

Kingsbridge Community Primary School

Geography Curriculum Overview

This document outlines the Geography units our children will study, the key concepts, vocabulary and National Curriculum coverage. The specific subject knowledge and disciplinary skills within our curriculum are detailed in our Year Group Plans.

“Geography helps them to make sense of the world around them and piques their curiosity in places and people. Done well, it engages pupils in their world, often spurring them into action, and is fun!” Iain Freedland - Ofsted

Geography Key Concepts

- 1). Borders
- 2). Cartography
- 3). Change
- 4). Climate
- 5). Movement
- 6). Physical Features
- 7). Resources
- 8). Settlements
- 9). Economy and trade

Key Vocabulary that will be learnt by children at Kingsbridge Community Primary School

Human	Physical	Resources
climate change development economy migration pollution population rural settlement sustainability trade urban	biome climate continent country county environment equator latitude longitude region soil source vegetation weather	food fossil fuels fuel minerals shelter water

Key Geography Disciplinary Knowledge

https://www.geography.org.uk/write/MediaUploads/Teacher%20education/GA_ITE_TTIS_ReadingGeographicalskills2007NC.pdf

To be a successful Geographer:

- 1) I know how to ask geographical questions [for example: 'How and why is this landscape changing?', 'What is the impact of the changes?', 'What do I think about them?'] and to identify issues.
- 2) I know how to suggest appropriate sequences of investigation [for example: gathering views and factual evidence about a local issue and using them to reach a conclusion].
- 3) I know how to collect, record and present evidence [for example: statistical information about countries, data about river channel characteristics].

4) I know how to analyse and evaluate evidence and draw and justify conclusions [for example: analysing statistical data, maps and graphs, evaluating publicity leaflets that give different views about a planning issue].

5) I know appreciate how people's values and attitudes [for example: about overseas aid], including their own, affect contemporary social, environmental, economic and political issues, and to clarify and develop their own values and attitudes about such issues.

6) I know how to communicate in ways appropriate to the task and audience [for example: by using desktop publishing to produce a leaflet, drawing an annotated sketch map, producing persuasive or discursive writing about a place].

Year 1		
<u>Our Local Area</u> Key Concepts: borders (continents, localities, nations), economy and trade , physical features, resources (infrastructure), settlements (rural areas, urban areas)	<u>Animals and their habitats and where in the world we can find them</u> Key Concepts: borders (continents); cartography (Equator, North/South pole); change (adaptation, sustainability); climate (climate zones); physical features (bodies of water)	<u>Schools across the world</u> Key Concepts: Climate, Movement, Settlements, physical features
<u>National Curriculum Aims:</u> <ul style="list-style-type: none"> Identify the significant features (landmarks) of their local area and consider viewpoints in relation to this. Compare journeys and landscapes and understand near/far, often/rarely. Name, locate and identify: four countries and capitals of the UK. Learn about maps, map-making and symbols. Use simple fieldwork and 	<u>National Curriculum Aims:</u> <ul style="list-style-type: none"> Name and locate the world's seven continents and five oceans Use world maps, atlases and globes to identify countries, continents and oceans 	<u>National Curriculum Aims:</u> <ul style="list-style-type: none"> Name and locate the world's seven continents and five oceans Identify the north and south pole and equator Learn about the humans and physical geography of a small area in several non-European countries Read images, maps, atlases and globes. Use basic geographical vocabulary Ask and answer questions

observational skills.		
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Year 2		
<u>Weather and Seasons</u> <u>Key Concepts:</u> Change, Climate, Physical features	<u>Our Wonderful World</u> <u>Key Concepts:</u> <u>Borders (localities)</u> ; cartography (<u>maps, symbols</u>); movement; physical geography (<u>bodies of water</u>); settlements	<u>Food and farming</u> <u>Key Concepts:</u> Economy and trade, Movement, resources (food supply)
<u>National Curriculum Aims:</u> <ul style="list-style-type: none"> • Develop locational and place knowledge about their locality, and the UK as a whole • Compare UK weather to non-European location • Understand and use 4 compass points • Understand basic subject-specific vocabulary relating to physical geography • Begin to use geographical skills, including first-hand observation, to enhance their locational awareness • Identify seasonal and daily weather patterns in the UK • Use simple fieldwork and observational skills in their school, its grounds and surroundings • Use and construct basic symbols in a key. 	<u>National Curriculum Aims:</u> <ul style="list-style-type: none"> • Name, locate and identify characteristics of the seven continents and oceans • Use world maps, atlases and globes • Understand geographical similarities and differences when studying both human and physical geography. • Identify the locations of hot and cold areas around the world in relation to the equator • Use basic vocabulary to refer to physical and human features • Develop knowledge about the world 	<u>National Curriculum aims:</u> <ul style="list-style-type: none"> • Understand geographical similarities and differences through studying the human geography of their local shops, and physical geography through studying nearby food growing or production • Identify the surrounding seas of the UK • Use locational and directional language (e.g. near and far) to describe the location of features and routes on a map • Name, locate and identify characteristics of the four countries and capital cities of the UK, and its surrounding seas • Use world maps, atlases and globes to identify the UK and its countries, as well as the countries, continents and oceans studied at this key stage.

Year 3		
<u>Cities of the UK</u> <u>Key Concepts:</u> Borders, Cartography, Physical features, Settlements	<u>Climate</u> <u>Key Concepts:</u> Climate, Cartography, Change, Physical features.	<u>Coasts</u> <u>Key Concepts:</u> Borders, Cartography, Climate, Change, Movement, Settlements, Physical features
National Curriculum Aims: <ul style="list-style-type: none"> • Identify Counties, cities, geographical regions • Compare one region of the UK to another • Fieldwork, locate and describe using maps (including OS maps), atlases, globes, digital mapping, measure, record and communicate using a range of methods including maps, plans, graphs, writing at length. 	National Curriculum Aims: <ul style="list-style-type: none"> • Locate some of the world's climate zones on a globe or map, name examples and have some understanding of them • Extract geographical data (e.g. rainfall, temperature, weather, climate/vegetation zones) from pictorial/graphical representations • Describe and give examples of the variety of biomes and vegetation belts • Latitude, longitude, Equator, N. & S. hemispheres, Tropics Cancer & Capricorn, Arctic and Antarctic Circle • Use appropriate geographical vocabulary to describe weather, climate, climate zones, biomes and vegetation belts • Identify the world's hottest, coldest, wettest and driest locations. 	National Curriculum aims: <ul style="list-style-type: none"> • Extend their knowledge and understanding beyond the local area to include more of the UK • Name and locate (some) counties and cities of the UK • Learn about key topographical or physical features of coasts to understand how some of these aspects developed, are hanging now and have changed over time • Understand similarities and differences through the study of human and physical geography of a region of the UK (SW England) and a region in a European country (Costa Blanca, Spain) • Describe and understand key aspects of the human geography of coasts, including: types of settlement and land use, economic activity and safety • Consider tourism, as both an economic and a pleasurable activity • Think about the future and the effects climate change, rising sea levels and pollution, especially by plastics, are already having.

Year 4		
<u>Rivers and the Water Cycle</u> <u>Key Concepts:</u> borders (localities, nations); change (sustainability); climate (climate change, weather); economy and trade ; movement (transport); physical features (bodies of water, topography); settlements (population, rural areas)	<u>Tectonic Plates, Volcanoes and Earthquakes</u> <u>Key Concepts:</u> physical features (tectonics); resources (food supply); settlements (population, rural areas)	<u>The Americas</u> <u>Key Concepts:</u> Resources, Settlements, Change, Climate, Borders, Movement, Economy and trade
<u>National Curriculum Aims:</u> <ul style="list-style-type: none"> • Name and locate some of the UK's and the world's most significant rivers and mountain environments • Learn about the features of a named river in the UK, from source to mouth • Learn how rivers and mountains are formed • Identify some of the processes associated with rivers • Understand where rivers and mountains fit into the water cycle. 	<u>National Curriculum Aims:</u> <ul style="list-style-type: none"> • Describe and understand the key aspects of volcanoes and earthquakes • Key physical and human characteristics of countries around the world • Understand that the distribution of earthquakes and volcanoes follows a pattern • Be introduced to plate tectonics • Learn about the 'Pacific Ring of Fire' 	<u>National Curriculum Aims:</u> <ul style="list-style-type: none"> • Enhance their locational and place knowledge • Focus on North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, states and (some) major cities • Understand geographical similarities and differences through looking at regions in North and South America • Begin to associate weather/climate with landscape and environment • Learn about vegetation belts, types of settlement and land use • Use maps, atlases, globes and digital/computer mapping • Learn to use the eight points of a compass.

Year 5

<p><u>Mountains of the World</u></p> <p><u>Key concepts:</u> Borders (continents, localities, nations); cartography (maps); movement (navigation); physical geography (tectonic plates, topography)</p>	<p><u>The North Pole and South Pole</u></p> <p><u>Key Concepts:</u> border (continents, nations); cartography (atlases, distance, latitude, longitude, maps, North/South Pole); change (adaptation, sustainability); climate (climate change, climate zones, pollution, weather); movement (migration, navigation, transport); physical features (biomes, bodies of water); resources (energy, food supply); settlements (population, rural areas, urban areas)</p>	<p><u>Changes to our Local Environment</u></p> <p><u>Key Concepts:</u> borders (localities, nations); change (adaptation, sustainability); climate (climate change, pollution); economy and trade, movement (migration, transport); resources (energy, food supply); settlements (population, rural areas, urban areas)</p>
<p>National Curriculum Aims:</p> <ul style="list-style-type: none"> • Use maps to focus on countries, cities and regions in Europe • Be taught to understand a region of another European country • Be taught to understand some of the physical and human processes that shape a region • Comparison between mountainous area and the UK • Extend their knowledge and understanding beyond the local area to include Europe. This will include the location and characteristics of a range of the world's more significant human and physical features. 	<p>National Curriculum Aims:</p> <ul style="list-style-type: none"> • Use maps, atlases and globes to locate countries and describe features studied using 4 and 6 figure grid references, latitude, longitude, Equator, N. & S. hemispheres, Tropics Cancer & Capricorn, Arctic and Antarctic Circle • Use the eight points of a compass, symbols and keys to build their knowledge of the UK and the wider world • Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. 	<p>National Curriculum Aims:</p> <ul style="list-style-type: none"> • Use 4 and 6 figure grid references • Land use and changes over time • Economic activity, trade links and distribution of local resources • Name and locate counties and cities of the UK, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time • Understand geographical similarities and differences through the study of human and physical geography of a region of the UK • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features • Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs and digital technologies.

Year 6		
The Amazon <u>Key Concepts:</u> Physical Features, Settlements, Trade and economy, Change, Climate	Protecting Our Environment <u>Key Concepts:</u> change (adaptation, sustainability); climate (climate change, pollution); economy and trade, movement (migration, transport); physical geography (biomes, bodies of water); resources (energy, food supply); settlements (population, rural areas)	Interconnected world- A study of three separate countries <u>Key Concepts:</u> borders (continents, localities, nations), cartography (atlases, directions, distance, latitude, longitude, maps, scale, symbols), climate (climate change, climate zones, weather), physical geography (biomes, bodies of water, tectonics, topography), resources (energy)
National Curriculum Aims: <ul style="list-style-type: none"> • Extend their knowledge and understanding beyond their local area to include South America • Natural resources Minerals • Develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge • Locate the world's countries using maps, and concentrate on their environmental regions, key physical and human characteristics, countries and major cities • Understand geographical similarities and differences through the study of human and physical geography of a region in South America • Describe and understand key aspects of physical and human geography • Use maps, atlases, globes and digital/computing mapping to locate countries and describe features studied. 	National Curriculum Aims: <ul style="list-style-type: none"> • Regional comparison • Describe and understand key aspects of the distribution of natural resources including energy, minerals and water • Use maps, atlases and globes to locate countries and describe features studied • Use the eight points of a compass, symbols and keys to build their knowledge of the UK and the wider world • Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. 	National Curriculum Aims: <ul style="list-style-type: none"> • Times zones • Locate the world's countries and key physical and human characteristics • Fieldwork, locate and describe using maps (including OS maps), atlases, globes, digital mapping, measure, record and communicate using a range of methods including maps, plans, graphs, writing at length.

