

Geography Curriculum at Longmoor



| | | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| Nursery | Cycle 1 | It's Getting Cold Outside Use all their senses in hands-on exploration of natural materials. Explore collections of materials with similar and/or different properties. Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. Polar Express Use all their senses in hands-on exploration of natural materials. Talk about the differences between materials and the changes they notice, Continue to develop positive attitudes about the differences between people. | | On the Farm Understand the key features of the life cycle of a plant and an animal. Begin to understand the need to respect and care for the natural environment and all living things. | | Once Upon a Time (1) Use all their senses in hands-on exploration of natural materials. Talk about the differences between materials and changes they notice. Talk about what they see, using a wide vocabulary. All Creatures Great and Small (1) Talk about what they see, using a wide vocabulary. Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. Understand the key features of the lie cycle of a plant and an animal. | |
| | Cycle 2 | Bears Use all their senses in hands-on exploration of natural materials. Explore collections of materials with similar and/or different properties. Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. | | Food Glorious Food Understand the key features of the life cycle of a plant and an animal. Begin to understand the need to respect and care for the natural environment and all living things. | | Once Upon a Time (2) Use all their senses in hands-on exploration of natural materials. Talk about the differences between materials and changes they notice. Talk about what they see, using a wide vocabulary. All Creatures Great and Small (2) Talk about what they see, using a wide vocabulary. Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. Understand the key features of the lie cycle of a plant and an animal. | |
| Reception | | | | Science Detectives Explore the natural world around them. Recognise some environments that are different to the one in which they live. ELG: Explore the natural world around them, making observations and drawing picture of animals and plants. ELG: Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. | | Spring in Our Step Explore the natural world around them. Describe what they see, hear and feel while outside. Understand the effect of changing seasons on the natural world around them. ELG: Explore the natural world around them, making observations and drawing picture of animals and plants. ELG: Understand some important processes and changes in the natural world around them, including the seasons. | Where We Live Draw information from a simple map. Understand that some places are special to members of the community. ELG: Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. |
| Year 1 | | Here I Am (UC) Locating our school in our local area, and identifying local physical and human features on a map and during fieldwork. Disciplinary focus: enquiry & fieldwork/ interconnections & change NC: Geographical skills and fieldwork/ human and physical geography | | Where We Are (UC) Locating our local area in the UK; identifying the four countries of the UK; some key human and physical features. Disciplinary focus: comparisons/ interconnections & change NC: Locational knowledge/ human and physical geography | | There You Are (UC) Understanding where we live on the global scale; locating continents; and comparing the human and physical features of an area in the UK with an area in Kenya. Disciplinary focus: comparisons NC: Geographical skills and fieldwork/ locational knowledge/ place knowledge | |
| Year 2 | | Mini Mappers (UC) Studying the human and physical geography of the local area with an introduction to scale and fieldwork. Disciplinary focus: enquiry & fieldwork NC: Geographical skills and fieldwork | | Hot and Cold Deserts (UC) Locating hot and cold deserts, and identifying common physical and human features. Disciplinary focus: comparisons & interconnections NC: Human and physical geography | | Rivers, Seas and Oceans (UC) Locating the seas around the UK and oceans of the world. Identifying physical and human features around rivers and coastal areas. Disciplinary focus: interconnections NC: Human and physical geography/ geographical skills and fieldwork | |
| Year 3 | | Rivers (OW) Do rivers, people and land affect each other? Disciplinary focus: interaction NC: Using photographs | Mountains (OW) How do mountains and people affect each other? Disciplinary focus: interaction NC: Describing location using 4-point compass | Settlements (OW) How are settlements similar and different? Disciplinary focus: diversity NC: Using photographs | Agriculture (OW) How are we connected to farmers? Disciplinary focus: interaction NC: Fieldwork | Volcanoes (OW) How do volcanoes affect a place? Disciplinary focus: interaction NC: Using diagrams, describing distribution | Climate and Biomes (OW) How does the climate affect the way people live? Disciplinary focus: interaction NC: World map and key lines of latitude |
| Year 4 | | Rhine and Mediterranean (OW) How are different parts of the Rhine and the Mediterranean used by people? Disciplinary focus: diversity NC: Extending use of maps and photographs | Population (OW) How and why does population distribution vary across Great Britain? Disciplinary focus: diversity NC: Thematic maps and using census data | Coastal Processes and Landforms (OW) How does the location of west Wales affect its coast? Disciplinary focus: interaction NC: Fieldwork | Tourism (OW) How do tourists interact with a place? Disciplinary focus: interaction NC: Interpreting climate data | Earthquakes (OW) How do earthquakes affect people and environments? Disciplinary focus: interaction NC: Thematic maps | Deserts (OW) Why are deserts located where they are? Disciplinary focus: diversity NC: Interpreting thematic maps and satellite photographs |
| Year 5 | | Why is California so thirsty? (OW) How have the actions of people affected the drought in California? Disciplinary focus: change NC: Interpreting a range of thematic maps | Oceans (OW) How can oceans affect human behaviour and settlements? Disciplinary focus: change NC: Interpreting world and thematic maps | Migration (OW) Why do people migrate? Disciplinary focus: change NC: Asking questions, eight-point compass | North and South America (OW) What are the pros and cons of living in a megacity? Disciplinary focus: diversity NC: 4-figure references, thematic maps | The Amazon (OW) In what ways does the geography of South America affect life in the Amazon? Disciplinary focus: interaction and change NC: Flow diagrams, interpreting satellite photos. | Interconnected Amazon (OW) How does agriculture in the Amazon interact with other parts of the world? Disciplinary focus: interaction and change NC: Interpreting and drawing bar graphs, simple enquiry process, questionnaire |

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| Year 6 | <p>Energy and Climate Change (OW) How do local actions in the UK affect global climate?</p> <p>Disciplinary focus: Interaction</p> <p>NC: Interpreting line graphs</p> | <p>Ethiopia (OW) How do global changes affect local places in Ethiopia?</p> <p>Disciplinary focus: Interaction</p> <p>NC: Population pyramids, longitude and time zones</p> | | <p>Changing Birmingham (OW) How much did Birmingham change between 1750 and the present day?</p> <p>Disciplinary focus: change</p> <p>NC: Interpretation and presentation of data</p> | <p>Jamaica (OW) What is a preferable future for Jamaica’s tourist industry?</p> <p>Disciplinary focus: change</p> <p>NC: Asking questions</p> | <p>Local Area Enquiry (OW) How do geographers find out about a place?</p> <p>Disciplinary focus: How geographers investigate a place</p> <p>NC: Ordnance survey maps, 6-figure grid references, enquiry process, local-area fieldwork</p> |
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