Geography Curriculum Overview

Our endpoints, along with regular formative assessment, support teachers in making judgements as to whether children are meeting age related expectations.

EYFS

Term	Autumn	Spring	Summer
Focus	Outdoor Adventures	Exploring Maps	Around the World
Early Learning Goals	**Understanding the World – People, Culture and Communities** • Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts, and maps. • Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. • Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps. **Understanding the World – The Natural World** • Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. • Explore the natural world around them, making observations and drawing pictures of animals and plants. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.		
Geographical Concepts	Space, Interdependence, Physical and Human Processes, Environmental Impact and Sustainable Development	Place, Space, Interdependence Physical and Human Processes	Place, Space, Scale Cultural Awareness and Diversity
End Points	• To talk about the features of their own immediate environment and how environments might vary from one another – town, country, beach, forest. • To begin to notice similarities and differences in places in my locality, my country and the world • To explore and make observations of the world around them. • To explore natural objects using the senses. • to describe the effects of different weather conditions • To use the senses to observe and talk about experiences whilst outside. • To begin to notice some of the features of the changing seasons. • To begin to recognise seasonal weather conditions. To discuss daily weather conditions and begin to explore seasonal patterns. • To fill in and use simple charts e.g. class daily weather chart.	• To find and name familiar features on maps. • To consider shapes and positions of features when making a map. • To build and describe a model of a familiar place. • To describe a journey using found objects as prompts. • To explore a range of maps. • To apply their knowledge of maps to make their own. • To discuss daily weather conditions. (Rain, cloud, sun, snow, wind.)	• To compare features in the local environment to other places around the world. • To compare contrasting places within the UK. • To recognise the difference between city and countryside environments. • To compare different landscapes around the world. • To understand the characteristics of desert environments, including climate and landscape. • To explore and understand life in a cold place, comparing and contrasting it with our own lives
Local Opportunities*	Walk in the school grounds / woods to explore the senses using nature catchers Exploring the local area to look for signs of the seasons	Creating journey sticks on a journey through the woods, to the Water Tower, or to St Berteline's Church.	Taking bear on a walk around the local area to see different features of where we live Visitors to school to discuss life in different countries
Key Vocabulary**	senses, autumn, spring, summer, winter, objects, weather Acorn, big, dark, dry, feather, feel, flower, freezing, frosty, bright, colour	features, field, house, journey, canal, aerial, bird's building, road, path, water, aerial, bird's eye view, building, car park, direction, feature, other positional language (near, far, above)	atlas, globe, map, features, places, farm, city, countryside, mountain, sea, ocean, beach, field, hill, desert, landscape

* Outdoor learning is a daily part of learning in EYFS and therefore children will have opportunities beyond what is recorded to explore geography outside of the classroom

**EYFS vocabulary may be duplicated in later year groups. This is because our Kapow EYFS geography units are designed to be taught using a 'pick and mix' approach and teachers may not use all of the activities. This also gives pupils an opportunity to revisit and embed key vocabulary.

Geography Curriculum Overview

Our endpoints, along with regular formative assessment, support teachers in making judgements as to whether children are meeting age related expectations.

Year 1/2 – Cycle A

Term	Autumn 2	Spring 2	Summer 2
Enquiry Question	What is it like here?	Would you prefer to live in a hot or cold place?	What can you see at the coast?
National Curriculum Focus	• Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage • 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 • Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key • Use simple fieldwork and observational skills to study the geography of **their school and its grounds** and the key human and physical features of its **surrounding environment.** • Vocabulary expectations relevant to topic of enquiry	• Name and locate the world's seven continents and five oceans • Understand geographical similarities and differences through studying the human and physical geography of a small area of the **United Kingdom (Runcorn)** and of a small area in a **contrasting non-European country (Kenya)** • Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles • Vocabulary expectations relevant to topic of enquiry • Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage • 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 • Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key • Use simple fieldwork and observational skills to study the geography of **their school and its grounds** and the key human and physical features of its **surrounding environment.**	• Name and locate the world's seven continents and five oceans • Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas • Vocabulary expectations relevant to topic of enquiry • Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage • 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 • Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key • Use simple fieldwork and observational skills to study the geography of **their school and its** grounds and the key human and physical features of its **surrounding environment.**
Geographical Concepts	Scale Interdependence	Place Space	Place, Scale Interdependence Physical and Human Processes

Geography Curriculum Overview

Our endpoints, along with regular formative assessment, support teachers in making judgements as to whether children are meeting age related expectations.

End Points	• Locate three features on an aerial photograph of the school and know the name of the country and village, town or city in which they live. • Make a map of the classroom with four key features, using objects to represent the distance and direction of features in the classroom. • Recognise four features in the school grounds using a map. • Explain how they feel about three areas of the playground and find out how others feel by looking at the results of a survey. • Draw a design to improve three areas of the playground using the results from the survey.	• Name and locate the seven continents on a world map. • Locate the North and the South Poles on a world map. • Locate the Equator on a world map. • Describe some similarities and differences between the UK and Kenya. • Investigate the weather, writing about it using key vocabulary and explaining whether they live in a hot or cold place. • Recognise the features of hot and cold places. • Locate some countries with hot or cold climates on a world map.	• Name and locate the seas and oceans surrounding the UK in an atlas. • Label these on a map of the UK. • Describe the location of the seas and oceans surrounding the UK using compass points. • Define what the coast is. • Locate coasts in the UK. • Name some of the physical features of coasts. • Explain the location of UK coasts using the four compass directions. • Name features of coasts and label these on a photograph. • Identify human features in a coastal town. • Describe how people use the coast. • Follow a prepared route on a map. • Identify human features on the local coast. • Record data using a tally chart. • Represent data in a pictogram. • Describe how the local coast has been used.
Local Opportunities	Using maps in the school grounds and conducting surveys	Comparing Runcorn (local area) to Kenya	Investigating our local coast – New Brighton – and how it is used
Key Vocabulary* **	Aerial photograph, aerial view, atlas, country, distance, features, globe, land location, directional language (near, far), map, fieldwork, key, symbol	Arid, climate, compass, continent, city, desert, Equator, globe, grasslands, human feature, physical feature, ice sheet	cliff, coast, coastline, island, harbour, port, lake aerial, capital city, London, Belfast, Glasgow, Cardiff, data collection

***Vocabulary may be repeated in future units to consolidate meaning in different contexts.

Geography Curriculum Overview

Our endpoints, along with regular formative assessment, support teachers in making judgements as to whether children are meeting age related expectations.

Year 1/2 – Cycle B

Term	Autumn 1	Spring 2	Summer 2
Enquiry Question	Where am I?	What is the weather like in the UK?	What is it like to live in Shanghai?
National Curriculum Focus	• Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas • Vocabulary expectations relevant to topic of enquiry • Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage • 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 • Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key • Use simple fieldwork and observational skills to study the geography of **their school and its grounds** and the key human and physical features of its **surrounding environment.**	• Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas • Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles • Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage • 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 • Use simple fieldwork and observational skills to study the geography of **their school and its grounds** and the key human and physical features of its **surrounding environment.**	• Name and locate the world's seven continents and five oceans • Understand geographical similarities and differences through studying the human and physical geography of **The United Kingdom (Runcorn, North West)** and of a small area in a **Non-European country (Shanghai)** • Vocabulary expectations relevant to topic of enquiry • Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage • 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 • Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key • Use simple fieldwork and observational skills to study the geography of **their school and its grounds** and the key human and physical features of its **surrounding environment.**
Geographical Concepts	Place Scale Physical and Human Processes	Place Interdependence	Place, Space, Scale, Interdependence Physical and Human Processes Environmental Impact and Sustainable Development Cultural Awareness and Diversity
End Points	• State that the UK stands for the United Kingdom. • Point to each country in the UK on a map when prompted. • Verbally identify features within the school grounds. • Use and respond to directional language. • State that an aerial photograph is taken from above. • Recognise some familiar features in aerial photographs. • Explain that symbols show features on a map. • Add symbols to a map. • Identify how places on the school grounds make them feel.	• Name and locate the four countries on a map of the UK. • Identify the country they live in. • Identify the four seasons. • Describe some seasonal changes. • Identify the four compass directions. • Use the compass directions to describe the location of features. • Observe and describe daily weather patterns. • Begin to locate the four capital cities of the UK. • Explain what the weather is like during each season in the UK. • Suggest appropriate clothing and activities for each season.	• Give examples of human and physical features. • Identify features they see on a walk. • Explain the location of features using some directional language. • Use an aerial photograph to locate physical and human features. • Draw simple pictures or symbols on a sketch map. • Draw compass points. • Name the continent they live in. • Use an atlas to locate the UK and China on a world map. • Use an atlas to locate Europe and Asia on a world map. • Identify China's physical and human geography. • Sort physical and human features using photographs. • Identify physical and human features in images of Shanghai. • Compare Shanghai to their locality.

Geography Curriculum Overview

Our endpoints, along with regular formative assessment, support teachers in making judgements as to whether children are meeting age related expectations.

			• Identify similarities and differences between human and physical features.
Local Opportunities	Investigating the school grounds and how different areas make us feel	Locating features in the school grounds	Sketching physical and human features in the local area Comparing Shanghai and Runcorn
Key Vocabulary* **	grounds, features, improvement, appealing, unappealing, survey, emotions, design	climate, rain gauge, humid, observation, meteorologist, temperature, thermometer	skyscraper, mountain range, Great Wall, metropolitan, office, locality, landmarks

***Vocabulary may be repeated in future units to consolidate meaning in different contexts.

Geography Curriculum Overview

Our endpoints, along with regular formative assessment, support teachers in making judgements as to whether children are meeting age related expectations.

Year 3/4 – Cycle A

Term	Autumn __	Spring __	Summer 2
Enquiry Question	Where does our food come from?	Why do people live near volcanoes?	Why are rainforests important to us?
National Curriculum Focus	• 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 • 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 **(imports from different regions and countries and continents)** • Describe and understand key aspects of physical geography, including: **climate zones, biomes** and **vegetation belts,** rivers, mountains, volcanoes and earthquakes, and the water cycle • 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 • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied • 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	• 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 • Understand geographical similarities and differences through the study of human and physical geography of **a region of the United Kingdom (Snowdon, South West)** and a region in **a European country (Sicily, Italy)** • Describe and understand key aspects of physical geography, including: **climate zones, biomes** and vegetation belts, rivers, **mountains, volcanoes and earthquakes**, and the water cycle • 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** • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied • 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	• 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 • Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) • Understand geographical similarities and differences through the study of human and physical geography of a region of the **United Kingdom (Runcorn, Windmill Hill Woods / St Berteline's Wood, North West)** and a region of **South America (the Amazon rainforest, Brazil)** • Describe and understand key aspects of physical geography, including: **climate zones, biomes** and **vegetation belts, rivers,** mountains, volcanoes and earthquakes, and **the water cycle** • 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** • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied • 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
Geographical Concepts	Place, Space, Scale Interdependence Physical and Human Processes Environmental Impact and Sustainable Development Cultural awareness and diversity	Scale Physical and human processes Cultural awareness and diversity	Place, Scale Interdependence Physical and human processes Environmental Impact and Sustainable Development Cultural Awareness and Diversity
End Points	• Identify that different foods grow in different biomes and say why. • Explain which food has the most significant negative impact on the environment. • Consider a change people can make to reduce the negative impact of food production. • Describe the intentions around trading responsibly.	• Name all four layers of the Earth in the correct order, stating one fact about each layer. • Explain one or more ways a mountain can be formed. • Give a correct example of a mountain range and its continent.	• Describe a biome and give an example. • State the location and some key features of the Amazon rainforest. • Name and describe the four layers of tropical rainforests. • Understand that trees and plants adapt to living in the rainforest and give an example.

Geography Curriculum Overview

Our endpoints, along with regular formative assessment, support teachers in making judgements as to whether children are meeting age related expectations.

	● Explain that food imports can be both helpful and harmful. ● Describe the journey of a cocoa bean. ● Locate countries on a blank world map using an atlas. ● Use a scale bar correctly to measure approximate distances. ● Collect data through an interview process. ● Analyse interview responses to answer an enquiry question. ● Discuss any trends in data collected.	● Describe a tectonic plate and know that mountains occur along plate boundaries. ● Correctly label the features of shield and composite volcanoes and explain how they form. ● Name three ways in which volcanoes can be classified. ● Describe how volcanoes form at tectonic plate boundaries. ● Explain a mix of negative and positive consequences of living near a volcano. ● State whether they would or would not want to live near a volcano. ● State that an earthquake is caused when two plate boundaries move and shake the ground. ● Explain that earthquakes happen along plate boundaries. ● List some negative effects that an earthquake can have on a community. ● Observe, digitally record and map different rocks using a symbol on a map. ● Identify rock types and their origins based on collected data.	● Define the word indigenous and give an example of how indigenous peoples use the Amazon's resources. ● Name one way in which the Amazon is changing. ● Articulate why the Amazon rainforest is important. ● Give an example of how humans are having a negative impact on the Amazon and an action that can be taken to help. ● Use a variety of data collection methods with support. ● Summarise how the local woodland is used and suggest changes to improve the area.
Local Opportunities	Looking at local food sources and whether our school dinners are sourced locally Visit to local food places / supermarket	Observing and recording the location of rocks on the school grounds	Comparing use of the local woodland (St Berteline's wood / Windmill hill wood) to Amazon Rainforest
Key Vocabulary* **	export, import, fertiliser, pesticides, food bank, produce, qualitative, quantitative, air freight, carbon footprint, consume, distribution, food miles, grant, biome, climate zone, vegetation	active volcano, climate change, composite volcano, crust, dormant volcano, earthquake, epicentre, extinct volcano, fault line, fault-block, fertile soil, fold mountain, geothermal energy, igneous rock	community, data, deforestation, forest floor, global warming, greenhouse gas, analyse, buttress roots, canopy layer, drought, emergent layer, enquiry, equator

***Vocabulary may be repeated in future units to consolidate meaning in different contexts.

Geography Curriculum Overview

Our endpoints, along with regular formative assessment, support teachers in making judgements as to whether children are meeting age related expectations.

Year 3/4 – Cycle B

Term	Autumn 2	Spring 2	Summer 2
Enquiry Question	What are rivers and how are they used?	Are all settlements the same?	Who lives in Antarctica?
National Curriculum Focus	• 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 • 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 • Describe and understand key aspects of physical geography, including: climate zones, biomes and **vegetation belts**, **rivers**, **mountains**, volcanoes and earthquakes, and the **water cycle** • 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** • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied • Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom 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	• 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 • 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 • Understand geographical similarities and differences through the study of human and physical geography of a region within the **United Kingdom (London, South East)** and **a region of a Non-European country (New Delhi, India)** • Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, **rivers**, mountains, volcanoes and **earthquakes,** and the water cycle • 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** • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied • Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom 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	• 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 • Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) • Describe and understand key aspects of physical geography, including: **climate zones, biomes** and vegetation belts, rivers, **mountains, volcanoes** and earthquakes, and the **water cycle** • 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** • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied • Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom 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
Geographical Concepts	Place Space Scale Physical and Human Processes	Place, Space, Scale Interdependence Physical and Human Processes Cultural Awareness and Diversity	Scale Space Physical and human processes

Geography Curriculum Overview

Our endpoints, along with regular formative assessment, support teachers in making judgements as to whether children are meeting age related expectations.

End Points	● Identify water stores and processes in the water cycle. ● Describe the three courses of a river. ● Name the physical features of a river. ● Name some major rivers and their location. ● Describe different ways a river is used. ● List some of the problems around rivers. ● Describe human and physical features around a river. ● Identify the location of a river on an OS map. ● Make a judgement on the environmental quality in a river environment. ● Make suggestions on how a river environment could be improved.	● Locate some cities in the UK. ● Describe the difference between villages, towns and cities. ● Identify features on an OS map using the legend. ● Describe the different types of land use. ● Follow a route on an OS map. ● Discuss reasons for the location of human and physical features. ● Locate some geographical regions in the UK. ● Identify and begin to offer explanations about changes to features in the local area. ● Describe the location of New Delhi. ● Identify some human and physical features in New Delhi. ● State some similarities and differences between land use and features in New Delhi and the local area.	● Describe what lines of latitude and longitude are, giving an example. ● Understand that the Northern and Southern Hemispheres experience seasons at different times. ● Define what climate zones are. ● Understand Antarctica has a polar climate made up of ice sheets, snow and mountains. ● Describe Antarctica's location in the far south of the globe. ● State that tourism and research are the two main reasons people visit Antarctica. ● Describe equipment researchers might use and clothes they wear. ● List some of the research carried out in Antarctica. ● State the outcome of Shackleton's expedition. ● Successfully plot four-figure grid references at the point where the vertical and horizontal line meet. ● Describe a similarity and difference between life in the UK and life in Antarctica. ● Confidently use the zoom function on a digital map. ● Begin to recall the eight points of a compass, following at least four of them. ● Recognise and describe features on their school grounds from an aerial map. ● Draw a map of the route they take on an expedition. ● State one thing that went well on the expedition and one aspect that did not go as hoped.
Local Opportunities	Explore local river uses (River Mersey) Visit to the local river to observe the features of a river, conduct a survey into the quality of the local river and suggest improvements	Physical and human features in the local area and land use, suggestions for improvements Changes to settlements in local area overtime	Design their own expedition around the school grounds using compass points
Key Vocabulary* **	condensation, delta, estuary, evaporation, flooding, floodplain, groundwater, irrigation, leisure, meander, oxbow, percolation, precipitation, mouth, valley	agricultural, land use, commercial land, country border, facilities, linear, dispersed, memorial, metro	compass points, drifting, hemisphere, ice sheet, ice shelf, iceberg, lines of latitude, lines of longitude, treaty

***Vocabulary may be repeated in future units to consolidate meaning in different contexts.

Geography Curriculum Overview

Our endpoints, along with regular formative assessment, support teachers in making judgements as to whether children are meeting age related expectations.

Year 5/6 – Cycle A

Term	Autumn 2	Spring 1	Summer 2
Enquiry Question	What is life like in the Alps?	Where does our energy come from? (link to types of energy in science)	Would you like to live in the desert?
National Curriculum Focus	• 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 • 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 • Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) • Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom (**Lakeland fells / Cumbrian mountains – North West)** and a **region in a European country (the Alps)** • Describe and understand key aspects of physical geography, including: **climate zones, biomes** and **vegetation belts**, rivers, **mountains,** volcanoes and earthquakes, and the water cycle • 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** • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied • Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world	• 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 • 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 • Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) • Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom (**Port of Blyth, North East)** and a region in **North America (Texas)** • 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 • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied • Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom 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	• 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 • Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) • Understand geographical similarities and differences through the study of human and physical geography of a region of the **United Kingdom (Dungeness, South East),** and a region within **North America (Mojave Desert)** • Describe and understand key aspects of physical geography, including: **climate zones, biomes** and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle • 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** • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied • Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world

Geography Curriculum Overview

Our endpoints, along with regular formative assessment, support teachers in making judgements as to whether children are meeting age related expectations.

	• 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		
Geographical Concepts	Place, Space Interdependence	Place, Space, Scale, Interdependence Physical and Human Processes Environmental Impact and Sustainable Development	Place, Space, Scale Cultural Awareness and Diversity
End Points	• Locate the Alps on a world map and identify and label the eight countries they spread through. • Locate three physical and three human characteristics in the Alps. • Research and describe the physical and human features of Innsbruck. • Use a variety of data collection methods including completing a questionnaire, mapping their route and recording their findings in sketches or photographs. • Compare the human and physical geography of their local area and Innsbruck. • Describe at least four of the key aspects of the human and physical geography of the Alps to answer the enquiry question, 'What is life like in the Alps?'	• Describe the significance of energy. • Give examples of sources of energy and their trading routes. • Define renewable and non-renewable energy. • Discuss the benefits and drawbacks of different energy sources. • Describe the significance of the Prime Meridian. • Identify human features on a digital map. • Discuss how transport links have changed over time. • Locate UK cities on a map. • Use six-figure grid references to identify features on an OS map. • Consider and justify the location of energy sources. • Design and use interview questions. • Plot points on a sketch map.	Identify the lines of latitude where hot desert biomes are located. • Describe the characteristics of a hot desert biome. • Locate the largest deserts in each continent. • Describe ways the Mojave Desert is used. • Name and describe the physical features found in a desert. • Identify how humans use the desert. • Explain how human activity may contribute to the changing climate and landscape of a desert. • Recognise that the Mojave Desert has a different time zone to the UK. • Describe some of the threats to deserts. • Give the benefits and drawbacks of living in a desert environment. • Identify characteristics of two contrasting biomes and compare land use. • Discussing if a desert environment is hospitable and why.
Local Opportunities	Collect data on what there is to do in Runcorn town centre	Energy sources near us Considering the best location for a solar panel on the school grounds	Comparison of land use in the desert compared to the local area
Key Vocabulary* **	coniferous trees, deciduous trees, data, fold mountain glacier, latitude, leisure, tourist, population	biofuel, coal consumption, contour line, crude oil, dam emissions, energy source, hydropower, natural gas, non-renewable, nuclear power, Prime Meridian, producer	agriculture, airstrip, arid, desertification, drought, flash flood, barren, mesa, mining, mushroom rock, national park

***Vocabulary may be repeated in future units to consolidate meaning in different contexts.

Geography Curriculum Overview

Our endpoints, along with regular formative assessment, support teachers in making judgements as to whether children are meeting age related expectations.

Year 5/6 – Cycle B

Term	Autumn 2	Spring 2	Summer 1
Enquiry Question	Can I carry out an independent fieldwork enquiry?	Why do oceans matter?	Why does population change?
National Curriculum Focus	• 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 • 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 • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied • Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom 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	• 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 • 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 • Describe and understand key aspects of physical geography, including: **climate zones, biomes** and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the **water cycle** • 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 va water** • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied • 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	• 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 • 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 • Understand geographical similarities and differences through the study of human and physical geography of a region of the **United Kingdom (Runcorn town centre and around school in Runcorn, North West)** and **a region in a European region (Bulgaria)** and a region of a **non-European region (Oman)** • 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 • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied • 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
Geographical Concepts	Place, Space, Scale Physical and Human Processes Cultural Awareness and Diversity	Place, Space, Scale Interdependence Physical and Human Processes Environmental Impact and Sustainable Development Cultural Awareness and Diversity	Place Interdependence Environmental Impact and Sustainable Development Cultural Awareness and Diversity
End Points	• Give examples of issues in the local area. • Identify questions to be asked to find the relevant data. • Justify which data collection method is most suitable. • Design an accurate data collection template.	• Describe the water cycle. • Describe how the ocean is used for human activity. • Explain how the ocean helps to regulate the Earth's climate and temperature.	• Identify the most densely and sparsely populated areas. • Describe the increase in global population over time. • Begin to describe what might influence the environments people live in. • Define birth and death rates, suggesting what may influence them.

Geography Curriculum Overview

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	● Identify areas along a route that are best for data collection. ● Discuss how to mediate potential risks. ● Collect data at points located on an OS map. ● Manage risks during a fieldwork trip. ● Identify any outcomes from data collected. ● Map data digitally. ● Describe the enquiry process.	● Identify the Great Barrier Reef as part of Australia. ● Describe the benefits of the Great Barrier reef. ● Describe how humans impact the oceans and the consequences of this. ● Explain some actions that can be taken to help support healthy oceans. ● Explain which data collection method would be best for marine fieldwork and why. ● Collect data using a tally chart, photographs and a sketch map. ● Safely navigate the fieldwork environment. ● Make suggestions for how to improve a marine environment. ● Present data using a tally chart and pie chart.	● Define migration, discussing push and pull factors. ● Explain why some people have no choice but to leave their homes. ● Describe the causes of climate change, explaining its impact on the global population. ● Suggest an action they can take to fight climate change. ● Calculate the length of a route to scale. ● Follow a selected route on an OS map. ● Use a variety of data collection methods, including using a Likert scale. ● Collect information from a member of the public. ● Create a digital map to plot and compare data collected from two locations. ● Suggest an idea to improve the environment.
Local Opportunities	Conducting a fieldwork enquiry around local issues / affairs Present findings to local MP / council representative / relevant audience	Trip to a marine environment E.G Spike Island or local pond, river, lake	Trip to the local area to look at how population influences land use and settlements Looking at how to improve the local environment for the population
Key Vocabulary* **	analyse, audience, enquiry, evidence, impact, improvement, issue, justify, plot, presenting process	atmosphere, biodegradable, buffer, coral bleaching, disposable, ecology, ecosystem erosion, coral reef, decompose, digital map, geology, human footprint	air pollution, birth rate, cartogram, conclusions, death rate, densely populated, digital technologies, fossil fuels, greenhouse gases

***Vocabulary may be repeated in future units to consolidate meaning in different contexts.