

Geography Curriculum

KS1	Autumn		Spring		Summer	
	A	B	A	B	A	B
Objectives	To name and locate the world's seven continents and five oceans	To 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.	To identify seasonal and daily weather patterns in the United Kingdom	To name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas	To understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country	To identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles
Topic Title	Our World	Our school	Weather patterns	United Kingdom	Safari	Poles Apart
Fieldwork	Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage.	Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage. Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.	Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage. Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.	Use simple compass directions (NSEW) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map. Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.	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.	Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage.
Suggested WOW moments	Visit Birmingham / East Midlands airport RAF Cosford (check in bags etc)			Each school learn about either Scotland, N. Ireland & Wales then visit the different schools to share what they've found	Visit Matlock Interview people who have visited (or skype someone there?)	Visit from Antarctica explored (e.g. felicity aston)
Place Studied		Create a virtual tour of the school with narration for school website.	Borrow weather equipment from the Met. Keep a weather log for the whole year from Sept / Become a weather reporter (www.reel-film.co.uk) Colton / Elford / Richard Crosse	School grounds SM – Scotland; RC – N. Ireland; Howard - Wales		North Pole, South Pole, Kenya for Equator

Geography Curriculum

Lower KS2	Autumn		Spring		Summer	
	A	B	A	B	A	B
Objectives	To name and locate countries and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers) and land-use patterns; and understand how some of these aspects have changed over time	Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies	To 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.	To describe and understand key aspects of physical geography including mountains, volcanoes and earthquakes	To describe and understand key aspects of physical geography including rivers and the water cycle.	To describe and understand key aspects of human geography including types of settlement
Topic Title	United Kingdom	Our Village (Fieldwork)	Passport To The World	Mountains, Volcanoes and Earthquakes	Lakes and Rivers	Town and City
Fieldwork	Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied	Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied	Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied	Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied	Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied	Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
Suggested WOW moments	Visit one of the places studied - seaside	Walk around village	Skype schools around the world	Make a topographical map of place studied	Visit to one of the places below	Visit Birmingham & Lichfield
Place Studied	England, Scotland, Wales, Northern Ireland	Colton / Kings Bromley / Elford		North America Ring of Fire around the Pacific Ocean? San Andaras Fault Greece Canary Islands Iceland	Carding Mill – River Tar Biddulph Moor – River Trent Preston Montford	UK contrasting locality study Birmingham vs Lichfield

Place Knowledge: To understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country and a region within North or South America.

Geography Curriculum

Upper KS2	Autumn		Spring		Summer	
	A	B	A	B	A	B
Objectives	To identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)	To use the eight points of a compass, four and six-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.	To describe and understand key aspects of human geography including the distribution of natural resources including energy, food, minerals and water.	To describe and understand key aspects of physical geography including climate zones, biomes and vegetation belts.	To describe and understand key aspects of human geography including land use	To describe and understand key aspects of human geography including economic activity including trade
Topic Title	Zones around the World	Fieldwork	Natural Resources	Climates and Habitats	Food and Farming	Trade
Fieldwork	Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied	Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied	Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied	Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied	Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied	Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
Suggested WOW moments	Trip to Greenwich	Orienteering	Visit Blithfield Reservoir & Rugeley Power Station	Birmingham Botanical Gardens Animal Man	Visit a farm (farmsforschools.org.uk) Packington Tweddles (RC)	Fradley canals Visit some docks (e.g. Liverpool?)
Place Studied		Cannock Chase	Rugeley Power Station, Blithfield Reservoir & Hoover Dam	South America	See above (local)	See above (local & wider UK)

Place Knowledge: To understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country and a region within North or South America.