

powerful Geography

By the time they leave, pupils will:

- Have a curiosity and fascination about the world
- Use and combine a variety of geographical sources to obtain a detailed picture of a location or geographical process
- Look closely and methodically when analysing a geographical source
- Collect geographical information using a variety of fieldwork techniques including observations, sketches, surveys, questionnaires and digital technology
- Interpret results and identify patterns from a range of geographical data
- Understand the physical and human characteristics of places and their interrelatedness
- Appreciate differences and similarities between the people, places, environments and cultures they have studied
- Understand connections between places: social, economic and environmental
- Understand how sequences of events and activities in the physical and human worlds lead to change in places, landscapes and societies
- Appreciate the impact of geographical events and issues on different scales (personal, local, national, international, global)
- Know about sustainable development and its impact on the environment
- Understand that people have different views about geographical issues; give own opinions and reasons for these

EYFS links

Understanding of the World

Draw information from a simple map

Recognise some similarities and differences between life in this country and life in other countries

Explore the natural world around them: describe what they see, hear and feel whilst outside

Recognise some environments that are different to the one in which they live

Understand the effect of changing seasons on the natural world around them

The Natural World ELG

Explore the natural world around them, making observations and drawing pictures of animals and plants

Know some similarities and differences between the natural world around them and contrasting environments

Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter

People, Culture and Communities ELG

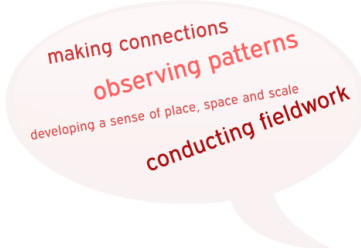
Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from, when appropriate, maps

Curriculum Intent – Geography at Mill View Primary School

At Mill View Primary School, we believe that learning is at its most powerful when it is challenged, tested, truly known, and when children can do something with it: change themselves, change their community, change the world.

Geography sits at the very heart of this vision. It is the subject that asks children to look at the world as it actually is, with its inequalities, its beauty, its fragility and its extraordinary variety of peoples and places, and to consider: what is my role in all of this? Our geography curriculum is designed not merely to inform, but to create active, compassionate, globally-aware citizens who understand that every local decision has a global echo.

We are guided by the principle of Powerful Geographical Knowledge: the understanding that emerges when locational and place knowledge combine with disciplinary geographical skills. This knowledge is emancipatory: it equips children to interrogate the world around them, challenge injustice, and act with geographical imagination. It is political. It allows children to think about the world as it is and, crucially, as it could be.

	Locational and Place Knowledge: the knowledge of a geographer The substantive content: where places are, what they are like, how they have changed, and how they connect to one another. At Mill View we use: Progressive units built around real places · Knowledge Organisers with key vocabulary, maps and facts · Comparison of places at different scales (local to global)
	Geographical Skills and Fieldwork: the skills of a geographer The disciplinary tools: how geographers ask questions, collect evidence, use maps and data, and communicate findings. At Mill View we use: BIG IDEAS · Key Questions · Fieldwork in every year group · Mapwork progression from simple symbols to 6-figure grid references · Data collection and analysis

Powerful Geographical Knowledge, combining these two areas **combine**, they produce something greater than the sum of their parts.

This knowledge is **emancipatory**. It enables children to see the world as it is, in all its complexity, inequality and wonder, and to act as responsible, thoughtful global citizens. Pupils begin to understand the interconnectedness of our planet: that a decision made here has an impact there. It is political. It allows children to challenge the status quo, champion sustainability, and imagine a fairer world.

At Mill View we encourage curiosity, fieldwork and critical thinking. We do this through careful, progressive planning of units built around real places and real issues, with fieldwork at every stage, allowing children to develop geographical thinking and then apply it to the world beyond the classroom.

Our Five Curriculum Commitments

Oracy	Global Challenges	Career & Future Ready Learners	Inclusion	What Makes Our Curriculum Exceptional?
Geography is a language-rich subject. Geographers observe, describe, explain, argue and present. At Mill View, oracy in geography means: • Pupils use the precise language of the discipline (erosion, migration, sustainability, biome, interdependence) with fluency and confidence. • Fieldwork generates purposeful talk: children discuss what they observe, challenge each other's interpretations, and present their findings to real audiences. • Structured debate is embedded: pupils argue for and against planning decisions, development proposals, and conservation policies. • Vocabulary is explicitly taught and revisited, with Knowledge Organisers	Geography is the subject best placed to address the great challenges of our time. Our curriculum is built around the issues children will inherit: • Climate change, sustainability, deforestation, ocean pollution are not bolt-on topics. They are the conceptual heart of units across every year group. • The Big Ideas of interdependence, sustainability, conservation and migration run as threads from Year 1 to Year 6. • We ask children to see themselves as part of the solution: from local litter surveys in Year 1 to global supply chain analysis in Year 6. • Our curriculum meets the 2025 Curriculum Review's call for global perspectives to be	Geography is one of the most directly vocational subjects in the curriculum, though children may not yet know it: • Environmental consultants, urban planners, development workers, meteorologists, cartographers and humanitarian workers all use geographical thinking. • Fieldwork in every year group develops the skills of observation, data collection, analysis and presentation that every employer values. • The Big Idea of 'Research' in Year 4 explicitly models how geographers work to improve communities, a skill applicable to countless careers. • Financial literacy and civic agency are woven through units on Fair	Inclusion in geography is a design principle: our curriculum is built so that every child can see themselves in it and be challenged by it: • We study places and peoples from across the globe, including the Caribbean, Egypt and the Americas, ensuring diverse heritages are central, not peripheral. • Local fieldwork grounds abstract concepts in children's lived experience, providing essential schema for those with less cultural capital. • The "Children can..." end points give every pupil a clear, achievable entry point with genuine depth available.	What makes Geography at Mill View exceptional is the coherence of its design from EYFS to Year 6: Fieldwork every year: No child leaves primary school without having conducted real geographical enquiry in the field: measuring, recording, presenting and acting on what they find. Local to global: From Upton village to the Caribbean, the Amazon to the Arctic, every unit connects the familiar to the unfamiliar. Big Ideas as a spine: Investigation, Observation, Interdependence, Scale, Culture, Sustainability, Conservation and Migration deepen year on year. Empowering geography: By Year 6, our pupils don't just know about the world. They have opinions about

supporting all pupils to use geographical language accurately.	woven through, not added on.	Trade, the global economy, and sustainability.	• Adaptive teaching in geography means rich, open questions accessible to all through vocabulary instruction, visual support and tiered fieldwork tasks.	it, evidence for those opinions and the voice to express them.
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"Geography is the subject that teaches children they are not separate from the world. They are part of it, and responsible for it."

Alignment with the Ofsted Inspection Framework and 2025 Curriculum Review	
Ofsted / Curriculum Review focus	How Geography at Mill View responds
Curriculum coherence: knowledge builds cumulatively	Big Ideas (Investigation → Interdependence → Scale → Culture → Sustainability → Migration) deepen year on year. Locational knowledge, place knowledge and geographical skills are explicitly tracked from EYFS to Year 6. Planning is progressive, not additive.
Oracy as a curriculum entitlement	Geographical vocabulary is explicitly taught and revisited in every unit. Fieldwork generates purposeful talk, structured debate is embedded, and pupils regularly present findings to real audiences.
Global perspectives and contemporary relevance	Climate change, sustainability, migration, ocean pollution, deforestation and Fair Trade are the conceptual heart of units, not bolt-on additions. Our curriculum meets the 2025 Curriculum Review's call for global perspectives throughout.
Adaptive teaching: high expectations for all	Local fieldwork grounds abstract concepts in lived experience. End points provide both access and depth. Vocabulary instruction and visual support ensure all pupils engage with complex geographical thinking.
Fieldwork as a curriculum entitlement	Every year group conducts genuine fieldwork, from weather recording in Year 1 to coastal surveys in Year 6. Fieldwork is not a trip; it is a disciplinary practice embedded in the curriculum.
Assessment that proves knowledge has stuck	Big Ideas assessment questions, Knowledge Organisers and fieldwork presentations test whether knowledge is known, usable and transferable, not just encountered.
Career and future readiness	Geographical thinking, including data collection, pattern analysis, argument construction and fieldwork, is explicitly linked to careers and civic life. Pupils understand that geography shapes decisions that affect real communities.

Curriculum End Points – Geography

EYFS – Little Wrens Nursery

Final Milestone

- I can understand how to look after the environment and living things.

EYFS – Reception Robins

ELG: The Natural World

Explore the natural world around them, making observations and drawing pictures of animals and plants.

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.

Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

ELG: People, Culture and Communities

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.

Year 1: Big Idea: Investigation · Observation · Place and Compare

Our Local Life – What is it like where I live?		Our Wonderful Weather		Our Zoo – My City and Others	
	Children can... • answer questions by collecting data and sharing it with people • ask questions about their locality • name some features of their locality such as road, library, park, church, shops • use simple maps to locate features in their local area • use fieldwork to study the geography of their school and its grounds		Children can... • identify some weather types from their own experience: sun, rain, snow, cloud, thunder • identify some extreme weather types: hurricane, storm • record the weather using simple devices such as thermometers, weather vane and rain gauge • research and present their data in tables and graphs • understand the effect of changing seasons on the natural world		Children can... • explain what it is like in Chester and some ways it is similar and different to other places in the UK • compare Chester to other known places in the UK • identify some things which make Chester special: Eastgate Clock, River Dee, Cathedral, The Rows, Amphitheatre • use simple compass directions (N, S, E, W) and directional language to describe location

Year 2: Big Idea: Pollution · Interdependence · Space

We're All in the Same Boat – Seas and Oceans		Our World Kitchen		Green Cities	
	Children can... • name and locate the major oceans and seas in the world including Atlantic and Pacific Ocean • define what pollution is and how humans are harming the seas and oceans • identify actions we can take to reduce pollution • use world maps, atlases and globes to identify continents and oceans		Children can... • explain that the food on their plate comes from different regions of the world • identify who grows their food and how it gets here • suggest better ways we could eat and buy food to help save our planet • name and locate the world's seven continents and five oceans		Children can... • use aerial photographs to recognise landmarks and features of London • name and identify characteristics of the capital cities of the UK • devise a simple map of their 'green city' • use fieldwork of our local area to suggest ways we could make it more 'green'

Year 3: Big Idea: Questioning · Scale

Marvellous Maps		Our City – Rivers and Routes		What is it like in Cairo?	
	Children can... • find key cities and counties around Cheshire and locate Cheshire on a map • describe key features of the area in which they live • use maps and keys to find information • use 8 points of a compass, 4-figure grid references, symbols and key		Children can... • identify major rivers of the UK and the World and locate on maps • explain how rivers are created and name their features: source, tributary, channel, estuary and mouth • state some features which make the River Dee special • know how geographers carry out fieldwork and show their own fieldwork • understand the water cycle		Children can... • compare Chester to Cairo, finding similarities and differences • collect data about Chester and Cairo and investigate it • ask questions about Cairo, including physical and human features • explain the importance of the River Nile to life in Egypt

Year 4: Big Idea: Research · Culture · Observation

How can we improve our local area?		A European Journey		Volcanoes and Earthquakes	
	Children can... - locate Upton on a range of maps and find physical and human features - identify services available in the locality - collect and record evidence using ASK, ACQUIRE, EXAMINE, ANALYSE and ACT - suggest improvements to their locality based on research - explain how geographers use research to improve our world		Children can... - name some countries, rivers and mountains of Europe and find them on a map - identify the human and physical features of some European countries - identify how capital cities are different across Europe and suggest reasons why - use 8 points of a compass, 4-figure grid references, symbols and key to build knowledge of Europe		Children can... - explain why volcanoes exist - explain why volcanoes are not dangerous all of the time - explain how we can tell if an eruption is likely to occur - explain how and why people choose to live close to volcanoes - describe the formation of mountains and tectonic plates

Year 5: Big Idea: Perspective · Sustainability · Conservation and Protection

Beyond the Earth		Enough for Everyone		American Adventures	
	Children can... - identify features of planet Earth using images from satellites - use atlases confidently to find and locate countries - use satellite images to identify changes in our climate - identify the position and significance of longitude, latitude, the Prime Meridian and time zones		Children can... - state what we 'need' and what we 'want' - explain how we make energy and how we can do this more sustainably - suggest how we can conserve resources better and why we need to do this so urgently - understand the 'interconnectedness' of our planet and the importance of sustainability - present data clearly to make a point of view clear to an audience		Children can... - identify the main features of North and South America - explain how and why temperate and deciduous forests are different - explain what it would be like in the rainforest - identify what challenges are facing the world's forests and how we can help - understand the term 'deforestation' and explain reasons this might happen

Year 6: Big Idea: Migration · Trade and Global Supply · Interaction

Caribbean Crossings – Comparing the Caribbean with the UK		Exploring the World Through the Ages		Coastal Chaos	
	Children can... - explain which islands make up the Caribbean - identify how it is similar and different to the UK - suggest why people settle where they do - identify what migration is and why people migrate - explain the benefits and problems of migration - identify that migration is not a new thing to the UK		Children can... - identify what climate is and how it is different to a biome - explain what trade is and how it can be made fairer - suggest why people embark on expeditions - identify which regions of our world have been explored and why - think about where there is left to explore on our planet - track the routes of journeys of explorers on maps		Children can... - orientate themselves using maps - identify features of OS maps that help us orientate ourselves - name the major counties, seas and coasts near to us in the UK - explain what erosion is and how it happens - explain how the coasts of the Isle of Man are similar and different to those near to us - use 8 points of a compass, 6-figure grid references, symbols and key

Progression in Geography from EYFS to Year 6

EYFS - Nursery

3	Milestone 1	Milestone 2	Milestone 3	Final Milestone
I notice things that I see in the Natural World 	I can use my senses to explore the Natural world.	I can begin to use new vocabulary to talk about what they see.	- I can talk about living things. - I can show care for living things.	I can understand how to look after the environment and living things.

EYFS - Reception



	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
GENERAL THEMES	FRIENDSHIP & ANIMALS	STARS & SPACE	ENVIRONMENT	TRADITIONAL TALES	GROWING	THE SEASIDE
UNDERSTANDING THE WORLD RE / FESTIVALS	Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension. - Identify family - Commenting on photos of their family; naming who they can see and of what relation they are to them. - Talk about what they do with their family - Can draw similarities and make comparisons between other families. - Navigate around our classroom and outdoor areas. - Make own investigations of the season of Autumn through Outdoor learning sessions					
PROGRESSION INTO YEAR 1	I can talk about a practice from a religion. I can talk about my own experiences and can link these to the communities to which I belong. I can ask questions about me, and who I am, showing awe and wonder. I can retell a religious story using prompts and know that it is from a sacred text and is special to some people. I have started to share my opinions and say what is important to myself and to others. I can ask questions about me, and who I am, showing awe and wonder. I can ask puzzling questions about Creation and God. I can recognise some religious symbols and words					

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Big Ideas	Place · Compare · Investigation · Observation	Pollution · Interdependence · Space	Scale · Questioning	Culture · Research · Observation	Sustainability · Conservation · Perspective	Migration · Trade · Interaction
Topic Drivers	 Our Local Life – What is it like where I live?  Our Wonderful Weather  Our Zoo – My City and Others	 We're All in the Same Boat – Seas and Oceans  Our World Kitchen  Green Cities	 Marvellous Maps  Our City – Rivers and Routes  What is it like in Cairo?	 How can we improve our local area?  A European Journey  Volcanoes and Earthquakes	 Beyond the Earth  Enough for Everyone  American Adventures	 Caribbean Crossings  Exploring the World Through the Ages  Coastal Chaos

Locational and Place Knowledge (Substantive Knowledge)						
Map Skills & Locational Knowledge	Use and construct basic symbols in a key; devise a simple map; use aerial photographs to recognise landmarks; use simple compass directions (N,S,E,W); use maps to identify the UK and its countries	Use aerial photographs to recognise landmarks; devise a simple map, use and contrast symbols in a key; name and locate the world's seven continents and five oceans; use world maps, atlases and globes	Use 8 points of a compass, 4-figure grid references, symbols and key (including OS maps); identify and locate rivers and mountain ranges of the UK; find and locate counties round Cheshire and key cities	Use 8 points of a compass, 4-figure grid references, symbols and key; locate countries and capitals, mountains and rivers of Europe; use statistical data about Europe to ask and answer questions	Use maps, atlases, globes and digital mapping; identify the position and significance of longitude, latitude, the Prime Meridian and time zones; locate countries of North and South America	Use 8 points of a compass, 6-figure grid references, symbols and key; identify Caribbean countries and their features; identify latitude, longitude, equator, Northern/Southern Hemisphere, Tropics, Arctic and Antarctic Circle
Place Knowledge	Use simple fieldwork and observational skills to study the school and its grounds; identify seasonal and daily weather patterns in the UK; use basic geographical vocabulary for physical and human features	Name, locate and identify characteristics of the 4 countries and capital cities of the UK; identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles	Name and locate geographical regions and their identifying human and physical characteristics; compare and contrast a location in another country to their own locality; explain own views about locations	Describe and understand key aspects of physical and human geography including: types of settlements and land uses, economic activity including trade links; understand geographical similarities through study of a European region	Describe and understand key aspects of physical and human geography including: economic activity, trade links and distribution of resources; understand geographical similarities and differences through study of North America and a UK region	Use maps, atlases, globes and digital mapping; describe and understand key aspects of human geography including settlements, land use, economic activity and trade links; understand why some regions are affected more by climate change
Geographical Skills and Fieldwork (Disciplinary Skills)						
Asking geographical questions	Ask simple questions about where they live; use fieldwork of the local area to look at how it is used	Ask simple questions about an area or theme e.g. oceans/seas; use fieldwork to think about how an area is used and suggest ways it can be improved	Ask and answer a range of geographical questions about the physical and human characteristics of a location; use fieldwork to observe, measure, record and present human and physical features	Explain how a geographer works to research by asking questions, collect information and answer questions using fieldwork; explain what 'culture' is and ways we share and differ	Explain the process of global warming; understand the 'interconnectedness' of our planet; suggest solutions to the problems of climate change globally, nationally and individually	Understand and present 'push' and 'pull' factors affecting migration; be able to explain both sides to a geographical issue; use fieldwork to observe, measure, record and present human/physical features at the coast
Fieldwork	Simple fieldwork in the local area including: looking at shops in the locality; looking at how the local area is used; recording weather using simple instruments	Fieldwork in the local area including thinking about how an area is used and suggesting ways it can be improved; suggest ways we are connected to other people in our community and round the world	Fieldwork to observe, measure, record and present the human and physical features in the local area; fieldwork on the River Dee; use of sketch maps, plans and graphs and digital technologies	Fieldwork to observe, measure, record and present in a river study; a project based on first-hand fieldwork to improve local area; collect their own data from field work and use this to ask and answer questions	Fieldwork to observe, measure, record and present human/physical features at the coast; explore data relating to carbon footprint and suggest ways this can be improved; take part in a campaign to improve our world	Fieldwork to observe, measure, record and present human/physical features at the coast using range of methods including sketch maps, plans, graphs and digital technologies

Presenting geographical ideas	Use basic geographical vocabulary to refer to key physical and human features; locate these on a simple map of the local area	Present their ideas clearly to persuade other people of their view; suggest reasons that areas are polluted and ways this can be helped	Understand and explain the water cycle; understand how land-use patterns change over time, linking to earliest settlements	Explain the ways people do and could move round Europe; suggest why some areas are more populated than others; plot journeys of Vikings on maps	Present the arguments for using Fair Trade products; present data clearly to make a point of view clear to an audience; discuss and explain the terms conservation and protection	Identify human and physical characteristics, key topographical features and land-use patterns; understand how these have changed over time; explain how coastal erosion happens
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Big Ideas and Key Assessment Questions

Observing patterns · Making connections · Developing a sense of place, space and scale · Conducting fieldwork

Key Questions	Investigation I will answer questions by collecting data I can ask questions about my locality I know some features of my local area Observation I know some weather types I know ways to record the weather I can research and present my data Place, Compare What is it like in Chester? How does Chester compare to other places? What makes Chester a special place?	Pollution Where are the big oceans and seas? What is pollution and how are humans harming the seas? What actions can we take? Interdependence Where does the food on my plate come from? Who grows it and how does it get here? Are there better ways we could eat? Space Can I use aerial photographs to recognise landmarks? Can I devise a simple map? How could we make our area more 'green'?	Questioning Can I find key cities and counties around Cheshire? Can I use maps and keys to find information? Scale Where are the Rivers of the UK and the World? How are rivers created and what are their features? What makes the River Dee special? How do geographers carry out fieldwork? Comparison Can I compare my locality to another? Can I collect data and investigate it?	Research Can I locate our area on a range of maps? What services are available in our locality? Can I collect and record evidence? Can I suggest improvements based on my research? Culture What are the countries, rivers and mountains of Europe called? What are the human and physical features of some European countries? How are capital cities different and why? Observation Why do volcanoes exist? How and why do people choose to live close to volcanoes?	Perspective Can you identify features of planet Earth using satellite images? Can you use atlases confidently to find and locate countries? Sustainability What do we 'need' and what do we 'want'? How do we make energy more sustainably? How can we conserve resources better? Conservation and Protection What are the key features of the Americas? Why are forests different? What challenges are facing the world's forests?	Migration What makes the Caribbean? Why do people settle where they do? What is migration and why do people migrate? Is migration to the UK a new thing? Trade and Global Supply What is climate? What is a biome? What is trade and how can it be made fairer? Where is there left to explore? Interaction What features of OS maps help us orientate ourselves? What is erosion and how does it happen? How are the coasts of the Isle of Man similar and different to those near to us?
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