

DMAT GEOGRAPHY CURRICULUM OVERVIEW



Vision: We want our children to gain a coherent knowledge and understanding of place, space and scale so that they can have a sense of their place within the world. Geography helps children to understand how places differ, and why they differ, and also how they are connected and how human decisions impact on the world. We hope that their knowledge and geographical skills will help them make more informed life choices, help them to be aware of global issues and to have a sense of agency. Our local area of Devon has a rich geography of coastline, rivers, agricultural land and upland - we want our children to experience and understand this geography but also to be challenged to understand geography far beyond this part of the world. We want our pupils to understand and respect the diversity or cultures around the world. We believe that geography is a powerful subject which harnesses children's curiosity and connects them to the rich diversity and complexity of the world.

	AUTUMN		SPRING		SUMMER	
EYFS	What Makes You Unique?	Let's Celebrate	My World and Me	Adventure	Growing	The Great Outdoors
Golden Thread	Where in the World	Where in the World	How the Planet Works	Our Planet, Our Responsibility	People on Our Planet	Our Planet, Our Responsibility
CORE KNOWLEDGE	<p>LOCAL GEOGRAPHY</p> <p>I know where I live</p> <p>I can talk about and ask questions about the place where I live.</p> <p>I can describe my immediate environment</p> <p>I can recognise and talk about the features of my environment.</p> <p>I know what a map is and why we might use one.</p>	<p>WIDER WORLD</p> <p>I know that some people live in different parts of the world.</p> <p>I know that there are different places in the world</p> <p>I know that people might follow other traditions in different parts of the world, and where they live might be similar or different to where I live.</p>	<p>SEASONS AND WEATHER</p> <p>I can talk about different types of weather</p> <p>I know the weather affects our lives</p> <p>I know the weather is different in other parts of the world.</p> <p>I can talk and ask questions about the natural world.</p> <p>I know about the changes in the seasons.</p> <p>I can talk about seasonal changes within my familiar area.</p>	<p>CONTRASTING ENVIRONMENTS</p> <p>I am beginning to know that I can choose to look after the environment.</p> <p>I know how environments might be different to one another, from the books that have been read in class.</p> <p>I know that environments can vary</p> <p>I can compare contrasting environments</p> <p>I can recognise some similarities in the</p>	<p>FARMING AND FOOD</p> <p>I know about why things happen where I live and how things work, such as where our food comes from.</p> <p>I know about how plants and animals change over time.</p> <p>I am beginning to understand growth and decay</p> <p>I know weather affects the lives of plants and animals</p>	<p>THE NATURAL WORLD</p> <p>I can show care and kindness to animals and other living things.</p> <p>I know about the nature near me (on the moor/woods) and the nature that is far away (Europe and the wider world).</p> <p>I can talk about some similarities and differences in the natural world</p> <p>I can comment and ask questions about my familiar world</p> <p>I can use some appropriate</p>

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	I can talk about some of the things on a map	I know that life in this country can be similar and different to life in other parts of the world.		way that children live in other parts of the world		geographical vocabulary when talking about my ideas and observations I am beginning to understand the effect human behaviour can have on the environment
Year One	Where I Live		Hot and Cold Places		Oceans of the World	
NC links	Geographical skills and fieldwork Human and physical geography		Place knowledge Locational knowledge		Locational knowledge	
Golden Thread	Where in the World		Where in the World How the Planet Works		Where in the World How the Planet Works Our Planet, Our Responsibility	
CORE KNOWLEDGE	Children explore their local area starting from exploration of the school and immediate surrounding area, moving to aerial photographs to maps at varying scales. They will 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.		Children learn that different places around the world have different climates and that this correlates to proximity to/distance from the equator and the North and South poles. They learn that people who live in hot and cold places may have differing lifestyles and cultures but that they share a great deal in common. Children contrast the UK with a country with a markedly different climate such as Kenya, Uganda or a country that the class teacher has a close link to.		Children learn the names of the seven oceans and learn to locate them on the map. They learn that humans and animals are dependent on the oceans and sea, they learn oceans lie over thinner oceanic plates and continents are dry because their thicker tectonic plates stick out of the water. Children learn that human behaviours can damage the health of the oceans but that we can also take actions to improve the health of the oceans.	

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Year Two	Countries of the UK	UK - UGANDA	Seven Continents
NC links	Locational knowledge	Human and physical geography	Locational knowledge
Golden Thread	Where in the World	Where in the World How the Planet Works People on Our Planet	Where in the World How the Planet Works People on Our Planet
CORE KNOWLEDGE	Children learn the names of the countries of the UK and learn to locate them on a map as well as identify their individual flags. They learn the names of the four nations capitals. Children compare satellite imagery to maps and learn to describe differences. Children use scale to talk about distances.	NB: SOME SCHOOLS MAY HAVE EXISTING RELATIONSHIPS WITH SCHOOLS OVERSEAS AND MAY CHOOSE TO EXPLOIT THESE RELATIONSHIPS IN THE CONTEXT OF THIS UNIT. IN THIS CASE THEY SHOULD ENSURE THAT THE KNOWLEDGE AND CONTENT IS AT LEAST AS CHALLENGING AS THE CONTENT IN THIS UNIT AND COVERS THE SAME NC OBJECTIVES.	Children learn the names of the seven continents and are able to indicate their positions on a map of the world and on a globe. Children learn that over the long history of the planet contents have changed position and shape. They learn the names of significant mountains and rivers (physical geography) and significant cities (human geography) on each continent.
Year Three	Villages, Towns and Cities	Mountains, Volcanoes and Earthquakes	Water, Weather and Climate
NC links	Human and physical geography Locational knowledge Geographical skills and fieldwork	Human and physical geography Locational knowledge	Human and physical geography
Golden Thread	Where in the World People on Our Planet	How the Planet Works	How the Planet Works Our Planet, Our Responsibility
CORE KNOWLEDGE	Children learn how the world's population is distributed globally. They learn the differences between villages, towns and cities. They will learn how settlements come to be situated	Children will learn about the structure of the earth including an introduction to plate tectonics. Children learn why volcanoes and earthquakes occur where they do and how they impact on human populations in those	Children learn how water moves through the water cycle. Children learn to differentiate weather from climate. They learn how rain forms and the role of mountain ranges in precipitation. Children learn about how the

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	where they are and how they change over time. They will learn the uses of land in a city and how people live in cities.	areas. Children learn about mountain formation.	position of the sun in relation to the tilt of the earth cause the seasons. Children learn about climate change and the human role in climate change.
Year Four	Rivers	Migration	Natural Resources in Chile
NC links	Human and physical geography Geographical skills and fieldwork	Human and physical geography Locational knowledge Place knowledge	Human and physical geography Locational knowledge Place knowledge
Golden Thread	How the Planet Works Where in the World Our Planet, Our Responsibility	People on Our Planet How the Planet Works Our Planet, Our Responsibility	People on Our Planet Our Planet, Our Responsibility
CORE KNOWLEDGE	Children will learn about rivers including the location of significant rivers worldwide. They will learn how erosion and deposition occur and about how landscape features associated with rivers are formed. Children will learn how humans interact with rivers and how flooding occurs and impacts on human populations.	Children learn about causes of migration and identify push and pull factors. Children identify the positive and negative effects of migration on host and source countries. Children learn about refugees with a focus on refugees from Syria. Children consider climate change as a driver of migration.	Children learn about human use of the earth's natural resources, including water and fossil fuels, and how the demand for these has changed over time. They consider the growth and migration of human populations and how this impacts on the demand for resources. They consider the geography of Chile and the distribution of resources. They look at the demand for resources in the UK and focus in on the dangers of the mining industry. Children consider the impact of humanity's wasteful use of resources.
Year Five	Moving to the City	Biomes	Energy and Sustainability
NC links	Human and physical geography	Human and physical geography	Human and physical geography

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	Locational knowledge Place knowledge	Locational knowledge Place knowledge	Locational knowledge Place knowledge
Golden Thread	People on Our Planet Where in the World How the Planet Works	How the Planet Works Our Planet, Our Responsibility Where in the World	People on Our Planet Our Planet, Our Responsibility
CORE KNOWLEDGE	Children learn about the reasons that people migrate to cities and the reasons for the location, development and typical features of informal settlements or 'shanty towns'. Children focus on three areas of informal development in the developing world, about typical challenges for people living in these areas and how people can take action to improve standards of living for residents.	Children learn about the location, conditions, flora and fauna of the earth's biomes. They learn how the movements of the atmosphere, ocean currents, temperature and precipitation define the locations of various biomes with a focus on tundra, taiga and savannah. Children consider how human activity impacts on various biomes and, specifically, the impact on biodiversity.	Children learn about sustainable and unsustainable industrial practices including the impact of fossil fuels. Children learn about renewable and non-renewable sources of energy. Children learn about Curitiba and Feiberg as example of cities working towards greater sustainability. Children consider how countries can work towards energy security and what that means for their residents.
Year Six	Population	Globalisation	Local Fieldwork
NC links	Human and physical geography Place knowledge	Human and physical geography Locational knowledge	Geographical skills and fieldwork
Golden Thread	People on Our Planet Where in the World	People on Our Planet Our Planet, Our Responsibility Where in the World	People on Our Planet Where in the World How the Planet Works
CORE KNOWLEDGE	Children learn about population numbers, movement and density worldwide and within the UK. Children	Children learn how transport and communication have contributed to the growth of globalisation. They learn about the	Children learn about the sorts of work that geographers complete in the field including surveys, questionnaires and field sketches.

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	look at population pyramids and at how populations change over time with reference to birth rates and death rates. Children study the challenges of a rapidly growing population and of an aging population. Children consider the effect of population change on food security.	inequity of access connectivity and its impact on poorer communities. Children look at global trade and the global fashion and food industries. Children learn how globalisation varies across the world. Children consider whether Globalisation has made the world a better place and for whom.	Children learn how maps are made and used and learn to read a six-figure map reference. Children study the collection, interpretation and analysis of geographical data and use these tools to address a research question.
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Golden Threads

<p>Our Planet, Our Responsibility</p> <p>Taking care of our planet, Reduce Reuse Recycle Global Challenges</p>	<p>Where in the World?</p> <p>Absolute location (inc. grid reference) Relative location Knowledge of names and locations continents and countries, oceans and seas</p>	<p>How the Planet Works</p> <p>Features of Physical Geography Geographical process and change over time</p>	<p>People on Our Planet</p> <p>Settlements and use of land, trade links, use of natural resources How humans are impacted by the nature of the places they live.</p>
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For the purpose of this document we have identified the thread or threads that we think have the greatest priority in each unit. As we continue to revise and improve our Geography Curriculum we will ensure that each of our 'Golden Threads' is explicitly referenced in each geography unit.

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We want every child to be able to talk about geography confidently referring to **Physical Geography** (the natural landforms, processes, climate and weather effects of our planet), **Human Geography** (How people live on the earth – including settlement patterns, use of natural resources including food, water, energy and so on), **Place and Location** – including absolute location and relative location (absolute location includes grid references, relative location means describing location in terms of a relationship to another place or places) and **Responsibility for Our Planet**, this can be on the micro scale – litter picking in our school or local area – and on the local scale – campaigning for recycling facilities within the village/town - as well as on the global scale.