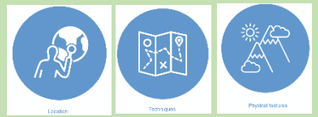
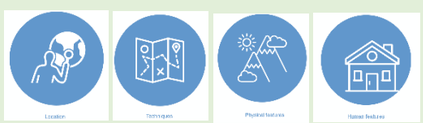
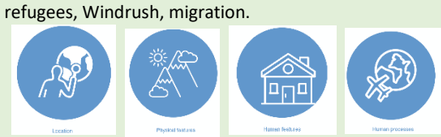
Geography Whole School Curriculum Content Map

	Year R	Year 1 and 2	Year 3 and 4	Year 5 and 6
Autumn	1 **Me and my world** Identify different types of homes Local study – studying their school and the grounds and key nearby landmarks Children know where they live – Kimberley - Nottingham  2 **Around Me** Explore land use in local area (woodland and farm land) Look at simple maps – use simple direction language 	A **What's around us?** Local geography study of our local area. Build on local study of our school and grounds from year R. Use simple fieldwork and observational skills to study the local area (Kimberley) and how this has changed over time (human and physical features).  B **Wonderful events** Use maps, atlases and globes to locate, identify and name the four counties of the UK and their capital cities. Comparison study of Nottingham and London (key physical and human features including land marks). 	A **What makes something memorable?** UK and European human and physical geography comparison study Italy (Rome), UK (London). Look at key physical and human features including mountains and rivers, population and key landmarks. Use maps, including 8 points of compass and keys to describe and locate.  B **Blue planet** Recap and name location of world's oceans and seas. Use maps to locate and compare (using eastern and western hemisphere, Prime Meridian, equator). Landscape study – look at effects of weathering on our landscapes and the physical process that shape landforms. Study how rivers and mountains are formed and the key features of rivers and mountains. Look at erosion and deposition of rives and coastal areas and how this is managed. 	A **Blood, chills and thrills** Geographical comparison study of UK and Mexico. Focus on land us, topographic features and main human and physical features. Use maps (including 6 figure grid reference) to locate and label features. Study main biomes in Mexico – recapping desert biomes and tropical rainforest, Tundra biome, salt water biomes Study of Earthquakes and volcanoes and plate tectonics, Pacific ring of fire.  B **Who loves chocolate?** Study the international trade of food and natural resources. Study of how and where chocolate is produced (field to fork study). Look in depth at fair trade of chocolate and other food produce. We will learn about deforestation and trade links. Loss of habitats. We will learn about the distribution of resources. International trade of chocolate and other foods. 
Spring	1 **Journeys** Map work – reading a simple key Begin to explore some physical features (hills, mountains, river, sea, caves)  2 **Journeys** Identify key modes of transport Identify key features of a globe. Explore some of the countries around the world and their key characteristics. 	A **What's under our feet?** Name and locate the oceans around the world and the seas surrounding the UK. Use maps to locate and study features of Artic, Atlantic, Pacific, Indian and southern Oceans. Study effects of pollution and climate change on our world's oceans. We will learn about rocks and layers of the earth, link to year 3, 4 investigation of rocks and soil.  B **Wonderful World** Name and locate the world's seven continents. Explore maps of the world using simple compass directions, northern and southern hemisphere, axis, north and south pole and equator. Study of Australia. Look at key physical and human features, including key landmarks and capital cities (Great Barrier Reef, Aboriginal people) Daintree Rainforest, Sydney). Compare area in Australia with Nottingham. 	A **Is it better to stand out or fit it?** Transport study. Look at the main types of transportation in cities and the impact this has on pollution. Study national transport trends (across UK) and international travel (locating Suez and Panama canals)  B **Wonderful World – Green planet** Deepen learning on location of worlds continents. South America study looking at population, rivers, mountains and key landmarks. Study the environmental region of South America, countries and cities. Use maps to locate and compare using eastern and western hemispheres, equator, Tropic of Cancer and Tropic Capricorn. Study tropical rainforest biome. 	A **What a wonderful world** A study of some of the great geographical wonders of our world eg Giants causeway, Grand Canyon, Great Barrier Reef, Victoria falls, Chichen Itza. Locate the continent of Africa and study the main biomes (desert, Mediterranean forest biome, grasslands and savannahs. Look at types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water  B **Survive or thrive** Study countries within Europe. Locate these on a map Look at population, rivers and mountains. Locate major cities using maps and digital technology. Use keys to label key human and physical features. We will learn about Europe at war. We will discuss current affairs of refugees, Windrush, migration. 

Geography whole school curriculum map

Summer	1 **Wider world** Seaside location study. Learn about key physical and human features of the seaside.  1 **Outdoors** Locate countries around the world where different fruits are grown (link to climate regions) 	A **What's up?** Identify seasonal and daily weather patterns in UK. Identify hot and cold climate regions on earth. Study extreme weather conditions such as drought, hurricanes and tornados. Use globe, maps to locate North America. Loot at some of the states in America and their geographical features. Link to extreme weather.  B **Wonderful me** Local geography study Comparison study of Nottingham and a coastal location within UK. Compare human and physical characteristics. Use aerial photographs and plan perspectives to recognise landmarks. Create own maps and use symbols to form a key. 	A **It's a kind of magic** Use maps to locate and label the key climate zones. Study of desert biomes focusing on desert regions in Egypt. Link study of climate zones to weather and water cycle including clouds and precipitation and how climate change is effecting this.  B **Inventors and inventions** Local geography study – Nottingham (build on study of Kimberley and area surrounding school from KS1) Compare Nottingham and Sheffield (land use patterns, topography features, human and physical features using 4 figure grid reference maps and labelling using keys). Compare how these cities have changed over time. 	A **Healthy world** UK study - Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features and land-use patterns; and understand how some of these aspects have changed over time.  B **Space** We will learn how space travel has aided geographical understanding of our planet and others – rover exploration, Digital/computer mapping of the Earth. Study of world's climate zones and biomes and ocean currents. Focus on temperate deciduous forest, Taiga, Grassland and marine biomes (recap and deepen other biomes studied across KS2). 

Geography whole school curriculum map

	F2		KS1		KS2L		KS2U	
	Original	Changes	Original	Changes	Original	Changes	Original	Changes
Aut	A **Me and my world** We will name different types of homes and will be able to identify landmarks in the nearby environment We will know where we live B **Around Me** We will explore the woodland habitat and find out about our local area. We will look at simple maps and try to make our own We will know where we live	A **Me and my world** Identify different types of homes Local study – studying their school and the grounds and key nearby landmarks Children know where they live – Kimberley - Nottingham B **Around Me** Explore land use in local area (woodland and farm land) Look at simple maps – use simple direction language	A **What's around us?** We will learn about where we live and how it has changed. We will learn about human and physical geography in the local area and describe local landmarks. We will use simple fieldwork to study the geography of our school. We will learn about land use around school. B **Wonderful events** We will use maps, atlases and globes to identify countries of the UK and their capital cities. We will compare Nottingham and London and identify key features in these areas.	A **What's around us?** Local geography study of our local area. Build on local study of our school and grounds from year R. Use simple fieldwork and observational skills to study the local area (Kimberley) and how this has changed over time (human and physical features). B **Wonderful events** Use maps, atlases and globes to locate, identify and name the four counties of the UK and their capital cities. Comparison study of Nottingham and London (key physical and human features including land marks).	A **What makes something memorable?** We will investigate what makes a place memorable, look at human and physical features, famous landmarks and buildings in Italy, Rome, England and London. We will learn about natural disasters, mountains and volcanoes. B **Blue planet** We will continue our learning about the oceans and seas around the world looking at layers of the ocean. We will learn about 4 figure references on a map and label human and physical features using a key.	A **What makes something memorable?** UK and European human and physical geography comparison study Italy (Rome), UK (London). Look at key physical and human features including mountains and rivers, population and key landmarks. Use maps to locate and compare (using eastern and western hemisphere, Prime Meridian, equator). B **Blue planet** Recap make and location of world's oceans and seas. Use maps, including 8 points of compass and keys to describe and locate. Landscape study – look at effects of weathering on our landscapes and the physical process that shape landforms. Study how rivers and mountains are formed and the key features of rivers and mountains. Look at erosion and deposition of rives and coastal areas and how this is managed.	A **Blood, chills and thrills** We will compare the UK and Mexico. We will also extend our learning of volcanoes from year 3 and 4 by naming key tectonic plates and researching facts about the Ring of Fire. B **Who loves chocolate?** We will learn about deforestation and trade links. Loss of habitats. We will learn about the distribution of resources.	A **Blood, chills and thrills** Geographical comparison study of UK and Mexico. Focus on land us, topographic features and main human and physical features. Use maps (including 6 figure grid reference) to locate and label features. Study main biomes in Mexico – recapping desert biomes and tropical rainforest, Tundra biome, salt water biomes Study of Earthquakes and volcanoes and plate tectonics, Pacific ring of fire B **Who loves chocolate?** Study the international trade of food and natural resources. Study of how and where chocolate is produced (field to fork study). Look in depth at fair trade of chocolate and other food produce.
Spring	A **Journeys** We will know what a map is used for and be able to read a simple key We will begin to explore some geographical features (hills, mountains, river, sea, caves) B **Journeys** We will identify different modes of transport We will be able to identify key features of a globe We will find out about about a different country (jungle/rainforest)	A **Journeys** Map work – reading a simple key Begin to explore some physical features (hills, mountains, river, sea, caves). B **Journeys** Identify key modes of transport. Identify key features of a globe. Explore some of the countries around the world and their key characteristics.	A **What's under our feet?** Rocks and layers of the earth, link to year 3, 4 investigations of rocks and soil. Name and locate oceans around the world and the seas around the UK. We will look at the effects of pollution and climate change on these seas. B **Wonderful World** We will learn about continents and oceans, the Arctic, Indian and Southern oceans. We will learn about the continents of Australia, Antarctica and Arctic. We will study the human and physical geography of Nottingham and Australia.	A **What's under our feet?** Name and locate the oceans around the world and the seas surrounding the UK. Use maps to locate and study features of Artic, Atlantic, Pacific, Indian and southern Oceans. Study effects of pollution and climate change on our world's oceans. B **Wonderful World** Name and locate the world's seven continents. Explore maps of the world using simple compass directions, northern and southern hemisphere, axis, north and south pole and equator.	A **Is it better to stand out or fit it?** We will learn about clothing from around the world. Locate countries and continents and climate zones. B **Wonderful World – Green planet** We will recap our learning of the continents and learn about the main countries in North and South America. We will learn about the north and south hemisphere and the tropics. We will look at climates, settlements, people and land use.	A **Is it better to stand out or fit it?** Transport study. Look at the main types of transportation in cities and the impact this has on pollution. Study national transport trends (across UK) and international travel (locating Suez and Panama canals) B **Wonderful World – Green planet** Deepen learning on location of worlds continents. South America study looking at population, rivers, mountains and key landmarks. Study the environmental region of South America, countries and cities. Use maps to locate and compare using eastern and	A **What a wonderful world** We will learn about global wonders, making links with what we have learnt in year 3 and 4. We will learn about Africa and the distribution of natural resources. We will research wonders of the world. B **Survive or thrive** We will learn about Europe at war. We will discuss current affairs of refugees, windrush, migration.	A **What a wonderful world** A study of some of the great geographical wonders of our world eg Giants causeway, Grand Canyon, Great Barrier Reef, Victoria falls, Chichen Itza. Locate the continent of Africa and study the main biomes (desert, Mediterranean forest biome, grasslands and savannahs. Look at types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water B **Survive or thrive**

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				Study of Australia. Look at key physical and human features, including key landmarks and capital cities (Great Barrier Reef, Aboriginal people) Daintree Rainforest, Sydney). Compare area in Australia with Nottingham.		western hemispheres, equator, Tropic of Cancer and Tropic Capricorn. Study tropical rainforest biome.		Study countries within Europe. Locate these on a map Look at population, rivers and mountains. Locate major cities using maps and digital technology. Use keys to label key human and physical features.
Summer	A **Wider world** We will find out about the seaside and identify key features We will name different sea creatures B **Outdoors** We will locate countries where different fruits can be grown	A **Wider world** Seaside location study. Learn about key physical and human features of the seaside. B **Outdoors** Locate countries around the world where different fruits are grown (link to climate regions)	A **What's up?** We will learn about the continent of America, locating where the first flight took place. We will find out where the space centre is in America. We will learn some of the states of America. B **Wonderful me** We will develop our learning about where we live and how it has changed. We will learn about human and physical geography in the local area and describe local landmarks. We will use simple fieldwork to study the geography of our school. We will learn about land use around school.	A **What's up?** Identify seasonal and daily weather patterns in UK. Identify hot and cold climate regions on earth. Study extreme weather conditions such as drought, hurricanes and tornados. Use globe, maps to locate North America. Loot at some of the states in America and their geographical features. Link to extreme weather. B **Wonderful me** Comparison study of Nottingham and a coastal location within UK. Compare human and physical characteristics. Use aerial photographs and plan perspectives to recognise landmarks. Create own maps and use symbols to form a key.	A **It's a kind of magic** We will learn where in the world are deserts. We will investigate the physical features and climate of Egypt and locate the River Nile. B **Inventors and inventions** We will develop map skills and learn about counties within the country. We will compare Nottingham and Sheffield. We will look at ariel maps and photos of these areas.	A **It's a kind of magic** Use maps to locate and label the key climate zones. Study of desert biomes focusing on desert regions in Egypt. Link study of climate zones to weather and water cycle including clouds and precipitation and how climate change is effecting this. B **Inventors and inventions** Compare Nottingham and Sheffield (land use patterns, topography features, human and physical features using 4 figure grid reference maps and labelling using keys). Compare how these cities have changed over time.	A **Healthy world** Trade and economics, distribution of resources and link to fair trade B **Space** We will learn how space travel has aided geographical understanding of our planet and others – rover exploration, satellite/ digital mapping of the earth.	A **Healthy world** UK study - Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features and land-use patterns; and understand how some of these aspects have changed over time. B **Space** Digital/computer mapping of the Earth. Study of world's climate zones and biomes and ocean currents. Focus on temperate deciduous forest, Taiga, Grassland and marine biomes (recap and deepen other biomes studied across KS2).

Transportation: cities

Quick summary

Transport (or transportation) is the movement of people or things from one location to another. Within large cities, people need transport to take them from one place to another and goods need to be delivered to businesses. There are several different types of transport, each of which has its advantages and disadvantages. Two of the main problems with transport in cities are that it causes congestion and pollution and therefore needs to be managed.

Human processes

Public transport within cities includes buses, trains and trams. Everyone may use it, usually for a fee. The advantages of public transport are that it is a quick way to transport many people at the same time and this reduces congestion and pollution. The main disadvantages are that it is sometimes overcrowded and that the route it takes may not be close to where the person wants to travel to. Taxis (sometimes called cabs) are cars with a driver who, for a fee, will take passengers to their destination. The advantages of taxis are that they are convenient and safe but the disadvantages are that they increase congestion and pollution.

Private cars are cars used by individuals to transport themselves and others. While some are electric and therefore create no pollution, they still create congestion.

Bicycles have the advantage that they do not cause congestion or pollution. Many cities provide cycle lanes to allow riders to avoid traffic congestion but the rider is vulnerable to breathing in pollution from other vehicles and it can also be dangerous sharing the road with motor vehicles.

Goods vehicles – usually vans or lorries – deliver goods to businesses. They are essential for deliveries but cause congestion and pollution.

Many cities try to discourage private cars by creating road layouts that prioritise public transport, bicycles and pedestrians. Some cities such as the capital city of the United Kingdom, London, have a congestion charge which means that cars must pay a fee to enter the city. Air pollution from vehicles is becoming a major problem for cities as it can cause breathing difficulties.

Vocabulary

advantages: positive or good things

disadvantages: negative or bad things

congestion: extremely crowded with traffic

pollution: a poisonous or dirty substance

vulnerable: at risk of being hurt

Location · Physical features · Human features · Diversity · Physical processes · Human processes · Techniques

POP tasks: Milestone 2 – Transportation: cities

Students will increase their understanding of the concepts in this topic by exploring:

	Basic	Advancing	Deep
Human processes	• **What** does the word 'transportation' mean? • **List** some reasons for transportation within cities. • **What** is congestion? • **What** is pollution? • **Describe** some health problems caused by traffic pollution. • **List** the main types of transport used in cities and their main advantages and disadvantages. • **Describe** ways in which London is trying to reduce transport congestion and pollution.	• **Compare and contrast** transport in cities and national transport. • **Classify** types of transport in terms of pollution. • **Graph** statistics about traffic pollution in London. • **Compare and contrast** public transport in your nearest city with public transport in a European city it is twinned with.	• **Investigate the relationship** between breathing difficulties for children and pollution from transport. • **Suggest** ways to reduce pollution in cities. • **Investigate** how cities (e.g. London) discourage high-polluting vehicles.

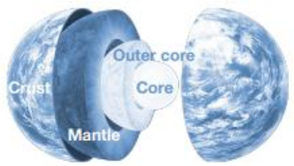
Earthquakes and volcanoes: plate tectonics

Quick summary

The Earth has an inner and outer core, a mantle and a crust. The crust is the rocky surface that makes up the surface of the Earth and floats on top of the mantle. The crust has 'cracks' in it and so it is actually in pieces. These pieces are called plates. The plates move very slightly – by no more than a few centimetres a year – and when they do, earthquakes occur and volcanoes form or erupt. **Plate tectonics** provides an explanation of how earthquakes, mountains, volcanoes and oceans are formed.

Physical features

The structure of the Earth



The main plate boundaries

Physical processes

The boundaries of the plates are called **fault lines** and movement along these lines causes earthquakes and volcanoes. The plates move in three different ways:

- **away from each other,** which forms ridges
- **towards each other,** which causes earthquakes and forms volcanoes and mountains
- **side by side,** which causes earthquakes.

Vocabulary

earthquakes: shaking of the ground caused by movement of the Earth's crust

volcanoes: mountains from which lava, gas, steam and ash from inside the Earth sometimes burst

erupt: to start suddenly or violently with great force

Location | Physical features | Human features | Diversity | Physical processes | Human processes | Techniques

POP tasks: Milestone 2 – Earthquakes and volcanoes: plate tectonics
Students will increase their understanding of the concepts in this topic by exploring:

	Basic	Advancing	Deep

Physical features	• **Label** and **describe** the Earth's:
	  • core
	  • outer core
	  • mantle
	  • crust.
	• **Describe** what tectonic plates are.
	• **What** are the boundaries of tectonic plates called?
	• **Locate** and **label** on a world map the main tectonic plate boundaries.
		• **Compare and contrast** the Earth's crust and mantle.
		• **Explain** the physical features of a volcano.
		• What are the **similarities and differences** in the physical features of a volcano and a mountain?
			• **Relate** your knowledge of plate tectonics to your understanding of rocks and fossils.
			• **Investigate** how the world's continents have changed in appearance since the creation of the Earth.

Physical processes	• **What** does the term 'plate tectonics' mean? • **What** happens when tectonic plates move? • **Describe** the three ways in which tectonic plates move and what happens as a result.	• **Categorise** the Earth's main tectonic plates in terms of how they are moving. • **Explain** the tectonic process that would lead to an earthquake. • **Explain** the physical process that would result in a mountain range being formed.	• **Relate** your knowledge of plate tectonics to that of mountain ranges around the world. • **Make generalisations** about the relationship between physical processes and physical features.