

# Geography Curriculum

St Matthew's Church of England Primary School

| Curriculum Intent                                                                                                                                                                                                                                                                                       | Breadth and balance                                                                                                                                                                                                                                                                                                                                                                                                   | Key resources                                                                                                                                                             | Subject Leader                                                                                             |
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| <p>At St Matthew's our curriculum is designed to build upon prior learning, improve communication skills, promote creativity, broaden knowledge and prepare pupils for life beyond school.</p> <p>We embrace our diversity as individuals and celebrate our unity as a caring, Christian community.</p> | <p>We value pupils as individuals and aim to recognise their achievements in a wide range of areas. Our curriculum therefore ensures balance between academic and personal development. It gives equal importance to core and foundation subjects.</p>                                                                                                                                                                | <p>'Maps' by Mizielska &amp; Mizielski</p> <p>Non-fiction texts</p> <p>Annotated world map and globes</p> <p>Google Earth</p> <p>Key vocabulary</p> <p>Sentence stems</p> | <p>Miss Willingham</p>  |
| Communication                                                                                                                                                                                                                                                                                           | <ul style="list-style-type: none"> <li>Key vocabulary and sentence stems support communication and language development.</li> <li>Clear and explicit focus on Geography learning objectives improves subject specific understanding and knowledge.</li> <li>Pupils from other countries are encouraged to share their knowledge with their peers.</li> </ul>                                                          |                                                                                                                                                                           |                                                                                                            |
| Aspiration                                                                                                                                                                                                                                                                                              | <ul style="list-style-type: none"> <li>High expectations benefit all pupils, with a focus on thinking as a geographer.</li> <li>Outings and visitors enrich the curriculum and provide experiences pupils may otherwise miss out on.</li> <li>Geography broadens pupils' understanding of the world in which they live and opens their eyes to opportunities.</li> </ul>                                              |                                                                                                                                                                           |                                                                                                            |
| Creativity                                                                                                                                                                                                                                                                                              | <ul style="list-style-type: none"> <li>A cross-curricular approach engages interest and facilitates the understanding of wider themes.</li> <li>Art, design and musical themes are incorporated where useful and appropriate.</li> <li>Geographical themes are sometimes utilised in English lessons, providing context and meaning.</li> </ul>                                                                       |                                                                                                                                                                           |                                                                                                            |
| Knowledge of the World                                                                                                                                                                                                                                                                                  | <ul style="list-style-type: none"> <li>Pupils develop a knowledge of the location of globally significant places. World maps are used in all classes.</li> <li>Pupils are taught to understand the processes that give rise to key physical and human geographical features.</li> <li>Pupils develop the geographical skills needed to use data, maps, diagrams and technology when undertaking fieldwork.</li> </ul> |                                                                                                                                                                           |                                                                                                            |

| Suggested monitoring schedule | Autumn   | Spring   | Summer   |
|-------------------------------|----------|----------|----------|
| Work scrutiny                 | 3 4 5 6  | EYFS 1 2 |          |
| Drop ins                      |          | 3 4 5 6  | EYFS 1 2 |
| Pupil perceptions             | EYFS 1 2 |          | 3 4 5 6  |

# Understanding the World EYFS

| Year group                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Autumn 1                                                                                                 | Autumn 2                                                                                                                                          | Spring 1                                                                                                                                                | Spring 2                                                                                                                                                          | Summer 1                                                                                                                                                | Summer 2                                                                                                                   |
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| <p><b>ELGs</b></p> <ul style="list-style-type: none"> <li>✓ Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</li> <li>✓ 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.</li> <li>✓ Know some similarities and differences between different religious and cultural communities in this county, drawing on their experience and what has been read in class.</li> <li>✓ 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.</li> </ul> <p>By the end of the year pupils will...</p> <ul style="list-style-type: none"> <li>• Have a developing awareness of the world around them, including the school environment, local area and park.</li> <li>• Know that they live in a town called Ipswich and a country called England.</li> <li>• Begin to find out information about other countries around the world (linked to their families, animals, stories etc).</li> </ul> |                                                                                                          |                                                                                                                                                   |                                                                                                                                                         |                                                                                                                                                                   |                                                                                                                                                         |                                                                                                                            |
| EYFS                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Food                                                                                                     | Favourite Stories                                                                                                                                 | People Who Help Us                                                                                                                                      | Transport                                                                                                                                                         | The Sea                                                                                                                                                 | Animals                                                                                                                    |
| <b>Key knowledge</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <p><b>Handa's Surprise</b></p> <p>Concept of the world and countries</p> <p>Jigsaw Jennie's birthday</p> | <p><b>We're Going on a Bear Hunt</b></p> <p>Weather<br/>Hot &amp; cold habitats</p> <p>Story maps</p> <p>Diwali<br/>Christmas<br/>Christingle</p> | <p><b>What the Ladybird Heard</b></p> <p>Drawing maps<br/>Addresses<br/>Postal workers<br/>Houses and homes in the locality</p> <p>Chinese New Year</p> | <p><b>Whatever Next?</b></p> <p>Describing the moon / role play</p> <p>Maps - transport<br/>Visit a smaller town<br/>Woodbridge</p> <p>Pancake Day<br/>Easter</p> | <p><b>Anna Hibiscus</b></p> <p>Exploring Africa</p> <p>Habitats – ocean<br/>Hot and cold</p> <p>Maps...<br/>treasure map<br/>world map<br/>town map</p> | <p><b>Augustus, the Tiger Who Lost His Smile</b></p> <p>Exploring animal homes</p> <p>Lifecycles</p> <p>Local habitats</p> |
| <b>Key vocabulary</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <p>map<br/>world country<br/>celebration<br/>birthday</p>                                                | <p>weather wind<br/>sun rain ice<br/>cloud storm<br/>celebration<br/>special light</p>                                                            | <p>map direction<br/>address<br/>house flat<br/>bungalow<br/>town Ipswich</p>                                                                           | <p>transport<br/>near far<br/>town<br/>countryside</p>                                                                                                            | <p>Africa<br/>Arctic / Antarctic<br/>habitat<br/>ocean<br/>desert jungle</p>                                                                            | <p>farm<br/>zoo<br/>woods<br/>grass<br/>pond</p>                                                                           |

# Geography Curriculum Year 1

| Year 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Autumn 2<br>Kenya                                                                                                                                                                                                                                                                                           | Spring 1<br>The UK                                                                                                                                                                                                                                                                                                                                              | Summer 2<br>Ipswich and Felixstowe                                                                                                                                                                             |
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| <b>Key knowledge</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | <p>Know where Kenya is on a world map.</p> <p>Describe main human and physical features of Kenya</p> <p>Name some animals found in Kenya.</p> <p>Explore food from Kenya.</p> <p>Describe the weather and climate in Kenya and how this influences lifestyle.</p> <p>Ask simple geographical questions.</p> | <p>Name the four countries of the UK and find them on a map.</p> <p>Identify the flags of the four countries that make up the UK as well as the Union flag.</p> <p>Identify the four capital cities and their locations on a map of the UK.</p> <p>Describe key features of the capital cities.</p> <p>Explore a map showing where food is grown in the UK.</p> | <p>Compare a coastal town with an urban town. ie. Felixstowe and Ipswich.</p> <p>Describe the key features of a seaside location.</p> <p>Use and make simple maps.</p> <p>Identify the seas around the UK.</p> |
| <b>Key vocabulary</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <p>Kenya</p> <p>Africa</p> <p>Nairobi</p> <p>Swahili</p> <p>continent</p> <p>safari</p> <p>similar</p> <p>different</p>                                                                                                                                                                                     | <p>United Kingdom</p> <p>capital city country map flag</p> <p>England London</p> <p>Scotland Edinburgh</p> <p>Wales Cardiff</p> <p>Northern Ireland Belfast</p>                                                                                                                                                                                                 | <p>compare town</p> <p>beach seaside</p> <p>direction port</p> <p>North Sea</p> <p>English Channel</p> <p>Irish Sea</p> <p>Atlantic Ocean</p>                                                                  |
| <p>By the end of the year pupils will...</p> <ul style="list-style-type: none"> <li>Name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas.</li> <li>Identify seasonal and weather patterns in the UK and the location of hot and cold areas in relation to the Equator.</li> <li>Use basic geographical vocabulary to refer to physical features. For example, <i>season, weather, beach, mountain, sea</i>.</li> <li>Use basic geographical vocabulary to refer to key human features. For example, <i>city, town, village, shop</i>.</li> <li>Use world maps, atlases and globes to identify the UK and its countries.</li> <li>Use simple directional language to describe routes. For example, <i>near, far, left and right</i>.</li> <li>Use simple fieldwork and observational skill to study the geography of the school grounds and the surrounding environment.</li> </ul> |                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                |

# Geography Curriculum Year 2

| Year 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Autumn 2<br>Hot and Cold Places                                                                                                                                                                                            | Spring 2<br>USA                                                                                                                                                                                                                                                                                   | Summer 2<br>Town and Country                                                                                                                                                                                                                                                      |
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| Key knowledge                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <p>Name the continents.</p> <p>Name the oceans.</p> <p>Know where hot and cold parts of the world are.</p> <p>Describe the human and physical features of the Antarctic and the Arctic.</p> <p>Use compass directions.</p> | <p>Use aerial photos to recognise landmarks.</p> <p>Use atlases and globes to identify countries.</p> <p>Explore similarities and differences between Ipswich and New York.<br/><i>Both speak English; both on a river; four seasons, Prime Minister President; tourist / non-tourist etc</i></p> | <p>Use fieldwork and observational skills to study the local environment.</p> <p>Study the vegetation in local habitats.</p> <p>Use compass directions.</p> <p>Use maps and directional language.</p> <p>Describe features of a town.</p> <p>Use aerial photographs and maps.</p> |
| Key vocabulary                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <p>continent</p> <p>desert</p> <p>equator</p> <p>ocean</p> <p>temperature</p> <p>iceberg</p> <p>sea shore</p> <p>harbour</p>                                                                                               | <p>address</p> <p>country</p> <p>feature</p> <p>landmark</p> <p>population</p> <p>route</p> <p>tourist</p> <p>town</p>                                                                                                                                                                            | <p>compass</p> <p>North South East West</p> <p>vegetation soil</p> <p>environment</p> <p>route map key</p>                                                                                                                                                                        |
| <p>By the end of the year pupils will...</p> <ul style="list-style-type: none"> <li>Name and locate the world's seven continents and five oceans.</li> <li>Explore similarities and differences through the study of a small area of the UK (London) and a non-European country.</li> <li>Identify seasonal and weather patterns in the UK and the location of hot and cold areas in relation to the Equator, North and South Poles.</li> <li>Use basic geographical vocabulary to refer to physical features. For example, <i>season, weather, coast, ocean, vegetation</i>.</li> <li>Use basic geographical vocabulary to refer to key human features. For example, <i>city, town, port, harbour</i>.</li> <li>Use world maps, atlases and globes to identify countries, continents and oceans.</li> <li>Use simple compass directions (North, South, East and West).</li> <li>Use aerial photographs to recognise landmarks and basic human and physical features.</li> <li>Use simple fieldwork and observational skills to study the geography of the local environment.</li> </ul> |                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                   |

Subjects in red link to the overall topic theme for that half term.

# Geography Curriculum Year 3

| Year 3                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Autumn 1<br>Canada                                                                                                                                                                                                                                                                                                                                                                | Autumn 2<br>Mexico                                                                                                                                                                                                                                                                                                 | Spring 2<br>Weather and the UK                                                                                                                                                                                                                                                                                                                      | Summer 1<br>Maps and Fieldwork                                                                                                                                                                                                                                                                         |
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| Key knowledge                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <p><b>This unit of work is research based and investigative. Pupils will learn the following...</b></p> <p>Canada is located in North America.</p> <p>Aspects of Canada's culture eg. Inuit people, food, animals, sports</p> <p>Have an awareness of key geographical features including the Rocky Mountains, Great Bear Lake, Niagara Falls, Ottawa, Toronto and Vancouver.</p> | <p><b>This unit of work is research based and investigative. Pupils will learn the following...</b></p> <p>Mexico's location in the world.</p> <p>Geographical features (cities, peninsula)</p> <p>Mexico's culture (language, food, currency, bull fighting)</p> <p>Festivals such as <i>Day of the Dead</i>.</p> | <p>Recall the four countries and capital cities in the UK.</p> <p>Locate other significant cities such as Manchester, Cambridge and Portsmouth.</p> <p>Locate Ipswich on a map.</p> <p>Compare weather in Ipswich (inland) and Felixstowe (coastal).</p> <p>Know that the weather in the north of Europe is generally colder than in the south.</p> | <p>Discuss the human and physical features of Ipswich, including the docks, parks and River Orwell.</p> <p>Draw an accurate sketch map of the school.</p> <p>Use the 8 points of a compass to describe routes.</p> <p>Use four figure grid references.</p> <p>Create a map with symbols and a key.</p> |
| Key vocabulary                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <p>North America<br/>Rocky Mountains<br/>Niagara Falls<br/>Inuit<br/>Ottawa</p>                                                                                                                                                                                                                                                                                                   | <p>Mexico City<br/>Peso<br/>tortillas<br/>peninsula<br/>matador</p>                                                                                                                                                                                                                                                | <p>weather<br/>climate<br/>inland<br/>coastal<br/>precipitation</p>                                                                                                                                                                                                                                                                                 | <p>sketch map<br/>compass<br/>human features<br/>physical features<br/>grid reference<br/>key<br/>ordnance survey</p>                                                                                                                                                                                  |
| <p>By the end of the year pupils will...</p> <ul style="list-style-type: none"> <li>Locate countries using maps, atlases, globes and digital resources, concentrating on their environmental regions and major cities.</li> <li>Learn about key topographical features, including hills, mountains and rivers.</li> <li>Describe and understand the impact of physical geography on the development of a locality, including hills, rivers, biomes and the water cycle.</li> <li>Describe and understand aspects of human geography, including settlement, land use and the distribution of natural resources.</li> <li>To use fieldwork to observe, measure and record the human and physical features in the local area.</li> <li>Use the eight points of a compass and four-figure grid references to build their knowledge of the UK and beyond.</li> </ul> |                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                        |

# Geography Curriculum Year 4

| Year 4                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Autumn 1<br>Around the World                                                                                                                                                                                                                                                                                                                                       | Spring 1<br>Climate and Extreme Weather                                                                                                                                                                                                                                                                                                                               | Summer 1<br>Scandinavia (Denmark)                                                                                                                                                                               |
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| <b>Key knowledge</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <p>Identify the position and know the significance of the Equator, northern hemisphere and southern hemisphere.</p> <p>Use lines of longitude and latitude to locate places.</p> <p>Locate the north and south poles and identify the Arctic and Antarctic circle.</p> <p>Identify the tropics and explore weather patterns.</p> <p>Find out about time zones.</p> | <p>Know about the four layers of the Earth,</p> <p>Know how volcanoes are formed.</p> <p>Explain where and why earthquakes occur.</p> <p>Describe what causes a tsunami and how it affects people.</p> <p>Explore what causes tornadoes and describe the effects they can have.</p> <p>Understand how human activity affects the world, including climate change.</p> | <p>Locate Denmark on a world map.</p> <p>Create a fact file about Denmark, including information about the capital, population, language etc.</p> <p>Explore why people might visit Denmark.<br/>(brochure)</p> |
| <b>Key vocabulary</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <p>Equator</p> <p>Northern hemisphere</p> <p>Southern hemisphere</p> <p>longitude</p> <p>latitude</p>                                                                                                                                                                                                                                                              | <p>crust mantle</p> <p>inner core outer core</p> <p>earthquake tornado</p> <p>tsunami</p> <p>volcano</p> <p>climate climate change</p>                                                                                                                                                                                                                                | <p>Scandinavia</p> <p>Denmark</p> <p>Copenhagen</p> <p>Nordic</p> <p>Hans Christian Andersen</p> <p>Europe</p>                                                                                                  |
| <p>By the end of the year pupils will...</p> <ul style="list-style-type: none"> <li>• Locate countries using maps and other resources, with a focus on Europe, concentrating on their environmental regions and major cities.</li> <li>• Understand geographical similarities and differences through the study of human and physical geography of a region of the UK and a European country.</li> <li>• Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn.</li> <li>• Describe and understand physical geography, including climate zones, volcanoes and earthquakes.</li> <li>• Name and locate counties and cities of the UK, geographical regions and their human / physical characteristics. For example, <i>Suffolk</i>.</li> <li>• Use the eight points of a compass and four-figure grid references to build their knowledge of the UK and beyond.</li> <li>• To use fieldwork to observe, measure and record the human and physical features in the local area.</li> </ul> |                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                 |

# Geography Curriculum Year 5

| Year 5                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Spring 2<br>Managing Environments / Human Impact                                                                                                                                                                                                                                                                                                             | Summer 2<br>Coasts and Rivers                                                                                                                                                                                                                                                                                                                                                                     |
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| <b>Key knowledge</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <p>Recognise where rainforests occur in the world and why.</p> <p>Explain the equatorial climate and its impact.</p> <p>Explore the layers of the rainforest and their inhabitants.</p> <p>Investigate Amazon tribes, exploring how they manage and use their environment.</p> <p>Understand the human impact, positive and negative, on the rainforest.</p> | <p>Know what a coast is and how it is formed.</p> <p>Describe the physical features of coasts and the process of erosion that affects them.</p> <p>Explore different strategies of coastal management.</p> <p>Find out about the journey of rivers, including how they erode, transport and deposit materials.</p> <p>Explore climate change and the impact this has on the coast and rivers.</p> |
| <b>Key vocabulary</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <p>climate</p> <p>conservation</p> <p>equator</p> <p>deforestation</p> <p>regeneration</p> <p>sustainable</p> <p>indigenous</p> <p>industry</p>                                                                                                                                                                                                              | <p>erosion</p> <p>transport</p> <p>delta shoreline</p> <p>gabion groyne</p> <p>deposit meander</p> <p>tributaries</p> <p>global warming</p>                                                                                                                                                                                                                                                       |
| <p>By the end of the year pupils will...</p> <ul style="list-style-type: none"> <li>• Locate countries using maps, including Europe and South America, concentrating on their environmental regions and physical / human characteristics.</li> <li>• Name and locate the world's seven continents and five oceans.</li> <li>• Understand geographical similarities and differences through the study of human and physical geography of a region within South America.</li> <li>• Learn about key topographical features and land-use patterns and how these have changed over time. For example, the Amazon Rainforest.</li> <li>• Describe and understand the impact of physical geography on the development of a locality, including rivers, biomes and vegetation belts.</li> <li>• Describe and understand aspects of human geography, including settlement, land use, trade links and economic activity.</li> </ul> |                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                   |

# Geography Curriculum Year 6

| Year 6                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Autumn 1<br>Antarctica                                                                                                                                                                                                                                                                                                                                                                                                                                             | Spring 1<br>Migration                                                                                                                                                                                                                                                                                                                                                                                                                    |
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| <b>Key knowledge</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <p>Locate Antarctica on a map and discuss in relation to countries, continents and oceans.</p> <p>Compare with the Arctic.</p> <p>Describe key physical geography, including the watercycle, saltwater and freshwater.</p> <p>Explore the different ice types in Antarctica.</p> <p>Find out about the human geography of Antarctica, including the impact of biologists, glaciologists and the Antarctic Treaty.</p> <p>Identify animals found in Antarctica.</p> | <p>Describe types of migration, including national, international, temporary, voluntary, forced, refugees etc.</p> <p>Examine global migration trends and the impact of migration on the UK.</p> <p>Look at a case study to explore in more depth the impact of migration on jobs, food, culture etc.</p> <p>Explore how climate and physical geography affects migration, including droughts and floods.<br/>Case study: Bangladesh</p> |
| <b>Key vocabulary</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <p>Antarctica</p> <p>Arctic</p> <p>North pole</p> <p>South pole</p> <p>Continent</p> <p>Glaciologist</p> <p>Meteorologist</p> <p>Geologist</p> <p>Oceanographer</p>                                                                                                                                                                                                                                                                                                | <p>migrant emigrant</p> <p>immigration emigration</p> <p>temporary and permanent migration</p> <p>forced and voluntary migration</p> <p>economic migration</p> <p>refugee</p> <p>push and pull factors</p>                                                                                                                                                                                                                               |
| <p>By the end of the year pupils will...</p> <ul style="list-style-type: none"> <li>Locate countries using maps, including North America, concentrating on their environmental regions, major cities and physical / human characteristics.</li> <li>Understand geographical similarities and differences through the study of human and physical geography of a region within North America.</li> <li>Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, Arctic and Antarctic Circle.</li> <li>Name and locate counties and cities of the UK, geographical regions and their human / physical characteristics.</li> <li>Use the eight points of a compass, four and six-figure grid references and OS maps to build their knowledge of the UK and beyond.</li> <li>Describe and understand human geography, including types of settlement and land use and the distribution of natural resources.</li> <li>To use fieldwork to observe, measure, record and present the human and physical features in the local area.</li> </ul> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                          |