

Geography curriculum map 2022 - 2023

Year	Term	Geography
1	Autumn 1	
	Autumn 2	<p>Local area study – around our school</p> <p>Use geographical terms, make maps and plans, field work, use simple compass directions</p> <p>What makes our local area special?</p> <p>Study of the school grounds, local street</p> <p>Small scale surveys in school</p>
	Spring 1	<p>UK study</p> <p>Four countries of the UK</p> <p>Physical and human features</p> <p>Name, locate and identify characteristics of the four countries and capital cities</p> <p>Seasonal and daily weather patterns in the UK</p> <p>Use world maps and atlases</p>
	Spring 2	<p>Cities – towns – villages</p> <p>Explore the geographical vocabulary, understanding of size and place</p>
	Summer 1	<p>London study</p> <p>Physical and human features</p> <p>Focus on the River Thames and its place within the city</p> <p>Build on previous unit cities – towns – villages</p> <p>Use aerial photos and plan perspectives to recognise landmarks</p>
	Summer 2	<p>Seaside town study</p> <p>Build on previous unit. Comparison between town and city</p> <p>Focus on River Thames – town situated where the Thames meets the sea</p> <p>Introduce Thames Estuary and English channel</p> <p>Key physical features – beach, cliff, coast, sea, river etc</p>

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2	Autumn 1	<p>Local area – how can we make our local area safer?</p> <p>Observational fieldwork Improving the quality of the local environment Discuss ways of tackling the parking issue Small local survey Schools climate action – visit local areas to make real-life connections. Identify physical features of immediate environment.</p>
	Autumn 2	<p>UK study</p> <p>Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK. Explore islands of the UK – Isle of Wight, Orkney islands Island of Ireland and Northern Ireland</p>
	Spring 1	<p>Hot and cold areas of the world</p> <p>In relation to the equator and the North and South Poles Seasonal and daily weather patterns Name and locate the world's seven continents – locate on maps and atlases</p>
	Spring 2	<p>Oceans</p> <p>Build on previous unit of continents Locating the five oceans of the world Seas around the UK</p>
	Summer 1	<p>European study – France</p> <p>City comparison between Paris/London, River Seine/Thames (English channel) Mediterranean Sea Bordering countries Human and physical features Local weather and seasonal patterns</p>
	Summer 2	<p>Non-European study – India</p> <p>City – town – village in India Make comparisons with UK</p>

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3	Autumn 1	<p>Rivers</p> <p>UK overview. River processes, landforms and flooding. Built around two contrasting depth studies: the River Severn & the River Thames. Travelling down the rivers, poetry linked to the rivers, living by the rivers.</p> <p>Place in context of locational overview: major rivers across England and Wales</p> <p>Focus on River Severn: builds sense of place and so prepares for later work on agriculture in Gloucestershire.</p> <p>Focus on River Thames: builds sense of place and thus prepares for later work on London.</p> <p><i>How similar is the River Thames to the River Severn?</i></p>
	Autumn 2	<p>Mountain ranges & famous mountains</p> <p>Brief world overview.</p> <p>Then focus on UK quick overview of remarkable mountainous regions including Brecon Beacons, Highlands, Lake district, Snowdonia, Pennines, Yorkshire Dales. Poetry of the mountains (recall poetry of the rivers: why do beautiful places inspire poetry?)</p> <p>Depth focus: Snowdonia (in preparation for Wales...see Cardiff in Spring 1)</p> <p>Sustained geographical focus:</p> <p>Relationship between mountains and weather</p> <p>Relationship between humans and mountains</p> <p><i>How do mountains interact with what is around them?</i></p>
	Spring 1	<p>Settlements & cities</p> <p>Settlement types, land-use, settlements by rivers, land-use hierarchy. Major cities in the UK – locational overview (recap rivers - how are the cities linked to the rivers?) Two cities: Cardiff and London, inc economy & transport. How do people move about in Cardiff? How do people move about in London? (tube map). How the two cities are connected <i>to each other</i>? Make connections with growing locational knowledge <i>via</i> transport routes.</p> <p><i>How much do Cardiff and London have in common? How are the people of Cardiff like us?</i></p>
	Spring 2	<p>Overview: agriculture (revisiting locational knowledge). Changing farming practices & impact on landscapes; arable and pastoral – overview;</p> <p>Depth: Wales (hill-sheep farming, Snowdonia and revisit mountains).</p> <p>Link to changes to food consumption including trends re local & organic food; Haringey example: vegetarian and plant-based diets; businesses & local markets in London: consumerism, people getting meals to work etc. Idea of ‘healthy shops’. Local fieldwork investigating shops.</p> <p>This is the beginning of a sustained theme in relation to farming, across the globe: Where does our food come from? Why does this matter? How does food connect us across the world? What ecosystems do we affect when we buy and cook our food?</p>
	Summer 1	<p>Volcanoes</p> <p>Structure of the earth</p> <p>How and why volcanoes erupt</p> <p>Link to settlements with section on why people still live near volcanoes</p> <p>Deepen Mediterranean theme via Mount Etna and human settlements around it.</p>
	Summer 2	<p>Overview of climate and biomes, but situated, through its examples, in Europe, so that European theme is launched simultaneously.</p> <p>Climate and relationship with oceans</p> <p>Depth 1) Mediterranean climate (link to Ancient Greeks’ way of life)</p> <p>Depth 2) Temperate climate. Use examples of Rhine & UK ready for ongoing regional comparison – Britain, Europe, South America – that culminates at end of Year 5.</p> <p>Introduce longitude and latitude here, and reference Arctic and Antarctic (briefly) for the first time.</p> <p><i>Map skills 1</i></p>

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4	Autumn 1	<p>Rhine and Mediterranean introduced as regions</p> <p>This will be quite a synoptic unit, using the Rhine and the Mediterranean to pick up and draw together themes launched already: including, water as a resource, human use of resources, including land, factors influencing the growth of settlements and cities from earlier (also ties in with all Y3 and Y4 history on ancient settlements). Introduce word 'peninsula'. Strong knowledge foundation now laid for continuing focus on Rhine and Mediterranean, working towards full regional comparison at end Year 5.</p>
	Autumn 2	<p>Population characteristics, including distribution and diversity - migration</p> <p>Depth study: multicultural London. Depth study: multicultural Cardiff. Welsh language and culture, effect of changing demographics (e.g. pupils now learning Welsh in Wales). Welsh or British? Idea of national identity First look at how to use geographical data: the census. What kinds of questions do geographers ask? What are their tools?</p>
	Spring 1	<p>Coastal processes (erosion, transportation & deposition) and landforms: overview. Jurassic coast, including significance of its rocks, fossils and landforms. Coastal habitats using contrasting examples, including coasts of the Indian Ocean (link to religion) and then the West Wales depth study. Incorporate <i>Map Skills 2</i></p>
	Spring 2	<p>Tourism: depth studies on the Rhine and the Mediterranean</p> <p>Why has tourism grown (a) in these areas; (b) generally in the world? Patterns of tourism. Eco-friendly and non-eco-friendly tourism. National parks. National Parks in Wales – Snowdonia (links with earlier focus on Wales). <i>Map skills 3</i></p>
	Summer 1	<p>Earthquakes</p> <p>Tectonic plates. Depth: California & the San Andreas fault Revisit knowledge on volcanoes from Year 4 Spring 1.</p>
	Summer 2	<p>Climate change... and deserts. Desertification.</p>

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5	Autumn 1	<p>Why is California so thirsty?</p> <p>Depth study of California, continuing natural resources theme (water again).</p>
	Autumn 2	<p>Oceans in depth</p> <p>Revise locational knowledge. Revise distinction between oceans & seas. Oceans and climate (revise rainforests and climate) Oceans and trade. Oceans and climate. Oceans and the landmasses we have studied in depth – the Atlantic and West Wales. The Pacific and South America. How does our knowledge of oceans now alter and strengthen our knowledge of earlier issues and the relationships between them? climate change, transport, food, tourism</p>
	Spring 1	<p>Migration in Europe and the world</p> <p>Reasons for migration. Global trade. (in geography NC “economic activity including trade links”). Globalisation. <i>Map Skills 3</i></p>
	Spring 2	<p>Introduction to North and South America</p> <p>Including population distribution (across world, but zoom in to N&S America). Megacities. Depth: Brazil’s megacities. Urban-rural migration in Brazil, including informal settlements, like <i>favelas</i>. Challenge stereotypes often held of the <i>favelas</i>.</p>
	Summer 1	<p>Rainforests</p> <p>Introduce Amazon basin as a region: rain forests, rainforest as ecosystem, and relationship with climate – the ‘lungs of the world’. All prior and foundational knowledge re climate change now drawn on to resurface here. Living in the rainforest, deforestation, human settlement, economy, population distribution and movement etc. Third look at geographical data – building on Year 3, Summer 2.</p>
	Summer 2	<p>Agriculture</p> <p>Start by revisiting UK farming (from Y3 Spring 2), then agriculture across the world, then zoom into the Amazon basin, a region of South America. Supply chain (e.g. we are drinking coffee in London) and links with globalisation. Fair trade. Ethical implications arising. Links with choices today and now, in London in 2020s. <i>Map Skills 4: Using 6-figure grid references</i></p>

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6	Autumn 1	<p>Maps Features of places</p>
	Autumn 2	<p>Oceans in depth Revise locational knowledge. Revise distinction between oceans & seas. Oceans and climate (revise rainforests and climate) Oceans and trade. Oceans and climate. Oceans and the landmasses we have studied in depth – the Atlantic and West Wales. The Pacific and South America. How does our knowledge of oceans now alter and strengthen our knowledge of earlier issues and the relationships between them? climate change, transport, food, tourism</p>
	Spring 1	<p>Divisions of the Earth Time zones Longitude and latitude</p>
	Spring 2	<p>Depth: the polar climate (and review of earlier work on climates) Depth: the Arctic and Antarctic Antarctic – revisit climate issues – effects of climate change on Antarctic. Use and develop knowledge from oceans in Year 3. Polar and sub-polar regions. Eco-systems in the polar regions. Link to science. Antarctica (and revisit Arctic). Patagonia - revisit earlier work on South America and links to Wales. Why is Welsh spoken in Patagonia?</p>
	Summer 1	<p>Compare two contrasting regions Mexico and the UK Locate the regions – maps Physical and human features, land use, tourism and migration</p>
	Summer 2	<p>Compare two contrasting regions – continued Use of natural resources, slash and burn, globalisation, logging, use of palm oil – sustainability</p> <p>Post-SATs Y6 local fieldwork. Tasks deploying synthesis of all earlier knowledge. Map skills in action.</p>