Geography Curriculum Overview

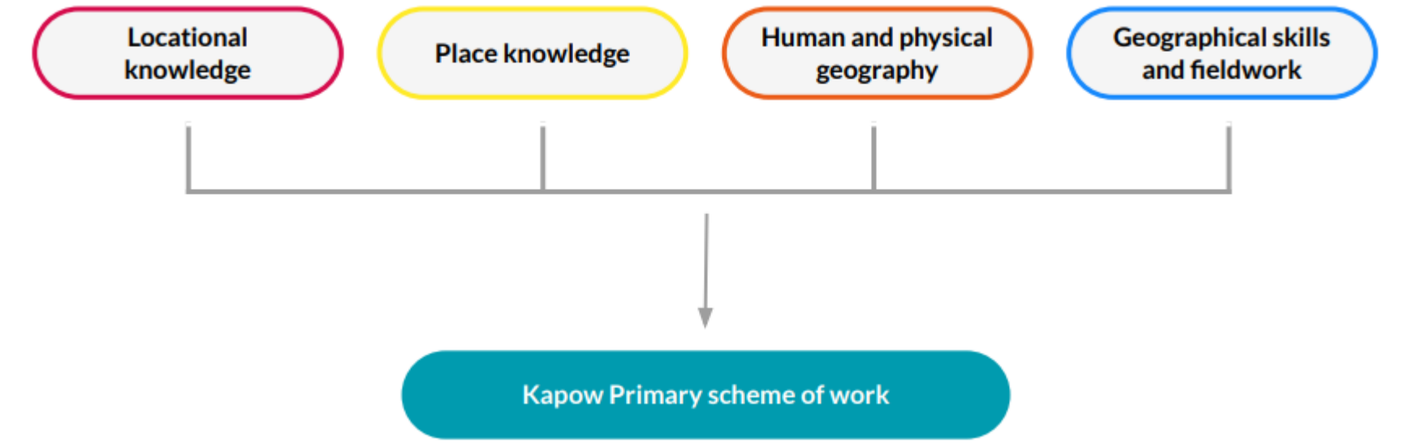
'Children leave school with curiosity and respect for the world and an appreciation for their own place in it. They understand the links between human and physical geography and how these change over time.'

Key threads – Interdependence, Cultural Diversity and Awareness, Sustainability

Sequencing Rationale

This scheme of learning follows a spiral model of teaching knowledge, starting with concrete concepts, where chronological awareness and topic knowledge is introduced. Concrete concepts will then be used as a frame to start to add more abstract concepts, for example:

Year 1, Autumn 2, What is it like here?	Year 1, Spring 2, What is the weather like in the UK?	Year 1, Summer 2, What is it like to live in Shanghai?
Pupils study the local area using an aerial map and begin to perform rudimentary fieldwork, collecting ideas about how their class feel about the school and area.	Local and national knowledge is increased by widening the span of the areas studied. To connect the concrete knowledge learned in Autumn 2, the pupils begin to look at UK geography and use key words such as North, East, South and West to describe position.	Pupils develop more ideas about the world that are abstract to them by studying Shanghai (unless they have been there on holiday or lived their previously). To encourage critical thinking and make links, pupils also begin to make comparisons between where they live and Shanghai.
Year 2, Autumn 1, Would you prefer to live in a hot or a cold place?	Year 4, Why are biomes important to us?	Year 6, What is life like in the Alps?
In Year 2, pupils start to look at world geography, developing their locational knowledge of hot and cold places by looking at countries near the Equator or the North and South pole.	In Year 4, locational and place knowledge is developed further by introducing the vocabulary "biomes", linking this back to the Equator and the Poles, which they learned about in Year 2. Human and physical geography is also introduced and enquiry into how the two link.	In Year 6, locational and place knowledge and human and physical geography is advanced further, by looking at trade and amenities in a "cold place", linking all the way back to Year 2 and comparing it to a "hot place" – the rainforest, in Year 4. Geographical skills and fieldwork is also introduced alongside this, further embedding the 4 skills.



EYFS	**Birth – 3 years**	**3 and 4 year olds**	**Reception**	**ELG**	**Key Vocabulary**	**COEL links**
	Explore and respond to different natural phenomena in their setting and on trips.	Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.	Draw information from a simple map. Recognise some similarities and differences between life in this country and life in other countries. Recognise some environments that are different from the one in which they live.	Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. 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. 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.	town, village, road, path, house, flat, map, plan, busy, quiet, pollution, earth, England, Smethwick, Oldbury	Using senses to explore the world around them Taking risks and learning by trial and error Showing a curiosity about objects, events and people Maintaining focus on their activity for a period of time Thinking of ideas Finding ways to solve problems Making links and noticing patterns in their experience Making predictions Testing their ideas Developing ideas of grouping, sequences cause and effect
	Aut 1	**Aut 2**	**Spr 1**	**Spr 2**	**Sum 1**	**Sum 2**
Year 1		**Our School**		**The UK**		
Prior Learning/Links		EYFS – Simple map work/story maps		Science – Seasonal changes		
Key Question/ Outcome		**What is it like here?**		**What is the weather like in the UK?**		**What is it like to live in Shanghai?**
Objectives		• 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.		• Name and locate the four countries on a map of the UK. • Identify the country they live in. • Identify the four seasons and the current season and describe some seasonal changes. • Identify the four compass directions. • Identify that the arrow on a compass always shows north. • Use the compass directions to describe the location of features. • Observe and describe daily weather patterns. • Suggest appropriate clothing and activities for each season.		• 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. • Identify similarities and differences between human and physical features.
Core vocab		Aerial view, features, labels, maps, atlases, globes, directions, compass points, grounds, town, country, symbols, key, locate/location, atlas, country, directional language – near, far, left, right, next to, distance,features, place		Atlas, map, location, locate, land, country, continent, season, climate,		
		Read 'Me on a Map' by Joan Sweeney PRIOR to lesson 1.		A Walk in the Woods' by Flora Martyn		
Texts/Experiences		Fieldwork - playground				
Year 2	**The Weather/Climates**		**Our Wonderful World**		**Coastal areas**	
Prior Learning/Links	**Y1 What is it like here?**		**Y2 Would you prefer to live in a hot or cold place?**		**Y2 Geography: Why is our world wonderful?**	

Key Question/ Outcome	**Would you prefer to live in a hot or a cold place?**		**Why is our world wonderful?**		**What is it like to live by the coast?**	
Objectives	• 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.		• 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.		• 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.	
Core Vocab	Continent, map, land, ocean, country, locate, sea, globe, arid, compass, desert, land, location, ocean, weather, climate, ice sheet, pack ice, savannah, grasslands, tropical, vegetation, rainforest, polar, human, physical, urban, rural, arid, rain gauge, thermometer, temperature, tropical, mild, Artic, Antarctic		Human and physical features, characteristics, continents, oceans, seas, lake, river, OS map, symbols, aerial photograph, sketch map, woodland, habitat, vegetation, tally chart, magnifying glasses, fieldwork			
Texts/Experiences	Read the book 'Martha Maps It Out' by Leigh Hodgkinson PRIOR to lesson one. Set up rain gauge 24hrs BEFORE lesson 5. Fieldwork – weather investigation				Fieldwork – sample area to observe vegetation and living things	
Year 3		**Settlements**		**Volcanoes**		**Antarctica**
Prior Learning/Links		History – Invaders and settlers Geography: What is it like to live near the coast?		Y2 Geography - Why is our world wonderful? Y3 SCIENCE - Rocks		Y2 Geography - Would you rather live in a hot or cold place? Y1 Geography - What is the weather like in the UK?
Key Question/ Outcome		**Are all settlements the same?**		**Why do people live near volcanoes?**		**Who lives in Antarctica?**
Key learning		• 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. • 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.		• 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. • 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.		• 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.

				• 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.		• 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. • Draw a map of the route they take on an expedition. • State one thing that went well on the expedition and one aspect that did not go as hoped.
Core Vocab		Settlement/settlers, features, site, landmarks, Water, food, shelter, transport links, defences, entertainment, village/town/city, digital map, land use,		Crust, mantle, outer core, inner core, tectonic plates, plate boundaries (divergent, convergent, transform), mountains (fold, fault block, volcanic), ranges (the Andes, the Himalayas, the Rockies, the Alps), volcancoes (shield, composite, active, dormant, extinct), consequences, climate, tsunamis, earthquakes, tourism, fault lines, epicentre, rocks (igneous, metamorphic, sedimentary)		Lines of latitude, lines of longitude, hemisphere, tropic of Capricorn/cancer, equator, Arctic circle, Antartic circle, climate, climate zone, desert, scalebar, ice shelf, drifting ice, treaty, cross section, ice sheet, iceberg, adaptation, wilderness, tourism, tilt, research, mapping. Explorer, plot, difference, expedition, four-figure grid reference, similarity, intention, 4 /8 points of the compass, direction, comparing, evaluate, magnetic field, magnetic, improvement,
Texts						Earnest Shackleton – Big people, little dreams book Alexander Von Humbolt – Big People, Little Dreams The Once Upon a Time Map Book –
Experiences		History visit to Sarehole Mill		Fieldwork – local rock samples		Expedition around school
Year 4	**Rainforests**		**Food**			**Rivers**
Prior Learning/Links	Y2 Why is our world wonderful? Geography – are all settlements the same?		Y3 Are all settlements the same? Geography - Why are rainforests important to us?		Science – Water Cycle Geography – Where does our food come from?	
Key Question/ Outcome	**`Why are rainforests important to us?**		**Where does our food come from?**		**What are rivers and how are they used?**	
Objectives	• 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. • 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.		• 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. • Discuss any trends in data collected.		• 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.	
Core Vocab	Analyse, biome, buttress roots, canopy layer, community, data, deforestation, drought, emergent layer, enquiry, Equator, forest floor, global warming, greenhouse gas, indigenous peoples, interpret, lianas. lines of latitude, logging, method, mining, present, questionnaire, quote, risk, route, summarise.		Biomes, temperature, soil, sunlight, import, local, climate change, responsible trade, transport, food miles, qualitative, quantitative, questionnaire, sample size		Water cycle, evaporation, condensation, precipitation, transpiration, percolation, ocean, cloud, river, groundwater, glacier, upper/middle/lower course, erosion, deposition, source, tributary, valley, waterfall, meander, oxbow lake, mouth, floodplain, delta and estuary, Rivers Severn/ Thames/ Trent/ Wye/ Great Ouse, flooding, habitat, irrigation, leisure, pollution, renewable energy, supply	
Texts						
Experiences			Interview with canteen staff or SLT		Visit to a local river	
Year 5		**Population**			**Oceans**	**Deserts**

Prior Learning/Links		Y3 Are all settlements the same? Y3 Why do people live near volcanoes? Y4 What are rivers and how are they used? Y4 Who lives in Antarctica?		Y4 What are rivers and how are they used?		
Key Question/ Outcome		**Why does population change?**		**Why do oceans matter?**		**Would you like to live in a desert?**
Objectives		• 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. • 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.		• 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. • 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.		• 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. • 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.
Core Vocab		Population, amenities, continents, oceans, population density, environments, cartogram, distribution, migration, birth and death rates, factors, economic, social, refugee, community, UK regions, climate change, impact, tally charts, Likert scales, data points, representative, traffic, litter		Atmosphere. Biodegradable, buffer, coral bleaching, coral reef, decompose, digital map, disposable, ecology, ecosystem, erosion, geology, habitat, human footprint, marine, microplastics, natural disaster, ocean current, policy, renewable energy, single use plastic, species, water cycle		Agriculture, airstrip, arid, barren, biome, climate, desert, desertification, drought, flash flood, mesa, mining, mushroom rock, national park, natural arch, nature reserve, rainfall, ranching, renewable energy, salt flat, sand dune, sparse, time zone, tourist attraction, vegetation, weather
Texts/Experiences		Fieldwork – local area impact of traffic and litter				
Year 6	**The Alps**		**Energy Sustainability**			
Prior Learning/Links	Y3 Volcanoes – Why do people live near volcanoes? Y2 Continents – Would you prefer to live in a hot or cold place?		Y5 Why does population change? Y3 Why do people live near volcanoes? Y3 Are all settlements the same?			
Key Question/ Outcome	**What is life like in the Alps?**		**What is the best way to generate (sustainable) energy?**		**Can I carry out an independent fieldwork enquiry?**	
Objectives	• 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. • 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		• 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. • Consider and justify the location of energy sources.		• 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. • 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.	

	enquiry question, 'What is life like in the Alps?'		• Design and use interview questions. • Plot points on a sketch map.		• Describe the enquiry process.	
Core Vocab	Atlas, mountain range, fold mountain, longitude, latitude, hemisphere, sea level, physical feature, mountain climate, deciduous trees, temperate forest, coniferous trees, glacier, land height, scale, vegetation, tourism, population, human feature, temperate deciduous forest, recreational land use, risk, route, questionnaire, OS map, enquiry, data,		Emissions, dam, regenerate,landscape, oceantide, fossil fuel, reliable, time zone, consumption, headquarters, Prime meridian, replenished, producer, 6 figure grid reference, off-shore, on-shore, urban planner, considerations, annotate, contour lines, justify, sea level,		analyse, audience, city, data, data collection methods, enquiry, evidence, impact, improvement, issue, justify, plot, presenting, process, recommendation, region, risk, route, subjective, viewpoint	
Text	The Ordance Survey Kids' Adventure Book -					
Experiences / fieldwork	Fieldwork – Trip around local area identifying recreational land use. (Lesson 4)		Fieldwork – survey school grounds for solar panel location			

Questions to consider throughout the learning journey

What do I know about the location/feature and what do I want to know?
How has this information been communicated? (types of globes, types of maps)
How can we gather data? (qualitative and quantitative)
How has human geography been affected by physical features?
How has human geography altered physical features?
What impact do these features have on human life?
What impact do these features have on our lives?