

Geography Curriculum at Longmoor

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
N u r s e r y	C y c l e 1		It's Getting Cold Outside/ Polar Express 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. 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. <i>Fieldwork- Farm Visit</i>		All Creatures Great and Small 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.
	C y c l e 2		Bears Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.	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.		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. <i>Fieldwork- Farm Visit</i>	
Rec e p t i o n				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. <i>Fieldwork- Local Area (dwellings)</i>
Yea r 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 <i>Fieldwork: Pupils leave the school grounds and identify features, drawing a basic field sketch of one area</i>		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	
Yea r 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 Fieldwork: Make simple conclusions about a fieldwork enquiry		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	
Yea r 3		The United Kingdom (UC) Locating the UK, Great Britain and the British Isles, and regions and counties; identifying physical features and regeneration of one region Disciplinary Focus: enquiry & fieldwork NC: Name and locate counties and cities of the United Kingdom		Volcanoes (UC) Understanding the structure of the Earth; how volcanoes are formed; and the impacts they can have on human settlement using case studies of Etna and La Soufriere Disciplinary focus: comparisons & interconnections NC: describe and understand key aspects of physical geography, including Volcanoes		Looking at Europe Comparing the human and physical features of the Alps, the Amalfi Coast and a local area, and exploring the impact of tourism in these areas Disciplinary focus: comparisons NC: Location Knowledge, Place Knowledge and Geographical skills and fieldwork. Fieldwork: use maps, atlases, globes and digital/computer mapping to locate countries and describe the features studied	
Yea r 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 <i>Fieldwork: Drawing and annotating a field sketch, drawing a sketch map and using an Ordnance Survey map to identify symbols</i>	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. Fieldwork: Ecosystem- drawing and annotating a field sketch, drawing a sketch map and drawing a food chain, food web or flow diagram	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
Year 6	Energy and Climate Change (OW) How do local actions in the UK affect global climate? Disciplinary focus: Interaction NC: Interpreting line graphs	Ethiopia (OW) How do global changes affect local places in Ethiopia? Disciplinary focus: Interaction NC: Population pyramids, longitude and time zones	Changing Birmingham (OW) How much did Birmingham change between 1750 and the present day? Disciplinary focus: change NC: Interpretation and presentation of data	Jamaica (OW) What is a preferable future for Jamaica's tourist industry? Disciplinary focus: change NC: Asking questions		Local Area Enquiry (OW) How has Aintree changed over time and what does this tell us about the area today? Disciplinary focus: How geographers investigate a place NC: Ordnance survey maps, 6-figure grid references, enquiry process, local-area fieldwork Fieldwork: in depth study of the local area