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| Whole School Geography Overview | | | | | | |
| Intent | | | | | | |
| We intend to provide a high-quality geography education which inspires in pupils to be curious and fascinated about the world. The curriculum is designed so that progressively, each year, pupils build their knowledge about diverse places, people, resources and natural and human environments, as well as an understanding of the Earth’s key physical and human processes. They will develop an understanding of the formation and use of landscapes and environments. Pupils will develop their knowledge of the location of significant places and processes that give rise to key physical and human geographical features of the world. Pupils will learn to collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes; interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS) and communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length. | | | | | | |
| Implementation | | | | | | |
|  | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Reception  Different environments | The street on which they live. Houses and homes. | England, Scotland, wales and northern Ireland. | Mountains, snow and countries outside the UK. Deserts. Australia. | Netherlands, windmills, tulips, canals and contrasting environment. | Fieldwork – visit a farm | How the summer changes the environment |
| Year 1  Tracing features on a map | Finding where they live on different maps. | Fieldwork – traffic survey, amenities, Christmas trees. The role of a town planner | North Pole, South Pole, Himalayas and mountain. | Rivers in the UK, traced on maps from the source to the sea | Local geography. Directions. Street and road maps. | Fieldwork - Features of seaside towns |
| Year 2  Ecology | Features of the countryside – hill, wood, forest | Geological features. Crystals and gemstones. | Difference between a city, town and village. Use road maps and directional language to guide someone between places | Fieldwork – river. Ecology of the school and the river.  What happens to rubbish | Europe. The features and locality of Ireland, Italy, France, Germany, Spain | Features of islands |
| Year 3  Europe | The geography of Egypt. The Nile. | Parts of a river and its features including its flow. Letter number coordinates | Physical and human geography of Greece. Two figure coordinates. | The seas around Europe. Mediterranean sea, region and diet. Contrast 2 places. | Minerals. The importance of coal and other minerals to the development of settlements. | Fieldwork - Hills, valleys, woods and features of the land |
| Year 4  Asia and Australasia | Australia’s location, cities, climate, daily life and population. | Hong Kong: location, human and physical geography | Weather. Types of cloud, wind, precipitation and weather event. | 4 figure coordinates. 8 point compass. OS symbols | Features and characteristics of the countries in Scandinavia | The impact of earthquakes including volcanoes |
| Year 5  The Americas | Prime meridian. Compare and contrast cities in the UK. | Rainforests. Life in Brazil, the climate and physical features. | Mexico. Gulf, peninsula, plain and features of physical geography. | Peru. Machu Pichu. What the environment is like, climate and its capital. | Contours. Canyons. The USA farming, flood and drought. | Location and features of California |
| Year 6  Economic Geography | Rivers. Topography and 6 figure references. The impact of flooding on the economy | Trade, farming and global trade.  Imports and exports. Types of farming. | The slave trade. The East India company. How trade changed the empire. The commonwealth. | Taiga forests, Tundra, Permafrost in Russia. The physical and human geography of Russia. | Mountains and hills. How land is used and how people who live there could make a living.  Biomes. | Compare and contrast Catalonia with Lancashire or Yorkshire |

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| Links to Curriculum | | | | | | |
|  | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| Locations | 2a arctic and Antarctic poles on maps and globes. Know the difference between both locations. | 2a trace the route between cities on road maps, towns and countries in the UK. | 2a Greece. Use maps to locate key Greek islands, cities such as Marathon, Athens, Troy. | 2a extreme weather e.g. cyclones, typhoons, | 2a poilitical geography, comparing Aztecs with the countries that now cover the same land now. Locate the countries around Mexico, the flags, seas, rivers, mountains, | 2a The features and locations of deserts, tundra, rain forests, biomes, vegetation belts and how this links with the development of societies e.g. nomads, innuit, indigenous tribes . Follow the routes of explorers on maps and globes. Know deserts can be hot or cold and the features of a desert. |
| Physical Features |  | 2a describe physical features on a route e.g. from school to the park | 2a physical features of Greece from photos, maps |  | 2a understand where and why human settlements grow where they did in Mexico and why. |  |
| Human Geography |  |  | 2a Identify where and why populations formed in greece |  | 2a compare different sttlements in mexico e.g. small villages and large cities, places by the coast and those in the deserts and rain forests. |  |
| Fieldwork |  | 2a follow a route in the local area. |  | 2a test the weather in the same location over the half term, temp, wind, light, |  |  |
| GIS |  |  |  |  | 2a USE GIS and satellite information to plot the places in mexico e.g. image of Mexico at night from space station |  |
| Maps, Globes, photos, diagrams | 2a look at photographs of snowy places and consider the features, its impact on people and animals in the area. | 2a follow routes and journeys on maps | 2a use maps, globes, line of latitude, to locate features of Greece | 2a use weather maps to tarck weather patterns over different parts of the Earth | 2a Use maps and globes to name and locate the cities of mexico and to trace the routes of rivers. | 2a use maps, photos, film clips to identify the characteristics of different biomes |
| Communicate Gg information incl writing at length |  | 2a write about a journey | 2a write a report about Greece its landscape, its geography. | 2a Communicate on film a weather report |  | 2a write about the features of a location and place making contrasting statements with other locations |

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| **Assessment points** | |
| **Reception** | |
| Autumn 1 | know that people live in different types of houses and home |
| * know what a street and a road are * know how to talk about where they live * know what a map or a plan is * know where they live and talk about some of the things they have observed around where they live. |
| Autumn 2 | know that they live in Great Britain |
| * know that they live in a country called England. Comments and asks questions about aspects of their familiar world such as the place where they live. * know that Scotland is part of Great Britain. * know that Wales is part of Great Britain. * know that Northern Ireland is part of Great Britain. |
| Spring 1 | know that a country’s weather changes and is sometimes hot and sometimes cold |
| * know about how people help us when it snows * know what a mountain is * know what inventions help us in the snow * know what a desert is * know where Australia is |
| Spring 2 | know what the Netherlands is like |
| * know where the Netherlands is * know that the Netherlands grows many tulips * know that the Netherlands has many windmills * know that the Netherlands has many canals |
| Summer 1 | know and talk about the features of their own immediate  environment and how environments might vary from one another |
| * know typical animals that live on farms * know typical crops that grow on farms * know how to conduct fieldwork by visiting a farm |
| Summer 2 | know how to complete simple fieldwork at the park |
| * know about how the summer affects the environment around school * know about how summer can make some places busy * know about the weather in summer * know how to design and create a summer flower bed |

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| **Assessment points** | |
| **Year 1** | |
| Autumn 1 | know how land is used around the school |
| * know the capital cities in the UK * know the location of Oasis academies * know the difference between a county and a country * know the difference between a map and a photograph * know how to identify where they live on a map |
| Autumn 2 | know what town planners do |
| * know how to conduct a traffic survey * know how to tally how buy the road is * know how to make suggestions about how to improve the roads around the school * know what an amenity is * know how to use their results to create a graph |
| Spring 1 | know some of the mountains in the UK |
| * know the names of the oceans * know the location and characteristics of the south pole * know the location and characteristics of the North Pole * know the difference between a hill and a mountain |
| Spring 2 | know some of the main rivers in the UK |
| * know how to trace a river on a map * know some of the rivers close to school * know that rivers flow into the sea * know that the river Thames runs through London |
| Summer 1 | know how to use the key to a map |
| * know directions left, right and straight on * know how to read a simple street map * know how to read a simple road map |
| Summer 2 | know how to complete simple fieldwork at the seaside |
| * know where seaside towns are located * know that some features of the town you only get by the seaside, but others you get in all towns * know the names of some of the building by the seaside |

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| **Assessment points** | |
| **Year 2** | |
| Autumn 1 | know how to conduct field work on a farm |
| * know some of the features of the countryside * know the main four compass points * know how land is often used on farms |
| Autumn 2 | know about some geological features |
| * know what a crystal is * know what a gemstone is |
| Spring 1 | know how to use road maps to find the way from different places |
| * know what a city is * know what a town is * know what a village is * know how to use directional language to navigate around the school |
| Spring 2 | know what happens to rubbish |
| * know how the ecology of an area might be affected by events * know how to tally the different bugs and animals they identify in an ecological area * know how the ecology of a river is affected by human action |
| Summer 1 | know what a continent is |
| * know where Italy is * know where France is * know where Germany is * know where Spain is * know where Ireland is |
| Summer 2 | know the features of an island |
| * know what an island is * know about some of the features of the Isle of Wight * know about some of the features of the Isle of Man * know about some of the features of the Orkneys * know about some of the features of Jersey |

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| **Assessment points** | |
| **Year 3** | |
| Autumn 1 | know what Cairo is like |
| * know that Egypt is in North Africa * know where the Suez canal is and why it is important * know where the Nile is and that it floods regularly * know where the the main rivers in the UK are |
| Autumn 2 | know how to use coordinates to locate features of a county |
| * know the parts of a river * know how the flow of a river can cause erosion * know how to use letter/number coordinates * know what a county is * know the features of Derbyshire |
| Spring 1 | know how to describe the Geography of Greece |
| * know facts about the country of Greece * know the features of Mount Olympus * know where and why people settled by the coast in Greece |
| Spring 2 | know how to compare and contrast two places |
| * know where the Mediterranean Sea is located * know the Mediterranean Sea is an important trade route * know the Mediterranean is referred to as a region * know the Mediterranean Sea is referred to as a diet |
| Summer 1 | know why coal and other materials have diminished in the UK and what we need to replace them with |
| * know where minerals are harvested locally * know where Zinc, aluminium and gold come from * know why coal was important to some towns and cities |
| Summer 2 | know physical features of the local area |
| * know what a hill is * know what a valley is * know what a meadow and a field is * know what a wood is * know that land is used for different purposes |

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| **Assessment points** | |
| **Year 4** | |
| Autumn 1 | know about daily life in Australia |
| * know how to locate Australia * know about Australia’s diverse landscape * know about Australia’s climate * know about the population of Australia * know about Australia’s cities |
| Autumn 2 | know about Hong Kong |
| * know how to locate Hong Kong. * know about transport in Hong Kong * know what Hong Kong is like * know about the human geography of Hong Kong * know about the challenges facing Hong Kong |
| Spring 1 | know the impact of weather on pupulations |
| * know that clouds form into different shapes * know that in Britain, the west gets more rain than the East * know that there are different types of precipitation * know that there are different types of wind * know what a tempest is * know what a tornado is |
| Spring 2 | know how to use symbols to navigate from one place to another in the locality |
| * know the 8 points of the compass * know how to use 4 figure coordinates * know what an OS map is * know how to use OS symbols to navigate to places on a map |
| Summer 1 | know how to locate places in Scandinavia with compass points and 4 figure coordinates |
| * know how to locate the region of Scandinavia * know the characteristics of tundra * know some of the physical geography of Norway * know some of the physical geography of Denmark * know some of the physical geography of Sweden * know some of the physical geography of Finland |
| Summer 2 | know the impact of earthquakes on the earth |
| * know that continents were at one point joined but separated because of earthquakes * know how earthquakes happen and what it feels like * know what a volcano is and how it was formed * know that eruptions can happen under water as well as above ground |

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| **Assessment points** | |
| **Year 5** | |
| Autumn 1 | know how to compare and contrast cities in the UK |
| * know how to use basic map skills to read a variety of maps * know what the prime meridian is * know the geographical picture of the UK * know how to use and interpret scale * know how different counties are famous for producing famous products |
| Autumn 2 | know what life is like in Brazil |
| * know how to locate Brazil * know about the Brazilian climate * know what urbanisation means * know how rich and poor people live in Brazil * know the characteristics of a rain forest |
| Spring 1 | know what life is like in Mexico |
| * know how to locate Mexico * know some of the problems faced by Mexico City * know what a plateau, plain and Sierra Madre is * know the feature of the Yucatan |
| Spring 2 | know what it is like to live in Peru |
| * know how to locate Peru * know what Machu Pichu is * know what the climate is like in Peru * know what Lima is like |
| Summer 1 | know the geographical features of USA |
| * know how to locate the USA * know what a canyon is * know what contours show * know where the settlements are * know how floods and droughts affects people * know what crops are farmed in the USA |
| Summer 2 | know the geographical features of USA |
| * know about New York City * know how to use GIS systems * know that maps use different scales * know some geographical features of California and Yorkshire/Lancashire * know the climate of different parts of California * know how landscape and climate can have an impact on vegetation in an area * know about the deserts of California * know about the national parks of California |

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| **Assessment points** | |
| **Year 6** | |
| Autumn 1 | know how waterfalls are created and characteristics of waterfalls |
| * know how a river changes form source to the sea * know how rivers flood and what happens to hummans and to animals * know how humans try to prevent flooding * know the features of the River Thames |
| Autumn 2 | know what is the highest-value export for different countries |
| * know what trade means * know what an import and an export is * know what primary, secondary and tertiary links in the supply chain are * know what Fairtrade means * know what intensive fishing is * know what intensive farming means * know about food miles |
| Spring 1 | know that Britain once had an empire |
| * know how to use the 16-point compass * know what Kenya is like * know the origins of the slave trade * know the impact of trade through the East India company |
| Spring 2 | know what it is like to live in different parts of Russia |
| * know how Russia changed from 1900 * know spme physical geographic features of Russia * know how climate change is affecting Russia |
| Summer 1 | know that it is difficult to make a living in mountain ranges |
| * know that mountains are often found in ranges * know what gradients are * know what biomes are |
| Summer 2 | compare and contrast Catalonia with Lancashire/Yorkshire |
| * To know where and what is Catalonia. * To know some of the physical geography/mountain ranges of Catalonia. * To know the physical features of the coasts of Catalonia. * To know some of the features of the valleys of Catalonia. * To use GIS systems to analyse data about Catalonia |