



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><b>Geographical skills and fieldwork – Local environment</b></p> <p>Children will know the 4 compass points and use these when analysing maps of the local area.</p> <p>Children will know what the local area used to look like and how it has changed over time.</p> <p>Local area study</p>	<p><b>Why does it matter where our food comes from?</b></p> <p>Children will know where are food comes from in the world, using their knowledge of maps to locate different food sources.</p>	<p><b>Rivers</b></p> <p>UK overview.</p> <p>*River processes, landforms and flooding.</p> <p><b>Mountains</b></p> <p>Brecon Beacons, Highlands, Lake district, Snowdonia, Pennines, Yorkshire Dales.</p> <p>*Depth focus: Snowdonia</p>	<p><b>The Rhine and Mediterranean</b></p> <p>*Cologne &amp; cities on the Rhine</p> <p>*Rotterdam &amp; the Rhine</p> <p>*Mediterranean Sea</p> <p>*Suez Canal</p> <p><b>Population</b></p> <p>*Characteristics of population inc. distribution &amp; diversity</p> <p>*Migration</p> <p>*Welsh language &amp; culture</p> <p>*National identity and census</p>	<p><b>Why is California Thirsty?</b></p> <p>*Effects of intensive farming</p> <p>*The future of water supply</p> <p>*Interpreting thematic maps</p> <p><b>Oceans</b></p> <p>*World oceans and seas</p> <p>*Ocean trade, oceans and climate</p> <p>*Pacific and South America</p> <p>Oceans and climate change</p>	<p><b>Energy and climate change</b></p> <p>*Types of energy – renewable and non-renewable</p> <p>*Climate change and its effects – including farming effects</p> <p>*Interpreting data – including line graphs</p> <p><b>Ethiopia</b></p> <p>*Landscape, climate, population, biomes</p> <p>*Sustainable development of Ethiopia</p>

<p>Spring</p>	<p><b>Human and Physical Knowledge</b>  <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><b>Settlements</b>  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><b>Brazilian Fact File</b>  *Knowledge of continents and oceans  *Compass directions  *Knowledge of weather at the equator – Brazil fact file  *Comparisons of UK and Brazil</p>	<p><b>Settlements</b>  *Settlement types, land-use, settlements by rivers, land-use hierarchy. Major cities in the UK</p> <p><b>Agriculture</b>  * Changing farming practices &amp; arable and pastoral  *Changes to food consumption  *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><b>Coastal process and Landforms</b>  *Characteristics of population inc. distribution &amp; diversity  *Migration  *London &amp; Cardiff  *Welsh language &amp; culture  *National identity  *Census</p> <p><b>Tourism</b>  *Seaside and types of tourism  *Mountain adventures  *Sustainable tourism</p>	<p><b>Migration</b>  **Why do people migrate?  *Refugees, asylum, how migration changes places.  *Place and identity</p> <p><b>North and South America</b>  *Human and physical characteristics of North and South America  *Megacities  *Population distribution and climate</p>	<p><b>Changing Birmingham</b>  *Past, present and future changes of the city  *Growth and development, including migration and de-industrialisation</p> <p><b>Jamaica</b>  *Jamaica's place in the Caribbean  *Climate, landscape, population and ocean biomes  *Sustainable growth for Jamaica</p>
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Summer	<p><b>Comparing UK to a contrasting location (Kenya)</b></p> <p>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 (Kenya).</p>	<p><b>Place Knowledge</b></p> <p>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><b>Volcanoes</b></p> <ul style="list-style-type: none"> <li>*Study the structure of the earth</li> <li>*How and why volcanoes erupt</li> <li>*Link to settlements, why people still live near volcanoes</li> <li>*Deepen Mediterranean theme via Mount Etna and human settlements around it.</li> </ul> <p><b>Climate and Biomes</b></p> <ul style="list-style-type: none"> <li>*Overview of climate and biomes situated in Europe</li> <li>*Climate and relationship with oceans.</li> <li>*Mediterranean climate (link to Ancient Greeks' way of life)</li> <li>*Temperate climate. Use examples of Rhine &amp; UK comparison – Britain, Europe, South America</li> </ul>	<p><b>Earthquakes</b></p> <ul style="list-style-type: none"> <li>*Why do earthquakes happen?</li> <li>*The San Andreas Fault</li> <li>*How can we measure earthquakes?</li> <li>*What are the effects of an earthquake?</li> <li>*How do humans live with earthquakes?</li> </ul> <p><b>Deserts</b></p> <ul style="list-style-type: none"> <li>*Are deserts always hot?</li> <li>*How are deserts formed?</li> <li>*What plants and animals live in a desert?</li> <li>*How have humans used deserts?</li> <li>*The Sahara Desert</li> <li>*The Patagonian Desert</li> </ul>	<p><b>The Amazon</b></p> <ul style="list-style-type: none"> <li>*Amazon river, course and characteristics</li> <li>*Amazon ecosystem</li> <li>*Causes and effects of deforestation</li> </ul> <p><b>The Interconnected Amazon</b></p> <ul style="list-style-type: none"> <li>*Farming in the amazon</li> <li>*International trade</li> <li>*Social connections and globalisation</li> </ul>	<p><b>Local area enquiry (double unit)</b></p> <ul style="list-style-type: none"> <li>*How do geographers find out about a place?</li> <li>*Fieldwork enquiry</li> <li>*Collecting, analysing and presenting data.</li> </ul>
	<p>Weather data and seasonal comparisons made through the year.</p>					