

# Durley CE (Controlled) Primary School

## Geography Curriculum – Long Term Overview



### **INTENT**

At Durley Primary School we believe that Geography helps to provoke and provide answers to questions about the natural and human aspects of the world. The geography curriculum at Durley aims to enable children to develop knowledge and skills required to meet the aims of the national curriculum whilst being transferable to other curriculum areas and which can be used to promote their spiritual, moral, social and cultural development and linking with our core Christian values: love, respect and forgiveness.

### **IMPLEMENTATION**

At Durley, Geography is taught once a week with topics blocked to allow children to focus on developing their knowledge and skills, studying each topic in depth. Children's existing knowledge is checked at the beginning of each unit, this ensures that teaching is informed by the children's starting points and that it takes account of pupil voice, incorporating children's interests. We strive to create a broader, deeper understanding of the four areas of geography identified in the curriculum;

1. Locational knowledge
2. Place knowledge
3. Human and Physical Geography
4. Geography Skills and Fieldwork.

We will, where possible, link Geography to other subject areas.

The coverage of our progressive curriculum aims to develop contextual knowledge of the location of globally significant places and understanding of the processes that give rise to key physical and human geographical features of the world, along with how they bring about variation and change over time. Our lessons offer a range of opportunities for investigating places around the world, taking into account personal experiences as well as physical and human processes. We aim to improve children's geographical vocabulary, map skills and geographical facts and provide opportunities for consolidation, challenge and variety to ensure interest and progress in the subject across all key stages with the use of associated field work, trips and resources.

### **IMPACT**

The impact of using the full range of experiences and resources, including displays, will be seen across the whole school. We aim for the learning

environment across the school to be consistent with geographical technical vocabulary displayed, spoken and used by all learners. As children progress throughout the school, they develop a deep knowledge, understanding and appreciation of their local area and its place within the wider geographical context. In KS2, parental engagement will be improved through the use of place-specific topic homework. We want to ensure that geography is loved by teachers and pupils across school, therefore encouraging them to want to continue building on understanding, now and in the future. Impact is also measured through key questioning skills built into lessons, child-led assessment such as success criteria grids and pupil voice, teacher assessments aimed at targeting next steps in learning.

#### **KS1 OBJECTIVES:**

1. Name, locate and identify the UK in the world and their local area in the UK
2. Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom
3. Use basic geographical vocabulary to refer to key physical features, including forest, soil, vegetation.
4. Use basic geographical vocabulary to refer to key human features, including house, office, port, harbour & shop
5. Use world maps, atlases and globes to identify the United Kingdom and its countries
6. 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
7. 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

**Cycle 1 – Years 1 and 2 - Geography Long Term Overview**

<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer</b>
<b>My School</b>	<b>Rainforests – contrasting place study</b>	<b>Brilliant Beaches</b>
<p><b>Geographical Enquiry/Vocabulary</b></p> <ul style="list-style-type: none"> <li>Ask questions about the place we live.</li> </ul> <p><b>Locational Knowledge</b></p> <ul style="list-style-type: none"> <li>Locate Hampshire on a U.K map.</li> <li>Explore the vocabulary of maps.</li> <li>Know the four main compass directions and can apply them to a map.</li> <li>Orientate a map</li> </ul> <p><b>Skills and Field Work</b></p> <ul style="list-style-type: none"> <li>Use aerial photographs and plan to identify the key features of our school.</li> <li>Use aerial photographs and google earth and plan to identify the key features and landmarks in my local area.</li> <li>Use of Ordnance Survey maps and aerial photography. Link to locational skills.</li> <li>Create a simple map (e.g. the school grounds)</li> <li>Create a simple map of an imaginary place and use basic symbols in a key.</li> </ul> <p><b>Physical and Human Geography</b></p> <ul style="list-style-type: none"> <li>Describe the key human features of a place using words like city, town, village, factory, farm, house, office, port, harbour, shop.</li> </ul> <p><b>Place Knowledge</b></p> <ul style="list-style-type: none"> <li>Explain where I live in the U.K. and tell you my address. I can tell you what I like and do not like about the place in which I live.</li> </ul>	<p><b>Geographical Enquiry/Vocabulary</b></p> <ul style="list-style-type: none"> <li>Teacher led enquiries, to ask and respond to simple closed questions.</li> <li>Children encouraged to ask simple geographical questions</li> <li>Use information books/pictures as sources of information.</li> </ul> <p><b>Locational Knowledge</b></p> <ul style="list-style-type: none"> <li>Locate The Amazon Rainforest of a world map</li> <li>Locate where the Equator, North Pole and South Pole are on a globe or atlas and name countries that rainforests are located in.</li> <li>Use an infant atlas to locate the 7 continents.</li> </ul> <p><b>Skills and Field Work</b></p> <ul style="list-style-type: none"> <li>Use world maps, atlases and globes to locate the equator</li> </ul> <p><b>Physical and Human Geography</b></p> <ul style="list-style-type: none"> <li>Describe key features of a rainforest.</li> <li>Explain the main features of a hot and cold place</li> <li>Explain what a rainforest is and use specific language to describe its key features. To identify the four different layers of the rainforests and some of the animals that live there.</li> </ul> <p><b>Place Knowledge</b></p> <ul style="list-style-type: none"> <li>Understand geographical similarities and differences through studying the human and physical geography of a UK forest and rainforests.</li> </ul>	<p><b>Locational Knowledge</b></p> <ul style="list-style-type: none"> <li>Find land/sea on globe. Use an infant atlas to locate the 5 oceans</li> <li>Use maps and globes to find where the oceans are in the world</li> <li>Recognise that the UK lies within the Atlantic Ocean.</li> <li>Recognise the UK on a range of maps, naming and locating the seas that surround the UK.</li> </ul> <p><b>Skills and Field Work</b></p> <ul style="list-style-type: none"> <li>Use google earth and world atlases to explore and locate familiar UK beaches.</li> </ul> <p><b>Physical and Human Geography</b></p> <ul style="list-style-type: none"> <li>Describe, understand &amp; compare key physical features of coastal areas</li> <li>Explore beaches of the UK and world to compare the human and physical features</li> </ul> <p><b>Place Knowledge</b></p> <ul style="list-style-type: none"> <li>Identify and describe the location of the beaches.</li> </ul>

**Cycle 2 – Years 1 and 2 - Geography Long Term Overview**

<b>Spring 1</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Antarctica Hot &amp; Cold Areas</b>	<b>UK Weather &amp; Seasons</b>	<b>My Local Area</b>
<p><b>Geographical Enquiry/Vocabulary</b></p> <ul style="list-style-type: none"> <li>Children encouraged to ask simple geographical questions; Where is it? What's it like?</li> <li>Use NF books, stories, maps, pictures/photos and internet as sources of information</li> </ul> <p><b>Locational Knowledge</b></p> <ul style="list-style-type: none"> <li>Name and locate the continents and oceans.</li> <li>Identify where the desert areas are in relation to the equator and N and S pole.</li> <li>Identify equator, N hemisphere and S hemisphere.</li> <li>Identify where the Arctic is, in relation to the equator and N and S pole.</li> </ul> <p><b>Skills and Field Work</b></p> <ul style="list-style-type: none"> <li>Locate Antarctica using the four points of a compass, oceans, continents and equator.</li> <li>Plot a route from the UK to Antarctica using key vocabulary.</li> <li>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features</li> </ul> <p><b>Physical and Human Geography</b></p> <ul style="list-style-type: none"> <li>Understand temperature conditions in different areas of the world.</li> <li>Use basic geographical vocabulary to describe key physical features.</li> </ul>	<p><b>Geographical Enquiry/Vocabulary</b></p> <ul style="list-style-type: none"> <li>Ask questions about weather in the UK.</li> <li>Use weather reports to research weather</li> <li>Recap the different types of weather from their own experiences</li> </ul> <p><b>Locational Knowledge</b></p> <ul style="list-style-type: none"> <li>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom</li> <li>Explore what the UK is like as a country, i.e. an island and therefore surrounded by water</li> </ul> <p><b>Skills and Field Work</b></p> <ul style="list-style-type: none"> <li>Know types of weather and have ideas and practical understanding of measuring weather.</li> <li>Devise a simple map showing the weather in a few locations around the school.</li> </ul> <p><b>Physical and Human Geography</b></p> <ul style="list-style-type: none"> <li>Identify seasonal and daily weather patterns in the United Kingdom</li> <li>Connect weather to seasons</li> <li>Understand how the weather affects places and people with an appreciation of changes throughout the year.</li> <li>Understand how a range of human and physical features are affected by different types of weather.</li> </ul> <p><b>Place Knowledge</b></p> <ul style="list-style-type: none"> <li>Make observations about the weather in their own local area.</li> </ul>	<p><b>Geographical Enquiry/Vocabulary</b></p> <ul style="list-style-type: none"> <li>Ask questions about the place we live.</li> </ul> <p><b>Locational Knowledge</b></p> <ul style="list-style-type: none"> <li>Locate where in Europe the UK is</li> <li>Locate where in the UK is our local area is.</li> </ul> <p><b>Skills and Field Work</b></p> <ul style="list-style-type: none"> <li>Identify and explain what they like about their local area.</li> <li>Devise a map with symbols and a key to show what they like about their local area with symbols and a key to show the places they like.</li> <li>Plot a route between places they like on a map.</li> </ul> <p><b>Physical and Human Geography</b></p> <ul style="list-style-type: none"> <li>Identify the human and physical features of their local area using maps and specific vocabulary.</li> <li>Identify the types of shops, houses, services and facilities in their local area</li> <li>Identify what their local area does not have, e.g. harbour, cliffs, city.</li> </ul> <p><b>Place Knowledge</b></p> <ul style="list-style-type: none"> <li>Make observations about where things are e.g. within school or local area.</li> <li>Investigate their surroundings</li> </ul>

## KS2 OBJECTIVES:

1. 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
2. Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom
3. Human geography, including types of settlement and land use
4. Human geography, including economic activity
5. Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
6. Use the four points of a compass to build their knowledge of the wider world
7. Use four and six-figure grid references to build their knowledge of the United Kingdom and the wider world
8. Use symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world
9. 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 & digital technologies

**Cycle 1 - Years 3, 4, 5 - Geography Long Term Overview**

**Spring Term**

**Earthquakes & Volcanoes**

**Local Study: UK and Southampton**

**Geographical Enquiry/Vocabulary**

- Ask geographical questions: where is this location? What do you think about it?
- Analyse evidence and draw conclusions

**Locational Knowledge**

- Identify the continents and oceans bordering Asia
- Locate and name the continents on a World Map.
- Locate the main countries in Europe, North America and South America
- Use atlas and maps to locate the earthquake in Nepal and describe where the earthquake happened.

**Skills and Field Work**

- Mapping the location of the World’s major volcanoes and sites of significant earthquakes.
- Begin to use map sites on internet. Begin to use junior atlases.
- Use junior atlases. Use map sites on the internet.
- Use index and contents page within atlases.
- Observe, measure and record the risks in a few areas to decide where is the riskiest.
- Chn explain how to reduce the risks around school.

**Physical and Human Geography**

- Describe and understand key aspects of physical geography, including: volcanoes and earthquakes
- Read maps to find out about Nepal’s environmental regions, key physical and human characteristics, countries, and major cities.
- Identify the human and physical features of Nepal and describe the pattern across the country using the eight points of a compass.

**Geographical Enquiry/Vocabulary**

- Ask questions about the place we live. e.g. make comparisons between locations using photos/pictures
- Identify and explain different views of people including themselves e.g. views of different sections of community when developing holiday resort/new housing estate
- Hold geographical issues through drama role play

**Locational Knowledge**

- 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

**Skills and Field Work**

- Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods.
- Use more detailed field sketches and diagrams.
- Show understanding of pattern/ movement/change

**Physical and Human Geography**

- Research the human and physical geography of Southampton and present their findings in a variety of ways.

**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

**Cycle 2 - Years 3,4,5 - Geography Long Term Overview**

**Objectives covered as part of 'Romans' in Autumn 1:**

- Locating the places that will be studied through historical context.
- Use maps, atlases, globes and digital/computer mapping to locate countries.
- Mapping the journeys taken by Romans during their invasions.

<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer</b>
<b>Country Study - France</b>	<b>Rivers</b>	<b>Ancient Egypt</b>
<p><b>Geographical Enquiry/Vocabulary</b></p> <ul style="list-style-type: none"> <li>• Describe the weather, environment, environmental change, sustainability</li> </ul> <p><b>Locational Knowledge</b></p> <ul style="list-style-type: none"> <li>• Find the location of places using maps and atlas maps –involving the use of contents, index, latitude and longitude etc. and recognition of symbols and different scales</li> </ul> <p><b>Skills and Field Work</b></p> <ul style="list-style-type: none"> <li>• Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> </ul> <p><b>Physical and Human Geography</b></p> <ul style="list-style-type: none"> <li>• Compare the human and physical geography of a region in the UK to a region in a European country. Looking at different settlements and economic activities.</li> </ul> <p><b>Place Knowledge</b></p> <ul style="list-style-type: none"> <li>• 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.</li> </ul>	<p><b>Geographical Enquiry/Vocabulary</b></p> <ul style="list-style-type: none"> <li>• Ask and respond to questions. Use satellite images and aerial photos. Analyse evidence and draw conclusions.</li> <li>• Suggest questions for investigating. Begin to use primary and secondary sources of evidence. Investigate larger scale places (contrasting and distant places) Collect and record evidence unaided. Analyse evidence and draw conclusions.</li> </ul> <p><b>Locational Knowledge</b></p> <ul style="list-style-type: none"> <li>• Identify the countries which make up the UK.</li> <li>• Identify key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time</li> </ul> <p><b>Skills and Field Work</b></p> <ul style="list-style-type: none"> <li>• Draw a sketch map</li> <li>• Draw a plan view map with some accuracy.</li> <li>• Use large and medium scale OS maps. Identify features on aerial/oblique photographs.</li> </ul> <p><b>Physical and Human Geography</b></p> <ul style="list-style-type: none"> <li>• Identify the longest rivers in the UK.</li> <li>• Comparing rivers in the UK with rivers in the rest of the world.</li> <li>• Locate the main rivers in the UK on a map of the UK.</li> <li>• Locate some of the World's major rivers using an atlas.</li> </ul>	<p><b>Geographical Enquiry/Vocabulary</b></p> <ul style="list-style-type: none"> <li>• Ask questions: what is this landscape like? How has it changed? What made it change? How is it changing?</li> </ul> <p><b>Locational Knowledge</b></p> <ul style="list-style-type: none"> <li>• Locate the world's countries, using maps</li> <li>• concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.</li> </ul> <p><b>Skills and Field Work</b></p> <ul style="list-style-type: none"> <li>• Locate and name the continents on a World Map.</li> <li>• Locate the main countries in Africa (Area surrounding Egypt)</li> </ul> <p><b>Physical and Human Geography</b></p> <ul style="list-style-type: none"> <li>• Describe and understand key aspects of physical Geography, including: climate zones, biomes and vegetation belts, rivers, mountains and the water cycle.</li> <li>• Describe types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</li> </ul> <p><b>Place Knowledge</b></p>

**Cycle 3 – Years 3, 4, 5 - Geography Long Term Overview**

<b>Autumn 2</b>	<b>Summer</b>
<b>Our Local area</b>	<b>North America</b>
<p><b>Geographical Enquiry/Vocabulary</b></p> <p><b>Locational Knowledge</b></p> <ul style="list-style-type: none"> <li>Locate their local area on a UK map and use geographic vocabulary to improve the accuracy of their descriptions of the location of the local area.</li> </ul> <p><b>Skills and Field Work</b></p> <ul style="list-style-type: none"> <li>Describe route and direction, location linking 8 points of compass to degrees on compass</li> <li>List what they like and dislike about their local area and explain why.</li> <li>Devise a map based on their house to show the places they use and visit in the local area. Construct basic symbols in a key.</li> </ul> <p><b>Physical and Human Geography</b></p> <ul style="list-style-type: none"> <li>Identify the human and physical features of their local area using maps and specific vocabulary.</li> <li>Identify the types of shops, houses, services and facilities in their local area to be specific.</li> <li>Identify what their local area does not have, e.g. harbour, cliffs, city.</li> </ul> <p><b>Place Knowledge</b></p> <ul style="list-style-type: none"> <li>Make observations about where things are e.g. within school or local area.</li> <li>Make observations about the weather in their local area.</li> </ul>	<p><b>Geographical Enquiry/Vocabulary</b></p> <ul style="list-style-type: none"> <li>Ask geographical questions: where is this location? What do you think about it?</li> </ul> <p><b>Locational Knowledge</b></p> <ul style="list-style-type: none"> <li>Identify the continents and oceans bordering North America.</li> <li>Locate the USA using key vocabulary including its position within North America, bordering countries and oceans.</li> </ul> <p><b>Skills and Field Work</b></p> <ul style="list-style-type: none"> <li>Read maps to find out about North America’s environmental regions, key physical and human characteristics, countries, and major cities.</li> <li>Describe the pattern to features they have identified using the eight points of a compass.</li> <li>Identify position and significance of longitude, latitude, equator, northern hemisphere etc</li> </ul> <p><b>Physical and Human Geography</b></p> <ul style="list-style-type: none"> <li>Compare the human and physical geography of our local area with 2 contrasting regions in North America</li> <li>Look at physical features of the land, e.g. biomes, height, mountains, water, fields</li> <li>Look at the settlement and land use as a result of the physical features.</li> </ul> <p><b>Place Knowledge</b></p> <ul style="list-style-type: none"> <li>Understand geographical similarities and differences through studying the human and physical geography</li> </ul>



## Year 6 - Geography Long Term Overview

### Objectives covered as part of 'Romans' in Summer term:

- Location of Greece
- Population
- Weather
- Trade and Tourism
- Land Use
- To understand geographical similarities and differences through the study of human and physical geography of the United Kingdom and Greece.

### Spring 1

#### Mighty Mountains

#### Geographical Enquiry/Vocabulary

- Predict their answer to the key statement with yes or no and suggested reasons.
- Describe and explain how mountain ranges are formed using accurate vocabulary.

#### Locational Knowledge

- Identify the continents and oceans bordering Asia.
- Identify mountains ranges around the world including the tallest mountain on each continent.
- Describe the global location of mountains.

#### Skills and Field Work

- Describe the pattern to features they have identified using the eight points of a compass.
- Use six figure grid reference skills to help locate accurately.

#### Physical and Human Geography

- Read maps to find out about Asia's environmental regions, key physical and human characteristics, countries, and major cities.

#### Place Knowledge

- Identify and describe conditions that make using mountains hard.
- Recap and identify a variety of ways that people use mountains.

### Spring 2

#### South America: Brazil

#### Geographical Enquiry/Vocabulary

- Embed key locational and positional vocabulary.

#### Locational Knowledge

- Embed accurate knowledge of the location of each continent and ocean.
- Identify continents and oceans bordering South America.

#### Skills and Field Work

- Identify the human and physical features of South America and describe the pattern across the continent using the eight points of a compass.

#### Physical and Human Geography

- Identify the human and physical features of Brazil and describe the pattern across the country using the eight points of a compass.
- Identify key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.
- Describe and understand key aspects of:
  - physical geography, including: climate zones and biomes

#### Place Knowledge

- Understand why the climate is different in a hot desert compared to Hampshire?