

Primary Phase Curriculum Map 2021-22



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 three vertical concepts that enable children to make connections between topics, developing their ability to work like a geographer. These concepts are: Location and Place, Interconnections and Geographical Scale. 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 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	The location of the world's continents, countries and places, and the key physical and human characteristics of each.	Year 1: There You Are Year 2: Rivers, Seas and Oceans Year 3: United Kingdom Year 4: Brazil Year 5: Investigating Water Year 5: Climate Across the World Year 6: I am a Geographer
Geographical Scale	Considering the local, national and global scale and understanding how causes and effects occur at all scales.	Year 1: Here I Am Year 2: Mini Mappers Year 3: Mountains and Volcanoes Year 4: Earthquakes and Settlements Year 5: World Trade Year 6: Improving the Environment
Interconnections	How are the human and physical worlds connected? How are different locations connected at different scales?	Year 1: Where We Are Year 2: Hot and Cold Deserts Year 3: Looking at Europe Year 4: Rainforests Year 5: World Trade Year 6: On the Move

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	<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"> · Daily chat about the weather, do we need to wear out coats. · Talking about themselves and where they live. · Talking about holidays, what did they see. Compare it to where they live · Explore the globe igniting discussion around the different countries and animals · Comparing animals that live in colder climates with animals that live in warmer climates. · Autumn noticing the changes happening in their outdoor environment · Winter, noticing the changes happening in their outdoor environment <p>Reception</p> <ul style="list-style-type: none"> · Environments- farm, jungle, polar, desert, local surroundings (park), forest, beach, city · Use of globe and atlas’ to find countries/animals around the world · Seasonal changes and links to the weather, make calendars · Map making- treasure maps, map of the outdoor area, classroom, places of interests, landscapes · Learning about local communities and people who help us · Different types of homes and buildings 					
Year 1	<p style="text-align: center;">Here I am</p> <p>Locating our school in our local area, and identifying local physical and human features on a map and during fieldwork</p>		<p style="text-align: center;">Where we are</p> <p>Locating our local area in the UK; identifying the four countries of the UK; some key human and physical features</p>		<p style="text-align: center;">There you are</p> <p>Understanding where we live on the global scale; locating continents and comparing the human and physical features of an area in the UK with an area in Kenya</p>	

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 2	Mini Mappers Studying the human and physical geography of the local area with an introduction to scale and fieldwork		Hot and cold deserts Locating hot and cold deserts, and identifying common physical and human features		Rivers, seas and oceans Locating the seas around the UK and oceans of the world. Identifying physical and human features around rivers and coastal areas	
Year 3	United Kingdom Locating the UK, Great Britain and the British Isles, and regions and counties; identifying human and physical features across the UK and in one region		Investigating mountains and volcanoes Understanding the structure of the Earth; how fold mountains and volcanoes are formed; and the impacts they can have on human settlement using case studies of Etna and La Soufriere		Looking at Europe Comparing the human and physical features of the Alps, Lake District, Bournemouth and the Amalfi Coast, and exploring the impact of tourism in these areas	
Year 4	Brazil Locating lines of longitude and latitude; understanding Brazil's physical features and climate, and its human settlements		Rainforests Understanding the key features of a rainforest ecosystem, the contributions they make to the world and threats they face (using Amazon Rainforest)		Earthquakes and human settlements Understanding why earthquakes take place and what effects they had in Haiti and Japan	
Year 5	Investigating world trade Understanding the distribution of the world's natural resources and these are traded between places across the world		Investigating water Understanding the water cycle and the distribution of the world's water; considering land use along rivers Danube, Mississippi, and Severn		Climate across the world Understanding time zones, climate zones, biomes, and vegetation belts, and the effects of global warming	
Year 6	Improving the environment Recognising the importance of renewable energy and reducing waste, and the actions that humans can take to improve the environment		On the move Understanding push and pull factors in migration from the Northern Triangle to the USA, and Syria to countries in Europe; understanding the benefits of migration to the UK		I am a geographer Posing questions, completing fieldwork and presenting a geographical investigation	

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
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>					