

CYCLE A		
Year 1/2 Geography Curriculum		
Autumn	Spring	Summer
Local area – what's ace about this place?	Continents and oceans	Study of a contrasting non euro country: Uganda
<p>Geography Flashback: Discuss holidays and identify places on a UK and world map. Describe some of the geographical features of the places you went.</p>	<p>Geography Flashback: Locate Europe and the UK. Name the countries and capital cities of the UK. Describe where you live.</p>	<p>Geography Flashback: Name the seven continents of the world. Can you locate (name of continent on a map)? Describe some features of (name of continent) and animals you might find there.</p>
<p>Children will know by the end of this unit:</p> <ul style="list-style-type: none"> • How to locate Europe and the UK on a world map. • How to identify the countries and capital cities of the UK. • The features and characteristics of the countries of the UK (hills, mountains, Giant's Causeway, National flowers). • The human and physical features of Woolton Hill. • How to describe where we live. 	<p>Children will know by the end of this unit:</p> <ul style="list-style-type: none"> • The names of the world's seven continents and five oceans. • How to locate Europe on a world map and some of its countries (France) and some of its features (landmarks, currency, food, animals, close-by countries, flag, language). • How to locate Asia on a world map and some of the features and characteristics of China (landmarks, currency, food, animals, close-by countries, flag, language). • How to locate Australia on a world map and some of its features and characteristics (landmarks, currency, food, animals, close-by countries, flag, language). • How to locate Africa on a world map and some of the features and characteristics 	<p>Children will know by the end of this unit:</p> <ul style="list-style-type: none"> • How to locate Africa on a world map and identify the country of Uganda. • The climate and weather of Uganda (hot and dry-cool in evening and morning) • Some of the animals of Uganda (lions, giraffes, elephants, zebras, hippo, rhino, gazelle, buffalo, cheetah, leopard, flamingo). • Know how to use positional language. • To know about the landscapes of Uganda (savannahs, mountains, volcanos, cities, town, villages, beaches, seas). • To know about the people and culture of Uganda (tribes, farmers, cities). • To compare similarities and differences between Uganda and the UK.

	<p>(landmarks, currency, food, animals, close-by countries, flag, language).</p> <ul style="list-style-type: none"> • How to identify North America on a world map and some of the characteristics and features of the USA (landmarks, currency, food, animals, close-by countries, flag, language). • How to locate South America on a world map and some of the features and characteristics of Brazil (landmarks, currency, food, animals, close-by countries, flag, language). • How to locate Antarctica on a world map and some of its features and characteristics (climate, animals, inhabitants). 	
Year 3/4 Geography Curriculum		
Autumn European Study (Spain)	Spring The Amazon Rainforest – biomes and climate	Summer Extreme Weather
<p>Geography Flashback: Discuss holidays and identify places on a UK and world map. Describe the journey and location using positional language.</p>	<p>Geography Flashback: Europe on a map, different features, locations of countries, capital city quizzes!</p>	<p>Geography Flashback: Where is South America? What would we see/pass as we travel there from the UK by plane?</p>
<p>Children will know by the end of this unit:</p> <ul style="list-style-type: none"> • Where Europe is on a world map and know 3 of its features (population size, number of countries, oceans and seas surrounding Europe, EU). • How to identify and locate countries in Europe. • The major capital cities of Europe. • The position and significance of Equator, Northern Hemisphere, Tropic of Cancer, Arctic 	<p>Children will know by the end of this unit:</p> <ul style="list-style-type: none"> • The location of the world's countries, using maps to focus on South America concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. • The position and significance of Equator, Northern Hemisphere, Southern Hemisphere, Arctic and Antarctic Circle, Tropic of Cancer and Capricorn, latitude and longitude, 	<p>Children will know by the end of this unit:</p> <ul style="list-style-type: none"> • The location of the world's countries and oceans. • The position and significance of Equator, Northern Hemisphere, Southern Hemisphere, Arctic and Antarctic Circle, Tropic of Cancer and Capricorn, latitude and longitude. • About the Earth's climate and areas of extreme temperatures (places near the equator,

<p>Circle, Greenwich/Prime Meridian, and time zones (including day and night).</p> <ul style="list-style-type: none"> • The geographical similarities and differences through the study of human and physical geography of a region in Europe (Spain). • The physical geography of the region, including biomes, climate zones. • The human geography of the region, including types of settlement and land use and economic activity. 	<p>Prime/Greenwich Meridian and time zones (including day and night).</p> <ul style="list-style-type: none"> • The location and countries of South America (Argentina, Bolivia, Brazil, Chile, Colombia, Ecuador, Guyana, Paraguay, Peri, Suriname, Uruguay, Veneuela) • About the climate in South America (hot, tropical, cold and snowy) • About the major mountain ranges of South America (Andes) • The physical geography: climate zones, biomes and vegetation belts of South America. • What a rainforest is, classification and characteristics. • What the Amazon rainforest is like: physical and human features. • Why the Amazon rainforest is a unique environment. • The threats to the Amazon rainforest and how this has a global impact. 	<p>places near the poles and temperature variation).</p> <ul style="list-style-type: none"> • About the water cycle and the distribution of water across the world (water distribution linking to drought). • About extreme weather conditions across the world (lightning, typhoons, hurricanes and cyclones, blizzards, hail, floods). • How weather conditions are predicted. • How people can prepare and manage extreme weather events.
<p>Year 5/6 Geography Curriculum</p>		
<p>Autumn Rivers</p>	<p>Spring Natural Resources – is every country equal?</p>	<p>Summer Comparative Study – Rio</p>
<p>Geography Flashback: Discuss holidays and identify places on a UK and world map. What would you need to pack for a holiday in...</p>	<p>Geography Flashback: Rivers in the UK and world. Facts! How do waterfalls form and how do rivers shape the landscape?</p>	<p>Geography Flashback: Where is Australia and what is it like? Discuss air miles and where is best to buy food and why?</p>
<p>Children will know by the end of this unit:</p> <ul style="list-style-type: none"> • How to describe the water cycle and understand the water cycle changes with the weather each season brings so it is a dynamic model. 	<p>Children will know by the end of this unit:</p> <ul style="list-style-type: none"> • How to identify continents and oceans bordering Oceania. 	<p>Children will know by the end of this unit:</p> <ul style="list-style-type: none"> • How to identify continents and oceans bordering South America. • The human and physical features of South America and describe the pattern across

<ul style="list-style-type: none"> • How to evaluate how changes in weather affect the river and people. • Why people visit waterfalls and how the tourists are a benefit and challenge for locals. • The stages involved in forming a waterfall. • How rivers erode, transport and deposit materials (streams, tributaries, meanders, estuaries). • Why rivers are important (sources of water, transport, leisure, habitat, energy, farming). • The causes of river pollution and the effect it has on the environment (Human, industrial and natural pollution). • How to investigate a river in detail including the effects on the environment and landscape. • How to compare and contrast two different river systems. 	<ul style="list-style-type: none"> • The human and physical features of Oceania and describe the pattern across the continent using the eight points of a compass. • The human and physical features of Australia and describe the pattern across the country using the eight points of a compass. • Where natural resources are around the world and understand that they are unevenly distributed. • That in the UK we have fairly high rainfall, a suitable climate for growing crops and producing energy as well as the presence of some minerals which allows us to survive but we need other countries to survive. • That we are lucky in the UK and are interdependent • That food is grown on farms both locally and globally before it gets delivered to the shop. • That there are advantages and disadvantages of getting food from around the world. • That we rely on energy for almost everything in our lives and it costs money. • The difference between renewable and nonrenewable energy and some advantages and disadvantages of renewable and nonrenewable energy. • That minerals are natural, need to be mined and are used in so many of our products. • That our lives are easier with minerals but there are many consequences of mining. • How to evaluate based on evidence. 	<p>the continent using the eight points of a compass.</p> <ul style="list-style-type: none"> • The human and physical features of Brazil. • The different climates, the changes throughout the year and how this affects people's lives. • Why the climate is different near the equator compared to Hampshire. • How to compare and contrast Rio and Hampshire.
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Types of Knowledge

Substantive Knowledge: is the knowledge and 'substance' of our curriculum (e.g. locations of places, names of continents).

Disciplinary Knowledge: are the skills our children develop to make sense of their world. How do we know what we know? (e.g. how to read maps, how to evaluate or carrying out fieldwork investigations).

Cycle B

Year 1/2 Geography Curriculum		
Autumn	Spring	Summer
What is our local area like? My local park is perfect all year round.	Hot and cold places	Study of a small area of UK: The Seaside (Southsea)
<p>Geography Flashback: Where is Africa/Uganda on this map? Name an animal that lives in Uganda. What is Uganda like?</p>	<p>Geography Flashback: Name and locate the UK and its four countries and capital cities. What are the seasons and how is the weather different in each season?</p>	<p>Geography Flashback: Find and name each continent and ocean. What do I need to take and what should I wear for a trip to the Equator and the Poles.</p>
<p>Children will know by the end of this unit:</p> <ul style="list-style-type: none"> How to name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas How to identify seasonal and daily weather patterns in the United Kingdom How to use basic geographical vocabulary to refer to: key physical and human features in our local area. How the seasons are linked with the months of the year (Spring, Summer, Autumn, Winter-links to months) What the weather is like in spring (early sunrise, late sun fall, animals being born, growth of flowers) What the weather is like in summer (hot, sunny, activities to do: beach, BBQs, picnics.) 	<p>Children will know by the end of this unit:</p> <ul style="list-style-type: none"> The names and locations of the world's seven continents and five oceans Basic geographical vocabulary to refer to key physical and human features. Where the UK, the equator and the poles are on a world map. The location of hot and cold areas of the world in relation to the Equator and the North and South Poles. Where different animals live in the world (penguins, anaconda, polar bears, orang-utans, arctic fox) Ways to identify physical and human features in aerial photos (beach, cliffs, rivers, coasts, forests, lake, seas/oceans, vegetation, piers, bridges, buildings, roads.) 	<p>Children will know by the end of this unit:</p> <ul style="list-style-type: none"> How to locate Europe and the UK on a world map. How to identify the countries and capital cities of the UK. How a seaside environment is different to where we live. How to identify some things which are the same and different about our location and the seaside. What a seaside environment is like by identifying some of the main features. The main human and physical features of a seaside environment. That a map is a birds eye view of a place and that a key can help others to identify its features.

<ul style="list-style-type: none"> • What the weather is like in autumn (mild and dry or wet and windy, leaves falling from trees. Lower temperatures, animals preparing for hibernating) • What the weather is like in winter (cold, freezes, snow, rain, wind, fog, gloomy, winter clothes, winter activities.) • How to compare the four seasons (weather, animals, plants/trees) 		<ul style="list-style-type: none"> • How to identify the key geographical features of the seaside and understand why people like to go to the seaside.
Year 3/4 Geography Curriculum		
Autumn Volcanoes	Spring Economic Activity (Africa) – chocolate!	Summer
<p>Geography Flashback: Name and locate the continents and oceans. Name and locate countries studied in cycle A.</p>	<p>Geography Flashback: Describe how volcanoes form using knowledge of tectonic plates. Locate volcanoes around the world and name the continent and country they are located in.</p>	
<p>Children will know by the end of this unit:</p> <ul style="list-style-type: none"> • About planet earth and its liquid core. • Why volcanoes form in certain places around the world, developing an understanding of plate tectonics. • How volcanoes form. • To embed accurate knowledge of the location of each continent and ocean. • How to identify continents and oceans bordering Africa. • Some of the features of volcanic eruptions e.g. lava bombs, pyroclastic flows. • How to research a famous volcanic eruption and identify the causes, impact and consequences. 	<p>Children will know by the end of this unit:</p> <ul style="list-style-type: none"> • The location of Africa and identify some of the countries which make up the continent. • Where the Ivory Coast is and what is it like – human and physical features. • How the UK is connected to the Ivory Coast. • How the UK is the same and different to the Ivory coast. • That the chocolate flavour comes from a cocoa pod which grow on a tree. • That the Ivory Coast is the world’s largest grower (producer) and seller (exporter) of cocoa in the world. 	<p><i>No Geography taught this term.</i></p>

<ul style="list-style-type: none"> • The dangers and also environmental benefits to volcanic eruptions. • How the impacts of volcanoes can and cannot be controlled. • How to explain how volcanoes move and affect people. • How to identify risk factors in a volcanic eruption. • Ways to prevent volcanoes causing damage to life and property. • Different methods for predicting and preparing for a volcanic eruption. 	<ul style="list-style-type: none"> • Where cocoa is grown and understand the conditions needed for growing. • How 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. • About the life of a cocoa farmer. • How to evaluate the farmer's working life. • How cocoa gets bought from the farmer, transported to the UK and sold to the manufacturer. • That the cocoa gets transported to the UK as a raw product not as a chocolate bar. • What factory work is like and be able to evaluate factory and farm life. 	
Year 5/6 Geography Curriculum		
Autumn Economic Activity – a lovely cup of tea!	Spring The UK is amazing!	Summer Natural Disasters
<p>Geography Flashback: Name and locate the continents and oceans. Name and locate countries studied in cycle A. What are the capital cities?</p>	<p>Geography Flashback: Where is Asia? What is India? What countries border it?</p>	<p>Geography Flashback: What are the major cities, rivers and mountains of the UK – quiz!</p>
<p>Children will know by the end of this unit:</p> <ul style="list-style-type: none"> • Where the world's countries are, using maps to focus on Asia concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. • How to identify the position and significance of Equator, Northern Hemisphere, 	<p>Children will know by the end of this unit:</p> <ul style="list-style-type: none"> • How to describe key geographical features of the United Kingdom (population, area, % of population in different living areas, language, life expectancy, religion, type of government, monarchy). 	<p>Children will know by the end of this unit:</p> <ul style="list-style-type: none"> • The location of continents, oceans and counties studies. • The position and significance of Equator, Northern Hemisphere, Southern Hemisphere, Arctic and Antarctic Circle, Tropic of Cancer and Capricorn, latitude and longitude.

<p>Tropic of Cancer, Prime/Greenwich Meridian, and time zones (including day and night).</p> <ul style="list-style-type: none"> • That tea is made from tea leaves which grow on bushes. • That the India is the world's 2nd largest producer and 4 th largest exporter of tea in the world. • That their local area needs to import goods and skills and export goods and skills. • Where tea is grown and understand the conditions needed for growing. • The climate of the India 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. • About the life of a tea farmer and evaluate the farmer's working life. • That tea gets bought from the farmer, transported to the UK, and sold to the manufacturer. • That the UK (and all countries) need to trade with each other to get what they need. 	<ul style="list-style-type: none"> • How to identify and describe key geographical features of the United Kingdom (Counties)-OS Maps-6 figure grid references. • The names and locations of major towns and cities in the UK. • The names and locations of hills and mountains of the UK. • The names and locations of the major rivers of the UK. • Why the UK is a great place to visit. • Why people visit the UK and how the tourists are a benefit for the country and sometimes a challenge for locals. 	<ul style="list-style-type: none"> • About the Earth's climate and areas of extreme temperatures (places near the equator, places near the poles and temperature variation) • What an earthquake is and how they are caused (where/when they have taken place, how countries are affected, epicentres, effect on people). • How earthquakes are caused (layers of the earth and tectonic plates). • How to research and develop their own understanding about a natural disaster (where/when they have taken place, how countries are affected, epicentres, effect on people) - Tsunami, landslide, wildfires.
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