

## Geography – The National Requirements

The legal coverage requirements for Geography are as follows:

EYFS	Key Stage 1 Programme of Study	Key Stage 2 Programme of Study
<p>Children at the expected level of development will:</p> <p><b>MATHEMATICS</b></p> <ol style="list-style-type: none"> <li>Understand position through words alone. For example, "The bag is under the table," – with no pointing.</li> <li>Describe a familiar route.</li> <li>Discuss routes and locations, using words like 'in front of' and 'behind'.</li> </ol> <p><b>UNDERSTANDING the WORLD (F1)</b></p> <ol style="list-style-type: none"> <li>Use all their senses in hands-on exploration of natural materials</li> <li>Begin to understand the need to respect and care for the natural environment and all living things.</li> <li>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</li> </ol> <p><b>UNDERSTANDING the WORLD (F2)</b></p> <ol style="list-style-type: none"> <li>Draw information from a simple map.</li> <li>Recognise some similarities and differences between life in this country and life in other countries.</li> <li>Explore the natural world around them.</li> <li>Recognise some environments that are different to the one in which they live.</li> </ol> <p><b>PEOPLE, CULTURE and COMMUNITIES</b></p> <ol style="list-style-type: none"> <li>To talk about past and present events in their own lives and in the lives of family members.</li> <li>To know about similarities and differences between themselves and others, and among families, communities and traditions</li> </ol> <p><b>THE NATURAL WORLD</b></p> <ol style="list-style-type: none"> <li>Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</li> <li>Understand some important processes and changes in the natural world around them, including the seasons</li> </ol>	<p><b>LOCATIONAL KNOWLEDGE</b></p> <ol style="list-style-type: none"> <li>Name and locate the world's seven continents and five oceans</li> <li>name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</li> </ol> <p><b>PLACE KNOWLEDGE</b></p> <ol style="list-style-type: none"> <li>Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country</li> </ol> <p><b>HUMAN and PHYSICAL GEOGRAPHY</b></p> <ol style="list-style-type: none"> <li>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</li> <li>Use basic geographical vocabulary to refer to: - key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather -key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</li> </ol> <p><b>GEOGRAPHICAL SKILLS and FIELDWORK</b></p> <ol style="list-style-type: none"> <li>Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage</li> <li>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</li> <li>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key</li> <li>Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</li> </ol>	<p><b>LOCATIONAL KNOWLEDGE</b></p> <ol style="list-style-type: none"> <li>Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</li> <li>name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time</li> <li>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 and time zones (including day and night)</li> </ol> <p><b>PLACE KNOWLEDGE</b></p> <ol style="list-style-type: none"> <li>Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America</li> </ol> <p><b>HUMAN and PHYSICAL GEOGRAPHY</b></p> <p>Describe and understand key aspects of:</p> <ol style="list-style-type: none"> <li>Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</li> <li>human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</li> </ol> <p><b>GEOGRAPHICAL SKILLS and FIELDWORK</b></p> <ol style="list-style-type: none"> <li>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> <li>Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</li> <li>Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</li> </ol>

### Teaching Units at Mayflower Primary School

	Taught through PBL	Taught as a Discrete Unit	Assemblies and Curriculum Days
Year	Autumn Term	Spring Term	Summer Term
<b>EYFS*</b>			
<b>Year 1</b>			How does where we live differ from other places? Countries and cities of the UK, human and physical features, contrasting localities, aerial maps
	European Day of Languages, all stories placed in a geographical context, map work, and revision of the UK	All stories placed in a geographical context, map work, locating countries around the world (see termly plan)	All stories placed in a geographical context, map work, locating countries around the world (see termly plan)
<b>Year 2</b>		Can Past Disasters bring Positive Change?	
		Compass directions (linked to the Computing Curriculum), using aerial photographs of London	Human and physical features (local walk), identify continents and oceans, use atlases to locate countries
	European Day of Languages, all stories placed in a geographical context, map work, and revision of the UK	All stories placed in a geographical context, map work, locating countries around the world (see termly plan)	All stories placed in a geographical context, map work, locating countries around the world (see termly plan)
<b>Year 3</b>	How New was the Stone Age	How has Evington Changed since 1888?	
	Geography of the Stone Age, and associated map work	Map work (UK) – regions, countries and cities Compare a region in France, human geography, settlements and land use, including fieldwork	
	European Day of Languages, all stories placed in a geographical context, map work, and revision of the UK	All stories placed in a geographical context, map work, locating countries around the world (see termly plan)	All stories placed in a geographical context, map work, locating countries around the world (see termly plan)
<b>Year 4</b>		What can we do to Save our Rainforests?	Where do our Favourite Foods and Products come from?
		Describe and understand key aspects of physical geography including climate zones, biomes, and vegetation belts	
	European Day of Languages, all stories placed in a geographical context, map work, and revision of the UK	All stories placed in a geographical context, map work, locating countries around the world (see termly plan)	All stories placed in a geographical context, map work, locating countries around the world (see termly plan)
<b>Year 5</b>	How did Life Change for Children in WW2?		How does Climate Change affect People and Communities?
	OS maps to consolidate symbols and keys, comparing maps of Leicester pre-war with present day, aerial photographs to show impact of bombing	Position, latitude and longitude, Northern and Southern hemispheres, and how the seasons are affected	Weather and climate in the Northern and Southern hemispheres, Google Earth, atlases to determine the 7 summits of Uttarakhand, human geography of Leicester
	European Day of Languages, all stories placed in a geographical context, map work, and revision of the UK	All stories placed in a geographical context, map work, locating countries around the world (see termly plan)	All stories placed in a geographical context, map work, locating countries around the world (see termly plan)
<b>Year 6</b>		Why do people settle in Leicester?	Did Early Islamic Civilisation Invent it all?
	Using maps and atlases, locate countries and describe key features, using the 8-points of the compass, 4- and 6- figure grid references, symbols and keys	Looking at Human and Physical features of the local area	Where is Baghdad and how did it compare to Britain at the time?  Economic activity including trade links.
	European Day of Languages, all stories placed in a geographical context, map work, and revision of the UK	All stories placed in a geographical context, map work, locating countries around the world (see termly plan)	All stories placed in a geographical context, map work, locating countries around the world (see termly plan)

### Geography Curriculum – EYFS and Programmes of Study Coverage

This page provides a summary of how the EYFS and the National Curriculum Programmes of Study for Geography have been covered through the teaching units previously disclosed (see page 2). It can also serve as a useful planning aid, ensuring that staff can plan progressive learning experiences for our children, with due regard for their prior learning, which can also be accessed via the Digital Archive. From the planned units, it can be concluded that the curriculum has been covered in full, with a breadth of study in key Stage 2 that embraces all aspects of the Programmes of Study.

Year	Autumn Term	Spring Term	Summer Term
<b>EYFS</b>			
<b>Year 1</b>	Assembly provision and EDOL will help to ensure that countries and seas around UK can be named, as well as key countries of the EU (1, 2 and 6)	Assembly provision and curriculum days will help to ensure that countries and seas around UK can be named, as well as key countries of the EU (1, 2 and 6)	Classroom-based provision that consolidates prior learning, with a specific focus on the UK (1 and 2)
<b>Year 2</b>	Assembly provision and EDOL will help to ensure that countries and seas around UK can be named, as well as key countries of the EU (1, 2 and 6)	Using compass points to describe direction (7) and aerial photographs of London (8)	Fieldwork within the local area (9) and recognising key features on a map (5)
<b>Year 3</b>	Map-work associated with the Stone Age (2 and 9)	Focused map-work within the UK and France (2, 4, 6, and 9)	Revision of world geography (1 and 7)
<b>Year 4</b>	Revision of UK and world geography (7)	An expanded study of the rainforests (5)	Revision of UK and world geography (7)
<b>Year 5</b>	8-points of the compass and OS work, and comparative analyses (8)	More detailed positional analysis based on prior learning (3)	Detailed study of Uttarakhand and the associated climate, also human influence and climate change (3, 5, and 6)
<b>Year 6</b>	Revision of Year 5 work, including the use of 6-figure grid references (8)	Placing prior learning into context with focus on physical and human features locally with elements of fieldwork (5, 6, and 9)	Focus on economic activity including trade links over time (6)

### Geography Curriculum – Sequencing

Year	Autumn Term	Spring Term	Summer Term
<b>EYFS</b>	As children begin to settle into their respective bases, practitioners will help them to be aware of the physical organisation, including positional language, how we care for our outdoor spaces, what the environment has to offer, and how autumn brings change to our school.	As the seasons turn, noticing changes that spring brings from winter, new life, natural life, how the outdoor environment has changed, exploration of the area around the school including the local church post-box, and other key features e.g. library etc.	Noticing the changes that summer brings, deeper focus on family and extended family, thinking about how the children have changed since they were babies to where they are now, contrasting our school to others through our international links
<b>Year 1</b>	The European Day of Languages will provide a focal point for our exploration of UK and world geography, as well as some of the customs and practices that are important in the countries we 'visit.' This will also be augmented by classroom and wider school display.	Despite there being no specific teaching focus in class, the children will continue to gain exposure to maps through weekly assemblies, resources that have been made available in class, studying the local and national news, and other associated activities.	Now that the children have been exposed to maps, atlases, and other cultural considerations, they are now ready for direct teaching in respect of countries of the United Kingdom, our cities, and physical features that create both similarity and difference
<b>Year 2</b>	Revision units will continue through curriculum days, assemblies, and other related activities, including the children awareness of the locality in which they live, as well as some of the key features that can be found in Evington and beyond.	Given their prior experiences, the children are now ready for a technical study of how compass directions can be used to describe direction, and how simple maps can be used to navigate from one area to another. This can also include maps of the school building.	The fieldwork component for the Key Stage 1 curriculum will be covered during the summer term of Year 2, and will also help children to experience on a first-hand basis, much of the teaching that has been offered in Year 1 and Year 2.
<b>Year 3</b>	In common with much of the curriculum work undertaken at school, linking geography to the ongoing PBL is now a realistic goal. The Stone Age will provide a context for this study, including the extent of spread, and changes that have been experienced over time. Local links can also be developed with fieldwork at Creswell Crags.	Building on knowledge that has been taught in Key Stage 1, the children are now ready to compare their local understanding with a contrasting locality to the United Kingdom. In time, this will also be extended to a similar region in North or South America. Fieldwork will also be offered through links with the PBL, supported through English Heritage.	Although not a focus of the PBL, opportunities will be taken to look at the modern and historical geography of Egypt, the influence of the River Nile, change over time, and key human and physical features. Many of our children have direct experience of Egypt, which will serve to enrich studies, and enhance understanding of the influence of the Ancient Egyptians.
<b>Year 4</b>	Given the strong History focus at the end of Year 3, transition will be augmented by a similar study of the influence of the Romans, origin, the spread of empire, key physical and human features, and legacy in 2022. Legacy will be an important component, given the focus of the PBL.	The rainforest provides a very good basis for the teaching of the physical geography, including climate zones, biomes and vegetation belts. Our study of the SDGs will further enrich this unit of work, empowering children to show a concern and care for the natural resources available to us.	The PBL has a strong geographical focus because the children will be looking at the issues associated with world trade, and how this impacts on climate change. The prior learning will empower the children to fully engage with aspects of study, including our core focus on the UN SDGs.
<b>Year 5</b>	Given the focus of the PBL, children will be able to use first-hand sources of evidence to consider some of the human features, with maps informing their understanding of the impact over time. Symbols and keys will also be revised within this unit, building on prior learning.	A focused unit that sits outside of the progression of PBLs, but that will give the technical knowledge to be able to identify the 2 hemispheres. Given work that was undertaken in Year 4, the children will be able to use and apply their understanding of climate change, and common features.	Having revised this aspect of learning in Year 4 and the spring term of Year 5, the children will be able to go much deeper in their learning, with a focused unit on Uttarakhand. Again, climate will be a recurring theme, and some of the key physical features. Our CGL cluster will enrich this unit of study (Nepal Cluster).
<b>Year 6</b>	On the basis of prior learning, the children will be able to deepen their understanding of maps, including 6-figure grid references, and how features can be accurately positioned via this system. Revising compass points will also help to ensure that elements of direction can also be brought into consideration. Links with Literacy will also be established, given the book focus of Kensuke's Kingdom. Finally, symbols and keys will be thoroughly revised, and assessed against end of Key Stage expectations, which will augment transition to Key Stage 3 at the end of the year.	In this detailed unit, with clear links to the ongoing PBL, the children will be able to use all of their prior learning to enhance their understanding of the local community in which they live. Although the primary emphasis will be on the physical and human features, motivations will also be looked at, which will imbue a wider sense of pride and allegiance to the City in which they live. Elements of map-work will also be included, and given the children's local knowledge, they will be able to identify the key features, and more clearly understand the abstraction represented by the map.	Given the amount of learning that has already taken place since the beginning of Key Stage 2, this PBL will give the children a good opportunity to use and apply what they know. The additional strand relates to economic activity, which is a core component within human geography. Given the character of the school, there will be many opportunities to enrich this unit, and this will help the children to conclude their studies of the geography curriculum successfully, prior to their transition to Key Stage 3. Assessment opportunities will also be embedded.

