 **Weaver Primary School** FINAL Deep Learning Curriculum: **Geography**

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| Themes | | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| The North Pole  Study of our locality – Nantwich  Countries and capitals of the UK | Seven continents  Australia comparative study  The Seaside | Locate European countries.  Comparison of Rome/Chester  Roman Settlements  Volcanoes & earthquakes | Rainforests  North and South America | Exploring Eastern Europe  Marvellous Maps  Mountains | The River Journey  Our Changing World |
| Curriculum objectives | Location knowledge | Use world maps, atlases and globes to name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.  Identify the key features of a location to say whether it is a city or town. Understand the difference.  between human and physical  Geography. | Name and locate the world’s seven continents. Name and locate the Northern Hemisphere, Southern Hemisphere and the world’s five oceans. | Name and locate UK positional, geographical regions.  Name and locate some countries of Europe and identify their main physical and human characteristics | Understand how some human and physical features have changed over time.  Name and locate the Equator, the Tropics of Cancer and Capricorn.  To locate the world’s countries, using maps to focus on Europe and North and South America | Locate the world’s countries, using maps. Explore regions, key physical and human characteristics, countries and major cities. (Focus on Eastern Europe)  Identify the position and significance of Eastern European Countries comparing geographical and political maps. | Name and locate some of the countries and cities of the world and their identifying human and physical characteristics  Describe how locations around the world are changing and explain some of the reasons for change |
| Place knowledge | Understand geographical similarities and differences of my own locality and that of another small area of the United Kingdom (Nantwich and London).  Compare Arctic & Antarctica. | Compare and contrast physical similarities and differences of Australia and UK  Learn about the physical aspects of Australia.  Locate seaside towns in the UK | Describe geographical similarities and differences between a city within the UK and a city within a European Country | Describe geographical similarities and differences between a region within the UK and a region within South America (comparing Delamere Forest with the Amazon Rainforest) | Understand geographical similarities and differences through the study of human and physical geography of an Eastern European country and modern Greece. | Name and locate the countries associated with WWII, identify main physical/ human characteristics.  Name and locate cities of the United Kingdom, geographical regions and their identifying key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time in the context of coastal features. |
| Human and physical | Understand why countries are hot and cold in the world in relation to the Equator and the North and South Poles.  Identify seasonal and daily weather patterns in the UK  Use basic geographical vocabulary to refer to: **key physical features and key human features** including: factory, farm, house, office, shop, river, sea, mountain, fields. | Analyse and compare the seasonal and daily weather patterns of the UK and Australia.  Use basic geographical vocabulary to refer to: **key physical features** including: including: cliff, beach, coast, sea, forest, hill, mountain, weather Ayers Rock, Coral Reef, desert, **key human features** including: port, harbour, | **Physical geography**, including volcanoes and earthquakes.  **Human geography**, including settlements. | Describe some of the characteristics of these: Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn  Describe key aspects of:  **Physical geography** e.g. Rainforests, weather systems, difference between climate and weather  **Human geography**, including land use and economic activity e.g deforestation.  To understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region within North or South America | Describe and understand the key aspects of physical geography and human geography of Eastern European countries and Greece.  Describe and understand key aspects of **physical geography** in the context of mountains and mountain climates.  Describe and understand key aspects of human geography in the context of mountain tourism. | Describe and understand key aspects of: **human geography**, including the distribution of natural resources including energy, food, minerals, and water supplies and economic activity including trade links.  Describe and understand key aspects of **physical geography**, including climate zones in the context of coastal features.  Predict how physical features might change landscapes in the future. |

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| Curriculum objectives | Geographical skills and fieldwork | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| Ask and answer geographical questions such as:  What is this place like? What or who will I see? What do people do in this place?  Use simple observational skills to draw a map from a well-known story e.g. Little Red Riding Hood. | Use google Earth to investigate different places and compare to one another. Example: Bondi Beach and Ayers Rock. Llandudno.  Know the safety flags when swimming at the beach.  Use simple fieldwork and observational skills to study (and draw simple maps of) the geography of the school and the key human and physical features of its surrounding environment | Ask and answer geographical questions about the physical and human characteristics of a location.  Explain own views about locations, giving reasons.  Use fieldwork to observe and record the human and physical features in the local area using a range of methods including sketch maps, plans and graphs and digital technologies | Explain own views about locations, giving reasons using geographical vocabulary.  Use maps, atlases, globes and digital/computer mapping to locate countries and describe features in the context of North and South America.  Use a range of resources to identify the key physical and human features of a location; to focus on North and South America. | To use maps, atlases, globes and digital/ computer mapping to locate mountains and describe features studied by using the index and co-ordinates. | Collect and analyse statistics and other information in order to draw clear conclusions about locations  Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location.  Use different types of fieldwork sampling to observe, measure and record the human and physical features in the local area. Record the results in a range of ways including sketch maps, plans and graphs utilising digital technology.  To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied  To locate the world’s countries, using maps concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. |
| Map Skills | Use compass directions (north, south, east and west) and locational language (e.g. near and far) to describe the location of features and routes on a map.  Use maps, globes and atlases to help me.  Understand and use basic symbols on a map. | Use world maps, atlases and globes to identify UK, continents and oceans.  Use simple compass directions (N, E, S, W) and locational and directional language.  Understand basic symbols on a map. | Use maps, atlases, globes and digital/computer mapping to locate countries and describe features  Use the four points of a compass, letter and number grid references, and symbols and key to follow and give directions, communicate knowledge of the United Kingdom and the wider world. | Use the eight points of a compass, four-figure grid references, symbols and key to navigate around a given route | Know and use the eight points of a compass, four-figure grid references, symbols and a key (that uses standard Ordnance Survey symbols) to communicate knowledge of the United Kingdom and the world. | To use eight compass points and six-figure grid reference  To make a simple scale drawing |
| Vocabulary/new Vocabulary | | City, Capital City, Country, North Pole, South Pole, Ocean, North, South, East, West, globe, compass, equator, city, town, village. | Antarctica, Africa, Asia, Europe, South America, North America, Australia, Climate, Weather, climate change, habitat, oceans, North Sea, Irish sea, English Channel, Indian, Pacific, Atlantic, Arctic  Promenade, pier, hotel, island, tourist, lighthouse  Australia, territories, New South Wales, Western Australia, Queensland, Northern Territory, South Australia, Victoria, Tasmania, Great Barrier Reef, Uluru, | Continents, Europe, United kingdom, England, Ireland, Scotland, Wales, border, county, town, village, settlement, Volcano, volcanic, eruption, lava, tectonic plates, plate boundaries, composite, shield, dome, extinct, active, dormant, weather, mountain, north, south, east, west, north-east, south-east, north-west, south-west, river Tiber, River Dee, River Weaver, Skara Brae, Trade. | Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn.  Rainforest, temperate, tropical, boreal, deciduous, coniferous,  forest floor, understory layer, canopy layer, emergent layer species, natives, tribes, habitat, diet, soil erosion. Deforestation.  Settlement  **The Americas**: biome, equator, flora, fauna, temperate, continental, polar tundra, dry arid | Northern hemisphere, population, physical geography, human geography, agriculture, arable  Latitude, longitude, key, symbol, ordnance survey, northeast, southeast, southwest, northeast, grid reference, easting, northing  Mountain Range, Peak, Contour lines, Altitude, summit, snow line, ridge, erosion, gorges plateau, tectonic plates, climate, avalanche, tourism, economic, social. | **Rivers:** Arable farming, confluence, deforestation, river delta, deposition, drainage basin, drought, erosion, estuary, floodplain, load, meander, river mouth, precipitation, reservoir, sediment, river source, surface run-off, thermal spring, transpiration, tributary, water vapour, wetland  **Changing world:** acidic, border/boundary, dissolve, deposition, erosion, weathering, spit, stack, stump, arch, headland |
| Enrich | | Local visit to the town focus on great Fire of Nantwich. Tour of the town and building study. Visit to the Nantwich Museum. | Llandudno seaside residential. Looking at contrasting location. Physical features.  Manchester Airport to look at worldwide travel & map work | Visit to Chester – Roman settlement. Visit Dewa Museum. Walk to Amphitheatre. Walk along Weaver/Shropshire Union. Compare canals/rivers. Look at start and end point. | Zoolab visit to school  South America, the Amazon Rainforest. | Orienteering linking to map work | Residential visit to York - human and physical features of River Ouse  River walks – Cardingmill Valley |
| EYFS | | Reception Understanding the World  • Draw information from a simple map.  • Recognise some similarities and differences between life in this country and life in other countries.  • Explore the natural world around them.  • Recognise some environments that are different to the one in which they live.  ELG Understanding the World  People, Culture and Communities  • Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.  • Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.  The Natural World  • 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.  • Understand some important processes and changes in the natural world around them, including the seasons. | | | | | |