

mulberry

Wood Wharf Primary

EY, KS1 and KS2 Geography Overview

- **Access to education and the chance to be educated is a human right in a civilised world**
- **Education should provide rich intellectual and personal development for individuals and communities of people**
- **Education is a public good**

Our Values



Vision

Mulberry Wood Wharf Primary is committed to striving for excellence in all that we do. Our vision is that pupils become creative and ambitious learners who strive to do their best at all times because they are motivated and guided by outstanding teams within the school. They will be able to contribute to their local community and understand how their actions impact upon the wider world. They will be caring citizens who know how to keep themselves safe and who realise that they have a role to play in looking after others. As we develop our teaching and our curriculum, we are aiming for outstanding in all that we do.

Outstanding Achievement For All

Our Values

Our Characteristics of
effective learning



We are Authors!



We are designers and artists!



We are Scientists!



We are Historians!



We are explorers!



We are mathematicians!



We are articulate!



We are performers!



Geography Intent

Mulberry
Wood Wharf Primary



At Mulberry Wood Wharf, our Geography curriculum is built upon the principles of the **CUSP Unity Curriculum**, which mirrors the UK National Curriculum. The CUSP approach ensures that our students develop a broad, interconnected understanding of subjects, allowing them to not only learn geographical facts but also to think critically, make connections, and apply their knowledge. This approach fosters curiosity, creativity, and critical thinking—key skills for a comprehensive geographical education.

Revisiting Knowledge and Continuous Provision:

At Mulberry Wood Wharf, we believe in the importance of **revisiting knowledge**. This allows pupils to consolidate their learning and make connections across different topics and year groups. Geography is a subject where understanding builds progressively, and by revisiting key concepts, pupils deepen their knowledge and refine their skills over time. This also ensures that children retain the geographical knowledge they've acquired and can apply it in new contexts.

For example:

In **Year 1**, pupils might explore basic geographical concepts like location, maps, and simple physical features such as mountains and rivers. This knowledge will then be revisited and built upon in later years when pupils connect it to more complex ideas such as ecosystems or climate.

In **Year 6**, children will revisit earlier concepts like climate zones and natural resources, but now in the context of global sustainability and the effects of human activity on the environment.

Beyond the Lesson: Continuous Provision for Securing Learning

We understand that learning doesn't end with the lesson. At Mulberry Wood Wharf, **continuous provision** in the classroom plays a vital role in supporting the consolidation and extension of geographical knowledge. We create an environment where children can engage in purposeful role play and activities that reinforce their learning.

Role-Play Areas:

Year 1: Role Play Airport – In Year 1, pupils are encouraged to engage with a role-play airport. This not only makes learning about geography more interactive but also helps children develop their understanding of transportation, travel, and different cultures. They can simulate travel to different countries, discussing where they are going, what the geography of the country is like, and the different physical and human features they might encounter.

Year 6: Travel Agent Role Play – In Year 6, we set up a **travel agent role-play** area where pupils can plan trips to various destinations around the world. They use maps and atlases to research places, learn about different cultures, climates, and landscapes, and develop itineraries. This activity challenges them to apply geographical skills such as map reading, understanding time zones, and comparing different regions of the world.

These role-play activities help children contextualize their learning and allow them to practice and refine their geographical knowledge in a real-world context. It encourages creativity and problem-solving while reinforcing the links between geographical concepts, making the learning experience both enjoyable and meaningful.

At Mulberry Wood Wharf, our Geography curriculum mirrors the **CUSP Unity Curriculum**, which aligns with the UK National Curriculum. This approach ensures a comprehensive geographical education that fosters a love for the world and an understanding of our place within it. By revisiting key knowledge over time and providing continuous learning opportunities such as role-play and hands-on activities, we create an engaging and meaningful geography experience for our pupils.

Connecting Geography to the Early Years Curriculum

Early Years Foundation Stage – Key Stage 1

	ELG People, Culture and Communities	Key Vocabulary to be developed in EYFS	Examples of how this is achieved in Nursery	Examples of how this is achieved in EYFS	Geography KS1 National Curriculum
Specific Area of Learning Understanding the World	ELG: <ul style="list-style-type: none"> Describe their immediate environment using knowledge from observations, discussions, stories, non-fiction texts and maps. Explain some similarities, differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps. 	<ul style="list-style-type: none"> Geographer World Ocean Country City Town Village Place Map Season Weather Forest Beach Mountain Planet Space Earth 	<ul style="list-style-type: none"> Become familiar with the local environment Explore school grounds – wildlife and spinney Know about extended family EAL – knowing about family members in other places Explore traditions and Christmas Know about farms and animals Exploring world through texts such 'We're going on a bear hunt' 	<ul style="list-style-type: none"> Looking at where we live and talking about features we see on the way to school, (Shops, roads, parks, etc...). Exploring the school grounds to look at features of the environment. Discussing where extended family members live on a map, including our EAL families' place of birth. Exploring Christmas traditions from around the world. Features of cities, man-made vs natural (Naughty Bus link). Learning London is the capital city. Learning about Amelia Earhart – Oceans she flew across. Locating land and sea on maps. Black History. Naming features of the world around us (farms, beach, woodland etc). 	Locational knowledge <ul style="list-style-type: none"> 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. Place knowledge <ul style="list-style-type: none"> 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. Human and physical geography <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> 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. Geographical skills and fieldwork – Use of maps, atlases, and globes. Use directional language to describe locations.
	ELG The Natural World <ul style="list-style-type: none"> Exploring 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 to them in class. 	<p>Linked to communication and language pupils will: Ask questions to find out more and to check they understand what has been said to them. Describe events in some detail. Use new vocabulary in different contexts. Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p>			

Year group sequencing

	Autumn	Spring	Summer
Year 1	Continents Oceans Countries of UK	Capital cities of UK Seas around UK Hot and cold places	Hot and cold places Mapping and fieldwork
Year 2	Human and Physical features – Local Area Study Compare a small part of the UK to a non-European location – London and Nairobi	Compare a small part of the UK to a non-European location – London and Nairobi Fieldwork and map skills	Fieldwork and map skills Compare a different non-European location to our locality - Amazon Rainforest
Year 3	Fieldwork – human and physical features	UK Study	Revisit human and physical features <i>(only if your class need to)</i> OS Maps and Scale
Year 4	Rivers Latitude and longitude	Latitude and longitude Water cycle	Rivers revisited <i>(only if your class need to)</i> Map skills – environmental regions
Year 5	World countries – biomes and environmental regions	4 and 6 figure grid references	OS Maps and fieldwork
Year 6	Physical processes – earthquakes, mountains and volcanoes	Settlements UK, Europe and North America comparison study	UK, Europe and North America comparison study OS Maps and fieldwork (orienteeing)

Reception Progression overview

EYFS Foundational Learning		Place Knowledge	Locational Knowledge	Seasonal Change	Skills and Fieldwork	People + Communities
Reception Securing	Knowledge and Skills	<p>Know key facts about another country including some physical and human features (including weather patterns) and how life is different there from where they live.</p> <p>Name the city / country in which they live and the street where their home and school are.</p> <p>Know what type of house they live in.</p> <p>Talk about and name the physical and human features of their local environment and how environments might vary from one another.</p> <p>Name and describe human and physical features of the places they have visited and places from stories, e.g. beach, island, fields, mountain.</p>	<p>Name and locate areas in the school community.</p> <p>Discuss the area surrounding the school using knowledge from observation, discussion and maps.</p> <p>Recognise the different areas and places in the community, e.g. religious / important buildings, shops, park, playground, road and road signs.</p> <p>Name, locate and talk about one other country, linked to what they have read, e.g. <i>Celebrations around the World</i>, <i>Anansi and the Golden Pot</i> (Ghana)</p>	<p>Know the names of the seasons and what the weather is / can be like in each.</p> <p>Talk about the changes that each season brings in relation to their environment: the clothes they wear, the weather and the plants.</p> <p>Describe how trees and plants change in different seasons.</p> <p>Know that some animals store food for the winter.</p> <p>Know that some animals hibernate in the winter.</p>	<p>Draw information from a simple map.</p> <p>Draw simple maps of routes / journeys from first hand experience and stories</p> <p>Create trails/ representations of imagined or real places and journeys using physical resources</p> <p>Begin to use maps and globes to find where they live / where people / animals from the stories they have encountered live.</p> <p>Recognise water as blue and land as green on globes and maps.</p>	<p>Name people who help others in the community and talk about their different roles.</p> <p>Know about similarities and differences between themselves and others, and among families, communities, cultures and traditions.</p>
	Vocabulary	town, village, country, island, compare city	local shops, church, park, mosque, school	autumn, winter, spring, summer, season, hibernate	globe, find, country, information, land, sea/ocean	Community

Year 1 Progression Overview

Year 1	Module	Where do we live?	Continents + Oceans	UK Countries + Seas	Hot + Cold Places	Mapping + Fieldwork
	Knowledge	<p>Know.. MWW is in Tower Hamlets, which is in London.</p> <p>London is the capital city of England, which is a country.</p> <p>Not all areas in the United Kingdom look like Tower Hamlets.</p> <p>Name some human and physical features of the local area when given a simple definition.</p>	<p>Name the world's seven continents and five oceans.</p> <p>Know that the land on Earth is divided into large areas called continents.</p>	<p>Name the four countries and capital cities of the United Kingdom</p> <p>Name the oceans and seas surrounding the United Kingdom</p> <p>Know that a city is a large settlement.</p> <p>Know that a capital city is the most important city in a country.</p>	<p>Locate and name the Equator, North and South Poles</p> <p>Locate and name some hot and cold places in the world Know what it is like at the equator, north and south pole</p> <p>Know what animals live there</p> <p>Be able to describe the landscape and weather of polar places</p> <p>Be able to describe the landscape and weather of hot and tropical places</p>	<p>Know what a map is</p> <p>Know and use simple directional language [for example, next to], to describe the location of features and routes on a map</p>
	Skills	<p>Use simple maps and photographs</p> <p>Use simple directional language (near/far, left/right) to describe the location of features and routes on a map.</p> <p>Recognise landmarks and basic human/physical features on aerial photos and plan maps</p>	<p>Locate the seven continents and five oceans on a world map and a globe.</p>	<p>Locate the UK on a world map and a globe</p> <p>Locate the countries on a map of the UK</p>	<p>Use a globe to locate the equator, N and S poles.</p> <p>Use a globe to locate some hot and cold places.</p> <p>Recognise landmarks and basic human/physical features on aerial photos and plan maps</p>	<p>Use simple fieldwork and observational skills to create a story map and map of a route in school.</p>
	Vocabulary	<p>globe atlas country city capital city address human feature physical</p>	<p>ocean continent polar atlas globe atlas</p>	<p>Country city capital city globe atlas</p>	<p>continent ocean polar equator temperature compass</p>	<p>aerial connected environment feature fieldwork location</p>

Year 2 Progression Overview

		Autumn Term		Spring Term	Summer Term
Year 2	Module	Human + Physical Features	London + Nairobi	The Yanomami	Fieldwork + Map Skills
	Knowledge	<p>Be able to define what a human feature is</p> <p>- Be able to define what a physical feature is</p> <p>- Describe differences between urban, coastal and rural areas</p>	<p>Know and describe the main human and physical features of London</p> <p>- Know and describe the main human and physical features of Kenya</p> <p>- Know and explain the similarities and differences of London and Nairobi</p>	<p>Describe the key features of a rainforest and know they are located near the equator.</p> <p>Know that indigenous means coming from a particular place and having lived there for a long time before other people came there</p> <p>Know and explain some similarities and differences of London and the Yanomami</p>	<p>Know and 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>
	Skills	<p>Carry out a simple survey and present findings as a tally chart.</p> <p>Use a key to identify and compare human and physical features on maps.</p> <p>Recognise landmarks and basic human/physical features on ground and aerial photos</p>	<p>Locate Africa, Kenya and UK on a globe and world map.</p> <p>Sort features of Nairobi and London onto a venn diagram.</p> <p>Recognise landmarks and basic human/physical features on ground and aerial photos</p>	<p>Locate South America and Brazil on a globe and world map.</p> <p>Use simple maps and photographs</p> <p>Recognise landmarks and basic human/physical features on ground and aerial photos</p>	<p>- Use aerial photographs and plan perspectives to recognise landmarks as well as basic human and physical features</p> <p>- Use simple fieldwork and observational skills (photos/sketches) to study the geography of their school and its grounds and the key human and physical features of its surrounding environment</p>
	Vocabulary	<p>Physical: beach, coast, forest, mountain, ocean, river, sea, urban,</p> <p>Urban, rural , coastal</p> <p>Human: city, town, factory, farm, house, office, port, harbour</p> <p>Settlement fieldwork</p>	<p>landmark continent country capital urban climate feature savanna</p>	<p>indigenous sustainable ecosystem climate</p>	<p>aerial cardinal point compass valley vegetation</p>
		Autumn Term		Spring Term	Summer Term

Year 3 Progression Overview

Autumn

Spring

Summer

Year 3		Autumn	Spring	Summer
Module	Fieldwork + Map Skills	UK Study	OS Map skills	Revisit + Remember
Knowledge	Know what the eight points on the compass are	<p>Name the countries and capital cities of the United Kingdom</p> <p>Explain what regions, counties and cities are in the United Kingdom</p> <ul style="list-style-type: none"> - Name some regions and counties of the UK - Explain some similarities and differences between different regions in the UK - Know and describe a key landmark of each UK country. - Know the topography of the UK is varied 	<p>Know what an Ordnance Survey (OS) map is</p> <ul style="list-style-type: none"> - Know how scale changes the way we describe a place - Know what the area is like just beyond the school and beyond Greater London 	
Skills	- Use the eight points of a compass, symbols and key on a map to locate human and physical features.	<p>Locate the capital cities of each UK country on a UK map with support (KN)</p> <p>Use maps, atlases, globes and digital mapping to locate UK countries and describe features studied</p> <p>Use thematic maps</p> <p>Use maps, atlases, globes to locate countries and describe features studied.</p>	<p>Use OS maps/ Digimaps to locate and describe features studied</p> <p>Create a survey and carry out fieldwork of local area.</p>	
Vocabulary	cardinal compass intercardinal	Topography contour landmarks region country capital city county govern terrain	key ordnance survey (OS) sustainable scale contour area	
		Autumn Term	Spring Term	Summer Term

Rec – Year 6 Substantive concepts

	Locational knowledge	Place knowledge	Human and physical geography	Geographical skills and fieldwork		
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Understanding the world People, Culture and Communities</p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.</p> <p>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>The Natural World Explore the natural world around them, making observations and drawing pictures of animals and plants.</p> <p>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>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>	Continents, oceans, countries and capital cities of UK and seas LOCATIONAL KNOWLEDGE Location, Order Connection	Local area study HUMAN AND PHYSICAL GEOGRAPHY Location, Order Environment, Culture Time, Pattern	Local area study HUMAN AND PHYSICAL GEOGRAPHY Location, place, map skills and fieldwork	Rivers HUMAN AND PHYSICAL GEOGRAPHY Location, Order, Proximity Region, Landscape, System PLACE KNOWLEDGE Location, Environment, Pattern	World cities, biomes and environmental regions HUMAN AND PHYSICAL GEOGRAPHY Location Interdependence, Pattern Environment, Settlement Economic	Physical processes Earthquakes, mountains and volcanoes HUMAN AND PHYSICAL GEOGRAPHY Time, Location, Process Connection, Environment System
	Hot and cold locations HUMAN AND PHYSICAL GEOGRAPHY Location, Environment Culture	Comparison of a non-European location with small area of UK (London and Nairobi) PLACE KNOWLEDGE Location, Environment Culture, Connection	UK Study LOCATIONAL KNOWLEDGE Location, Order Environment, Region Landscape	Latitude and longitude LOCATIONAL KNOWLEDGE Location, Position Diversity, Time	4 and 6 figure grid references GEOGRAPHICAL SKILLS AND FIELDWORK Location Absolute position Scale Settlement	Settlements and relationships HUMAN AND PHYSICAL GEOGRAPHY Location, Proximity Landscape, Interdependence Lived space PLACE KNOWLEDGE Location, Connection Economic, Order Pattern, Remoteness
	Local area map work skills GEOGRAPHICAL SKILLS AND FIELDWORK Location, Environment, Pattern	Local area map work skills and introduction to scale GEOGRAPHICAL SKILLS AND FIELDWORK Location, Environment, Pattern, Similar Compare an alternative non-European locality (Village in a rainforest) PLACE KNOWLEDGE Location, Environment Culture, Remoteness	Revisit Human and physical geography HUMAN AND PHYSICAL GEOGRAPHY Location, Place, Culture Connection, Interdependence OS maps and scale GEOGRAPHICAL SKILLS AND FIELDWORK Location, Scale, Proximity	Water cycle HUMAN AND PHYSICAL GEOGRAPHY Environment, Connection Interaction, Landscape Process, Cycle Revisit Rivers HUMAN AND PHYSICAL GEOGRAPHY Location, Order, Proximity Region, Landscape, System Map skills – environmental regions GEOGRAPHICAL SKILLS AND FIELDWORK Location, Scale, Proximity	Revisit World cities, biomes and environmental regions HUMAN AND PHYSICAL GEOGRAPHY Location Interdependence, Pattern Environment, Settlement Economic OS maps and fieldwork GEOGRAPHICAL SKILLS AND FIELDWORK Location, Scale, Proximity	Comparison study of North America, Europe and UK PLACE KNOWLEDGE Location, Connection Economic, Order Pattern, Remoteness Maps and orienteering GEOGRAPHICAL SKILLS AND FIELDWORK Location, Proximity Scale, Connection, Pattern
SUGGESTED DISCIPLINARY KNOWLEDGE – THINKING AS A GEOGRAPHER						
Place and Space	Scale and Connection (Relationship and interdependence)		Physical and human geography	Environment and sustainability	Culture and diversity (Uniqueness)	

By the end of Key stage one

	LOCATION	PLACE	HUMAN AND PHYSICAL	GEOGRAPHICAL SKILLS AND FIELDWORK
Year 1 Continents, oceans, countries and capital cities of UK and seas	Pupils develop an understanding of the concept of LOCATION through: 	Pupils develop an understanding of the concept of PLACE through: 	Pupils develop an understanding of the concept of human and physical geography through: 	Pupils develop an understanding of the concept of Geographical skills and fieldwork through:
Hot and cold locations	<ul style="list-style-type: none"> • naming and locating the world's seven continents and five oceans (Y1) 	<ul style="list-style-type: none"> • knowing where England and London are located (Y2) 	<ul style="list-style-type: none"> • knowing and explaining seasonal and daily weather patterns (Y1) 	<ul style="list-style-type: none"> • using world maps, atlases and globes to identify the United Kingdom and its countries, as well as countries, continents and oceans (Y1/2)
Local area map work skills	<ul style="list-style-type: none"> • naming, locating and identifying the four countries and capital cities of the United Kingdom (Y1) 	<ul style="list-style-type: none"> • knowing and explaining the main human and physical features of London (Y2) 	<ul style="list-style-type: none"> • locating the Equator, North and South Poles (Y1) 	<ul style="list-style-type: none"> • knowing and using 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 (Y1/2)
Year 2 Local area study – Human and Physical Geography	<ul style="list-style-type: none"> • identifying the characteristics of the four countries and capital cities of the United Kingdom (Y1) 	<ul style="list-style-type: none"> • knowing and explaining where Kenya and Nairobi are located (Y2) 	<ul style="list-style-type: none"> • using geographical vocabulary to refer to physical features: (Y1/2) <ul style="list-style-type: none"> o <i>beach, cliff, coast, forest, hill, landmark, mountain, ocean, river, sea, soil, savanna, valley, vegetation, season, weather, urban, rural and coastal</i> 	<ul style="list-style-type: none"> • using aerial photographs and plan perspectives to recognise landmarks as well as basic human and physical features (Y2)
Comparison of a non-European location with small area of UK (London and Nairobi)	<ul style="list-style-type: none"> • knowing and naming the oceans and seas surrounding the United Kingdom (Y1) 	<ul style="list-style-type: none"> • knowing and explaining the main human and physical features of Nairobi (Y2) 	<ul style="list-style-type: none"> • using geographical vocabulary to refer to human features: (Y1/2) <ul style="list-style-type: none"> o <i>city, town, village, landmark, factory, farm, house, office, port, harbour, shop, slum</i> 	<ul style="list-style-type: none"> • making a simple map using basic symbols in a key (Y1/2)
Local area map work skills and introduction to scale	<ul style="list-style-type: none"> • identifying and locating the location of a non-European countries (Y2) 	<ul style="list-style-type: none"> • knowing and explaining the similarities and differences of these two places (Y2) 		<ul style="list-style-type: none"> • knowing and explaining larger and smaller scale maps, including OS maps (Y2)
Compare an alternative non-European locality (Village in a rainforest)	<ul style="list-style-type: none"> • identifying and locating their school and locality (Y2) 			<ul style="list-style-type: none"> • using 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 (Y1/2)

By the end of LKS2

	LOCATION	PLACE	HUMAN AND PHYSICAL	GEOGRAPHICAL SKILLS AND FIELDWORK
Year 3 Local area study – human and physical geography	Pupils develop an understanding of the concept of LOCATION through: 	Pupils develop an understanding of the concept of PLACE through: 	Pupils develop an understanding of the concept of human and physical geography through: 	Pupils develop an understanding of the concept of Geographical skills and fieldwork through:
UK Study	<ul style="list-style-type: none"> locating and knowing about the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America (Y4) 	<ul style="list-style-type: none"> explaining what regions, counties and cities are like in the United Kingdom (Y3) 	<ul style="list-style-type: none"> knowing and describing key physical geography features <ul style="list-style-type: none"> topography, climate zones, vegetation belts, mountains, rivers, and the water cycle (Y3/4) 	<ul style="list-style-type: none"> making choices when using maps, atlases, globes and digital/computer mapping through Digimap for Schools to locate countries and describe features studied (Y3/4)
Revisit Human and physical geography	<ul style="list-style-type: none"> knowing and locating environmental regions, key physical and human characteristics, countries and major cities (Y4) 	<ul style="list-style-type: none"> explaining the similarities and differences between places across the world (Y3/4) 	<ul style="list-style-type: none"> knowing and describing key human geography features <ul style="list-style-type: none"> region, county, capital city, city, settlement, recreation, harbour, (Y3/4) 	<ul style="list-style-type: none"> skilfully using 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 (Y3/4)
OS maps and scale	<ul style="list-style-type: none"> naming and locating counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (Y3) 	<ul style="list-style-type: none"> knowing and explaining about places that are built around rivers (Y4) 	<ul style="list-style-type: none"> knowing and explaining how places are shaped by human and physical features 	<ul style="list-style-type: none"> using 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, such as Digimap for Schools. (Y3/4)
Year 4 Rivers	<ul style="list-style-type: none"> identifying land-use patterns and know how some of these aspects have changed over time (Y3) 	<ul style="list-style-type: none"> knowing and explaining the similarities and differences between places that are located in different environmental regions, such as Mediterranean or Polar (Y4). 	<ul style="list-style-type: none"> knowing and explaining how physical features shape a place and the reason that human features are there 	
Latitude and Longitude	<ul style="list-style-type: none"> identify and explain 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) (Y4) 			
Water Cycle	<ul style="list-style-type: none"> knowing about significant individuals, such as Wladimir Köppen who first identified major climate types (Y4) 			
Revisit Rivers				
Map skills – environmental regions				

By the end of Upper Key Stage Two

	LOCATION	PLACE	HUMAN AND PHYSICAL	GEOGRAPHICAL SKILLS AND FIELDWORK
	Pupils develop an understanding of the concept of LOCATION through: 	Pupils develop an understanding of the concept of PLACE through: 	Pupils develop an understanding of the concept of human and physical geography through: 	Pupils develop an understanding of the concept of Geographical skills and fieldwork through:
Year 5 World cities, biomes and environmental regions	<ul style="list-style-type: none"> knowing and locating countries and cities of the world (Y5/6) identifying and explaining world biomes by building on prior knowledge of environmental regions (Y5) knowing and locating the world's countries, using maps to explain how the key physical and human characteristics define countries and major cities (Y5/6) 	<ul style="list-style-type: none"> knowing, explaining and understanding geographical similarities and differences through studying the human and physical geography of a region of the United Kingdom (Lake District), a region in a European country (Tatra Mountains in Poland), and a region within North (Jamaica) or South America (Y6) knowing and explaining that places are shaped by their location, physical and human features (Y5/6) knowing and explaining why the features of places are defined by their human and physical features, such as trade or tourism (Y5/6) 	<ul style="list-style-type: none"> knowing and describing key physical geography features and processes <ul style="list-style-type: none"> climate zones, vegetation belts, earthquakes, mountains and volcanoes (Y5/6) knowing and describing key human geography features <ul style="list-style-type: none"> types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water (Y5/6) 	<ul style="list-style-type: none"> using maps, atlases, globes and digital/computer mapping through Digimap for Schools to locate countries and describe features studied (Y5/6) using the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps and orienteering) to build their knowledge of the local area as well as the United Kingdom and the wider world (Y5/6) using 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, such as Digimap for Schools. (Y5/6)
4 and 6 figure grid references				
Revisit World cities, biomes and environmental regions				
OS maps and fieldwork				
Year 6 Physical processes – earthquakes, mountains and volcanoes				
Settlements and relationships				
Comparison study of North America, Europe and UK				
Maps and orienteering				

Assessment In Geography

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Assessment in Geography is both formative and at the point of learning as well as summative to feed forward to the next point of contact pupils will have. Recording of assessment is multi-faceted. We support whole class feedback and marking principles. The following are used to assess pupils' knowledge and skills as well as their understanding and use of relevant vocabulary.

- Whole class marking and feedback.
- Formative outcomes from cumulative quizzing
- Summative outcomes from cumulative quizzing.
- Structured explanative tasks such as vocabulary connections.
- Structured assessment tasks such as 'Show what you know'.
- End goals for each of the Big Ideas for Geography. These specify what pupils should know and be able to explain at the end of each year group.

At the end of each academic year, this all feeds into a final overall assessment judgement for Geography, which is reported to parents. This judgement reflects how secure the pupil's knowledge and understanding in the learning taught that year has been.

How do we measure the impact of our Geography Curriculum?

We evaluate the impact of our history curriculum in the following ways:

- Pupil Book Study: Small groups of pupils from each class are asked to talk about what they remember about their learning in history. These sessions are led by the history Leader and provide an extremely useful insight into the impact of the curriculum on pupil's learning.
- Lesson visits. The history leader visits a sample of lessons over the year to evaluate the quality of teaching and learning.
- Book looks: The subject leader looks at samples of history books. Often this is done in conjunction with the Pupil Book Study.
- Supported planning and teaching: The history leader works alongside the class teacher to support the planning of history modules, providing quality assurance.
- This all feeds into a termly subject leader evaluation.

The logo for Mulberry Wood Wharf Primary is displayed in purple. The word "Mulberry" is written in a large, rounded, sans-serif font. Below it, "Wood Wharf Primary" is written in a smaller, simpler sans-serif font.

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How do we adapt our Geography curriculum to include all learners?

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It is our expectation that all pupils participate fully in Geography lessons. We use adapted tasks to support some pupils in accessing the same learning question as their peers. A small number of pupils may be working towards adapted end points for Geography or may be working at a pre-subject specific stage of development. Details of the provision for these pupils can be found in their individual learning plan