

National Curriculum Requirements

By the end of KS1:

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 about:

Locational knowledge

- ♣ 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

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.

By the end of KS2:

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 about: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 within 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 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 the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.



Geography

Manor Park Curriculum design



Intent

At Manor Park, we believe that our children should become immersed in the world around them through our geography curriculum, whether that is through learning geography in the classroom or first-hand experiences during fieldwork around our school site, local area or further afield. Fieldwork and residential allow the children to take their knowledge and skills beyond the classroom and apply these with the support of specialist staff. Our curriculum is born from the National Curriculum but is tailored to our school and children and ensures that the children show an awareness of the world they live in and have transferable skills and knowledge. We want them to be inquisitive and curious, to ask questions and to challenge. This in turn will develop an understanding of the human and physical processes that they are presented. We aim to inspire curiosity and fascination about the world and its people which will remain with our children for the rest of their lives.

Implementation

At Manor Park, we have developed a bespoke curriculum based around the National Curriculum objectives. Our curriculum is engaging and tailored to meet the needs of all of the children we teach. Teachers take advantage of the interesting and motivational nature of geographical knowledge and use many thought provoking aspects in the curriculum. The curriculum is carefully mapped out through the geography subject map to ensure progression over time. Year groups then use this to develop their own curriculum plans tailored to the specific needs and knowledge of their cohort. Planning builds on prior learning and allows children to revisit and secure their understanding. We aim to ensure a coherent sequence of learning that gives children the building blocks to be able to move onto the next step. Geographical skills are developed over time to allow the children to broaden their skills. Geography is delivered through our creative curriculum lessons. Although geography is primarily taught in the afternoons, there are cross curricular links to be made through other subjects. Geography objectives are also hit through fieldwork, through visits to the local area, further afield and residential. Our children are encouraged to present their work creatively in their bespoke creative curriculum books which are unique and personal to our school and children. The evidence in books is of a high quality and we continue to develop new and innovative ways to teach and present learning to the children. We have developed an enriching environment to support the teaching and learning of geography through large maps on playgrounds, table cloths in the dining room, maps in classrooms and corridor displays showing topics.

Impact

It is our uncompromising vision that all children reach age related expectations at the end of each year. On going teacher assessment is used to swiftly address gaps, therefore ensuring almost all children securely meet the objectives mapped out in our curriculum.

Year Group	Autumn		Spring	Summer
Year 1	<u>Superhumans</u> <u>Knowledge:</u> <ul style="list-style-type: none"> Name the four seasons and describe typical weather in each one. (outdoor learning) <u>Previous learning links:</u> EYFS - Seasons Yr R - Changes in seasons	<u>Wild Woods</u> <u>Knowledge:</u> <ul style="list-style-type: none"> Use old and modern aerial photographs and simple maps to recognise landmarks and basic human and physical features of the Memorial Park and how it has changed over time Identify simple human and physical features of a location and use basic geographical vocabulary to describe them (outdoor learning) <u>Topic enhancement:</u> <ul style="list-style-type: none"> Memorial Park 	<u>Hear me Roar</u> <u>Knowledge:</u> <ul style="list-style-type: none"> Name and locate four of the world's seven continents - Europe, North America, Asia and Africa on a world map Use simple fieldwork and observational skills to study the geography of the school and its grounds and the key human and physical features of its surrounding environment. Use locational language (in front, behind, next to) to describe the location of features of the school (outdoor learning) <u>Topic enhancement:</u> <ul style="list-style-type: none"> All Things Wild 	<u>Flashback</u> <u>Knowledge:</u> <ul style="list-style-type: none"> Name, locate and identify characteristics of the four countries of the United Kingdom including the capital of England Use aerial photographs and maps to recognise landmarks and basic human and physical features of London (BV - Democracy, Rule of Law - linked to landmarks in London)

<p>Year 2</p>	<p style="text-align: center;"><u>Our City in the Spotlight</u></p> <p><u>Knowledge:</u></p> <ul style="list-style-type: none"> - Devise a simple map of Cheylesmore and Quinton pool and use and construct basic symbols in a key.(outdoor learning) - Use compass directions (North, East, South, West) to describe routes around the school grounds (outdoor learning) - Use basic geographical vocabulary to refer to key physical and human features of the local area and a contrasting locality (Dunchurch) (outdoor learning) <p><u>Previous learning links:</u></p> <p>Year 1 – Hear me Roar! – physical and human features of the school grounds</p> <p>Year 1 – Flashback – physical and human features of London</p> <p><u>Topic enhancement:</u></p> <ul style="list-style-type: none"> - Local area walk of Cheylesmore 	<p style="text-align: center;"><u>Around the World</u></p> <p><u>Knowledge:</u></p> <ul style="list-style-type: none"> - Name and locate the seven continents of the world (focus on new learning of South America, Antarctica, Australia) and the five oceans - Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles (Focus on Mexico and Iceland) - Name, locate and identify characteristics of the four countries of the United Kingdom including the capital cities of each country - Understand geographical similarities and differences through studying the human and physical geography of the United Kingdom, and a contrasting non-European country – India <p><u>Previous learning links:</u></p> <p>Year 1 – Hear me Roar! – Name and locate four of the seven continents of the world</p> <p>Year 1 – Flashback – Name and locate the 4 countries of the UK</p> <p>Year 1 – Hear me Roar! – physical and human features of the school grounds</p> <p>Year 1 – Flashback – physical and human features of London</p> <p><u>Topic enhancement:</u></p> <ul style="list-style-type: none"> - India Day 	<p style="text-align: center;"><u>Conquering Land and Sea</u></p> <p><u>Knowledge:</u></p> <ul style="list-style-type: none"> - Name, locate and identify characteristics of the four countries of the United Kingdom and its surrounding seas including the capital cities of each country - Use geographical vocabulary to describe human features – castles across the 4 countries of the UK - Name and locate South America, Antarctica, Australia and the five oceans (Plot Captain James Cook's journey) - Create a simple pirate map using symbols and a key <p><u>Previous learning links:</u></p> <p>Year 1 – Hear me Roar! – Name and locate four of the seven continents of the world</p> <p>Year 1 – Flashback – Name and located the 4 countries of the UK</p> <p>Year 2 – Around the World – Name, locate and identify characteristics of the four countries of the United Kingdom including the capital cities of each country</p> <p>Year 2 – Around the World – Name and locate the seven continents of the world (focus on new learning of South America, Antarctica, Australia) and the five oceans</p> <p>Year 2 – Our City in the Spotlight – Create own maps using symbols and a key</p>
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<p>Year 3</p>	<p style="text-align: center;"><u>Meet the Greeks</u></p> <p><u>Knowledge:</u></p> <ul style="list-style-type: none"> - Use maps, atlases globes and digital mapping to locate the countries of Europe along with their capital cities. - Locate Greece on a map, identifying cities and key landmarks (human characteristics) - Understand geographical similarities and differences through the study of human (land use, population) and physical (islands, cliffs, beaches) geography of Greece - Describe and compare different features of human and physical geography of a place in Europe and how aspects have changed over time - Ancient Greece compared to Modern Greece. - Draw a sketch map of a Greek town showing physical and human features <p><u>Previous learning links:</u> Year 1 - Wild Woods - using new and old maps to look at how the Memorial Park has changed over time Year 1 - Hear me Roar! - physical and human features of the school grounds Year 1 - Flashback - physical and human features of London Year 2 - Our City in the Spotlight - physical and human features of Cheylesmore/Coventry and Dunchurch Year 2 - Around the World - physical and human features of India</p> <p><u>Topic enhancement:</u></p>	<p style="text-align: center;"><u>Food Glorious Food</u></p> <p><u>Knowledge:</u></p> <ul style="list-style-type: none"> - Locate and describe countries in Europe and identify major cities and landmarks including looking at food - Name and locate counties and cities of the United Kingdom including capital cities with a focus on local dishes - Understand geographical similarities and differences across the UK - Describe and understand key aspects of physical and human geography - distribution of natural resources - food - including fair trade, international food trade, food growth, climate (Global Goal 2) - Explain how food is distributed across the UK and wider world (Global Goal 2) - Use maps, atlases, globes and digital/computer mapping to name and locate counties and cities of the UK. <p><u>Previous learning links:</u> Year 1 - Flashback - Name and locate the 4 countries of the UK Year 2 - Around the World - Name and locate the four countries of the UK and their capital cities Year 2 - Conquering land and sea - Name and locate the four countries of the UK and their capital cities</p> <p><u>Topic enhancement:</u></p> <ul style="list-style-type: none"> - Cadbury World <p><i>Global Goal 2 - Zero hunger - Hunger is the leading cause of death in the world. Our planet has provided us with tremendous resources, but unequal access and inefficient handling leaves millions of people malnourished. If we promote sustainable agriculture with modern technologies and fair distribution systems, we can sustain the whole world's population and make sure that nobody will ever suffer from hunger again.</i></p>	<p style="text-align: center;"><u>Across the Ages</u></p> <p><u>Knowledge:</u></p> <ul style="list-style-type: none"> - Name and locate counties and cities of the United Kingdom linked to different landmarks from the Stone Age, Bronze Age and Iron Age. - Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom by exploring landmarks and areas linked to Stone Age, Bronze Age and Iron Age. <p><u>Previous learning links:</u> Year 1 - Flashback - Name and locate the 4 countries of the UK Year 2 - Around the World - Name and locate the four countries of the UK and their capital cities Year 2 - Conquering land and sea - Name and locate the four countries of the UK and their capital cities Year 3 - Food Glorious Food - counties</p>
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Year 4	<p style="text-align: center;"><u>Chariots of Fire</u></p> <p><u>Knowledge:</u></p> <ul style="list-style-type: none"> - Locate the country of Italy, concentrating on its key physical and human characteristics. - Explain differences between Italy and UK. - Use maps, atlases, globes and digital/computer mapping and locate cities of the United Kingdom that were founded in Roman times. - Identify human and physical characteristics of the UK (including hills, mountains, coasts and rivers). - Describe and understand how volcanoes are formed and how earthquakes occur. - Describe how the eruption of Vesuvius changed the landscape of Pompeii. - Use maps, atlases, globes and digital/computer mapping to locate and describe volcanoes around the world. - <p><u>Previous learning links:</u></p> <p>Year 1 – Hear me Roar! – physical and human features of the school grounds</p> <p>Year 1 – Flashback – physical and human features of London</p> <p>Year 2 – Our City in the Spotlight – physical and human features of Cheylesmore/Coventry and Dunchurch</p> <p>Year 2 – Around the World – physical and human features of India</p> <p>Year 3 – Meet the Greeks – physical and human characteristics of Greece</p>	<p style="text-align: center;"><u>Waves</u></p> <p><u>Knowledge:</u></p> <ul style="list-style-type: none"> - Identify the position and significance of the Equator, Northern Hemisphere and Southern Hemisphere and Tropics of Cancer and Capricorn. - Describe and understand key aspects of the water cycle and rivers (look at some key rivers in the world [avoid The Nile and The Amazon] – Severn, Mississippi) - Describe and explain how physical processes such as erosion along rivers and environmental changes (GBR), has changed the characteristics of a landscape. <p><u>Previous learning links:</u></p> <p>Year 2 – Around the World – locate hot and cold areas and the equator</p> <p><u>Topic enhancement:</u></p> <ul style="list-style-type: none"> - Sea Life Centre 	<p style="text-align: center;"><u>Invaders</u></p> <p><u>Knowledge:</u></p> <ul style="list-style-type: none"> - Use maps, atlases, globes and digital/computer mapping and locate cities of the United Kingdom that were founded in Viking times (including Whitby). - 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 using agreed symbols for a key. - A local area study of a region of the United Kingdom – Whitby (outdoor learning) - 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. (outdoor learning) - Locate Scandinavian countries in relation to the UK. <p><u>Whitby</u></p> <ul style="list-style-type: none"> - Know and use the eight points of a compass. (outdoor learning) - Locate and name geographical features of Whitby on an Ordnance Survey map. (outdoor learning) - Draw maps of Whitby using standardised symbols. (outdoor learning) <p><u>Previous learning links:</u></p> <p>Year 1 – Hear me Roar! – physical and human features of the school grounds</p> <p>Year 1 – Flashback – physical and human features of London</p> <p>Year 2 – Our City in the Spotlight – physical and human features of Cheylesmore/Coventry and Dunchurch</p> <p>Year 2 – Around the World – physical and human features of India</p> <p>Year 3 – Meet the Greeks – physical and human characteristics of Greece</p> <p>Year 4 – Waves – Rivers</p> <p><u>Topic enhancement:</u></p> <ul style="list-style-type: none"> - Whitby residential visit

Year 5

Walk like an Egyptian

Knowledge:

- Use maps, atlases, globes and digital/computer mapping to locate Egypt and the UK.
- Identify the position and significance of latitude and longitude, the Equator, and Hemispheres in relation to Egypt.
- Identify key physical features of the country including climate, landmarks, capital city.
- Use four-figure grid references to locate places around the school. Draw a map of Egypt using a four-figure grid reference, including symbols and a key (outdoor learning)
- Observe, measure, record and present data on wind, rain and temperature and weather, using anemometers, rain gauges, thermometers and observations. Make comparisons to the weather and climate of Egypt (Outdoor Learning). (outdoor learning)

Previous learning links:

Year 1 - Hear me Roar! - physical and human features of the school grounds
Year 1 - Flashback - physical and human features of London
Year 2 - Our City in the Spotlight - physical and human features of Cheylesmore/Coventry and Dunchurch
Year 2 - Around the World - physical and human features of India
Year 2 - Around the World - locate hot and cold areas and the equator
Year 3 - Meet the Greeks - physical and human characteristics of a Greece
Year 4 - Invaders, and Totems and Tepees - physical and human features of Italy and North America
Year 4 - Invaders - locate Italy
Year 4 - Waves - location of the equator, tropics and hemispheres

Spirit of Samba

Knowledge:

- Locate the continent of South America and its countries using maps.
- Identify, name and research physical characteristics of South American countries including: climate zones, rivers mountains, forests.
- Describe and understand key aspects of physical and human geography, including: the Amazon Rainforest and the impact it has on life on Earth, the Amazon River including: its location, features, uses and wildlife (making comparisons to previous learning) (Global Goal 14/15)
- Describe how human activity has impacted upon/changed the physical and human characteristics of South America, including: the impact of human activity on SA, climate change, weather, deforestation, pollution. (Global Goal 12/13)
- Describe and understand key aspects of human geography, including economic activity and trade links with a focus on imports and exports in and out of SA.

Previous learning links:

Year 1 - Hear me Roar! - physical and human features of the school grounds
Year 1 - Flashback - physical and human features of London
Year 2 - Our City in the Spotlight - physical and human features of Cheylesmore/Coventry and Dunchurch
Year 2 - Around the World - physical and human features of India
Year 3 - Meet the Greeks - physical and human characteristics of Greece
Year 4 - Waves - Rivers and its features
Year 4 - Invaders, and Totems and Tepees - physical and human features of Italy and North America
Year 5 - Walk like an Egyptian - River Nile

Topic enhancement:

- SLS artefact box Rainforests
- Twycross Zoo visit

To Infinity and Beyond

Knowledge:

- Identify time zones (including day and night)

		<p><i>Global Goal 12 - Sustainable consumption and production - Our planet has provided us with an abundance of natural resources. But we have not utilized them responsibly and currently consume far beyond what our planet can provide. We must learn how to use and produce in sustainable ways that will reverse the harm that we have inflicted on the planet.</i></p> <p><i>Global Goal 13 - Climate action - Climate change is a real and undeniable threat to our entire civilization. The effects are already visible and will be catastrophic unless we act now. Through education, innovation and adherence to our climate commitments, we can make the necessary changes to protect the planet. These changes also provide huge opportunities to modernize our infrastructure which will create new jobs and promote greater prosperity across the globe.</i></p> <p><i>Global Goal 14 - Life below water - we have managed to do tremendous damage to these precious resources. We must protect them by eliminating pollution and overfishing and immediately start to responsibly manage and protect all marine life around the world.##</i></p> <p><i>Global Goal 15 - Life on land - we have caused severe damage to it through deforestation, loss of natural habitats and land degradation.</i></p>	
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<p>Year 6</p>	<p style="text-align: center;"><u>Rising from the Rubble</u></p> <p><u>Knowledge:</u></p> <ul style="list-style-type: none"> - Use maps, atlases, globes and digital mapping to locate significant countries involved in WWII (Allies and Axis) <p><u>Dol-y-Moch</u></p> <ul style="list-style-type: none"> - Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including producing accurate scaled maps (outdoor learning) - Use the eight points of a compass to build their knowledge of the United Kingdom (outdoor learning) - Use six-figure grid references to locate places on Ordnance Survey (outdoor learning) - Compare and contrast areas of the UK using maps <p><u>Previous learning links:</u></p> <p>Year 3 - Meet the Greeks - locating European countries and their capital cities</p> <p>Year 4 - Invaders - locate Italy</p> <p>Year 5 - Walk like an Egyptian - locate Egypt</p> <p>Year 5 - Spirit of Samba - locate S. America and its countries</p> <p><u>Topic Enhancement:</u></p> <ul style="list-style-type: none"> - Dol-y-Moch residential 	<p style="text-align: center;"><u>Frozen</u></p> <p><u>Knowledge:</u></p> <ul style="list-style-type: none"> - Identify the position and significance of the Equator, Tropics of Cancer and Capricorn, Arctic and Antarctic Circle - Describe and understand the key aspects of physical geography, comparing and contrasting the Arctic and Antarctic - Describe how climate, ecology and people are affected by the cold - Explain how climate zones and biomes affect the physical and human features of a place in the world. (Global Goal 13) - Explain how extreme climates affect the lives of people, animals and plants living there and the human and physical geography. (Global Goal 13/14/15) - Understand climate change with a focus on how it is changing the physical environment of the poles (Global Goal 13) <p><u>Previous learning links:</u></p> <p>Year 2 - Around the World - locate hot and cold areas and the equator</p> <p>Year 4 - Waves - identify and locate the Equator, Tropics and Hemispheres</p> <p>Year 5 - Walk like an Egyptian - identify and locate latitude and longitude, the Equator and Hemispheres</p> <p><u>Topic Enhancement:</u></p> <ul style="list-style-type: none"> - Visit from a polar explorer - Al Sylvester <p><i>GG 13 - Climate action - Climate change is a real and undeniable threat to our entire civilization. The effects are already visible and will be catastrophic unless we act now. Through education, innovation and adherence to our climate commitments, we can make the necessary changes to protect the planet. These changes also provide huge opportunities to</i></p>	<p style="text-align: center;"><u>Benin</u></p> <p><u>Knowledge:</u></p> <ul style="list-style-type: none"> - Use maps, atlases and digital mapping to locate Africa and countries within (particular focus on Benin) - Compare and contrast the physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns of the UK and the wider world - Africa and Polar Regions <p><u>Previous learning links:</u></p> <p>Year 1 - Hear me Roar! - physical and human features of the school grounds</p> <p>Year 1 - Flashback - physical and human features of London</p> <p>Year 2 - Our City in the Spotlight - physical and human features of Cheylesmore/Coventry and Dunchurch</p> <p>Year 2 - Around the World - physical and human features of India</p> <p>Year 2 - Around the World - locate hot and cold areas and the equator</p> <p>Year 3 - Meet the Greeks - physical and human characteristics of Greece</p> <p>Year 4 - Invaders, and Totems and Tepees - physical and human features of Italy and North America</p> <p>Year 4 - Whitby - 8 points of the compass and OS maps</p> <p>Year 5 - Walk like an Egyptian - 4 figure grid references</p> <p>Year 5 - Walk like an Egyptian - locate Egypt</p> <p>Year 5 - Walk like an Egyptian, and Spirit of Samba - physical and human features of Egypt and South America</p>
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		<p><i>modernize our infrastructure which will create new jobs and promote greater prosperity across the globe.</i></p> <p><i>G14 - Life below water - we have managed to do tremendous damage to these precious resources. We must protect them by eliminating pollution and overfishing and immediately start to responsibly manage and protect all marine life around the world.</i></p> <p><i>G15 - Life on land - we have caused severe damage to it through deforestation, loss of natural habitats and land degradation.</i></p>	
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