



Geography curriculum overview and skills progress

| <u>Year Group</u> | | Term 1 | Term 2 | Term 3 | Term 4 | Term 5 | Term 6 |
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| 3 | Area of study | Egypt and the Nile Human& Physical / location | | Stone Age settlements and population Human & physical | | Rainforests Human & Physical / location | |
| | <u>Key questions</u> | <ul style="list-style-type: none">• Where is Egypt?• What are the continents and oceans called?• What are the points of a compass?• Where is the Nile? Why is it so important?• What is the climate like in Egypt?• How does the weather compare with the UK? | | <ul style="list-style-type: none">• What was the land like during the Stone Age? How did they use their land?• What did Stone Age settlements look like?• How did they change over time?• How did population change over the Stone Age? | | <ul style="list-style-type: none">• What is significant about the location of the planet’s rainforests?• Can we locate the equator and the tropics?• What are the different layers of the rainforest and which creatures live in each?• How have animals adapted to survive in the rainforests?• What is the climate and weather like in the rainforests? Why is it called a ‘rainforest’?• How are humans impacting the rainforests? How is this affecting climate change?• Where is South America? Which countries make up South America? What are they like?• Rainforests around the world - What do we mean by latitude, longitude, equator, N. Hemisphere, S. Hemisphere, tropics, arctic/artic circle and time zones? | |
| 4 | Area of study | Explorers- Local study Fieldwork & skills | | Roman Empire Human& Physical / location | | Habitats Human& Physical | |
| | <u>Key questions</u> | <ul style="list-style-type: none">• How do maps from the Tudor times compare with the modern day?• Walk around Backwell – How have the human and physical features of this settlement changed over time?• What is an OS map? How do we read them?• What are 4 figure grid references?• How can I do I draw a sketch map? | | <ul style="list-style-type: none">• Where is Rome?• What other counties and cities are located in Europe? How do they differ?• Why did the Romans invade Britain? (resources/trade)• What countries did the Romans invade? What are their modern names? (resources/trade)• The Roman legacy – what did the Romans leave behind? <i>Towns, buildings and roads etc.</i> | | <ul style="list-style-type: none">• What lives here?• What does it provide for plants and creatures?• How are they adapted to their habitat?• What dangers are there for this habitat?• Biomes around the world – What do we mean by latitude, longitude, equator, N. Hemisphere, S. Hemisphere, tropics, arctic/artic circle and time zones? | |
| <u>Lower KS2</u> | Geographical enquiry and skills | <ul style="list-style-type: none">• Ask geographical questions [i.e. 'What is it like to live in this place?']• Observe and record [i.e. identify buildings in street and complete a chart]• Collect and record evidence [i.e. carrying out a survey of shop functions and showing on a graph]• Express their own views about people, places and environments [i.e. about litter in the school] | | | | | |



Geography curriculum overview and progression of skills

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| | | <ul style="list-style-type: none"> Communicate in different ways including through numerical/quantitative skills, maps and pictures. Communicate understanding through writing at length. Use geographical vocabulary [i.e. hill, motorway, near, far, north, south] Use fieldwork skills [i.e. recording info on a school plan or local area map] Use globes, maps, plans at a range of scales [i.e. following a route on map] Use secondary sources of information [i.e. CD-ROMs, pictures, photographs, stories, information texts, videos, artefacts] Make maps and plans [i.e. a pictorial map of a place in a story]. | | |
| | Geographical skills and fieldwork | <ul style="list-style-type: none"> 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 OS maps) to build their knowledge of the UK 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 | | |
| | Locational knowledge | <ul style="list-style-type: none"> 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) | | |
| | Human and physical geography | Pupils will describe and understand key aspects of: <ul style="list-style-type: none"> Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle 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 | | |
| | Place knowledge | <ul style="list-style-type: none"> 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 study of India. Understand geographical similarities and differences through the study of places linked to other topic areas, i.e. Egypt, parts of Prehistoric Britain and the Lake District | | |
| 5 | Area of study | Comparing Greece and Uk Human& Physical / location: | Satellite imagery Fieldwork & skills: | Uk changes over time Human& Physical / location: |
| | <u>Key questions</u> | <ul style="list-style-type: none"> Where is Greece in comparison to the UK? How does Greece's physical geography compare to that of the UK's? How does modern Greece's human geography compare to that of the UK's? Using what I now know about Greece's geography, how can I persuade people to visit? | <ul style="list-style-type: none"> Can we identify land-use patterns in satellite images? Can we identify the location of satellite images using Google Maps? What role does satellite imagery play in disaster relief? | Where did the Anglo-Saxons come from? Where did they settle? What is a county? Which counties can be found in the UK? What are the major cities of the UK? |
| 6 | Area of study | The Victorians Human& Physical / location: | Our World: Physical geography: | Ancient Maya: Human& Physical / location: |
| | <u>Key questions</u> | What was the British Empire and where in the world was it? What was the slave triangle – what did it involve and how was it abolished? What does modern trading look like? What is meant by the term 'fair trade'? | What are the continents and oceans of the world? What are lines of latitude and longitude and how are time zones created? What makes up the world? How are mountains formed? How are volcanoes formed? Where do they occur and how do they affect people who live near them? How do earthquakes happen? Where do they occur and how can people protect themselves from their effects? What climate zones and biomes can you find across the world? How are resources distributed across the world? What types of extreme weather occur and what are their effects? What is global warming and how can we reduce its impact? | Where is Central America? What counties is North America made up of? How do the counties of this continent differ? Where was the Maya civilisation located? What are the physical and climate features of the area in which they lived? How did the Maya farm in their geographical environment? |



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| | | | What are 6 figure grid references and what do they tell us? | |
| Upper KS2 | Geographical enquiry and skills | <ul style="list-style-type: none">• Ask geographical questions [i.e. 'What is this landscape like?', 'What do I think about it?']• Collect and record evidence [i.e. carrying out a survey of shop functions and showing on a graph]• Analyse evidence and draw conclusions [i.e. by comparing population data for two localities]• Identify and explain different views that people, including themselves, hold about topical geographical issues [i.e. views about plans to build an hotel in an overseas locality]• Communicate in ways appropriate to the task and audience, including writing at length and through using maps and numerical and quantitative skills, [i.e. by writing to a newspaper about a local issue, using email to exchange information, or about the locality with another school].• Use geographical vocabulary [i.e. temperature, transport, industry].• Use fieldwork techniques [i.e. labelled field sketches] and instruments [i.e. rain gauge, camera]• Use atlases and globes, and maps and plans at a range of scales [i.e. using contents, keys, grids]• Use secondary sources of info, including aerial photos [i.e. stories, info texts, internet, images]• Draw plans and maps at a range of scales [i.e. a sketch map of a locality].• Use ICT to help in geography investigations [i.e. creating a data file to analyse fieldwork data]• Develop decision-making skills [i.e. what measures needed to improve safety in a local street?] | | |
| | Geographical skills and fieldwork | <ul style="list-style-type: none">• Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied• Use the eight points of a compass, four-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom in the past and present.• Extend to 6 figure grid references with teaching of latitude and longitude in depth.• Expand map skills to include non-UK countries.• Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. | | |
| | Locational knowledge | <ul style="list-style-type: none">• Locate main countries in Europe and North or South America. Locate and name principal cities.• Compare 2 different regions in UK rural/urban.• Locate and name the main counties and cities in England.• Linking with History, compare land use maps of UK from past with the present.• Identify the position and significance of latitude/longitude and the Greenwich Meridian. Linking with science, time zones, night and day. | | |
| | Human and physical geography | <ul style="list-style-type: none">• Pupils will describe and understand key aspects of:• Physical geography including coasts, rivers and the water cycle including transpiration; climate zones, biomes and vegetation belts.• Human geography including trade between UK, Europe and ROW.• Fair/unfair distribution of resources (Fairtrade).• Physical geography including volcanoes and earthquakes.• Distribution of natural resources. | | |
| | Place knowledge | <ul style="list-style-type: none">• 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/South America• Understand geographical similarities and differences through the study of places linked to other topic areas, i.e. African study and places relevant to Anglo-Saxon/Viking Britain. | | |