake, delta, mouth.    That the River Ouse runs through Milton Keynes and is a physical feature of the landscape    That the Grand Union Canal is not a river it is man made and is a human feature of the landscape. |

**Year 6**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| History unit – WW2 | History unit – Post war Britain | Know the countries Brazil, Argentina, Columbia, Peru and Chile in South America.  Know the capital cities Buenos Aires, La Paz, Brasilia, Brasilia and Santiago.  To know the destinations of the voyage of Darwin and the HMS Beagle.  Know the definition of deforestation and form viewpoints and opinions regarding climate change. | History unit – Mayans | Costal study of Devon – Fieldwork (residential)  To know how arches, stumps and stacks are formed on the coast.    Explain how weather can erode and change a landscape of a coastline.    Know how the increasing levels of air pollution and global warming are contributing to erosion of our shore lines.    Recognise and name caves, islands, bays, headlands and peninsulas as coastal features of the UK. | |