

Geography Curriculum Overview

	AUTUMN 2	SPRING 2	SUMMER 2
YEAR 1	<p style="text-align: center;"><u>Local area around Beaconsfield primary school & London</u></p> <ul style="list-style-type: none"> Use world maps, atlases and globes to identify the UK within Europe, London within England and Southall within London; Use aerial photos, google images etc to locate the position of the school and surrounding key landmarks (railway, Uxbridge Road, sports centre, playground); Use maps of the school site and building layout to identify areas used for play, teaching, group work and eating; Use large local maps to identify and chart the areas where pupils live and the routes used to get to school. <p>RRSA links: Article 15 (practising own religion), Article 17 (right to collect information from different sources), Article 18 (parental responsibilities), Article 28 and 29 (good quality education)</p> <p>Mathematics link - Calculate the distance between home and school.</p>	<p style="text-align: center;"><u>Weather Patterns</u></p> <ul style="list-style-type: none"> Use world maps, atlases and globes to identify the continents of the Earth and the North & South Hemispheres (identify the Equator, North Pole & South Pole); Discuss the weather patterns in the area of the school and how these can vary from day to day, month to month and year to year; Investigate the similarities and differences between the two localities in terms of landscapes, climate, geographical features; Compare and contrast school, work, housing, leisure between both localities and identify how the weather influences these. <p>RRSA links: Article 18 (parental responsibilities), Article 31 (play and rest)</p> <p>Mathematics link - Compare the weather in London with weather in Sydney at different times of the year as a table/chart.</p>	<p style="text-align: center;"><u>Continents and Oceans</u></p> <ul style="list-style-type: none"> Locate the world's seven continents and five oceans + comparing sizes of them + population of continents Use mapping skills and compass directions to locate continents and oceans. Create maps with keys; Locating the largest and smallest islands located in different Oceans. Use basic geographical vocabulary to refer to: Key <u>physical features</u>, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. Key <u>human features</u>, including: city, town, village, factory, farm, house, office, port, harbour and shop. <p>RRSA links: Article 18 (parental responsibilities), Article 31 (play and rest)</p> <p>English link - Informal letter from Antarctica.</p>
YEAR 2	<p style="text-align: center;"><u>Polar Regions</u></p> <ul style="list-style-type: none"> Arctic regions; Antarctic regions; Ice - caps/Weather/Climate; British Antarctic territory; Falkland islands & South Georgia (crops, farming, ecology, conservation activities). <p>RRSA links: Article 17 (right to collect information from different sources), Article 18 (parental responsibilities).</p> <p>English link - Race to the South Pole - Amundsen vs Scott - Story board/Comic strip.</p>	<p style="text-align: center;"><u>Investigating our local area and contrasting it with a non-European country (Japan)</u></p> <ul style="list-style-type: none"> Understand geographical similarities and differences of Southall area and Honshu island area through studying the human and physical geography; Identify seasonal and daily weather patterns (in London/Glasgow and in Tokyo & Sapporo); Rivers and mountains in England and Japan Unusual features - e.g. volcanoes, earthquakes possibility. Location of London and Tokyo on the map in relation to the Equator, Tropics and the North and South Poles. <p>RRSA links: Article 40 (practising religion freely), Article 18 (parental responsibilities), Article 24 (health care)</p> <p>English link - Informational poster - Japan.</p>	<p style="text-align: center;"><u>Weather and the Seaside</u></p> <ul style="list-style-type: none"> Differences between weather and climate; Comparing weather and climates in different parts of the world; Use basic geographical vocabulary to refer to: Key <u>physical features</u>, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. Key <u>human features</u> including: city, town, village, factory, farm, house, office, port, harbour and shop. <p>RRSA links: Article 17 (right to collect information from different sources), Article 18 (parental responsibilities), Article 31 (play and rest)</p> <p>English link - Seaside holidays - postcard.</p>

<p>YEAR 3</p>	<p style="text-align: center;">Countries</p> <ul style="list-style-type: none"> Continents review; Locate major countries (Russia, Canada, Brazil, China, Botswana (Namibia)); Flags (capitals); Rivers; Climates; Compare and contrast, similarities and differences from population, land use, North and South Hemisphere. <p>RRSA links: Article 40 (practising religion freely), Article 18 (parental responsibilities), Article 24 (health care), Article 17 (right to collect information from different sources);</p> <p>Mathematics link: Rounding population of different countries to the nearest 100,000.</p>	<p style="text-align: center;">A contrasting locality - London & village in Bolivia</p> <ul style="list-style-type: none"> Use maps to locate counties and cities of the UK and Bolivia. Contrast Bolivia by identifying human and physical characteristics and key topographical features; Identify seasonal and daily weather patterns (in London and in La Paz); Rivers and mountains in England and Bolivia; Unusual features - e.g. volcanos, lakes, deserts, glaciers <u>Cartography</u> - Sketch maps with symbols and keys, grid referencing & aerial photographs. <p>RRSA links: Article 40 (practising religion freely), Article 18 (parental responsibilities), Article 24 (health care)</p> <p>English link - Explanation text - Cultural traditions in UK and Bolivia</p>	<p style="text-align: center;">Study of a country - Cuba</p> <ul style="list-style-type: none"> Identify the location of Cuba on world map - discuss geographical position; Contrast human and physical geography of two capital cities - Havana and London; Rivers and mountains in Cuba; Weather + tourism; Government in Cuba; Culture (music, cuisine, literature) <p>RRSA links: Article 19 (protection from being hurt or mistreated) Article 40 (practising religion freely), Article 18 (parental responsibilities), Article 17 (right to collect information from different sources);</p> <p>English link - Biography of important person from Cuba (Fidel Castro, Jose Marti, Compay Segundo)</p>
<p>YEAR 4</p>	<p style="text-align: center;">Major rivers + water cycle</p> <ul style="list-style-type: none"> Most important rivers of the world - location on the map; Features of the rivers; Physical aspects of local river - Brent river; Different ways how people use rivers around the world including river Thames; Water cycle (condensation, evaporation, precipitation); Importance of the water around the world. <p>RRSA links: Article 4 (protection of rights), Article 27 (adequate standard of living - food, clothing and water)</p> <p>English link - WaterAid - persuasive poster.</p>	<p style="text-align: center;">The Environment & Climate Change/ Global Warming</p> <ul style="list-style-type: none"> Explore improving the environment around our school and within the UK; Potential impacts of climate change/ global warming; Explore the distribution of natural resources in the U.K. (Energy, food, minerals and water) and importance of trade; Eight (8) points of a compass and use with maps/ charts to build their knowledge of the United Kingdom and the wider world; Using 'ordnance survey maps' covering cities, town, villages and rural districts of the UK (London, Glastonbury, Okehampton and Dartmoor). <p>RRSA links: Article 18 (parental responsibilities), Article 27 (adequate standard of living - food, clothing and water)</p> <p>Mathematics link - Interpreting graphs of global warming; OR English link - Global warming myth or fact - discussion text/debate.</p>	<p style="text-align: center;">The expansion of European settlements - Germany</p> <ul style="list-style-type: none"> German settlements XVII - XIX centuries - colonial expansion; Treaty of Versailles; German expansion between 1918 - 1939 - Polish corridor, Czechoslovakia, Austria - Hungary - Hitler Era; Nazi settlements concepts during World War II; Territory expansion during WWI; Map comparison of German borders between 1914, 1918, 1939 and 1945. <p>RRSA links: Article 9 (separation of parents) Article 22 (refugee children), Article 27 (adequate standard of living), Article 38 (War and armed conflicts), Article 30 (practising own religion + culture)</p> <p>English link - Newspaper report - Start of World War II - Germany invades Poland OR - End of WWI - 11th November 1918.</p>
<p>YEAR 5</p>	<p style="text-align: center;">Holidays & Tourism</p> <ul style="list-style-type: none"> Compare and contrast different destinations : <ul style="list-style-type: none"> ✓ African safari ✓ Yangtze River cruise ✓ Inca trails ✓ Arctic cruise + Northern lights ✓ Canary islands Countries, cities, mapping 	<p style="text-align: center;">A contrasting European locality - Italy</p> <ul style="list-style-type: none"> Use mapping skills to identify settlement, land use, country boundaries and neighbouring countries, rivers, lakes, mountains Identify economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water. Contrast and compare Italy with UK by identifying human and physical characteristics and key topographical features. 	<p style="text-align: center;">A contrasting settlement - Llandudno - London</p> <ul style="list-style-type: none"> Locate British isles on the map, equator, lines of latitude, prime meridian; Locate Llandudno on the map (country, district region, neighbouring cities); Compare an OS map of Llandudno with an aerial photo of Llandudno; Compare Llandudno with London (demography, population,

	<ul style="list-style-type: none"> Positive and negative effects of tourism Why is the tourism increasing? How has Dubai changed to an international tourism destination? <p>RRSA links: Article 18 (parental responsibilities), Article 31 (play and rest) Article 17 (right to collect information from different sources);</p> <p>English link + Computing link - Newspaper report - Space tourism.</p> <p>Mathematics link - Time zones explanation + activity.</p>	<ul style="list-style-type: none"> Compare and contrast 'Cornish Coast resorts' with 'Naples and Amalfi Coast' or 'Scottish Highlands' and 'Piedmont Alps'. Use the eight points of a compass, four and six-figure grid references, symbols and keys (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and of Italy and the southern Mediterranean countries. <p>RRSA links: Article 40 (practising religion freely), Article 18 (parental responsibilities), Article 24 (health care)</p> <p>English link - Discussion text - Living in UK or Italy?</p>	<p>attractions etc.);</p> <ul style="list-style-type: none"> Llandudno tourism; Pros and cons of living in Llandudno and London? <p>RRSA links: Article 40 (practising religion freely), Article 18 (parental responsibilities), Article 24 (health care)</p> <p>English link - Seaside holidays in Llandudno - diary entry.</p>			
<p>YEAR 6</p>	<p>AUTUMN 1</p>	<p>AUTUMN 2</p>	<p>SPRING 1</p>	<p>SPRING 2</p>	<p>SUMMER 1</p>	<p>SUMMER 2</p>
<p><u>Mountain environment - UK, Europe, Asia and South America</u></p> <ul style="list-style-type: none"> Glaciers, major rivers, alpine regions Earthquakes and volcanoes Countries renowned for mountain environments (e.g. Switzerland, Nepal, Peru, Chile (latitude and longitude) Human habitation of mountain regions <ul style="list-style-type: none"> ✓ Land use/crops/farming/adaptations Generating energy from mountain regions - hydro electric, geothermal Climate patterns/climate change risks Global warning issues <p>RRSA links: Article 18 (parental responsibilities), Article 31 (play and rest), Article 27 (Right to have enough food, clothing and safe place to live)</p> <p>Mathematics link - Line graph/Bar chart comparison of highest mountains of each of 7 continents; Earthquakes/Tsunami casualties - rounding activity;</p> <p>English link - Newspaper report - Pompeii eruption.</p>	<p><u>A study of coastlines - UK, Europe and Wider World</u></p> <ul style="list-style-type: none"> Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water. Issue of coastal erosion in the UK - Hot spots: Northumberland, Dorset and Sussex. Causes and effects, strategies to prevent or minimise erosion Explore wildlife and habitats of coastal areas and the influence of humans Coastal communities around the world - California, Eastern Australia, Chile, Kiribati, Southern India & Sri Lanka, Tanzania, Morocco & Spain. Compare and contrast features, similarities, differences, threats and future challenges for coastal communities Identify and similarities with latitude and longitude in regards to popular coastal communities More than 75% of major world cities are located on coasts - why they are so popular? Undertake a fieldwork visit to observe, record and then present human and physical features of a UK coastal location Review the 'Water Cycle' and it's link to coastal environments Use maps, sketches, ordnance survey, digital and IT software to explore coasts and coastal communities <p>RRSA links: Article 18 (parental responsibilities), Article 31 (play and rest), Article 27 (Right to have enough food, clothing and safe place to live)</p> <p>English link - Informal letter - living on the coast.</p>					