






Geography Curriculum

| Cycle 1 | Autumn | Spring | Summer |
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| <p>Wrens</p>  | <p>Holidays & Our school</p> <p>Big enquiry Question:</p> <p>Knowledge / key concepts:</p> <ul style="list-style-type: none"> • Where have we been on holiday? • What features do we have in our school grounds? | <p style="text-align: center;">Homes</p> <p>Big enquiry Question: I wonder where people live?</p> <p>Knowledge / key concepts:</p> <ul style="list-style-type: none"> • What types of homes can be found in our local environment? • Town mouse and country mouse- comparing locations- how is the town different to the country? | <p style="text-align: center;">Routes</p> <p>Big enquiry Question: I wonder where we can go and how we can get there?</p> <p>Knowledge / key concepts:</p> <ul style="list-style-type: none"> • Red Riding Hood and Gingerbread Man- link to routes • Elmer <p>Global Awareness Week</p> <p>Comparing the lives of children around the world to ours in the UK</p> |
| <p>Kites Kestrels</p>  | <p>The United Kingdom</p> <p>Big Enquiry Question: What makes the United Kingdom united?</p> <p>Knowledge / key concepts:</p> <ul style="list-style-type: none"> • To identify where Preston Candover is in the world | <p>Contrasting place Malaysia (Kota Kinabalu)</p> <p>Big enquiry Question: Is Kota Kinabalu a world away from our local area?</p> <p>Knowledge / key concepts</p> | <p>Brilliant beaches</p> <p>Big Enquiry Question: Are all Beaches the same?</p> <p>Knowledge / key concepts:</p> <ul style="list-style-type: none"> • Identify and describe a beach local to us |



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| | <ul style="list-style-type: none"> • Use world maps, atlases and identify the United Kingdom and its countries • To name and locate the characteristics and cities of the United Kingdom • Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features • Big Enquiry Question: What makes the United Kingdom united? | <ul style="list-style-type: none"> • Contrasting place Malaysia (Kota Kinabalu) • Identify the human and physical features of our local area • Identify the names of continents and oceans • Plan and plot a journey from the UK to Kota Kinabalu on a map • Identify human and physical features of Kota Kinabalu • Explore the weather and climate in Kota Kinabalu • Draw comparisons between Kota Kinabalu and our local area | <ul style="list-style-type: none"> • Describe the human physical features of <ul style="list-style-type: none"> • the beach and what it has to offer • Identify the weather and explain whether they would like to visit the beach using evidence from what they have observed and discussed during the term • Investigate the location of Weymouth beach · Compare Weymouth, Freshwater in West Wales, Ballycastle Beach Northern Ireland, Portree in Scotland, Copacabana in South America • Evaluate the statement we have discussed throughout the topic. |
| <p>Robins</p>  | <p>Our Local Area- Preston Candover</p> <p><i>Big Enquiry Question: How is reality affected by perspective?</i></p> <p>Knowledge/Key Concepts:</p> <ul style="list-style-type: none"> • - Identify where in the world Europe is and what it's like | <p>Energy and Sustainability</p> <p><i>Big Enquiry Question- Have humans destroyed the earth beyond repair?</i></p> <p>Knowledge/Key Concepts:</p> <ul style="list-style-type: none"> • To explain and investigate the effects of global warming, including | <p>European study Ski resort - La Plagne - France</p> <p><i>Big Enquiry Question: La Plagne is a world away from our local area.</i></p> <p>Knowledge/Key Concepts:</p> <ul style="list-style-type: none"> • Location of each continent and |




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| | <ul style="list-style-type: none">• - Identify where in the UK our local area is and what it's like• - Identify land use in UK• - Draw conclusions about where we would like to live and justify• - Identify how our land use has changed• - Identify our local issue• - Appreciate our local area <p><i>Fieldwork: Chn explore the qualities of areas within their local area to decide where different groups of people would be best suited to live.</i></p> | <p>tornados.</p> <ul style="list-style-type: none">• To understand where energy comes from and how we use energy in the home.• Investigate renewable energy sources (solar, wind, hydro).• To understand the importance of wind energy and how wind turbines create electricity.• To understand how these energy sources are useful and the different contexts we use them.• Fieldwork: Explore ways to save energy on an individual scale, school level, country level, world level. | <p>ocean.</p> <ul style="list-style-type: none">• Identify continents and oceans bordering• Europe.• Identify the human and physical features of Europe (and France) and describe the pattern across the continent using the four points of a compass.• Key locational and positional vocabulary.• Human and physical features of La Plagne and their local area.• Use maps and images to compare the similarities and differences between the two places.• Understand how the settlement and land• Find different between the locations.• Different climates, the changes throughout the year and how this affects people's lives.• Explore why the climate is different up a mountain compared to Hampshire.• Identify how La Plagne makes |
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| | | | <p>money and</p> <ul style="list-style-type: none"> • will compare the similarities and differences to their local area • Fieldwork Chn will explore how people are employed in their local area and how people spend their money to benefit the local area. |
| <p>Kingfishers</p>  | <p>Indonesia- Volcanoes Big Enquiry Question: Are all volcanoes the same?</p> <p>Knowledge/Key Concepts:</p> <ul style="list-style-type: none"> • Embed accurate knowledge of the location of each continent and ocean. • Identify continents and oceans bordering Asia. • Know the human and physical features of Asia and Indonesia and describe the pattern across the continent and country using the eight points of a compass. • Locate and describe where the volcanic eruption happened. • Identify and evaluate the impacts of the Anak Krakatoa eruption. • know the global distribution of volcanoes along plate boundaries. | <p>Economic activity and Trade Big Enquiry Question What is unique about chocolate?</p> <p>Knowledge / key concepts:</p> <ul style="list-style-type: none"> • Children to improve knowledge and understanding of economic activity linked to chocolate and how the UK is connected to the Ivory Coast through trade. • Embed accurate knowledge of the location of each continent and ocean. Identify continents and oceans bordering Africa. • Identify the human and physical features of Africa and describe the pattern across the continent using the eight points of a compass. • Identify the human and physical features of the Ivory Coast and describe the pattern across the | <p>UK locational Knowledge Big Enquiry Question: What is the most spectacular route around the UK?</p> <p>Knowledge / key concepts:</p> <ul style="list-style-type: none"> • Embed accurate knowledge of the location of each continent and ocean. • Identify continents and oceans bordering Europe. • Identify the human and physical features of Europe and describe the pattern across the continent using the eight points of a compass. • Identify the human and physical features of the UK and describe the pattern across the country using the eight points of a compass and specific countries. |



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| | <ul style="list-style-type: none">• Embed their compass direction fluency and begin to use six figure grid references.• Know the causes of the Anak Krakatoa eruption as well as Kilauea and Eyjafjallajökull.• Describe the material that erupted from Anak Krakatoa and explain the causes and impacts of the tsunami.• Research the human and physical features of the area surrounding their chosen volcano.• Make an accurate model of a volcano showing features on or beneath the earth's surface.• Look at their volcano safe school from a different viewpoint, through observing, measuring and recording the risks and explain how to reduce the risks around school.• know different methods for predicting and preparing for a volcanic eruption.• Compare Indonesia to the USA and Iceland to identify similarities and differences in a country's approach to reducing the impacts of a volcanic eruption. | <p>country using the eight points of a compass.</p> <ul style="list-style-type: none">• Compare the UK with the Ivory coast. Know that the chocolate flavour comes from a cocoa pod which grow on a tree.• Know that the Ivory Coast is the world's largest grower (producer) and seller (exporter) of cocoa in the world - 40%. Know where cocoa is grown and understand the conditions needed for growing.• Understand the climate of the Ivory Coast is different to the UK because it is closer to the equator, and they have more concentrated sun which leads to higher temperatures and rainfall all year round. Know about and understand the life of a cocoa farmer and evaluate the farmer's working life Understand that cocoa gets bought from the farmer, transported to the UK, and sold to the manufacturer.• Understand that the cocoa gets transported to the UK as a raw product not as a chocolate bar. Understand what factory work is like and evaluate factory and farm | <ul style="list-style-type: none">• Use different types of maps to identify human and physical features around the UK.• Will embed key vocabulary and gain knowledge and understanding of the human and physical features around the UK.• Draw an accurate map of human and physical features in the UK with symbols and a key |
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| | | life. Compare employment in the local area to employment in the Ivory Coast | |
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| Cycle 2 | Autumn | Spring | Summer |
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| <p data-bbox="203 44 280 71">Wrens</p>  <p data-bbox="203 236 385 375"><u>UW – past and present, people, culture and communities</u></p> | <p data-bbox="913 156 1323 193" style="text-align: center;"><u>Geography Curriculum</u></p> <p data-bbox="412 240 707 272">Holidays & Our school</p> <p data-bbox="412 320 703 352">Big enquiry Question:</p> <p data-bbox="412 400 763 432">Knowledge / key concepts:</p> <ul data-bbox="427 480 987 600" style="list-style-type: none"> • Where have we been on holiday? • What features do we have in our school grounds? | <p data-bbox="1211 236 1626 304">Big enquiry Question: I wonder where people live?</p> <p data-bbox="1171 352 1518 384">Knowledge / key concepts:</p> <ul data-bbox="1182 432 1608 727" style="list-style-type: none"> • What types of homes can be found in our local environment? • Town mouse and country mouse- comparing locations- how is the town different to the country? | <p data-bbox="1693 49 1794 76">Routes</p> <p data-bbox="1693 129 2197 233">Big enquiry Question: I wonder where we can go and how we can get there?</p> <p data-bbox="1693 328 2047 360">Knowledge / key concepts:</p> <ul data-bbox="1704 440 2085 608" style="list-style-type: none"> • Red Riding Hood and Gingerbread Man- link to routes • Elmer <p data-bbox="1693 695 2007 727">Global Awareness Week</p> <p data-bbox="1693 775 2190 847">Comparing the lives of children around the world to ours in the UK</p> |



Kites
Kestrels



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My Local Area (My School)

Big Enquiry Question: How can we live in the moment?

Knowledge / key concepts:

- Understand, identify and use geographical vocabulary to refer to key human and physical features
- Use fieldwork and observational skills to study the geography of our school and surrounding environment
- Devise a simple map using symbols and a key
- Use locational and directional language
- Walk around our village to identify and plot landmarks and human and physical features

The UK Weather and Seasons

Big Enquiry Question: Why do different places experience different weather?

Knowledge / key concepts:

- To identify different types of weather
- Understand the impact that weather has on our everyday lives
- To understand weather forecasts and how this helps us
- To know what the symbols mean
- To develop our map reading skills by creating our own weather forecasts
- To identify the adverse effects of extreme weather and the danger this causes
- To make connections between weather and physical features around us.
- Understand that different places experience different weather and climates
- To identify how various weathers affects living conditions and the physical features of the environment.

Hot and Cold Climates- Antarctica


Big Enquiry question: Is everywhere in the world is hot?

Knowledge / key concepts:

- Name and locate the world's seven continents and five oceans
- The location of hot and cold areas of the world in relation to the Equator and the North and South Poles
- Use basic geographical vocabulary to refer to key physical features, including beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather (delete as appropriate for your lessons)
- Use basic geographical vocabulary to refer to key human features, including city, town, village, factory, farm, house, office, port, harbour & shop
- Use world maps, atlases and globes to identify continents and oceans studied at this key stage
- Use simple compass directions (North, South, East and West)




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| | | | <p>and locational and directional language</p> <ul style="list-style-type: none">• 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 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>Robins</p>  | <p>Economic activity- <i>Southampton</i></p> <p><i>Big Enquiry Question: Is Southampton a gateway to the world?</i></p> <p>Knowledge/Key Concepts:</p> <ul style="list-style-type: none">• To locate the UK in the world using key vocabulary including its position within Europe, bordering countries and oceans. | <p>Biomes and climate zones- <i>Peru</i></p> <p><i>Big Enquiry Question: Which biome is easiest to live in?</i></p> <p>Knowledge/Key Concepts:</p> <ul style="list-style-type: none">• Identify the different features of the world's biomes | <p>Mountains and Earthquakes- <i>Nepal</i></p> <p>Big Enquiry Question: Do mountains move?</p> <p>Knowledge/Key Concepts:</p> <ul style="list-style-type: none">• Identify the continents and oceans bordering Asia. |



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| | <ul style="list-style-type: none"> • To locate Hampshire in the UK using key vocabulary including countries, capital cities, counties and compass directions. • Read maps to find out about Hampshire's key physical and human characteristics. • Describe the pattern to features they have identified using the four points of a compass. • Embed key locational and positional vocabulary. • Identify the human and physical features of Hampshire and describe the pattern across the county using the four points of a compass | <ul style="list-style-type: none"> • To name and locate rainforests and distinguish relationships within that ecosystem • What is life like in the Amazons? How do people live in that biome? • To understand how climate change is affecting the tropical rainforest biomes • To explore the UK's deciduous forest biome • How are the UK forests different to the rainforests? • How is climate change affecting deciduous forest biomes? | <ul style="list-style-type: none"> • Read maps to find out about Asia's environmental regions, key physical and human characteristics, countries, and major cities. • Describe the pattern to features they have identified using the eight points of a compass. • Embed accurate knowledge of the location of each continent and ocean. • Identify continents and oceans bordering Asia. • Identify the human and physical features of Asia and describe the pattern across the continent using the eight points of a compass. |
| <p>Kingfishers</p>  | <p>Natural resources – Oceania</p> <p>Big Enquiry Question: Is every country equal?</p> <p>Knowledge / key concepts:</p> <ul style="list-style-type: none"> • Locate the world's countries, using maps to focus on Oceania concentrating on their environmental regions, key physical and human characteristics, countries, and major cities • Identify the position and significance of Equator, Northern Hemisphere, Southern Hemisphere, Arctic | <p>South America Place Study- Copacabana</p> <p>Big Enquiry Question: Is Copacabana a world away from our local area?</p> <p>Knowledge / key concepts:</p> <ul style="list-style-type: none"> • Locate the world's countries, using maps to focus on South America, concentrating on their environmental regions, key physical and human | <p>Rivers and the Water Cycle - River Tees.</p> <p>Big Enquiry Question: What if all the rivers on Earth stopped flowing?</p> <p>Knowledge / key concepts:</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 |



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| | <p>and Antarctic Circle, Tropic of Cancer and Capricorn, latitude and longitude, Prime/Greenwich Meridian and time zones (including day and night)</p> <ul style="list-style-type: none">• Human geography, including 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 to build their knowledge of the wider world• Use symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world• 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 & digital technologies. | <p>characteristics, countries, and major cities</p> <ul style="list-style-type: none">• Identify the position and significance of Equator, Southern Hemisphere, Southern Hemisphere, Tropic of Cancer and Capricorn, Antarctic Circle, latitude and longitude, Greenwich/Prime Meridian and time zones (including day and night)• Understand geographical similarities and differences through the study of human and physical geography of a region within South America• Physical geography, including climate zones• Physical geography, including biomes and vegetation belts• Human geography, including types of settlement and land use• Human geography, including economic activity• Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied• Use the eight points of a compass to build their knowledge of the wider world | <p>features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time</p> <ul style="list-style-type: none">• Identify the position and significance of Equator, Northern Hemisphere, Southern Hemisphere, Arctic and Antarctic Circle, latitude, longitude, Tropic of Cancer and Capricorn• Physical geography, including rivers• Physical geography, including the water cycle• Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied• Use the eight points of a compass to build their knowledge of the United Kingdom |
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| | | <ul style="list-style-type: none">• Use symbols and key to build their knowledge of the wider world• 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 & digital technologies | |
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