

Thorngumbald Geography Curriculum

The intent of our Geography curriculum is to inspire our children to love Geography. We want them to have no limits to what their ambitions are and grow up wanting to be cartographers, town planners, conservationists or weather forecasters.

Our aim is that, through the teaching of Geography at Thorngumbald, we provide a purposeful platform for exploring, appreciating and understanding the world in which we live and how it has evolved. We intend to equip children with geographical skills, to develop their knowledge through studying places and people as well as natural and human environments. We also intend for children to become passionate and knowledgeable about our local community and beyond, by learning through experiences in practical and fieldwork activities.

Geography, by nature, is an investigative subject. Through our teaching, we intend to provoke thought, questions and to encourage children to discover answers to their own questions through exploration and research to enable them to gain a greater depth, understanding and knowledge of the world and their place in it.

	<u>Autumn</u> All about me 	<u>Autumn</u> Celebrations 	<u>Spring</u> Earth & Beyond 	<u>Spring</u> Animals 	<u>Summer</u> Go Outside 	<u>Summer</u> Who helps us? 
1	Where in the world do I live? 	How have toys changed over the last 60 years? 	Where did kings and queens live throughout time? 	What are the countries and capitals of the UK? 	Fieldwork – Our school environment 	What is special about our local history? 
2	Who are the famous explorers? 	Where in the world would you go if you were a travelling meerkat? 	How did the great fire change London? 	What are the similarities between my town and Luxor, Egypt? 	How has technology changed over the last 60 years? 	Fieldwork – How can we record and measure different weather phenomena? 
3	How did life change from the Stone Age to Iron Age? 	If we went on a journey around the UK, what would we see — and what would remind us of home? 	What were the greatest achievements of the Ancient Egyptians? 	How is land used? 	Why did the Romans invade Britain? (link to local area) 	Fieldwork – <u>How</u> can we make our school environment more bee friendly? 
4	How did England change during the settlement of the Anglo-Saxons and Vikings? 	What are the similarities and differences between my region and Campania, Italy? 	How has leisure and entertainment changed throughout history? 	Fieldwork – <u>How</u> can we measure weather and climate? 	What is significant about Kingston Upon Hull? 	What is coastal erosion? 
5	Who reigned supreme? Queen Elizabeth 1 & Queen Victoria? 	How is the Earth divided? 	What differences were there between the Maya Civilisation and England during the 10th and 11th centuries? 	What are the similarities and differences between my region and the North Region of Brazil? 	How has Ancient Greece changed the world? 	Fieldwork – <u>Where</u> would we be without rivers? 
6	How did WW2 impact the local area? 	What is the economic activity of the UK? 	How has crime and punishment changed in Britain over time? 	Fieldwork – <u>What</u> can our school do to reduce plastic waste? 	Consolidation	Consolidation

Geographical Knowledge & Concepts

Disciplinary Knowledge: A range of these disciplinary concepts are explored through each geographical unit and provide lenses through which to consider different aspects of geography. The concepts are revisited through different geographical units as children move through the school to deepen their understanding.

- Locational Knowledge
- Place Knowledge
- Human and Physical Geography
- Geographical Skills & Fieldwork

Disciplinary concepts: These are concepts that are taught and applied through each unit of geography. These build progressively as pupils move through the school. Pupils will all explore some of these concepts through other curriculum subjects.

- Place
- Space
- Scale
- Interdependence
- Physical & Human Process
- Environmental Impact
- Sustainable Development
- Cultural Awareness & Diversity

GEOGRAPHY

Disciplinary Knowledge



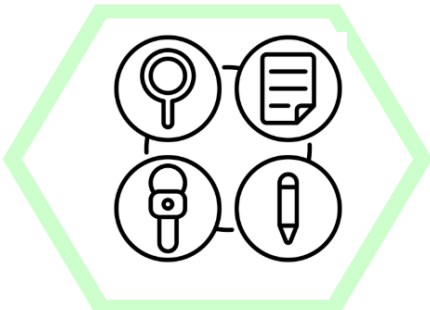
Place Knowledge



Locational Knowledge



Human & Physical Geography



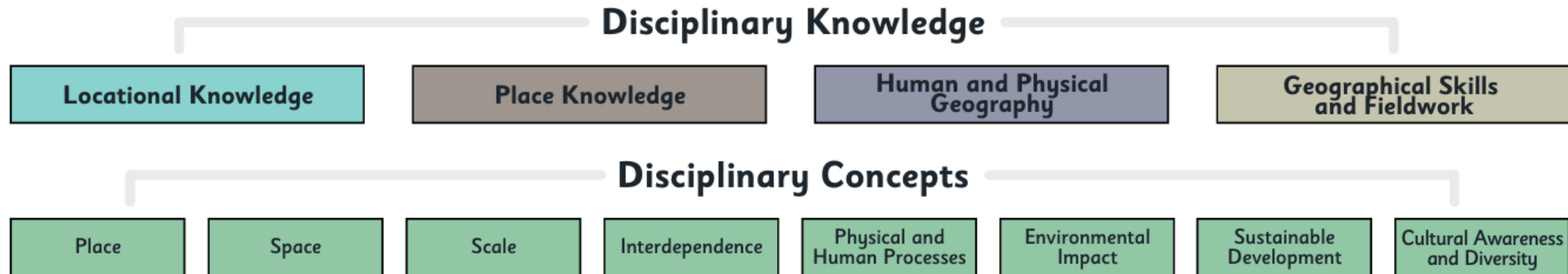
Skills & Fieldwork

	Locational Knowledge	Place Knowledge	Human & Physical Geography	Skills & Fieldwork
Year 1	The World & My School			
	Countries and capitals of the UK			
	Our school environment			
Year 2	Continents & oceans			
	My town & Luxor, Egypt			
			Weather & climate	
Year 3	UK & my region			
	Land use, economic activity & travel			
	Bee conservation			
Year 4	My location & Camapnia, Italy			
	Locality unit			
	Coastal Erosion			
Year 5	Divided planet			
	My region & Northern Brazil			
	Rivers			
Year 6	Economic activity of the UK			
	Sustainability		Sustainability	

Geography

Themes & Secondary Concepts

Year 1

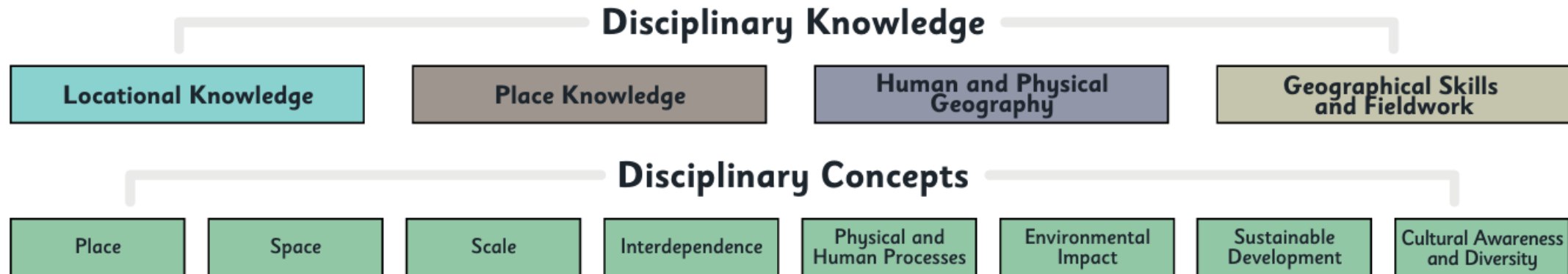


	<u>Place</u>	<u>Location</u>		<u>Human & Physical</u>	<u>Skills & Fieldwork</u>
My World	Place	Space	Scale	Physical & Human Processes	
	I can understand that places can have meaning to people	I can understand that the world has seven continents. I can understand that the UK is split into countries and surrounding seas.	I can understand how my local area fits within the United Kingdom. I can understand how my classroom fits within the school. I can understand how my school fits on the street.	I can identify seasonal and daily weather patterns in the UK. I can identify how the weather varies around the world. I can identify human and physical features.	
My school grounds	Place	Space	Scale	Physical & Human Processes	I can use simple fieldwork and observational skills to answer geographical questions. I can use directional language to describe a route. I can name and use cardinal directions. I can devise a simple, messy map. I can collect and record simple data. I can present simple data in a chart.
	I can understand that places can have meaning to people.	I can identify some key human and physical features of my local area	I can understand how my local park fits within my local area.	I can understand human processes in my local area, including settlements and varied land use. I can identify human and physical geographical features in my local area.	
Countries & capitals	I can describe what different places in the UK are like and talk about what makes them special.	I can name and locate the countries and capital cities of the UK on a map.	I can explain that Hull is part of Yorkshire, which is part of England and the United Kingdom.	I can identify some human and physical features found in the countries of the UK	I can use maps, atlases and simple compass directions to explore the countries and capitals of the UK.

Geography

Themes & Secondary Concepts

Year 2

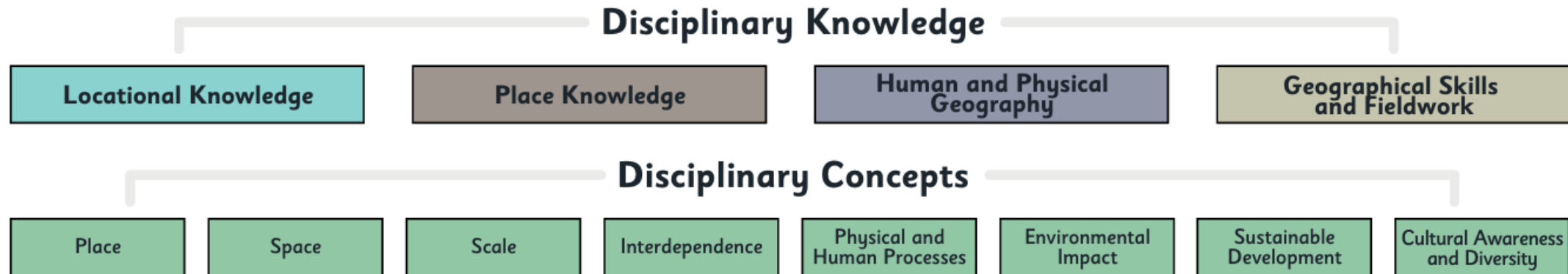


	<u>Place</u>	<u>Location</u>		<u>Human & Physical</u>		<u>Skills & Fieldwork</u>
Continents & Oceans	I can describe what different continents are like and talk about how they are similar and different.	Space	Scale	I can identify some physical features of continents and oceans, such as mountains, deserts and seas.		I can use globes, atlases and maps to find continents and oceans.
		I can name and locate the seven continents and five oceans on a world map.	I can explain that my town is part of England, which is part of Europe and the wider world.			
My area & Luxor Egypt	Place	Space	Scale	Physical & Human Processes	Cultural Awareness & Diversity	I can use atlases and globes to discover the continents and oceans of the world. I can use compass directions and locational and directional language to describe the location of features on a map. I can use aerial photographs and plan perspectives to recognise landmarks and devise simple maps. I can use a key. I can use simple fieldwork and observational skills to study the school's geography
	I can understand that places can have meaning to people.	I can understand that the world has seven continents and five oceans. I can understand that the UK is split into countries and surrounding seas.	I understand that England, Scotland, Wales and Northern Ireland are countries within the UK, each with a capital city. I understand that Egypt is an African country.	I can understand that the poles and equator impact the climate on Earth. I can identify and compare some key human and physical features of my local area to a contrasting locality using key vocabulary.	I can understand the similarities and differences between my country and other countries.	
Weather & climate				Physical & Human Processes		I can carry out a geographical enquiry using simple fieldwork and observational skills. I can collect weather data using the equipment. I can record weather data. I can present my data. I can analyse data.
				I can understand the differences between weather and climate. I can understand that the poles and equator impact the climate on the Earth. I can identify hot and cold areas of the world in relation to the poles and the equator.		

Geography

Themes & Secondary Concepts

Year 3

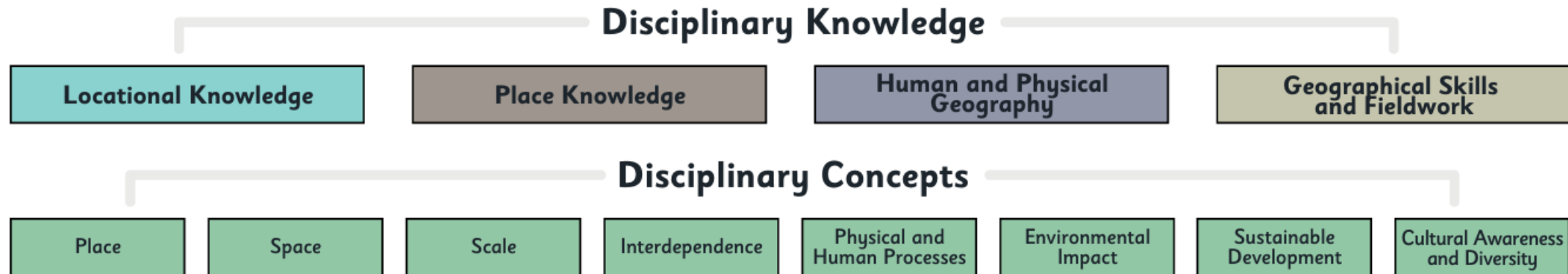


	<u>Place</u>	<u>Location</u>		<u>Human & Physical</u>		<u>Skills & Fieldwork</u>
UK & my region	Place	Space	Scale	Physical & Human Processes	Cultural Awareness & Diversity	I can use compass points, four-figure grid references, symbols, and keys. I can devise a sketch map of my local area. I can identify physical features on a map. I can locate settlements on a map. I can use maps and atlases to discover the United Kingdom
	I can understand that places can have meaning to people. I can understand that people can choose to use land differently, and I can give some examples	I can understand that the UK is split into countries and regions. I can understand that regions are split into counties. I understand that counties contain settlements	I understand that England, Scotland, Wales and Northern Ireland are countries in the UK. I can understand how my region is an area within England. I can differentiate between settlements of various sizes, including cities, towns, villages, and hamlets.	I can understand that land has height. I can identify mountains, hills and rivers on maps. I understand human processes in the UK, including settlements and land use. I understand that land use patterns change over time. I can identify some key human and physical features of the UK and my region	I can understand that England is made up of different regions and counties. People living in these regions and counties may have different senses of identity based on where they live	
Land use & travel	Place	Space	Scale	Physical & Human Processes	Interdependence	I can plan a geographical enquiry using fieldwork and observational skills. I can use digital mapping to collect data. I can record data using tables and questionnaires. I can present collected data using bars and charts. I can analyse data and explain what I have learnt
	I can understand that people can choose to use land in different ways depending on the physical geography of the landscape, and I can give some examples.	I can understand that the UK is split into countries and regions. I can understand that regions are split into counties. I understand that settlements are split into smaller areas of land use, e.g. agricultural, residential, industrial, recreational and commercial.	I understand that hamlets, villages, towns and cities are settlements of different sizes.	I understand human processes in the UK, including settlements and land use	I understand that UK settlements rely on different areas of land use to thrive.	

Geography

Themes & Secondary Concepts

Year 3

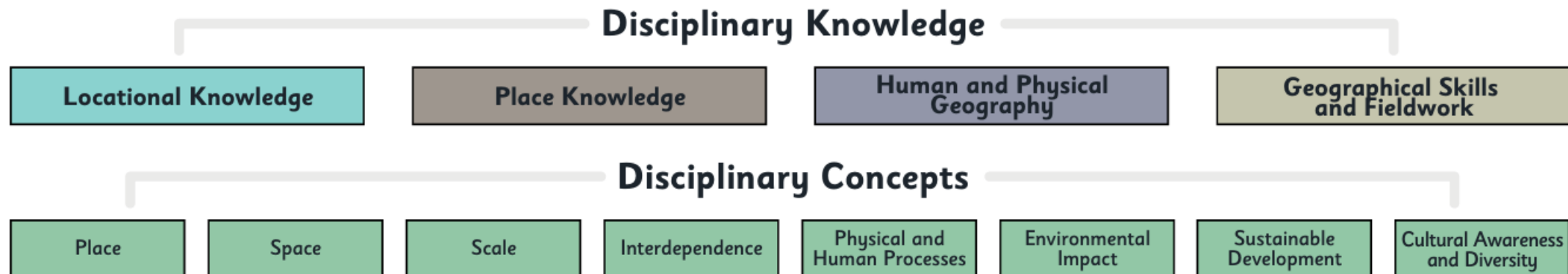


	<u>Place</u>	<u>Location</u>	<u>Human & Physical</u>			<u>Skills & Fieldwork</u>
Bees	Place		Physical & Human Processes	Environmental Impact	Sustainable Development	I can carry out a geographical enquiry using fieldwork and observational skills. I can record data. I can analyse data and evaluate fieldwork. I can devise a simple map using information learnt from a geographical enquiry.
	I can understand that people can choose to use land differently, and I can give some examples.		I can understand how bees are involved in physical processes	I can understand how land use impacts the survival of bees. I can understand on how personal choices on how to use land impact the environment.	I can suggest how to make the school locality more environmentally friendly.	

Geography

Themes & Secondary Concepts

Year 4

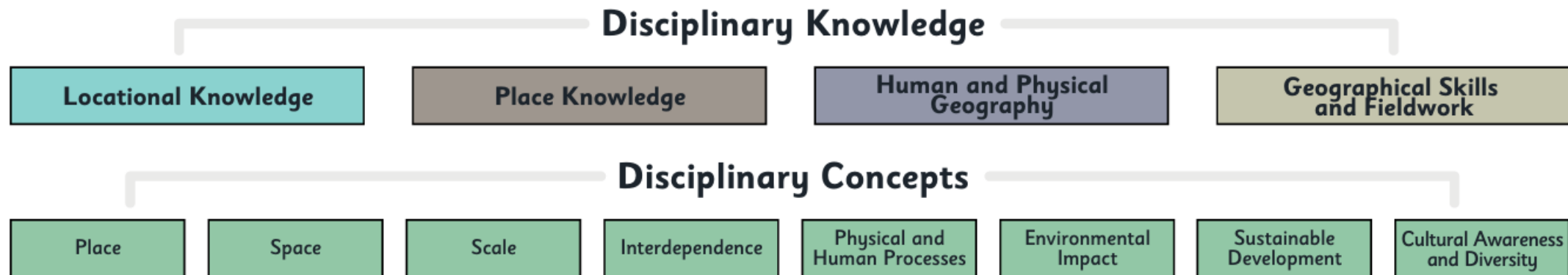


	<u>Place</u>	<u>Location</u>		<u>Human & Physical</u>		<u>Skills & Fieldwork</u>
	Place	Space	Scale	Physical & Human Processes	Cultural Awareness & Diversity	
My region and Italy	I understand that places can have meaning to people and make some suggestions or examples. I understand that people can choose to use land in different ways, depending on the land's physical geography. I can understand the similarities and differences between my region and Campania/South Aegean and give some examples.	I can identify the continents of the world. I can use maps to identify some of the countries of Europe and their capital cities. I can identify some key physical features and settlements in Campania/South Aegean. I can identify the location of my region in England and the key human and physical features. I can identify the position and significance of latitude, longitude, the northern and southern hemispheres, the tropics of Cancer and Capricorn, the Arctic and Antarctic circles and the Prime/Greenwich Meridian	I can understand how my region is an area within England with different-sized settlements. I can understand that Campania/South Aegean is a region within Italy/Greece, with settlements of different sizes. I can understand that England and Italy/Greece are countries within the continent of Europe.	I can understand that physical processes are the natural forces that change Earth's physical features. I understand how tectonic movement has shaped the Earth's surface. I understand how earthquakes and volcanoes happen and can identify some key events in Campania, Italy/South Aegean, Greece. I understand human processes in my region and Campania/South Aegean, including settlements and economic activity.	I can understand the diversity of human heritage by identifying and locating cultural features such as landmarks, historical sites and cultural centres.	I can use atlases, maps and globes to locate places and describe features studied.

Geography

Themes & Secondary Concepts

Year 4



	<u>Place</u>	<u>Location</u>		<u>Human & Physical</u>	<u>Skills & Fieldwork</u>
Local geography	Place	Space	Scale	Physical & Human Processes	I can use atlases, maps and globes to locate places and describe geographical features studied. I can use digital maps (Digimap for Schools) to observe, record and present the human and physical features in my local settlement using a sketch map. I can use the eight points of a compass, four-figure grid references, symbols and key, to build my knowledge of my local settlement.
	I understand that places can have meaning to people and make some suggestions or examples. I understand that people can choose to use land in different ways, depending on the land's physical geography.	I can identify the location of my settlement and region in England and the key human and physical features. I can understand and describe human geography, including types of settlement and land use.	I can understand how my region is an area within England with different-sized settlements. I can understand that my local settlement is within a region of England, which is a country within the continent of Europe	I can understand and describe human geography. I understand human processes in my local settlement, including land use, types of settlements and economic activity	
Coastal Erosion		I can locate coastal areas affected by erosion on a map of the UK.	I can explain how coastal erosion can impact local communities, landscapes and environments over time.	I can explain how physical processes such as waves, weathering and erosion gradually change coastlines over time and affect the shape of the land.	

Geography

Themes & Secondary Concepts

Year 5

Disciplinary Knowledge

Locational Knowledge

Place Knowledge

Human and Physical
Geography

Geographical Skills
and Fieldwork

Disciplinary Concepts

Place

Space

Scale

Interdependence

Physical and
Human Processes

Environmental
Impact

Sustainable
Development

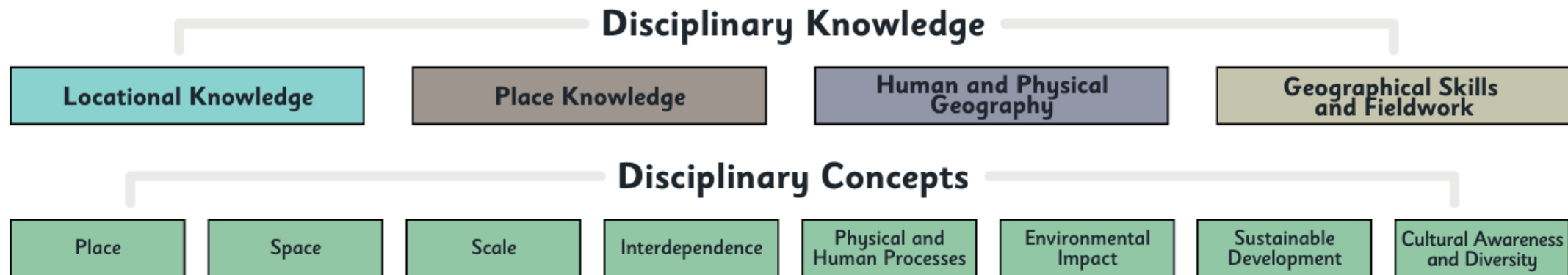
Cultural Awareness
and Diversity

	<u>Place</u>	<u>Location</u>		<u>Human & Physical</u>		<u>Skills & Fieldwork</u>
Divided Earth	Place	Space	Scale	Physical & Human Processes		I can use maps, globes and digital tools to identify coordinates, hemispheres and time zones.
	I can describe how different places around the world experience different climates, cultures and times.	I can use lines of latitude and longitude to locate places around the world.	I can explain how the Earth is divided into hemispheres and time zones on a global scale.	I can explain how the Earth’s position and movement affect day, night and time zones across the world.		
My region & North Brazil	Place	Space	Scale	Physical & Human Processes	Cultural Awareness & Diversity	I can use atlases, maps and globes to locate places and describe features studied.
	I understand that people can choose to use land in different ways and that this can depend on the land's physical geography and climate, and I can give some examples	I can identify the location of my region in England and the key human and physical features. I can identify some of the countries of North/South America and their capital cities. I can identify some key settlements in Northern Brazil. I can give examples of how the landscape in Northern Brazil varies massively, e.g. climate zones, vegetation belts and biomes. I can identify how physical geography and climate can affect the type and location of settlements in my region and Northern Brazil.	I can understand how my region is an area within England, and there are counties, towns and cities within my region. I can understand that England is a country within the continent of Europe. I can understand that the Brazil is a country within the South American continent. I understand that there are states, cities, and towns within the North Region of Brazil. I can make comparisons between my country and the Brazil in terms of the size of the land and the population.	I can understand that physical processes are the natural forces that change Earth's physical features, e.g. the water cycle. I can understand and explain rivers and mountains and how they are formed and identify some key examples in Northern Brazil. I can understand how tectonic movement has shaped the Earth’s surface. I understand human processes in my region and Northern Brazil, including settlements and economic activity.	I can understand the diversity of human heritage by identifying and locating cultural features such as landmarks, historical sites and cultural centres.	

Geography

Themes & Secondary Concepts

Year 5

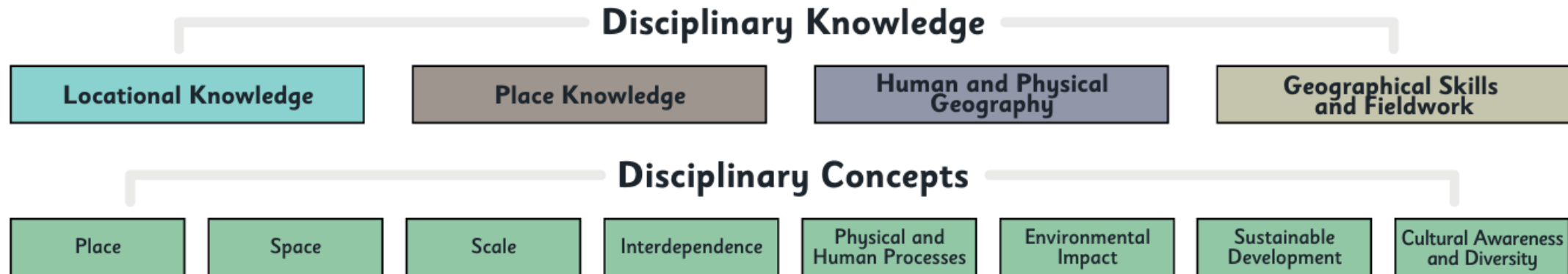


	<u>Place</u>	<u>Location</u>		<u>Human & Physical</u>	<u>Skills & Fieldwork</u>
Rivers	Place	Space	Scale	Physical & Human Processes	I can plan a geographical enquiry using fieldwork and observational skills. ways. I can record data in a variety of ways. I can present my data using charts and graphs. I can analyse data and explain what I have learnt.
	I can understand that physical features are significant within the local area in which they are located.	I can identify the names and locations of the five longest rivers in England. I can identify the location of a river in my region.		I can identify key features of the River Humber basin, including the source and the mouth. I can understand what rivers are and how they are formed. I can name and explain the different features of rivers.	

Geography

Themes & Secondary Concepts

Year 6



	<u>Place</u>	<u>Location</u>		<u>Human & Physical</u>			
Economic activity of the UK	Place	Space	Scale	Physical & Human Processes	Interdependence	Environmental Impact	Sustainable Development
	I understand that people in a particular region can have a strong identity linked to the landscape and heritage of their region.	I can identify the location of my region within England. I can use clues to identify my region's key human and physical geographical features and landmarks.	I can understand how my region is an area within England, and there are counties, towns and cities within my region. I can understand how England is one country within the continent of Europe and the links it has with other countries in Europe.	I can understand human processes in the United Kingdom, including agriculture, waste management, automation, energy generation, water use and the global market. I can explain how economic activity in the United Kingdom has changed over time	I can understand how the United Kingdom and other countries depend on each other via the trade of resources and products. I can understand that events in other places can impact the UK.	I can outline the environmental impact caused by different economic activities in the UK	I can use facts and evidence to judge the sustainability of economic activity in the UK.
	<u>Place</u>	<u>Human & Physical</u>				<u>Skills & Fieldwork</u>	
Sustainability	Place	Physical & Human Processes	Interdependence	Environmental Impact	Sustainable Development	I can plan a geographical enquiry using fieldwork & observational skills. I can collect data using a range of equipment. I can record data in a variety of ways. I can present my data using charts and graphs. I can analyse data and explain what I have learnt.	
	I can understand that the impact on the environment in an area has an impact on the people who live there and their feelings about their local area.	I can understand that human actions can disrupt the natural physical processes on Earth.	I can understand that what happens in the United Kingdom can impact other places. I can understand that events in other places can impact the UK. I can understand that the actions of individuals can have a large-scale impact.	I can explain the impact that plastic waste has on the environment.	I can make suggestions on how the school can reduce the impact it is having on the environment.		

By the end of EYFS we will lay the foundations for the Geographical Milestones - To investigate places, to investigate patterns, to communicate geographically. Through EYFS Geography, within Understanding the World, children begin to gain a wider experience of the world around them.

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.

By the end of KS2 pupils will learn 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.