Geography Curriculum Plan (Primary)

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| This curriculum plan is based on the National Curriculum programme of Study for primary Geography. Although the overview is divided into year groups, at Doncaster School for the Deaf, the Geography curriculum is taught to meet the individual needs of the learners. The Geography curriculum is adapted for pupils to ensure that they experience the breadth of the curriculum. |

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|  | Locational knowledge | Place knowledge | Human and physical geography | Geographical skills and fieldwork |
| Year  6 | Locate South America using a map, focusing on environmental regions, key physical and human characteristics, countries, and major cities.  Identify the position and significance of the Prime/Greenwich Meridian. | Understand geographical similarities and differences through the study of human and physical geography of South America.  Identify what a biome is and  can name the main biomes.  Be aware that climates and  biomes vary across the world.  Recognise and describe vegetation belts. | Describe and understand key aspects of:  Physical geography- rivers. Human geography-economic activity- trade links. | 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.  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.** |
| Year  5 | Locate North America using a map, focusing on environmental regions, key physical and human characteristics, countries, and major cities.  Identify the position and significance of the lines of latitude and longitude and time zones. | Understand geographical similarities and differences through the study of human and physical geography of North America. | Describe and understand key aspects of:  Physical geography- mountains and volcanoes.  Human geography- economic activity- the distribution of natural resources including energy, food, minerals and water. | Use **MAPS**, atlases, globes and **DIGITAL / COMPUTER MAPPING** to locate countries and describe features studied. 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.  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. |
| Year  4 | Locate Europe (including Russia) on a map, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.  Identify the position and significance of Northern Hemisphere, Southern Hemisphere, and the Tropics of Cancer and Capricorn. | Understand geographical similarities and differences through the study of human and physical geography of a European country.  Recognising simple mountain  features: What is a mountain?  How are mountains formed?  What are the UK’s highest mountains?  What are the highest mountains on each continent? What are the 5 types of mountain? Explore the Alps as the highest and most extensive  mountain range in Europe. | Describe and understand key aspects of:  Physical geography- climate zones and vegetation belts, the water cycle.  Human geography- types of settlement and land use. | Use maps, **ATLASES**, globes and digital /computer mapping to locate countries and describe features studied. 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. |
| Year  3 | 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.  Identify the position and significance of the Equator, and Arctic and Antarctic Circles. | Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom.  Finding our where our food comes from. Explore food with  geographical protected status.  Name and locate counties and  cities of the UK. | Describe and understand key aspects of:  Physical geography- earthquakes and volcanoes.  Human geography- types of settlement and land use. | Use maps, atlases, **GLOBES** and digital /computer mapping to locate countries and describe features studied.  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. |
| Year  2 | Name and locate the world’s seven continents and five oceans. | 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. | Use vocabulary to refer to key physical features including soil, valley, vegetation, season and weather.  Use vocabulary to refer to key human features including city, town and village.  Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. | 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.  Use simple compass directions (North, South, East and West) to describe the location of features and routes on a map.  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. |
| Year  1 | Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. | Understand geographical similarities and differences through studying the human and physical geography of the town where they live. Use world  maps, atlases and globes to  identify their home  town/area and school location. Possibly to see simple ‘straight lined’ distances (to see how far). Use a simple plan to follow a  route. | Identify seasonal and daily weather patterns in the United Kingdom.  Use vocabulary to refer to key physical features including beach, cliff, coast, forest, hill, mountain, sea, ocean and river.  Use vocabulary to refer to key human features including factory, farm, house, office, port, harbour and shop.  Able to recognise local/famous  landmarks and basic human  and physical features. | 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.  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.  Use aerial photographs.  Use simple locational and directional language – such as near, far, left and right – to describe the location of features and routes on a map. |
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