Sandridge Geography Curriculum Overview

Subject	Autumn	Spring	Summer
Year 1 Modules	**Where do I live?** *Children will learn that the world is split into seven continents and that many of these are separated by oceans. They will be taught the difference between countries and continents, then on a national scale compare villages, towns, and cities. Focussing on the UK, they will learn the countries and their capitals. Pupils will also learn about the UK's physical features such as mountains, hills, and lakes. Using a world map, they will be challenged to locate the UK and then explore a UK map with the task of learning the location of the four countries and their capital. They will explore a local map and identify a range of basic features, including roads and rivers.*	**Around the World** *Pupils will focus on each continent and identify a country within it, except for Antarctica which doesn't have any! Within each continent, investigate key human and physical features. Begin to use geographical language to describe the features of a place. Learn that some countries are hot, and some are cold. On a world map, locate the seven continents and understand the lines on a map denote a country's borders.*	**The Four Seasons** *Pupils will learn the four seasons and relate them to the months of the year. Build on their personal experience to describe the features of each season using increasingly geographical language. Describe the expected weather patterns and use the weather plus other aspects to compare the seasons.*
Year 2 Modules	**At the Farm** *In Year Two, pupils will learn about arable, dairy and livestock farming-aiming to identify the differences between them. They will discuss how the different seasons affect life on a farm and explore how living on a farm is different from living in a town. Continuing to use geographical language, pupils will use a range of aerial photos and maps to identify features of a farm such as buildings and fields. Pupils will be*	**Let's go on Safari** Investigate the diverse country of Kenya and it's capital city Nairobi. Compare the UK and Kenya by exploring landscapes, settlements and climates. Learn that hotter countries are found nearer the equator and colder countries are located near the poles. Identify that Kenya is near the equator and learn about it's physical features. Pupils will gain an insight into the	**My World and Me** *Pupils will learn about Ecuador's human and physical features. They will then compare features with the UK including their capital cities. Explore the animals that live in hot and cold countries. Pupils will begin to use a world maps and identify more features on it including oceans, the equator and the poles. They will then use this knowledge to create their own map of their route o school using a key.*

	introduced to the four points of a compass and use this to navigate around a map.	varied cultures of Kenya and compare the traditional tribes and modern cities.	
Year 3 Modules	**Countries of the World** *Learn about the seven continents of the world; their size, population and countries. Pupils will learn to locate major capital cities, the poles and countries on a world map. The class will develop their comparing skills and state similarities and differences between places. Understand the concept of a climate zone and identify a zone based on its location-desert, arctic and tropical. Identify key physical features of a continent including the tallest mountain and longest river. Pupils will begin to describe the difference between human and physical geography. Aim to use a variety of sources to research a place including maps, aerial photographs and the internet.*	**Where does our food come from?** *Pupils will be taught what a hemisphere is and begin to identify which hemisphere each continent belongs to. Build on previous knowledge of climate zones to locate the major climate zones on a map. Read a time zone map use it to answer questions. Begin to use more geographical terms including longitude and latitude. Investigate the basic features of the climate zones. Explore a variety of farming techniques around the world and compare them to the UK.*	**In the Desert** *Using world maps, locate deserts within countries and continents. Explore the climate of deserts through line graphs and charts. Investigate how processes, including erosion, create different desert formations. Learn how people use the desert to live and thrive, including mining, solar farms, military testing, and recreation. Begin to develop independent research skills to find out about desertification and desert cities.*
Year 4 Modules	**To avoid units being repeated and ensure full coverage of the curriculum before entering Year 5, Year 4 will be taught the following geography units:** **Autumn 1 -Settlements** *Pupils will learn about the origin of settlements and understand how they have developed over time into he modern settlements we see today. Explore local maps and use local knowledge to discuss features of different settlements. Consider the ideal features early settlers would have considered when choosing a site and design a settlement incorporating the ideal human and physical features. Use Ordnance Survey maps and identify a range of symbols. Utilise online mapping software and create a plan of a fictional settlement.* **Autumn 2 - Earning a Living** *Learn about the UK's industries and how they are dependent on geographical areas. Begin to understand more complex geographical concepts, including trade links, an economy and job sectors. Investigate how unemployment affects an are and the impact child labour has had across the globe. Annotate maps with a variety industries in different countries.* **Summer – Local Fieldwork Investigation** *Utilising the school grounds, Year 4 will investigate a suitable topic. They will undertake primary research, analysis, evaluation and come to a conclusion.*		

Year 5 Modules	**The United Kingdom** *Pupils will learn that the UK is split up into regions and those regions contain counties, which they will attempt to name. Continuing to use geographical language, the class will explore the physical and human features of places in the UK. Focussing on mountains, they will learn how to define, locate and contrast features. They will also learn about the journey water takes from the source, through rivers, the processes it is involved in and finally the end of their journey at the mouth. Moving on to UKS2, the use of maps becomes common building on their prior knowledge to label places in the UK.*	**Investigating Rivers** *Initially, pupils will use a world map to identify major rivers around the world then look into a range of physical and human elements. They will learn the correct vocabulary and processes for precipitation, evaporation and transpiration. Looking into the water cycle, they revise water's journey and build on their existing knowledge with specific vocabulary and processes. Pupils will need to consider how water is used for transportation, wildlife habitats, energy, farming and leisure. Investigating pollution and the effect of it on the environment, Year Five will use a variety of sources to come to a conclusion from questions posed.*	**South America** *In the summer term, pupils will build on their existing map knowledge and focus on the continent of South America. Using a both political and climate maps, they will locate countries within the continent and investigate the physical features of South America. They will use their knowledge of the UK to compare both physical and human features with Brazil. They will learn about plate tectonics, how mountains form and the different types of volcano. Using the Andes as a case study, pupils will research, using a number of sources, how humans utilise the mountain range for natural resources, hydroelectric dams and tourism. They will then investigate the main industries of South America and continue to build on their geographical skills, including comparing, contrasting and evaluating.*
Year 6 Modules	**Extreme Earth** *In Year Six, students will focus on identifying where places of extreme temperature are located. They then begin to learn about the layers of the earth's atmosphere and the weather that occurs in the troposphere. Use data provided to create climate graphs for places and compare the outcome. Utilising prior knowledge of the water cycle, explore why some places get more water than others and what a drought is. Study the extreme weather phenomena of the world and how they affect people and the environment. Pupils will learn about earthquakes, relating their location to tectonic plates, understanding the effects such*	**Our Local Area** *Building on knowledge from previous years, the class will identify the range of different settlements and learn about their purposes changing over time. They will study the different zones of place, including commercial, residential industrial, educational, forests, park and commons. Pupils will learn the difference between high order and low order services in a settlement. They will investigate products exported from the UK and their market share. Pupils will explore their local area and gain an understanding of the human and physical features they are surrounded by. They will research the winds of the UK and how this*	**North America** *Moving onto their final topic, pupils will learn the countries, capitals and location of major features of North America. They will use their knowledge of the local area to compare with places in North America and generate discussion around the human and physical feature difference/similarities. Pupils will be able to utilise graphs to compare the climate within the continent and analyse the trends. Year Six will learn about the main geographical features of North America and how they were formed. They will independently research places and find out about their human an physical features. They will also have access to time zone maps to compare*

	as tsunamis. They will also research the process on a volcano erupting.	*affects the different climates found around the country. This topic will involve a lot of research, both primary and secondary. They will need to utilise a range of geographical methods to gather information on wildlife, weather, rock type and vegetation. They will also utilise 4 and 6 figure grid references to locate specific features.*	*times around the world and how this may have affected the place in the past.*