

**Geography Curriculum Overview - 2 Year rolling programme Wintringham Primary Academy**

YEAR A	EYFS	Year 1 and 2	Year 3 and 4	Year 5 (one year programme)	Year 6 (one year programme)
<b>AUTUMN A</b>	<b>Changes in ourselves and our families over time/Food/Bears</b>	<b>London and the UK</b>		<b>Globalisation</b>	<b>Biomes</b>
<b>Location and place knowledge</b>	<p>Different routes to school - drawing a shared map</p> <p>Where food comes from – farming, different types</p> <p>Different celebrations that happen around the world - locating these places on a map</p>	<ul style="list-style-type: none"> <li>Locating London on a map</li> <li>Name the four countries in the United Kingdom and locate them on a map</li> <li>Name and locate capital cities of UK on a map</li> <li>Name and locate UK seas</li> </ul>		<p>- Understanding that time zones are divided by imaginary lines called meridians which run from the North Pole to the South Pole. The Prime Meridian splits the world into eastern and western hemispheres.</p>	<ul style="list-style-type: none"> <li>Locate the hemispheres, the tropics, the Arctic and Antarctic circles.</li> <li>I can locate the global areas in which different biomes are located, including their topographical features.</li> </ul>
<b>Human and Physical</b>	<p>Weather (around the world and here)</p> <p>Life in this country and around the world - Kenya</p>	<ul style="list-style-type: none"> <li>Natural features in England (Lake District, River Thames), Wales (Snowdon, River Severn), Scotland (Loch Ness, Ben Nevis) and NI (Mourne Mountains, Giant Causeway)</li> <li>London landmarks -human features</li> </ul>		<p>Human Geography</p> <ul style="list-style-type: none"> <li>Trade, politics and cultural exchanges and how this can be impacted by globalisation.</li> <li>Technology, transport food and how this is impacted by globalisation</li> </ul>	<ul style="list-style-type: none"> <li>The differences between the physical features of ecosystems, biomes and vegetation belts.</li> <li>Climate and weather and other abiotic factors.</li> <li>The impact of human activity on physical environments (e.g. palm oil farming/waste production).</li> <li>Climate change/carbon emissions.</li> <li>Human intervention in slowing climate change.</li> </ul>
<b>Geographical skills and fieldwork</b>					<ul style="list-style-type: none"> <li>Using globes and maps to locate the world's biomes.</li> </ul>
<b>Wider experiences</b>					
<b>SPRING A</b>	<b>Transport/Chinese New Year</b>	<b>Continents and Oceans</b>	<b>Migration</b>	<b>Mountains, volcanoes and earthquakes</b>	
<b>Location and place knowledge</b>	<p>Hot and cold places - South Pole,</p> <p>Human resources for living in hot/cold places</p> <p>How to visit places far away</p>	<ul style="list-style-type: none"> <li>Locating 7 continents on maps</li> <li>Describe each continent in terms of climate, currency, population, food...</li> <li>Locate and name the 5 oceans on a map</li> <li>Locate the equator on a map</li> </ul>	<ul style="list-style-type: none"> <li>Name and locate host and source countries, including Syria, Bangladesh, North Africa</li> </ul>	<ul style="list-style-type: none"> <li>Oceanic and Continental Crust.</li> <li>The location of major global mountain ranges.</li> <li>Location of major volcanoes across the globe.</li> <li>Location of major historic earthquakes.</li> </ul>	

<b>Human and Physical</b>	Different celebrations that happen around the world - China	<ul style="list-style-type: none"> <li>Layers of the ocean - sunlight, twilight, midnight, abyss, trench, including facts about each layer</li> <li>Main physical features of each continent</li> </ul>	<ul style="list-style-type: none"> <li>What is migration?</li> <li>Types of migration – voluntary, permanent, temporary, economic</li> <li>Pull and push factors</li> <li>Advantages and disadvantages for host and source countries</li> <li>How climate change affects migration</li> </ul>	<ul style="list-style-type: none"> <li>Features and structure of a volcano.</li> <li>The Earth's structure.</li> <li>Human settlements/land use/energy production due to volcanic activity.</li> </ul>		
<b>Geographical skills and fieldwork</b>			<ul style="list-style-type: none"> <li>Using maps, atlases and globes</li> </ul>	<ul style="list-style-type: none"> <li>Mapping of volcanoes/earthquakes.</li> <li>Cross-section of a volcano.</li> </ul>		
<b>Wider experiences</b>		Mrs Millership - talk about her expedition Antarctica Man				
<b>SUMMER A</b>	<b>Dinosaurs/Animals/Minibeasts</b>	<b>Seaside locality</b>	<b>United Kingdom</b>	<b>South America - Brazil</b>	<b>East Anglia</b>	<b>Water/Rivers</b>
<b>Location and place knowledge</b>	<p>Where different animals live in the world</p> <p>How humans can help to look after animals/the planet</p> <p>How the planet has changed since the dinosaurs were alive</p> <p>Paxton Pits visit - field work</p>	<ul style="list-style-type: none"> <li>Finding coastal locations on map</li> </ul>	<p>The name and location of the four countries in the UK.</p> <p>Know what a county and a city is and be able to locate some on a map.</p> <p>Know how and why Cornwall has changed over time.</p>	<p>Southern hemisphere location.</p> <p>Location of South America and its countries.</p> <p>Locate major settlements, rainforest and rivers.</p>	<ul style="list-style-type: none"> <li>Naming and locating counties and cities within East Anglia</li> </ul>	<ul style="list-style-type: none"> <li>The name and location of each continent's major river.</li> <li>The impact of the seas on the UK's weather.</li> <li>The position of the hemispheres and the equator.</li> <li>The earth's place in the solar system/Milky Way and how this impacts on the seasons.</li> </ul>
<b>Human and Physical</b>		<ul style="list-style-type: none"> <li>identifying physical/human features of Hunstanton and St Neots</li> </ul>	<p>The human/physical features found in each country.</p> <p>The main land uses in the different countries.</p>	<p>Key South American economic activity (human) and physical environments.</p> <p>Comparison of features of local area with South America.</p> <p>Capital cities of South America.</p> <p>Trade and economy of Brazil using natural resources.</p>	<ul style="list-style-type: none"> <li>know the different land uses within East Anglia</li> <li>Know the main sources of employment, population distribution and traffic infrastructure within East Anglia</li> </ul>	<ul style="list-style-type: none"> <li>Physical feature – rivers.</li> <li>The impact of erosion on land form.</li> <li>Human – how/why humans settle by rivers.</li> </ul>
<b>Geographical skills and fieldwork</b>		<ul style="list-style-type: none"> <li>Using and interpreting aerial images,</li> <li>Making own maps of local area – using map symbols</li> </ul>	Use maps, atlases, globes to locate countries and	Mapping key physical and human features of South America/Brazil.	<ul style="list-style-type: none"> <li>Read and use OS maps, using 6 figure grid references, compass points and symbols</li> </ul>	<ul style="list-style-type: none"> <li>Locating of the world's major rivers.</li> </ul>

			describe features Read and use symbols and 4-figure referencing on OS maps.		<ul style="list-style-type: none"> <li>Using digital technologies (a data logger) to measure and record human and physical features in the local area</li> </ul>	
<b>Wider experiences</b>		Visit to Hunstanton				Visit to the Great River Ouse.
<b>YEAR B</b>	EYFS	Year 1 and 2	Year 3 and 4			
<b>AUTUMN B</b>		<b>Settlements</b> - Villages, towns and cities				
<b>Location and place knowledge</b>		<ul style="list-style-type: none"> <li>Knowing where people live around the world, how closely they live and where these places are</li> </ul>				
<b>Human and Physical</b>		<ul style="list-style-type: none"> <li>Human and physical features in different settlements – village, town and city</li> </ul>				
<b>Geographical skills and fieldwork</b>		<ul style="list-style-type: none"> <li>Sketching our local area – outside the school</li> <li>Looking a map symbols - tree, road, railway line, school, green space, church</li> <li>Compass points and giving directions using a basic map</li> </ul>				
<b>Wider experiences</b>						
<b>SPRING B</b>			<b>Fieldwork</b>			
<b>Location and place knowledge</b>						
<b>Human and Physical</b>			<ul style="list-style-type: none"> <li>Know the human and physical features in the immediate local area</li> </ul>			
<b>Geographical skills and fieldwork</b>			<ul style="list-style-type: none"> <li>Knowing what fieldwork is and how to carry it out</li> <li>Writing a survey to collect information about different modes of transport</li> <li>Sketch the local area with reference to human and physical features</li> <li>Record and present information about transport used from observation</li> </ul>			

Wider experiences		<ul style="list-style-type: none"> <li>Observing and recording transport in the local area</li> </ul>		
SUMMER B		Africa	Population	Europe – Lazio, Italy
Location and place knowledge		<ul style="list-style-type: none"> <li>locate areas of Africa - Kenya, Saharah Desert, Cape Town, Madagascar, Egypt</li> <li>locating and naming oceans and continents on a map</li> </ul>	<p>- Comparing the population of the UK to other countries. Locating where countries are and which countries have larger populations. Comparing the population of the four UK nations and locating these nations.</p>	<p>-locate Europe on map of world -identify features of European countries (UK, Spain, France, Germany, Belgium, Poland)</p>
Human and Physical		<ul style="list-style-type: none"> <li>identifying physical/human features of Kenya, Savannah, Cape Town, Madagascar and Egypt – how are these different to St Neots?</li> </ul>	<p>Using population pyramids to show how many people there are in each age bracket and whether they are male or female. Understanding why different countries may have different populations and different life expectancies. Describing the impact that population can have on people: e.g. living in an over-populated area or living in a country with an aging population.</p>	<p>-describe physical and human geography of Lazio -tourism in Lazio -comparing Lazio and East Anglia</p>
Geographical skills and fieldwork		<ul style="list-style-type: none"> <li>Field trip around St Neots/Loves Farm – identifying human and physical features</li> </ul>		<ul style="list-style-type: none"> <li>Use maps, atlases, globes to</li> </ul>

		<ul style="list-style-type: none"><li>recording weather in different places in Africa</li></ul>		locate countries and describe features	
<b>Wider experiences</b>					