



Geography Curriculum

Compassion, Self-Awareness, Aspiration, Commitment, Resilience and
Integrity

Geography Curriculum:

There are four strands which run through the Geography Scheme of Work:

- **Locational knowledge**
- **Place knowledge**
- **Human and physical geography**
- **Geographical skills and fieldwork**

Geography is a spiral curriculum, with essential knowledge and skills revisited with increasing complexity, allowing pupils to revise and build on their previous learning. Locational knowledge, in particular, will be reviewed in each unit to coincide with our belief that this will consolidate children's understanding of key concepts, such as scale and place, in Geography.

Through fieldwork studies in each unit, pupils carry out geographical enquiries using our enquiry cycle. These fieldwork enquiries combine substantive knowledge from the other strands: Locational knowledge, Place knowledge, Human and physical geography and allow pupils to understand the discipline of Geography and how this substantive knowledge was formed

Geography Programme of Study:

Reception		
Exploring Maps	Outdoor Adventures	Around the World
LO: To find and name familiar features on a map.	LO: To explore natural objects using the senses.	LO: To compare features in the local environment to other places around the world.
LO: To consider shapes and positions of features when making a map	LO: To explore and make observations of the world around them.	LO: To compare contrasting places within the UK
LO: To build and describe a model of a familiar place.	LO: To describe the effects of different weather conditions	LO: To recognise the difference between city and countryside environments.
LO: To describe a journey using found objects as prompts.	LO: To use the senses to observe and talk about experiences whilst outside.	LO: To compare different landscapes around the world.
LO: To explore a range of maps.	LO: To begin to notice some of the features of the changing seasons.	LO: To understand the characteristics of desert environments, including climate and landscape.
LO: To apply their knowledge of maps to making their own.	LO: To begin to recognise seasonal weather conditions.	LO: To explore and understand life in a cold place, comparing and contrasting it with our own lives.

Year 1

Autumn One	Spring One	Summer One
What is it like here?	What is the weather like in the UK?	What is it like to live in Shanghai?
LO: To locate the school on an aerial photograph	LO: To locate the four countries of the UK.	LO: To recognise physical and human features
LO: To create a map of the classroom.	LO: To identify seasonal changes in the UK.	LO: To draw a sketch map
LO: To locate key features of the playground.	LO: To identify the four compass directions.	LO: To name and locate some continents on a world map.
LO: To draw a simple map.	LO: To identify the four compass directions.	LO: To identify physical and human features of a non-European country.
LO: To investigate how we feel about the playground.	LO: To identify daily weather patterns in the UK.	LO: To describe what it is like in Shanghai.
LO: To create a design to improve the playground.	LO: To understand how the weather changes with each season.	LO: To compare Shanghai to a small area of the Uk.

Year 2

Spring One	Summer One	Summer Two
Would you prefer to live in a hot or cold place?	Why is our world wonderful?	What is it like to live by the coast?
LO: To name and locate the seven continents	LO: To identify geographical characteristics of the UK.	LO: To locate the seas and oceans surrounding the UK
LO: To locate the North and South Poles	LO: To locate some of the world's most amazing places	O: To explain what the coast is
LO: To locate the Equator on a world map.	LO: To know the names of the five oceans and locate them on a map.	LO: To identify the physical features of the coast.
LO: To compare the UK to Kenya.	LO: To understand how to draw human and physical features on a sketch map.	LO: To identify human features on the coast.
LO: To investigate local weather conditions.	LO: To investigate local habitats and record findings.	LO: To investigate how people use the local coast.
LO: To identify key features of hot and cold places.	LO: To understand how to present findings in a bar chart	LO: To present finding on how people use the local coast.

Year 3

Autumn Two	Spring One	Summer Two
Who lives in Antarctica?	Why do people live near volcanoes?	Are all settlements the same?
LO: To understand the position and significance of lines of latitude.	LO: To name and describe the layers of the Earth.	LO: To describe different types of settlements.
LO: To describe the location and physical features of Antarctica.	LO: To explain how and where mountains are formed.	LO: To identify the human and physical features in the local area.
LO: To describe the human features of Antarctica.	LO: To explain why volcanoes happen and where they occur.	LO: To discuss why physical and human features are in particular locations.
LO: To use four-figure grid references to plot Shackleton's route to Antarctica	LO: To recognise the negative and positive effects of living near a volcano.	LO: To describe how land use in the local area has changed.
LO: To plan a simple route on a map using compass points.	LO: To explain what earthquakes are and where they occur.	LO: To identify land use in New Delhi.
LO: To use four-figure grid references to plot Shackleton's route to Antarctica	LO: To observe and record the location of rocks around the school grounds and discuss findings.	LO: To compare land use in two different locations.

Year 4

Autumn Two	Summer One	Summer Two
Why are rainforests important to us?	Where does our food come from?	What are rivers and how are they used?
LO: To describe and give examples of a biome and find the location and some features of the Amazon rainforest	LO: To explain the impact of food choices on the environment.	LO: To describe how the water cycle works.
LO: To describe the characteristics of each layer of a tropical rainforest.	LO: To understand the importance of trading responsibly	LO: To recognise the features and courses of a river.
LO: To understand the lives of indigenous peoples living in the Amazon rainforest.	LO: To describe the journey of a cocoa bean	LO: To name and locate some of the world's longest rivers.
LO: To describe why tropical rainforests are important and understand the threats to the Amazon.	LO: To map and calculate the distance food has travelled.	LO: To describe how rivers are used.
LO: To understand how local woodland is used using a variety of data collection methods.	LO: To design and use data collection methods to find where our food comes from.	LO: To identify and locate human and physical features on a map.
LO: To analyse and present findings on how local woodland is used.	LO: To discuss the advantages and disadvantages of buying both locally and imported food.	LO: To collect data on the features of local rivers.

Year 5

Spring One	Spring Two	Summer Two
What is life like in the Alps?	Why do oceans matter?	Would you like to live in desert?
LO: To locate the Alps on a map.	LO: To explain the importance of our oceans.	LO: To summarise the characteristics of a desert biome.
LO: To locate the key physical and human characteristics of the Alps.	LO: To locate and describe the significance of the Great Barrier Reef.	LO: To locate and explore features of deserts.
LO: To describe the physical and human features of an Alpine region.	LO: To explain the impact humans have on coral reefs and oceans.	LO: To describe the physical features of a desert environment.
LO: To investigate what there is to do in the local area using data collection.	LO: To understand ways to keep our oceans healthy and begin planning a fieldwork enquiry.	LO: To explain the different ways humans can use deserts.
LO: To understand similarities and differences between the local area and an Alpine area	LO: To collect data on the types of litter polluting a marine environment	LO: To describe some of the threats facing deserts.
LO: To understand the human and physical geography of the Alps.	LO: To present, analyse and evaluate data collected.	LO: To explore the similarities and differences between two physical environments

Year 6

Spring One	Spring Two	Summer Term
Why does population change?	Where does our energy come from?	Can I carry out an independent fieldwork enquiry?
LO: To understand the change and distribution of the global population.	LO: To know why energy sources are important.	LO: To develop an enquiry question.
LO: To define birth and death rates and describe why they change	LO: To understand the benefits and drawbacks of different energy sources.	LO: To determine the most effective data collection methods for fieldwork.
LO: To recognise the push and pull factors influencing migration.	LO: To understand how energy is generated in the United States.	LO: To plan a route for a fieldwork trip.
LO: To begin to understand the impact climate change can have on the global population	LO: To know how energy sources are distributed in an area.	LO: To collect the data to answer the enquiry question.
LO: To collect data showing how population impacts the amount of traffic and litter in an area.	LO: To explain reasons for choosing an energy source.	LO: To determine an answer to the enquiry question.
LO: To write a report on the fieldwork process, analyse findings and make suggestions to improve a situation	LO: To collect and present data on where to position a solar panel on the school grounds.	LO: To present my findings