Northgate Primary School
Geography Curriculum



Geography Overview

	Autumn Term		Spring Term		Summer Term	
	Autumn 1	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
Nursery Forest School is ongoing throughout the year	Animals and their Countries 				Where we Live 	
Reception	Great Britain 		Our Wonderful World 			Journeys 
Year 1	My Local Area 		The UK 		Kenya 	
Year 2		Fieldwork 		Our Wonderful World 		Amazing Antarctica 
Year 3		The UK 			Fieldwork 	Rivers 
Year 4	Modern Day Greece vs The UK 		Deserts 		Rainforests 	
Year 5		The USA 			Earth and Space 	Volcanoes and Earthquakes 
Year 6	Biomes 		South America 		Fieldwork 	

The Curriculum

At Northgate, we follow a curriculum which consists of substantive and disciplinary concepts for Geography. We implement these through our Northgate Progression of Skills.

Key Stage 1 Substantive and Disciplinary knowledge

Substantive knowledge						
Place & Space	**Location**	**Physical world**	**Human environments**	**Interdependence and sustainability**	**Cultural understanding**	**Scale**
Understanding geographical similarities and differences through studying the human and physical geography of a small area of the UK and a small area of a non-EU country.	Name and locate the world's seven continents and five oceans Name, locate and identify characteristics of the four countries and capital cities of the UK and surrounding seas.	Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles	Key human features, including city, town, village, factory, farm, house, office, port, harbour and shop	Begin to establish an understanding of the interaction between physical and human processes.	Begin to understand that people and places are culturally diverse.	Describe localities at a small scale, comparing other similar sized locations to their own local area.

Disciplinary knowledge					
Globes, maps and atlases	**Maps (OS maps)**	**GIS**	**Geographical fieldwork**	**Geographical literacy**	**Geographical numeracy**
Be able to describe local and/or small-scale geographical features. Use world maps, atlases and globes to investigate the world's continents and oceans. Countries and capitals of the UK Compare and contrast a small area of the UK with that of a non-European country Explore weather and climate in the UK and around the world	Devise a simple map and use and construct basic symbols in a key. Use simple grid references (B1 and A1) Use 4-point compass directions Use of aerial photos and plans	Use digital mapping to locate and describe the local area	Ask and answer geographical questions. Identify key features of a location (rural/urban) Use simple fieldwork and observational skills to study the geography of the school	Use basic vocabulary to refer to key physical and key human features. Use locational language of features and routes on a map. Be able to describe local and/or smallscale geographical features	Use simple grid references. Measure and record simple geographical information in tables, graphs and charts. Sort/categorise geographical features – e.g. land uses

Key Stage 2 substantive and disciplinary knowledge

Substantive knowledge							
	Place & Space	**Location**	**Physical world**	**Human environments**	**Interdependence and sustainability**	**Cultural understanding**	**Scale**
Lower KS2	Understanding geographical similarities and differences through studying the human and physical geography of areas of the world including a locality in America.	Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics. Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America	Describe and understand key features of physical geography including climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. Use simple geographical vocab to describe geographical features and how they change. Can describe a river and mountain environment in the UK. The child can describe the water cycle in sequence.	Describe and understand key aspects of human geography including types of settlement and land use.	Establish an understanding of the interaction between physical and human processes.	Understand that people and places are culturally diverse.	Describe localities at a larger scale (local, national, international and global) comparing locations with their own location and with each other.

Upper KS2	Understanding geographical similarities and differences through studying the human and physical geography of areas of the world including a region in a European country and North or South America.	Key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time zones concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.	Understand how climate and vegetation are connected in biomes, how plants and animals are adapted to their environment and how food production is influenced by climate. The child can describe and understand a range of key physical processes and the resulting physical landscapes. The child can understand how a mountain region was formed.	Describe and understand key aspects of human geography including economic activity, trade links, and the distribution of natural resources including energy, food and water.	Establish an understanding of the interaction between physical and human processes. Begin to understand how human and physical processes interact to influence and change landscapes, environments and the climate; and how human activity relies on the effective functioning of natural systems.	Understand that people and places are culturally diverse and begin to understand that the ways they interact with each are affected by their perceptions of the human and physical environments.	Describe places at all levels (local, national, international and global) comparing locations with their own location and with each other.

Disciplinary knowledge						
Year Group	**Globes, maps and atlases**	**Maps (OS maps)**	**GIS**	**Geographical fieldwork**	**Geographical literacy**	**Geographical numeracy**
Lower KS2	Locate the world's countries with a focus on Europe and countries of interest to Students. Locate the world's countries with a focus on North and south America. Changing features of the UK Geographic zones of the world.	Use the 8 points of a compass, 4 figure grid references, symbols and a key to communicate knowledge of the UK and wider world. Use aerial photographs and plans	Use digital/computer mapping to locate countries and describe countries and the local area	Ask and answer geographical questions about human and physical geography. Identify key features of a location (rural/urban) Use simple fieldwork and observational skills to study the geography of the local area	Describe key aspects of physical and key human features. Use locational language of features and routes on a map Use geographical vocabulary to describe local and/or small-scale geographical features as well as those on a wider global level	Use 4 figure grid references. Measure, record and present geographical information in tables, graphs and charts Use and understand some numerical/comparative data Categorise geographical features – e.g. land uses
Upper KS2	Identify and describe the geographical significance of latitude and longitude Equator, hemispheres, Tropic of Cancer/Capricorn and Arctic and Antarctic Circles	Use the 8 points of a compass, 4 and 6 figure grid references, symbols and a keyOS maps standard to communicate knowledge of the UK and the world	Using a wide range of resources to give detailed descriptions and opinions of characteristics features of locations including digital/computer mapping	Ask and answer geographical questions about human and physical geography. Identify key features of a location (rural/urban) Use fieldwork and observational skills to study and record and present the geography of the local area including a river	Describe and understand key aspects of physical and human geography. Use locational language of feature and routes on a map. Use precise geographical vocabulary to describe local and/or small-scale geographical features as well as those on a wider global level	Use 4 and 6 figure grid references. Accurately draw and interpret a range of basic graphs and charts; perform basic data manipulations; interpret basic patterns and trends within numerical data and graphs in more detail. Measure and record geographical data. Use and understand comparative data

Northgate Progression Document

EYFS – Understanding the World

Nursery	Reception
Animals and their Countries The children will investigate a different animal and their country each week. They will read stories and factual books about each animal and discuss the simple features of each animal and country. EYFS Links: Birth to three – • Make connections between the features of their family and other families. 3 and 4-year-olds – • Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.  **Where we Live** The children will go on a short wellie walk around the local area. They will look at key human features, including the shops and parks, and they will also locate Bridgwater on a map. EYFS Links: Birth to three – • Make connections between the features of their family and other families. • Explore and respond to different natural phenomena in their setting and on trips. 3 and 4-year-olds – • Talk about what they see, using a wide vocabulary. • Continue developing positive attitudes about the differences between people. 	**Great Britain** Children will look at where they live. They will learn about Buckingham Palace and find out that London is the capital city of England. ELG Links: **People, Culture and Communities** • Recognise some similarities and differences between life in this country and life in other countries.  **Our Wonderful World** Children will learn about their immediate environment and read the book 'The World Around Us' by Charlotte Guillian and Oliver Averill. They will compare their immediate environment to different environments across the world including desert, rainforest, polar and under the sea. Children will also get the opportunity to go on a trip to Court Farm. ELG Links: **The Natural World** Children at the expected level of development will: • Explore the natural world around them. • Describe what they see, hear and feel whilst outside. • Recognise some environments that are different to the one in which they live. 

Forest School

At the start of the year, children will have a chance to explore the forest school area and think about how to be safe in the forest school area. Throughout the rest of the year, children will have the opportunity to create numbers from natural objects, clay faces and leaf kebabs.

EYFS Links:

Birth to three –

- Explore natural materials, indoors and outside.
- Explore and respond to different natural phenomena in their setting and on trips.

3 and 4-year-olds –

- Use all their senses in hands-on exploration of natural materials.
- Explore collections of materials with similar and/or different properties.
- Talk about what they see, using a wide vocabulary.
- Talk about the differences between materials and changes they notice.
- Begin to understand the need to respect and care for the natural environment and all living things.



Journeys

Children will read the book 'Town Mouse, Country Mouse'. They will look at different journeys and learn the difference between the town and countryside.

ELG Links:

People, Culture and Communities

- Recognise some similarities and differences between life in this country and life in other countries
- Explore the natural world around them.
- Describe what they see, hear and feel whilst outside.
- Recognise some environments that are different to the one in which they live.



Locational Knowledge

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
My Local Area Children will go on a visit around the local area to identify human and physical features of Bridgwater. They will create their own birds eye view map of the local area.  NC Links: • Locate Bridgwater on a map of the UK. **The UK** Pupils will learn the four countries of the UK and their capital cities. They will locate these on a map and identify human and physical features of the UK. • Name and locate the world's seven continents and five oceans. • Place the UK on a world map • Place the four UK countries on a map • Name the capital cities of the United Kingdom	**Our Wonderful World** Children will use atlases and globes to create their own world map. They will research the key characteristics of the four countries of the UK and they will explore weather and climate in the UK and around the world.  NC Links: • Name and locate the world's seven continents and five oceans. • Find the equator and North and South poles on a globe. • Name the Northern and Southern hemispheres. • Identify hot and cold areas around the world. • Name, locate and identify characteristics of the four countries and capital cities of	**United Kingdom** Children will explore OS maps and carry out fieldwork in the local area. Also, children will research famous landmarks in the UK.  NC Links: • Name and locate counties and cities of the UK on a map. • Identify human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers) and land-use patterns. **Rivers** Children will complete an in-depth case study of the River Nile. They will compare their findings to the River Parrett. 	**Modern day Greece vs the UK** Children will develop their locational knowledge and draw comparisons between the physical and human Geography of Greece and the UK.  NC Links: • Locate Europe and cities in the UK on a world map, digital world map and a globe. • Identify and describe the key physical and human characteristics of the UK. • Locate Greece and identify the physical and human features of modern-day Greece.	**USA** Children will complete an in-depth study of New York. Each child will research one key feature of North America and use their knowledge to teach the rest of the class. They will also carry out fieldwork in the local area and use their knowledge to complete a comparison of Bridgwater and New York.  NC Links: • Locate North America and its countries on a world map, digital world map and globe. • Locate major cities in the USA on a map. • Identify and describe key physical and human features of North America. • Explain how North America has changed over time, linking to Native	**South America** Children will complete an in-depth study of Brazil. They will focus on Rio de Janeiro and complete a comparison of Rio Carnival and Bridgwater Carnival.  NC Links: • Locate South America and its countries on a world map, digital world map and globe. • Locate major cities in South America on a map. • Identify and describe key physical and human features of South America. • Identify the position and significance of the Tropics of Cancer and Capricorn and the Arctic and Antarctic circle.

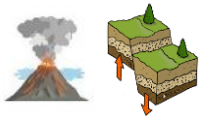
	the United Kingdom.	NC Links: • Identify human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers) and land-use patterns. • Understand how some of the aspects above have changed over time.		American Tribes. **Earth and Space**  NC Links: • Identify the position and significance of latitude, longitude, the equator and Northern and Southern hemisphere. • Identify the position and significance of Prime/Greenwich Meridian and time zones (including day and night).	

Place Knowledge

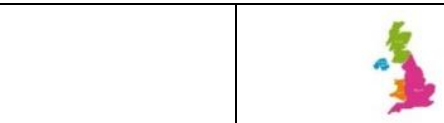
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
My Local Area Children will go on a visit around the local area to identify human and physical features of Bridgwater. They will create their own birds eye view map of the local area.  NC Links: • Describe the difference between the town and the countryside. • Place Bridgwater on a map. • Walk around local area to study key human and physical features including docks, houses and the River Parrett. • Draw a basic map of the local area. **Kenya** Pupils will locate Africa and Kenya on a world map. They will go on a virtual safari and compare the differences between Kenya and England. 	**Amazing Antarctica** Children will identify physical and human features of Antarctica. They will compare a location within Antarctica to their local area.  NC Links: • Locate Antarctica on a map and globe. • Compare basic geographical similarities and differences of Bridgwater, England and a location in Antarctica.	**United Kingdom** Children will explore OS maps and carry out fieldwork in the local area. Also, children will research famous landmarks in the UK.  NC Links: • Compare geographical similarities and differences between Bridgwater and a UK coastal town.	**Modern day Greece vs the UK** Children will develop their locational knowledge and draw comparisons between the physical and human Geography of Greece and the UK.  NC Links: • Compare geographical similarities and differences of local area and a town in Greece.	**USA** Children will complete an in-depth study of New York. Each child will research one key feature of North America and use their knowledge to teach the rest of the class. They will also carry out fieldwork in the local area and use their knowledge to complete a comparison of Bridgwater and New York.  NC Links: • Compare geographical similarities and differences of a region of the UK and a region of USA (New York).	**South America** Children will complete an in-depth study of Brazil. They will focus on Rio de Janeiro and complete a comparison of Rio Carnival and Bridgwater Carnival.  NC Links: • Compare geographical similarities and differences of a region of the UK and a region of South America (Brazil).

NC Links: • Place Africa and Kenya on a map. • Compare basic geographical differences of England and Kenya.					

Human and Physical Geography

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
My Local Area Children will go on a visit around the local area to identify human and physical features of Bridgwater. They will create their own birds eye view map of the local area.  NC Links: • Refer to key human features including town, factory, farm, house, office and shop. **The UK** Pupils will learn the four countries of the UK and their capital cities. They will locate these on a map and identify human and physical features of the UK. • Use basic geographical vocabulary to refer to key physical and human features. **Weather Patterns** Children will observe the weather every	**Our Wonderful World** Children will use atlases and globes to create their own world map. They will research the key characteristics of the four countries of the UK and they will explore weather and climate in the UK and around the world.  NC Links: • Identify the location of hot and cold areas of the world. • Consider the hot and cold areas in relation to the equator and the North and South poles. • Refer to key physical features including coast, forest, mountain, sea, ocean, river, valley, vegetation and weather. **Amazing**	**Rivers** Children will complete an in-depth case study of the River Nile. They will compare their findings to the River Parrett.  NC Links: • Describe and understand key aspects of physical geography including rivers. • Case study of the River Nile. • Locate the River Nile on a world map and map of Africa. • Label the parts of a river.	**Rainforests** Children will research where rainforests are commonly found and why. They will then complete and in-depth study of climate zones, vegetation belts, animals and local tribes. The will make comparisons between biomes and consider human impact.  NC Links: • Describe and understand key aspects of physical geography including climate zones, biomes and vegetation belts. • Identify the number of biomes there are around the world and where they can be found. • Biome Case Study – Rainforest. **Deserts** Children will learn about different world biomes and research physical and human	**Volcanoes and Earthquakes** Children will complete an in-depth study of Haiti. They will study the structure of the Earth and create a story map of how an earthquake is caused. Children will also investigate the social, economic and environmental impact of an earthquake.  NC Links: • Describe and understand key aspects of physical geography including volcanoes and earthquakes. • Case study of Mount Vesuvius, Pompeii. • Explain how a volcano is caused and describe the impact a volcano can have. • Explain how an earthquake is caused and describe the impact	**Biomes around the world** Pupils will develop their knowledge of world biomes from year 2 and year 4, recapping the tundra, rainforest and desert biomes and then exploring savannah and woodland biomes in-depth.  NC Links: • Describe and understand key aspects of physical geography including climate zones, biomes and vegetation belts.

morning when they complete the date board. They will also create ongoing weather charts throughout the year.  NC Links: • Identify seasonal and daily weather patterns in the UK. • Refer to key physical features of the seasons and weather.	**Antarctica** Children will identify physical and human features of Antarctica. They will compare a location within Antarctica to their local area.  NC Links: • Refer to key human features including house, port, harbour and shop. • Refer to key physical features including coast, beach, cliff, sea, ocean, season and weather.		features of deserts. They will research climate zones, vegetation belts, animals and local tribes.  NC Links: • Describe and understand key aspects of physical geography including climate zones, biomes and vegetation belts. • Identify the number of biomes there are around the world and where they can be found. • Biome Case Study – Desert. **Where we live** Linking to their topic, children will go on a walk around Bridgwater town and identify the key features including the canal, river, types of business and buildings. They will use their fieldwork to complete a comparison of Bridgwater and a modern Greek town.	an earthquake can have. **USA** Children will complete an in-depth study of New York. Each child will research one key feature of North America and use their knowledge to teach the rest of the class. They will also carry out fieldwork in the local area and use their knowledge to complete a comparison of Bridgwater and New York.  NC Links: • Describe and understand key aspects of human geography including economic activity and trade links.	

			 NC Links: • Describe and understand key aspects of physical geography including climate zones, biomes and vegetation belts.		

Geographical Skills and Fieldwork

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
• Ask simple geographical questions. • Use simple observational skills to study the geography of my school and its grounds.  • Use simple maps of the local area, the UK and the world. • Draw simple maps and plans (e.g. pictorial place in a story).  • Use locational language (e.g. near and far, left and right) to describe the location of features and routes. 	• Use world maps, atlases and globes to identify countries, continents and oceans studied at this key stage. • Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features.  • Use simple compass directions and locational language to describe the location of features and routes on a map.  • Create a simple map and use and construct basic symbols in a key.	• Ask and respond to geographical questions. • Understand and use a widening range of geographical terms related to their topic. • Use and interpret maps, globes, atlases and digital mapping to locate countries and key features.  • Use four-point compasses to identify features on a map. • Use letter/number co-ordinates to identify features on a map.  • Create simple scale drawings and maps using symbols and keys.	• Begin to analyse evidence and draw simple conclusions. • Understand and use a widening range of geographical terms related to their topic.  • Begin to use an eight-point compass to identify features on a map. • Use four figure grid references to identify features on a map.  • Draw accurate maps with more complex keys. • Recognise and use Ordnance Survey symbols on maps.  • Observe, record	• Understand and use a widening range of geographical terms related to their topic.  • Select a map for a specific purpose. • Use an eight-point compass to identify features on a map. • Begin to use six figure grid references to identify features on a map. • Recognise and use Ordnance Survey symbols regularly.  • Observe, measure and record human and physical features using a range of methods.	• Understand and use a widening range of geographical terms related to their topic. • Accurately use an eight-point compass. • Accurately use six figure grid references.  • Interpret a wide range of geographical information and maps. • Use maps, charts etc. to analyse, interpret and present data collected from fieldwork observations.  • Draw plans/maps of increasing complexity.

	 • Use simple fieldwork and observational skills to study the geography of their school, its grounds and key human and physical features of its surrounding environment.	• Observe, record and name geographical features in my local environment. 	and explain physical and human features of the environment.		