

Geography Curriculum Across the School

Y1/2 A	Autumn	Spring	Summer
	<u>Would you prefer to live in a hot or cold place?</u>	<u>What is it like to live by the coast?</u>	<u>What is the weather like in the UK?</u>
Unit of work	<p>Where are the continents? Where are the coldest places on Earth? Where is the Equator? What is life like in a hot place? Do we live in a hot or cold place? Would you prefer to live in a hot or cold place?</p>	<p>Where are the seas and oceans surrounding the UK? What is the coast? What are the features of the Jurassic coast? Why do people use Weymouth? How do people use our local coast? X2</p>	<p>Where are the continents? Where are the coldest places on Earth? Where is the Equator? What is life like in a hot place? Do we live in a hot or cold place?</p>
	Learning outcomes at the end of the unit. The children will be able to:		
	<ul style="list-style-type: none"> Name and locate the seven continents on a world map. Locate the North and the South Poles on a world map. Locate the Equator on a world map. Describe some similarities and differences between the UK and Kenya. Investigate the weather, writing about it using key vocabulary and explaining whether they live in a hot or cold place. Recognise the features of hot and cold places. Locate some countries with hot or cold climates on a world map. 	<ul style="list-style-type: none"> Name and locate the seas and oceans surrounding the UK in an atlas. Label these on a map of the UK. Describe the location of the seas and oceans surrounding the UK using compass points. Define what the coast is. Locate coasts in the UK. Name some of the physical features of coasts. Explain the location of UK coasts using the four compass directions. Name features of coasts and label these on a photograph. Identify human features in a coastal town. Describe how people use the coast. Follow a prepared route on a map. Identify human features on the local coast. Record data using a tally chart. Represent data in a pictogram. Describe how the local coast has been used. 	<ul style="list-style-type: none"> Name and locate the four countries on a map of the UK. Identify the country they live in. Identify the four seasons. Describe some seasonal changes. Identify the four compass directions. Use the compass directions to describe the location of features. Observe and describe daily weather patterns. Begin to locate the four capital cities of the UK. Explain what the weather is like during each season in the UK. Suggest appropriate clothing and activities for each season.
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	<u>Why is our world wonderful?</u>	<u>What is it like to live in Shanghai?</u>	<u>What is it like here?</u>
Unit of work	<p>What are some of the UK's amazing features and landmarks?</p> <p>Where are some of the world's most amazing places?</p> <p>What are our oceans?</p> <p>Why are natural habitats special?</p> <p>How can we look after natural habitats?</p>	<p>What can we see in our local area?</p> <p>Can we map out our local area?</p> <p>Where in the World is China?</p> <p>What can you see in China?</p> <p>What is Shanghai like?</p> <p>How is Shanghai different to our local area?</p>	<p>Where in the World are we?</p> <p>What can we see in our classroom?</p> <p>What can we find in our school grounds?</p> <p>Where are the different places in our school?</p> <p>How do we feel about our playground?</p> <p>Can we make our playground even better?</p>
	Learning outcomes at the end of the unit. The children will be able to:		
	<ul style="list-style-type: none"> Identify and locate characteristics of the UK on a map. Identify human and physical features. Locate human and physical features on a world map. Explain the difference between oceans and seas. Name and locate the five oceans on a world map. Use an aerial photograph to draw a simple sketch map. Collect data by sketching findings on a map and completing a tally chart. Present their findings in a bar chart. 	<ul style="list-style-type: none"> Give examples of human and physical features. Identify features they see on a walk. Explain the location of features using some directional language. Use an aerial photograph to locate physical and human features. Draw simple pictures or symbols on a sketch map. Draw compass points. Name the continent they live in. Use an atlas to locate the UK and China on a world map. Use an atlas to locate Europe and Asia on a world map. Identify China's physical and human geography. Sort physical and human features using photographs. Identify physical and human features in images of Shanghai. Compare Shanghai to their locality. 	<ul style="list-style-type: none"> Locate three features on an aerial photograph of the school and know the name of the country and village, town or city in which they live. Make a map of the classroom with four key features, using objects to represent the distance and direction of features in the classroom. Recognise four features in the school grounds using a map. Explain how they feel about three areas of the playground and find out how others feel by looking at the results of a survey. Draw a design to improve three areas of the playground using the results from the survey.

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		<ul style="list-style-type: none"> Identify similarities and differences between human and physical features. 	
Y3/4 A	Autumn	Spring 1	Summer
Unit of work	<u>Are all settlements the same?</u>	<u>Why do people live near volcanoes?</u>	<u>Why are rainforests important?</u>
Unit of work	<p>What is a settlement?</p> <p>How is land used in my local area?</p> <p>Can I explain the location of features in my local area?</p> <p>How has my local area changed over time?</p> <p>How is land used in New Delhi?</p> <p>How does land use in New Delhi compare to my local area?</p>	<p>How is the Earth constructed?</p> <p>Where are mountains found?</p> <p>Why and where do we get volcanoes?</p> <p>What are the effects of a volcanic eruption?</p> <p>What are earthquakes and where do we get them?</p> <p>Where have the rocks around school come from?</p>	<p>Where in the world are tropical rainforests?</p> <p>What is the Amazon Rainforest like?</p> <p>Who lives in the rainforest?</p> <p>How are the rainforests changing?</p> <p>How is our local woodland used? X2</p>
	Learning outcomes at the end of the unit. The children will be able to:		
	<ul style="list-style-type: none"> Locate some cities in the UK. Describe the difference between villages, towns and cities. Identify features on an OS map using the legend. Describe the different types of land use. Follow a route on an OS map. Discuss reasons for the location of human and physical features. Locate some geographical regions in the UK. Identify and begin to offer explanations about changes to features in the local area. Describe the location of New Delhi. 	<ul style="list-style-type: none"> Name all four layers of the Earth in the correct order, stating one fact about each layer. Explain one or more ways a mountain can be formed. Give a correct example of a mountain range and its continent. Describe a tectonic plate and know that mountains occur along plate boundaries. Correctly label the features of shield and composite volcanoes and explain how they form. Name three ways in which volcanoes can be classified. Describe how volcanoes form at tectonic plate boundaries. 	<ul style="list-style-type: none"> Describe a biome and give an example. State the location and some key features of the Amazon rainforest. Name and describe the four layers of tropical rainforests. Understand that trees and plants adapt to living in the rainforest and give an example. Define the word indigenous and give an example of how indigenous peoples use the Amazon's resources. Name one way in which the Amazon is changing. Articulate why the Amazon rainforest is important.

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	<ul style="list-style-type: none"> Identify some human and physical features in New Delhi. State some similarities and differences between land use and features in New Delhi and the local area. 	<ul style="list-style-type: none"> Explain a mix of negative and positive consequences of living near a volcano. State whether they would or would not want to live near a volcano. State that an earthquake is caused when two plate boundaries move and shake the ground. Explain that earthquakes happen along plate boundaries. List some negative effects that an earthquake can have on a community. Observe, digitally record and map different rocks using a symbol on a map. Identify rock types and their origins based on collected data. 	<ul style="list-style-type: none"> Give an example of how humans are having a negative impact on the Amazon and an action that can be taken to help. Use a variety of data collection methods with support. Summarise how the local woodland is used and suggest changes to improve the area.
Y3/4 B	Autumn	Spring	Summer
Unit of work	<u>Where does our food come from?</u>	<u>What are rivers and how are they used?</u>	<u>Who lives in Antarctica?</u>
Unit of work	<p>How can our food choices impact the environment?</p> <p>What does it mean to trade fairly?</p> <p>How do we get our chocolate?</p> <p>Where does our food come from?</p> <p>Are school dinners locally sourced?</p> <p>Is it better to buy local or imported food?</p>	<p>What is the water cycle?</p> <p>How is a river formed?</p> <p>Where can we find rivers?</p> <p>How are rivers used?</p> <p>What can we find out about our local river?</p> <p>What features does our local river have?</p>	<p>What is climate?</p> <p>Where is Antarctica?</p> <p>Who lives in Antarctica?</p> <p>Who was Shackleton?</p> <p>Can we plan an expedition around the school?</p> <p>How did our expedition go?</p>
	Learning outcomes at the end of the unit. The children will be able to:		

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	<ul style="list-style-type: none"> Identify that different foods grow in different biomes and say why. Explain which food has the most significant negative impact on the environment. Consider a change people can make to reduce the negative impact of food production. Describe the intentions around trading responsibly. Explain that food imports can be both helpful and harmful. Describe the journey of a cocoa bean. Locate countries on a blank world map using an atlas. Use a scale bar correctly to measure approximate distances. Collect data through an interview process. Analyse interview responses to answer an enquiry question. 	<ul style="list-style-type: none"> Identify water stores and processes in the water cycle. Describe the three courses of a river. Name the physical features of a river. Name some major rivers and their location. Describe different ways a river is used. List some of the problems around rivers. Describe human and physical features around a river. Identify the location of a river on an OS map. Make a judgement on the environmental quality in a river environment. Make suggestions on how a river environment could be improved. 	<ul style="list-style-type: none"> Describe what lines of latitude and longitude are, giving an example. Understand that the Northern and Southern Hemispheres experience seasons at different times. Define what climate zones are. Understand Antarctica has a polar climate made up of ice sheets, snow and mountains. Describe Antarctica's location in the far south of the globe. State that tourism and research are the two main reasons people visit Antarctica. Describe equipment researchers might use and clothes they wear. List some of the research carried out in Antarctica. State the outcome of Shackleton's expedition. Successfully plot four-figure grid references at the point where the vertical and horizontal line meet. Describe a similarity and difference between life in the UK and life in Antarctica. Confidently use the zoom function on a digital map. Begin to recall the eight points of a compass, following at least four of them. Recognise and describe features on their school grounds from an aerial map.
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Y5/6 A	Autumn	Spring	Summer
Unit of work	Where does our energy come from? Why is energy important? What is renewable energy? How does the United States generate energy? How does the UK generate energy? What is the best way to generate energy? Where is the best place for a solar panel on the school grounds?	Would you like to live in a desert? What is a hot desert biome? Where are deserts located? What physical features are found in deserts? How can people use deserts? What are the threats to deserts? Would you like to live in a desert?	Why do oceans matter? How do we use our oceans? Where is the Great Barrier Reef? Why are our oceans suffering? What can we do to help our oceans? How littered is our marine environment? X2
	Learning outcomes at the end of the unit. The children will be able to:		
	<ul style="list-style-type: none"> Describe the significance of energy. Give examples of sources of energy and their trading routes. Define renewable and non-renewable energy. Discuss the benefits and drawbacks of different energy sources. Describe the significance of the Prime Meridian. Identify human features on a digital map. Discuss how transport links have changed over time. Locate UK cities on a map. Use six-figure grid references to identify features on an OS map. 	<ul style="list-style-type: none"> identify the lines of latitude where hot desert biomes are located. Describe the characteristics of a hot desert biome. Locate the largest deserts in each continent. Describe ways the Mojave Desert is used. Name and describe the physical features found in a desert. Identify how humans use the desert. Explain how human activity may contribute to the changing climate and landscape of a desert. Recognise that the Mojave Desert has a different time zone to the UK. 	<ul style="list-style-type: none"> Describe the water cycle. Describe how the ocean is used for human activity. Explain how the ocean helps to regulate the Earth's climate and temperature. Identify the Great Barrier Reef as part of Australia. Describe the benefits of the Great Barrier Reef. Describe how humans impact the oceans and the consequences of this. Explain some actions that can be taken to help support healthy oceans.

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	<ul style="list-style-type: none"> Consider and justify the location of energy sources. Design and use interview questions. Plot points on a sketch map. 	<ul style="list-style-type: none"> Describe some of the threats to deserts. Give the benefits and drawbacks of living in a desert environment. Identify characteristics of two contrasting biomes and compare land use. Discussing if a desert environment is hospitable and why. 	<ul style="list-style-type: none"> Explain which data collection method would be best for marine fieldwork and why. Collect data using a tally chart, photographs and a sketch map. Safely navigate the fieldwork environment. Make suggestions for how to improve a marine environment. Present data using a tally chart and pie chart.
Y5/6 B	Autumn	Spring	Summer
Unit of work	<u>Why does population change?</u>	<u>What is life like in the Alps?</u>	<u>Can I carry out an independent fieldwork enquiry?</u>
	<p>How is the global population changing?</p> <p>What are birth and death rates?</p> <p>Why do people migrate?</p> <p>How is climate change impacting the population?</p> <p>How is population impacting our environment? X2</p>	<p>Where are the Alps?</p> <p>What is it like in the Alps?</p> <p>Why do people visit the Alps?</p> <p>What is there to do in our local area?</p> <p>How are the Alps different from our local area?</p> <p>What is life like in the Alps?</p>	<p>Developing an enquiry question</p> <p>Creating data collection methods</p> <p>Mapping a route</p> <p>Collecting the data</p> <p>Analysing the data</p> <p>Presenting the data</p>
	Learning outcomes at the end of the unit. The children will be able to:		
	<ul style="list-style-type: none"> Identify the most densely and sparsely populated areas. Describe the increase in global population over time. Begin to describe what might influence the environments people live in. 	<ul style="list-style-type: none"> Locate the Alps on a world map and identify and label the eight countries they spread through. Locate three physical and three human characteristics in the Alps. Research and describe the physical and human features of Innsbruck. 	<ul style="list-style-type: none"> Give examples of issues in the local area. Identify questions to be asked to find the relevant data. Justify which data collection method is most suitable.

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	<ul style="list-style-type: none"> • Define birth and death rates, suggesting what may influence them. • Define migration, discussing push and pull factors. • Explain why some people have no choice but to leave their homes. • Describe the causes of climate change, explaining its impact on the global population. • Suggest an action they can take to fight climate change. • Calculate the length of a route to scale. • Follow a selected route on an OS map. • Use a variety of data collection methods, including using a Likert scale. • Collect information from a member of the public. • Create a digital map to plot and compare data collected from two locations. • Suggest an idea to improve the environment. 	<ul style="list-style-type: none"> • Use a variety of data collection methods including completing a questionnaire, mapping their route and recording their findings in sketches or photographs. • Compare the human and physical geography of their local area and Innsbruck. • Describe at least four of the key aspects of the human and physical geography of the Alps to answer the enquiry question, 'What is life like in the Alps?' 	<ul style="list-style-type: none"> • Design an accurate data collection template. • Identify areas along a route that are best for data collection. • Discuss how to mediate potential risks. • Collect data at points located on an OS map. • Manage risks during a fieldwork trip. • Identify any outcomes from data collected. • Map data digitally. • Describe the enquiry process. •

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