



Geography—Curriculum Overview



Year Group	Autumn Term	Spring Term	Summer Term
Key Stage 1 Year A	<u>Place</u> What is it like here?	<u>Human and Physical Processes</u> What is our weather like in the UK?	<u>Location</u> What is it like to live in Kenya?
Key Stage 1 Year B	<u>Place</u> Would you prefer to live in a hot or cold place?	<u>Location</u> Why is our world wonderful?	<u>Human and Physical Processes</u> What is it like to live by the coast?
Lower Key Stage 2 Year A	<u>Place</u> Why do people live near volcanoes?	<u>Location</u> Who lives in Antarctica?	<u>Human and Physical Processes</u> Are all settlements the same?
Lower Key Stage 2 Year B	<u>Location</u> Why are rainforests important to us?	<u>Human and Physical Processes</u> Where does our food come from?	<u>Location</u> What are rivers and how are they used?
Upper Key Stage 2 Year A	<u>Place</u> What is life like in the Alps?	<u>Location</u> Where does your energy come from?	<u>Location</u> Would you like to live in the desert?
Upper Key Stage 2 Year B	<u>Human and Physical Processes</u> Why does population change?	<u>Human and Physical Processes</u> Why do oceans matter?	<u>Place</u> Can I carry on an independent fieldwork enquiry?
Thursfield Primary School			SUBJECT—Curriculum Overview 2020



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Key Stage 1 Year A	<p><u>Place</u></p> <p>What is it like here?</p> <p>Locate where they live on an aerial photograph, children recognise local features. They create maps using classroom objects before drawing simple maps of the school grounds. Pupils use maps to follow simple routes around the school grounds and carry out an enquiry about how to improve their playground.</p>	<p><u>Human and Physical Processes</u></p> <p>What is our weather like in the UK?</p> <p>Studying the countries and cities that make up the UK, children discuss the four seasons and their associated weather. They consider how we change our behaviour in response to different weather and keep a weather diary or record. Finally, children investigate the UK's hot and cold places using weather maps with a simple key.</p>	<p><u>Location</u></p> <p>What is it like to live in Kenya?</p> <p>Using a world map, children start recognising continents, oceans and countries outside the UK with a focus on Africa. They identify physical features of Kenya using aerial photographs and maps before identifying human features. Pupils then compare these features to those in the local area and make a simple map using data they have collected through fieldwork.</p>
	<p><u>TASK</u></p> <p>Children to independently draw a map of the school grounds.</p>	<p><u>TASK</u></p> <p>Create a weather report for Harriseahead.</p>	<p><u>TASK</u></p> <p>Create a fact file about living in Kenya / Harriseahead</p>
Key Stage 1 Year B	<p><u>Place</u></p> <p>Would you prefer to live in a hot or cold place?</p> <p>Introducing children to the basic concept of climate zones and mapping out hot and cold places globally. Children compare features in the North and South Poles and Kenya as well as in the local area. They learn the four compass points and the names and location of the seven continents.</p>	<p><u>Location</u></p> <p>Why is our world wonderful?</p> <p>Identifying features and major characteristics of the UK before learning about some of the amazing places in the world. Naming the oceans and locating these on a world map. Considering what is unique about the natural habitats in their locality and using fieldwork to investigate and present this.</p>	<p><u>Human and Physical Processes</u></p> <p>What is it like to live by the coast?</p> <p>Using atlases, children name and locate continents and oceans of the world, while revising the countries, cities and surrounding seas of the UK. They learn about the physical features of the coast and how humans have interacted with this over time, including land use, settlements and tourism.</p>
	<p><u>TASK</u></p> <p>Children choose whether they prefer a hot or a cold place and create an information sheet/page explaining their choice.</p>	<p><u>TASK</u></p> <p>Children create posters about why our world is wonderful.</p>	<p><u>TASK</u></p> <p>Children create an advertisement poster for tourists to visit Llandudno.</p>



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Lower Key Stage 2 Year A	<p><u>Place</u></p> <p>Why do people live near volcanoes?</p> <p>Learning how the Earth is constructed and about tectonic plates and their boundaries. Children learn how mountains are formed, explain the formation and types of volcanoes and explore the cause of earthquakes. They map the global distribution of mountains, volcanoes and earthquakes and consider the negative and positive effects of living in a volcanic environment and the ways in which humans have responded to earthquakes.</p>	<p><u>Location</u></p> <p>Who lives in Antarctica?</p> <p>Learning about latitude and longitude, pupils consider how this links to climate. Pupils contemplate the tilt of the Earth and how this impacts the Antarctic circle and global temperatures. They explore the physical features of a polar region and how humans have adapted to working there, taking into account that there is no permanent population. Pupils study Shackleton's expedition before planning their own, using mapping skills learnt so far.</p>	<p><u>Human and Physical Processes</u></p> <p>Are all settlements the same?</p> <p>Exploring different types of settlements and land use, pupils consider the difference between urban and rural. They describe the different human and physical features in their local area and how these have changed over time. Children make land use comparisons between their local area and New Delhi to find key similarities and differences between these two locations.</p>
	<p><u>TASK</u></p> <p>Children create a grid of the positive and negative impacts of living near a volcano.</p>	<p><u>TASK</u></p> <p>Children plan own expedition.</p>	<p><u>TASK</u></p> <p>Page in books comparing Stoke-on-Trent and New Delhi.</p>
Lower Key Stage 2 Year B	<p><u>Location</u></p> <p>Why are rainforests important to us?</p> <p>Focussing on the link between biomes and climate, children will locate the Amazon rainforest and explain how the vegetation in a tropical rainforest is defined by the two Tropics. They investigate the physical features and layers of the Amazon rainforest, considering how plants adapt to these conditions. Learning about the people who live in the rainforest, children discuss the impact of human activity locally and globally.</p>	<p><u>Human and Physical Processes</u></p> <p>Where does our food come from?</p> <p>Looking at the distribution of the world's biomes and mapping food imports from around the world, children learn about trading fairly with a specific focus on Côte d'Ivoire and cocoa beans. They explore where the food for their school dinners comes from and the pros and cons of local versus global.</p>	<p><u>Location</u></p> <p>What are rivers and how are they used?</p> <p>Exploring the different ways water is stored and moves, pupils develop an understanding of the water cycle. They name and map major rivers both in the UK and globally. Children learn about the features and courses of a river and how they are used by humans, before studying a local river to spot these features.</p>
	<p><u>TASK</u></p> <p>Children to create an information sheet or PowerPoint all about the Amazon Rainforest and how it is being affected by humans.</p>	<p><u>TASK</u></p> <p>Children create a poster/information sheet encouraging people to buy food locally.</p>	<p><u>TASK</u></p> <p>Children to create an information sheet or PowerPoint all about rivers and how they are being used by humans.</p>



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Upper Key Stage 2 Year A	<p><u>Place</u></p> <p>What is life like in the Alps?</p> <p>Discovering the climate of mountain ranges and considering why people choose to visit the Alps, children focus on Innsbruck and identify the human and physical features that attract tourists. They then apply their learning to investigate tourism in the local area, mapping recreational land use and presenting their findings.</p>	<p><u>Location</u></p> <p>Where does your energy come from?</p> <p>Learning about time zones around the world while exploring natural resources and energy found in the United States and the United Kingdom. Children learn about renewable and non-renewable energy sources and the impacts these have on society, economy and environment. They carry out a fieldwork investigation considering the best location for a solar panel on the school grounds.</p>	<p><u>Location</u></p> <p>Would you like to live in the desert?</p> <p>Recapping biomes with focus on hot desert biomes and their various characteristics, children map the largest global deserts. The Mojave Desert is used as a case study to support the children in learning about the physical features of a desert. Children also consider how humans use deserts and the environmental threats that can occur in this landscape.</p>
	<p><u>TASK</u></p> <p>Create a tourist information sheet on Innsbruck.</p>	<p><u>TASK</u></p> <p>A comparison between the energy usage of the U.K and the U.S.A.</p>	<p><u>TASK</u></p> <p>Children to create an information sheet or PowerPoint all about deserts and how they are being used by humans.</p>
Upper Key Stage 2 Year B	<p><u>Human and Physical Processes</u></p> <p>Why does population change?</p> <p>Looking at global population distribution, children think about why certain areas are more populated than others. They explore the factors that influence birth and death rates and use case studies to illustrate these. Children consider and discuss the social, economic and environmental push and pull factors that influence migration. Fieldwork is carried out to explore the impact of population on the local environment.</p>	<p><u>Human and Physical Processes</u></p> <p>Why do oceans matter?</p> <p>Exploring the significance of our oceans, children learn how humans use and impact them and how this has changed over time. Pupils study the Great Barrier Reef and how plastic and pollution is damaging this marine environment, before considering positive environmental changes that can be made including making eco-friendly choices. They use fieldwork skills to investigate</p>	<p><u>Place</u></p> <p>Can I carry on an independent fieldwork enquiry?</p> <p>Planning and carrying out their own independent enquiry, children explore an issue in their local area. They develop an enquiry question, design their own data collection methods, and then record, analyse and present their findings.</p>
	<p><u>TASK</u></p> <p>Children to create a two page information sheet. One page consisting of push and pull factors that influence migration, and the other comparing two different case studies of how population has changed.</p>	<p><u>TASK</u></p> <p>Save our oceans information PowerPoint.</p>	<p><u>TASK</u></p> <p>Children carry out their independent enquiry</p>