

## Geography Curriculum Overview

Year	Geographical Unit	Prior Learning	Geographical 'Now Knowledge': Key Questions	Vocabulary	Geographical Skills and Fieldwork	Enrichment and Engagement activities
1	<b>Weather Patterns</b>	Weather (science Y1) NB This unit will be ongoing throughout the year and learning from science & geography will be consolidated in term 6.	<ol style="list-style-type: none"> <li>1. What are the different types of weather?</li> <li>2. What are the seasons and how do they change in the UK?</li> <li>3. What is the weather like through different seasons?</li> <li>4. How does the weather change from day to day in the UK?</li> </ol>	wind snow rain hail fog sun wet/dry/hot/cold summer, winter, autumn, spring seasons equator weather pattern climate temperature	<ul style="list-style-type: none"> <li>• Using evidence such as photographs and images</li> <li>• Interpreting simple information from images and diagrams</li> <li>• Weather maps and symbols</li> </ul>	Keeping a seasonal and weather diary across the year. Photographing the conservation area at different points in the year and having a changing seasons display.
1	<b>Continents, Oceans and Compass Points</b>	Positional language (Maths Y1)  Map work (physical/human Y1)	<ol style="list-style-type: none"> <li>1. What are the 7 continents of the world and where are they located?</li> <li>2. What are the 5 oceans of the world and where are they located?</li> <li>3. What are the 4 main points of the compass</li> <li>4. Where is the Equator and the North and South Pole?</li> <li>5. Where are the hot and cold places on Earth?</li> </ol>	continents oceans compass north south east west Near/far Left/right globe	<ul style="list-style-type: none"> <li>• Map and global work</li> <li>• Interpreting information from a map</li> </ul>	
1	<b>Physical and Human features</b>	Compass points	<ol style="list-style-type: none"> <li>1. What is a physical feature?</li> <li>2. What is a human feature?</li> <li>3. How can I plot human and physical features on a map</li> <li>4. How can I describe the location of features on a map?</li> </ol>	physical human feature plot map land/landmark city farm	<ul style="list-style-type: none"> <li>• Map work</li> <li>• Categorising information</li> <li>• Presenting evidence (plotting on a map)</li> </ul>	

				town village building factory port/harbour office house shop	
2	<b>Fieldwork and Local Study</b>	Map work (Y1) Physical and human features (Y1) Compass points (Y1)	<ol style="list-style-type: none"> <li>1. What are fieldwork skills and how do they help me to be a good geographer?</li> <li>2. How do we recognise landmarks, human and physical features on an aerial map?</li> <li>3. How do we use a simple map and basic symbols in a key?</li> <li>4. What basic symbols can we create to make a key for a map?</li> <li>5. How can we use compass directions to navigate around simple maps?</li> </ol>	aerial view photographs landscape environment human and physical features symbols key compass north south east west	<ul style="list-style-type: none"> <li>• Use simple fieldwork skills</li> <li>• Interpreting images and diagrams</li> <li>• Using evidence such as diagrams and images</li> <li>• Use simple mapping skills.</li> </ul>
2	<b>Countries and Capitals</b>	Compass points (Y1) Countries of the UK (Y1) Map work (Y1)	<ol style="list-style-type: none"> <li>1. In which continent is the UK and where is it in the world?</li> <li>2. Which countries make up the UK and where are they located?</li> <li>3. What are the capital cities of the countries of the UK and where are they located?</li> <li>4. What are the names of the seas that surround the UK and where are they located?</li> <li>5. What is unique about each country in the United Kingdom?</li> <li>6. Where is Bristol and what is special about its location?</li> </ol>	countries United Kingdom capital cities location England Scotland Wales Northern Ireland key cities Eire	<ul style="list-style-type: none"> <li>• Map work</li> <li>• Interpreting information</li> </ul>

2	<b>Geographical Differences (UK and a Non-European Country)</b>	Map work (Y1) Physical and human features (Y1) Weather patterns (Y1) Equator (Y1) Handa's surprise – (EYFS)	<ol style="list-style-type: none"> <li>1. Where is the UK and where is Kenya on a world map?</li> <li>2. What is the weather like in Kenya and how is this different to the UK?</li> <li>3. What are the human and physical features of Portishead?</li> <li>4. What are the physical features of Mabambani and how are they different to the UK?</li> <li>5. What are the human features of Mabambani and how are they different to the UK?</li> <li>6. What are the similarities and differences for children living in Portishead and Mabambani?</li> </ol>	vegetation equator North Pole South pole oceans mountains river valley sea port/harbour factory beach forest	<ul style="list-style-type: none"> <li>• Interpreting images/diagrams using photographs</li> <li>• Simple analysing sources of information</li> <li>• Comparison/contrast of two geographical areas.</li> </ul>	
3	<b>Villages, Towns and Cities</b>	<ul style="list-style-type: none"> <li>• Map work (Y1/2)</li> <li>• Continents (Y1/2)</li> <li>• Physical/human features (Y1/2)</li> <li>• Countries of the UK (Y2)</li> <li>• Features of Kenya (Y2)</li> <li>• Geographical differences (Y2)</li> <li>• Stone age settlements (history Y3)</li> </ul>	<ol style="list-style-type: none"> <li>1. What is a settlement are there different types?</li> <li>2. What affects where people live?</li> <li>3. Where the key cities of the United Kingdom and what are their populations?</li> <li>4. What are the key features of some UK cities?</li> <li>5. Where are the counties of the South-west?</li> <li>6. How is land-used in different cities?</li> </ol>	population settlement village town city physical feature human feature county land-use residential commercial industrial industry	<ul style="list-style-type: none"> <li>• Maps</li> <li>• Interpret information from graphs and charts</li> </ul>	
3	<b>Mountains, Volcanoes and Earthquakes</b>	Physical features (Y1/2)  Seasonal/global weather patterns (Y1)	<ol style="list-style-type: none"> <li>1. What is the earth made of?</li> <li>2. What are mountain fold made of?</li> <li>3. How are volcanoes made?</li> <li>4. How does an earthquake occur?</li> <li>5. What happens when an earthquake erupts?</li> <li>6. What is the earth made of?</li> </ol>	magma lava pressure friction basalt granite fold mountain ocean trench tsunami	<ul style="list-style-type: none"> <li>• Interpreting information</li> <li>• Maps</li> </ul>	

3	<b>Water, Weather and Climate</b>	Seasonal/daily weather patterns (Y1)	<ol style="list-style-type: none"> <li>1. Where is Earth's water?</li> <li>2. What is the water cycle?</li> <li>3. What makes up the weather?</li> <li>4. Why does it rain?</li> <li>5. Why does the UK have wild weather?</li> <li>6. Why is the world's weather changing?</li> </ol>	evaporation condensation water vapour precipitation accumulation surface runoff temperature wind direction wind force atmosphere climate	<ul style="list-style-type: none"> <li>• Interpreting and presenting information from graphs, charts and diagrams</li> </ul>	
4	<b>Rivers</b>	Physical features (Y1/2/3) Map work (Y1/2/3) Photographs and images (aerial work Y2)	<ol style="list-style-type: none"> <li>1. Where are the world's rivers?</li> <li>2. How do rivers help shape the land?</li> <li>3. What landforms can rivers create?</li> <li>4. Why are rivers important to people?</li> <li>5. Why is the river Severn important?</li> <li>6. What happens when a river floods?</li> </ol>	river source mouth erode/erosion sediment transportation deposit/deposition landscape landform river bed agriculture tributaries river bank	<ul style="list-style-type: none"> <li>• Map work including scale</li> <li>• Using evidence such as photographs and images</li> </ul>	
4	<b>Europe &amp; Migration</b>	Y2 Countries and Capitals Y3 Water, Weather and Climate  Human geography (Y1/2/3)  Y3/4 History – Ancient Greeks, Romans, Anglo-Saxons	<ol style="list-style-type: none"> <li>1. How many countries are there in Europe and where are they located?</li> <li>2. How can we compare the countries of Europe?</li> <li>3. Where are the capital cities of Europe and what are they like?</li> <li>4. What is migration?</li> <li>5. What is a refugee?</li> <li>6. How will climate change affect migration?</li> </ol>	border relief map political map population migration migrant immigrant emigrant source country host country push factor pull factor refugee asylum seeker	<ul style="list-style-type: none"> <li>• Map work</li> <li>• Analysing sources of information including graphs and charts</li> </ul>	

				persecution		
4	<b>Natural Resources</b>	<p>Comparison of different geographical locations (Kenya Y2)</p> <p>Graphs and charts (migration Y4)</p> <p>Natural resources (Y4) – Waste to fuel, fossil fuels, comparison of Chile to UK</p>	<ol style="list-style-type: none"> <li>1. Where are the world’s natural resources?</li> <li>2. How has the use of natural resources changed?</li> <li>3. What resources does Chile have?</li> <li>4. What resources does the UK have?</li> <li>5. How does resource exploitation cause problems?</li> <li>6. What is the circular economy?</li> </ol>	<p>natural resources</p> <p>exhaustible</p> <p>non-renewable</p> <p>export</p> <p>lucrative</p> <p>agricultural</p> <p>geological</p> <p>deposit</p> <p>exploitation</p> <p>biomass</p> <p>landfill</p> <p>biodegrade</p>	<ul style="list-style-type: none"> <li>• Interpreting information on a map or graph</li> <li>• Interpreting images and diagrams</li> </ul>	<p>Ask representative from local recycling group to speak to children before/ after lesson 6</p>
5	<b>Slums</b>	<p>Migration – graphs and charts (Y4)</p> <p>Comparison of different geographical locations (Y2 – Kenya, Y4 – Chile)</p>	<ol style="list-style-type: none"> <li>1. What is a slum?</li> <li>2. Why do slums develop?</li> <li>3. What is life like in a slum?</li> <li>4. How can we use 4-figure grid references to locate features of slums?</li> <li>5. What challenges do people face living in slums?</li> <li>6. How can life in slums be improved?</li> </ol>	<p>slum</p> <p>settlement</p> <p>densely populated</p> <p>inhabitant</p> <p>resident</p> <p>urbanisation</p> <p>urban</p> <p>rural</p> <p>migration</p> <p>push factors</p> <p>pull factors</p> <p>service</p> <p>quality of life</p> <p>standard of living</p> <p>self-help schemes</p>	<ul style="list-style-type: none"> <li>• Map work – reading and interpreting</li> <li>• Interpreting evidence from graphs</li> </ul>	
5	<b>Biomes</b>	<p>Weather/seasons (Y1, Y3)</p> <p>Equator (Y2 - Kenya)</p> <p>Rivers (Y3)</p> <p>Reading maps and interpreting information</p>	<ol style="list-style-type: none"> <li>1. What are the Earth’s biomes?</li> <li>2. What affects biomes and ecosystems?</li> <li>3. What biomes are located between the Tropics of Cancer and Capricorn?</li> <li>4. Tundra, Taiga and Savannah: what’s the same and what’s different?</li> </ol>	<p>climate</p> <p>biome</p> <p>vegetation</p> <p>latitude</p> <p>ecosystem</p> <p>Equator</p> <p>Tropic of Cancer</p> <p>Tropic of Capricorn</p> <p>flora</p> <p>fauna</p>	<ul style="list-style-type: none"> <li>• Reading maps</li> <li>• Interpreting and analysing information from charts and graphs.</li> </ul>	

			<ol style="list-style-type: none"> <li>How will climate change impact biomes?</li> <li>How can we use 4 figure grid reference to locate biomes?</li> </ol>	<p>diversity climate change</p>		
5	Energy and sustainability	Natural resources (Y4)	<ol style="list-style-type: none"> <li>What is sustainability?</li> <li>How do we produce energy?</li> <li>How do we produce energy?</li> <li>How does Curitiba compare to Bristol?</li> <li>How does Freiburg compare to Curitiba and Bristol?</li> <li>What is the time in Curitiba, Freiburg and Bristol?</li> <li>What does the future hold?</li> </ol>	<p>pivotal development abode unprecedented sustainable unsustainable renewable non-renewable fossil fuels technology convert generates economic social energy to waste</p>	<ul style="list-style-type: none"> <li>Analysing sources of information</li> <li>Interpreting information from diagrams and images.</li> </ul>	
6	<b>Local Fieldwork</b>	Comparison of Portishead to Kenya/Chile (Y2/Y4) Fieldwork skills (Y2) Map reading/compass skills (Y4/5)	<ol style="list-style-type: none"> <li>Why do fieldwork?</li> <li>What tools do geographers use?</li> <li>What tools do geographers use?</li> <li>How do geographers collect data?</li> <li>How do geographers present their data?</li> <li>What do geographers do with their data?</li> </ol>	<p>cartographer scale grid reference primary data secondary data quantitative data qualitative data discrete proportion correlation analysis evaluation</p>	<ul style="list-style-type: none"> <li>Geographical fieldwork skills</li> </ul>	MOB fieldwork activities
6	<b>Population</b>	Slums (Y5), Energy and resources (Y5) Map reading/charts (Y4, Y5)	<ol style="list-style-type: none"> <li>Where are all the people?</li> <li>Why does population change?</li> <li>What is a population pyramid</li> <li>What challenges can a growing population present?</li> <li>What challenges can an aging population present?</li> </ol>	<p>population region distribution density sparse dense birth rate</p>	<ul style="list-style-type: none"> <li>Interpreting and analysing complex graphs and charts</li> <li>Map work – reading and interpreting</li> </ul>	

			6. How do we feed the planet?	death rate life expectancy generation food security		
6	<b>Globalisation</b>	Trade/economy (Y5)	<ol style="list-style-type: none"> <li>1. What is globalisation?</li> <li>2. How has globalisation changed the way we communicate?</li> <li>3. How does globalisation effect trade?</li> <li>4. What does globalisation have to do with fashion?</li> <li>5. What does globalisation have to do with food?</li> <li>6. Where will globalisation lead us?</li> </ol>	globalisation international industry communication internet region trade imports exports TNC transnational company sustainable pharmaceuticals fast fashion	<ul style="list-style-type: none"> <li>• Interpreting and presenting evidence in a range of formats.</li> </ul>	<ul style="list-style-type: none"> <li>• upcycling clothing</li> <li>• talking to sustainable clothing companies in the local area</li> </ul>