



Nene Valley Primary School

GEOGRAPHY CURRICULUM MAP

	Phase 1/2		Phase 3/4		Phase 5/6	
	Cycle A	Cycle B	Cycle A	Cycle B	Cycle A	Cycle B
Autumn	<p>Why does it matter where our food comes from? Children will know where are food comes from in the world, using there knowledge of maps to locate different food sources.</p> <p>Power of Reading – linked : ‘The Bee who spoke’ - Based in France Children will understand the terms, import and exports and know how climate effects where foods grow (i.e. too hot, too cold) Children will know what is meant by ‘fairtrade’.</p>	<p>Geographical skills and fieldwork – Local environment Children will know the 4 compass points and use these when analysing maps of the local area. Children will know what the local area used to look like and how it has changed over time.</p>	<p>Rivers UK overview. *River processes, landforms and flooding. *Compare the River Severn & the River Thames.</p> <p>Mountains *World overview of remarkable mountainous regions including Brecon Beacons, Highlands, Lake district, Snowdonia, Pennines, Yorkshire Dales. *Depth focus: Snowdonia (in preparation for Wales...see Cardiff in Spring 1) *geographical focus: Relationship between mountains and weather Relationship between humans and mountains</p>	<p>The Rhine and Mediterranean *How the course of the river has been changed by human activity *Cologne & cities on the Rhine *Rotterdam & the Rhine *Mediterranean Sea *Suez Canal</p> <p>Population *Characteristics of population inc. distribution & diversity *Migration London & Cardiff *Welsh language & culture *National identity *Census</p>	<p>Energy and climate change *Renewable and non-renewable energy sources The greenhouse effect *Enhanced greenhouse effect – causes (including energy use and farming) Climate change and its effects (building on earlier work on oceans and interconnection) * How can we respond? Local and global <i>Geographical skills focus: Interpreting line graphs</i> <i>Disciplinary focus: Interaction</i> <i>How do local actions in the UK affect global climate?</i></p> <p>Ethiopia * An in-depth place focus to complement knowledge gained in History and RE. *Where is Ethiopia? Location in Africa (introduction only as this continent is a focus in KS3) *What is Ethiopia like? Climate, landscape (including Great Rift Valley), population, biomes, major cities, rural life *Sustainable futures <i>Geographical skills focus: Population pyramids, longitude and time zones</i> <i>Disciplinary focus: Interaction</i> <i>How do global changes affect local places in Ethiopia?</i></p>	<p>Why is California Thirsty? *Understand: why water is important *How farming is integral to some communities *How geographical change can occur *How California has an impact on the world *How humans can impact the world around us</p> <p>Oceans *Know the oceans and seas *Understand how they are used for trade *Understand the effects of climate and climate change *Know the connecting land masses *Know the impact humans have on the oceans</p>

Spring	<p>Settlements Children will know the names of the countries in the UK and the capital cities. Children will be able to identify the surrounding seas. They will understand human geographical features, such as, cities and towns and why people settle in particular places.</p>	<p>Comparing UK to a contrasting location (Africa) Children will explore the similarities and differences between the four countries of the UK. They will compare the physical features of the four countries. Children will begin to understand the human impact on the four countries. Children will use their knowledge of the UK to compare it to a contrasting location (Africa).</p> <p>Power of Reading link- Lyla and the secret of rain- book. Based in Africa</p>	<p>Settlements *Settlement types, land-use, settlements by rivers, land-use hierarchy. Major cities in the UK *How do people move about in Cardiff? How do people move about in London? *How the two cities are connected to <i>each other</i>? Make connections with growing locational knowledge <i>via</i> transport routes. Agriculture * Changing farming practices & impact on landscapes; arable and pastoral *Wales (hill-sheep farming, Snowdonia and revisit mountains). *Changes to food consumption including trends re local & organic food; Idea of 'healthy shops'. Local fieldwork investigating shops. *Where does our food come from? Why does this matter? How does food connect us across the world? What ecosystems do we affect when we buy and cook our food?</p>	<p>Coastal process and Landforms *Characteristics of population inc. distribution & diversity *Migration *London & Cardiff *Welsh language & culture *National identity *Census Tourism *Seaside *Types of tourism *Mountain adventures *Changing tourism *Summer in the sun *Sustainable tourism</p>	<p>Changing Birmingham *Extends knowledge of cities in the UK, focusing on past, present and future changes. *Growth and development of the city, industry, migration, deindustrialisation, redevelopment *What might Birmingham be like in the future? Possible, probable, and preferable futures <i>Geographical skills: Interpretation and presentation of data</i> <i>Disciplinary focus: Change</i> <i>How much did Birmingham change between 1750 and the present day?</i> Jamaica *In-depth place focus to complement other regions studied in North and South America (California, the Amazon) and to link with themes in History. *Where is Jamaica? Reinforcing knowledge gained about the world Climate, landscape, population history, migration, ocean biomes. Tourist industry. Sustainable futures – environmental challenges faced due to tourism, ways forward <i>Geographical skills: tbc</i> <i>Disciplinary focus: Change</i> <i>What is a preferable future for Jamaica's tourist industry?</i></p>	<p>Migration *To learn the stories of those who have migrated *Understand why people migrate *Understand what we mean by the term 'Refugees' *How migration changes places *To debate and discuss: Does it matter where we live? North and South America *To learn and compare the features of the Americas *To understand what we mean by the term 'megacity' *To explore the megacities of Brazil *To learn about urban and rural migration *To learn about the Favelas and the people who leave there</p>
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Summer	<p>Place Knowledge Children will know the world's continents and oceans. Children will identify the weather conditions of the North and South pole – focusing on Antarctica.</p>	<p>Human and Physical Knowledge <u>The Water Cycle</u> Children will know where the Earth's water is located. They will know what the water cycle is. Children will explore the differences between weather and climate. They will begin to understand the impact of human activity on the climate</p> <p>Power of reading link: 'The necklace of raindrops' Linked to the water cycle. Children will know the features of land coastlines and environmental features. Power of reading link- 'The lighthouses keeper's lunch' The Storm whale- Lighthouses</p>	<p>Volcanoes *Study the structure of the earth *How and why volcanoes erupt *Link to settlements, why people still live near volcanoes *Deepen Mediterranean theme via Mount Etna and human settlements around it. Climate and Biomes *Overview of climate and biomes situated in Europe *Climate and relationship with oceans. *Mediterranean climate (link to Ancient Greeks' way of life) *Temperate climate. Use examples of Rhine & UK comparison – Britain, Europe, South America – that culminates at end of Year 5.</p>	<p>Earthquakes *The day that everything shook! *Why do earthquakes happen? *The San Andreas Fault *How can we measure earthquakes? *What are the effects of an earthquake? *How do humans live with earthquakes? Deserts *Are deserts always hot? *How are deserts formed? *What plants and animals live in a desert? *How have humans used deserts? *The Sahara Desert *The Patagonian Desert</p>	<p>Local area enquiry (double unit) *How do geographers find out about a place? Ordnance survey maps, revision of symbols, 8- point compass and four-figure grid references, extending to 6-figure grid references. *Interpreting a range of maps and data, bringing together skills from all topics in KS2 (e.g. atlases, thematic maps, digital technologies) <i>Geographical skills: Ordnance survey maps, 6- figure grid references, enquiry process, local-area fieldwork</i> <i>Disciplinary focus: How geographers investigate a place</i> <i>Enquiry question to be tailored to the local context and interests of the class (guidance provided for teachers)</i></p>	<p>The Amazon *To learn what it is like to live in the Amazon *To explore the Amazon River to understand the Amazon's ecosystem *Human impact on the Amazon and the changes it has made The Interconnected Amazon *Understand the environmental connections between Amazon and the world *Farming in Amazon *Trading in Amazon *Understand the social connections between Amazon and the world *To explore how we are connected to the Amazon</p>
	Weather data and seasonal comparisons made through the year.					