Geography Curriculum overview

Year group	GEOGRAPHY	Essential knowledge	Opportunities to revisit	Development opportunities 20/21
Year 1	***What do I know about me? T1*** ***The Gruffalo/ I want my hat back*** What's in my school/ area? Local map work.	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. • Know that fieldwork means working outside the classroom • Know what a map is and what it is used for • Use basic geographical vocabulary to refer to: • Key physical features, including: beach, cliff, coast, forest, hill, river, soil, vegetation, season and weather • Use basic geographical vocabulary to refer to: • key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop	Case study of Bristol- What makes Bristol special (Y2/T1)	*Local maps- Gruffalo trail around Laurence Weston (20/21)* *How have Lawrence Weston and Bristol changed? Place knowledge*
	How is life the same and different around the World? T2 ***Lila and the secret of the rain/ Emperor's Egg*** Season and weather patterns-Warm and cold weather/ UK comparison	Compare continents in terms of weather differences- Bristol-UK/ Oasis Musoto/ Antarctica • Know the seven continents and five oceans. • Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles • Locate the equator • 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 • key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop •	Climate and Weather Y3/T3 Bristol/ African village study- When I grow up I want to be? Anna Hibiscus Africa study(Y2/T2)	
	T3- N/A			
	What's in the Sky in Bristol? (T4)	Aviation and air travel in Bristol • Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas • Know the seven continents and five oceans. • Know simple map symbols and why we use them instead of just drawing objects or places.		
Year 2	***What's so special about Bristol? T1*** ***Clause/ Lighthouse Keeper's Lunch*** **Geographical vocabulary (mountain, cliff, coast, river, city)**	A case study of Bristol of what makes it special • Understand and use: basic maps, atlases, globes & digital maps (Google Earth) • Know key human/ physical features of Laurence Weston • Know the seven continents and five oceans. • Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas • Know simple map symbols and why we use them instead of just drawing objects or places.		Influential Bristolians – Brunel/Aardman Aviation and Air Travel in Bristol
	When I grow up I want to be?T2 ***Anna Hibiscus/ Bob Man on Moon*** **A case study of Africa** **-Comparison of LW & a foreign village**	Comparisons of Lawrence Weston and African village • Know and locate the North Pole, South Pole and Equator. • Know key human/ physical features of Africa • Compare Bristol and Africa in relation to land use, climate, buildings, rivers, landscapes, housing, culture & lifestyles. Using First Moon Landing to expand geographical knowledge • Know where the USA is and know how far it is from Europe • Know where Florida is on map and mark as Apollo 11 launch location		
	Why did the fire keep on burning? T3	• Name and locate London as a capital city and key landmarks	Y6-London study	
	How can we help our World? ***T4***	Oceans and the environment • Attenborough/ Thunberg person study • Know the seven continents and five oceans and relate this vocabulary to climate change • Know the seven continents and five oceans. •		
Year 3	***Mouse, Bird, Snake, Wolf/ Egyptian Cinderella T1*** **Africa & its countries**	• Locate Egypt on a map of the World; know that it is in Africa • Locate major cities, landmarks and physical features on a map (Cairo, Thebes, Giza, Valley of the Kings, Pyramids, Sphinx, River Nile • Explain the process of irrigation.		
	T2 N/A	•		

Geography Curriculum overview

	Ice Palace/ Pugs from the Frozen North T3 **Climate and weather**	• Describe and understand key aspects of human geography- environment and climate change. Impact of our actions on global warming	Y2- Oceans and environment Y6-	
	Oliver and the Seawigs **Coasts / Seaside / islands(UK) Types of settlement / land use, distribution of natural resources**	• Identify Weston Super Mare on a Map and in relation to Bristol • Know the types of settlement often found near coastlines • Identify human/ physical features that attract people to coastlines • Look at how Weston has changed over time and change in resources • Plan a visit and map key locations of Weston- Fieldwork to observe, measure, record & present human and physical features in local area using sketch maps, graphs and digital technology.	• Link with Y1 hist- Brunel- GWR. The key legacy on modern Bristol and the wider UK e.g. train travel leading to the development of seaside towns and holidays	
	Romans	• Locate the Roman Empire on a World Map and on a European map. • Plot the Roman Invasion of Britain on a map, identifying major Roman Settlements.		
Year 4	**Leon and the Place between/ Icarus T1** **Europe and its countries Distribution of people & natural resources**	• Locate Greece on maps of Europe and the World • Locate the countries of the Greek Empire on a World map (Macedonia, Persia, Asia Minor, parts of Egypt) • Identify the seas around Greece (Ionian, Mediterranean, Aegean) • Locate the main cities (Athens, Sparta, Troy) • Explain the different physical and human geographies of Sparta and Athens		
	Charlotte's Webb T2 **Mountains, Rivers & Water Cycle**	• The Water Cycle.		Natural disasters- earthquakes -Natural disasters (earthquakes & volcanoes) and the impact on humans.
	Tin Forest/ werewolf club Rules T3	• Rivers, mountains, volcanoes • For each of the above: • Locate significant examples on map of UK and World map (where applicable) • Know the physical processes the leads to their formation • Know the physical characteristics attributed to specific mountains/ rivers		
	Varjak Paw/ Jeremy Button T4 (Romans)	• Locate the Roman Empire on a World Map and on a European map. • Plot the Roman Invasion of Britain on a map, identifying major Roman Settlements.		
Year 5	**Edward Tulone/ Lob (T1)** **Vikings-Mapping / Europe – types of settlement**	• Locate Viking homelands on a map of Europe (Norway, Sweden and Denmark) • Locate countries on a World Map, countries invaded by the Vikings (England, Scotland, Ireland, Wales, Iceland, Canada, Western Europe and Central Asia) • Identify the Danelaw areas on a map. • A major reason for invasion is to take resources not available in homelands. • Know that modern towns with suffix, -thorpe or –by were once Viking settlements.		
	There's a boy in the girl's bathroom **(T2)** **Environment/ Rainforests**	• Study a region in Europe, N America & S America- Amazon Basin? Climate Zones, biomes, rivers, mountains, volcanoes, earthquakes & water cycle in relation to its wildlife and natural habitats • Identify areas of rainforest (including countries) on a World Map, identifying the Equator and Tropics of Capricorn and Cancer, Asia, Africa and South America. • Deforestation has a negative effect (animal habits disappearing, dwindling resources and climate change (global warming)) • Identify and compare the different layers of the rainforests and the different animals that live within them. • Define biomes and vegetation.	Y2- oceans Y3-global warming	Volcanoes T4?
	Shakleton/ The savage (T3)	• Use Shackleton's journey as stimulus for identification of oceans/ countries etc • locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities • use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied • use the 8 points of a compass, 4 and 6-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world	Y1- mapping of school/ local area Y3- Mapping Egypt Y4- Mapping Vikings Y4- mapping Greece	
	Runaway Robot/ Cosmic disco (T4)	• Moon landing • The Americas/ Nasa	Y2- moon landing USA study	
Year 6	**Goodnight Mr Tom (T1)**	• WW2-	Y2- LW area study	

Geography Curriculum overview

		• -Know which countries were involved in World War Two and identify them on both World & European maps. • -Know which UK cities were bombed during WW2. • -Understand how new buildings took the place of those destroyed in Bristol and London.		
	Suffragettes the Battle for Equality / Rooftoppers (T2)	• Identify Europe, USA, Caribbean and Africa on map of World • Name the seas and oceans between the three. • Identify on a map the UK cities and regions that had a role in the Slave Trade. • Know the route taken by ships undertaking the Slave Triangle. • Know the resources (people, precious metals, tobacco, firearms, copper, tea, cotton) that generated the trade links within the Slave triangle.		
	The London Eye Mystery (T3) ***London- a city study***	• Locate UK on European & World Maps • Locate London on UK map • Know distance between Bristol and London • Identify human and physical features of London (River Thames, Big Ben, Buckingham Palace, Houses of Parliament, Heathrow Airport, Science Museum, Tower of London) • Locate the features above on a map in relation to Year 6 London Trip itinerary? • Land use in London changes through time (increase in office space, increasing population means spread of city outwards) • Immigration has results in an increasingly diverse population. • •	Y2 The Great Fire of London	Trip to London
	Pax (T4)	Our world in the future – climate change and the powerful work of Greta Thunberg- person study Transition- planning for Secondary and beyond! • use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied • use the 8 points of a compass, 4 and 6-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world	Y2- oceans (person study Great/ David Attenborough) Y3-global warming Y5- rainforests/ deforestation Y5- Shackleton's journey	

Foundational skills- to be covered across geography topics over the year

Compare and contrast	Interpretation	Fieldwork	Communication	Using maps
Human vs Physical geographical features Compare Bristol & UK with other cities and regions around the World.	Understanding map symbols. Identify local landmarks from aerial photos. Origins of place names.	Drawing own maps, sketching, compass work. Follow routes on a local map	Eg Explain why Slave Trade was morally wrong.	Mapping journeys, mapping local area. Understanding map symbols. Using atlases.