

Geography Curriculum 2023-2024

Year 1		
Autumn	Spring	Summer
<p>Theme: Continents, Oceans and Countries of UK</p> <p><u>Concept</u> To name and locate the world's seven continents and five oceans. To name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</p>	<p>Theme: Capital cities of UK, Seas around UK</p> <p>Theme: Hot and cold places</p> <p><u>Concept</u> To 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</p>	<p>Theme: Hot and cold places</p> <p>Theme: Mapping and Fieldwork skills.</p> <p><u>Concept</u> To 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.</p>
Year 2		
Autumn	Spring	Summer
<p>Theme: Study human and physical geography in the local area.</p> <p>Theme: Study human and physical geography of a small area of the United Kingdom, and a contrasting non-European country.</p> <p><u>Concepts</u> To use world maps, atlases, and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied. To use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and</p>	<p>Theme: Study human and physical geography of a small area of the United Kingdom, and a contrasting non-European country.</p> <p><u>Concept</u> To understand the geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and a small area in a contrasting non-European country- comparing London and Nairobi.</p> <p>Theme: Fieldwork and Map skills</p>	<p>Theme: Study human and physical geography of a small area of the United Kingdom, and of a contrasting non-European country</p> <p><u>Concepts</u> To build on concepts taught in the spring term. To learn about the Yanomami people of the rainforest and to understand about geographical similarities and differences through the study of human and physical geography.</p> <p>Theme: Fieldwork and Map skills</p>

<p>right], to describe the location of features and routes on a map</p>	<p>Concepts To build on concepts taught in the autumn term. To use basic geographical vocabulary to refer to key physical features (beach, cliff, coast, forest, mountain, hill, sea, vegetation, season and weather) and key human features (city, town, village, factory, farm, house, office, port, harbour and shop) To use simple fieldwork and observation skills to study the geography of our school and our grounds and the key human and physical features of our surroundings.</p>	
Year 3		
Autumn	Spring	Summer
<p>Theme: Fieldwork- human and physical features.</p> <p>Concepts To understand physical geography, including biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. To understand 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. To use maps, atlases, globes and digital/ computer mapping to locate countries and describe features studied.</p>	<p>Themes: Counties and regions of the United Kingdom.</p> <p>Concepts To 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.</p>	<p>Themes: OS Map skills and Fieldwork</p> <p>Concepts To describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. To 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. To use the eight points of a compass (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.</p>
Year 4		
Autumn	Spring	Summer
Theme: Rivers	Theme: Latitude and Longitude.	Theme: Revisit River

<p><u>Concept</u> To describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.</p> <p>Theme: Latitude and Longitude.</p> <p><u>Concepts</u> To 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).</p>	<p><u>Concepts</u> To 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).</p> <p>Theme: Water cycle</p> <p><u>Concepts</u> To describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. To use maps, atlases, globes and digital/ computer mapping to locate countries and describe features studied.</p>	<p><u>Concept</u> To describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. The study focuses and elaborates the content of Rivers and to support ancient river civilisation explored in the following history learning module. Summer term study that elaborates on Autumn module and connects to the next river civilisation module focusing on the ancient Egyptians.</p> <p>Theme: Map skills – environment regions</p>
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Year 5

Autumn	Spring	Summer
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<p>Theme: Study the location of countries of the world, including biomes and environmental regions</p> <p><u>Concept</u> To 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. To describe and understand key aspects of physical geography, including: climate zones,</p>	<p>Theme: Map skills- four and six figure grid references.</p> <p><u>Concept</u> Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world’s most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.</p>	<p>Theme: Ordnance Survey (OS) map skills and fieldwork</p> <p><u>Concept</u> To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. To use the eight points of a compass (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</p>
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biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.		
Year 6		
Autumn	Spring	Summer
<p>Theme: Earthquakes, Volcanoes and mountains.</p> <p>Concept To describe and understand physical geography, including climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. To use the eight points of a compass (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.</p>	<p>Theme: Study of human and physical geography: economic, settlement and trade links</p> <p>Concept To describe and understand 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. To use maps, atlases, globes and digital/computer mapping to locate countries and describe feature studied. To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied use the eight points of a compass (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</p> <p>Theme: Study and compare places: region in the UK, Europe and North America.</p> <p>Concept To 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</p>	<p>Theme: Study and compare places: region in the UK, Europe and North America (continued)</p> <p>Concept To 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 This study focuses on the Lake District, Tatra mountains in Poland and North America – Caribbean.</p> <p>Theme: Orienteering: map and fieldwork skills.</p> <p>Concept To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. To use the eight points of a compass (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.</p>

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