



Great Marsden St John's

Church of England Primary Academy

A member of **CTDARI**

Geography curriculum

Order of teaching	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Order of teaching throughout the year.	Weather and seasons. Map work. Our local area. Comparing animals and lifestyles in England and Africa.	Taught first - Our Local Area (Twinkl) Do not teach the compass points. United Kingdom Additional planning ideas from ILP - Bright Lights, Big City. Weather and Seasons (Also covered in Science as a drip feed unit) Additional planning ideas from ILP - Splendid Skies.	Taught first - Continents and Oceans Hot and cold climates Contrasting Locality Mugurameno village, Zambia	United Kingdom An Introduction to Europe.	Rivers (Previous learning Year 2 Mugurameno village and Year 3 Egyptians both looked at how rivers are used.) Mountains	Taught first - Climate Zones South America -the Amazon Basin. Additional resources can be pulled from the Rainforest planning to supplement the latter stages of the learning sequence.	Taught first - Volcanoes and Earthquakes combined. North America- the Rockies

EYFS

Unit name	Early Learning Goal
People, culture & communities	Place - Describe the immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Place - Explain some similarities and differences between life in this country and life in other countries. Scale - Describe the immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Cultural understanding and diversity - 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

Year 1			
Unit name	Substantive knowledge	Disciplinary Knowledge	Key vocab
Our Local Area	To spot the differences between rural and urban areas and know what type of settlement I live in. To know the features of our school grounds. To describe the location of features and routes on a map. To describe basic human and physical features. To know some symbols on an ordnance survey map.	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	map, address, post code, detached, terraced, bungalow, flat.
United Kingdom	To know the 4 countries of the United Kingdom and find them on a map. To know the four capital cities and surrounding seas of the United Kingdom. To know the differences between human and physical features. To know the human and physical features of one of the UK's capital cities		England, Scotland, Wales, Northern Ireland, world, country, London, Edinburgh, Cardiff, Belfast, city, island
Weather and Seasons	To know the months of the year in order. To know the seasons in order. To Identify the types of weather we have in the United Kingdom and record the daily weather in our area.		time, month, seasons, weather, suitable, unsuitable, temperature.

Year 2

Unit name	Substantive knowledge	Disciplinary Knowledge	Key vocab
Continents and Oceans	To know where I am in the world. To know the seven continents and five oceans. To know where different continents are located. To know the physical and human features of a continent.	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	village, town, continent, location, North, South, East, West
Hot and cold climates	To know hot and cold areas of the world and locate them in relation to the Equator and the North and South Poles. To know the human and physical features of a hot and a cold place, what to pack and what we would see. Identify the animals that live in hot and cold places and recognise how they adapt. Describe an animal that lives in a hot or cold place.	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	equator, Arctic, Antarctica, North Pole, South Pole, adapt, hibernate, environment.

Year 2			
Unit name	Substantive knowledge	Disciplinary Knowledge	Key vocab
Contrasting Locality Mugurameno village, Zambia	To know some of Zambia's physical and human features and locate it. To know about housing in Mugurameno, how the people use the River Zambezi and the daily lives of children and to compare this to the UK. To know about food in Mugurameno and how it is prepared. To know about the domesticated and wild animals in Mugurameno.	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	domesticated, eastern, northern, southern, western, population, rural

STEM SENTENCES – YEAR 1 and 2

Year 1 & 2	
STEM sentence	I think it must be ... because... I think it could be ... because ... I don't think it is ... because... It can't be ... because... I agree with ... because... I would like to build on ... by saying ... I would like to challenge ... because...

Year 3

Unit name	Substantive knowledge	Disciplinary Knowledge	Key vocab
Europe and a study of a country / region (Greece)	To know where Europe is on a world map and know some of its characteristics. To know how to find some of Europe's countries and capitals on a map and find out more about them. To know some similarities and differences of human and physical geography of a region in a European country.	To use world maps, atlases and globes to identify the countries, cities, continents and oceans studied. To describe and compare key aspects of physical geography and human geography. To use the eight points of a compass, grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.	Europe, European Union, community, continent, land mass.
United Kingdom	To know where the four countries of the United Kingdom are on a map. To know the four capital cities and surrounding seas of the United Kingdom. To know and describe the human and physical features of one of the UK's capital cities.	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. To identify the position of latitude, Equator, Northern Hemisphere and Southern Hemisphere.	human and physical features, region, capital city, county, industry, National Park, retail, manufacturing, tourism

Unit name	Substantive knowledge	Disciplinary Knowledge	Key vocab
Rivers	To know the water cycle, explain what a river is and locate the world's longest rivers on a map. To know and describe how rivers are used around the world. To know the stages and features of a river, and the way that land use changes from the source to the mouth. To know how human activity affects rivers. To know the key characteristics of one of the world's longest rivers.	To use world maps, atlases and globes to identify the countries, cities, continents and oceans studied. To describe and compare key aspects of physical geography and human geography. To use the eight points of a compass, grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world. 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. To identify the position of latitude, Equator, Northern Hemisphere and Southern Hemisphere.	evaporation, precipitation, condensation, mouth, meander, tributary, floodplain, estuary, erosion, deposition, lower, middle, upper course.
Mountains	To know how to locate the world's 'Seven Summits' on a map. To know the key features of mountains and how they are formed. To know the climate of the mountains and explore mountain life. To know and be able to locate the UK's highest mountains. To know why the Himalayas are important for people living in the region.		summit, hill, mountain range, plates, mantle, slope, valley, region. dome, fault-block, fire, fold mountains, scree

STEM SENTENCES – YEAR 3 and 4

Year 3 and 4	Substantive knowledge	Disciplinary knowledge - fieldwork
	I think it must be ... because... I think it could be ... because ... I don't think it is ... because... It can't be ... because... I predict that... because... I agree with ... because... I would like to build on ... by saying ... I would like to challenge ... because... So far, we have discussed... I believe that the geographical explanation for this is	The purpose of the study is to.. To make my test fair I will... The variables I will change/keep the same are ... I predict that... because... We identified ... by ... We found that... I know this because my results show that ...

Unit name	Substantive knowledge	Disciplinary Knowledge	Key vocab
Climate Zones	To know different lines of latitude and explain how latitude is linked to climate. To know and find different climate zones and know the differences between the Northern and Southern Hemispheres. Know the similarities and differences between temperate and tropical climates. To know about weather patterns within a climate zone. To know the characteristics of each climate zone.	To use world maps, atlases and globes to identify the countries, cities, continents and oceans studied. To describe and compare key aspects of physical geography and human geography. To use the eight points of a compass, grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world. 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.	latitude, axis, Arid, Mediterranean Temperate, Tropical, Polar, Northern & Southern Hemisphere, Tropic of Capricorn, Tropic of Cancer, Arctic & Antarctic circle.
South America -the Amazon Basin.	To know where South America is on a world map and name a range of its physical and human features. To know some countries and capital cities of South America. To be able to compare key facts about Brazil with the UK. To know about the River Amazon and identify the key characteristics of the Amazon Basin. To know the importance of the Amazon Rainforest.	To identify the position of latitude, Equator, Northern Hemisphere and Southern Hemisphere.	Forest floor, Understory, Canopy, Emergent layer, deforestation, palm oil, biodiversity, soil erosion.

Unit name	Substantive knowledge	Disciplinary Knowledge	Key vocab
Volcanoes and Earthquakes	To know the structure of the Earth and what happens at the boundaries between the Earth's plates. To explain the key features of a volcano. To know the location of famous volcanoes and some key facts, including when they erupted. To know where famous earthquakes have occurred and identify key facts about them. To know the effects of earthquakes on land and people and how to prepare. To know how earthquakes and volcanoes are linked. To know the advantages and disadvantages of living near a volcano.	To use world maps, atlases and globes to identify the countries, cities, continents and oceans studied. To describe and compare key aspects of physical geography and human geography. To use the eight points of a compass, grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world. 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. To identify the position of latitude, Equator, Northern Hemisphere and Southern Hemisphere.	volcano, plates, tectonic, core, mantle, crust, boundaries, magma, lava, central vent, Pacific Ring of Fire, crater, seismograph,

Unit name	Substantive knowledge	Disciplinary Knowledge	Key vocab
North America- the Rockies	To know where North America is on a world map and explore the landscape. To know countries within North America and states within the USA. To know about the physical geography of the Rockies and Mount St Helens and the impact it has had on the surrounding area. To know about the landscapes of different US states and compare them. To compare New York State and New York City to where I live.	To use world maps, atlases and globes to identify the countries, cities, continents and oceans studied. To describe and compare key aspects of physical geography and human geography. To use the eight points of a compass, grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world. 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. To identify the position of latitude, Equator, Northern Hemisphere and Southern Hemisphere.	longitude, state, glacier, eruption, rural, urban.

STEM SENTENCES – YEAR 5 and 6

Year 5 and 6	Substantive knowledge	Disciplinary knowledge - fieldwork
	I think it must be ... because... I think it could be ... because ... I don't think it is ... because... It can't be ... because... I predict that... because... I agree with ... because... I would like to build on ... by saying ... I would like to challenge ... because... So far, we have discussed... <i>See Talk Tactics for more STEM sentences.</i> I believe that the geographical explanation for this is 	The purpose of the study is to.. To make my test fair I will... The variables I will change/keep the same are ... I predict that... because... We identified ... by ... We found that... I know this because my results show that ... To makes this a more accurate study, I would...