



Geography Curriculum Overview 2023/2025 Year B

	<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>
Values Year B	Year B Generosity and Perseverance	Trust and Respect	Friendship and Courage
Nursery	<p>'Knowledge and Understanding of the world' objectives from the EYFS Curriculum specific to Geography:</p> <p>Talking about places I know and the world around Beginning to notice changes in things Using stories, poems and non-fiction books to underpin topic work that will increase children's understanding of their world and broaden their vocabulary. They will also be used to promote understanding about how we should care for our world through reducing waste, recycling and repairing resources.</p>		
Reception	<p>'Knowledge and Understanding of the world' objectives from the EYFS Curriculum specific to Geography:</p> <p>Talk about what their home and street is like Know that we live in Stevenage and what's special about it. Discuss landmarks on aerial photos of the area. Draw a simple map of their walk to school Talk about similarities and differences between environments in Britain and in Africa Talk about how we can care for the natural world Learn about life in other countries through stories, non-fiction, videos, artefacts and parents coming into the classroom to talk about their countries of birth. Experience 'International Day' where the school celebrates food, dance, costumes, music and art from around the world. Visit local places in Stevenage e.g. our church, local shops and Fairlands Park</p>		
National Curriculum Expectation	<p>Key stage 1 - Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.</p>		
Year 1 and 2 Year B	<p>Our School and Local Area</p> <p>Locational Knowledge Exploring our school; where is it and what is it like? Where is our school? •What would our school look like - from the ground and above? •What is near our school?</p> <p>Human and physical geography Key features of our town Which are physical and which are human. What is the difference?</p> <p>Geographical Enquiry and Skills</p>	<p>Travel and Transport What are other places like? How do people get around? What is it like where we live? What is it like where other people live? How is our town similar or different?</p> <p>Locational Knowledge</p> <p>Human and physical geography</p> <p>Geographical Enquiry and Skills</p> <p>Vocabulary</p>	<p>Sail the Ocean Exploring continents and oceans Why do maps need keys? •Where are the equatorial and polar areas? •What is the Antarctic continent like? What lives there? •What lives in the Ocean? •Where is the Great Barrier Reef and what is it like?</p> <p>Locational Knowledge</p> <p>Human and physical geography</p> <p>Geographical Enquiry and Skills</p> <p>Vocabulary</p>

Learning, Loving, Living in God's Family

"But I am like an olive tree flourishing in the house of God; I trust in God's unfailing love forever and ever. Psalm 52:8



• Label an aerial view picture of your classroom to show where everything is. • Go on a local walk to learn about the geography of the school, its grounds and the key human and physical features of its surroundings. • Use google maps to locate key places in our local area

. Fieldwork: Follow directions. Simple fieldwork and observations to explore the school and local area

Using and interpreting maps: know that maps give us information. •Use maps of our school, village and local area (real and Google maps) •Find features on a map •Draw a plan map.

Vocabulary

aerial view A view from above

environment The surroundings or conditions in which a person, animal or plants live

grounds The land around a building

human features Changes humans have made to an area e.g buildings

industry The companies involved in the process of producing goods for sale, especially in a factory

key Explains what symbols and signs mean on a map

map A diagram of an area from an aerial view

physical features Natural environment of an area e.g water, soil, trees

population The number of people that live in a particular place

symbols A mark or character used to show an object on a map

town –a settlement,

We will begin to use positional language (compass directions, N, E,S,W and left, right, up, down)

Literacy Links:

The Window

Vocabulary: Vocabulary specific to human and physical features: Bridge, building, bungalow, bus, church, city, town, village, factory, farm, shop, house, office, port, harbour

Subject Knowledge:

identify a different continent and zoom in to find a different locality. •Look at holiday destinations and locate them, identifying which continent they belong to. •Explore modes of travel around the world and compare with UK.

Fieldwork: Local context: •Use simple fieldwork and observational skills to research about what transport like where we live e.g. traffic survey, train routes

Using and interpreting maps: Draw simple map or plan •Use symbols on maps •I can follow a route on a prepared map (We will work out how to get to a destination) •Identify routes on a map

Literacy Links:

The Where on Earth book of Rivers

Who's hiding in the River?

Mama Panya's Pancakes –A village in Kenya

Handa's surprise

Vocabulary: Positional language-compass directions (N,E,S,W) •Continents, pole, ocean, sea, grid reference, Europe, equator, trade

Subject Knowledge: Locational Knowledge: • Name and locate the world's 5 oceans and 7 continents •Locate the seas surrounding the UK. •I can locate the equator and identify countries on the equator.

Using and interpreting maps: Locate places on maps, atlases and globes. •Find an OS symbol on a map •Use world maps to identify the UK in the world and the location of other countries, continents and oceans. •draw simple plan maps/sketches and label them. •use digital maps to explore the location of the oceans and continents. •I can draw objects to scale on squared paper (1:1, 1:2)

Literacy Links:

Non-fiction –Christopher Columbus “The Journey”

Ice Trap – Shackleton's adventure

Pirates next door

The Cutty Sark



	Possible Enrichment opportunities: Visit to London, Museum of London, The Royal Gunpowder Mills, Visit to Stevenage Museum, Walk to Fairlands Park		
National Curriculum Expectation	Key stage 2 Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge		
Lower KS2 Year B	<p>UK- building locational knowledge UK (4 sessions Oak Academy)</p> <p>Locational Knowledge Countries and cities of the UK- use an atlas to locate them, using the index and contents to help. 2. Rivers and seas in and surrounding the UK- use an atlas or a map to locate the main rivers in the UK as well as the seas that surround it. 3. Counties of the UK-</p> <p>Human and Physical Geography Identify the key human and physical features of the counties of the UK. 4. Hills and mountains in the UK- use a map to identify areas of high ground in the UK, thinking about using symbols in the maps to do this. 5. Changes in London- how the physical features (land use and topography) as well as human features (population and number of buildings) have changed over time. 6. UK changes over time- how the physical features (land use and topography) as well as human features (population and number of buildings) have changed over time.</p> <p>Europe building locational knowledge (3 sessions Oak A)</p> <p>Identify Europe on a world map Identify the location of the United Kingdom Explore other countries in Europe</p> <p>Europe is the sixth largest continent in the world. In Europe, Russia is the largest and most populous, which means it has the highest population of people. Europe has a total population, as a whole, of 747 million people as of 2020.</p>	<p>Extreme earth – volcanoes/mountains and earthquakes</p> <p>Locational Knowledge Features of mountains. Identify where mountains are in the world (using atlases) and describe the key features of a mountain range. . Features of volcanoes. Identify where in the world volcanoes are and describe the key features (and types) of a volcano and how this links to mountains. .</p> <p>Physical Geography and Enquiry Skills</p> <p>How mountains and volcanoes are formed. Understand how different mountains are formed (and understand that a volcano is a type of mountain)</p> <p>. How are volcanoes formed? . Magma rises through cracks or weaknesses in the Earth's crust. . Pressure builds up inside the Earth. 3. When this pressure is released, e.g. as a result of plate movement, magma explodes to the surface causing a volcanic eruption. . The lava from the eruption cools to form new crust. . Over time, after several eruptions, the rock builds up and a volcano forms. Where are some of the world's most famous volcanoes?</p> <p>.Mount Vesuvius, near Naples, Italy . Krakatoa, Indonesia , 3 Mount St. Helens, Washington, USA . Mount Tambora, Indonesia, . Mauna Loa, Hawaii Eyjafjallajökull, Iceland . Mount Pelée, Martinique, What causes an earthquake? An earthquake is the shaking and vibration of the Earth's crust due to</p>	<p>Local Study – St Albans</p> <p>Locational Knowledge Where is St Albans? Use a map or atlas to locate where St Albans is and identify the land use.</p> <p>Human and Physical Geography What is the landscape like? Look at the physical features of St Albans and think about how they can be compared to those of Stevenage. How is land used? Think about how land is used in St Albans (for what purpose and focusing on physical features) and how it looks compared to Stevenage</p> <p>Geographical Enquiry and Skills . What goes on in St Albans? Focus on the human geography aspects. . Travel guide. Create a travel guide for a trip to St Albans, focusing on the positive elements of the city and what would cause people to want to go there. . Comparing places. Compare the physical and human features of St Albans and Stevenage and think about how similar and/or different these two areas are.</p> <p>Vocabulary Country City Compare Contrast Stevenage Travel Landscape- visible features of an area of land Human features- something built by humans e.g. cities, houses, harbours etc. Physical features- naturally evolving e.g. hills, oceans, beaches</p>



The United Kingdom is an island country that is located off the north western coast of mainland Europe

Physical Geography of Europe

Identify the environmental regions of Europe
Explore the physical features of two contrasting European regions

Human Geography Features of Europe

The current population of Europe is approximately 747 million, based on the latest United Nation estimates.
Europe's population is equivalent to 9.78%.
Or we can say approximately 10% of the total world population.
Europe also ranks number three, among regions of the world, when ordered by population.
Now the life expectancy.
This is the age to which an average person who is born in the Europe will live to is around 81 years old.

Vocabulary

- Continent
- Europe
- Northern Europe
- Western Europe
- Southern Europe
- Eastern Europe
- Mount Elbrus.
- Volga River.
- Danube River.
- Rhine River.
- Western Uplands.
- North European Plain.
- Central Uplands.
- Alpine Mountains

movement of the Earth's plates (plate tectonics). Earthquakes can happen along any type of plate boundary. Earthquakes occur when tension is released from inside the crust. Plates do not always move smoothly alongside each other and sometimes get stuck. When this happens pressure builds up. When this pressure is eventually released an earthquake tends to occur.

Vocabulary

- Range-series of mountain in a line, connected by high ground
- Climate- weather conditions in an area
- Crust- hard outer layer of the earth
- Active- volcano that has had at least one eruption during the past 10,000 years
- Dormant- active volcano that is not erupting, but supposed to erupt again.
- Extinct- not had an eruption for at least 10,000 years and is not expected to erupt again
- Crust - The surface layer covering our planet.
- Earthquake - A violent movement of parts of the Earth's surface.
- Epicentre - The point on the Earth's surface at the centre of an Earthquake.
- Erupt - To suddenly burst out causing lava to explode out of the earth's surface. Lava - Molten, hot rock flowing from a volcano. Molten – Hot, melted rocks.
- Magma - Extremely hot, liquid rock.
- Mantle - Under the crust is the mantle forming about half of the Earth.
- Seismic waves - An elastic wave in the earth produced by an earthquake or other means.
- Tectonic plates - The earth's crust is made up of large areas called tectonic plates that join together.
- Volcano - An opening or rupture in the Earth's crust through which lava, ash and gases escape

Population Land use- how land is used Topography – map of the surface features of land



Enrichment opportunities

<p>Upper KS2 Year B</p>	<p>Greece - Human and Physical geography</p> <p>Key vocabulary: Human geography, population, location, Europe, continent, country, Ancient Greece, modern Greece, trade, economy, Slaves,</p> <p>Literature Links: So you think you've got it bad? A kids life in ancient greece - Chae Strathie Big book of Greece facts</p> <p>Content: Identify Europe on the world map, draw, name and label the countries of Europe. Understand Ancient Greek trading. Work with maps and discover the traded goods and their journeys. Learn how the economy worked. Design, make and play an Ancient Greek trading game Explore maps of ancient Greece and Greece today.</p>	<p>UK Study – Isle of Wight (residential 1 week)</p> <p>The British Empire- Physical and Human Geography</p> <p>Key vocabulary: Trade, empire, commonwealth, trade routes, East India Spice company, slave, indigenous.</p> <p>Literature Links: The Victorians - Eye Witness What Mr Dawin Saw - Mike Manning and Brita Granstrom</p> <p>Content: Locate the British Empire as it stood in Victorian rule and how it looks today. Discusses the British Empire and why the Empire expanded The benefits and negative impact it had on the indigenous people. Trading in the British Empire and how it helped grow the demand for British goods, it also includes a slight mention of the slave trade. Introduction to the commonwealth and analysis a few countries that were part of the British Empire and information on when they joined (India, Canada , Australia and Egypt)</p>	<p>Natural Resources/Energy and sustainability</p> <p>Key vocabulary: Sustainable, Energy, renewable, non-renewable, biodiversity, greenhouse gases, solar, turbine, nuclear, recycling.</p> <p>Literature Links: The Emerald Forest - Catherine Ward and Karin Littlewood The Last Tree - Emily Hayworth-Booth Wangari's Tree of Peace - Jennette winter One Plastic bag - Miranda Paul Greta and the Giants - Zoe Tucker Rainforest Warrior - Anita Ganeri</p> <p>Content: Explore what sustainability is by reviewing examples. examine how Tesla's new technology is promoting sustainability How power was historically generated and the rise in use of electricity through the industrial revolution that led to huge advancements in humans' capacity to power the world. Non-renewable energy and consider the pros and cons of fossil fuel. understand why Curitiba introduced new city plans to become more sustainable. Analyse what is unusual about Curitiba. Locate Freiburg on a map. Articulate how Freiburg is sustainable and what is special. Explore how well the UK communities measure up to the example of Curitiba and Freiburg. Review the access to public transport, green space and commitment to recycling of a UK community. Examine our own community in terms of public transport, green spaces, access to school, shops and other amenities. Research recycling locally and within school. <i>(Links already made with Stevenage Green Network)</i></p>
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Enrichment opportunities