Geography Curriculum Overview: Bushey Heath Primary School

Early Years Foundation Stage

Understanding the World

People Culture and Communities ELG

Children at the expected level of development will:

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 – when appropriate – maps.

Key Stage 1 National Curriculum

North and South Poles, Equator, 4 Compass points N, S, E, W Locational language, name & locate: 7 continents & 5 oceans. Name, locate, identify: 4 countries and capitals of UK & surrounding seas.

Local scale study UK & Non - European country

Identify seasonal & daily weather patterns (UK & local scales) Identify hot & cold areas of the world in relation to Equator & North & South Poles

Progression of Skills and Fieldwork

Begin to ask questions. Identify places using maps, atlases, globes, aerial images & plan perspectives, make maps, devise basic symbols, fieldwork, geographical vocabulary.

Use world maps, atlases and globes to identify the United Kingdom and its countries.

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.

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.

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.

Year 1 Focus Country UK and Greenland

Unit 1 **8 Weeks**	**Unit 2** **8 Weeks**
Curriculum Focus ***UK and Global, Locational Knowledge, general geographical knowledge, position and significance,*** ***Identify seasonal & daily weather patterns (UK & local scales) Identify hot & cold areas of the world in relation to Equator & North & South Poles***	***Curriculum Focus*** ***Human and physical Local and Global scales*** **A local scale study of 'Our Place' through fieldwork. Investigating the wider world continents & major features.**

Knowledge and Vocabulary	Knowledge and Vocabulary
To identify seasonal & daily weather patterns (UK & local scales) Identify hot & cold areas of the world in relation to Equator & North & South Pole To name and locate continents and oceans. To name, locate, identify: 4 countries and capitals of UK & surrounding seas. *North and South Poles, Equator, 4 Compass points, continents, oceans.*	To 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 *Key human features, including: city, town, village, factory, farm, house, office.* *Key physical features, including: forest, hill, mountain, soil, valley, vegetation.*
Skills	**Skills**
To research and evaluate visual representations of the United Kingdom and weather maps To use world maps, atlases and globes to identify the United Kingdom and its countries. To use maps and research to identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles To collect raw data using field work and present in a visual form i.e. map To recap and reflect on my geographical learning and present as extended writing.	To 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 fieldwork and observational skills to study the geography of their school and its grounds To collect raw data and convert into a visual form i.e. map To recap and reflect on my geographical learning and present as extended writing.

Concepts

- **'Space'** - the location of points, features or regions in absolute and /or relative terms and the relationships, flows and patterns that connect and / or define them.
- **'Place'** - a construct that is defined in terms of what it is like, what happens there and how and why it is changing. Children understand the significance of location and links with other places at global and local scales of study
- **'Scale'** - the 'zoom lens' that enables us to view places from global to local levels.
- '**Physical Geography**' - the processes that shape the Earth's surface, the animals and plants that inhabit it, and the spatial patterns they exhibit.
- '**Interdependence**' - recognising the connections between developing countries and developed countries

- '**Human Geography**' - how human activity affects or is influenced by the earth's surface.

WHICH ENCOMPASSES:

- '**Environmental Interaction**' - how humans adapt to and modify the environment.
- '**Cultural Understanding & Diversity**' - language, religion, different economic and governmental structures, art, music, and other cultural aspects that explain how and/or why people function as they do in the areas in which they live.

UNIT STRUCTURE	
Week 1 Research Knowledge **LO: WHAT I NEED TO KNOW about...** **What is the UK?** Warm up: 'continent song' **Focus: UK, continents, local.** Use world maps, atlases and globes to identify the United Kingdom and its countries. Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas then zoom in on local area and geography of school. Identify seasonal and daily weather patterns in the United Kingdom. What's the weather like today? What about in other parts of the UK? Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles	**Week 1 Research knowledge** **London, UK and Nuuk, Greenland** 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 For example Population capital of Greenland V capital of England Transport/ Housing in Greenland V transport/ housing in England
Week 2 Research visual representation **KS1 LO: What do different ……. maps look like?** Research visual representations of the United Kingdom and weather maps **UK weather and seasons:**	**Week 2 Research visual representation** Research visual representation of local area and compare with maps from a contrasting non – European country i.e. Greenland **What are maps?**
Lessons 3 and 4: Data collection	**Lessons 3 and 4: Data collection**

LO: Collecting the data we need for our map Data collection Establish one aspect that you will be collecting data for via fieldwork or research using books/ computing etc. i.e. length of rivers/ types of climate/ different forms of transport/wind direction	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. Collect data in raw form i.e. numbers or tally **What are human and physical features?** **What can we find out about our school grounds?**
Lesson 5 and 6: Visual Representation/ Map creation **KS1 LO: Creating our map** Produce visual representation of raw data i.e. create map. Use of Digital Hub to present data e.g. weather report/mini vlogs/video diaries **Ensure photo of final visual representation is in books.**	**Lesson 5 and 6: Visual Representation/ Map creation** Produce visual representation of raw data i.e. create map **Ensure photo of final visual representation is in books.**
Lesson 7 and 8: Extended writing recapping knowledge and reflecting on learning **LO: Reflecting on my learning in geography** To plan and produce a piece of extended writing	**Lesson 7 and 8: Extended writing recapping knowledge and reflecting on learning** **LO: Reflecting on my learning in geography** To plan and produce a piece of extended writing

Geography Curriculum Overview: Bushey Heath Primary School
Key Stage 1 National Curriculum *North and South Poles, Equator, 4 Compass points N, S, E, W Locational language, name & locate: 7 continents & 5 oceans. Name, locate, identify: 4 countries and capitals of UK & surrounding seas.* *Local scale study UK & Non - European country* *Identify seasonal & daily weather patterns (UK & local scales) Identify hot & cold areas of the world in relation to Equator & North & South Poles*
Progression of Skills and Fieldwork *Begin to ask questions. Identify places using maps, atlases, globes, aerial images & plan perspectives, make maps, devise basic symbols, fieldwork, geographical vocabulary.*
Use world maps, atlases and globes to identify the United Kingdom and its countries. 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. 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.

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.

Year 2 Focus Country UK and Kenya

Unit 1 8 Weeks	Unit 2 8 Weeks
Curriculum Focus ***Kenyan Safari*** Local scale study UK & Non - European country *Recap prior knowledge re the UK weather and North Pole: Contrast with Kenya,* Identify the location of hot and cold areas of the world in relation to the UK i.e. Kenya	***Curriculum Focus*** ***Human and physical Local and Global scales*** **Key area of focus: comparing Kenya coast/ sea/ beach / main Kenyan Port compared to Dover. Focus on working port.** A local scale study of 'Our Place' through fieldwork. Investigating the wider world continents & major features.
Knowledge and Vocabulary To locate hot and cold areas of the world in relation to the UK and Kenya. To study human and physical geography of an area of the UK. *Africa, Equator, 4 Compass points, United Kingdom, capital city, continent, ocean, endangered,*	**Knowledge and Vocabulary** Identify hot & cold areas of the world in relation to Equator & North & South Poles. To study human and physical geography of an area in a contrasting non-European country. *Key physical features, including: beach, endangered, ocean, river, soil, valley, vegetation, season and weather habitats* *Key human features, including: city, town, village, factory, house, office, port, harbour and shop, cultural differences.*
Skills To research the location of hot and cold areas of the world in relation to the UK and Kenya. To compare the visual representation of the hot and cold places in the UK and Africa To use different forms of media to research endangered species in Africa To understand how data can be collected and represented in a 3D form	**Skills** To understand geographical similarities and differences through studying the human and physical geography of on a local and global scale Use simple fieldwork and observational skills to study the geography of local water feature To collect raw data and convert into a visual form i.e., map

To recap and reflect on my geographical learning and present as extended writing.	To recap and reflect on my geographical learning and present as extended writing.
Concepts • **'Space'** - the location of points, features or regions in absolute and /or relative terms and the relationships, flows and patterns that connect and / or define them. • **'Place'** - a construct that is defined in terms of what it is like, what happens there and how and why it is changing. Children understand the significance of location and links with other places at global and local scales of study • **'Scale'** - the 'zoom lens' that enables us to view places from global to local levels. • '**Physical Geography**' - the processes that shape the Earth's surface, the animals and plants that inhabit it, and the spatial patterns they exhibit. • '**Interdependence**' - recognising the connections between developing countries and developed countries • '**Human Geography**' - how human activity affects or is influenced by the earth's surface. ***WHICH ENCOMPASSES:*** • '**Environmental Interaction**' - how humans adapt to and modify the environment. • '**Cultural Understanding & Diversity**' - language, religion, different economic and governmental structures, art, music, and other cultural aspects that explain how and/or why people function as they do in the areas in which they live.	
Unit Structure	
Week 1: Research Knowledge **LO: WHAT I NEED TO KNOW ABOUT... Kenya** Recap prior knowledge re: the UK weather and North Pole: Contrast with Kenya Warm up: 'continent song' **UK weather and seasons** **Hot and Cold Places** **Explore the continent of Africa**	**Week 1: Research Knowledge** **UK: Kenya or Nigeria** *Curriculum Focus* *Human and physical geography, Local and Global scales* **Key area of focus: comparing Kenya coast/ sea/ beach / main Kenyan Port compared to Dover. Focus on working port.** A local scale study of 'Our Place' through fieldwork. Investigating the wider world continents & major features. Vocabulary: key physical features, including beach, endangered, ocean, river, soil, valley, vegetation, season and weather habitats

Identify the location of hot and cold areas of the world in relation to the UK and Kenya. Focus on the hottest place in Kenya and UK and the coldest place in Kenya and the UK. Vocabulary: Africa, Equator, 4 Compass points N, S, E, W Locational language, name & locate: 7 continents & 5 oceans. Name, locate, identify: 4 countries and capitals of UK & surrounding seas	Key human features, including city, town, village, factory, house, office, port, harbour and shop.
Week 2: Research visual representation **KS1 LO: What do different ……. maps look like?** **KS2 LO: What do different visual representations look like?** **What is an endangered species?**Research endangered animal population: Grevy's Zebra, The Black Rhino, Lesser Kudu, Thomson's Gazelle, Hirola/Hunter's Antelope	**Week 2: Research visual representation** Link to Watford Barges/ waterways and how they are now used and have been used in the past
Lessons 3 and 4: Data collection **LO: Collecting the data we need for our map**	**Lessons 3 and 4: Data collection** Fieldwork: Canal Trip to gather data
Lesson 5 and 6: Visual Representation/ Map creation **KS1 LO: Creating our map** Produce 3D visual representation / whole class basis with children making model animals to represent endangered species	**Lesson 5 and 6: Visual Representation/ Map creation** Produce visual representation of raw data i.e., pictorial maps from field trip data.
Lesson 7 and 8: Extended writing recapping knowledge and reflecting on learning **LO: To reflect on my learning in geography** Plan and produce a piece of extended writing.	**Lesson 7 and 8: Extended writing recapping knowledge and reflecting on learning** **LO: To reflect on my learning in geography** Plan and produce a piece of extended writing.

Geography Curriculum Overview: Bushey Heath Primary School

Key Stage 2 National Curriculum

Latitude, longitude, Equator, N. & S. hemispheres, Tropics Cancer & Capricorn, Arctic and Antarctic Circle, Prime / Greenwich Meridian & time zones, 8 Compass points, 4 & 6 figure grid references. Locate world's countries, Europe, (including location of Russia), Americas, concentrating on regions, key physical and human characteristics, countries, major cities. Counties, cities, geographical regions, characteristics, topographical features, land use & changes over time.

Progression of Skills and Fieldwork

Begin to ask questions. Identify places using maps, atlases, globes, aerial images & plan perspectives, make maps, devise basic symbols, fieldwork, geographical vocabulary.

Develop questioning. Locate, describe, explain using maps (including OS maps), atlases, globes, digital mapping, measure, record and communicate using a range of methods including maps, plans, graphs, writing at length. Fieldwork in local & wider localities & more distant locality – residential.

Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied.

Learn the eight points of a compass, 2 figure grid reference (maths co-ordinates), some basic symbols and key (including the use of a simplified Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world

Use fieldwork to observe and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies

Year 3 Focus Country: UK Europe Volcanoes Earthquakes

Unit 1 **8 Weeks**	**Unit 2** **8 Weeks**
Curriculum Focus **Europe** To identify European countries and their capital cities To identify the geographical location of European cities To compare and contrast longest river, highest mountain and deserts in Europe	***Curriculum Focus*** ***Earthquakes & Volcanoes; Human and physical, Local and Global scales*** To understand key aspects of earthquakes and volcanoes
Knowledge and Vocabulary Northern hemisphere, continents, capital cities, oceans, rivers, deserts,	**Knowledge and Vocabulary** Volcanoes, earthquakes, lava, natural devastation, erupting, ash, dormant, extinct and active volcanoes, Ring of Fire, tectonic plates.
Skills	**Skills** To understand key aspects of physical features e.g. earthquakes/volcanoes.

To name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas. To locate the world's countries, using maps to focus on Europe (including the location of Russia). To research and compare key physical and human characteristics, countries, and major cities within Europe. To use simple fieldwork to observe and record the human and physical features in an area. To recap and reflect on my geographical learning and present in an essay form.	To research and locate key physical features e.g. earthquakes/volcanoes using a variety of digital and high -quality maps. To use simple fieldwork to observe and record the physical features in an area. To recap and reflect on my geographical learning and present in an essay form.

Concepts

- **'Space'** - the location of points, features or regions in absolute and /or relative terms and the relationships, flows and patterns that connect and / or define them.
- **'Place'** - a construct that is defined in terms of what it is like, what happens there and how and why it is changing. Children understand the significance of location and links with other places at global and local scales of study
- **'Scale'** - the 'zoom lens' that enables us to view places from global to local levels.
- '**Physical Geography**' - the processes that shape the Earth's surface, the animals and plants that inhabit it, and the spatial patterns they exhibit.
- '**Interdependence**' - recognising the connections between developing countries and developed countries
- '**Human Geography**' - how human activity affects or is influenced by the earth's surface.

WHICH ENCOMPASSES:

- '**Environmental Interaction**' - how humans adapt to and modify the environment.
- '**Cultural Understanding & Diversity**' - language, religion, different economic and governmental structures, art, music, and other cultural aspects that explain how and/or why people function as they do in the areas in which they live.

Unit Structure

Week 1: Research Knowledge **LO: WHAT I NEED TO KNOW ABOUT…** The geographical location of European countries and their cities. Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom /Europe .	**Weeks 1 & 2: Research Knowledge** **LO: WHAT I NEED TO KNOW ABOUT… Earthquakes** Pupils need to understand key aspects of earthquakes e.g. what is an earthquake? Why do they happen? Where do they happen? What are the physical implications on the environment? What are the implications for humans?

Where is Europe **The geography of Europe** Children to locate the following on a blank map – using laptop to help identify key physical/human features. **Major cities:** • Moscow, Russia • London, United Kingdom • St Petersburg, Russia • Berlin, Germany • Madrid, Spain • Rome, Italy • Kiev, Ukraine • Paris, France • Bucharest, Romania • Budapest, Hungary **Bordering Bodies of Water:** Atlantic Ocean, Mediterranean Sea, Bay of Biscay, North Sea, Baltic Sea, Black Sea **Major Rivers and Lakes:** Danube River, Elbe River, Loire River, Po River, Rhine River, Volga River, Ladoga Lake, Onega Lake, Lake Geneva, Lake Como **Major Geographical Features:** Alps, Ural Mountains, Pyrenees, Carpathian Mountains, Apennines, Massif Central plateau, North European Plain, the islands of Great Britain and Ireland, Iberian Peninsula	**Explore earthquakes:** **LO: WHAT I NEED TO KNOW ABOUT… Volcanoes** Pupils to understand key aspects of volcanoes e.g. what is a volcano? Where do they form? How do they form? What are the three different types of volcano? What are the physical implications on the environment? What are the implications for humans? **Explore volcanoes**
Week 2: Research visual representation **KS2 LO: What do different visual representations look like?** Explore alternative maps of Europe that represent different data. Children to compare and contrast longest river, highest mountain and deserts in Europe to mark on map.	**Week 3: Research visual representation** Explore the Ring of Fire and live volcano/earthquake maps. How are volcanoes and earthquakes mapped? How are they measured? Explore drone footage of volcanic eruptions.
Lessons 3 and 4: Data collection **LO: Collecting the data we need for our map**	**Lessons 4 and 5: Data collection**

Children to each investigate different European country and collect data for their own Top Trump Cards. Key data: Longest River Population Highest Mountain Biggest desert Largest forest Etc.	Research where earthquakes occur and where volcanoes are active. Children collect data on these volcanoes/sites of significant earthquakes in the past.
Lesson 5 and 6: Visual Representation/ Map creation **LO: Creating our visual representation** Create 'Top Trump Cards' for each European Country: Longest River Population Highest Mountain Biggest desert Largest forest Etc	**Lesson 5 and 6: Visual Representation/ Map creation** Children write details on small cards and pin their information on to an enlarged, whole class map. *Use Pacific-Centred map to indicate Ring of Fire*. Children present to the class the information on earthquakes and volcanoes based on their given continent (Use of Digital Hub/iPads to video if possible)
Lesson 7 and 8: Extended writing recapping knowledge and reflecting on learning **LO: To plan/write a reflection on my learning in geography** To plan and produce a piece of extended writing	**Lesson 7 and 8: Extended writing recapping knowledge and reflecting on learning** **LO: To plan/write a reflection on my learning in geography** To plan and produce a piece of extended writing

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Key Stage 2 National Curriculum *Latitude, longitude, Equator, N. & S. hemispheres, Tropics Cancer & Capricorn, Arctic and Antarctic Circle, Prime / Greenwich Meridian & time zones, 8 Compass points, 4 & 6 figure grid references. Locate world's countries, Europe, (including location of Russia), Americas, concentrating on regions, key physical and human characteristics, countries, major cities. Counties, cities, geographical regions, characteristics, topographical features, land use & changes over time.*
Progression of Skills and Fieldwork *Begin to ask questions. Identify places using maps, atlases, globes, aerial images & plan perspectives, make maps, devise basic symbols, fieldwork, geographical vocabulary.*
Develop questioning. Locate, describe, explain using maps (including OS maps), atlases, globes, digital mapping, measure, record and communicate using a range of methods including maps, plans, graphs, writing at length. Fieldwork in local & wider localities & more distant locality – residential.

Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied.

Learn the eight points of a compass, 2 figure grid reference (maths co-ordinates), some basic symbols and key (including the use of a simplified Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world

Use fieldwork to observe and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies

Year 4 Focus Country: UK & North, Central, South America: Rainforests

Unit 1 **8 Weeks**	**Unit 2** **8 Weeks**
Curriculum Focus **North, Central and South America** To identify physical geography including climate zones, biomes and vegetation belts; compass point and grid references	***Curriculum Focus*** ***Rainforests: Brazil & UK*** *Human and physical Local and Global scales;* To describe and understand the differences between a rain forest in a non-European Country (Bazil) and a forest in the UK
Knowledge and Vocabulary Interdependence Hemisphere, tropics, equator, seasonal variation, climate zones, biome	**Knowledge and Vocabulary** Rainforests, equator, environment
Skills To identify and use the 8 compass points and 4 and 6-figure grid references to locate and build knowledge of North America To research and understand key aspects of climate zones, biomes and vegetation belts using high quality mapping To recap and reflect on my geographical learning and present in an essay form.	**Skills** To research digital maps of rainforest, compare to UK woodland To understand how maps represent scale To understand the impact of environmental interaction on the rainforest To learn how to use identification apps to support research. To recap and reflect on my geographical learning and present in an essay form.

Concepts

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- **'Scale'** - the 'zoom lens' that enables us to view places from global to local levels.
- '**Physical Geography**' - the processes that shape the Earth's surface, the animals and plants that inhabit it, and the spatial patterns they exhibit.

- '**Interdependence**' - recognising the connections between developing countries and developed countries
- '**Human Geography**' - how human activity affects or is influenced by the earth's surface.

WHICH ENCOMPASSES:

- '**Environmental Interaction**' - how humans adapt to and modify the environment.
- '**Cultural Understanding & Diversity**' - language, religion, different economic and governmental structures, art, music, and other cultural aspects that explain how and/or why people function as they do in the areas in which they live.

Unit Structure	
Week 1: Research Knowledge **LO: WHAT I NEED TO KNOW ABOUT... North America** All children to use an atlas and play guess the country map game to gain perspective on countries in N. Am and discover compass point and grid reference of the continent. **The geography of North America** Key knowledge: Where is N. Am? What countries does it consist of? **What is the difference between weather and climate?**	**Week 1/2: Research Knowledge** **LO: WHAT I NEED TO KNOW ABOUT... Rainforests and UK Forests** To understand key features of Rainforests and UK forests; recap types of biome. **UK** **Rainforests**
Week 2: Research visual representation **LO: What do different visual representations look like?** Research visual representations of the North American climate zones, biomes and vegetation belts. Draw and create key for N. Am map displaying different climate zones. (Could create large whole class map to use for visual mapping later in unit) **Explore biomes**	**Week 2: Research visual representation** Research visual representations of rainforests and UK forests; Compare and contrast using interactive maps, Google Earth, traditional atlases, internet
Lessons 3 and 4: Data collection **LO: Collecting the data we need for our map** Establish aspects that you will be collecting data for via field work or research using books/ computing e.g. rivers/animals/rainfall/plant life/population Children to be divided and investigate one of the 8 climate zones of North America and represent each with facts. **8 Climate Regions Of North America:**	**Lessons 3 and 4: Data collection** **What is fieldwork?** Use simple fieldwork and observational skills to study the leaf types in school grounds;

Coniferous Forest. **climate** also known as Taiga. ... Deciduous Forest. **climate** with four distinct seasons: cold, wet winters and warm summers. ... Alpine/ Mountain. **climate region** that is cold, windy, and snowy. ... Mediterranean. ... Rainforest. ... Grassland. ... Tundra. ... Desert…	Use identification app on iPads to survey trees and create key for data collection (numbers or tally) Record number and location in a table.
Lesson 5 and 6: Visual Representation/ Map creation **LO: Creating our visual representation** Produce visual representation of raw data- create map **with labels and key data**. Pupils to present data to class. Quiz across all climate zones.	**Lesson 5 and 6: Visual Representation/ Map creation** Produce visual representation of raw data i.e. create map Use base map of school grounds and annotate with tree data collected.
Lesson 7 and 8: Extended writing recapping knowledge and reflecting on learning **LO: To plan/write a reflection on my learning in geography** To plan and produce a piece of extended writing	**Lesson 7 and 8: Extended writing recapping knowledge and reflecting on learning** **LO: To plan/write a reflection on my learning in geography** To plan and produce a piece of extended writing

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Latitude, longitude, Equator, N. & S. hemispheres, Tropics Cancer & Capricorn, Arctic and Antarctic Circle, Prime / Greenwich Meridian & time zones, 8 Compass points, 4 & 6 figure grid references. Locate world's countries, Europe, (including location of Russia), Americas, concentrating on regions, key physical and human characteristics, countries, major cities. Counties, cities, geographical regions, characteristics, topographical features, land use & changes over time.</td></tr>
<tr><td colspan="2">Progression of Skills and Fieldwork
Begin to ask questions. Identify places using maps, atlases, globes, aerial images & plan perspectives, make maps, devise basic symbols, fieldwork, geographical vocabulary.</td></tr>
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Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied.

Learn the eight points of a compass, 4 figure grid reference (maths co-ordinates), some basic symbols and key (including the use of a simplified Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world

Use fieldwork to observe and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies</td></tr>
<tr><td colspan="2">Year 5 Focus Country: Rivers/Coasts Time Zones</td></tr>
<tr><td>Unit 1 8 Weeks

To consider the distribution of natural resources such as water: sea and rivers

To investigate coast, coastal mapping and the effect of costal erosion using digital atlases

To research the water cycle including transpiration</td><td>Unit 2 8 Weeks

Identify the position and significance of latitude/longitude and the Greenwich Meridian, linking with science, time zones, night and day</td></tr>
<tr><td>Knowledge and Vocabulary
Key topographical features: coasts, rivers.
Types of settlement and land use.</td><td>Knowledge and Vocabulary
Identify the position and significance of latitude/longitude.
Identify the position and significance of time zones; Greenwich Meridian</td></tr>
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Distribution of natural resources, including energy, food, minerals, water. The water cycle and rivers. Costal erosion, Environmental interaction, Physical Geography	
Skills To use digital atlases to research the distribution of natural resources such as water: sea and rivers and to understand what is meant by costal erosion To use different forms of media to research river bed model To understand how data can be collected and represented in a digital 3D form and to know how this information can be used to inform planning To recap and reflect on my geographical learning and present in an essay form.	**Skills** To understand Identify the position and significance of latitude/longitude and the Greenwich Meridian, linking with science, time zones, night and day To use simple fieldwork and observational skills to collect data in raw form i.e. numbers or tally To annotate an interactive time zone map. To recap and reflect on my geographical learning and present in an essay form.
Concepts • **'Space'** - the location of points, features or regions in absolute and /or relative terms and the relationships, flows and patterns that connect and / or define them. • **'Place'** - a construct that is defined in terms of what it is like, what happens there and how and why it is changing. Children understand the significance of location and links with other places at global and local scales of study • **'Scale'** - the 'zoom lens' that enables us to view places from global to local levels. • '**Physical Geography**' - the processes that shape the Earth's surface, the animals and plants that inhabit it, and the spatial patterns they exhibit. • '**Interdependence**' - recognising the connections between developing countries and developed countries • '**Human Geography**' - how human activity affects or is influenced by the earth's surface. ***WHICH ENCOMPASSES:*** • '**Environmental Interaction**' - how humans adapt to and modify the environment. • '**Cultural Understanding & Diversity**' - language, religion, different economic and governmental structures, art, music, and other cultural aspects that explain how and/or why people function as they do in the areas in which they live.	
Unit Structure	
Week 1: Research Knowledge	**Week 1: Research Knowledge**

LO: WHAT I NEED TO KNOW ABOUT… Natural resources: Oceans, seas, rivers To consider the distribution of natural resources (water) **Explore 5 Oceans of the world, Rivers:**	**Understanding Latitude & Longitude** **Understanding Time Zones** To understand & identify the position and significance of latitude/longitude and the Greenwich Meridian, linking with science, time zones, night and day
Week 2: Research visual representation **LO: What do different visual representations look like?** To investigate coast, coastal mapping and the effect of costal erosion using digital atlases	**Week 2: Research visual representation** How are different time zones, latitude and longitude represented on world maps? E.g. The world time zone map uses a repeating colour scheme to designate the different standard time zones observed in each country.
Lessons 3 and 4: Data collection **LO: Collecting the data we need for our map** Establish one aspect that you will be collecting data for via field work or research using books/ computing	**Lessons 3 and 4: Data collection** Use simple fieldwork and observational skills to collect data in raw form i.e. numbers or tally. **Link to schools abroad/family/friends around the world- exchange of photos to illustrate time differences.**
Lesson 5 and 6: Visual Representation/ Map creation **LO: Creating our visual representation** Produce visual representation of raw data. Create map e.g. river bed model, label with data.	**Lesson 5 and 6: Visual Representation/ Map creation** Produce visual representation of raw data. Create map. Annotated, interactive time zone map showing activities undertaken at set time in different time zones e.g. breakfast in UK, sleeping in Australia
Lesson 7 and 8: Extended writing recapping knowledge and reflecting on learning **LO: To plan/write a reflection on my learning in geography** To plan and produce a piece of extended writing	**Lesson 7 and 8: Extended writing recapping knowledge and reflecting on learning** **LO: To plan/write a reflection on my learning in geography** To plan and produce a piece of extended writing

Geography Curriculum Overview: Bushey Heath Primary School
Key Stage 2 National Curriculum *Latitude, longitude, Equator, N. & S. hemispheres, Tropics Cancer & Capricorn, Arctic and Antarctic Circle, Prime / Greenwich Meridian & time zones, 8 Compass points, 4 & 6 figure grid references. Locate world's countries, Europe, (including location of Russia), Americas, concentrating on regions, key physical and human characteristics, countries, major cities. Counties, cities, geographical regions, characteristics, topographical features, land use & changes over time.*

Progression of Skills and Fieldwork

Begin to ask questions. Identify places using maps, atlases, globes, aerial images & plan perspectives, make maps, devise basic symbols, fieldwork, geographical vocabulary.

Develop questioning. Locate, describe, explain using maps (including OS maps), atlases, globes, digital mapping, measure, record and communicate using a range of methods including maps, plans, graphs, writing at length. Fieldwork in local & wider localities & more distant locality – residential.

Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied.

Learn the eight points of a compass, 4 figure grid reference (maths co-ordinates), some basic symbols and key (including the use of a simplified Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world

Use fieldwork to observe and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies

Year 6 Focus Country: Global Trade & China

Unit 1 8 Weeks	**Unit 2 8 Weeks**
Curriculum Focus *To research global trade, energy issues and connections* - *Distribution of natural resources in Europe* - *Distribution of natural resources in UK*	*Curriculum Focus* RECAP- Identify the position and significance of latitude/longitude and the Greenwich Meridian, linking with science, time zones, night, and day Link to China Research key environmental / physical/ human characteristics of China i.e. Great China Wall
Knowledge and Vocabulary Global trade, import, export, natural resources, *Economic activity. Locate world's countries, Europe, (including location of Russia), Americas, concentrating on regions, key physical and human characteristics, countries, major cities.*	**Knowledge and Vocabulary** Latitude/longitude, Greenwich Meridian *Key physical and human characteristics, countries, major cities. Counties, cities, geographical regions, characteristics, topographical features, land use & changes over time.* Mountains, deserts, rivers, human development, ageing population, economic growth, tourist attractions, cultural understanding
Skills To research and evaluate data related to global trade and energy issues. To use maps, atlases, and digital mapping to research visual representations of natural resources.	**Skills** To use maps, atlases, and globes to identify the position and significance of latitude/ longitude/ Greenwich Meridian/ time zones.

To collect raw data and present in a visual form i.e., Digital map To recap and reflect on my geographical learning and present in an essay form	To research key environmental, human, and physical characteristics of China using existing visual representations such as satellite imagery. To use simple fieldwork and observational skills to study construction of the Great Wall. To use fieldwork to survey what raw materials are available in the school grounds to construct a Great Wall. To recap and reflect on my geographical learning and present in an essay form

Concepts

- **'Space'** - the location of points, features or regions in absolute and /or relative terms and the relationships, flows and patterns that connect and / or define them.
- **'Place'** - a construct that is defined in terms of what it is like, what happens there and how and why it is changing. Children understand the significance of location and links with other places at global and local scales of study
- **'Scale'** - the 'zoom lens' that enables us to view places from global to local levels.
- '**Physical Geography**' - the processes that shape the Earth's surface, the animals and plants that inhabit it, and the spatial patterns they exhibit.
- '**Interdependence**' - recognising the connections between developing countries and developed countries.
- '**Human Geography**' - how human activity affects or is influenced by the earth's surface.

WHICH ENCOMPASSES:

- '**Environmental Interaction**' - how humans adapt to and modify the environment.
- '**Cultural Understanding & Diversity**' - language, religion, different economic and governmental structures, art, music, and other cultural aspects that explain how and/or why people function as they do in the areas in which they live.

Unit Structure

Week 1: Research Knowledge **LO: WHAT I NEED TO KNOW ABOUT... Global trade** *To research global trade, energy issues and connections* **Explore meaning of trade and globalisation** **Explore the economy**	**Week 1: Research Knowledge** Identify the position and significance of latitude/longitude and the Greenwich Meridian, linking with science, time zones, night and day Link to China- why is there only one time zone? Research key environmental / physical/ human characteristics of China i.e. Mountains, deserts, rivers, impact of human development on these landscapes, ageing population, economic growth, tourist attractions

Week 2: Research visual representation **LO: What do different visual representations look like?** To research visual representation of natural resources **What are natural resources?**	**Week 2: Research visual representation** To research visual representation of Great Wall of China – link to satellite images
Lessons 3 and 4: Data collection **Collecting the data we need for our map** Establish one aspect that you will be collecting data for via field work or research using books/ computing etc. i.e. discover what products the UK exports, and which countries the UK exports the most to.	**Lessons 3 and 4: Data collection** Use simple fieldwork and observational skills to study construction of the Great Wall. What raw materials are available in the school grounds to construct a Great Wall? Collect data in raw form i.e. numbers or tally
Lesson 5 and 6: Visual Representation/ Map creation **LO: Creating our visual representation** Produce visual representation of raw data i.e. create interactive digital map using PowerPoint	**Lesson 5 and 6: Visual Representation/ Map creation** Produce visual representation of raw data i.e. create topographical map of Great Wall of China for each locality
Lesson 7 and 8: Extended writing recapping knowledge and reflecting on learning **LO: To plan/write a reflection on my learning in geography** To plan and produce a piece of extended writing	**Lesson 7 and 8: Extended writing recapping knowledge and reflecting on learning** **LO: To plan/write a reflection on my learning in geography** To plan and produce a piece of extended writing