

### 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**  
**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**  
**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**  
**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**  
**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**  
**Curricular Goal:**  
 To be able to name 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**  
**Curricular Goal:**  
 To be able to draw a simple map of the human and physical features of the school and the immediate area surrounding the school.

##### Human and Physical Geography

**Key Concept – People and where they locate for different reasons / Reason for weather**  
**Curricular Goal:**  
 To be able to name the seasons and recognise the different weather in each season.

#### Year 2

##### Locational Knowledge

**Key Concept – People and where they locate / Part of a larger world**  
**Curricular Goal:**  
 To be able to find 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**  
**Curricular Goal:**  
 To be able to recognise the human and physical features of Hull.  
 To be able to compare these features with those of Cairo.  
 (small contrasting area of a non-European country Cairo – Year 4 Geography and Year 4 History)

##### Human and Physical Geography

**Key Concept – Key Concept – People and where they locate for different reasons / Reason for weather**  
**Curricular Goal:**  
 To be able to locate hot and cold areas of the world, in relation to the poles and the equator.

#### Year 3

##### Locational Knowledge

**Key Concept – People and where they locate**  
**Curricular Goal:**  
 To be able to use a map, know the names of and locate at least 8 European countries (France, Spain, Italy, Greece, Norway, Poland, 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**  
**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**  
**Curricular Goal:**  
 To be able to describe causes for volcanoes and earthquakes using given case studies

#### Year 4

##### Locational Knowledge

**Key Concept – People and where they locate**  
**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**  
**Curricular Goal:**  
 To be able to describe the similarities and differences of mountainous regions around the world.  
 To be able to explain how mountain ranges are formed.  
 (Pennines - local, Alps - Europe, Andes – South America/longest, Himalayas – tallest/Everest)

##### Human and Physical Geography

**Key Concept – People and where they locate**  
**Curricular Goal:**  
 To be able to explain how people have settled in mountain ranges, including how they used 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**  
**Curricular Goal:**  
 To be able to know and locate countries and major capital cities across the world (USA - Washington DC, China - Beijing, Poland - Warsaw, France - Paris, Australia - Canberra, Brazil - Brasilia, South Africa - Cape Town, Egypt - Cairo)

##### Place Knowledge

**Key Concept – People and where they locate / The Earth and environment which are constantly changing**  
**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. (River Hull, River Nile, Amazon River)  
 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 changing**  
**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**  
**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**  
**Curricular Goal:**  
 To be able to evaluate how human and physical features of a region can determine sustainability choices.  
 (East Yorkshire, Iceland, State of Washington)

##### Human and Physical Geography

**Key Concept – Sustainability / Part of a larger world**  
**Curricular Goal:**  
 To be able to argue that the human and physical features of the UK allow it to be a great global trader.