

# Geography

In the EYFS, our young learners begin their geographical journey through the Early Learning Goal "Understanding the World". They explore different cultures and communities, develop an awareness of the natural world, and start to learn essential prepositional language in Mathematics, which supports their understanding of routes and locations.

As our students' progress into Key Stage 1, they deepen their knowledge of the world, learning the names of the seven continents and five oceans, as well as the four countries and capital cities of the United Kingdom and its surrounding seas. Children's directional knowledge is developed with the introduction of the 4 main compass directions. Through the study of a small area of the UK and a contrasting non-European country, they develop an understanding of key human and physical features. Children are given opportunities to carry out fieldwork in the school grounds, they will use maps and aerial photographs to enhance their knowledge of their immediate location.

In Key Stage 2, our students' geographical knowledge and skills continue to expand. They focus on the locational knowledge of Europe (including Russia) and North and South America, exploring their key physical and human characteristics and topographical features. The curriculum also covers climate zones, biomes, vegetation belts, rivers, mountains, volcanoes, earthquakes, and the water cycle. Fieldwork in KS2 gives the children the opportunity to carry out investigations in the local area as well as in school, providing the children with hands-on learning experiences that support their understanding of completing a geographical investigation. Map skills and an understanding of 8 point compass directions are both developed when studying key global locations.

Through various themed days and external visits, children are given the opportunity to broaden their understanding of other cultures.





## Overview of Geography

\*At the outset of each history topic, teachers in Key Stage 2 will cover a map lesson. This will focus primarily on locational knowledge significantly related to the history topic being taught.

	<u>Advent 1</u>	<u>Advent 2</u>	<u>Lent 1</u>	<u>Lent 2</u>	<u>Pentecost 1</u>	<u>Pentecost 2</u>
<u>Year 1</u>		Beginning of map work	Dinosaurs – Physical Features of the landscape	Positional and Directional Language	Human Features	The UK
<u>Year 2</u>		To name the seven continents and 5 oceans	Contrasting Locality: Beijing and London			Marvellous maps
<u>Year 3</u>	Earthquakes & volcanoes (from Sept 25)					Coasts
<u>Year 4</u>	Rainforest	Rainforest				
<u>Year 5</u>					Brazil	Brazil
<u>Year 6</u>					Rivers	Mountains



## Year 1

<u>Advent 1</u>	<u>Advent 2</u>	<u>Lent 1</u>	<u>Lent 2</u>	<u>Pentecost 1</u>	<u>Pentecost 2</u>
	Beginning of map work including looking at aerial perspectives using maps of the classroom	Physical features	Positional and directional language	Human Features	The United Kingdom

<u>The United Kingdom</u>			
<b><u>Pentecost 2</u></b>	<b>Geographical Enquiry</b> Why should people from abroad come and visit the four different countries of the United Kingdom?	<b>Key Questions</b> What is the Uk? What is it like in England? What is it like in Northern Ireland? What is it like in Scotland? What is it like in Wales?	<b>Key Vocabulary</b> United Kingdom, Union Jack, Capital City, Country, Atlantic Ocean, English Channel, Irish Sea and North Sea. Physical, human, cultural, Moorland, mountain, rivers, lake, forest, coastline, urban.



## Year 2

<b><u>Continents and Oceans</u></b>			
<b><u>Advent 2</u></b>	Name the 7 continents and 5 oceans.	<b>Key Questions</b> What are the 7 continents? What are the 5 oceans? What are the 3 main climate zones?	<b>Key Vocabulary</b> Oceans, continents, map, climate, warm, cold, temperate, choropleth map,

<b><u>China</u></b>			
<b><u>Lent 1</u></b>	<b>Geographical Enquiry</b> What do you think the positive and negative impacts might be on millions of people visiting China each year?	<b>Key Questions</b> Where is England/China? What is an aerial photograph? What would a tourist want to see when they visit China? What is the population of China? What are the similarities and differences between London and China? To know why the physical features of China impact where people live. What are the positive and negative impacts of tourism on China?	<b>Key Vocabulary</b> north, east, south, west, boarder, river, atlas, continent, sea, features, mountain, skyscrapers, River Thames, Buckingham Palace, Great Wall of China, aerial photograph, human features, impact of tourists, human and physical geography, climate, terrain, monsoons, tropical, subarctic, Yangtze River, Equator, ecosystem, mountainous, irrigation, farmland, cities, positive impact, negative impact, overcrowding, damage to sights of historical importance, rubbish, pollution, supporting local economy/businesses, restaurants, spending money,



## Year 3

<b><u>Volcanoes and Earthquakes</u></b>			
<b><u>Advent 1</u></b>	<b>Geographical Enquiry</b> Should people live on plate boundaries?	<b>Key Questions</b> What causes earthquakes? How do scientist measure and predict earthquakes? How do earthquakes affect the human population? What is the structure of a volcano? How do volcanoes affect the human population? How are the effects of a volcano on the human population similar to those of an earthquake?	<b>Key Vocabulary</b> tectonic plates, plate boundary, fault line, subduction zone, magma Epicentre, seismic waves, richter scale, Mercalli scale, seismograph Adaption, rural, urban, costly, HIC (high income country), LIC (low income country), primary effects, secondary effects, immediate response, long term response, magnitude, Richter scale Dormant, active and extinct, vent, magma chamber, lava, magma, conduit Positives, negatives, fertile soil, hot springs, Geothermal power station, Landscape, evacuation

<b><u>Coasts</u></b>			
<b><u>Pentecost 2</u></b>	<b>Geographical Enquiry</b> How can coasts benefit and or disadvantage the people living there?	<b>Key Questions</b> How is the shape of our coastline formed? How does erosion affect our coastline? What geographical features would you expect to see if you visit the British coast? What can we do to slow it down the erosion of our coastline? Why is costal protection sometimes a controversial issue?	<b>Key Vocabulary</b> Swash, backwash, destructive, constructive, transport, deposit, spit Erosion, cave, arch, stack, stump, headlands and bay headland, bay, beach, dune, cave, cliff, arch, stack, stumps, spit Hard engineering, rock armour, sea wall, soft engineering, beach nourishment



## Year 4

<b><u>Rainforests</u></b>			
<b><u>Advent 1 and 2</u></b>	<b>Geographical Enquiry</b> How damaging is the destruction of the rainforest to the animal population, the native inhabitants and the rest of the wider world?	<b>Key Questions</b> What is a rainforest and where are they located? How do temperate and tropical rainforests differ? How does the weather in a tropical rainforest compare to your local climate? What are the different layers of the tropical rainforest? How have plants adapted in tropical rainforest to suit their environment and allow them to survive? How have animals adapted in tropical rainforest to suit their environment to allow them to survive? How do tribal communities function in the rainforest and how does this compare to ours? How and why does deforestation happen? What should we be doing to help protect the rainforests?	<b>Key Vocabulary</b> vegetation belt, climate zones biomes, ecotourism, indigenous tribes, cooperative, sustainable development, solar power, economic benefits. Local economy, traditions, culture



## Year 5

<b><u>Brazil</u></b>			
<b><u>Pentecost 1 and 2</u></b>	<b>Geographical Enquiry</b> Which, out of the following Brazilian cities, Brasilia, Manaus, Rio de Janeiro or Curitiba would you consider to provide the best model for leading us further into the 21 <sup>st</sup> century? Why?	<b>Key Questions</b> Where is Brazil? What is the climate of Brazil? Why is urbanisation happening in Brazil? How different are Brazil's and England's economic activity? How is Brasilia similar to London? What is Rio de Janeiro like? What are the causes and effects of the expansion of Manaus over the years? Why is Curitiba considered to be one of the most sustainable cities in Brazil?	<b>Key Vocabulary</b> Longitude, latitude, grid references, human features, physical features, land use, Climate graph, seasons, ecosystems, equator, weather, tropical. Temperate, Urbanisation, push, pull effects, immigration, relocation indigenous rural urban migration, Exports, trade links, economic growth GDP imports energy renewable sustainability, physical, human, similar, different, tourism, compare, contrast, Brasilia, capital cities, vegetation, port, bay, coastline, Sugar Loaf Mountain, buildings, compare building materials between favelas and hotel, Favelas, expansion, deforestation, manufacturing, economic activity, Amazonia, logging, natural resources, latex, incongruous (not in harmony with its surroundings) sustainable, geographical processes, annotate, parana (in south- Manaus in north) pioneering urban planning incentives global example



## Year 6

<b><u>Mountains</u></b>			
<b><u>Pentecost 1</u></b>	<b>Geographical Enquiry</b> Should industry be allowed in mountain regions?	<b>Key Questions</b> How are mountains formed? What climate would you expect to find in mountain ranges? What are the tallest mountains in the world and the UK? What industry is usually associated with mountain ranges? How do the industries of farming and agriculture, mining / quarrying, tourism, renewable energy affect the mountain ranges in which they are based?	<b>Key Vocabulary</b> fold mountains, erosion, plates, ridge, summit, slope, plateau, base, face, mountain range, hiking, skiing, avalanche, altitude, mountaineering, Snow storm, blizzard, risks, avalanche, landslide, hypothermia, Slieve Donard, Scafell Pike, Ben Nevis, Snowdon

<b><u>Rivers</u></b>			
<b><u>Pentecost 2</u></b>	<b>Geographical Enquiry</b> Are we making the most effective use of rivers in our world today?	<b>Key Questions</b> What are the features of a river? How does altitude, channel width or water speed affect the processes in a river? How do we use rivers? What are the key features of the Volga, Amazon and Thames? How do human features along the Volga, Amazon and Thames compare?	<b>Key Vocabulary</b> evaporation, condensation, precipitation, waterfall, tributary, floodplain, source, confluence, mouth, estuary, main channel, lake, meander, ox bow lake, basin, delta, bay, valley, bank, erosion, transportation, deposition, waterfall, tributary, floodplain, source, confluence, mouth, estuary, main channel, lake, meander, ox bow lake, basin, delta, bay, valley, bank, hydroelectricity, tourism, agriculture, commercial, industrial, recreation, leisure, dams, modifications, detrimental, exploit, infrastructure, contour, ordnance survey, biodiversity,





## Fieldwork

<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
<p>Focus: Human geography</p> <p>What is the most popular play equipment?</p> <p><b>Key Skills/ techniques</b> Create a choropleth map of the playground</p>	<p>Focus: Physical geography</p> <p>What is the flora like within the school grounds?</p> <p><b>Key Skills/ techniques</b> Creating a tally chart to collect data. This will be used to create a graph using excel</p>	<p>Focus: Physical geography</p> <p>What is the volume of traffic around Holy Family School?</p> <p><b>Key Skills/ techniques</b> Conduct a traffic survey at 3 different times of the day to allow for comparison of data collection</p>	<p>Focus: Physical geography</p> <p>What is the environmental quality of Holy Family School site?</p> <p><b>Key Skills/ techniques</b> Conduct an Environmental Quality Survey</p>	<p>Focus: Physical/Human geography</p> <p>How do People travel to school?</p> <p><b>Key Skills/ techniques</b> Create and carry out a whole school questionnaire</p>	<p>Focus: Human geography</p> <p>Are the local amenities in and around Langley sufficient for the people who live there?</p> <p><b>Key Skills/ techniques</b> Create and carry out a questionnaire to be used with family and friends. This will include a Yes/No question to allow children to create a pie chart.</p>



## KS2 Locational Knowledge

Each Year group in KS2 will learn about a country within the UK and create a fact file about it. Children will use the following questions to guide their research about each country.

<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
<p><i>England</i></p> <p><b><u>Information for fact file:</u></b></p> <p>On a map of the UK and using an atlas, children will revisit the four countries of the UK, their capital cities and the surrounding seas. Identify other major cities within the UK.</p> <p>On a map, of England, identify some counties (Inc. Berkshire &amp; Cornwall) What main river(s) run through England and what sea do they flow into? Plot these on a map of England. Name and locate the major mountain or mountain ranges on map of England. Does it have a coast? What are the physical and human characteristics of that England? What is the predominant land use within England and how has this changed over time if at all?</p>	<p><i>Scotland</i></p> <p><b><u>Information for fact file:</u></b></p> <p>On a map of the UK and using an atlas, revisit the four countries of the UK, their capital cities and the surrounding seas. Identify other major cities within the UK.</p> <p>On a map, of Scotland, identify some of the counties (Inc. Galloway Forest Park the biggest forest in the UK link with rainforest) What main river(s) run through Scotland and what sea do they flow into? Plot these on a map of Scotland. Name and locate the major mountain or mountain ranges on map of Scotland. Does it have a coast? What are the physical and human characteristics of Scotland? What is the predominant land use within Scotland and how has this changed over time if at all?</p>	<p><i>Wales</i></p> <p><b><u>Information for fact file:</u></b></p> <p>On a map of the UK and using an atlas, revisit the four countries of the UK, their capital cities and the surrounding seas. Identify other major cities within the UK.</p> <p>On a map, of Wales, identify some of the counties (Inc. Portmeirion – purpose built to show how a naturally beautiful site could be developed without spoiling it. Link to Brazil topic with the purpose built town) What main river(s) run through Wales and what sea do they flow into? Plot these on a map of Wales. Name and locate the major mountain or mountain ranges on map of Wales. Does it have a coast? What are the physical and human characteristics of Wales? What is the predominant land use within Wales and how has this changed over time if at all?</p>	<p><i>Northern Ireland</i></p> <p><b><u>Information for fact file:</u></b></p> <p>On a map of the UK using an atlas, revisit the four countries of the UK, their capital cities and the surrounding seas. Identify other major cities within the UK.</p> <p>On a map, of Northern Ireland, identify the 6 counties. What main river(s) run through N. Ireland and what sea do they flow into? Plot these on a map of N.Ireland. Name and locate the major mountain or mountain ranges on map of N. Ireland. Does it have a coast? What are the physical and human characteristics of N. Ireland? What is the predominant land use within N. Ireland and how has this changed over time if at all?</p>