



Curriculum Overview

Geography



	Autumn	Spring	Summer
EYFS	<p>Understanding the World ELGs</p> <p>People, Culture and Communities - Children at the expected level of development will:</p> <ul style="list-style-type: none"> Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps; 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; 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>The Natural World Children at the expected level of development will:</p> <ul style="list-style-type: none"> Explore 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 in class Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. 		
Y1	<p><u>What is the geography of where I live?</u></p> <p>Learning objectives During the enquiry pupils will have opportunities through the application and analysis of a wide range of geographical skills and resources to:</p> <p>Identify and describe physical and human geographical features of a range of environments and understand that geography is the study of how people are connected with these environments; Use a number of GIS layers of <i>Google Earth</i> to identify and observe familiar physical and human geographical features of the immediate vicinity of their school; Identify and locate where they live in the United Kingdom in relation to the four nations of the country, its largest cities and the continent of Europe; Using a range of layers in <i>Google Earth</i> GIS imagery, identify, describe and offer reasons for changes in land use they can observe and record in the local area of the school; Understand that the many different uses of land observed in the local area can be grouped into a small number of categories;</p>	<p><u>Why don't penguins need to fly?</u></p> <p>Learning objectives During the enquiry pupils will have opportunities through the application and analysis of a wide range of geographical skills and resources to: Identify, recognise and describe the key geographical features of the Antarctic environment; Identify ways in which penguins are adapted to the Antarctic environment; Identify countries in Africa which lie within the Sahara Desert; Identify, recognise and describe the key geographical features of the Sahara Desert; Explain why Antarctica is a desert despite being the coldest place on Earth; Describe ways that the Arctic region and North Pole is similar to and different from (compare and contrast) Antarctica and the South Pole and offer reasons for such differences; Describe and explain the components of the food chain of an Emperor Penguin; Identify and describe 3 geographical features of a South American country that Peter the Polar Bear visits on his journey to Antarctica;</p>	<p><u>Why does it matter where my food comes from?</u></p> <p>Learning objectives During the enquiry pupils will have opportunities through the application and analysis of a wide range of geographical skills and resources to: Recognise that all the food we eat comes from either plants or animals and that a farm is an area of land and buildings where those plants and animals are produced; Identify, describe and offer reasons for the main features of a dairy farm and observe how milk is used as a raw material in a wide range of dairy products; Identify and describe the main geographical features of the physical landscape of Devon and compare and contrast these with some of the human features of its towns and cities; Offer reasons and begin to explain why the weather in Devon makes it a good place for dairy farming; Compare and contrast the average annual weather conditions in Devon with those of the United Kingdom as a whole; Describe how cheese is manufactured on one Devon farm and how it is exported;</p>

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Through fieldwork **observe** and **record** in a variety of ways, significant examples of physical and human geographical features of the local area;
Use interactive online mapping to plot, **describe** and **explain** a geographical walk around the local area that would introduce a visitor to some of the key physical and human geographical features;
Recognise, identify and **locate** the key human and physical geographical features of their own home area and offer **reasons** for any current changes in land use;

National Curriculum coverage Geography

Pupils should be taught to:

Locational knowledge

- 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

- 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

- Use basic geographical vocabulary to refer to key physical and human features.

Geographical skills and fieldwork

- 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 aerial photographs and plan perspectives to recognise landmarks and basic human and physical features.
- Use simple observational skills to study key human and physical features of environments.

Compare and contrast the weather and climate of Antarctica (the home of Polo) and Zambia (the home of Marco);

Explain the geographic reasons why Polo finds it difficult to live in Zambia and Marco finds it a problem to live in Antarctica;
Design and construct a simple model of a waterfall and use it to **identify** and **describe** some of its geographical features;
Describe and offer **reasons** why an ostrich doesn't need to fly and **explain** how this is very similar to a penguin.

National Curriculum coverage Geography

Locational knowledge

Name and locate the world's seven continents and five oceans.

Human and physical geography

Identify daily and seasonal 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 key physical and human features.

Geographical skills and fieldwork

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 aerial photographs and plan perspectives to recognise landmarks and basic human and physical features.

Use simple observational skills to study key human and physical features of environments.

Identify the top 10 most popular fruits in the United Kingdom and **understand** why half of these are imported;

Identify and **describe** the main stages in the harvesting, packaging and export of bananas from Costa Rica to the United Kingdom;
Explain why Costa Rica is a good location for farmers to grow bananas and how exported bananas reach the United Kingdom;

Identify and **describe** how sugar is refined from sugar beet on British farms;

Understand why being careful about how much added sugar we eat each day is important for maintaining a healthy lifestyle;

Identify and **categorise** fruit and vegetables sold at a high street greengrocer, their cost and whether they are locally produced, UK grown or imported;

Describe and **explain** some of the benefits of greengrocers and supermarkets buying fruit and vegetables from local farmers;

Identify the animals from which common meats sold at butcher shops and supermarkets derive and **explain** what 'free-range' means and why this is beneficial;

Identify ingredients of the top 10 dishes cooked at home by people in Britain and **explain** whether these are home produced or imported.

National Curriculum coverage Geography

Locational knowledge

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.

Human and physical geography

Identify daily and seasonal 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.

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	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.		Use basic geographical vocabulary to refer to key physical and human features. Geographical skills and fieldwork 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 aerial photographs and plan perspectives to recognise landmarks and basic human and physical features. Use simple observational skills to study key human and physical features of environments. 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.
Y2	<p><u>How does the geography of Kampon Ayer compare with where I live?</u></p> <p>Learning objectives During the enquiry pupils will have opportunities through the application and analysis of a wide range of geographical skills and resources to: Identify and describe the location of where they live in the UK, within Europe and the world and in relation to the Equator and north and south poles; Compare their own location with the location of Kampong Ayer in the country of Brunei within Asia and also both locations in relation to the Equator and the north and south poles; Using maps at various scales and online websites, identify time differences and estimate distances between the UK and Brunei and between the UK, Brunei and other locations in the world; Identify, describe and observe the types of traditional homes found in Kampong Ayer and compare and contrast these with their own homes and through fieldwork record and categorise types of homes found in the locality of their school;</p>	<p><u>Why do we love being beside the seaside so much?</u></p> <p>Learning objectives During the enquiry, pupils will have opportunities through the application and analysis of a wide range of geographical skills and resources to: Identify and describe the main physical and human features of seaside environments; Provide reasons as to why it is important to protect living things at the seaside; Describe popular activities undertaken at the seaside; Understand the interdependence of living things in seaside environments; Identify, describe and categorise living things within a rock pool habitat; Identify, categorise and begin to explain the distribution of sea shells on a beach; Identify, describe and offer reasons for the presence of pollution on a beach; Describe and explain how people can take greater care of the seaside environment;</p>	<p><u>How does the weather affect our lives?</u></p> <p>Learning objectives During the enquiry pupils will have opportunities through the application and analysis of a wide range of geographical skills and resources to: Identify and describe the basic atmospheric elements of the weather; Observe, measure and record the elements of daily weather by using a variety of simple instruments and devices; Present, describe and offer reasons for some of the ways in which the weather has changed during the period of measurement; Identify, describe and begin to explain ways in which great artists depict elements of the weather and the techniques they use to convey noise, smell and emotional feelings; Observe how weather conditions change during the four seasons of the year and offer reasons for changes which occur; Recognise and describe how Vivaldi in his concerto <i>The Four Seasons</i> is able to create an evocative</p>

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<p>Identify the key features of a traditional home in Kampong Ayer on a simple scale plan and construct a similar scale plan of their own home, offering reasons for any similarities or differences observed;</p> <p>Identify and describe the main elements which make up the weather and understand that weather conditions change from one moment to the next;</p> <p>Observe how, generally, temperature decreases towards the north and south poles and increases towards the Equator and suggest reasons for this pattern;</p> <p>Describe the weather conditions experienced on one day in Bandar Seri Begawan using online BBC weather forecast webpages;</p> <p>Identify and describe appropriate forms of transport for particular journeys made and explain why boats and water taxis are used by almost everyone in Kampong Ayer;</p> <p>Understand in very basic terms why boat building by people such as Syarikat at Kampong Ayer is an economic activity;</p> <p>Recognise, describe and suggest reasons for the similarities between a school/ school life in one school in Kampong Ayer and their own school;</p> <p>Identify and describe the structure of typical tropical rainforest in Brunei;</p> <p>Describe, offer reasons and explain how living things in tropical rainforests are adapted to cope in extreme heat and rain;</p> <p>Compare and contrast the structure of a tropical rainforest with a wood in the local area;</p> <p>Use <i>Google Earth</i> to identify, locate and begin to explain the distribution of the human and physical geographical features of Kampong Ayer and compare these with the local area.</p> <p>National Curriculum coverage Geography Locational knowledge Name and locate the world's seven continents and five oceans.</p>	<p>Describe and explain reasons why seaside holidays have changed in living memory;</p> <p>Identify, describe and offer reasons for European flight destinations from their nearest regional airport;</p> <p>Compare and contrast modern day experiences of the seaside with those of older members of their families or the Victorians.</p> <p>National Curriculum coverage Geography Locational knowledge 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.</p> <p>Human and physical geography Identify daily and seasonal 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 key physical and human features.</p> <p>Geographical skills and fieldwork 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 and locational and directional language to describe the location of features and routes on a map. Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features. Use simple fieldwork and observational skills to study key human and physical features of environments.</p>	<p>picture of changes in the weather from one season to another;</p> <p>Observe and offer reasons for the distribution of hot and cold places in the world;</p> <p>Explain in simple terms why the temperature of places decreases with distance from the Equator towards the north and south poles;</p> <p>Compare and contrast the environments of Antarctica and the Sahara Desert and begin to explain through reasoning the similarities and differences;</p> <p>Understand why Captain Robert Scott and his team wanted to be the first human beings to reach the South Pole, the reasons for their failure and empathise with the emotions they would have felt as a result;</p> <p>Locate the Amazon Basin on a labelled world map, describe its typical daily weather, suggest reasons for why it's so hot and wet and explain why it's so different from the Sahara Desert and Antarctica;</p> <p>National Curriculum coverage Geography Locational knowledge Name and locate the world's seven continents and five oceans. Human and physical geography Identify daily and seasonal 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 key physical and human features.</p> <p>Geographical skills and fieldwork Use world maps, atlases and globes to identify the countries, continents and oceans studied at this key stage.</p>
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	<p>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</p> <p>Place knowledge 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.</p> <p>Human and physical geography Identify daily and seasonal 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 key physical and human geographical features.</p> <p>Geographical skills and fieldwork 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 aerial photographs and plan perspectives to recognise landmarks and basic human and physical features. Use simple observational skills to study key human and physical features of environments. 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.</p>		<p>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features. Use simple fieldwork and observational skills to study key human and physical features of environments.</p>
Y3	<p><u>How can we live more sustainably?</u></p> <p>Learning objectives During the enquiry pupils will have opportunities through the application and analysis of a wide range of geographical skills and resources to: Describe and explain using examples what living sustainably means;</p>	<p><u>What is the Sunshine State really like?</u></p> <p>Learning objectives During the enquiry pupils will have opportunities through the application and analysis of a wide range of geographical skills and resources to: Identify, describe and explain the function and attraction of theme parks around the world and in particular the <i>Magic Kingdom</i> in Florida;</p>	<p><u>Why are jungles so wet and deserts so dry?</u></p> <p>Learning objectives During the enquiry pupils will have opportunities through the application and analysis of a wide range of geographical skills and resources to: Observe, describe and explain in basic terms the pattern of climate in the United Kingdom;</p>

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Identify, describe and **explain** the differences between renewable and non-renewable resources; Undertake an environmental review of different categories of sustainability at their school and draw up an Action Plan to **identify** and **explain** priorities to help the school become more sustainable; **Understand** in basic terms how solar panels and wind turbines generate electricity; **Identify, describe** and offer **reasons** for how sources of energy used to make electricity in the United Kingdom are changing; **Explain** how electricity is generated in hydroelectric power stations; **Understand** why creating new habitats for birds are good examples of sustainable development; **Describe, observe, explain** and make a **judgement** as to why introducing solar cookers in some of the world's poorest countries makes the lives of people more sustainable; **Recognise** and **explain** ways in which their lives at home could be more environmentally sustainable.

National Curriculum coverage Geography

Pupils should be taught to:

Locational knowledge

Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. Identify 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).

Human and physical geography

Describe and understand key aspects of: Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.

Identify, locate, compare and contrast the constituent states of the United States of America and **recognise** and **describe** key geographical features of one state other than Florida; **Describe** and **explain** the historical significance of the Maya civilisation and suggest **reasons** for its catastrophic end; **Observe, describe, explain** and begin to draw **conclusions** about the geographical pattern of the origin of visitors to the *Magic Kingdom* from countries around the world; **Recognise** and **describe** the key geographical features of a peninsula and **compare and contrast** the Floridian peninsula with a number of peninsulas at different locations around the world; **Recognise** the key human and physical features and achievements of the Kennedy Space Centre in Florida and **explain** the geographical reasons for its location; **Describe** and **explain** why sea turtles which live in the waters around Florida are endangered and reach a **judgement** as to how they might be conserved for the future; **Compare and contrast** the climate of the United Kingdom and Florida and **identify** and **explain** the main differences particularly in relation to temperature and sunshine hours; Reach a **conclusion** and make a **judgement** as to the best time climatically for British tourists to holiday in Florida; **Identify, describe** and **explain** how hurricanes form and why they present such a threat to the people of Florida and **understand** the range of ways in which residents take measures to protect themselves and property from potential damage; **Locate, describe and explain** why the Everglades are a National Park.

National Curriculum coverage Geography

Pupils should be taught to:

Identify, describe and begin to offer **reasons** for the distribution of different types of climate around the world; **Compare and contrast** the temperature and rainfall data in different climate graphs to reach **conclusions** about the climate in different locations in the world; **Construct** a climate graph from temperature and rainfall data for their home location and **compare and contrast** this with climate graphs of other locations to reach **conclusions** and **make judgements**; **Understand** how climate affects both the landscape of different biomes and the plants and animals that can live there; **Observe, describe** and **explain** why areas of tropical rainforest such as the Amazon Basin have so much convectional rainfall; **Describe** the natural environment of the Atacama Desert and **explain** why the city of Arica is the driest inhabited place in the world; **Identify, locate; describe** and **explain** how plants and animals are adapted to the climate of either the coniferous forest or savanna biome.

National Curriculum coverage Geography

Pupils should be taught to:

Locational knowledge

Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities. Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.

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	<p>Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</p>	<p>Locational knowledge Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. Identify 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).</p> <p>Place knowledge Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America.</p> <p>Human and physical geography Describe and understand key aspects of: Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals, water.</p> <p>Geographical skills Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. Use 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.</p>	<p>Identify 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).</p> <p>Human and physical geography Describe and understand key aspects of: Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</p> <p>Geographical skills Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. Use 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.</p>
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<p>Y4</p>	<p><u>How and why is my local area changing?</u></p> <p>Learning objectives During the enquiry pupils will have opportunities through the application and analysis of a wide range of geographical skills and resources to: Identify, describe and give reasons for why environments change; Explain with examples how some environmental change may be the result of natural events whilst other change may be the result of deliberate human activity to improve the quality of life; Observe, record and explain changes that have occurred in the past to the school and its grounds and its immediate environment; Identify, describe and explain how an aspect of life in the local area has changed over a long period of time, or how the locality has been affected by a significant national or local event or development, or the work of a significant individual; Demonstrate understanding of how the quality of the environment may change within the local area and make judgements to explain observations; Recognise how remote sensing by satellites and satellite images inform geographers of environmental change on a global scale and identify and explain specific examples of change from NASA images of locations around the world; Describe and explain the impact of environmental change in one threatened region of the world.</p> <p>National Curriculum coverage Geography Pupils should be taught to: Locational knowledge Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities.</p>	<p><u>Why do some earthquakes cause more damage than others?</u></p> <p>Learning objectives During the enquiry pupils will have opportunities through the application and analysis of a wide range of geographical skills and resources to: Locate and describe the effects of the Christchurch earthquake of 2011 from a range of sources; Observe and record the distribution of earthquakes in New Zealand over the past two hundred years; Identify, describe and explain the causes of earthquakes; Describe and explain why New Zealand experiences earthquakes when they don't occur at all in many other areas of the world; Understand through explanation and reaching conclusions why the most powerful earthquakes in the world do not necessarily cause the most deaths and destruction; Identify, describe and explain the causes of volcanoes; Explain why volcanoes often occur at the same location as earthquakes in places such as New Zealand; Locate, describe and explain why so many earthquakes and volcanoes occur around the Pacific Ring of Fire.</p> <p>National Curriculum coverage Geography Pupils should be taught to: Locational knowledge Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities. Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn,</p>	<p><u>Why do so many people in the world live in megacities?</u></p> <p>Learning objectives During the enquiry pupils will have opportunities through the application and analysis of a wide range of geographical skills and resources to: Observe and describe the key features of cities and suggest reasons for why people live in cities of such high density; Describe and begin to explain the distribution of megacities across the continents of the world; Explain some of the reasons why Baghdad was the first city in the world with a million inhabitants; Identify and locate the top 10 cities in the United Kingdom with the largest populations and compare and contrast these with the top 10 fastest-growing cities in the country; Understand the main reasons why the population of any city can increase and explain why Milton Keynes in particular is the fastest-growing city in the United Kingdom; Recognise and locate the largest cities in South America; Describe and offer reasons for the features of the city of Brasília, capital of Brazil; Explain and conclude why the Brazilian government built a new capital city in 1960;</p> <p>National Curriculum coverage Geography Pupils should be taught to: Locational knowledge Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities. Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical</p>
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	<p>Identify 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).</p> <p>Human and physical geography Describe and understand key aspects of: Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</p> <p>Geographical skills and fieldwork Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. Use 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. Use 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.</p>	<p>Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night).</p> <p>Human and physical geography Describe and understand key aspects of: Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</p> <p>Geographical skills Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. Use 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.</p>	<p>features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time. Identify 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).</p> <p>Place knowledge Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America.</p> <p>Human and physical geography Describe and understand key aspects of: Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</p> <p>Geographical skills Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. Use 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.</p>
Y5	<p><u>How is climate change affecting the world?</u></p> <p>Learning objectives During the enquiry pupils will have opportunities through the application and analysis of a wide range of geographical skills and resources to: Identify, describe and explain why communities in The Gambia are being affected by changes in weather</p>	<p><u>Why are mountains so important?</u></p> <p>Learning objectives During the enquiry pupils will have opportunities through the application and analysis of a wide range of geographical skills and resources to:</p>	<p><u>Who are Britain's National Parks for?</u></p> <p>Learning objectives During the enquiry pupils will have opportunities through the application and analysis of a wide range of geographical skills and resources to: Identify, locate, describe and explain the distribution of the 15 National Parks in the UK;</p>

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	<p>patterns associated with climate change and evaluate the impact on people; Evaluate a range of evidence, reach a conclusion and make judgements as to the impact on people of changing weather patterns in Victoria in Southeast Australia; Understand why some coastal communities are having to make flood resilience plans in order to cope better with changes that are occurring in weather patterns and to sea levels and make judgements about what should be included in them; Reflect upon and evaluate different viewpoints and reach a personal judgement about the implications of changing weather patterns on the people of Greenland; Identify, describe, compare and contrast and explain how global warming is affecting weather patterns around the world and evaluate its impact in different places; Understand how and why countries around the world have acted to reduce global warming and reach a judgement about how effective this might be; Understand how as individuals, members of families and communities such as schools they can make a contribution to reducing greenhouse gas emissions; Describe and explain how each of the main renewable sources of energy works, evaluate their advantages and disadvantages and make a judgement regarding which would be most suitable for the poorest countries in the world.</p> <p>National Curriculum coverage Geography Pupils should be taught to: Locational knowledge Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities.</p>	<p>Recognise, identify and explain what geographers define as mountains and understand how this can lead to disagreements; Identify, locate and describe the location of the largest ranges of mountains in the world and the countries that they cover; Explain how the movement of plates of the Earth's crust can form ranges of fold mountains; Reflect upon, evaluate evidence and reach a conclusion and judgement regarding the success or failure of expedition of Mallory and Irvine to climb Mount Everest in 1924; Demonstrate that they understand how fossils form and can explain why Edmund Hillary and Tenzing Norgay discovered fossils of sea animals on the summit of Mount Everest in 1953; Identify, describe, compare and contrast and explain the differences between the Cambrian Mountains of Wales and the Himalaya Mountains; Measure, record, compare and contrast climate data for Derek's farm with where they live and begin to offer reasons for their observations; Explain and reach a conclusion as to why the mountains of the north and west of the United Kingdom are generally wetter and cooler than places in the south and east; Identify, locate, describe and explain the tourist attractions of the Cambrian Mountains by interpreting and making judgements from evidence presented on Ordnance Survey maps; Evaluate a range of evidence to make a judgement as to why reservoirs were constructed by the City of Birmingham in the mountains of central Wales over one hundred years ago; Understand that even 'green' and 'renewable' energy schemes will have environmental costs, evaluate both sides of an argument and make a judgement about the most appropriate way forward;</p>	<p>Observe and record the common key natural features of the National Parks of the UK and explain why they are referred to as the country's 'breathing spaces'; Recognise those other special qualities of National Parks which are referred to as 'cultural heritage' and reflect on the importance of their own cultural heritage in the context of this; Recognise, describe and explain how National Parks actively encourage visitors to enjoy and learn about what makes them special; Identify and record the key physical and human geographical features of Southwest England and compare and contrast the proportion of protected land here with other regions of the UK; Identify, describe through observation of the landscape of The Valley of Rocks in Exmoor National Park, and explain the attraction of this area for visitors such as artists; Identify, describe and, through observation, offer reasons for the existence of the Bronze Age ceremonial landscape in Dartmoor National Park, evaluate the reflections of others and reach a judgement about its purpose; Recognise, describe and explain the features of a hill or upland farm and why farmers are so important in helping to achieve the aims of National Parks in the UK; Understand who looks after National Parks in the UK and reflect upon and evaluate the importance of the jobs that people do; Compare and contrast the Everglades National Park with Dartmoor and Exmoor National Park and understand through explanation the main similarities and differences between National Parks in the UK and those in the USA; Locate and describe the geographical features of an additional National Park in the USA and explain why it received designation.</p>
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	<p>Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time. Identify 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).</p> <p>Human and physical geography Describe and understand key aspects of: Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</p> <p>Geographical skills Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. Use 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.</p>	<p>Understand why Scotland is an attractive winter sports centre.</p> <p>National Curriculum coverage Geography Pupils should be taught to: Locational knowledge Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities. Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills,, mountains, coasts and rivers), and land-use patterns and understand how some of these aspects have changed over time. Place knowledge Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country and a region within North or South America. Human and physical geography Describe and understand key aspects of: Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</p> <p>Geographical skills Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. Use 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</p>	<p>National Curriculum coverage Geography Pupils should be taught to: Locational knowledge Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities. Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time. Identify 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).</p> <p>Human and physical geography Describe and understand key aspects of: Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</p> <p>Geographical skills and fieldwork Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. Use 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.</p>
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		knowledge of the United Kingdom and the wider world.	
Y6	<p><u>What is a river?</u></p> <p>Learning objectives During the enquiry pupils will have opportunities through the application and analysis of a wide range of geographical skills and resources to: Identify and describe how physical features of rivers change from source to mouth; Offer reasons to explain why the course of a river changes as it flows from higher to lower ground; Use OS maps, aerial photographs and GIS to recognise, describe, compare and contrast and explain how physical features change along the course of a river; Use a range of fieldwork techniques to measure, record and present and explain changes along a section of a local river and to reach a conclusion as to whether it constitutes a healthy habitat for living things; Identify and describe the features of river estuaries and explain why they are such important ecosystems for wildlife; Describe the components of the hydrological or water cycle and explain the important role that rivers play; Recognise, describe and explain the reasons why the Isle of Dogs developed to become part of the busiest river port in the world and evaluate the evidence and make a judgement about the causes of its sudden decline and closure; Interpret a range of geographical evidence to reach a conclusion as to why Bangladesh is at such a risk of serious annual river flooding; Reflect upon and evaluate the techniques used by classical composers to portray the different stages and features of the course of a river and create and</p>	<p><u>Why is fair trade fair?</u></p> <p>Learning objectives During the enquiry pupils will have opportunities through the application and analysis of a wide range of geographical skills and resources to: Describe and explain why the Silk Road was the most important trading route in the history of the world; evaluate and reflect upon some of the changes that occurred as a result of the movement of people and commodities along it; Explain why and how countries trade with each other, identify and describe the commodities that are most frequently traded and evaluate some benefits and disadvantages of trading; Compare and contrast the range of commodities most commonly imported by the United Kingdom from China with some of the products that are frequently exported by companies in the United Kingdom to China and describe and explain the differences; Describe, explain and reflect on why the terms of international trade are not always fair for some producers of goods in other countries around the world; Explain what Fairtrade is compare and contrast the situation of Fairtrade-certified farmers with that of non-Fairtrade producers and evaluate and judge the benefits to be gained from Fairtrade certification; Evaluate and judge the extent to which their school currently engages with Fairtrade, understand any constraints that exist; reflect and make recommendations for the future linked, perhaps, to ultimately achieving <i>Fairtrade School</i> status;</p>	<p><u>How do volcanoes affect the lives of people on Hiemaey?</u></p> <p>Learning objectives During the enquiry pupils will have opportunities through the application and analysis of a wide range of geographical skills and resources to: Identify, recognise and describe, using appropriate subject vocabulary, where Saethor takes his dog Tiry for a walk each day; Identify, describe and compare and contrast the countries of Europe; Recognise, describe and explain the key geographical features of the Westman Islands region of Iceland and the island of Hiemaey in particular; Compare and contrast, using appropriate geographical vocabulary, the physical and human geography of Vestmannaeyjar with that of the local area/region; Explain and reach a judgement, using appropriate and specialised subject vocabulary, why there are so few trees on Hiemaey; Explain how volcanoes form, observe the global pattern of volcanoes correctly and suggest plausible geographical reasons for this distribution; Understand how and why the environment of Hiemaey has changed over time and reach conclusions and make judgements about the positive and negative impact of these changes on the ways of life of the people of Hiemaey; Understand the stages in the manufacture of an economic activity – fish processing – together with what export, import and trade entails; Make a reasoned geographical judgement, using evidence and logical argument, as to whether earthquakes are more dangerous than volcanoes.</p>

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	<p>record a personal musical piece to evoke the features of a waterfall; Understand climatically what the <i>Little Ice Age</i> refers to and how occasional severe winters impacted upon the River Thames and the people of London; Explain why China built the Three Gorges Dam along the Chang Jiang (Yangtze River) and describe and evaluate some of its geographical impacts.</p> <p>National Curriculum coverage Geography Pupils should be taught to: Locational knowledge Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities. Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time. Human and physical geography Describe and understand key aspects of: Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water. Geographical skills and fieldwork Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. Use 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.</p>	<p>Understand what the ethical production and purchasing of clothes entails, evaluate and reach a judgement regarding the practice of popular clothing companies.</p> <p>National Curriculum coverage Geography Pupils should be taught to: Locational knowledge Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities. Human and physical geography Describe and understand key aspects of: Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water. Geographical skills and fieldwork Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. Use 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.</p>	<p>National Curriculum coverage Geography Pupils should be taught to: Locational knowledge The countries (including the location of Russia), major cities and key physical and human geography of Europe. Identify 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. Place knowledge Understand geographical similarities and differences through the study of human and physical geography of a region in a European country. Human and physical geography Describe and understand key aspects of: Physical geography including climate zones and volcanoes. Human geography including economic activity and trade links, and the distribution of natural resources including energy. Geographical skills Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p>
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	Use 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.		
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Vocabulary (Key stage 1)

North, east, south, west, compass, near, far, left, right, locality, continent, country, city, town, village, factory, farm, house, office, port, harbour, shop, capital, United Kingdom, Europe, similar, different, season, weather, Equator, North and South Pole, beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, map, atlas, globe, aerial, photo, landmark, symbol

Vocabulary (Key stage 2)

Human, physical, Russia, North and South America, environment, region, topographical, hill, mountain, cost, river, 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), similarity, difference, climate zones, biomes and vegetation belts, volcano, earthquake, the water cycle, trade, settlement, economy, energy, mineral, observe, measure,

Additional vocabulary

Climate, weather, temperature, erosion, fertile, irrigation, meander, crop, trade, settlement, environment, abundance, scarcity, resources, habitat, adaptation, population, predator, prey, immigration