

Curriculum Map (Progression and sequencing)



How this links to the National Curriculum / Statutory Requirements

Key Phase	Location Knowledge	Place Knowledge	Human & Physical	Skills & Field Work
<p align="center">EYFS</p>	<p>-Children know about similarities and differences in relation to places, objects, materials and living things. -They talk about the features of their own immediate environment and how environments might vary from one another</p>	<p>-They know that other children don't always enjoy the same things, and are sensitive to this. -They know about similarities and differences between themselves and others, and among families, communities and traditions.</p>	<p>-They make observations of animals and plants and explain why some things occur, and talk about changes -They know about similarities and differences between themselves and others, and among families, communities and traditions.</p>	<p>-They talk about the features of their own immediate environment and how environments might vary from one another. -They make observations of animals and plants and explain why some things occur, and talk about changes</p>
<p align="center">KS1</p>	<p>NC Expectations - By the end of Ks1 pupils should be taught to:</p> <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 	<p>NC Expectations - By the end of Ks1 pupils should be taught to:</p> <p>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</p>	<p>NC Expectations - By the end of Ks1 pupils should be taught to:</p> <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: <p>- <i>key physical features</i>, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather;</p> <p><i>key human features</i>, including: city, town, village, factory, farm, house, office, port, harbour and shop.</p>	<p>NC Expectations - By the end of Ks1 pupils should be taught to:</p> <ul style="list-style-type: none"> • 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; <p>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.</p>

<p style="text-align: center;">KS2</p>	<p>NC Expectations - By the end of Ks2 pupils should be taught to:</p> <ul style="list-style-type: none"> • 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) 	<p>NC Expectations - By the end of Ks2 pupils should be taught to:</p> <ul style="list-style-type: none"> • 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 	<p>NC Expectations - By the end of Ks2 pupils should be taught to:</p> <ul style="list-style-type: none"> • describe and understand key aspects of: <ul style="list-style-type: none"> -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 	<p>NC Expectations - By the end of Ks2 pupils should be taught to:</p> <ul style="list-style-type: none"> • 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.
---	--	--	---	--

What this looks like at Mountford Manor

In Key stage 1 and Key Stage 2, the Geography curriculum is designed around a 2-year rolling programme (See MMP Geography Units document for details of what is taught in Cycle A and Cycle B) During each cycle, children focus on obtaining a concentrated set of skills and knowledge. This ensures that, on leaving each phase, the skills and knowledge required for the next stage of their development has not only been acquired but also deeply embedded.

MMP Geography Progression of Knowledge and Skills

DOMAIN	EYFS	KS1	LKS2	UKS2
<p style="text-align: center;">Locational Knowledge</p>				
	<p>By the end of EYFS Pupils will be taught to:</p> <ul style="list-style-type: none"> • Observe, find out about and identify features in the place they live and in the natural world. • Find out about their environment and talk about those features they like and dislike. • Use appropriate words, e.g. ‘town’, ‘village’, ‘road’, ‘path’, ‘house’, ‘flat’, ‘temple’ and ‘synagogue’, to help children make distinctions in their observations. • Express opinions on natural and built environments and give opportunities for them to hear different points of view on the quality of the environment. 	<p>By the end of KS1 Pupils will be taught to:</p> <ul style="list-style-type: none"> • Name and locate the 7 continents on a paper map. • Name and locate the 5 oceans • Name and locate the different countries of the UK on a paper map. • Name and locate the different capital cities of the UK on a paper map • Use simple compass directions (North, South, East and West) to describe the location of different features of the UK. i.e. London is in the South of England; Scotland is in the North of the UK 	<p>By the end of LKS2 Pupils will be taught to:</p> <ul style="list-style-type: none"> • Build on prior knowledge of UK regions by using maps to locate countries of Europe. • Study images/ pictures of different parts of Europe (e.g. top of a mountain, on the banks of a river, on a farm. • Make reasoned judgements about where the pictures are taken e.g. a mountain top may be in France because there is a large mountain range there. • Match key landmarks to the country and make suggestions as to how landmarks affect a country (tourism, economy etc) i.e Eiffel tower in Paris generates a lot of revenue through tourism. Relate to UK landmarks. • Use maps to compare and contrast differences between the UK and other countries. Biomes; climate, agriculture, tourism etc • Use the language of ‘north’, ‘south’, ‘east’, ‘west’ to relate countries to each other. 	<p>By the end of UKS2 Pupils will be taught to:</p> <ul style="list-style-type: none"> • Identify the different hemispheres on a map. • Use the compass points N, NE, E, SE, S, SW, W, NW to direct and locate using a compass. • Locate and label different countries/continents in the Northern and Southern Hemisphere including different Non-European countries in Asia, Africa; North and South American countries. • Locate the key physical and human characteristics. Relate these features to the locality e.g. population sizes near tourist landmarks/rivers, transport links to mountains. • Locate all the man-made features of a country i.e. Japan e.g. Tokyo Sky-Tower; Hoover Dam; Suez Canal and relate to UK landmarks. • Reflect on the importance and value of the tourism industry in these areas.

			<ul style="list-style-type: none"> • Identify main trade and economy in another country and compare to region of the UK. 	
Place Knowledge	<ul style="list-style-type: none"> • Observe and identify features in the place they live and the natural world. • Talk about features. • find out about the environment by talking to people, examining photographs and simple maps and visiting local places. • use of words that help children to express opinions, e.g. 'busy', 'quiet' and 'pollution' 	<ul style="list-style-type: none"> • Study pictures/videos of a locality and contrast with a non-European locality. Ask geographical questions e.g. What is it like to live in this place? How is this place different to where I live? • Express own views about a place, people and environment. • Draw and label pictures to show how places are different to the UK • Give detailed reasons to support own likes, dislikes and preferences. 	<ul style="list-style-type: none"> • Study maps to make assumptions about the different areas of Europe/South America e.g. using map keys to identify mountainous areas, urban areas. • Identify hilliest areas and flattest areas as well as decide which rivers they think are the largest. • Using maps, locate the Equator, the Tropics of Cancer and Capricorn. Consider the countries and climates that surround these lines and discuss the relationships between these and the countries. 	<ul style="list-style-type: none"> • Raise questions about the different hemispheres and use and explain appropriate geographical language • Discuss and compare these differences relate this knowledge to the weather/climate in the local area. • Reach reasoned and informed solutions and discuss the consequences of humans around the world including climate change.
Human & Physical	<ul style="list-style-type: none"> • notice and discuss patterns around them, e.g. rubbings from grates, covers, or bricks. • Identify seasonal patterns – focusing on plants and animals. • Explore their local environment and talk about the changes they see. • Talk about the similarities and differences between them and their friends and well as looking at photos of children and places around the world. 	<ul style="list-style-type: none"> • Use basic geographical vocabulary to refer to key physical features including: beach, coast, forest, mountain, sea, river, season: weather. • Use basic geographical vocab to refer to key human features, including: city, town, village, factory, farm, house and shop. • Be able to verbalise and write about similarities and differences between the features of the two localities. • Ask questions about the weather and seasons. • Children to identify the equator and locate the places on the Equator which are the hottest. • Observe and record e.g. draw pictures of the weather at different times of the year or keep 	<ul style="list-style-type: none"> • Locate places in the world where volcanoes and earthquakes occur. • Understand and be able to communicate in different ways the cause of Earthquakes and volcanoes and the process that occurs before an earthquake occurs or a volcano erupts. • Draw diagrams, produce writing and use the correct vocabulary when describing different earth processes • Ask, research and explain the following questions: Why have humans chosen to settle here? Link to trade/access to natural resources. How has this changed over-time? (link to population growth/decline) How did they use 	<ul style="list-style-type: none"> • Use the language of rivers e.g. erosion, deposition, transportation. • Explain and present the process of rivers and the water cycle. • Research and discuss how geographical features such as rivers, topography and coasts can impact human settlements. • Research and discuss how natural disasters such volcanoes and earthquakes can impact human settlements. • Identify trade links around the world based on a few chosen items e.g. coffee, chocolate, bananas. • Discover where food comes from. • Discuss land use and draw conclusions about the reasons for this based on the human inhabitants and changing needs.

		<p>a record of how many times it rains in a week in the winter and a week in the summer.</p> <ul style="list-style-type: none"> Express opinions about the seasons and relate the changes to changes in clothing and activities e.g. winter = coat, summer = t-shirts. 	<p>the land previously and how has land use changed today?</p> <ul style="list-style-type: none"> Relate land use and trade to settlements. Look at settlements, particularly in relation to the geography – what conclusions can be drawn? Study how land in the local area was used overtime. Look at land use in the same area today and consider how and why this has changed. 	<ul style="list-style-type: none"> Ask and answer geographical questions to unpick why human geography may have changed over time (specifically the impact of climate change).
<p style="text-align: center;">Fieldwork</p>	<ul style="list-style-type: none"> Observe and identify features in the place they live and the natural world. Find out about their environment and talk about features they like and dislike. Examine change over time. Pose carefully framed open-ended questions, such as “How can we...?” or “What would happen if...?” 	<ul style="list-style-type: none"> Understand that both a map and a globe show the same thing. Study maps and aerial photographs and use simple compass directions (North, South, East and West) and locational and directional language to describe the location of features and routes on a map. Draw own maps of the local area; use and construct basic symbols in a key. Observe and record the features around the school e.g. the different types of plants, the animals seen in the forest compared to the animals seen on the road, the different amount of traffic on Drakes Way compared to Frobisher Drive. Children to make suggestions for the cause of the differences. Communicate findings in different ways e.g. reports, graphs, sketches, diagrams, pictures. 	<ul style="list-style-type: none"> Create maps e.g. - Plan a tour of the school, which includes a map/ plan of the school and the main geographical features you would see identified, with a key. Undertake environmental surveys of the school grounds - litter, noise, likes/ dislikes, areas for improvement Classify local buildings. Use recognised symbols to mark out local areas of interest on own maps. Ask Geographical questions e.g. how is traffic controlled? What are the main problems? Choose effective recording and presentation methods e.g. tables to collect data. Present data in an appropriate way using keys to make data clear. Draw conclusions from the data Study pictures of historic elements of a site and compare and contrast. 	<ul style="list-style-type: none"> Look for evidence of past river use by visiting the location. Make field notes/observational notes about land features. Visit a river/hill/coast, locate and explain the features. Undertake weather surveys, including wind direction, where the sun shines (north, south, west), recording a changes and observations using a method of choice e.g. rainfall - is it the same on all sides of the school. Select a method to present the differences in economy in the area today. Undertake a survey in the local area or on a visit – drawing comparisons Collate the data collected and record it using data handling software to produce graphs and charts of the results.

- | | | | | |
|--|--|---|--|--|
| | | <ul style="list-style-type: none">• Children make sketches/notes of their trip to school/trip to the river and then create a map to direct others which uses a key and includes the main physical and human features. | | |
|--|--|---|--|--|