



WHOLE SCHOOL GEOGRAPHY CURRICULUM OVERVIEW

Key Stage 1		Lower Key Stage 2		Upper Key stage 2	
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
PLACE					
<p>What's it like where we live?</p> <p>Study and describe the Geography of the local area.</p> <p>Annotate physical and human features of the local area on photographs using correct geographical vocabulary.</p> <p>Use appropriate terms to identify human features in the local area: city, town, village, factory, farm, house, office, port, harbour, and shop.</p>	<p>Where do we live?</p> <p>Match 4 capital city names to countries and place photographs on an outline map</p> <p>Name the seas around the UK (North, Irish and Celtic seas and English Channel)</p> <p>History/Science/Art Link: Link significant people, scientists and events studied to their geographical location and places in the UK, e.g. Fire of London, Gunpowder Plot, Remembrance Day Parade, etc.</p> <p>Fieldwork unit: Local woodland.</p> <p>I can identify patterns in a local woodland and</p>	<p>How have our coastlines changed?</p> <p>Know the name of countries in the UK and at least 6 cities</p> <p>Name and develop knowledge of the geographical regions of the UK, e.g. SE, NW, Highlands, Lake District, West Country, etc.</p> <p>Name and locate some of the major coasts on a blank map of the UK and compare them.</p> <p>Enrichment: Visit to the beach (Formby) –</p> <p>Looking at beach formation and erosion.</p> <p>How is the world designed?</p>	<p>What comparisons can you make between Italy and England?</p> <p>Know the names of and locate at least eight major capitals in Europe.</p> <p>Can locate Italy on a world map.</p> <p>Locate and label Italy's capital city, bordering countries, islands, and seas on a map</p> <p>How are rivers formed?</p> <p>Know the name of and locate several the world's largest rivers.</p> <p>Know the name of several the world's highest mountains</p>	<p>Should people be allowed to destroy the Amazon rainforest?</p> <p>Understand South America as a continent and locate it on a world map.</p>	<p>Why is most of the Brazilian population located in the cities?</p> <p>Can name, label, and locate all the countries of South America.</p> <p>Regional comparisons</p> <p>Compare with a region in the UK and in Europe: Recognise geographical features which are the same in the 3 places.</p>

	<p>create sketch maps using symbols.</p> <p>Enrichment: Visit to a local woodland.</p>	<p>Name 4 countries from the Southern and four from the Northern Hemisphere</p> <p>Why do people visit the Mediterranean?</p> <p>Know the names of and locate at least 8 European countries in the Mediterranean.</p> <p>Know the names of several European capitals in the Mediterranean.</p>			
SCALE AND LOCATION					
<p>What is life like in the Arctic?</p> <p>Name and locate the five oceans.</p> <p>Use maps to identify the Arctic Circle and investigate countries within the circle.</p> <p>What is the weather like around the world?</p> <p>Name and locate the world's seven continents independently.</p> <p>Locate the Equator, North and South Pole.</p> <p>Locate hot and cold areas of the world in relation to the Equator and the North and South Poles.</p>	<p>What is the climate like in Kenya?</p> <p>Explore the climate and weather of Kenya based on the location of the poles and the Equator</p>	<p>How is the world designed?</p> <p>Be able to explain the function of lines of latitude and longitude.</p> <p>Know that latitude and longitude can be used to identify where places are located.</p> <p>Understand that an area that shares the same time is known as a time zone.</p> <p>Appreciate that different climate zones exist throughout the world (temperate, tropical, polar) and understand how they are different to weather.</p>		<p>Should people be allowed to destroy the Amazon rainforest?</p> <p>Can draw lines in approximately the correct place for the equator and Arctic/Antarctic circles on a flat map of the world or on a balloon globe</p> <p>Aware of other "imaginary lines" and can label Tropics of Cancer and Capricorn in the correct hemisphere</p> <p>Can locate the Amazon on a map of the world, in relation to the Tropics of Cancer and Capricorn</p>	<p>Why is most of the Brazilian population located in the cities?</p> <p>Identify position and significance of latitude, longitude, equator, N/S Hemisphere, Tropics of Cancer/Capricorn, Arctic/Antarctic Circle and time zones within the context of this continent.</p> <p>What is climate change, and can it be prevented?</p> <p>Identify the main climate zones on a map.</p> <p>Understand how latitude and the gulf stream affects the climate</p>

<p>What is the weather like around the world?</p> <p>Name and locate the world's seven continents independently and talk about their size.</p>					<p>Regional comparisons</p> <p>Know that a region is an area divided by physical and human characteristics and interaction between human and environment.</p>
<p>PHYSICAL AND HUMAN PROCESSES</p>					
<p>What is life like in the Arctic?</p> <p>Understand that a season is a period associated to different weather conditions.</p> <p>Describe the Arctic weather by describing the difference between summer and winter in the Arctic using weather icons.</p> <p>Identify some physical features found in the Arctic (Ocean, ice, glacier, iceberg, mountains, ice caps, crevasse)</p> <p>Identify the human features of an area of the Arctic and compare them to where we live (Inuit Village, research stations, scientific stations)</p> <p>What is the weather like around the world?</p>	<p>What is the climate like in Kenya?</p> <p>Study simplified temperature data and compare for Arctic, Antarctic and Africa</p> <p>Understand the key features of a Kenyan landscape and how the climate affects it.</p> <p>Fieldwork unit: Local woodland.</p> <p>Describe the key physical features of a woodland.</p>	<p>How have our coastlines changed?</p> <p>Understand processes that give rise to key physical and human geographical features (UK examples only at this stage)</p> <p>Why do people visit the Mediterranean?</p> <p>Describe what the Mediterranean region is like using geographical terminology</p> <p>Explain why Mediterranean countries have a warmer climate.</p> <p>Identify some key physical features of Mediterranean countries (Alps, Cote d'azur)</p> <p>How is the world designed?</p> <p>Be able to describe what grows/lives in different</p>	<p>What comparisons can you make between Italy and England?</p> <p>Can describe a range of environmental regions within Italy.</p> <p>Compare two regions in Europe using the key aspects of physical geography, e.g. climate, vegetation, rivers and the water cycle.</p> <p>Identify geographical regions of Italy and their identifying human and physical characteristics.</p> <p>Does the Earth shake rattle and roll?</p> <p>Know what causes an Earthquake</p> <p>Label the different parts of a volcano.</p> <p>How are rivers formed?</p>	<p>How has my local area grown over time?</p> <p>Can describe and understand how key aspects of physical and human geography influenced the location and growth of the local area cities and other types of settlement in the past.</p> <p>Study how land use, economic activity, trade links and the distribution of natural resources influenced the growth of the local area over time.</p> <p>Enrichment: Visit to Runcorn Bridge</p> <p>What's the problem with plastic?</p> <p>Understand the Earth's key physical and human processes and how these are interrelated in the formation and use of</p>	<p>Regional comparison</p> <p>Know why industrial areas and ports are important</p> <p>Enrichment: Visit to Liverpool (Docks, ports, Museum)</p>

<p>Explain why people talk so much about the weather and why we need weather forecasts</p> <p>Describe the United Kingdom in weather forecasts.</p> <p>Enrichment: Visit to Widnes</p>		<p>climate zones and explain why different plants and animals are suited to different climates.</p>	<p>Know and label the key features of a river</p> <p>Explain the features of the water cycle.</p> <p>Science Link: Draw and annotate a diagram to explain the water cycle</p> <p>Science Link: Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature</p>	<p>landscapes and environments</p> <p>Should people be allowed to destroy the Amazon rainforest?</p> <p>Know what is meant by biomes and what are the features of a specific biome.</p> <p>Label layers of the rainforest</p> <p>Appreciate that each biome has a particular climate, and that this influences the types of plants and animals that can survive there.</p>	
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ENVIRONMENTAL IMPACT AND SUSTAINABILITY

		<p>How have our coastlines changed?</p> <p>Can describe how U.K coasts have changed overtime, including erosion because of rising sea levels.</p>	<p>How are rivers formed?</p> <p>History Link: Analyse how people in the past overcame problems or maximised the potential of their geographical sites</p> <p>Make links to show understanding why trade and natural resources were important in historical times for the growth of empires</p> <p>Know why most cities are located by a river</p>	<p>What's the problem with plastic?</p> <p>Understand that the Earth can provide all the resources we need but the supplies of some may be limited and eventually run out.</p> <p>Appreciate that the world's resources are not equally shared across the planet.</p> <p>Be able to name some resources that are limited</p>	<p>What is climate change, and can it be prevented?</p> <p>Understand the difference between weather and climate and define their elements Temperature • Precipitation • Humidity • Cloud cover • Wind direction • Wind speed Pressure).</p> <p>Explain what global and local influences affect climate. (Deforestation, urban areas, carbon dioxide)</p>
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				<p>and suggest how the supply may be managed effectively.</p> <p>Explain how humans have altered the physical environment and how plastic has affected the natural environment.</p> <p>Should people be allowed to destroy the Amazon rainforest?</p> <p>Know and understand what deforestation is.</p> <p>Identify and explain different views of people e.g. for/against deforestation.</p>	<p>Case study of an area of the world impacted heavily by climate change.</p> <p>Justify reasons for the changes needed to reduce global warming.</p>
CULTURAL AWARENESS AND DIVERSITY					
	<p>What is the climate like in Kenya?</p> <p>Identify details about the people and culture of Kenya i.e. Masai tribe.</p>	<p>Why do people visit the Mediterranean?</p> <p>Know at least 5 differences between living in the UK and a Mediterranean country, linking it to culture (traditions, food, beliefs)</p>	<p>What comparisons can you make between Italy and England?</p> <p>Compare one UK region with one region abroad from the continental study linking it to culture.</p>	<p>Should people be allowed to destroy the Amazon rainforest?</p> <p>To develop a knowledge and understanding of the indigenous people of the Amazon.</p> <p>Understand the threats facing the indigenous people case study: The Awa Tribe (RGS)</p>	<p>Why is most of the Brazilian population located in the cities?</p> <p>Describe the similarities and differences between environments, places, people and cultures within a chosen city (Brazil) to help us develop our understanding of different societies and economies.</p> <p>Investigate the main reasons why so many Brazilians have moved from the north of the country to the south. (push and pull)</p>

					Regional comparison Give a few reasons for the impact of geographical influences or effects of/on people
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