

Curriculum Intent

Key Stages 1 & 2

Subject long-term planning

Subject: Geography



	1	2	3	4	5	6
Title	Marvelous Me!	Let's Celebrate!	Terrific Tales!	Amazing Animals!	Come Outside!	Ticket to Ride!
Overall intent – rationale Why this? Why now?	<p>To develop their awareness of the place where they live</p> <p>To build on previous learning (Nursery- 'Ourselves') and develop their awareness of the place where they live/ go to school</p>	<p>The children find out about Celebrations around the World (including Christmas). We find out about 'Winter' and then about cold places in the world (Arctic and Antarctic)</p> <p>The children have a basic understanding of Seasons and Winter. This is now developed to find out about countries that have a cold climate.</p>	<p>The children read a range of 'Traditional Stories' including 'We're Going on a Bear Hunt' They learn that we can draw/make a story map to help us retell the story/ show the different landscapes in a story</p> <p>The children have used a story map (teacher made) to retell familiar stories and now develop their knowledge of a map and make their own 'story maps'</p>	<p>The children find out about different animals including animals that we might find on a farm.</p> <p>The children have visited a farm (Spring 1- lambing). They have also previously learned about Harvest time. This topic builds on their understanding of the features of a farm and what animals might live on a farm</p>	<p>The children learn about plants and growing. They grow their own seeds and find out what plants need to grow. We also read stories about plants and growing and the outdoors</p> <p>The children have experienced using a class calendar and identifying the weather and season. This topic builds on this learning</p>	<p>The children find out about travel and places around the world. We focus on Africa as a contrast to Arctic/Antarctic. The children use maps and globes to find different places and consider how we could get there (transport)</p> <p>The children have previously used maps and globes to locate cold places in the World</p>
Key concepts knowledge & skills (Must be all three)	<p>Students understand:</p> <ul style="list-style-type: none"> Location Place Environment Communities and settlement <p>Students know:</p> <ul style="list-style-type: none"> The place where they live has a name People live in different places and different types of homes 	<p>Students understand:</p> <ul style="list-style-type: none"> Place Location Environment <p>Students know:</p> <ul style="list-style-type: none"> There are places in the world that have a cold climate In the UK we have seasons and changing weather <p>Students can:</p> <ul style="list-style-type: none"> Name a place that has a cold 	<p>Students understand:</p> <ul style="list-style-type: none"> Place Location Environment <p>Students know:</p> <ul style="list-style-type: none"> Maps show us where something is Colours on a map represent a place eg. blue for the ocean/river <p>Students can:</p> <ul style="list-style-type: none"> Make their own story maps 	<p>Students understand:</p> <ul style="list-style-type: none"> Place Environment <p>Students know:</p> <ul style="list-style-type: none"> A farm is where crops are grown or animals reared Food and other products such as wool come from crops and animals <p>Students can:</p> <ul style="list-style-type: none"> Talk about and name 	<p>Students understand:</p> <ul style="list-style-type: none"> Human and physical processes Environment <p>Students know:</p> <ul style="list-style-type: none"> We can have many different types of weather Weather can be different around the world Pictures can represent different seasons and weather (class seasons/weather chart) <p>Students can:</p>	<p>Students understand:</p> <ul style="list-style-type: none"> Cultural understanding and diversity Place Movement <p>Students know:</p> <ul style="list-style-type: none"> There are hot and cold places in the world The middle of the planet has a line called the 'Equator'. Here the climate is hot and wet Africa has different

	<p>Students can:</p> <ul style="list-style-type: none"> Name the place where they live/ the school they go to and place name Talk about their home. Begin to name types of homes eg. flat, bungalow 	<p>climate (Arctic and Antarctic)</p> <ul style="list-style-type: none"> Know that places at the top and bottom of the globe have cold climates The white colour on a map represents a cold place (snow and ice) 	<ul style="list-style-type: none"> Talk about maps and their purpose 	<p>some of the features on a farm eg. field, barn, farmhouse</p> <ul style="list-style-type: none"> Name some of the animals that live on a farm and what they give us eg. eggs from chickens 	<ul style="list-style-type: none"> Name different types of basic weather Name the seasons and something significant about that season 	<p>environments including savanna, desert and rainforest</p> <p>Children can:</p> <ul style="list-style-type: none"> Find Africa and Arctic and Antarctic on a globe Describe weather in a desert and rainforest
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Key stage: 1

Subject: Geography

Year: 1

School: Marshbrook First School

	Half term 1	2	3	4	5	6
Title			<i>Water Sources in the UK and countries of the UK</i>	<i>UK Weather</i>	<i>At The Farm</i>	
Overall intent – rationale Why this? Why now?			<p>In this unit children will learn to locate the UK on a globe and in an atlas and name and identify the four countries and their capital cities. They will then learn about different sources of water in the UK and whether they are natural or man-made and then focus on canals and their</p>	<p>In this unit children will learn about the different types of weather in the UK and which season they occur in and what kind of clothes or other items are suitable for each type of weather. They will see how the weather is formed and how it affects us including learning about global warming and linking to current climate conditions happening now.</p>	<p>In this unit children will learn about three different types of farm and the different parts of a farm and their purpose. They will look at how food is produced on the farm and use a map and a key to navigate around a farm using four compass points.</p>	

			<p>features and how and why they were built.</p> <p>This is the first unit of work in Year 1. In Year 2 this will lead to looking at the seven continents. In Year 3 children will revisit learning about the UK but deepen learning by naming and locating counties and cities within the UK</p>	<p>In Reception children learnt about pictorial symbols for weather on a daily chart linking to what the weather was like each day. In Key Stage 2 they will expand knowledge and skills about weather to other countries in the world.</p>	<p>In Reception children visited a local farm and in Year 3 children will use maps at a more developed level and look at 8 compass points.</p>	
<p>Key concepts knowledge & skills</p> <p>(Must be all three)</p>			<p>Students understand:</p> <ul style="list-style-type: none"> Location Place Human & Physical Processes Environment Cultural Understanding & Diversity <p>Students know:</p> <ul style="list-style-type: none"> There are 4 countries that make up the UK The names of the 4 countries The names of the capital cities A variety of water sources in the UK That canals are man-made and why they were built and how 	<p>Students understand:</p> <ul style="list-style-type: none"> Location Physical processes Environment <p>Children know:</p> <ul style="list-style-type: none"> What different kinds of weather there is in the UK How each kind of weather occurs How weather can be different in different parts of the UK How we know what the weather will be like <p>Students can:</p> <ul style="list-style-type: none"> Identify different weather using symbols on a map State the temperature for different locations Explain why a certain kind of weather occurs 	<p>Students understand:</p> <ul style="list-style-type: none"> Place Human and physical processes Movement Cultural understanding & Diversity <p>Students know:</p> <ul style="list-style-type: none"> There are three kinds of farms: arable, livestock and dairy What the different parts of a farm are That we can use a map to move around a farm <p>Students can:</p> <ul style="list-style-type: none"> Name and describe plants and animals on each of the three farms and what they produce 	

			<p>Students can:</p> <p>Find the UK on a globe and in an atlas</p> <p>Locate the 4 countries on a map of the UK</p> <p>Locate the 4 cities within the countries on a map.</p> <p>Explain how the water sources are formed</p> <p>Give reasons for canals being built</p> <p>Describe the process of building a canal</p>	<p>Use a map to describe weather in different locations of the UK</p>	<p>Give examples of what happens in each part of the farm</p> <p>Use a map to navigate from one part of the farm to another using four compass points</p>	
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Key stage: 1

Subject: Geography

Year: 2

School: Marshbrook First School

	1	2	3	4	5	6
Title			<i>Australia</i>	<i>Where Our Food Comes From</i>		<i>Where Do I Live?</i>
<p>Overall intent – rationale</p> <p>Why this?</p>			<p>To learn about their own country and somewhere from outside of Europe and the world's continents and oceans. They are also expected to develop skills in using and creating maps, as well as learning about different places, cultures, and environments.</p> <p>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. 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. Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the</p>	<p>To develop a basic understanding of the relationship between human beings and the environment, and the ways in which people rely on natural resources for their survival. By learning about where their food comes from, children can begin to understand the concepts of farming, agriculture, and food production, and the ways in which these activities are connected to the natural world.</p> <p>Name and locate the world's seven continents and five oceans. Use basic geographical vocabulary Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans. 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. Recognise basic human and physical features. Use aerial photographs.</p>		<p>To develop a sense of place and belonging, and an understanding of the world around them. They can begin to develop an awareness of the physical and human features that make up their community, such as the buildings, streets, parks, rivers, and landmarks. This helps to develop a sense of identity and attachment to their local area, and an appreciation for the natural and built environments around them. It develops an understanding of the concept of scale, and the ways in which their local area fits into larger geographic contexts, such as their city, state or province, country, and the world. This can help children develop a sense of perspective and context, and an understanding of their place in the world.</p> <p>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. 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.</p> <p>Key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.</p>

<p>Why now?</p>		<p>countries, continents and oceans. 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. Recognise basic human and physical features.</p> <p>In Y1, they have learnt about different types of weather, draw and record observations of this. Know what clothes to wear in hot and cold places. Learn about why different weather occurs. Make their own weather forecast of the UK. Discussed the North and South poles, compass points and the equator. Discuss different climates in different countries.</p>	<p>In Y1, children have learnt about farming.</p>	<p>In Y1, they have learnt about 3 different types of farms. Learn the different parts of a farm. Look at an aerial map of the farm and introduce compass points. Learn map key or symbols to direct to different parts of the farm. Recap the seasons and weather and learn what happens on a farm during each season.</p>
<p>Key concepts knowledge & skills</p> <p>(Must be all three)</p>		<p>Students understand:</p> <ul style="list-style-type: none"> • Location • Place • Human and Physical Processes • Communities and Settlements • Environment <p>Students know:</p> <ul style="list-style-type: none"> • The names of the 7 continents • The names of the 5 oceans • Geographical words • How many states and territories Australia has • Weather symbols • That there are two types of geography: human and physical • The key human and physical features of a place • How and why jobs may differ <p>Students can:</p> <ul style="list-style-type: none"> • Use capital letters for place names • Label continents and oceans on a map of the world • Describe a place outside of Europe using geographical words • Compare England to Australia 	<p>Students understand:</p> <ul style="list-style-type: none"> • Location • Movement • Environment <p>Students know:</p> <ul style="list-style-type: none"> • That food doesn't come from a shop • Geographical words • The names of the 7 continents • The names of the 5 oceans • What food miles are <p>Students can:</p> <ul style="list-style-type: none"> • Work out where food comes from originally • Label continents and oceans on an aerial map of the world • Make informed decision about hot and cold countries • Read keys • Identify which foods come from what continents • Write a short report to inform others • Predict how food gets to the UK • Explain how to help the environment • Record a food's 'food miles' • Find out how foods get to the UK 	<p>Students understand:</p> <ul style="list-style-type: none"> • Location • Human and Physical Processes <p>Students know:</p> <ul style="list-style-type: none"> • The 4 countries of the UK • The capital cities of each country of the UK • About the facilities villages, towns and cities have • Know left and right • Directional vocabulary <p>Students can:</p> <ul style="list-style-type: none"> • Explain why capital cities exist • Match statements about facilities to villages, towns and cities • Explain why particular facilities are needed • Design a poster advertising Penkridge, including what type of place it is and the facilities it has • Follow directions • Write directions • Link skills to future jobs

		<ul style="list-style-type: none">• Keep a weather chart and answer questions about it• Sort features into human and physical• Describe and compare Penkridge and a place in Australia by their human and physical features		
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Key stage: 2

Subject: Geography

Year: 3

School: Marshbrook First School

	Half term 1	2	3	4	5	6
Title	<i>Stone Age, Bronze Age & Iron Age</i>	<i>The UK</i>	<i>The Romans</i>	<i>Rivers</i>	<i>Anglo Saxons & Vikings</i>	<i>The Rainforest</i>
Overall intent - rationale Why this? Why now?	Children will learn where there have been movements of people over time.	<p>In this unit, children will be able to name and locate counties and cities of the United Kingdom. They will use maps, atlases, and globes to locate countries and describe features studied.</p> <p>They will also use the eight points of a compass to build their knowledge of the United Kingdom and the wider world.</p> <p>Children previously looked at the UK in Year 1. They recap this in further detail to identify key concepts in more detail. In Year 4, they compare India to the UK so this provides a basis for their understanding.</p>	Children will learn where there have been movements of people over time.	<p>In this unit, children will be able to describe and understand key aspects of the water cycle and rivers. Children will use maps, atlases, globes and digital mapping to locate countries and rivers.</p> <p>They will understand how human activity relies on effective functioning of natural systems.</p> <p>This is the first unit of work in KS2 that focuses on understanding key aspects of physical geography. They move onto looking at more challenging aspects such as Mountains, biomes, volcanoes, earthquakes and vegetation belts later in KS2.</p>	Children will learn where there have been movements of people over time.	<p>In this unit, children will be able to describe and understand key aspects of the layers of a rainforest. They learn and understand geographical similarities and differences by comparing the Amazon Rainforest with Sherwood Forest. The children will describe and understand key aspects of human geography in the context of rainforest conservation.</p> <p>This is the second unit of work in KS2 that focuses on understanding key aspects of physical geography. They move onto looking at more challenging aspects such as Mountains, biomes, volcanoes, earthquakes and vegetation belts later in KS2.</p>
Key concepts knowledge & skills (Must be all three)	<p>Students understand:</p> <ul style="list-style-type: none"> Movement <p>Students can:</p> <ul style="list-style-type: none"> Identify countries in an Atlas. 	<p>Students understand:</p> <ul style="list-style-type: none"> Direction & Coordinates Human features Physical features Place Location 	<p>Students understand:</p> <ul style="list-style-type: none"> Movement <p>Students can:</p> <ul style="list-style-type: none"> Identify countries 	<p>Students understand:</p> <ul style="list-style-type: none"> Physical features Human features Natural Processes 	<p>Students understand:</p> <ul style="list-style-type: none"> Movement <p>Students can:</p> <ul style="list-style-type: none"> Identify countries in an Atlas. 	<p>Students understand:</p> <ul style="list-style-type: none"> Physical features Human features Natural Processes Sustainability Place Location Scale

		<p>Students know:</p> <ul style="list-style-type: none"> • There are 4 countries that make up the UK. • Know the 8 points of a compass. • Know the 4 capital cities for the UK countries. • Name which country and county I live in. <p>Students can:</p> <ul style="list-style-type: none"> • Use an atlas to identify continents, countries and oceans. • Use an atlas to locate the four countries in the UK and cities. • Use simple compass directions (North, South, East and West) and locational and directional language. 	<p>in an Atlas.</p>	<ul style="list-style-type: none"> • Observing changes over time • Place <p>Students know:</p> <ul style="list-style-type: none"> • A river has 3 courses. • Erosion and deposition affect the shape of river. • Water is important. • The names of some famous world rivers. <p>Students can:</p> <ul style="list-style-type: none"> • Identify the 3 courses and features of rivers throughout its journey. • Compare the features of a river at different points along its course. • Explain why rivers are important. • Explain ways in which we use water. • Identify rivers on a world map. • Identify where the river Thames is on 		<p>Students know:</p> <ul style="list-style-type: none"> • The four layers of the Rainforest. • The difference of weather and climate. • Name some animals that live in each layer of the rainforest. • Know what <p>Students can:</p> <ul style="list-style-type: none"> • Identify and locate areas of the world containing rainforests. • Describe what the weather and climate is like in a Rainforest. • Identify differences and explain each layer of the rainforests. • Analyse different why animals live in different layers. • Analyse the similarities and differences between the Amazon Rainforest and Sherwood Forest. • Identify some things I can do to help limit the impact of deforestation. • Analyse positive and negative effects of deforestation.
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				maps and satellite photos. <ul style="list-style-type: none"> Identify causes and consequences of floods and droughts. 		
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Key stage: 2 Subject: Geography Year: 4 School: Marshbrook First School

	1	2	3	4	5	6
Title	Somewhere to Settle (Anglo-Saxons)	Extreme Earth	India			
Overall intent – rationale Why this? Why now?	<p>Pupils should be taught to describe and understand key aspects of human geography; including types of settlement and land-use. Pupils should be taught to use symbols and keys to build their knowledge of the United Kingdom. Pupils should be taught to name and locate countries and cities in the UK, geographical regions and their identifying human and physical characteristics, key topographical features including land-use patterns; and understand how some of these aspects have changed over time.</p> <p>Children previously looked at the UK in Year 1 and Year 3, focusing on the whole of the UK. In this unit of work, they will focus on a local area and its land use.</p>	<p>Describe and understand key aspects of: physical geography, including: volcanoes and earthquakes. Describe and understand key aspects of: human geography, including: 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.</p> <p>Children previously looked at key aspects of rivers, the water cycle and rainforests in Y3 as part of their physical geography work.</p>	<p>Describe and understand key aspects of India's physical geography, including: climate zones, rivers and mountains. Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>Children previously looked at the UK in Year 1 and Year 3. They will now use this knowledge to compare India to the UK in Year 4. In Year 2, the children have also studied a country outside of Europe (Australia).</p>			
Key concepts knowledge & skills (Must be all three)	<p><u>Students understand:</u></p> <ul style="list-style-type: none"> Communities and settlements <p><u>Students know:</u></p> <ul style="list-style-type: none"> What are the needs of an early settler when establishing a place to live. That names of settlement sites give us clues about when they were established as a settlement site. Name different types of land use. <p><u>Students can:</u></p> <ul style="list-style-type: none"> Identify what a settler needs, does not need and wants from a settlement site. 	<p><u>Students understand:</u></p> <ul style="list-style-type: none"> physical processes Environment Movement <p><u>Students know:</u></p> <ul style="list-style-type: none"> About, name and locate some of the world's most famous volcanoes. What causes a volcano to erupt and different types of eruption. About the different types of volcano and volcanic activity. 	<p><u>Students understand:</u></p> <ul style="list-style-type: none"> Location Place Human and physical processes Cultural understanding and diversity <p><u>Students know:</u></p> <ul style="list-style-type: none"> What a climate is. What is a mountain. What a river is. About physical and human features of cities of India. What creates the culture of a country. 			

	<ul style="list-style-type: none"> Select suitable places to settle on a map based on needs. Use an atlas to identify Anglo-Saxon settlement sites and plot them on a map. Create a map of a settlement's land use including a key. Design a map, with a key, for a settlement. 	<ul style="list-style-type: none"> Know about and describe the key aspects of tectonic plate movement, how these relate to volcanoes and earthquakes. About the significance of the 'ring of fire'. The capital cities of at least six European countries. Why people may choose to live near a volcano. <p><u>Students can:</u></p> <ul style="list-style-type: none"> Locate volcanoes on a world map and use symbols to plot them on their own world map. Recount events for a volcano eruption. Label the features of a volcano. To label the world's tectonic plates on a map. To label European countries and their capital cities on a map. Describe reasons for people choosing to live near a volcano. <p>Sort statements about the intensity of earthquakes.</p>	<p><u>Students can:</u></p> <ul style="list-style-type: none"> Identify climate zones on a map of India. Research and present (bar chart) the key mountains of the world and their heights. Research and write about mountain ranges of India. Compare and contrast the rivers of India. Identify human and physical features of cities using google earth. Research aspects of India's culture. Compare and contrast India to the UK using all aspects of India learned about. 			
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