

Substantive and disciplinary knowledge

Geography curriculum Morton Primary Academy

Locational knowledge

EYFS	KS1 Cycle A	KS1 Cycle B	LKS2 Cycle A	LKS2 Cycle B	UKS2 Cycle A	UKS2 Cycle B
Name and locate different parts of the local community. Know that maps can be used to find different places.	How are we unique? • Know the names of the four countries that make up the UK. • Know the name of, locate and identify characteristics of the four capital cities of England, Wales, Scotland and Northern Ireland. • Know that Alfreton is the nearest town and locate it on a map of the UK. • Know that Nottingham, Derby and Sheffield are cities and locate them on a map of the UK. • Know that Morton is a village in Derbyshire.	Where in the World? • Locate Morton on a map of Derbyshire. • Name some of the other villages that surround Morton - Tibshelf, Newton, Stonebroom, Mickley	Memories of Morton • Name and locate on a map a range of human and physical features in the local environment - Doe Hill Park, Morton Brook, School, church.	Go With the Flow • Know, name and locate some of the main rivers in the UK (Thames, Trent, Severn, Great Ouse, Derwent, Tyne, Tay). • Know that some cities are located on large rivers, (London, Gloucester, York, Newcastle, Dundee, Nottingham).	Amazing Africa • Know that there are different time zones in the world. • Know that longitude is a measurement east or west of the prime meridian. • Locate some African countries with the large populations on a map (Nigeria, Ethiopia, Egypt, DR Congo, Tanzania, South Africa).	Frozen Planet • Know that Arctic biomes are found in the Northern hemisphere. • Know that imaginary lines, called the Arctic and Antarctic Circle, surround the polar regions. • Know that the Arctic regions comprise parts of 8 different countries.
	Wonderful World • Know the names of and locate the seven continents of the world. • Know the names of and locate the five oceans of the world. • Know the names of the 4 main seas that surround the UK. • Know the names of some coastal towns in the UK.	Weird and wonderful weather • Locate Peru on a map of the world. • Know that Peru is a large country in South America.	Angry Earth • Know the names of and locate some European countries. • Know the names of and locate some capital cities across Europe (Paris, Madrid, Rome, Berlin, Warsaw, Kiev, Lisbon, Athens)	Roaming in the Rainforest • Know that latitude is a measurement North or South of the equator. • Know the climate zones of the earth (polar, temperate, tropical, arid mountainous). • Know that the tropics are a region in the centre of the globe. • Know the names of four countries from the southern hemisphere (Brazil, Peru, Thailand, Malaysia).	Our Changing Planet • Know the names of some significant rivers and mountain ranges and where they are on a world map (Andes, Himalayas, Alps, Pyrenees, Nile, Mississippi, Amazon, Mekhong, Siene, Thames).	New York, New York! • Name and locate countries and their capital cities in North and South America (Canada, Peru, Brazil, Mexico, USA). • Know that New York is a state, the city of New York is within it and locate them on a map of the USA. • Know that London is a city and is in the county of Greater London. • Know that New York is 5 hours behind London.

Substantive and disciplinary knowledge

Geography curriculum Morton Primary Academy

			<u>Influences All Around us</u> • Locate the Trent, Derwent, Witham, Soar and Nene in the East Midlands. • Know where the main mountain regions are in the UK (Lake district, Pennines, Peak District, Cairngorms, Snowdonia) • Know that the East Midlands are made up of 6 counties (Derbyshire, Nottinghamshire, Leicestershire, Lincolnshire, Rutland and Northamptonshire) •	<u>Oh I do Like to be beside the Seaside</u> • Locate Whitby on a map of the UK and know that it is in the county of Yorkshire which is in the region of Yorkshire and the Humber. • Know the names of and locate the 5 largest deserts (Antarctic, Arctic, Sahara, Great Australian, Arabian).		
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Place knowledge

EYFS	KS1 Cycle A	KS1 Cycle B	LKS2 Cycle A	LKS2 Cycle B	UKS2 Cycle A	UKS2 Cycle B
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Substantive and disciplinary knowledge

Geography curriculum Morton Primary Academy

Know where they live and what they see around them. To know that Morton is in the middle of the country and not by the sea! To discuss places they have visited and how they travelled there ie plane or car, over the sea to another country.	<u>How are we Unique?</u> • Know that our school is a small primary school. • Know that children who come to our school live in Morton and other surrounding villages.	<u>Where in the World</u> • Explain some of the advantages and disadvantages of living in a city or village.	<u>Memories of Morton</u> • Know that in the past, Morton was a farming community. • Know that in 1965 the first colliery opened and that this resulted in an increase in population. • Know that the colliery closed in 1965 and this brought about land use change.	<u>Go with the Flow</u>	<u>Amazing Africa</u> • Know that Africa is a continent made up of 54 different countries. • Describe the diversity between different regions of Africa in terms of economic activity, trade links and distribution of natural resources.	<u>Frozen Planet</u> • Know that the Arctic regions are some of the most unpopulated areas on Earth.
	<u>Wonderful World</u> • Know why seaside towns are popular holiday destinations.	<u>Weird and Wonderful Weather</u> • Know some similarities and differences between the Peruvian rainforest and Derbyshire.	<u>Influences All Around Us</u> • Know that Pompeii is in the region of Campania in Southern Italy. • Know some of the physical similarities between Derbyshire and Campania. • Know some differences between living in Derbyshire and Campania (language, food, celebrations, school, weather).	<u>Oh I do like to be beside the Seaside</u> • Know some of the reasons that people would choose to visit Whitby.		<u>New York, New York!</u> • Describe the differences between the climates in London and New York - Know some similarities and differences between New York and London.

Human and physical geography

EYFS	KS1 Cycle A	KS1 Cycle B	LKS2 Cycle A	LKS2 Cycle B	UKS2 Cycle A	UKS2 Cycle B
Know that there are similarities and differences between places in the world.	<u>Why are we Unique?</u> • Know and describe the features in the school grounds.	<u>Where in the World</u> • Know what makes a village, town and city. • Name some human features of the local	<u>Memories of Morton</u> • Know some of the differences between a hamlet, village, town and city.	<u>Go with the Flow</u> • Know why people chose to visit areas such as the Peak or Lake District. • Know some of the features of a river.	<u>Amazing Africa</u> • Know that a biome is an area of the planet classified according to the species that live there.	<u>Frozen Planet</u> • Know that there are different groups of people that are native to Arctic region (Sami, Inuit).

Substantive and disciplinary knowledge

Geography curriculum Morton Primary Academy

Know that stories and books have different settings. Use vocabulary such as environment, local, school, post office etc. Know basic symbols of maps. Understand that the weather changes and what happens at different times of the year. Know the seasons Autumn, Winter, Spring and Summer.		area: house, farm, shop, church, park, school. • Know the difference between physical and human features.		• Know why most cities are located by a river (economic activity & trade links). • Describe and understand the water Cycle. • Know that tourists cause erosion of footpaths and increased traffic. • Know how flooding can impact on the environment and people's lives.	• Know there are 5 main biomes: aquatic, grassland, forest, desert and tundra. • Know that there are 4 main biomes in Africa – Deserts, grasslands, savannas and forests. • Know that grasslands are open areas of land covered by grass and trees which support life. • Know the causes and impact of climate change in relation to natural disasters (current affairs). • Know that Africa has a lot of natural resources including diamonds, sugar, salt and cocoa beans.	• Know that in the 1900's many people with European roots settled in the Arctic and that industries grew because of this. • Know what it is like to live in Arctic regions.
	<u>Wonderful World</u> • Know some of the human and physical features of a coastal town (beach, cliff, coast, harbour, port, pier, lighthouse) • Know and discuss reasons why people choose different locations for holidays.	<u>Weird and Wonderful Weather</u> • Know the 4 seasons of the UK. • Know where the equator, North Pole and South Pole are on a globe. • Know where the hot and cold places are in the world. • Identify physical features on a map of	<u>Angry Earth</u> • Know that a mountain is formed when two tectonic plates collide. • Know that an earthquake is caused when tectonic plates move and get stuck. • Identify the different parts of a volcano (magma chamber, lava flow, vent, conduit).	<u>Roaming in the Rainforest</u> • Know that tropical temperatures are warm or hot throughout the year. • Know that areas closest to the equator are the wettest. • Know and label the layers of a rainforest.	<u>Our Changing Planet</u> • Know how food is produced and distributed across the world. • Know that climate change is a significant change in weather conditions over several decades or longer. • Know the impact of influential people on climate change e.g. Greta	<u>New York, New York!</u> • Describe the physical and human similarities and differences between New York and London. • Know some of the human (Statue of Liberty, Time Square, Central Park, Empire State building, subway) and physical (Manhattan and Staten island, Hudson

Substantive and disciplinary knowledge

Geography curriculum Morton Primary Academy

		Peru – coastline, beaches, mountains, rainforest, rivers, valley. • Know that there are no seasons in the rainforest, it is always warm and wet. • Identify human features on a map of Peru – cities and roads.	• Know how countries can prepare and protect themselves from the effects of a natural disaster.	• Know some of the reasons that rainforests are so important. • Know that deforestation is the purposeful clearing of forested land. • Know the effects of deforestation on the environment and the animals that live in it. • Know that deforestation is contributing to climate change.	Thunberg, David Attenborough. • Know some of the human causes of climate change – energy use, extensive farming, deforestation. • Evaluate the impact of climate change and how it could impact on their own lives.	River) features of New York City. • Know some of the human (Buckingham Palace, Big Ben, Houses of Parliament, Hyde Park, underground system) and physical (River Thames, Isle of Dogs) features of London.
				<u>Oh I do like to be beside the seaside</u> • Know that Whitby, and other coastal towns grew initially because of the fishing industry. • Know how the tourist industry has contributed to the growth of coastal towns including Whitby. • Know that our industrial ports are		

Substantive and disciplinary knowledge

Geography curriculum Morton Primary Academy

				important for world trade (import & export). • Know some physical similarities and differences between Whitby and Morton. • Know some human similarities and differences between Whitby and Morton.		
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Substantive and disciplinary knowledge

Geography curriculum Morton Primary Academy

Geographical Skills and Fieldwork

EYFS	KS1 Cycle A	KS1 Cycle B	LKS2 Cycle A	LKS2 Cycle B	UKS2 Cycle A	UKS2 Cycle B
Use observational skills to describe how weather and seasons change.		Use a map to follow a route around the village, record human and physical features on the map. Keep a weather diary over a period of time and use these to form statements about daily weather patterns.	Complete a traffic survey to observe and measure the impact of traffic on the village. (MoM)	Record daily rainfall over a period of time and look at trends and patterns.	Devise and carry out enquiries to find out what impact the new houses have on local people and businesses. (OCP)	
Walk around the school grounds and local areas and notice what they can see.	Carry out a walk around the school grounds and record what is observed. (HAWU)			Use fieldwork skills to assess the condition of Morton Brook.		
Recognise features of the local environment on photographs and maps. Follow simple directions. Use positional language	Identify features and landmarks on an aerial photograph or plan perspective of the school. (HAWU)	Follow a route on a map of the local area.	Using maps from different time periods to compare land use over time. (MoM)	Use overlay maps to make conclusions as to why cities are located where they are	Use digital maps and satellite imagery to compare changes in physical environment. (OCP)	Use charts and graphs to track and compare changes in temperature.
To look after our indoor and outdoor classroom resources and put them back where they belong.	Collect information to answer a simple question about our school grounds e.g. 'how do we look after our school grounds?' (HAWU)		Use fieldwork skills including digital technologies to investigate and answer a question about Morton. e.g. 'Do we need traffic lights outside of our school?' (MoM)	Use a range of sources to investigate and answer a question about Whitby. e.g. 'What does the range of shops in Whitby tell you about the reasons people visit?'	Use a range of resources and materials, including digital technologies to answer the questions 'What preconceptions do we have about Africa? Are they true?' 'What impact will building new houses have on the	Use a range of resources and materials to answer the questions 'Why do people live in the Arctic?' and 'Would you prefer to live in London or New York?'

Substantive and disciplinary knowledge

Geography curriculum Morton Primary Academy

					environment around Morton?' (AA, OCP)	
Look at the daily weather forecast to see what we need to wear.	Use tables and charts to present information about the local weather. (WW)		Present information using posters, diagrams and digital presentations. (MoM, AE)	Use tables and graphs to present information about daily weather patterns.	Use facts and figures to write persuasive texts about current issues. (OCP)	
	Express views about the environment and recognise how people sometimes affect it. (WW)		Talk about the features in their local environment and compare it with another they know (IAAU)	Express their opinions on deforestation and recognise that other people may think differently.	Develop their views and attitudes to critically evaluate responses to global geographical issues and events. (OCP)	
Name and locate different parts of the local community.	Understand that a map or plan is a bird's eye view of a location. (WW) Use a world map to locate the UK/continents (WW) Use an Atlas to identify the countries in the UK/five oceans. (HAWU, WW)	Use locational and directional language to describe a route from one location in Morton to another. Use globes to locate countries and oceans.	Use four figure grid references (OS maps) to locate features on a map of the local area. (IAAU)	Use a road map to plan a journey from Morton to Whitby. Use globes/maps to identify the equator, Tropic of Cancer, Tropic of Capricorn and lines of latitude.	Use Google Earth to locate Ethiopia and examine the diversity within it. (AA) Use 6 figure grid references (OS maps) to locate places in Derbyshire (link to Arkwright's Legacy).	Use globes and atlases to locate countries, lines of longitude and the Arctic and Antarctic circles. Locate the position of the Northern and southern hemisphere and the tropics of cancer and Capricorn.
Create and use simple maps during child-initiated play.	Draw a map of their school and its grounds using simple observational skills and fieldwork. (HAWU)	Devise a simple map of the local area. Use and construct basic symbols in a key.	Make a detailed sketchmap of the local area with keys and symbols. (MoM)			
		Know which is N, S, E and W on a compass	Use the 4 compass points to follow or give directions. (AE)	Know and name the 8 points of a compass, identify these on a map of Morton.	Use the 8 points of a compass to describe where countries in Africa are. (AA)	

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