# Geography

## Intent

Our geography is based around the National Curriculum. The intent is to instil a sense of comprehensive understanding and knowledge about the UK, the world and its people through studying a range of diverse places. Teaching will equip pupils with the knowledge and the skills to understand the environmental, human and physical features of the earth. It will inspire pupils to become global citizens by exploring their own place in the world, their values and their responsibilities to other people, to the environment and to the sustainability of the planet.

## Rationale

**The KCT Geography curriculum will allow our children to be better able to make sense of a complex and changing world and their place in it. The curriculum will build year on year, so that when they finish primary school, they will have a good foundational understanding of the world's physical, human, social and environmental geography. This is evident in the year group sticky learning and the revisiting of key skills. In addition, the focus on one UK and one international unit in KS1 and KS2 will allow the children to develop a strong knowledge of the UK and British identity, but will also allow for a comprehensive study of each continent, too. Each unit will use either physical or virtual fieldwork investigations, making use of the amazing localities in the Greater Manchester area and North West of England. This fieldwork will instil the children with a respect for and awe and wonder of the natural world and help to develop an awareness of the connections between people and places. Through carefully considered environmental geography, our pupils will be able to recognise the responsibilities they have in relation to other people, the environment, and the long-term sustainability of the planet. The KCT geography curriculum will encourage students to think critically as they investigate important issues of relevance to Manchester, the UK and the wider world and explore the various perspectives of different groups of people. Geography equips students with the knowledge and skills to interpret the world in which they live, and will develop geographical understandings that help to lead to a diverse range of career options. The primary objective of our Geography units is to create such opportunities for awe and wonder that the children will be desperate to visit the location.**

**Teaching Sequence:**

We believe the following steps provide a clear and logical approach to the delivery of any geography unit. The first question as to location should be the opening step to begin each unit. This should be developed to build an understanding of where the place is relative to other locations and what landmarks can be used to help determine its position within a larger area. After the focus on mapwork, graphicacy and spatial awareness, children should then work through the practical learning - outdoor learning and fieldwork, geographical enquiry and reasoning.

| | |
|---|---|
| Step One: map | • Find maps and visual resources to give children contextual knowledge. |
| Step Two: link | • spatial awareness – children need to have landmarks to get a gauge of where things are |
| Step three: fieldwork | • introduce the fieldwork that will bring the unit to life? Is this a locational visit or a virtual experience? |
| Step four: Investigate | • Investigation ideas. What's the focus of the investigation / Fieldwork you've decided upon in step 3? Even though this is step 4, obviously, you would have considered this from the beginning. |

| | |
|---|---|
| Step five: Reason | ● Having decided the focus for your inquiry, consider how you can include reasoning opportunities to develop the children's understanding of events and give opportunity for the children to apply their learning to back up their ideas with evidence and justify their choices. |

**Threaded throughout:**

Understanding of and concern for the environment should be threaded through the unit where possible but would also, likely, have a place within the unit study in terms of a lesson or lessons with this focus.

Where possible, staff will consider how personal geographies can be used to help develop the children's empathy and understanding of others.

The units for KS1 and KS2 would be 10 hours' worth of study.

For EYFS the objectives are taught/ covered over the year, both through circles and within continuous provision

# Geography Curriculum

| Nursery | Knowledge | Skills | Vocabulary |
|---|---|---|---|
| | I know there are different countries in the world<br>I know it is important to respect and care for the natural world.<br>I know the difference between litter and natural environment. | I can follow directions - next to, behind, up, down, along, across and through<br>I can use positional language<br>I can describe a familiar route<br>I can talk about places I have visited and the things I have seen.<br>I can talk about how places I have visited or seen in photographs are different from each other. | next to, behind, up, down, along, across, through world, country, litter, same, different |

| Reception | Knowledge | Skills | Vocabulary |
|---|---|---|---|
| | **I know** there are different places in my community.<br>I know what a map is<br>**I know** some environments are different to the one in which I live<br>I know there are similarities and differences between life in this country and life in other countries.<br>I know the effect of changing seasons on the natural world. | I can name different places in my local area including those used for worship.<br>I can draw information from a simple map<br>I can identify similarities and differences between different locations<br>I can name the four seasons.<br>I can talk about the seasons and how they are different. | Map<br>key<br>symbol<br>church<br>mosque<br>temple<br>Winter<br>summer<br>spring<br>Autumn |

Year 1

## Unit 1: UK - My Manchester

| Knowledge | Mapping skills | Fieldwork skills |
|---|---|---|
| I know where Manchester is on a map<br>I know some famous landmarks in Manchester<br>I know the difference between a city and a suburb (Levenshulme / Burnage) | I can use aerial photographs, basic maps and other media to recognise landmarks and basic human and physical features.<br>I can devise a simple map; and use and construct basic symbols in a key.<br>I can 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.<br>I can use a map to locate places in Manchester | I can use simple field work and observational skills to study the geography of my school and its grounds and the key human and physical features of its surrounding environment.<br>I can compare traffic in the city and my local area<br>I can use simple fieldwork skills and map work skills to navigate with support between some landmarks. |
| **Enquiry skills** | **Critical thinking skills** | **Vocabulary** |
| I can talk about where some landmarks are and why | I can contrast Manchester with my local area.<br><br>I can link the size of buildings to the number of people accessing the area (city centre v suburb: skyscrapers v low rise) | North, South, East, west, near, far, left, right<br>City, town, industrial areas, office, Townhall, cathedral, sky-scraper |

## Unit 2: Rivers

| Knowledge | Mapping skills | Fieldwork skills |
|---|---|---|
| I know the journey of water (stream, river, sea)<br>I know about seasonal weather patterns and how it affects the river<br>I know that the River Nile is in a country called Egypt in a continent called Africa<br>I know that the River Mersey is in a country called England in a continent called Europe<br>I know the names of the seas these rivers flow into | I can use a globe to identify the continents of Europe, Africa and the countries of Egypt and England<br>I can use a globe / map to locate rivers<br>I can identify key landmarks the river passes (Manchester / Liverpool for the Mersey) | I can identify the main features of a (local) river<br>I can observe the direction of water travel<br>I can sketch the river shape and features. |
| **Enquiry skills** | **Critical thinking skills** | **Vocabulary** |
| I can compare (similarities and differences) the features of the Nile and the Mersey - - length, flows through - region v's countries, wildlife etc | I can consider why the two rivers are different<br>I can consider the impact of people on rivers | equator, hill, mountain, sea, ocean, river<br>soil, valley, vegetation, season, weather. |

| Year 2 | | | |
|---|---|---|---|
| | **Unit 1: UK – Coastlines** | | |
| | **Knowledge** | **Mapping skills** | **Fieldwork skills** |
| | I know the UK is an island<br>I know coastlines have lots of life forms (including plants and animals) and have to cope with extreme weather conditions of wind and rain, salty water, tides, and waves.<br>I know the coastline is constantly changing because of erosion. | I can use N, S, E, W Locational language. Name, locate, identify focus areas of this unit.<br>I can identify coastal locations using maps, atlases, globes, aerial images & plan perspectives<br>I can draw scaled maps of areas using basic symbols and labelling with specific geographical vocabulary. | I can use observational skills whilst in the geographical area (or virtually visiting) to understand the physical and human geography of the area.<br>I can record the information collected using data and mapping tools. |
| | **Enquiry skills** | **Critical thinking skills** | **Vocabulary** |
| | I can compare and contrast two localities and use taught geographical terminology to compare these locations<br>I can explain the environmental threats for the coast<br>I can explain /name features of coastal erosion<br>I can compare a U.K coastal town - Formby to Geiranger in Norway | I can describe the human impact of erosion | arch, bay, beach, cave, coastline, erosion, current sea defences, sea wall, wave, rock pools sand dunes, climate change, port, harbour, cliff, coast |
| | **Unit 2: Polar regions - Arctic and Antarctic** | | |
| | **Knowledge** | **Mapping skills** | **Fieldwork skills** |
| | I know the difference between Antarctic and Arctic<br>I know the Arctic circle contains countries<br>I know the size of the Arctic and Antarctic compared to the U.K<br>I know the Impact of climate change on Antarctic and Arctic | I can locate The Arctic, Antarctic and Equator on a globe or map.<br>I can map the countries / areas within Arctic / Antarctica | I can use online 3D maps to compare and contrast localities considering both physical and human geography. |
| | **Enquiry skills** | **Critical thinking skills** | **Vocabulary** |
| | I can read and compare temperature for different places and seasons<br>I can consider how the people who live within the Arctic Circle are affected by climate change (for example the changing / shrinking ice size / density impacting on the migration patterns of the species they would traditionally hunt) | I can discuss the differences between both poles and then the UK to these localities.<br>I can explain why Antarctica has no fixed population<br>I can discuss the impact of climate change.<br>I know what life is like in both the Arctic and Antarctic | Arctic, Antarctic, Season, Population, South pole North pole, Ice caps, Temperature, Climate change |

Year 3

## Unit 1: UK - Castleton

| Knowledge | Mapping skills | Fieldwork skills |
|---|---|---|
| I know the reasons that Castleton is the most visited village in the Peak District<br>I know the difference between a rural and urban area (specific contrast of Castleton to Manchester)<br>I know the location of Castleton in relation to Manchester<br>I know some of the physical features of rural areas. (land use, farming, tourism, quarry etc)<br>I know the difference between living in rural and urban areas.<br>I know the key issues facing the countryside (infrastructure, employment, amenities etc) | I can use maps and pictures to explain the difference between two locations.<br>I can use maps, pictures, video, including drone footage to assess the land use and topography of a given area<br>I can use OS maps to consider topography (lines close together = steep hill) | I can collect and analyse specific information from a fieldwork location (traffic / land use survey)<br>I can use observational skills to make considered judgements about human, physical, environmental geography issues (example land use survey, topography study, rural / development issues – like the cement works in the Hope valley) |
| **Enquiry skills** | **Critical thinking skills** | **Vocabulary** |
| I can use geographical surveys to illustrate the difference between locations. (for eg building use - how many cafes/ pubs / hotels etc- tourist attractions - caverns, castles, gift shops etc) | I can compare information that I have collected in surveys.<br>I can explain the reasons that Castleton has such a high volume of tourists<br>I can consider the different perspectives involved in complex issues (such as the cement works in the Hope valley) | rural, urban, tourism<br>countryside, physical geography, human geography<br>carbon footprint, landscape, topography, attraction |

## Unit 2: India

| Knowledge | Mapping skills | Fieldwork skills |
|---|---|---|
| I know where India is in the world.<br>I know the major types of biomes in India.<br>I know what the climate is like in India.<br>I know that India is a diverse country which attracts a huge number of tourists.<br>I know the main religions practised in India and where these are<br>I know some of the most famous religious sites in India<br>I know the main environmental problems facing India and what people are doing to solve the problem<br>I know that there is huge wealth inequality in the world.<br>I know India has an incredibly diverse range of landscapes | I can find India on a map and talk about its key features.<br>I can use a map to understand the topography of a country.<br>I can use maps to identify planned and unplanned areas of a city. | I can compare how land is used in two different biomes.<br>I can compare the climate in different biomes. |
| **Enquiry skills** | **Critical thinking skills** | **Vocabulary** |
| I can use a range of sources to find out which religions are practised in India.<br>I can use a range of sources to find key tourism spots in India. | I can discuss why there is huge wealth inequality in India.<br>I can discuss whether India is a rich or poor country. | borders, biomes, plateau, precipitation, climate, coastline, sea level, mountains, topography, population, lowlands, temperate, tropical, tundra, inequality |

Year 4

## Unit 1: UK Islands

| Knowledge | Mapping skills | Fieldwork skills |
|---|---|---|
| I know that the UK is an island with many smaller islands surrounding it.<br>I know where Orkney is in relation to Manchester.<br>I know the Orkney Archipelago consists of many islands (70) of which 20 are inhabited.<br>I know that the Islands are a popular tourist destination and why people are drawn there<br>I know what an island is and the benefits of living on an island.<br>I know the difference in population and physical features between in Manchester compared to a rural island like Orkney.<br>I know the differences between living in a city and living on a rural island.<br>I know that different types of renewable energy are used in Orkney.<br>I know why islands change over time and how this applies to Orkney. | I can use maps, pictures and other media to compare locations.<br><br>I can map specific locations across Orkney - including 4 figure grid references -and use this to inform spatial awareness (where things are in relation - old man of hoy etc)<br><br>I can use an OS map to examine the topography of the land | I can conduct a questionnaire and use the results to gather information about land use, economic activity, trade links, distribution of natural resources: energy, food, minerals, etc . |
| **Enquiry skills** | **Critical thinking skills** | **Vocabulary** |
| I can use research and compare sizes, quantity of population and amounts of physical features between two places. | I can explain the way islands have changed over time (considering Skara Brae, Ring of Brodgar through to the Churchill Barriers.)<br><br>I can explore the social differences between Orkney and Manchester. | Island, Mainland, landscape, Human features, Diversity, Transportation, Archipelago |

## Unit 2: Great Barrier Reef

| Knowledge | Mapping skills | Fieldwork skills |
|---|---|---|
| I know that the Great Barrier Reef is the largest living thing on Earth and understand what it consists of<br>I know how climate change is impacting The Great Barrier Reef<br>I know where The Great Barrier Reef is in relation to Manchester<br>I know that there are many smaller reefs comprising the larger GBR<br>I know that there are significant differences between the individual sections of the reef | I can use maps to locate different landmarks<br><br>I can map the location of the Great Barrier Reef to include features such as sections (northern, central, southern sectors) and damage (bleaching) | I can complete surveyance sheets<br>I can use Virtual Mapping tools to make detailed observations about the location and structure of the Reef |
| **Enquiry skills** | **Critical thinking skills** | **Vocabulary** |
| I can name different types of coral and keystone species of the reef ecosystem and consider human impact on specific species.<br>I can explain the ecological balance on the reef: for example, sharks are a keystone species in coral reefs, exerting top-down regulation (with the absence of sharks, carnivorous fish increase, decreasing herbivorous parrotfish upon which they feed, increasing algae which outcompete corals in the absence of herbivory). | I can discuss ways the coral reef is threatened and how it is subsequently being protected and understand the importance of this<br>I can discuss reasons for and against people visiting The Great Barrier Reef and debate these. | Reef<br>Coral<br>Species<br>Bleaching<br>Global warming<br>Eco-system |

**Year 5**

## Unit 1: UK - The Lake District

| Knowledge | Mapping skills | Fieldwork skills |
|---|---|---|
| I know what a National Park is<br>I know the difference between the physical and human features within the Lake District<br>I know the different types of rocks that are found in the Lake District and their location within the National Park<br>I know how physical features are formed (such as quarries, ribbons lakes, corries, aretes)<br>I know how tourism impacts the Lake District<br>I know the importance of the Slate trade in relation to the Lake District<br>I know what wildlife lives in the Lake District and why this is a suitable habitat<br>I know how the eco-systems in the lake district have changed over time and why<br>I know the impacts humans are having on the Lake District | I can locate the National parks within the UK accurately on a map<br>Within the National Parks I can locate key physical and human geography eg, lakes, highest mountains, key towns etc<br>I can use 2D and 3D maps effectively<br>I can use OS maps and Virtual Mapping Tools to discuss and understand topography. | I can collect and analyse specific information from a fieldwork location - this is completed through the Year 6 trip to Ghyll Head - immersion experience<br>I can use observational skills to make considered judgements about human, physical, environmental geography issues |
| **Enquiry skills** | **Critical thinking skills** | **Vocabulary** |
| I can identify similarities and differences between the Lake District and Manchester<br>I can explain the differences in ecosystems and wildlife between the Lake District and Manchester | I can discuss the pro's and con's of tourism in the Lakes<br>I can consider the range of different interests within the National Park and that the range of views about access, land use and development is both varied and that opinions are strongly held. | Farming, Rivers, Glaciation, Sustainable development, National park<br>Tarns, Conservation, Fell, Ghyll<br>Push & pull factors, Mere |

## Unit 2: World - Volcanoes

| Knowledge | Mapping skills | Fieldwork skills |
|---|---|---|
| I know where volcanoes are located geographically and why they are situated here<br>I know the process of a volcanic eruption<br>I know the difference between active and dormant volcanoes<br>I know where the ring of fire is and can name volcanoes that are situated here<br>I know the names and locations of volcanoes.<br>I know the positive and negative impacts an eruption has on the locals, wildlife and environment | I can locate volcanoes on a world map<br>I can locate key tectonic plates (along the Ring of Fire)<br>I can locate key active and dormant volcanoes across several continents:<br>Volcanoes & locations:<br>**Hawaii - Mauna Lou**<br>**Italy - Mt Vesuvius**<br>**Iceland - Eyjafjallajokull**<br>**Japan - Sakurajima**<br>**US - Mount St. Helen's.** | I can collect and analyse specific information from a fieldwork location<br>I can use observational skills to make considered judgements about human, physical, environmental geography issues<br>I can use specific geographical terminology within my Fieldwork to be precise in my recordings<br>**(link to Iceland - school, business etc TBC)** |
| **Enquiry skills** | **Critical thinking skills** | **Vocabulary** |
| I can sequence the stages of a volcanic eruption | I can consider why the locational pulls of living along these plate lines outweigh the push of the risk of volcanoes / earthquakes | Eruption, Ash cloud, Crater, Main vent<br>Volcanic bombs, Magma chamber<br>Lava flow, Secondary cone, Secondary cone |

Year 6

## Unit 1: Urban UK including Manchester

| Knowledge | Mapping skills | Fieldwork skills |
|---|---|---|
| I know the location of major cities in the United Kingdom<br>I know major features and buildings within Manchester and can place them on a map<br>I know other cities in the world that can be compared and contrasted with Manchester<br>I know what an urban area is and how they are used<br>I know how human geography has changed Manchester<br>I know how population growth has changed the geography of urban areas<br>I know how urban areas impact the environment<br>I know how urban areas can be sustainable<br>I know how Manchester compares to other urban areas in terms of sustainability.<br>I know why sustainability is important | I can read and complete population density maps<br>I can use an atlas to locate continents, oceans and cities<br>I can map land use in Manchester City Centre<br>I can locate key buildings and landmarks in Manchester using a range of media, maps and sources | I can collect and analyse specific information from a fieldwork location<br>I can use observational skills to make considered judgements about human, physical, environmental geography issues<br>I can use specific geographical terminology within my fieldwork to be precise in my recordings |
| **Enquiry skills** | **Critical thinking skills** | **Vocabulary** |
| I can investigate the geographical development of Manchester and understand the spatial, physical and human influences on its growth<br>I can understand the importance of Manchester regionally and nationally | I can discuss the differences between urban and rural areas<br>I can use a range of geographic tools (population size and density, economic, physical – buildings within CBD for example etc) to make detailed comparisons between national and international urban areas.<br>I can critically evaluate the development of Manchester considering infrastructure success and sustainability. | Gentrification<br>agricultural<br>architecture<br>investment / development<br>causation<br>urbanisation<br>urban areas<br>natural Increase |

## Unit 2: World - Amazon

| Knowledge | Mapping skills | Fieldwork skills |
|---|---|---|
| I know where rainforests can be found: around the equator (I know what the equator is) and I know the tropics - Cancer and Capricorn - are the most northern latitude and southern latitude on the Earth where the sun can appear directly overhead.<br><br>I know only 6% of Earth Surface is rainforest yet home to 50% of plant and animal species and 40% of our oxygen,<br>I know a Rainforest has lots of rainfall + lots of heat (sunshine) which = lots of growth<br>I know the scale of the Amazon Rainforest and the Amazon River is the largest tropical rainforest in the world.<br>I know that nine countries share the Amazon basin—but that most of the rainforest is contained within the borders of Brazil.<br><br>I know that the rainforest is under great environmental pressure and the reasons for that. | I can locate rainforests on a Globe or Map and can locate the Amazon and key features such as tracing the river.<br><br>I can locate features of the Rainforest using different types of maps and virtual maps<br><br>I can name and place on a map the countries bordering or including the Amazon | I can collect and analyse specific information from a fieldwork location<br>I can use observational skills to make considered judgements about human, physical, environmental geography issues<br>I can use specific geographical terminology within my Fieldwork to be precise in my recordings |

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|---|---|---|---|
| | I know there are many different indigenous tribes in the Amazon and understand their context and position<br><br>I know the scale of the Amazon | | |
| | **Enquiry skills** | **Critical thinking skills** | **Vocabulary** |
| | I can explain what a rainforest is and why scientists sometimes call rainforests the “lungs” of Earth.<br><br>I can explain the vital role of the river in the local and wider environment | I can explain the importance of the Amazon for our health, including oxygen, water and medicine.<br>I can explain the importance of key species within the Amazon both in the forest and the river.<br>I can explain the distinctions between the weather and physical environment of Manchester in comparison to the Amazon.<br>I can explain the threats to the forest and the reasons for this | Vegetation<br>Deforestation<br>Biome<br>Climate zone<br>Vegetation belt<br>Basin<br>O2 production |