

Curriculum Overview

Years FS2-6

Subject: Geography

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| FS2 coverage based on child initiated learning opportunities and opportunities in continuous provision | | | | | | |
| Knowledge and Skills | <p>Locational and place knowledge:</p> <p>Name and locate the world's 7 continents and 5 oceans, understanding the terms continent and sea.</p> <p>Understand that a world map shows all the countries in the world. Identify the UK and areas where people in the class come from.</p> <p>Understand the geographical similarities and difference through studying the human and physical geography of a small area of the UK and of a small area in a contrasting non- European country.</p> <p>Human and physical geography:</p> <p>Identify the human and physical features of the 2 above localities studied.</p> <p>Identify seasonal and weather patterns in the UK.</p> <p>Fieldwork</p> <p>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, e.g. note taking, videoing, data collection, sketching and observations</p> | | | | | |
| | <p>Use maps and a globe to identify the continents and oceans and understand that both a map and a globe show the same thing.</p> <p>Have had the opportunity to see maps/globe/images of the world</p> <p>Make simple maps (treasure maps/story maps)</p> <p>Locate the continents on a paper map.</p> <p>Locate [Australia] on a map</p> <p>Explore local areas and talk about features.</p> <p>Use simple compass directions (north, east, south and west) to locate features on a map.</p> <p>Understand use positional language to describe position and direction.</p> <p>Study pictures/videos of a locality and ask geographical questions e.g. what is it like to live in this place? How is this place different from where I live?</p> <p>Talk about changes in the environment e.g. trees in autumn, weather.</p> <p>Compare locations e.g. school/home, England/holiday destination.</p> <p>Express own view about a place, environment, people.</p> <p>Talk about what they see when out and about.</p> <p>Draw and label pictures to show how places are different or show key features.</p> <p>Verbally describe pictures.</p> <p>Begin to label (using phonics)</p> <p>Teach children what a question is</p> <p>Make simple comparisons between locations (hot/cold)</p> <p>Use basic geographical vocabulary, beach, coast, forest, mountain, sea, river, season, weather.</p> <p>Use basic geographical vocabulary to refer to key human features city, town, village, factory, farm, house, shop.</p> | | | | | |

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| | <p>Verbalise and write about similarities and differences between the features of two localities. Ask questions about the weather and seasons. Draw pictures of the weather at different times of the year or keep a record of how many times it rains a week in the winter and a week in the summer. Express opinion about the seasons and relate the changes to changes in clothing and activities e.g. summer = t shirt, winter= coat. Observe and record information about the local area e.g how many shops there are near the school or how many bus stops there are close to the school. Take photos of interesting things in the local area and explain what the photos show. Create memory maps on a walk in the local area. Study aerial photographs of the school and label with key features.</p> | | |
| Key vocabulary | <p>Continent, sea, ocean, location, feature, environment, physical features [beach, coast, forest, mountain, sea river], season, weather. Human features: [city, town, village, factory, farmhouse, shop]. Local, aerial, north, south, east, west, map, compass,</p> | | |
| Enquiry Title Y1 | Who is the magic toymaker? | What can we find in the past? | What will we find in the deep blue sea? |
| Knowledge | <ul style="list-style-type: none"> Learn about direction and position- Compass directions Learn how to draw simple maps | <ul style="list-style-type: none"> Learn about the UK Local field work - traffic survey comparing sites | <ul style="list-style-type: none"> Learn about continents and oceans Learn about locality Learn and compare and another locality |
| Skills | <ul style="list-style-type: none"> Use simple directions to move around the playground, left, right, up/down Use simple compass directions (north, east, south and west) to locate features on a map. Express own view about a place, environment, people. Draw and label simple map of either playground or classroom. Draw pictures of the weather at different times of the year or keep a record of how many times it rains a week in the winter and a week in the summer. | <ul style="list-style-type: none"> Use a simple picture map to move around a familiar place eg school, park playground. Name and locate and identify the 4 countries of the UK, including the capital cities. Ask questions about the weather and seasons. Draw pictures of the weather at different times of the year or keep a record of how many times it rains a week in the winter and a week in the summer. <p>Fieldwork local study- School</p> <ul style="list-style-type: none"> Observe and record information about the local area e.g how many shops there are near the school or how many bus stops there are close to the school. Take photos of interesting things in the local area and explain what the photos show. Create memory maps on a walk in the local area. | <ul style="list-style-type: none"> Study pictures/videos of a locality and ask geographical questions e.g what is it like to live in this place? How is this place different from where I live? Use basic geographical vocabulary to refer to key human features city, town, village, factory, farm, house, shop. Describe and write about similarities and differences between the features of two localities. Eg Red Oaks/African village Draw pictures of the weather at different times of the year or keep a record of how many times it rains a week in the winter and a week in the summer. (Link to the study comparison of Shrivvenham and African village) Express opinion about the seasons and relate the changes to changes in clothing an activities e.g summer = t shirt, winter= coat. |

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| | | <ul style="list-style-type: none"> Study aerial photographs of the school and label with key features. | |
| Key Vocabulary | Compass, north, south, east and west, Playground, left, right, up/down environment, people, similarities, . Local, aerial, north, south, east, west, map, compass, Weather, climate, temperature, seasons | environment, features, habitat, natural, man-made, past, present, change Human features: [city, town, village, factory, farmhouse, shop] Weather, climate, temperature, seasons Capital city, country, England, Scotland, Wales | Weather, beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation, weather.. Equator, hot, cold, climate, Weather, climate, temperature, seasons Word mat: ..\..\Geography\word mats\Human-Geography-Word-Mat Ks1.pdf |
| Enquiry Title Y2 | Is anybody out there? | What makes our world great? | How can we entertain you? |
| Knowledge | <ul style="list-style-type: none"> Learn about direction and location Learn the continents that make up the world | <ul style="list-style-type: none"> Learn about the UK and a comparison country Learn about places in the world and locate Learn about two differing localities | <ul style="list-style-type: none"> Learn about local area Observe, record and use data about local area |
| Skills | <ul style="list-style-type: none"> Use maps and globes to identify the continents and oceans and understand that maps and globes show the same thing. Be able to identify the continents on a map. Express their own views about a place people and environment. Give reasons why they like and dislike area. Use simple compass directions eg North, South East, West. Study pictures of the localities in the past and in the present and ask 'How has it changed?' | <ul style="list-style-type: none"> Use maps and globes to identify the continents and oceans and understand that maps and globes show the same thing. Use both maps and globes, identify the coldest places in the world - The North and South pole Study pictures/videos of two differing localities, one in the UK and one in a contrasting of Non-European country. Eg Iceland. Study pictures of the localities in the past and in the present and ask 'How has it changed?' Draw pictures to show how places are different Ask geographical questions about two differing localities e.g. What is it like to live in this place? How is this place different to where I live? How is the weather different? How are lifestyles different? Use basic vocabulary to describe key human and physical features including beach, cliff, river, soil, valley vegetation, season and weather. | <p>Fieldwork local study:</p> <ul style="list-style-type: none"> Observe and record the features about the local area, eg traffic passing through the area and the effects Children take photos of the local area and explain why the variation occurs. Use data to create traffic study -tally charts and bars charts to show traffic type. |

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| | | <ul style="list-style-type: none"> Identify the location of the hot and cold areas of the world in relation to the equator and the North and South Pole. Express opinions on the weather and how it can affect lives and what we do. Study pictures/videos of two differing localities, one in the UK and one in a contrasting European country Study pictures of the localities in the past and in the present and ask 'How has it changed?' | |
| Key Vocabulary | Grid, compass, direction, north, south, east, west, | Continent, sea, ocean, location, feature, environment, physical features [beach, coast, forest, mountain, sea river], season, weather Aerial, atlas, globe, map, continents, United Kingdom, Europe, Africa, Asia, North America, South America, Australia, Antarctica, rural, city, village, town, oceans Word mat: ..\..\..\Geography\word mats\T-G-110-What-a-Wonderful-World-Word-Mat KS1.pdf ..\..\..\Geography\word mats\Physical-Geography-Word-Mat Ks1.pdf | Local, aerial, north, south, east, west, map, compass, traffic |
| Enquiry Title Y3 | Why did our ancestors need to scavenge and which factors made them into settlers? | What makes the Earth so active and what impact does it have on humans? | Why was the age of Ancient Greece described as Golden? |
| Knowledge | <ul style="list-style-type: none"> Learn about UK Geography and relate to Stone and Bronze Age locations Learn about Settlements and houses | <ul style="list-style-type: none"> Learn about natural disasters in Europe and locate how have these affected our world today. Learn about the Pompeii eruption and find out why this is so important to our lives today. | <ul style="list-style-type: none"> Learn about where Greece is and compare Ancient and modern day Greece Learn about Mount Olympus and compare with other mountain ranges Learn how to carry out geographical surveys Learn how to carry out a local fieldwork |
| Skills | <ul style="list-style-type: none"> Identify hilliest areas and flattest areas Use the language of 'north', 'south', 'east', 'west' to relate countries to each other. Research how Geography has changed over time: Why did the stone age civilization, the iron age settlers choose to settle where they did? What were their | <ul style="list-style-type: none"> Using maps to locate countries of Europe. Using maps, locate the Equator, the Tropics of Cancer and Capricorn. Using maps and keys to identify mountainous areas / urban areas. Locate places in the world where volcanoes occur. Build on prior knowledge of UK regions by using maps to locate countries of Europe | <ul style="list-style-type: none"> Can decide which mountains (Mount Olympus) in the world they think are the largest and why Make reasoned judgements about where the pictures are taken and justify e.g. a mountain top may be in France because there is a large mountain range there or River Nile surroundings. |

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| | <p>settlements like? How did they use the land and how has land use changed today?</p> <ul style="list-style-type: none"> • | <ul style="list-style-type: none"> • Study maps to make assumptions about the different areas of Europe. Study some pictures of different parts of Europe (e.g. top of a mountain, on the banks of a river, on a farm. • Critically study photographs- do they think these were taken close to the equator or further away? • Match key landmarks to the country and make suggestions as to how landmarks affect a country (tourism, economy) e.g Italy- Rome- tourist attractions. Pisa etc generates revenue through tourism. Relate to UK landmarks • Look at settlements, particularly in relation to the volcanoes- what conclusions have to be drawn? • Look at maps, pictures and other sources to identify similarities and differences between a UK region and one within a European country e.g Sicily, Italy. • Compare physical and human features with a European country e.g Italy draw conclusions, pose questions and use prior knowledge of map reading. • Consider the countries and the climates that surround equator lines and discuss the relationships between these and countries • Draw diagrams, produce writing and use the correct vocabulary for each stage of the process of volcanic eruption • Understand and be able to communicate in different ways the cause of volcanoes and the process that occurs before a volcano erupts • Ask and answer questions about the effects of volcanoes • Discuss how volcanoes affect human life, e.g settlements and spatial variation (space around them) | <p>E.g Picture of Mount Olympus and Snowden- where are these in the world and how do you know?</p> <p>Local Fieldwork study:</p> <ul style="list-style-type: none"> • Research how Geography has changed over time: Why did the stone age civilization, the iron age settlers choose to settle where they did? What were their settlements like? How did they use the land and how has land use changed today? • Plan a tour of the local area, which could include the school and the main geographical features identified with a key • Undertake environmental studies of the school grounds- litter, noise, likes/dislikes, areas of improvement • Use the school grounds to undertake weather surveys, including wind direction, where the sun shines (north, south, west, east) |
| <p>Key Vocabulary</p> | <p>Settlements, coordinates, key, Aerial, 'north', 'south', 'east', 'west' ,</p> | <p>Word mat: ..\..\Geography\word mats\T2-G-347-Volcano-Word-Mat Year 3.pdf</p> | <p>Equator, the Tropics of Cancer and Capricorn. Mountainous, urban, volcanoes, natural disasters, earthquakes, eruptions, wind direction. Europe, mountain range , landmarks ,</p> |

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| | | ..1.. \Geography\word mats\T2-G-345-Rocks-Volcanoes-and-Fossils-Word-Mat Yr 3.pdf | economy, revenue, tourism, region, European country e.g Sicily, Italy. physical and human features Volcano, crust, dormant, magma, lava, plates, core, mantle, active, ash, eruption, extinct, ring of fire, earthquake, Richter scale, tremor, tornado, flood, climate, destruction, tsunami, tidal |
| Enquiry Title Y4 | How did the Romans make their mark in world history? | What were the wonders of the Ancient Egyptian temples, tombs and treasures? | Why does the world need rainforests? |
| Knowledge (Breadth of study) | <ul style="list-style-type: none"> Learn about the Romans and why they choose to settle where they did. Learn about Roman settlements and what they were like Learn how Romans used the land and how land use has changed today. Learn how the Romans trade and compare to how it is different today. Compare with current maps and make suggestions about change. | <ul style="list-style-type: none"> Identify the key physical and human characteristics, countries and major cities e.g. rivers, mountains, capitals, landmarks in Egypt. Children draw and label a map of the country with the main physical/human features on ie rivers, desert, cities. Learn about the river Nile and why it is important as a water source for the region?. Link to how the water is used to help irrigate the crops and how the people of Egypt get their water | <ul style="list-style-type: none"> Learn about Climate zones' and identify some differing ones. Learn about global warming and its implications A focus on biomes Rainforest |
| Skills | <ul style="list-style-type: none"> Use the compass points N, NE, E, SE, S, SW, W, NW to direct and locate using a compass (link to enquiry) Study how land in the local area was used during the historical periods studied (E.g buildings, roads, public baths) Look at the landuse in area: What resources were used? Why were they used? Why were the settlements so different? What tools were available? What was the purpose of the settlements? Look at pictures and labelled diagrams of different historical settlements over time linked to Romans and compare to last term. | <ul style="list-style-type: none"> Use the compass points N, NE, E, SE, S, SW, W, NW to direct and locate using a compass (link to enquiry) Identify the different hemispheres on a map. Raise questions about the different hemispheres and make predictions on how they think life will be different in the two hemispheres. Discuss and compare the climate zones of the UK and relate this knowledge to the weather in the local area. Look at pictures and labelled diagrams of different historical settlements over time linked to this term enquiry | <ul style="list-style-type: none"> Use maps to identify different climate zones. Locate and label different countries/continents in the Northern and Southern hemisphere. Identify the different climate zones. Once the children are aware that the main types are tundra, desert, grassland and rain forest, children to use maps to locate areas they think may be biomes e.g. very green areas could be rainforests, flat pale ones could be deserts etc. Locate other rainforests using Google earth and maps, identifying patterns in their location. |

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| | <ul style="list-style-type: none"> • Study maps of Roman Settlements. Draw conclusions about the location of the settlements based on prior knowledge? • Identify main economies in the immediate area | <ul style="list-style-type: none"> • <p>Fieldwork study: Local area</p> <ul style="list-style-type: none"> • Classify buildings • Draw conclusions from the data • Identify local features on a map and begin to experiment with 4 figure grid references using them to locate and describe local features. • Use recognised symbols to mark out local areas of interest on maps • Undertake surveys • Conduct investigations • Chose effective recording and presentation methods e.g. tables to collect data • Present data in an appropriate way using keys to make data clear • Design questions and studies to conduct in the local area | <ul style="list-style-type: none"> • Focus on Amazon rainforest - identify the climate, the habitats, the plant and animal types and how people live in the rainforest. • Discover the cause of global warming and research the implications. • Understand the term biome • Use knowledge of this term to make suggestions for places in the world which may be biomes. • Study life in the Amazon rainforest through primary sources: • recounts/photographs, and ask questions, make comparisons to life in the UK and consider how life in the UK may be similar. • Reach reasoned and informed solutions and discuss the consequences for the future. • Identify changes to be made in own lives in response to this. • Discuss how the rainforest may be linked to us e.g. trade. • Label and explain the term 'climate zone'. • Ask questions and find out what affects the climate. • Children to ask questions about global warming. • Compare rainforest with Antarctica |
| <p>Key Vocabulary</p> | <p>N, NE, E, SE, S, SW, W, NW Directions, compass, maps. Roman settlements, historical, landuse, economies, local area, roads, maps,</p> | <p>Fieldwork, symbols, local area, features, grid references, data, questions, N, NE, E, SE, S, SW, W, NW Directions, compass, hemispheres, rivers, mountains, capitals, landmarks, rivers, desert, cities. Irrigate, crops, water</p> | <p>Rainforest, layers, understorey, emergent, canopy, climate, weather, Amazon, South America, continents, the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle Wordmat: ..\..\Geography\word mats\T-T-27773-Rainforest-Word-Mat Year 4.pdf</p> |

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| Enquiry Title Y5 | Why is WW1 known as the <i>Great War</i>? | What made the Vikings the ultimate warriors of the sea? | Where does the river flow? |
| Knowledge | <ul style="list-style-type: none"> Learn where WW1 took place and locate Learn about Trade routes | <ul style="list-style-type: none"> Learn about UK and Europe Learn about where and why the Saxons and Vikings settled Learn about trade | Learn about how rivers are formed and the process Learn about rivers around the world particular focus on South America |
| Skills | <ul style="list-style-type: none"> Discuss and debate fair trade. (rationing) Investigate the facts and join in a reasoned discussion. Generate solutions and promote ethically sound trade. Reflect on the impact trade has on an area and generate ideas for cause and effect. (rationing) | <ul style="list-style-type: none"> (settlements) Study photographs and maps of 3 different locations in the UK (link to different counties the Saxons settle) Ask Geographical questions e.g. How was the land used in the past? How has it changed? What made it change? How may it continue to change? Ask questions e.g. what is this landscape like? What is life like there? Discuss and debate fair trade - eg How did Anglo Saxons trade and how did that differ from today? Study maps and pictures of Anglo Saxon Britain looking at invasion. Explain and present the differences to settlements of Anglo Saxon. Discuss land use and draw conclusions about the reasons for this based on the human inhabitants and changing needs. | <ul style="list-style-type: none"> Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate the countries of South America link to major river of the world. Locate the Equator on a map, atlas and globe Use maps to locate features of the UK e.g. rivers, mountains, large cities. Use 4 figure grid references to read maps. Study photos/pictures/maps to make comparisons between locations eg compare Amazon and Thames. Identify and explain different views of people including themselves link to Global trade - eg play chocolate trading game. Make conclusions about the climates of countries on the Equator and on the tropics. Label counties, cities, mountains and rivers. Use geographical symbols e.g. contours to identify flattest and hilliest areas of the continent. Explain and defend which are physical and which are human features. Use the language of rivers e.g. erosion, deposition, transportation Explain and present the process of rivers. Compare how river use has changed over time and research the impact on trade in history. |

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| | | | <ul style="list-style-type: none"> Identify trade links around the world based on a few chosen items e.g. coffee, chocolate, bananas. Compare and contrast maps from today - eg place names . <p>Fieldwork study:</p> <ul style="list-style-type: none"> Look for evidence of past river use by visiting the location. Make field notes/observational notes about land features. Record measurement of river width/depth Visit a river, locate and explain the features. Take photographs to support findings e.g river land use. Study pictures of the river Thames in past Use data to record river flow at different parts of river eg upper and middle course - Coleshill |
| Key Vocabulary | fair trade, ethical, trade route, carbon footprint, fairness, point of view, discussion, debt, | figure grid references, digital/computer mapping, environment, settlement, | Equator, , urban areas, rivers, mountains, large cities, Amazon and Thames, geographical symbols, contours, human, erosion, deposition, transportation., process of rivers environmental change and sustainability, location., field notes/observational notes , river width/depth, river land use, upper and middle course - Coleshill, river features |
| Enquiry Title Y6 | What was 15th century Britain was like compared to 15th century central America? | What was life like during WW2? | What could we discover on a North American road trip? |

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| Knowledge | <ul style="list-style-type: none"> UK Geography local your local area - traffic and environmental survey | <ul style="list-style-type: none"> Learn about Morden land in London and settlements pre and post war compared to modern day. | <ul style="list-style-type: none"> Learn about North American s Tourism and its effects on the environment Learn about natural disasters (recap form year 3) with particular focus on Earthquakes Learn where earthquakes happen and why Differences in the effects on first and third world countries |
| Skills | <ul style="list-style-type: none"> Select the most appropriate maps for different purposes. Look at maps on different scales and calculate scales on own maps. Understand how features have changed over time. <p><u>Fieldwork study/project:</u></p> <ul style="list-style-type: none"> Undertake a traffic survey of the local main road - tally counting, types of vehicle observed, comparing the traffic flow at different times of the day, parking problems, varying needs of different high street users - shopkeepers, children, senior citizens, businesses Undertake a street/ noise survey of the local road/ high street Undertake a general survey of the local road/ high street: With the children's help, design and carry out a survey of the views of people in the high street to find out what they think are the benefits/ drawbacks of closing the high street to traffic. Use local maps to find other routes traffic might take Report on the effects of environmental change on themselves and others. Be aware of own responsibility in the world- eco link Use local maps to find other routes traffic might take. Collate the data collected and record it using data handling software to produce graphs and charts of the results. Select methods for collecting, presenting and analysing data | <ul style="list-style-type: none"> Use 6-figure grid references to identify countries, cities, main mountain ranges and the longest rivers in North America. Locate the major cities of the world and draw conclusions as to their similarities and differences. (WW2 link-Berlin, London, Warsaw, Paris) Ask and answer the following geographical questions: What are our main export businesses? Which countries do we trade with most? What may be the reasons for this? Link to America recap knowledge from year 4 and 5- link and compare to WW2 rationing and present day. Why do we need to import from elsewhere? Where does Britain lead industry? Where does it not? What conclusions can be drawn? (link to WW2 enquiry- bombing and rationing) Study photographs and aerial photographs of Morden pre-war, post war and present day. Compare maps and aerial photographs of Morden in London Make comparisons and reflect on the reasons for the differences. Study one key building in the locality during the war period (e.g. hospital) and reflect on the changes over time (before war, during and after- link to present day) <p>Study population numbers throughout the course of WWII and reflect on the reasons for changes.</p> | <ul style="list-style-type: none"> Use maps to identify longitude and latitude. Locate all the man made features in the USA e.g. Statue of Liberty, Golden Gate Bridge, Grand Canyon, Yosemite National Park, The White House etc. and relate to UK landmarks Use 6-figure grid references to identify countries, cities, main mountain ranges and the longest rivers in North America. Explain the climates (contrast North and South America) and relate this to knowledge of the hemispheres, the Equator and the Tropics. Locate the key physical and human characteristics. Relate these features to the locality e.g. population sizes near tourist landmarks/rivers, transport links to mountains. Reflect on the importance and value of the tourism industry in these areas Study maps of the USA to identify environmental regions. Compare and contrast these regions. |

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| | <ul style="list-style-type: none"> • Analyse evidence and draw conclusions • Ask Geographical questions e.g. how is traffic controlled? What are the main problems? • Compare road with another busier/ quieter street/ road • Form and develop opinions e.g. Do the pupils like/ dislike the road/ street • Make suggestions and reflect on own beliefs. Which street/ road do the pupils prefer? What changes/ improvements would they make to either environment? • Carry out a role-play where pupils look at the issue of traffic in the high street from different viewpoints, making presentations to represent different points of view. This could lead to a class debate for the best way to improve traffic in the high street/ road. | | |
| Key Vocabulary | settlements, import, export, population, environmental changes, North America | Grid references, direction, cities, export, trade, industry, aerial, locality, population | land use, climate zones, population densities, height of land North America, South America, continents, equator, Northern hemisphere, southern hemisphere, 8 compass directions, Physical geography, human geography, aerial images compared with maps and topological maps, regions, interconnected and interdependent, geographical diversity, case study |