

Keevil CofE Academy Geography Curriculum Overview

	KS1	Lower KS2	Upper KS2
Year 1	<p>Hot and Cold Countries – Creating Maps and Compass Directions</p> <p>How does temperature affect our lives?</p> <ul style="list-style-type: none"> Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – where appropriate – maps. 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 use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key <p>Field work</p> <p>Collect quantitative data such as measure temperature/ rainfall over a period of weeks – present data in a simple pictogram or chart.</p> <p>Use data to answer questions such as :</p> <p>When was there the hottest temperature?</p> <p>When was the least amount of rain?</p>	<p>European Comparison – The Netherlands</p> <p>How are European countries the same and different from each other?</p> <ul style="list-style-type: none"> locate the world’s countries, using maps to focus on Europe (including the location of Russia), concentrating on their environmental regions, key physical and human characteristics, countries, and major cities understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, and a region in a European country. 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 use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied 	<p>Physical Geography</p> <p>What is happening beneath our feet?</p> <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 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 use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
	<p>Study of a Non-European Country – Creating Maps and Compass Directions</p> <p>linked to work in English on Handa’s Surprise</p> <p>How is south west Kenya the same and different from where I am?</p> <ul style="list-style-type: none"> Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – where appropriate – maps. understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key 	<p>Linked to work in English – Pugs Of The Frozen North by Phillip Reeves</p> <p>What is life like living within the Arctic circle (Greenland)?</p> <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 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) 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 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 Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world 	<p>Biomes</p> <p>What are the major threats to biomes?</p> <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, 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 use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
Cross-curricular opportunities	<p>English</p> <p>Reading and writing a variety of non-fiction texts</p> <p>Study of Fantastic Mr Fox by Roald Dahl</p> <p>Study of The Boy Who Grew Dragons by Andy Shepherd and Sara Ogilvie</p> <p>Study of Five On A Treasure Island by Enid Blyton</p>	<p>English</p> <p>Reading and writing a variety of non-fiction texts.</p> <p>Study of Pugs Of The Frozen North by Philip Reeves</p> <p>Study of Kensuke’s Kingdom by Michael Morpurgo</p>	<p>English</p> <p>Reading and writing a variety of non-fiction texts.</p> <p>Study of Shackleton’s Journey</p> <p>Study of Cosmic by Cottrell Boyce</p> <p>Study of Lost Things by Shaun Tan</p>

to re-visit and extend learning	Study of Oliver And The Seawigs by Philip Reeve Study of Handa's Surprise	Science Study of Habitats	Study of Clockwork by Phillip Pullman Study of The Explorers by Katherine Rundell
	Art Kenyan-inspired pieces	DT Pizza	Science Study of Evolution and Inheritance History Local Study Study of Ancient Greeks

Year 2	<p>Key Human and Physical Features</p> <p>What is it like where I live?</p> <ul style="list-style-type: none"> Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop 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>Fieldwork Explore the local area of the school to investigate the range of buildings, roads, green spaces and other features – draw a freehand map and/or mark information on a plan using colour and/or symbols.</p>	<p>Map work/ Geographical skills</p> <p>How do maps help us find out where we are?</p> <ul style="list-style-type: none"> 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) 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 Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world describe and understand key human and physical features and characteristics of their locality <p>Field work Investigation of land use in the local area – what are buildings used for? What local facilities are there? Recording geographical information on a map using colour or symbols and a key. Investigating questions such as 'how do we travel to school?' – collecting, presenting and analysing quantitative data in charts and graphs.</p>	<p>Local study</p> <p>Where on Earth are we?</p> <ul style="list-style-type: none"> 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 resources Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom 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 <p>Field work Investigation of changes in land use over time and/or places where developments are proposed – design and conduct questionnaires/interviews to find out views of local people. Using digital photos and annotating them with labels and captions to present information.</p>
	<p>Continents and Oceans, Maps and Atlases</p> <p>How does looking at maps help us understand the world?</p> <ul style="list-style-type: none"> Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – where appropriate – maps. name and locate the world's seven continents and five oceans name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage 	<p>Study of a region in North or South America</p> <p>Are all South American countries the same? Or Why do Brazilians speak Portuguese?</p> <ul style="list-style-type: none"> locate the world's countries, using maps to focus on North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities understand geographical similarities and differences through the study of human and physical geography of a region within North or South America 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 Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied 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>Linked to work in English – Shackleton's Journey by William Grill</p> <p>What did Shackleton experience in Antarctica?</p> <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 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) 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 use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied

<p>Cross-curricular opportunities to re-visit and extend learning</p>	<p>English Reading and writing a variety of non-fiction texts Study of Fantastic Mr Fox by Roald Dahl Study of The Boy Who Grew Dragons by Andy Shepherd and Sara Ogilvie Study of Five On A Treasure Island by Enid Blyton Study of Oliver And The Seawigs by Philip Reeve</p> <p>Science Study of Habitats</p>	<p>English Reading and writing a variety of non-fiction texts. Study of Pugs Of The Frozen North by Philip Reeves Study of Kensuke’s Kingdom by Michael Morpurgo</p> <p>Science Study of Habitats</p> <p>History Study of Ancient Egypt</p>	<p>English Reading and writing a variety of non-fiction texts. Study of Shackleton’s Journey Study of Cosmic by Cottrell Boyce Study of Lost Things by Shaun Tan Study of Clockwork by Phillip Pullman Study of The Explorers by Katherine Rundell</p> <p>Science Study of Evolution and Inheritance</p> <p>History Study of Mayans Local Study</p>
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