Geography Curriculum Overview

Curriculum Intent

Our Geography curriculum is designed to develop children's curiosity and fascination about the world and its people, which will remain with them for the rest of their lives.

Children investigate a range of places – both in Britain and abroad – to help develop their knowledge and understanding of the Earth's physical and human processes. We are committed to providing children with opportunities to investigate and make enquiries about their local area of Pudsey, Leeds and Yorkshire so that they can develop a real sense of who they are, their heritage and what makes our local area unique and special.

Our key substantive knowledge strands are:

- **Locational Knowledge**
- **Place Knowledge**
- **Environmental, Physical and Human Geography**
- **Geographical Skills and Fieldwork**

These are an integral part of our curriculum as children continually revisit these concepts to secure a deeper understanding of the World.

Through high quality teaching, we aim to develop the following essential characteristics of geographers:

- An excellent knowledge of where places are and what they are like, both in Britain and the wider world
- A comprehensive understanding of the ways in which places are interdependent and interconnected
- An extensive base of geographical knowledge and vocabulary
- Fluency in complex, geographical enquiry and the ability to apply questioning skills, as well as effective presentation techniques
- The ability to reach clear conclusions and explain their findings
- Excellent fieldwork skills as well as other geographical aptitudes and techniques
- The ability to express well-balanced opinions, rooted in very good knowledge and understanding about current issues in society and the environment

We aim for all children to develop a genuine interest in geography and a real sense of curiosity about the world and the people who live here so that they develop a desire to find out more about the world or explore it themselves.

Substantive Knowledge				
	Locational Knowledge (Where is it?)	**Place Knowledge** (What is there?)	**Environmental, Physical and Human Geography** (What this means for people and place and the interactions between the two?)	**Geographical Skills and Fieldwork**
Nursery	• Talk about where we live and where our nursery is, looking at photos • Talk about where the children have visited in the holidays - locate on map	• Identify different environments, such as the seaside and farm	• Identify differences in weather/clothing in holiday photos • Identify differences in weather/clothing in photos (different countries)	• Using photos • Use Google maps to identify route from nursery to their home
(Rec) All around the World	• Locate UK on a map • Locate India on a map • Talk about where the children have visited in the holidays - locate on map.	• India - Landmarks, clothing, money, weather and contrasting environments.	• 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.	• Use google earth • Use world map • Use photos
(Rec) Build it	• Locate Pudsey in UK on Map • Locate where we live and school.	• Look at Pudsey through photos and google Earth. • Key features of Pudsey; shops, leisure centre and school.	• Understand what is important to them.	• Create maps from home to school using environmental features. • Local walk • Photographs used to identify buildings in Pudsey • Looking at different types of maps - road maps, street maps, birds eye
(Y1) Local Area Study	• Pudsey is in England. • Pudsey is a market town on the edge of Leeds and close to Bradford.	• Some key features of Pudsey are; school, bus station, leisure centre, Pudsey park, key shops, Queen's park, church, cenotaph.	• Understand why some people like living in Pudsey. • Understand why some features of Pudsey are important to the community.	• Chn create their own map of the local area. • Local walk • Aerial photographs to recognise landmarks • Draw sketch maps with keys • Give directions - up/down/left/right/forwards/backwards
(Y1) The UK	• Locate the UK on the globe. • Identify the four countries in the UK on a map. • Identify capital cities of the UK • Identify the surrounds seas (Northern and Irish)	• Recognise photos of the following landmarks • London - River Thames, Buckingham Palace and Big Ben. • Scotland: Edinburgh Castle and Loch Ness.	• Recognise whether the following features are human or physical: • London - River Thames, Buckingham Palace and Big Ben. • Scotland: Edinburgh Castle and Loch Ness.	• Use simple compass directions. • Use an infant atlas and a globe to locate places.

		• Wales- Cardiff Castle and Cardiff Bay. • Northern Ireland - Titanic Museum, Belvoir Park Forest	• Wales- Cardiff Castle and Cardiff Bay. • Northern Ireland - Titanic Museum, Belvoir Park Forest	
(Y1) Pole to Pole	• Locate North and South poles. • Location of hot and cold areas on the Earth in relation to the pole and the equator.		• Understand how the climate affects the lives of the people who live at the poles. • Identify different animals which live in the north and south poles - polar bears, penguins, arctic fox, arctic owl, killer whale.	• Use simple compass directions • Locate the poles and equator on world maps and globes
(Y2) Continents and Oceans	• Name and locate seven continents and five oceans on world map/globe			• Locate the oceans and continents on world maps and globes.
(Y2) Leeds and Cape Town	• Locate Leeds on a map of the UK. • Locate Cape Town in South Africa. • Locate South Africa and the UK on a world map. • The seas around the UK and Oceans around South Africa. • South Africa is closer to the equator so has a warmer climate.	• Identify key landmarks in Leeds; Kirkstall Abbey, Headingley Stadium, Millennium square, Town Hall, River Aire, Elland road, etc • Identify the key landmarks in Cape Town; port, table mountain, castle of good hope, beaches, bay	• What makes Cape Town a popular international tourist destination? (beaches, safari, weather, Table mountain).	• Use simple compass directions • Use maps and globes to identify the location of Leeds and Cape Town. • Aerial photographs, OS maps (links with keys) • Google maps - for route plan around Leeds
(Y2) The Seaside	• Locate Scarborough on a map of the UK and in relation to Leeds.	• Identify key landmarks in Scarborough; shops, hotels (Grand Hotel), beach, harbour, cliffs, pier, coast, ocean, castle, lighthouse, RNLI station	• Understand why people from Leeds would visit Scarborough • Understand why people from Scarborough would visit Leeds	• Follow a route on a map for the journey to Scarborough. • Use fieldwork skills (survey) and observational skills. • Aerial photographs, OS maps (links with keys)
(Y3) Catalonia - Barcelona Comparative locality: European	• Locate UK, Spain, France, Portugal and Germany on a map of Europe • Locate Catalonia on a map of Spain.	• Map the major human and physical features of the UK (rivers, mountain ranges, major and capital city) and the location of Yorkshire within it. • Map the major human and physical features (rivers, mountain ranges, major and capital city) of Spain and the location of Catalonia within it.	• Know that Catalonia has a warmer and drier climate than the UK. (Use the term Mediterranean Climate). • Look at the land use and types of buildings and businesses in different areas of Spain (e.g. tourism in Catalonia, agriculture in Almeria). • Look at the key features of the human Geography of Barcelona.	• Identify major countries of Europe using atlases. • Use 4 compass points to describe the position of things within UK and Spain and describe a journey from the UK to Spain. • Use coordinates to describe the position of items on a map.

			(Architecture, Culture, Food) and why this means people visit.	
(Y3) Earth quakes	• Locate Pacific countries where Earthquakes occur	• Read map of tectonic plates and apply to map of countries	• Understand how Earthquakes affect the human geography of a place- can damage buildings, disrupt travel, buildings are planned to withstand them. • Know that earthquakes in the UK are rare and have less impact than in Pacific countries. This is because we are not on a plate boundary.	• Identify countries where Earthquakes occur using atlases, world maps, online mapping software or a globe. • Use 4 compass points to describe where earthquakes happen. • Use coordinates to describe the position of items on a map • Read a physical map to compare with map of countries
(Y3) Countries and regions of the UK	• Locate the four countries of the UK within Europe.	• Map countries of the UK and British Isles. • To know the capital cities of the UK and Ireland. •		• Map and match boundaries of same countries on different maps- UK and British Isles • Know why a key is needed. Use standard symbols
Year 4 Hurricanes and Typhoons	• Know where hurricanes and typhoons take place. • Hurricanes are found in Northern Atlantic • Typhoons are found in Northern Pacific • Tropical cyclones are found in Indian ocean. • These are all the same in nature.		• Look at the effect Hurricane Katrina of a particular hurricane or typhoon and the effect it had on a region. • Flooding • Damage to buildings • Damage to farmland • Loss of life/ injury • Hurricane defences	• Identify countries where Hurricanes and Typhoons occur using atlases, world maps, online mapping software or a globe. • Use 4 compass points to describe where hurricanes and typhoons happen. • Use coordinates to describe the position of items on a map • Read a physical map to compare with map of countries
Year 4 North America	• Where is North America? • Northern hemisphere • West of Europe • Is a continent • Connected to South America • Pacific Ocean to West, Atlantic Ocean on East	• Understand North America is made up of 24 countries, including countries in Central America and Caribbean countries. Be able to name the USA, Canada, and Mexico. Know the capital cities of the USA, Canada and Mexico. • Where are mountains, rivers and lakes in the USA? Know where the Rockies mountain range is. • Know where the Great Lakes are. • Know the Mississippi river is the longest river • Know that there is a desert area in the south-west of the USA	• What are the key climate zones of biomes of the USA - mountainous areas, Great Plains, desert, temperate areas, tropical and arctic areas • 50 States in the USA - study population distribution of USA - understand why some states eg California are heavily populated and others eg: Alaska, sparsely populated. • Look closely at a region or city of North America - its land use, natural resources, economic activity and trade links. New York City - where it is built, why it is so	• Identify the countries of North America using atlases, world maps, online mapping software or a globe. • Use 4 compass points to describe where hurricanes and typhoons happen. • Use coordinates to describe the position of items on a map • Read a physical map to compare with map of countries

		• Know the Grand Canyon is in Arizona and the Colarado river runs through it. • Know New York is the largest city in the USA and describe its location on the East Coast.	heavily built up, road grid system • Compare Grand Canyon/ Arizona with New York City - similarities and differences.	
Year 4 Mapping	**Introduction to Ordance Survey Maps** **This is a skilled based mapping unit. See unit overview for more information**			
Year 5 South America	• Locate South America on a map and identify the countries within South America and their capital cities- focussing on major countries- Brazil, Argentina and Colombia	• Locate some key mountain ranges (Andes, Brazilian Highlands), rivers (Amazon, Paraguay) and lakes (Lake Titicaca) in South America. • Locate climate zones, biomes and vegetation belts of South America. • Know the structure and features of a rainforest. (Forest floor, understory, canopy and emergent layer)	• Investigate how the climate zones and vegetation belts of Brazil/Chile affect what lives there. • To investigate the impact of deforestation in rainforests on the local area and climate of the World.	• Use 8 compass points to describe the location of different areas of South America (Amazon river and rainforest) • Begin to use 4 figure grid references to locate items on a map- cities of Brazil • Find/recognise places on maps of different scales- Map of world vs Map of South America • Use maps and digital/computer mapping to locate countries and describe features studied • Collect climate data - temperature and rainfall- to compare our region of the UK with a Brazilian city. • Draw bar and line graphs to show selected data- rainfall in Leeds vs. Amazonr
Year 5 Volcanoes	• Identify tectonic plates and note important ones- Pacific Ring of Fire • Know where a range of volcanoes are located around the world and connection to tectonic plates	• Understand and explain that volcanoes form along tectonic plate boundaries	• Explain how different types of volcanoes are formed-shield, composite, lava domes, cinder cones • Understand the negative and positive effects of a volcano- case study of Pompeii and Mount Vesuvius	• Map volcanoes around the world on map of tectonic plates- focussing on Pacific Ring of Fire
Year 5 Mapping	**Ordnance Survey Contour Lines** **This is a skilled based mapping unit. See unit overview for more information**			
Year 6	• Locate the Thames, the Aire, the	• Know that rivers are connected.	• Name the features of a river	• Collect and record evidence

Rivers	Severn, the Humber and the Clyde on a map ● Understand that the River Aire runs through Leeds and through Malham ● Locate the River Aire on a map	● Know that the start of a river is called the source. ● Know that rivers flow into the sea- this is called a mouth ● Know that a smaller river which joins a larger river is called a tributary.	(source, mouth, tributary, meander, upper course, middle course, lower course, oxbow lake, waterfall) ● Understand why towns/ cities settle near rivers ● Investigate the benefits and risks of living near a river	unaided- measure, record and observe the width, depth and flow speed with a tennis ball. ● Mapping a cross section of the river, kick sampling with nets. ● Use a scale to measure distances ● Follow a short route on an OS map ● Use 8 compass points and 4 figure co-ordinates accurately
Year 6 Yorkshire Dales	● Locate the National Parks of the UK ● Locate the Yorkshire Dales	● Know that the Yorkshire Dales is a rural area. ● Know that Leeds/Pudsey is an urban area.	● Understand the reasons why people visit the Yorkshire Dales - walking, holidays, scenery, ● Understand why people might live in the Yorkshire Dales - family, retirement, space. ● Understand the jobs people undertake in the Yorkshire Dales - farming, tourist services e.g. cafes, shops, accommodation, local amenities shops, restaurants. ● Understand the challenges for local residents - distance to hospitals and greater range of amenities, increase in rental properties/tourists means less local people can afford to stay in villages.	● Local walk in Malham. ● Use/recognise OS map symbols; Use atlas symbols. ● Follow a short route on an OS map. Describe features shown on OS map.
Year 6 mapping	**Extending understanding of OS maps (6 figure grid references)** **This is a skilled based mapping unit. See unit overview for more information.**			

Geographical Skills and Fieldwork Progression

	Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Geographical enquiry	Know that there are different countries in the world and talk about the differences	Teacher led enquiries, to ask and respond to simple closed questions.	Children encouraged to ask simple geographical questions; Where is	Begin to ask/initiate geographical questions.	Ask and respond to questions and offer their own ideas.	Begin to suggest questions for investigating Begin to use primary and	Suggest questions for investigating Use primary and secondary sources of evidence in

	they have experienced or seen in photos. Recognise some environments that are different from the one in which they live. Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Know some similarities and differences between different religious groups and cultural communities in this country, drawing on their experiences and what has been read to them. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and maps.	Use information books/pictures as sources of information. Investigate their surroundings Make observations about where things are e.g. within school or local area.	it? What's it like? Use NF books, stories, maps, pictures/photos and internet as sources of information. Investigate their surroundings Make appropriate observations about why things happen. Make simple comparisons between features of different places.	Use NF books, stories, atlases, pictures/photos and internet as sources of information. Investigate places and themes at more than one scale. Begin to collect and record evidence. Analyse evidence and begin to draw conclusions e.g. make comparisons between two locations using photos/ pictures, temperatures in different locations.	Extend to satellite images, aerial photographs Investigate places and themes at more than one scale. Collect and record evidence with some aid Analyse evidence and draw conclusions e.g. make comparisons between locations photos/pictures/ maps	secondary sources of evidence in their investigations. Investigate places with more emphasis on the larger scale; contrasting and distant places Collect and record evidence unaided Analyse evidence and draw conclusions e.g. compare historical maps of varying scales e.g. temperature of various locations - influence on people/everyday life	their investigations. Investigate places with more emphasis on the larger scale; contrasting and distant places Collect and record evidence unaided Analyse evidence and draw conclusions e.g. from field work data on land use comparing land use/temperature, look at patterns and explain the reasons behind it
Direction/ Location	Follow and use direction and positional language (up, down, forwards, backwards, on, under, next to)	Follow directions (up, down, left/right, forwards/backwards)	Follow directions (as yr 1 and inc'. NSEW)	Use 4 compass points to follow/give directions: Use letter/no. co-ordinates to locate features on a map.	Use 4 compass points well: Begin to use 8 compass points; Use letter/no. co-ordinates to locate features on a map confidently.	Use 8 compass points; Begin to use 4 figure coordinates to locate features on a map.	Use 8 compass points confidently and accurately; Use 4 figure co-ordinates confidently to locate features on a map. Begin to use 6 figure

							grid refs; use latitude and longitude on atlas maps.
Drawing Maps	Draw simple picture maps of imaginary places from stories. Place pictures onto simple maps. Draw simple maps.	Draw picture maps of imaginary places and from stories. Draw around objects to make a plan. Use own symbols on imaginary map.	Draw a map of a real or imaginary place. (e.g. add detail to a sketch map from aerial photograph) Look down on objects to make a plan view map. Begin to understand the need for a key. Use class agreed symbols to make a simple key.	Try to make a map of a short route experienced, with features in correct order; Try to make a simple scale drawing. Begin to draw a sketch map from a high view point. Know why a key is needed. Use standard symbols.	Make a map of a short route experienced, with features in correct order; Make a simple scale drawing. Draw a sketch map from a high view point. Know why a key is needed. Begin to recognise symbols on an OS map.	Begin to draw a variety of thematic maps based on their own data e.g. population density/rainfall. Draw a plan view map with some accuracy. Draw a sketch map using symbols and a key; Use/recognise OS map symbols.	Draw a variety of thematic maps based on their own data. Begin to draw plans of increasing complexity. Draw a plan view map accurately. Use/recognise OS map symbols; Use atlas symbols.
Using Maps	Draw information from a simple map.	Use a simple picture map to move around the school Recognise that it is about a place.	Follow a route on a map. Use a plan view. Use an infant atlas to locate places.	Locate places on larger scale maps e.g. map of Europe. Follow a route on a map with some accuracy. (e.g. whilst orienteering)	Locate places on large scale maps, (e.g. Find UK or India on globe) Follow a route on a large scale map.	Compare maps with aerial photographs. Select a map for a specific purpose. (E.g. Pick atlas to find Taiwan, OS map to find local village.) Begin to use atlases to find out about other features of places. (e.g. find wettest part of the world)	Follow a short route on an OS map. Describe features shown on OS map. Locate places on a world map. Use atlases to find out about other features of places. (e.g. mountain regions, weather patterns)
Scale/ Distance	Being to use relative vocabulary (bigger, smaller, like, dislike)	Use relative vocabulary (e.g. bigger/smaller, like/dislike)	Begin to spatially match places (e.g. recognise UK on a small scale and larger scale map)	Begin to match boundaries (E.g. find same boundary of a country on different scale maps.)	Begin to match boundaries (E.g. find same boundary of a county on different scale maps.)	Measure straight line distance on a plan. Find/recognise places on maps of different scales. (E.g. River Nile.)	Use a scale to measure distances. Draw/use maps and plans at a range of scales.
Fieldwork	Talk about what they see, using a wide range of vocabulary (local walk)	Taking notes on a local walk and sketching to support the drawing of maps in the classroom.	Pictograms and Tally charts for traffic survey or land use (shops/houses) in the local areas Writing and asking questions of pedestrians at the seaside compared to the local area.	Land use surveys of the local area. Bar charts to present information from fieldwork. Tables to compare climate.	Line graph reading Comparing climates through weather apps.	Line graphs Data loggers climate?	Rivers: flow speed with a tennis ball, mapping a cross section of the river, kick sampling with nets. Yorkshire Dales comparison to local area: writing questions and asking local people

							in both localities

Geography Long Term Overview

	Unit A	Unit B	Unit C: Mapping
Reception	**Around the World**		**Build It!**
Year 1	**Local Area Study**	**The UK**	**Pole to Pole (Hot and cold areas of the World)**
Year 2	**The Seaside**	**Cape Town Comparative locality: Non-European**	**Oceans and Continents**
Year 3	**Catalonia - Barcelona Comparative locality: European**	**Earthquakes**	**Counties and regions of the UK**
Year 4	**North America**	**Hurricanes/Typhoons**	**Recognising ordnance survey map symbols**
Year 5	**South America: Rainforests**	**Volcanoes**	**Ordnance survey contour lines**
Year 6	**Rivers**	**Yorkshire Dales**	**Extending understanding of OS maps (6 figure grid references)**