

Geography Long Term Plan – Curriculum Map

The geography curriculum at Kingswood Parks matches the breadth and ambition of the National Curriculum. The key substantive and disciplinary knowledge has been mapped out so teachers know precisely what to teach and when, can demonstrate a logical progression and can cite how new knowledge and skills build upon what has been taught before. Geographical vocabulary is mapped out so that teachers know precisely what to teach and when. This is in a logical progression so that vocabulary development builds over time. End points have been defined as curricular goals which pupils will work towards. These end points are progressive and enable pupils to apply their knowledge and skills in an open-ended, measurable way which teachers can then assess against. Curriculum plans are adapted to meet the needs of SEND pupils as well as providing pupils with opportunities to deepen their understanding through challenging outcomes which are not limiting. Provision for SEND pupils is personalised for individuals and strategies used will be indicated in planning. Our rationale for macro choices can be found in brackets.

EYFS – Foundation Stage One

Place Knowledge

Key Concept – The Earth and environment
Big Question: Have you been on holiday and how did you get there?
Curricular Goal:
 To share and talk about images of holidays related to the children’s own experiences

Human and Physical Geography

Key Concept – The Earth and environment
Big Question: What can you see all around you?
Curricular Goal:
 To be able to walk around the local area and make observations

EYFS – Foundation Stage Two

Place Knowledge

Key Concept – The Earth and environment
Big Question: What would it be like to live where it is hot and where it is cold?
Curricular Goal:
 To be able to talk about differences in weather in hot and cold countries and what impact this has on the land, people and how they live

Human and Physical Geography

Key Concept – The Earth and environment
Big Question: What can you see, hear and smell all around you?
Curricular Goal:
 To be able to explore the local area and describe what can be seen. Through discussion make observations over time of the changes in the weather and the seasons

Year 1

Locational Knowledge

Key Concept – People and where they locate
Big Question: Which countries make up the United Kingdom?
Curricular Goal:
 Pupils know the 4 countries making up the United Kingdom and are able to label them and the surrounding seas on a map of the United Kingdom

Place Knowledge

Key Concept – People and where they locate for different reasons
Big Question: What physical and human features are there in the local area?
Curricular Goal:
 To be able to draw a simple map of the human and physical features of the school and its local area. – Kingswood.

Human and Physical Geography

Key Concept – People and where they locate for different reasons / Reason for weather
Big Question: How is the weather different in the UK in different seasons?
Curricular Goal:
 To draw and label what you would wear in the different seasons and weather.

Year 2

Locational Knowledge

Key Concept – People and where they locate / Part of a larger world
Big Question: Which are the seven continents and five oceans?
Curricular Goal:
 Pupils can know and label the seven continents and five oceans.

Place Knowledge

Key Concept – People and where they locate for different reasons / The Earth and environment which are constantly changing
Big Question: What are the similarities and differences between Hull and Cairo
Curricular Goal:
 To be able to list the human and physical features of Hull and compare this with a small contrasting area of a non-European country. (Cairo – Year 4 Geography and Year 4 History)

Human and Physical Geography

Key Concept – People and where they locate for different reasons / Reason for weather
Big Question: How is the weather different in hot and cold countries?
Curricular Goal:
 To be able to locate hot and cold areas of the world, using their knowledge of the poles and the equator. (Antarctica, Cairo,

Year 3

Locational Knowledge

Key Concept – People and where they locate
Big Question: Where in the world are our European neighbours?
Curricular Goal:
 To be able to use a map and know the names of and locate at least 8 European countries (France, Spain, Italy, Greece, Norway, Russia, Iceland and Germany – Largest neighbours, holidays destinations, size of Europe, linked to different human and physical features)

Place Knowledge

Key Concept – People and where they locate for different reasons / Sustainability
Big Question: What are the similarities and differences between Coastal Towns in Yorkshire and the Reykjanes Peninsula in Iceland.
Curricular Goal:
 To be able to compare Coastal towns in Yorkshire and the Reykjanes Peninsula in Iceland (Port, fishing, beaches, rocks, cliffs, closest volcano to UK)

Human and Physical Geography

Key Concept – People and where they locate for different reasons / The Earth and environment which are constantly changing
Big Question: What causes volcanoes and earthquakes?
Curricular Goal:
 To be able to explain how volcanoes are formed
 To be able to describe the types of volcanoes
 To be able to explain why people live near volcanoes and how they use the land
 To be able to explain why earthquakes occur

Year 4

Locational Knowledge

Key Concept – People and where they locate
Big Question: What is the difference between a city and a county?
Curricular Goal:
 To be able to name and locate counties and cities of the United Kingdom (Hull - Yorkshire, London – Greater London, Edinburgh – Lothian, Cardiff – Glamorgan, Belfast – County Antrim and describe their key topographical features.

Place Knowledge

Key Concept – People and where they locate / The Earth and environment which are constantly changing
Big Question: Are all mountains the same?
Curricular Goal:
 To be able to explain how mountain ranges are formed
 To be able to describe the similarities and differences of mountainous regions around the world. (Pennines - local, Alps - Europe, Andes – South America/longest, Himalayas – tallest/Everest)

Human and Physical Geography

Key Concept – People and where they locate
Big Question: What are the advantages and disadvantages of living on a mountain range?
Curricular Goal:
 To be able to explain how people have settled in mountain ranges, including how they use the land
 Study – Pennines (local range) and Himalayas (largest)

Year 5

Locational Knowledge

Key Concept – People and where they locate for different reasons / Part of a larger world
Big Question: How many countries and capital cities do you know?
Curricular Goal:
 To be able to know and locate countries and major capital cities across the world (USA - Washington DC, China - Beijing, Russia - Moscow, France - Paris, Australia - Canberra, Brazil - Brasilia, South Africa - Cape Town, Egypt - Cairo)
 To be able to identify the time zones of the countries above comparing to GMT.

Place Knowledge

Key Concept – People and where they locate / The Earth and environment which are constantly changing
Big Question: Why live near a river?
Curricular Goal:
 To be able to compare, contrast and identify patterns in how rivers have shaped the human and physical geography of their regions and how this has changed over time.
 To be able to explain how the water cycle shapes geographical regions.
 (River Hull - local, River Nile – longest and links to history, Amazon River – largest/links to biomes)

Human and Physical Geography

Key Concept – The Earth and environment which are constantly
Big Question: What is a biome?
Curricular Goal:
 To be able to conclude how biomes shape the lives of their inhabitants.

Year 6

Locational Knowledge

Key Concept – Part of a larger world
Big Question: What is my location?
Curricular Goal:
 To be able to accurately describe the location of the countries studied in Year 5 including the areas of the Arctic and Antarctic, in terms of latitude, longitude, hemisphere and tropics.

Place Knowledge

Key Concept – Sustainability / Part of a larger world
Big Question: How can humans use the physical features of their environments to generate energy?
Curricular Goal:
 To be able to evaluate how human and physical features of a region can determine sustainability choices.
 (East Yorkshire, Iceland, Washington DC)

Human and Physical Geography

Key Concept – Sustainability / Part of a larger world
Big Question: Why does the UK have so many good?
Curricular Goal:
 To be able to argue that the human and physical features of the UK allows it to be a great global trader.