



Geography

SUBJECT INTENT



Our Curriculum Map

	Cycle A				Cycle B			
	EYFS	Year 1/2	Year 3/4	Year 5/6	EYFS	Year 1/2	Year 3/4	Year 5/6
Autumn 1	Can We Be Friends? Come Rhyme With Me	Why do I love to be beside the seaside?	Sticks and stones	Hurry up, you've Benin there a while!	Can We Be Friends? Come Rhyme With Me	The great animals	The Vikings on the wall	It's all Greek to me!
Autumn 2	Tell Me A Story	Darling, put the fire out!	We built this mega city on rock and roll!	Lavas all you need	Tell Me A Story	Happily Everest after	You crack me up!	Ain't no mountain high enough
Spring 1	Are We Nearly There Yet?	A toy story!	Bronze ain't bad!	What did the Romans do for us?	Pole To Pole	What's the nurse that can happen?	Where's my mummy?	The big Shang theory
Spring 2	It's A Bug's Life	Why don't penguins need to fly?	National parks	Walking on sunshine	Land Of The Giants	Wicked weather!	Don't rainforest on my parade	How is fair trade fair?
Summer 1	How Does Your Garden Grow?	It's pasture bedtime!	I've got my iron you	Mirror, Royal Signal, Manoeuvre	Commotion in the Ocean	Location, location, location	Great scot!	Only we can save the world!
Summer 2	The Best Show Of Your Life!	On the road again!	Save it for a train-y day	Current affairs	Here Comes The Sun!	Too hot to handle	Ch-ch-changes!	Who do you think you are, Mr Hitler?

What does geography look like at Downlands?



Volume of content:

1. Each mixed-age class will complete **three** geography units per year (one half term each, alternating with history).
2. Each unit will be at least **five** lessons.

Subject delivery:

1. Every unit of learning will be marked in a pupil's humanities book with a **title page**.
2. Each lesson will have evidence recorded in pupil's books (if this is a purely practical lesson, there should be photos taken and stuck in books, with a individual reflection written by pupils afterwards – KS2 only).
3. Each lesson will contain a form of retrieval practise. This could be to either the previous lesson's learning, or to a prior unit.
4. Date and learning objective (to be written in an 'I can' form) for each lesson.
5. Summative assessment will be (but not exclusively) in the form of an end-of-unit quiz, creation of a knowledge organiser, or an extended piece of writing.

Geography – progression of skills (disciplinary knowledge)



SKILL	End of KS1	End of LKS2	End of UKS2
LOCATIONAL KNOWLEDGE	<ul style="list-style-type: none"> 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; use key vocabulary to demonstrate knowledge and understanding in this strand. 	<ul style="list-style-type: none"> locate the world's countries, using maps to focus on South America, concentrating on environmental regions and key physical and human characteristics; name and locate counties and cities of the United Kingdom, identifying human and physical characteristics including hills, mountains, rivers and seas, and how a place has changed; 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; use key vocabulary to demonstrate knowledge and understanding in this strand. 	<ul style="list-style-type: none"> use maps to locate the world's countries with a focus on Eastern Europe 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, identifying their physical features, including mountains, and rivers, and land-use patterns; showing change over time; identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere and use longitude and latitude to find locations on a map; use key vocabulary to demonstrate knowledge and understanding in this strand.
PLACE KNOWLEDGE	<ul style="list-style-type: none"> compare the UK with a contrasting country in the world; compare a local city/town in the UK with a contrasting city/town in a different country; use key vocabulary to demonstrate knowledge and understanding in this strand. 	<ul style="list-style-type: none"> understand geographical similarities and differences through the study of human geography of a region of the United Kingdom; explore similarities and differences, comparing the human geography of a region of the UK and a region of South America; understand geographical similarities and differences through the study of physical geography of a region of the United Kingdom; explore similarities and differences comparing the physical geography of a region of the UK and a region of South America; use key vocabulary to demonstrate knowledge and understanding in this strand. 	<ul style="list-style-type: none"> understand geographical similarities and differences through the study of human geography of a region of the United Kingdom, a region of Eastern Europe and South America; understand geographical similarities and differences through the study of physical geography of a region of the United Kingdom, a region of Eastern Europe and South America; use key vocabulary to demonstrate knowledge and understanding in this strand.
HUMAN AND PHYSICAL GEOGRAPHY	<ul style="list-style-type: none"> 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; use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop. 	<ul style="list-style-type: none"> physical geography, including: climate zones, biomes, volcanoes, tornadoes, tsunamis, earthquakes and the water cycle; human geography, including: types of settlement and land use; use key vocabulary to demonstrate knowledge and understanding in this strand. 	<ul style="list-style-type: none"> physical geography, including: climate zones, biomes and vegetation belts, mountains 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; use key vocabulary to demonstrate knowledge and understanding in this strand.
GEOGRAPHICAL SKILLS AND FIELDWORK	<ul style="list-style-type: none"> use world maps, atlases and globes to identify the countries, continents and oceans studied at this key stage; use simple compass directions and locational and directional to describe the location of features and routes on a map; devise a simple map; and use and construct basic symbols in a key; use simple fieldwork and observational skills to study the geography of the surrounding area, including key human and physical features, using a range of methods; use key vocabulary to demonstrate knowledge and understanding in this strand. 	<ul style="list-style-type: none"> use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied; use symbols and keys (including the use of Ordnance Survey maps), to build their knowledge of the United Kingdom and the wider world; use fieldwork to observe and present the human and physical features in the local area using sketch maps, plans and digital technologies; use key vocabulary to demonstrate knowledge and understanding in this strand. 	<ul style="list-style-type: none"> use maps, atlases, globes and digital/computer mapping to locate countries and describe features; 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 human features using a range of methods, including sketch maps, plans and graphs, and digital technologies; use key vocabulary to demonstrate knowledge and understanding in this strand.

Geography – progression of vocabulary (linked to disciplinary knowledge)



SKILL	End of KS1	End of LKS2	End of UKS2
LOCATIONAL KNOWLEDGE	United Kingdom, England, Scotland, Wales, Northern Ireland, town, city, village, sea, beach, hill, mountain, London, Belfast, Cardiff, Edinburgh, capital city, world map, continent, ocean, Europe, Africa, Asia, Australasia, North America, South America, Antarctica.	county, country, town, coast, physical features, human features, mountain, hill, river, sea, climate, tropics, tropical, of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle.	atlas, index, coordinates, latitude, longitude, contour, altitude, peaks, slopes, continent, country, city, North America, South America, border, key.
PLACE KNOWLEDGE	North/South America, London, compare, capital city, China, Asia, country, population, weather, similarities, differences, farming, culture, river, desert, volcano.	Amazon rainforest, city, physical features, human features, landscape, feature, population, land use, retail, leisure, housing, business, industrial, agricultural.	latitude, Arctic Circle, physical features, climate, human geography, land use, settlement, economy, natural resources.
HUMAN AND PHYSICAL GEOGRAPHY	beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather; city, town, village, factory, farm, house, office, port, harbour and shop.	mantle, outer core, inner core, magma, volcano, active, dormant, extinct, earthquake, epicentre, shock wave, magnitude, tsunami, tornado, climate, tropics, deforestation, evaporation, water cycle, evaporation, condensation, precipitation, cooling, filter, pollution, settlement, settler, site, need, shelter, food.	environmental disaster, settlement, resources, services, goods, electricity, supply, generation, renewable, non-renewable, solar power, wind power, biomass, origin, import, export, trade, efficiency, conservation, carbon footprint, peak, plateau, fold mountain, fault-block mountain, dome mountain, volcanic mountain, plateau mountain, tourism, positive, negative, economic, social, environmental.
GEOGRAPHICAL SKILLS AND FIELDWORK	compass, 4-point, direction, North, East, South, West, plan, record, observe, aerial view, key, map, symbols, direction, position, route, journey, the UK, changes, tally chart, pictogram, world map, country, continent, human, physical.	sketch map, map, aerial view, feature, annotation, landmark, distance, key, symbol, land use, urban, rural, population, coordinates.	atlas, index, coordinates, latitude, longitude, key, symbol, Ordnance Survey, Silva compass, legend, borders, fieldwork, measure, observe, record, map, sketch, graph.

Geography – curriculum map – KS1 – cycle A



LOCATIONAL KNOWLEDGE	PLACE KNOWLEDGE	HUMAN AND PHYSICAL GEOGRAPHY	GEOGRAPHICAL SKILLS AND FIELDWORK
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	Autumn 1	Spring 2	Summer 1
Unit	Why do I love to be beside the seaside?	Why don't penguins need to fly?	It's pasture bedtime
Skills (disciplinary knowledge)	<p>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; use key vocabulary to demonstrate knowledge and understanding in this strand.</p> <p>use world maps, atlases and globes to identify the countries, continents and oceans studied at this key stage;</p> <p>use simple compass directions and locational and directional to describe the location of features and routes on a map;</p> <p>use simple fieldwork and observational skills to study the geography of the surrounding area, including key human and physical features, using a range of methods;</p> <p>use key vocabulary to demonstrate knowledge and understanding in this strand.</p>	<p>compare the UK with a contrasting country in the world; use key vocabulary to demonstrate knowledge and understanding in this strand.</p> <p>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;</p> <p>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;</p>	<p>compare a local city/town in the UK with a contrasting city/town in a different country;</p> <p>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;</p> <p>use simple compass directions and locational and directional to describe the location of features and routes on a map; devise a simple map; and use and construct basic symbols in a key;</p>
Knowledge (substantive knowledge)	In this unit of learning, pupils will gain an understanding of the basics of geography such as categorising locations. They will also work on map skills before beginning an enquiry into the Isle of Coll, investigating what life is like here. There will also be a visit to Portland Bill in this unit to extend pupils' geographical field work skills.	In this unit, pupils will be introduced to the concept of biomes and natural regions. They will begin to consider how a countries proximity to the equator affects its weather and climate. They will begin to make comparisons about different places and look at different adaptations living things make in these contexts.	In this unit, pupils will use the context of farming as a tool to investigate how people interact and are interdependent with the environments that surround them. They will explore concepts such as location, distribution, economic activity and trade. They will also reflect on why locally sourced food and free-ranged production are considered environmentally friendly and sustainable.
Learning Objectives	<p>Inspired and adapted from the Collins scheme: Why do we love being beside the sea so much?</p> <ol style="list-style-type: none"> I can sort pictures into categories: the seaside, the countryside and towns and cities I can label the features of the island of Struay on a simple map I can identify and name the countries that make up the United Kingdom and find the Isle of Coll on a map. I can investigate what amenities there are on the Isle of Coll I can investigate what is it like living on the Isle of Coll using map symbols Assessment – Children to produce mindmap, with teacher prompting them with questions. 	<p>From Collins scheme: Why don't penguins need to fly?</p> <ol style="list-style-type: none"> Where is Pip's home and what do we find there? (Book: Where is home, Little Pip) How are penguins able to survive in Antarctica? How does Antarctica compare with the Sahara Desert? (Book: Don't Spill the Milk) How is the Arctic different from the Antarctic? Why are there no Polar Bears in Antarctica? (Book: The Little Polar Bear) 	<p>From Collins scheme: Why does it matter where our food comes from?</p> <ol style="list-style-type: none"> Where do dairy products come from? Why are there so many dairy farms in Devon? How does Quicke's dairy farm in Devon make cheese? How does our list of favourite food and vegetables compare with others? Why is it important to know all about sugar? Why does John have so many happy customers at his shop?
Vocabulary	Seaside, town, city, urban, rural, beach, environment, United Kingdom, England, Scotland, Wales, Northern Ireland, compass, 4-point, direction, North, East, South, West, plan, record, observe, aerial view, key, map, symbols, direction, position,	population, weather, similarities, differences, Europe, Africa, Asia, Australasia, North America, South America, Antarctica	Dairy, pasture, economic activity, Devon, field, lake, rainfall, soil, vegetation, population, weather, similarities, differences, farming soil, vegetation, season and weather; United Kingdom, England, Scotland, Wales, Northern Ireland, town, city, village,

Geography – curriculum map – LKS2 – cycle A



LOCATIONAL KNOWLEDGE	PLACE KNOWLEDGE	HUMAN AND PHYSICAL GEOGRAPHY	GEOGRAPHICAL SKILLS AND FIELDWORK
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	Autumn 2	Spring 2	Summer 2
Unit	We built this mega city on rock and roll!	National parks	Save it for a train-y day
Skills (disciplinary knowledge)	<p>locate the world's countries, using maps to focus on South America, concentrating on environmental regions and key physical and human characteristics;</p> <p>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;</p> <p>explore similarities and differences comparing the physical geography of a region of the UK and a region of South America;</p> <p>explore similarities and differences, comparing the human geography of a region of the UK and a region of South America;</p> <p>human geography, including: types of settlement and land use;</p> <p>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied;</p>	<p>name and locate counties and cities of the United Kingdom, identifying human and physical characteristics including hills, mountains, rivers and seas, and how a place has changed;</p> <p>understand geographical similarities and differences through the study of physical geography of a region of the United Kingdom;</p> <p>physical geography, including: climate zones, biomes, volcanoes, tornadoes, tsunamis, earthquakes and the water cycle;</p> <p>use symbols and keys (including the use of Ordnance Survey maps), to build their knowledge of the United Kingdom and the wider world;</p>	<p>name and locate counties and cities of the United Kingdom, identifying human and physical characteristics including hills, mountains, rivers and seas, and how a place has changed;</p> <p>understand geographical similarities and differences through the study of human geography of a region of the United Kingdom;</p> <p>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied;</p> <p>use fieldwork to observe and present the human and physical features in the local area using sketch maps, plans and digital technologies;</p>
Knowledge (substantive knowledge)	In this unit, pupils will gain an understanding of the terms settlement and urbanisation through a study of megacities. They will explore the economic and social reasons why cities increase as well as the benefits and problems that can arise in urban areas as a result of housing people at such high densities.	In this unit, pupils will identify the location of the 15 National Parks of the United Kingdom and understand their importance. There will be lines of enquiry looking at the South West, specifically Exmoor and Dartmoor. This will include looking at the economic activity and how the environment is respected.	In this unit, pupils will embed their geographical understanding of countries and continents before moving on to investigating the impact of trains on society, why these were invented and how their use has declined. This includes a local area study of Blandford and a visit to Shillingstone Railway Station in Blandford.
Learning Objectives	<p>From Collins scheme: Why do so many people live in megacities?</p> <ol style="list-style-type: none"> 1. What are megacities and where are they located? 2. Why did Baghdad become the first city in the world with one million people? 3. Why is Milton Keynes the United Kingdom's fastest-growing city? 4. Why is Brasília the fastest-growing city in Brazil? 5. How do the advantages of living in cities compare with the disadvantages? 	<p>From Collins scheme: Who are Britain's National Parks for (USK2)?</p> <ol style="list-style-type: none"> 1. Why are National Parks described as Britain's 'breathing spaces'? 2. What else makes National Parks so important? 3. Why do National Parks welcome visitors? 4. Why is protected land so important in Southwest England? 5. Why are so many people attracted to The Valley of Rocks? 6. Why is Merrivale such an important prehistoric site? 7. Why are farmers so important in our National Parks? 8. How are National Parks looked after? 	<p>Bespoke sequence:</p> <ol style="list-style-type: none"> 1. I can identify continents and countries around the world 2. I can identify similarities and differences in maps of the UK 3. I can understand how and why trains were invented 4. I can identify cities in the UK and towns in Dorset 5. I can understand why trains were important for Dorset and Blandford 6. I can investigate why the use of trains has declined
Vocabulary	tropics, tropical, of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle. features, human features, landscape, feature, population, city, , climate, tropics	town, coast, physical features, human features, mountain, hill, river, sea, climate, land use, retail, leisure, housing, business, industrial, agricultural. pollution, settlement, settler, site, deforestation, evaporation, water cycle, evaporation, condensation, precipitation,	county, country, town, coast, physical features, human features, land use, retail, leisure, housing, business, industrial, agricultural. sketch map, map, aerial view, feature, annotation, landmark, distance, key, symbol, land use, urban, rural, population, coordinates.

Geography – curriculum map – UKS2 – cycle A



LOCATIONAL KNOWLEDGE	PLACE KNOWLEDGE	HUMAN AND PHYSICAL GEOGRAPHY	GEOGRAPHICAL SKILLS AND FIELDWORK
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	Autumn 2	Spring 2	Summer 2
Unit	Lava's all you need	Walking on sunshine	Current affairs
Skills (disciplinary knowledge)	<p>use maps to locate the world's countries with a focus on Eastern Europe and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities;</p> <p>understand geographical similarities and differences through the study of physical geography of a region of the United Kingdom, a region of Eastern Europe and South America;</p> <p>physical geography, including: climate zones, biomes and vegetation belts, mountains and the water cycle;</p> <p>use maps, atlases, globes and digital/computer mapping to locate countries and describe features;</p>	<p>identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere and use longitude and latitude to find locations on a map;</p> <p>understand geographical similarities and differences through the study of human geography of a region of the United Kingdom, a region of Eastern Europe and South America;</p> <p>understand geographical similarities and differences through the study of physical geography of a region of the United Kingdom, a region of Eastern Europe and South America;</p> <p>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;</p> <p>use maps, atlases, globes and digital/computer mapping to locate countries and describe features;</p>	<p>name and locate counties and cities of the United Kingdom, identifying their physical features, including mountains, and rivers, and land-use patterns; showing change over time;</p> <p>use fieldwork to observe, measure, record and present human features using a range of methods, including sketch maps, plans and graphs, and digital technologies;</p> <p>use key vocabulary to demonstrate knowledge and understanding in this strand.</p> <p>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;</p>
Knowledge (substantive knowledge)	In this unit, pupils will understand some of the key physical processes that shape the Earth as well as recognise and evaluate the interaction of people with these processes. Pupils will also investigate and appreciate how environments may change over time and how this might bring advantages and disadvantages to the people who are interconnected with them.	In this unit, pupils will gain an understanding of the physical and human geographical features of a region of North America, comparing and contrasting it to a region of the United Kingdom. There will be a focus on areas such as leisure and tourism, as well as the significance of climate, natural hazards, aerospace technology and the conservation of the environment.	In this unit, pupils will understand that rivers change over their course from source to mouth and develop distinctive physical features as they do so by altering the environment through erosion and deposition. Pupils will explore how humans interact with rivers and how rivers invoke emotional and artistic responses from people. There will be opportunities to develop geographical skills such as map work, and satellite imagery.
Learning Objectives	<p>From Collins scheme: How do volcanoes affect the lives of people on Heimaey?</p> <ol style="list-style-type: none"> Where does Saethor take his dog Tiry for a walk every day? Where do Saethor and Tiry live? How do geographers describe the Westman Islands? How does the physical and human geography of Heimaey compare with the area in which I live? Why are there so few trees on Heimaey? Why are there volcanoes on Heimaey? How were the people of Heimaey affected when Eldfell erupted? 	<p>From Collins Scheme: Beyond the Magic Kingdom: What is the Sunshine State really like (LKS2)?</p> <ol style="list-style-type: none"> Why is the Magic Kingdom the most popular theme park in the world? Where is the Magic Kingdom? Why did the great Maya civilisation of Central America come to an end? Why do tourists come to the Magic Kingdom from some countries and not others? Why is the state of Florida a peninsula? Why is the Kennedy Space Centre in Florida? 	<p>From Collins scheme: What is a river?</p> <ol style="list-style-type: none"> How does the course of the River Axe change from source to mouth? How does the course of my local river (River Stour) change from source to mouth? Why are river estuaries such important places for wildlife? Why are rivers such an important part of the water cycle? How has the Isle of Dogs changed since the reign of Henry VIII? How did Bedřich Smetana use music to describe the course of his beloved national river? How do we know what happened to the River Thames during the Little Ice Age?
Vocabulary	altitude, continent, country, physical features, climate, environmental disaster, settlement, volcanic mountain	North America, South America, border physical features, climate, human geography, land use, settlement, economy, natural resources, services, goods, import, export, trade, efficiency, conservation, carbon footprint,	atlas, index, coordinates, latitude, longitude, physical features, climate, human geography, land use, settlement, economy, natural resources. atlas, index, coordinates, latitude, longitude, key, symbol, Ordnance Survey, legend, borders, fieldwork, measure, observe, record, map, sketch, graph.