

# Primary Phase Curriculum Map 2020-21



William Hulme's Grammar School  
The best in everyone™  
Part of United Learning

## Subject Area: **Geography**

The Geography curriculum at William Hulme's Grammar School provides children with a relevant, coherent, progressive knowledge of the world, an ability to find their place in it and approach challenging, geographically-valid questions. This is explored through the lenses of geographical 'vertical concepts' with a grounding in disciplinary skills. There are four vertical concepts that enable children to make connections between topics, developing their ability to work like a geographer. These concepts are: Location and Place, Geographical Scale, Making Connections and Geographical Skills. Within each topic, pupils will study a specific area in depth that relates to one of the vertical concepts. This in-depth study derives from a Learning Question; pupils will build knowledge on this subject and at the start and end of the unit, complete a pop quiz to show their progress. In Key Stage 1, children will build strong foundations in their conceptual understanding and in Key Stage 2, they will build on this knowledge and the skills that they have learnt to increase their understanding of abstract concepts, such as interactions between the human and physical worlds. We also intend to promote opportunities for fieldwork enquiries to immerse children in their environments and bring geography to life.

The ambition of the United Learning Geography Curriculum is for all pupils to achieve the year-by-year expectations outlined in the curriculum. That is, that all pupils are taught the full content of the curriculum and that with reference to the key performance indicators outlined for each year group, all pupils are taught to achieve these. Mastery means that pupils should be able to recall and apply what they have learnt at another point in the future, rather than just at the time they first meet an idea or technique. Achievements through the year contribute to evidence of mastery by the end of the year.

The United Learning Curriculum for Geography is based on the National Curriculum for Geography (2014), and this is taken as a minimum entitlement for learners in United Learning schools.

The suggested topics are laid out in the curriculum map below.

**Our Curriculum** – The Geography Curriculum consists of:

- a long term plan. This gives teachers an overview of the areas that they are going to teach to ensure National Curriculum coverage.
- unit plans. These detail exact locations, features, skills and knowledge that will be taught.
- knowledge organisers. These are focused on the key vocabulary and concepts that will be taught.

Vertical Concept	Definition	Units
Location and place	Where is this place? What are the human and physical characteristics of this place? What is the interaction between people and place?	Continents and Oceans (Y1) Going to the Seaside (Y2) Extreme Earth (Y3) All Around the World (Y4) Waters and Rivers (Y5) Climb Every Mountain (Y6)

Vertical Concept	Definition	Units
Geographical scale	The location is seen at a local to global scale. Cause, effects and responses can vary in their scale. What are the similarities and differences at the different scales – local, regional, national, global?	Our Local Area (Y1) Kenya (Y2) Investigating Our Local Area (Y3) Viva Espana! (Y4) Indonesian Archipelago (Y5)
Making connections	What are the connections between the human and physical worlds? How does one event affect another?	Rainforest Magic (Y3) Improving the Environment(Y4) Recycling (Y6)
Geographical skills	The use of disciplinary skills, such as mapping, fieldwork enquiry and the use of key vocabulary.	Ourselves, Our Schools and Local Area (Y1) Marvellous Mapping (Y2) Marvellous Maps (Y5)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>EYFS</b>	<p>The EYFS curriculum links to Geography is within the subject area of “Understanding the World” in particular, the areas “People and Communities”, and “The World.” For Early Years, Geography enables children to learn about the wider world around them, but it starts within their immediate environment with learning opportunities indoors and outdoors. Children will be encouraged to explore their surroundings, ask questions, predict, think critically about the people, animals, objects they may find. Take a note of the weather and learn about the different seasons. Compare their world to that of others.</p> <p>Nursery</p> <ul style="list-style-type: none"> <li>· Daily chat about the weather, do we need to wear out coats.</li> <li>· Talking about themselves and where they live.</li> <li>· Talking about holidays, what did they see. Compare it to where they live</li> <li>· Explore the globe igniting discussion around the different countries and animals</li> <li>· Comparing animals that live in colder climates with animals that live in warmer climates.</li> <li>· Autumn noticing the changes happening in their outdoor environment</li> <li>· Winter, noticing the changes happening in their outdoor environment</li> </ul> <p>Reception</p> <ul style="list-style-type: none"> <li>· Environments- farm, jungle, polar, desert, local surroundings (park), forest, beach, city</li> <li>· Use of globe and atlas’ to find countries/animals around the world</li> <li>· Seasonal changes and links to the weather, make calendars</li> </ul>					

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<ul style="list-style-type: none"> <li>· Map making- treasure maps, map of the outdoor area, classroom, places of interests, landscapes</li> <li>· Learning about local communities and people who help us</li> <li>· Different types of homes and buildings</li> </ul>					
Year 1	<b>Ourselves, Our School and Local Area</b>  Write an address, use maps and plan a route, compass directions, geography of the school, recognise human and physical features.	<b>Continents and Oceans</b>  Name and locate continents and oceans, the countries and capital cities of the UK and its seas, comparing the geography of a place in the UK and a non-European country.		<b>Our Local Area</b>  Familiar places, find out about the local area, use maps, housing types, geographical issues, the environment.		
Year 2		<b>Kenya</b>  Mapping Africa, geographical similarities and differences between there and the UK, national parks, safari maps, physical and human features of national parks/ reserves.	<b>Marvellous Mapping</b>  Create maps the school/local area, compass directions, using atlases and globes. The seven continents and five oceans, landmarks and basic human and physical features.	<b>Going to the Seaside</b>  Geography of coastal/ seaside locations, human and physical features, seaside resorts in the UK, maps of seaside locations, weather patterns in the UK and hot and cold areas of the world, visiting a seaside locality.		
	Year 3	<b>Extreme Earth</b>  Layers of the earth, how volcanos form, tectonic plates, how volcanos affect people, measuring earthquakes, tsunamis.	<b>Rainforest Magic</b>  Rainforests around the world, rainforest layers, rainforest tribes, comparing tribal people to us, effects of deforestation.		<b>Investigating our Local Area</b>  Parts of the UK, local landmarks, map co-ordinates, map symbols.	
Year 4	<b>Improving the Environment</b>  People affecting their environment, how school impacts the environment, animals affecting their environment, improving environments, global warming, damaged habitats.	<b>All Around the World</b>  The Equator, the northern and southern hemisphere and the North and South Pole, latitude and longitude, the Arctic and Antarctic Circle and the Tropics of Cancer and Capricorn, differences between the UK and the tropics. the Prime Meridian, local time.		<b>Viva Espana!</b>  Spanish culture compared with the UK, Spain's regions, Madrid, the impact of football on Spanish culture, daily life in Spain, Spanish schools, Spanish festivals, Spanish food.		

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 5	<b>Waters and Rivers</b> Identifying the main features of a river and its course, listing advantages and disadvantages of rivers, identifying the main uses of rivers.		<b>Indonesian Archipelago</b> Using an atlas and map software to identify the location of Indonesia and the surrounding islands, consider the similarities and differences in the culture of the Indonesian Archipelago and our own, identifying features of human geography, such as land use and types of settlement.		<b>Marvellous Maps</b> Reading maps and their common symbols, identifying coordinates with longitude and latitude, understanding time zones.	
Year 6			<b>Climb Every Mountain</b> Locate mountain ranges in the UK and the world, key features of a mountain, how mountains are formed, mountain climates.		<b>Recycling</b> What recycling is, renewable sources of electricity, where our food comes from, conserving food, water and energy supplies.	
KS3	<p>The Key Stage 3 Geography curriculum is focussed on building on the knowledge children have gained from Key Stage 2 and introducing core Geographical concepts and skills through a range of units, which are modelled around GCSE units to provide a solid grounding in Geography. Geographical skills are interspersed and repeated frequently to ensure they are embedded, and writing skills are built throughout Key Stage 3. Year 7 focus on making key factual points, and basic explanations; Year 8 start to develop these explanations further; Year 9 look at full evaluation-style questions.</p> <p>Topics:            Year 7 - Skills, Rivers, Development            Year 8 - Coasts, Population, Tectonics            Year 9 - Climate Change, Life in an NEE</p>					