

**Mount Primary School**  
**Geography**  
Curriculum Design  
Long Term Plan & Progression



## Geography Intent

At Mount Primary, we follow the Early Years Foundation Stage Framework & Geography National Curriculum. The aim of teaching Geography at Mount is to help children understand the area which they live in and the wider world around them. We teach children to appreciate the human and physical aspects of their local region and the wider world through the development of their geographical knowledge and vocabulary, map & field work and observational skills.

The coverage has been carefully mapped with the intent to ensure the geography curriculum is –

- Ambitious for all pupils - it is expected that all pupils can access the knowledge that has been mapped out, regardless of background or SEND.
- Coherently planned and sequenced, for example, local geography follows a sequence throughout the school – in Y1, children are taught locational knowledge and mapping skills using the school and the grounds, in year 2, children revisit these skills and expand their locational knowledge, mapping skills and fieldwork with New Brighton as a focus and in KS2 children widen their knowledge further with a focus on the North West Region.
- Designed to include a relevant focus for the children (school, New Brighton and the area they live in, relevant world links).

## Geography Implementation

In F2, Y1 and Y2, the knowledge and skills that children are taught is mapped across one year. In KS2, as classes in the afternoon are mixed across year groups, the knowledge and skills that children are taught are mapped out across a 2 year cycle to ensure full coverage and no repetition.

Aspects have been carefully chosen to ensure relevant links can be explored - in year 3&4, children study Italy (capital, Pompeii, volcanoes) in Geography whilst they are studying the Romans in History. China has been the country that children will study in year 3/4 to ensure that children have the opportunity to explore a country that is in the continent of Asia with a focus on Shanghai which has close links to Liverpool. Brittany is the European region in France that the children contrast with Wirral as it is also on a peninsula and links with our MFL language. Brazil is a focus in year 5/6 due to the rich culture, environmental impact (rainforest), the wealth of contrasting human and physical features and the spread of landmass across the tropics.

Progression in knowledge and skills is clearly mapped out including: geographical vocabulary, location & place knowledge, physical & human geography and mapping skills and field work. This ensures prior knowledge is continually built upon. The geographical facts such as naming the continents and oceans are kept fresh in children's memories throughout the school years through revision tasks and activities at the beginning of each lesson.

The curriculum is designed around enquiry questions with explicit knowledge mapped out for each lesson. This means that the children learn in context and make links and connections with prior and new learning. Regular assessment ensure that teachers are informed of how much the children have learned and understood and adapt planning accordingly if needed.

## Geography Impact

Outcomes in the children's books evidence a broad and balanced geography curriculum and demonstrate children's acquisition of identified key knowledge relating to each of the identified National Curriculum strands, as appropriate to key stage; geographical vocabulary; locational & place knowledge; human and physical geography; mapping and fieldwork.

As children progress throughout the school, they develop a deep knowledge, understanding and appreciation of their local area and its place within the wider geographical context. Geographical understanding, as well as children's spiritual, moral, social and cultural development is fully supported.

Geography Long Term Plan								
Key Concepts	Use subject specific vocabulary		Locational & Place Knowledge		Geographical Skills and Fieldwork		Human & Physical Geography	
	F2	Y1/2 A	Y1/2 B	Y3/4 A	Y3/4 B	Y5/6 A	Y5/6 B	
<b>Autumn</b>	People & Communities The Natural World	Local geography - School - local mapping	Weather and Climate	The United Kingdom human and physical characteristics and their impact	Rivers - Physical features, Water Cycle, human impact (trade and natural resources)	Local geography - Liverpool Trade, human development and rivers	Environmental study - Climate Zones	
<b>Spring</b>	Ourselves & Celebrations	World Geography -Continents, oceans North & South Poles, Equator	Hot & Cold places	Volcanoes & Earthquakes	Mountains Comparison UK/Europe	A North American Study - San Fransisco - Earthquakes	The Amazon Rainforest (including comparative study of UK to Brazil)	
<b>Summer</b>	Our Community Traditional Tales	Contrasting locality- Field work - Oddizzi Antartica	United Kingdom	Field work unit Oddizzi Everest base camp	European Comparison Study	Field work unit - Oddizzi Secrets of the Desert	Virtual Fieldwork unit Amazon adventure	

## Statutory Coverage

National Curriculum & EYFS	F2	KS1	KS2
	<p><b>Understanding the World- People, Culture and Communities</b> Is able to draw information from a simple map. Understands that some places are special to members of the community. Recognises some similarities and differences between life in this country and life in other countries.</p> <p><b>Understanding the World- The Natural World</b> Explores the natural world around him/her. Describes what he/she can see, hear and feel whilst outside. Recognises some environments that are different to the one in which they live. Understands the effect of changing seasons on the natural world around him/her.</p> <p><b>Understanding the world ELG: People, Culture and Communities</b> Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.</p> <p><b>ELG: The Natural World</b> 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.</p>	<p>Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness. Pupils should be taught to:</p> <p><b>Locational knowledge</b> 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 United Kingdom and its surrounding seas.</p> <p><b>Place knowledge</b> 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.</p> <p><b>Human and physical geography</b> 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. 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.</p> <p><b>Geographical skills and fieldwork</b> 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) and locational and directional language [for example, near and far; left and right], 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. 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.</p>	<p>Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world’s most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge. Pupils should be taught to:</p> <p><b>Locational knowledge</b> Locate the world’s countries, using maps to focus on Europe (including the location of Russia), North, and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. 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 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).</p> <p><b>Place knowledge</b> 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.</p> <p><b>Human and physical geography</b> Describe and understand key aspects of: Physical geography, including climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. 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.</p> <p><b>Geographical skills and fieldwork</b> 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.</p>

## Progression Map

Key Concept - Use subject specific vocabulary						
F2	Y1/2A	Y1/2B	Y3/4A	Y3/4B	Y5/6A	Y5/6B
Seasons	Country	Continents and oceans:	Settlements:	Mountains	Trade links	Biome
Spring	UK	Europe, Asia, Africa,	Village, town, hamlet,	Topographical features	Latitude	Forest
Summer	England, Scotland,	North America, South	city	Features of rivers:	Longitude	Grassland
Autumn	Wales, Northern Ireland	America, Antarctica,	County, region	Mouth, delta, erosion,	Equator	Freshwater
Winter	Capital city	Australasia	Orienteering	current, flood plain,	Northern and Southern	Marine
Hot	London, Edinburgh,	Oceans	Navigate	bank, lake, basin,	hemisphere	Desert
Cold	Cardiff, Dublin	Atlantic, Pacific, Indian,	8 point compass	stream, meander,	Prime	Tundra
Warm	Seas	Arctic, Southern	Perspectives	waterfall, tributary,	Greenwich/Meridian	Brazil
Sunny	English Channel	North Pole	4 figure grid reference	oxbow lake, valley,	time zones	Brasilia
rainy	North Sea	South Pole	Volcano	source	United States of	Amazon
Snowy	Irish Sea	Equator	Magma chamber,	Water cycle	America	Rainforest
Windy	Atlantic ocean	World map	molten rock, lava, main	Evaporation,	Temperature	Contour
Trees	Map	Atlas, globe	vent, secondary vent,	condensation,	Rainfall	Climate zones
Leaves	Left, Right, Forward,	Route	crater	precipitation, run-off	Tropics of Cancer and	
insects	Backward	Key	Mount Everest	Natural resources	Capricorn	
Map	North, South, East, West	Town, city	Base camp	Distribution	Ordnance survey map	
Journey	Directions	Directional language		trade	6 figure grid reference	
Natural	Compass	Digital maps		tourism	Distribution	
Countries	Address	Landmarks		Features of mountains:	Natural resource	
Differences	New Brighton	Locality		Slope, peak, ridge,	Energy food minerals	
Similarities	Wallasey	Beach, cliff coast, forest,		summit, valley, gorge	and water	
Environments	Wirral	hill, mountain, sea,			Impact	
Climates	Merseyside	ocean, valley, city,			Earthquakes	
Animals	Aerial photograph	town, village, factory,			Core	
Describe	Seasons	office, port, harbour,			Mantel	
Explore	Summer, Autumn,	shop.			Crust	
	Winter, Spring	Environment			Plates	
	Weather	Positive, negative			Plate boundary fault	
	Vegetation	Compare			line	
	Soil	Antartica			Tsunami	
	Hill, coast, sea	Weather			Shock wave	
	Human features	Climate			Richter Scale	
	Physical features				Desert	
	City, farm, house					
	Land use					

**Key Concept - Locational & Place Knowledge**

F2	Y1/2A	Y12	Y3/4A	Y3/4B	Y5/6A	Y5/6B
<p>Know there are different countries in the world and talk about the differences they have experienced and seen in photographs - holiday photos, links to texts, opportunities for children to view globe, maps and atlases in provision. Recognises some similarities and differences between thai country and others.</p>	<p>Name, locate four countries and capital cities of UK Name locate and identify the surrounding seas of the UK. Identify the characteristics of the four countries in the UK Locate Antartica through maps</p>	<p>Name and locate the seven continents Name and locate the 5 oceans Locate the North &amp; South Pole &amp; Equator Locate Liverpool on a map of Uk and on a world map Understand geographical similarities and differences between our area and contrasting areas.</p>	<p>Locate a range of local settlements on a map based on their human and physical features - village, town, hamlet, city Locate counties, cities and regions of the UK  Locate Italy and its key cities and surrounding countries (including Russia) in Europe using maps. Identify key physical and human characteristics - Mount Vesuvius  Locate Mount Everest using various maps</p>	<p>Name and locate rivers and coast in the Uk with a focus on the local area - River Dee, River Mersey, River Fender, River Birket  Name and locate mountains in Uk. How the topographical features have changed over time.  Locate Europe on a world map and identify the countries/capitals within the continent.</p>	<p>Identify countries with which there are trade links with Liverpool on a world map and relevant rivers and seas.  Locate North and South America. Identify the position of latitude, longitude, equator, northern and southern hemisphere, Prime/Greenwich Meridian &amp; time zones Identify key human and physical features and land use patterns</p>	<p>Identify the focus countries across the world with contrasting biomes - forest, grassland, freshwater, marine, desert and tundra Identify focus rivers and oceans linked to the biomes studied. Identify the position of latitude, longitude, equator, northern and southern hemisphere, tropics of Cancer &amp; Capricorn, Arctic Circle. Locate Brazil on world map and surrounding countries and major cities and oceans. Locate the Amazon Rainforest. Explore the Amazon through virtual fieldwork.</p>

**Key Concept - Geographical Skills and Fieldwork**

F2	Y1	Y2	Y3/4A	Y3/4B	Y5/6A	Y5/6B
<p>Draw information from a simple map - story map, walk to outdoor area/church visit. Explore the natural world around them. Describe what they see, hear, feel while outside. Make observations and record through drawing of the natural world. Use google map to look at picture of our school and identify basic features. Treasure hunts and orienteering basic activities.</p>	<p>Use local maps to identify the UK and its countries. Know which is N, E, S and W, on a compass. Know their address, including postcode. Know the name of the nearest town or city. Liscard/ New Brighton. Use simple directional language. Use and create simple pictorial maps. Use simple fieldwork and observational skills to study the geography of their school and its grounds. Use aerial photographs of the school and map a simple aerial view. Use observational skills to find facts about the school and surrounding environment e.g. simple survey, weather observations. Access virtual fieldwork through Oddizzi of Antarctica</p>	<p>Use world maps, simple atlases and globes to follow and plot routes. Know where the equator, North Pole and South Pole are on a globe. Know how to follow a simple road map. Devise a simple map; and use and construct basic symbols in a key. Know the name of the nearest town or city and locate it on a map of the UK. Use N S E W and directional language to describe location of features and routes on a map. Use aerial photographs and digital maps of the local area to recognise landmarks and basic human and physical features. Develop observational skills to extend beyond their school environment to include wider factors in the locality e.g location of</p>	<p>Use maps to locate European countries and capitals. Use local maps to and digital maps to look at different types of settlements and their features. Know how to plan a journey within the UK, using a road map. Understand how to use and create a key. Use basic orienteering skills to navigate a route in their local area and create their own. Know and name the eight points of a compass. Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features. Use four figure grid references to build their knowledge of the UK. Access virtual fieldwork of Everest Base camp</p>	<p>Talk about the features in their local environment and compare it with another they know. Use world maps to focus on the locality and features of the areas in Europe that are studied. Use world maps to locate neighbouring countries and capital cities. Use physical maps to look at the features of mountains and rivers. Develop basic orienteering skills to navigate a route in their local area and create their own with a key. Use four figure grid references to build their knowledge of areas of Europe. Develop knowledge and name the eight points of a compass.</p>	<p>Know how to use graphs to record features such as temperature or rainfall in contrasting localities. Use maps and globes to locate the equator, the Tropics of Cancer and Capricorn and the Greenwich Meridian. Distinguish between the Northern and Southern hemisphere on both a world map and a globe. Use ordnance survey maps and digi maps to identify features of areas studied and understand the symbols. Use 6 figure grid references to build their knowledge of the areas studied. Create routes using train, road and ferry maps and timetables and understand the symbols representing features.</p> <p>Develop orienteering skills during outdoor adventurous education.</p>	<p>Use Google Earth to locate a country or place of interest and to follow the journey of rivers - linked to biomes. Apply knowledge of 6 figure grid references to areas studied. Be familiar with topographical maps and know about contours, etc. Know how to use graphs to record features such as temperature or rainfall in a range of biomes. Use maps and globes to locate the equator, the Tropics of Cancer and Capricorn and the Greenwich Meridian. Distinguish between the Northern and Southern hemisphere on both a world map and a globe. Consolidate orienteering skills during outdoor adventurous education.</p>

		human features and their impact.				
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F2	Y1	Y2	Y3/4A	Y3/4B	Y5/6A	Y5/6B
<p>Recognise some environments that are different from the one they live in - compare other countries in the UK from links to stories/illustrations. Basic links like hot and cold climates, animals etc.</p> <p>Understand the effects of the changing seasons on our natural world - outdoor learning, seasons walks, links to texts</p>	<p>Identify seasonal and daily weather patterns in the UK.</p> <p>Understand key physical feature - season, weather, vegetation, soil, hill, coast, sea</p> <p>Understand key human features - city, farm, house.</p> <p>Understand how basic human and physical features have affected land use.</p>	<p>Identify the location of hot and cold areas of the world in relation to the Equator and the North &amp; South Poles.</p> <p>Understand key physical feature - beach, cliff, coast, forest, hill, mountain, sea, ocean, valley</p> <p>Understand key human features - city, town, village, factory, office, port, harbour, shop.</p> <p>Understand how human and physical features have affected land use.</p> <p>Understand the effect that humans can have on the environment - both positive and negative.</p>	<p>Understand the different features of a volcano and how they are formed.</p> <p>Understand the impact of volcanoes on humans and nature.</p> <p>Know about different types of settlements and land use linked to the human and physical features of the areas.</p>	<p>Understand the features of rivers and their impact on humans and nature.</p> <p>Understand the water cycle.</p> <p>Understand the distribution of natural resources and the impact on basic trade - compare with European region.</p> <p>Understand which human and physical features influence tourism - compare with European region.</p> <p>Understand the features of mountains including how they are formed and the impact of erosion.</p>	<p>Develop knowledge of distribution of natural resources (energy, food, minerals and water) and its impact on trade.</p> <p>Explore trade links from Liverpool.</p> <p>Understand which human and physical features support or hinder trade.</p> <p>Know what causes an earthquake and the effect this has on human life.</p>	<p>Understand climate zones, biomes, vegetation belts.</p> <p>Explore how humans have affected natural environments both positively and negatively.</p> <p>Understand the difference between forest, grassland, fresh water, marine, desert and tundra biomes and describe the physical feature and natural life that they hold.</p> <p>Focus on the significance of the Amazon rainforest and the environmental issues related to its decline.</p>

