



St Nicholas C of E (VA) Primary School and Nursery

Geography Curriculum Overview Year A

	<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>
Values	Year A Compassion and Thankfulness	Forgiveness and Truthfulness	Service and Justice
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</p> <p>Beginning to notice changes in things</p> <p>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</p> <p>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</p> <p>Talk about similarities and differences between environments in Britain and in Africa</p> <p>Talk about how we can care for the natural world</p> <p>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 A	<p>London & The United Kingdom</p> <p>Locational Knowledge</p> <p>Name the 4 countries and capital cities of the UK. I can identify changes over time.</p> <p>Context:</p> <p>I can compare London and a city in a different country</p> <p>How has London changed over time?</p> <p>Human and physical geography</p> <ul style="list-style-type: none"> I can identify human and physical features of the area. start to identify the physical features of London <p>I can name the seas surrounding the UK</p> <p>Geographical Enquiry and Skills</p> <p>Where is London? • What is London like?</p>	<p>Weather</p> <p>Human and physical geography</p> <p>Identify seasonal and daily weather patterns in the United Kingdom. Explore the four seasons and seasonal changes. And explore geographical changes within each season</p> <p>Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</p> <p>Geographical Enquiry and Skills</p> <p>What is the weather like where I live?</p>	<p>Our World</p> <p>Locational Knowledge</p> <p>I can explore the human and physical geography of a small area of the UK. <i>Context:</i> Compare an area of the UK with an area of a non-European country- Jamaica</p> <p>Human and physical geography</p> <p>I can identify human and physical features of the UK and Jamaica</p> <p>Geographical Enquiry and Skills</p> <p>Use maps, pictures/photos, and internet as sources of information; understand geographical similarities and differences through studying the human and physical geography of a small area of the United</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



	<p>What are the human and physical features of London? What landmarks can you visit? What is the River Thames used for?</p> <p><input type="checkbox"/> Follow directions (up/down, left/right, forwards/backwards)</p> <ul style="list-style-type: none"> • Pupils recognise simple features on maps e.g. roads/buildings/rivers • find places using a postcode or name search/zoom in and out of a map <ul style="list-style-type: none"> • use a simple measuring tool and with support show distance. • Use and draw key symbols on maps <input type="checkbox"/> Use relative vocabulary (bigger/smaller) I can change the scale of digital maps (e.g. Google maps) to find locations and identify features <p>Vocabulary Town, city, urban, human geography, population, Britain, capital city</p> <p>Diversity We Are Britain! - Benjamin Zephaniah and Prodeepta Das Coming to England - Floella Benjamin</p> <p>Literacy Links</p> <p>‘Barnaby and Paddington visit London’ ‘The River’ Claude in the city Katie in London</p>	<p>What is the weather like where I live? How do I measure and record changes in the weather? How does the weather affect me? What is the weather like in each season? How does the weather change?</p> <p>Locate the Northern and Southern Hemisphere Explore weather maps and weather map symbols</p> <p>Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map</p> <p>Fieldwork: <i>Record temperature changes •Record and measure rainfall over time •I can observe and record the weather</i></p> <p>Vocabulary Weather, rain, fog, sun, wind, temperature, season, daily Location Vocab -North pole, South Pole, equator</p> <p>Literacy Links: Alfie’s Walk –Shirley Hughes Lila the secret of rain</p>	<p>Kingdom, and of a small area in a contrasting non-European country (Jamaica)</p> <p>What is our planet like? How do I in where I am in the world? • How do I use a map, atlas and globe? • What is it like where I live? • What is it like where other people live</p> <p>Geographical skills Know that an Atlas is a book of maps and globes show the position of countries on the Earth. Use maps, atlases and globes with increasing independence. •Understand why maps need a key Use maps and plans (3-D and 2-D). •Explore a location using aerial photos and find features. •Know that maps give information about the world.</p> <p>Vocabulary Atlas, globe, map, 3D, 2D, aerial, key, human and physical</p> <p>Diversity https://www.nationalgeographic.co.uk/topic/locations/earth/north-america/jamaica https://www.bbc.co.uk/northernireland/schools/4_11/cultureclub/learning/jamaicafacts.shtml Dominic grows sweetcorn</p> <p>Literacy Links: Somebody swallowed Stanley, Dear Earth, https://diversebookfinder.org/</p>
	<p>Possible Enrichment opportunities: Visit to London, Museum of London, The Royal Gunpowder Mills, Visit to Stevenage Museum, Walk to Fairlands Park</p>		
<p>National Curriculum Expectation</p>	<p>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</p>		



Lower KS2
Year A

Egypt – the Nile – Rivers

Locational Knowledge

Africa is a continent and Egypt is a country within Africa.

Human and physical geography

The climate of Egypt is different to that of the UK. Human and physical geographical features of a region in Africa.

Features of a river.

Describe the key features of a river and how they flow.

Erosion and deposition. Identify how and why rivers change shape.

How do we use rivers? Describe how rivers are used and the advantages and disadvantages of these ways.

Flooding. Explain the impact of damming rivers and what happens if this doesn't happen.

Using the knowledge gained about rivers focus on the River Nile and how it supported a civilisation.

Geographical Enquiry and Skills

Learn about the incredible, life-giving River Nile and its impact on civilisation in Egypt. Use the maps and models made in previous sessions to present your findings

Understand important aspects of the daily life of the Ancient Egyptians; including jobs, food, and games.

• The Nile was important because it provided water for crops but also fertile soil - this means that people settled near the banks of the Nile as it was considered a prime location.

They were among the first civilisations to use irrigation systems.

• The Nile also provided mud for bricks and pots, opportunities for fishing, papyrus reeds and a key means of transport.

Rainforests

Locational Knowledge

Where Are the Rainforests? To locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America

Human and Physical Geography/ Geographical Enquiry and Skills

The Rainforest Climate To identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle.

Layers of the Rainforest To describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle in the context of the layers of a rainforest.

The Amazon

To understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America by comparing the Amazon rainforest and Sherwood Forest.

Protecting the Rainforests To describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water in the context of rainforest conservation.

Vocabulary

Atlas

Climate- weather conditions over a period of time

Tropical- very hot Emergent layer- top layer of a rainforest

Canopy layer- layer underneath the emergent

Understory- layer of vegetation Forest floor/shrub-

Settlements and Trade routes

Find out where the Vikings came from and why they invaded. Through map work, learn about Viking routes and settlements in the British Isles.

Locational Knowledge

A settlement is a place where people establish a community. Settlements can vary in size from a small village, a town or extremely large settlement (a city)

Human and physical geography

That a human feature is something that is man-made e.g. a bridge. That a physical feature is something that is natural or happens naturally e.g. a river There are many different uses for land

Geographical Enquiry and Skills

Investigate a population map of the UK. Discuss why more people settle in certain locations.

Discuss the effect of landscape features on the development of a locality.

Explain the importance of key natural resources e.g. water in the locality.

Use aerial images to compare physical features of a Roman, Viking and Anglo Saxon settlements.

Use an atlas to plot Roman, Viking and Anglo Saxon settlements on a map of the UK.

Use Google maps to map land use in a village, town and city.

Use aerial photographs/ maps to identify similarities and differences between a village, town and city.

Use OS maps to plan a route from one settlement to another

Draw a sketch map of your own settlement from a high view point

Add OS symbols to your settlement map to represent roads, buildings and points of interest.

Vocabulary

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



St Nicholas C of E (VA) Primary School and Nursery

<p>Vocabulary chronology - the order of events in time civilisation - a human society with its own social organisation and culture climate - the general weather conditions that are typical of a place culture - activities such as the arts and philosophy, which are considered to be important for the development of civilisation fertile - rich in nutrients to support the growth of many plants irrigation - supply land with water in order to help crops grow society - people in general, thought of as a large organized group Water cycle Meander- curve or bend in a river Oxbow lake- U-shaped lake that forms when a wide meander of a river is cut off Valley- low area of land formed by a river Source- original point from which the river flows Floodplain- an area of low-lying ground adjacent to a river, formed mainly of river sediments and subject to flooding. Mouth- place where a river enters a large body of water Bank- land alongside a body of water Erosion- gradual destruction of something Deposition- the processes where material being transported by a river is deposited Flooding Farming Habitat- where a living thing lives</p>		<p>the ground beneath the trees of a forest, consisting of roots and soil Arachnid- spider or scorpion Reptile- vertebrate animal of a class that includes snakes, lizards, crocodiles, turtles, and tortoises Mammal- a warm-blooded vertebrate animal of a class that has hair/fur and give birth Biodiversity - The variety of living things in a given place Deforestation- clearing a wide area of trees</p>	<p>Settlement- any form of human dwelling, from the smallest house to the largest city. Land use- function of land ranging from farming, housing and industry Trade- the action of buying and selling goods and services. Trade link Fair trade- trade between companies in developed countries and producers in developing countries in which fair prices are paid to the producers Economy- the state of a country or region in terms of the production and consumption of goods and services and the supply of money Supply chain- the sequence of processes involved in the production and distribution of a product. Distribution- the way in which something is shared out. Natural resources - materials or substances occurring in nature which can be exploited for economic gain</p>
<p><u>Enrichment opportunities</u> Stevenage Museum, Now press Play,</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



Upper KS2
Year A

The changing face of Europe –

Locational Knowledge

Locate the world’s countries, using maps to focus on Europe (including the location of Russia) concentrating on their environmental regions, key physical and human characteristics, countries, and major cities

Physical and Human geography

To describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle
To name and locate counties and cities of the United Kingdom, 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

To locate the world’s countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities

To describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water

Geographical Enquiry and Skills

To name different types of weathering
Describe how physical, chemical and biological weathering change rocks
Explain how some coastal features are formed
Identify the location of some famous UK coastal features
Describe how a coastline might have looked in the past
Identify how the borders of Europe have changed over time
Identify ways a landscape has changed over time

America

Locational Knowledge

To locate the world’s countries, using maps to focus North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities

Physical and Human Geography

To describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water
To locate the world’s countries, using maps to focus North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities

Geographical Enquiry and Skills

Explore maps and websites to find out where the Maya lived and what the different environmental zones are like.
Recreate the maya environmental zones from coast, lowlands, highlands and rain forest in the classroom, including plants and animals.
How did the Maya transport goods and what did they trade?
Discover their expertise, their impressive logistics and the daunting geography that they had to overcome.
Find out how they knew about the wheel, but didn't use it.
Take part in role-play trading games, make models and maps.
Explore the methods of farming practised by the Maya and some of the foods they farmed, hunted and gathered.
Try making and tasting a traditional Mayan hot chocolate recipe.
Finish off by creating a model illustrating how the Maya produced food and having a simple Maya meal.

Biomes and Climate change –

Physical Geography

To describe and understand key aspects of physical geography including: climate zones, biomes and vegetation belts.

Geographical Enquiry and Skills

A large ecosystem is called a biome. A biome contains particular plant and animal groups, which are adapted to that particular environment.

Discover and investigate who and what lives in a variety of places.
Explore longitude and latitude and how this affects the biomes - look at the ‘mirror’ effect of the sun along the equator in the southern and northern hemispheres.
Field work to determine what Biome (if any) we live in and if our climate matches the biome characteristics.
Make links with Science and how animals have adapted according to their environment.
Look at the range of biomes from the Arctic to the Antarctic travelling along a route of their choice.
How are the worlds Biomes affected by climate change?
Tropical grassland or savannah Within the tropics Hot with a wet and dry season Mainly grass and a few specially adapted-trees
Tropical rainforest Hot and wet all year Rich in plants and animals Poor soils
Desert Can be hot or cold Limited plants
Tundra Below freezing for most of the year Ground permanently frozen
Deciduous forest Cool summers and mild winters. Rain throughout the year. Rich deciduous woodland
Coniferous forest (Taiga) Long, cold winters Short, mild summer Limited rainfall
Temperate grassland Warm summer and very cold winter. Quite low rainfall. Mainly grassland vegetation
Key Vocabulary:
Atmospheric pressure, biodiversity, biome, boreal forest/Taiga, climate, coniferous forest, continent, continental climate, deciduous forest, desert, distribution, ecosystem, environment, equator,



St Nicholas C of E (VA) Primary School and Nursery



	<p>Describe how human activity has changed the Earth since 1800s Research the types of human activity that have changed the Earth. Changes to the Earth predicted to occur by 2050 Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>Key vocabulary: Physical weathering, chemical weathering, biological weather, acid, dissolve, minerals, erosion, border, invasion, development, regeneration, protection, physical changes, human changes</p> <p>Literature links: The song of the Dolphin Boy - Elizabeth Laird and Peter Bailey The Secret of Black Rock - Joe Todd Stanton A drop in the Ocean - Jacqui Bailey and Mathew</p>	<p>Key vocabulary: North America, South America, continent, country, Pacific Ocean, Arctic Ocean, Caribbean, Gulf of Mexico, lowland, rainforest, coastal region.</p> <p>Literature links: Caribbean Dream - Rachel Isadora Across the Bay - Carlos Aponte</p>	<p>equatorial climate, flora, forest, global, humidity, latitude, location, longitude, maritime climate, ocean, pattern, precipitation, rainforest, savanna, season, soil, sun, temperate, temperature, tundra, vegetation belt, weather, wind. Antarctic Circle, Arctic Circle, continent, country, equator, Europe, latitude, longitude, North America, Northern hemisphere, ocean, South America, Southern hemisphere, time zones, Tropic of Cancer, Tropic of Capricorn</p> <p>Literature links: Rainforests - Anita Ganeri Deserts around the road - Jen Green Antarctica - Helen Gowcher Under the Weather p Tony Bradman The Jaguar Trials - Ruth Eastman</p>
--	--	---	---

<p><u>Enrichment opportunities</u> Stevenage Museum, Now Press Play, local environment</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