Bowdon Church School
Subject Overview for Geography

Reception	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Coverage of EYFS Framework *Understanding the World*	*Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.*					
ELG linked to Geography	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		
General Themes	Autumn Changes in the seasons Understanding their classroom and school environment	Describe what they see, feel and hear in the outside environment. Explore how other cultures celebrate festivals.	Lunar new year	local area	Safari, animals, around the world,Protect the Jungle,weather	Around town, Where in the world have you been? Where do we live in the UK?
End Points	Recognise and discuss changes we see in Autumn. To know and describe the features of our school grounds.	To understand that some places are special to members of the community. To know and explore Diwali.	Exploring the natural world around them To name similarities and differences between different festivals.	Explore the local environment. Know my address. Describe the environment around us. Draw a simple map of our community.	Recognise some similarities and differences between life in this country and Africa (Handa's surprise link) Recognise that some Environments are different to the ones they live in.	Name some countries in the world. Begin to look at maps/atlas and globes and show an interest in the world around us. London focus.

		To explore the weather and changes from Autumn to Winter. To know that some environments are different to the ones we live in. Arctic focus.			Focus on natural and manmade How the climate differs around the world. Know that we must protect the planet- Jungle focus. The impact humans have on the planet.	Look the main features of the capital city. Explore the Royal family. King Charles focus.
Skills	To know our classroom environment and location of materials. Know the landmarks in our school (library, hall) To explain the signs of Autumn that they see.	To use our senses on a local area walk. To discuss changes in the seasons. Explain the differences in our habitat to the arctic.	To notice similarities and differences in festivals. To begin to see changes in Spring appearing.	To describe landmarks that are familiar to us in our local areas. Use positional language to describe location. To explore our route to school. To draw a simple map of the school playground.	Talk about similarities and differences Identify some natural/ manmade items Understand climate and how to measure it Know how to look after the planet	To use a map to find some countries To know what a map/ globe is for Identify London on a map Some understanding of the Royal family
Vocabulary	Hibernate, autumn, harvest, seasons, weather, migrate, farm, combine harvester.	Winter, cold, freeze, melt, polar, arctic, habitat,	Festival, lunar new year, celebration, family, compare, tradition	Map, route, earth, road, up, down, behind, in front, inbetween, next to.	Similarities, differences, jungle, Africa, Environment, climate, man made, natural, humans, planet	Map, globe, atlas, Google Earth, journey, London, Royal Family, holiday
Key Texts	Leaf Man Nursery rhymes (Old macdonald had a farm)	Polar express The gruffalo's child Stickman Non fiction autumn	Whatever next How to catch a star	Non fiction books about our local area Maps od local attractions Google earth	Monkey puzzle Rumble in the jungle	The naughty bus The train ride Duck in the

	Cauliflowers fluffy Weather songs Pumpkin soup Falling leaves	and winter texts.	The eyes that kiss in the corners The great race		Handa's surprise Meerkat mail	truck
Purposeful enrichment opportunities	Autumn walk Farmer visit Farm shop set up	Winter walk Trip to into the wild Freezing and melting opportunities Diva lamps			Zoo visit Monitor the weather Weather experiments Make a weather Let's go on safari An animal day	Food tasting- Different cultures Walk in the local area Google Earth school and my House Route to school

BCS Curriculum Overview - Geography

Year 1	Autumn Where do we live?	Spring Would you rather live somewhere hot or cold?	Summer Beside the sea. Do all seasides look the same?
Number of lessons	6 -7	6 -7	6 - 7
Curriculum Questions Each lesson revisit: *What is Geography?* *What is a Geographer?* *What do they do?*	1. What is a map? what does our classroom look like? **2. Fieldwork and aerial images:** What is my journey to school like? **3. Fieldwork walk :** What landmarks are there in our local area? 4. What physical and human features can I see around school? 5. Which country do we live in? Which city are we close to? **6. Atlas work:** Which countries are there in the United Kingdom? 7. What are the four points on a compass?	1. Where are the 7 continents on a globe? 2. What is the difference between the land and sea? 3. Where are the 5 main oceans? 4. How does a compass help us to travel? 5. Where is the equator and the North and South poles? 6. What is the difference between a continent and country? 7.Where do different animals live?	1. Which seas have we seen? 2. Where are the seas in the UK? 3. Do all coastlines look the same? (identify coastal features) 4. Who uses the seaside? 5. How have seasides changed? (Compare seasides past and present.) 6. What would life be like on an island?
End Points What do experts in Geography know? (substantive) What do experts in Geography do? (disciplinary)	- Our school is in Bowdon, Greater Manchester. - The country I live in is England, part of the UK. - There are 4 countries in the UK. - A map is a drawing of an area showing features, eg roads, rivers. - I can find maps in an atlas. - A compass shows North, East, South and West.	- The world has 7 continents. I can name them. - I live in the continent called Europe. - There are 5 oceans in the world. I can name them. - Hot places are near the equator and the poles are cold places. - Name some animals which live in cold places and some that live in hot. - use compass directions to direct a traveller.	- There are 4 seas around the UK and I can name them. - Describe features found at a coast. - Describe who uses a coast. - Name a similarity and difference between coastlines today and in the past. - Know that an island is land surrounded by the sea. - use a map to find places.
Coverage of NC	LN12, PK11, HP12, GS11, GS12, GS13, GS14	LN11, HP11, GS11, GS12	LN12, PK11, HP12, GS11
Vocabulary **Geographical** **Topic based**	**Map**, **globe**, journey, city, town, key, landmark, country, observation, **north, east, south, west** **UK, England, Manchester, Bowdon, Bowdon Church School**, St Mary's Church	Map, globe, continent, **ocean**, **compass**, direction, equator, poles, climate, **weather** habitat, environment **Europe**, North America, South America, Africa, Asia, Antarctica, Atlantic Ocean, Pacific Ocean, Southern Ocean, Indian Ocean and Arctic Ocean.	United Kingdom, ocean, **continent**, **North Sea, Atlantic Ocean, Irish Sea, English Channel, seaside, island, beach**, sand dune, **cliff**, **cave**, coast, pier, **harbour**, lighthouse, mainland, rural, **fisherman**, **tourist**, ships
NCconcepts	Place, Space, Physical and human processes, Interconnections	Place, Space, Scale, Physical and Human processes, Environmental impact	Place, Space, Scale, Physical and human processes, Interconnections, Environmental Impact

BCS Curriculum Overview - Geography

BCS concepts	landscape (topography), settlement	climate	landscape (topography), settlement
Key texts	Martha Maps it out Me on the Map My First Atlas	Poles Apart Children's Picture Atlas	The Lighthouse Keepers Lunch Katie Morag island Stories The Baker by the Sea Clem and the Crab
Purposeful enric opportunities	Walk around local area identifying landmarks.		Possible trip to the seaside, timetable and funding dependent.
Fieldwork Festival Enquiry	**Where would be the best place for a new bench in our school grounds?**		
Relevant prior learning	Looked at maps of locality and Google Earth of where they live	Looked at climate and changes in the world - hot and cold	Talked about holidays ans where they have been in the world
Useful links/ CPD	BBC Bitesize Geography	https://www.youtube.com/watch?v=Wg-pFtvsvmo https://www.youtube.com/watch?v=K6DSMZ8b3LE https://www.youtube.com/watch?v=X6BE4VcYngQ	BBC Bitesize Geography
Cross curricular links	SIAMs links with discussions about 'home' and our local community. Computing links with study of aerial images and Google maps.	Science links with discussions about weather and temperature. Computing links with study of aerial images and Google maps.	Science discussions about animals and their habitats. Links to history? Seasides in the past?

BCS Curriculum Overview - Geography

Year 2	Autumn What is the United Kingdom like?	Spring What are our connections to Jinja, Uganda?	Summer What makes our world wonderful?
No of lessons	6 -7	6 - 7	5-6
Curriculum Questions Each lesson revisit: *What is Geography?* *What is a Geographer?* *What do they do?* ?	1. What does the UK and its four countries look like? **An atlas investigation.** 2. What countries and capital cities are in the United Kingdom? 3. What is the UK landscape like? 4. Where are the UK's seas and channels located? 5. What are some famous tourist landmarks in the UK? (The Queen's Handbag) 6. What is the difference between human and physical features in the UK? 7. Is the UK the same all over?	1. Can I name and locate the 7 continents and 5 oceans using an atlas? 2. Can I show where hot places are found using an atlas to locate countries on the equator? 3. Can I create a map of Uganda and include its capital city and other cities and towns? 4. Can I describe the physical landscape in Uganda and the wildlife in its habitats? 5. Can I locate Jinja and describe what it is like? *Virtual fieldwork: What are the buildings made out of? What are the roads like? How big is it?* **6. Fieldwork - local walk.** Can I compare our local area to the features I saw in Jinja? *What are our building made of? What transport can we see?* 7. Can I compare my daily life to the daily life of those in Jinja?	1. Where are the wonders of the world located? 2. How wonderful can mountains be? (Mt Everest and Paricutin) 3. How powerful can water be? (Victoria Falls and the Grand Canyon) 4. Where is the Great Barrier Reef? Why is it 'wonderful?' 5 and 6. What is wonderful about our local area? **Enquiry and fieldwork.**
End Points What do experts in Geography know? (substantive) What do experts in Geography do? (disciplinary)	- There are four countries in the United Kingdom and they each have capital cities that I can name. - I can describe where the UK's different seas and channels are found. - I know that there are different landscapes around the UK, including mountains in Scotland and Wales and flatter areas in England. - To explain the difference between human and physical features and to give some examples of these (around the UK). - use compass directions to describe places/ journeys. - I can use an atlas to locate places.	- I know and can describe the location of the 7 continents and 5 oceans in the world. - I know that hot places are found closer to the equator and can give examples of hot places. - I know that the physical landscapes in Uganda look different to the landscapes in the UK. - I know that Uganda has cities and can compare them to Manchester. - I know that Jinja is a village in Uganda. - I can describe differences between my daily life and what daily life would be like in Jinja.	- I can locate countries within their continents of the world. - I know that Mount Everest is the tallest mountain in the world. - I know that Victoria falls is a waterfall in Africa. - I know where the Great Barrier Reef is. - I can use maps to pick out features in my local area. - I can use fieldwork in my local area to decide what is wonderful and why.
Coverage of NC	LN12, PK11, HP12, GS11, GS12, GS13	LK11, PK11, HP11, HP12, GS11, GS12, GS13	LN11, PK11, HP12, GS11, GS12, GS13, GS14

BCS Curriculum Overview - Geography

Vocabulary **Geographical** **Topic based**	*Map, **atlas**, key, direction, north, east, south, west, **country, continent, city** capital city, town, **physical features, human features.*** ***United Kingdom, England, Wales, Scotland, Northern Ireland, London, Cardiff, Edinburgh, Belfast,* North Sea, Atlantic Ocean, Irish Sea, English Channel,** *tourist, sea, island, coastline, landscape, river, mountain.*	*Hemisphere, **equator, continent, ocean, climate, weather, city, village,** human feature, physical feature, **environment,** habitat, **rural,** building, houses, transport* ***Europe, Asia, Africa, North America, South America, Oceania, Antarctica, Atlantic, Pacific, Southern Ocean, Indian Ocean, Arctic Ocean**, arid, savannah, Uganda, Jinja, Entebbe or Kampala, Manchester, Bowdon.*	*atlas, map, **aerial view,** ocean, continent, country, **fieldwork,** enquiry, observation* *Nepal, Mexico, USA, Zimbabwe, Australia, **mountain, Mount Everest,** Paricutin, **volcano, river, waterfall,** canyon, Paricutin, Grand Canyon, Victoria Falls, Great Barrier Reef, coral,, habitat, pollution*
NC Concepts	Place, Space, Scale, Physical and Human processes, Environmental impact and sustainability	Place, Space, Scale, Physical and Human processes, Environmental impact and Sustainability, Cultural awareness	Place, Space, Scale, Physical and Human processes, Interconnections, Environmental impact and Sustainability, Cultural awareness
BCS Concepts	**Landscape (topography), settlement**	**Settlement, climate**	**Landscape (topography), climate**
Key texts	The Queen's Handbag Collins First atlas	Lila and the secret of rain One day on our Blue Planet	Everest: The Remarkable story of Edmund Hillary and Tenzing Norgay Highest Mountain, Deepest Ocean One day on our Blue Planet
Purposeful enrichment opps	Practical model building.	Engagement with Ugandaid and school links. Local fieldwork walk.	Fieldwork walk and enquiry.
Fieldwork Festival Enquiry	**What is wonderful about our local area?**		
Relevant prior learning	Year 1 Autumn end points I live in Bowdon, Greater Manchester The country I live in is England, part of the UK. There are 4 countries in the UK. I know that an atlas contains maps.	Year 1 Autumn I can describe my local area, naming physical and human features around Bowdon. Year 1 Spring end points I know the world is divided into 7 continents and their names I live in the continent called Europe. I know there are 5 oceans in the world and I can name them. I know that hot places are on the equator and poles are cold.	Year 1 Spring end points The world is divided into 7 continents and I can name them. I live in the continent called Europe. I know there are 5 oceans in the world and I can name them. Hot places are on the equator and the poles are cold. Year 1 History - Explorers. Year 2 Spring end points Location of the 7 continents.
Useful links/ CPD		https://www.youtube.com/watch?v=Wg-pFtvsvmo	https://www.youtube.com/watch?v=ksT2JNrlyj4
Cross curricular links	Computing: digital literacy skills. PE: OAA skills, direction.	PSHE Ugandaid. Science unit habitats. English non-chron writing about the 'Big Five' animals	History KS1 units of inspiring individuals such as Edmund Hillary and Tenzig Norgay. Outdoor Learning

BCS Curriculum Overview - Geography

Year 3	Autumn - How is the United Kingdom organised?	Spring Coasts. Is the UK coastline all the same?	Summer How do rivers shape the land around them?
No of lessons	6	6	6
Curriculum Questions Each lesson revisit: *What is Geography?* *What is a Geographer? What do they do?*	1. Where and what is the UK? 2. What are the main rivers, seas and mountains in the UK? (Physical) 3. What are the 9 regions of England? (Human) 4. What are 5 uses of UK land? 5. Identify key features of Manchester from OS map 6. How is Bowdon similar and different to Manchester? (fieldwork)	1. What is a coast and why is it important? 2. Where are different coastlines located around the UK? (***Virtual fieldwork***) 3. Which features are formed by erosion and deposition at a coastline? 4. What other physical and human features are found at the coast? 5. Which habitats are there at the coast? 6. How might our coastlines change in the future?	1. How does water get into rivers? 2. Why are rivers important? 3. How does a river change along its course? 4. How do people change rivers? (dams) 5. How do people use rivers? **6. Fieldwork** - What features can I spot along the River Bollin?
End Points What do experts in Geography know? (substantive) What do experts in Geography do? (disciplinary)	- Name and locate *(moves it on from Y2)* the four countries and capital cities in the United Kingdom. - Name key mountains and rivers in the UK. - Name and locate 3 of the regions of England including London and NW. - There are 5 uses of land: houses, farms, commercial, parks, transport - Recognise 5 OS map symbols. - Know 4 differences between cities and rural areas.	- Identify the United Kingdom as an island with continuous coastlines. - Coastlines have different features in different places. - A coast is a high energy place where erosion wears away the rocks. - The physical environment affects the human land-use and features. - Humans use the coast for fishing, trade and tourism. - Coastal environments provide habitats for different wildlife.	- Know that the water cycle has four stages - collection, evaporation, condensation, precipitation. - Know why rivers are important for human settlements. - Know 5 features of a river including: source, tributaries, confluence, meander, mouth. - Know that dams control the flow of water, prevent flooding and generate electricity. - People use rivers for trade, transport and water supply. - Apply fieldwork skills: observe and measure the flow of a river, complete labelled sketches.
Coverage NC	LK22, PK21, HP21, GS21, GS22, GS23	LK22 , PK21, HP21, HP22, GS21, GS22, GS23	LK23, PK21, HP21, GS21, GS22, GS23
Vocabulary **Geographical** **Topic based**	**United Kingdom, Great Britain**, physical, human, compass **Mountain, river, capital city,** country, settlement, **city, town, village, population**, agricultural, commercial, transport, recreational, residential.	north, east, south, west, **region, city, urban, rural** **coast, beach**, leisure, **tourism, North Sea, Irish Sea, English Channel, erosion, deposition, cave, arch**, stack, stump, sandstone, chalk, granite, cliff, bay, mudflat, saltmarsh, port, **harbour, habitat**	**deposition, erosion** **river, source, tributary, confluence**, delta, estuary, **mouth**, current, upstream, downstream, **channel**, dam, sediment, floodplain, **meander,** reservoir, riverbed, waterfall, watershed
NC Concepts	Place, Space, Scale, Physical and Human processes, Interconnections	Place, Space, Scale, Physical and Human processes, Interconnections, Environmental impact and Sustainability, Cultural awareness	Place, Space, Scale, Physical and Human processes, Interconnections, Environmental impact and Sustainability

BCS Curriculum Overview - Geography

BCS Concepts	Topography, settlement	Topography, settlement, trade	Topography, settlement, trade, climate
Key texts	UK in Maps	Above and Below: Sea and Shore Clean Up	The River Song of the River A River Ganesha goes Green
Purposeful enric opportunities	Virtual fieldwork comparing Bowdon to Manchester centre (Google Earth)		Fieldwork - visit to the River Bolin around Styal.
Fieldwork Festival Enquiry	**What is the 'best' route up to St Mary's Church?**		
Relevant prior learning	Year 2 Autumn The UK countries and capital city names. Understanding that the four countries are different with some being more mountainous and others flatter. Using an atlas to find the countries and capital cities.	Year 1 Summer Where are coastal areas found? What features might you see at a classic 'seaside'. Year 3 Science Properties of rocks. Year 3 History Ancient civilisations.	Year 1 Summer Rivers flow to the sea. Year 2 Summer Wonders of the World - any rivers? Year 3 Science Properties of rocks and materials. Year 3 History The Ancient Egyptians and the River Nile.
Useful links/ CPD	https://www.ordnancesurvey.co.uk/mapzone/map-skills https://digimapforschools.edina.ac.uk/	https://digimapforschools.edina.ac.uk/	https://www.ordnancesurvey.co.uk/mapzone/map-skills https://digimapforschools.edina.ac.uk/
Cross curricular links	Outdoor Learning Computing - Digimaps and Google Earth exploration History - Stone Age Britain PE - OAA	History - Ancient civilisations	History - the River Nile and its significance for the Ancient Egyptians. Computing - Digimaps

BCS Curriculum Overview - Geography

Year 4	Autumn How are we part of Europe?	Spring How does our North-West region compare to the Bay of Naples, Italy?	Summer Volcanoes and Earthquakes (incl. Iceland. Is Iceland just a land of ice?)
No of lessons	6	6	6
Curriculum Questions Each lesson revisit: *What is Geography?* *What is a Geographer?* *What do they do?*	1. Which countries are part of Europe? 2. Where are Europe's capital cities located? 3. What types of environment are found in Europe? 4. How are mountains and rivers significant in Europe? 5. What human features are found throughout Europe? 6. What is the European Union?	1.What does the North West look like from above? 2. What do OS maps reveal about our local area and the NW? **3. Fieldwork** - What are the contour lines like around our school? 4. What are the physical features in Bay of Naples? 5. What are the human features in the Bay of Naples? 6. How does the Bay of Naples compare to the NW regions of the UK?	**1. Digimaps investigation** - Where is Iceland? 2. What are earthquakes and why do they happen? 3. What is a volcano and why does it erupt? 4. What was the impact of the Eyjafjallajokull eruption on Iceland? **5. Is Iceland really just a land of ice**? What are its physical features? 6. What is Iceland's human geography and history?
End Points What do experts in Geography know? (substantive) What do experts in Geography do? (disciplinary)	- Know which countries are located in Europe. - Know how Europe's physical geography of rivers and mountains has shaped its settlements. - Know human and physical features of the European landscapes. - Know the difference between Europe and the European Union (EU) - Confidently use atlases to identify human and physical features of Europe. - Understand what latitude measures on a globe and what it means for the climate.	- There are a variety of land uses throughout the NW UK. - Places in the NW have a 4 figure grid reference on OS maps and can be marked with symbols. - The NW is not flat all over and contour lines show this. - The Bay of Naples has urban areas surrounded by the coast and mountains. - Mount Vesuvius is a volcano found near Naples. - The human and physical features in Naples attract tourism.	- Digimaps investigation - Iceland is a country found in the North Atlantic Ocean between two tectonic plates. - Earthquakes are the result of tectonic plates slipping. - Volcanic eruptions occur due to magma rising from inside the Earth. - Iceland's volcanic eruptions have many effects that affect the country and even the continent. - Iceland has many tectonic and glacial features because of its geographical position. - Iceland's human geography is linked to its geothermal energy and tourism.
Coverage of NC	LK21, LK23, PK21,HP21, HP22	LK21, LK22, PK21, HP21, HP22, GS21, GS22, GS23, GS24	LK21, LK22, PK21, HP21, GS21, GS22, GS23, GS24
Vocabulary **Geographical** **Topic based**	continent, country, capital city, **border,** barrier, **mountain range, latitude, trade, population** Alps, Pyrenees, River Rhine, River Danube, **Mediterranean, tundra, temperate**, **European Union**	**OS map**, region, settlement, land-use, **urban, agriculture,** grid reference, gradient, **contour,** topography, port, bay, **tourism** Manchester, Liverpool, River Mersey, Chester, Lake District, Peak District, Naples, Gulf of Naples, Mount Vesuvius, Pompeii	continent, country, capital city **Tectonic plate, plate boundary, crust, mantle, core, earthquake**, seismic energy, **volcano**, stratovolcano, magma, ash cloud, hazard, **Arctic Circle**, geothermal energy, **glacier**, geyser, U-shaped valley, fjord, Reykjavik

BCS Curriculum Overview - Geography

NC Concepts	Place, Space, Scale, Physical and Human processes, Interconnections, Environmental impact and Sustainability, Cultural awareness	Place, Space, Scale, Physical and Human processes, Interconnections, Environmental impact, Cultural awareness	Place, Space, Scale, Physical and Human processes, Interconnections, Environmental impact and Sustainability, Cultural awareness
BCS Concepts	**topography, settlement, trade, climate**	**Topography, settlement, trade, climate**	**topography, settlement, climate**
Key texts	Prisoners of Geography World in maps Great Rivers of the World	Escape from Pompeii Cities of the world: Europe UK in Maps	How to train your dragon Stranded Pop up volcano
Purposeful enrich opportunities	Mapping and modelling.	Contour walk.	Digimaps.
Fieldwork Festival Enquiry	**Who uses Dunham Massey?**		
Relevant prior learning	Year 3 Autumn Should have developed a thorough understanding of the key physical and human features in the UK. Discussed the key differences between urban and rural areas. In Year 4, the same geographical skills and knowledge are being applied to Europe. Year 3 Summer The significance of rivers.	Year 4 Autumn Where is Italy and what is its capital city? History - How did geography support the success of the Ancient Greeks?	Year 2 Summer Physical wonders of the world unit, looking at a range of physical features such as waterfalls, main rivers etc. Year 4 Autumn Developed an understanding of Europe as a continent. Considered the influence of latitude on climate. Named the major lines of latitude. Year 4 Spring Eruption of Mt Vesuvius, associated tectonic hazards and destruction of Pompeii in AD79. Class text of 'How to Train Your Dragon' has a Viking, Icelandic setting.
Useful links/ CPD	https://digimapforschools.edina.ac.uk/	https://www.ordnancesurvey.co.uk/mapzone/map-skills https://digimapforschools.edina.ac.uk/	https://digimapforschools.edina.ac.uk/
Cross curricular links	History Autumn and Spring - The Ancient Greeks and The Romans and their occupation / expansion across Europe. British values - democracy.	History - The Romans, including origins and spread from Rome to the NW England, Chester. English - Escape from Pompeii. Computing - digimaps and other digital mapping tools.	Class novel Spring term - How to Train Your Dragon - Viking landscape and setting. English writing - 'Escape from Eyjafjallajokull'. Computing - digimaps and other digital mapping tools.

BCS Curriculum Overview - Geography

Year 5	Autumn How have rivers influenced the North-West UK?	Spring Is North America just the 'USA'?	Summer Comparison study: Is the UK Lake District our version of the USA's Great Lakes?
Number of lessons	6 - 7	6 - 7	6 - 7
Curriculum Questions Each lesson revisit: *What is Geography?* *What is a Geographer?* *What do they do?*	1. I can use an atlas to identify the main rivers in the United Kingdom. 2. I can use an atlas and Geographical Information Systems (GIS) to identify river catchments and their counties. *(ESRI mapping tools)* 3. I can use geographical language to describe the course of a river. 4. I can examine and label the course of the River Mersey - *OS map skills.* 5. I can explain the use of the River Mersey both historically and today. 6. I can explore the different impacts of rivers flooding and suggest ways to prevent flooding. 7. End point check and revisiting areas of misconception.	1. I can name and describe the location of countries in North America. 2. I can use my knowledge of lines of latitude and climate and relate this to biomes in North America. 3. I can name key physical geography features found in North America. 4. I can explain the volcanology of North America. 5. I can name key human features found in North America, including states, cities and human impact. 6. I can understand the significance of lines of longitude in North America and link this to timezones. 7.End point check and optional child-led enquiry	**1.** I can describe the location and physical and human features of the Lake District using O.S. maps, atlases and digital/computer mapping. 2. I can describe the location and physical and human features of the Great Lakes using O.S. maps, atlases and digital/computer mapping. 3. I can explain how and when the mountains and lakes in the Lake District were formed. 4. I can explain how and when the Great Lakes were formed. 5. I can discuss who uses the Great Lakes, past and present. 6. I can evaluate tourism in the Lake District and how it can be managed. 7. End point check and revisiting areas of misconception
End Points What do experts in Geography know? (substantive) What do experts in Geography do? (disciplinary)	- Know the counties in the North-west and other significant counties in the UK. - Know that river catchments are large areas which reach throughout and beyond counties. - Can annotate and explain features of a river. - Use aerial images and OS maps to spot river landscape features and map the course of the River Mersey from source to mouth. - Know that the River Mersey has influenced the past and present settlements in both positive and negative ways in the North-West. - Know that flooding can have positive and negative impacts on an area and understand flood-management systems.	- Know names of specified key North American countries and major lines of latitude. (Digimaps) - Understand how temperature and climate relate to latitude. - Name 3 different types of biome found in North America. - Name key physical geographical features of North America. - Explain where volcanoes lie in North America and why. (Digimaps) - Name key human geographical features of North America. - To understand that different longitudes are at different times and it is to do with the spinning of the Earth.	- Describe the location of the Lake District with reference to longitude, latitude and compass directions. - Describe the location of the Great Lakes with reference to longitude, latitude and compass directions. - Explain how glaciers shape topography through erosion. - Explain how the lakes in North America and the Lake District were formed as a result of the last Ice Age. - Give examples of how the Great Lakes are used, past and present. - Explain why the Lake District attracts tourists but why it can be a problem.

BCS Curriculum Overview - Geography

Coverage of NC	LK22, PK21, GS21, GS22, GS23, GS24	LK21, LK23, PK21, HP21, HP22, GS21	LK21, PK21, HP21, HP22, GS21, GS22, GS23
Vocabulary **Geographical** **Topic based**	**city, capital city,** OS map, contour lines, land-use, **rural, urban, trade** **River, catchment, source, channel, erosion, deposition, tributary, confluence, V-shaped valley, meander, mouth, flood plain**, flooding, flood management.	Continent, capital city, **latitude, climate, topography, biome, trade, resources, land-use**, longitude North America, Central America, Greenland, Canada, USA, Mexico, state, province, territory, **equator**, precipitation, anomaly, tundra, taiga, grasslands, tropical, rainforest, Rocky Mountains, Grand Canyon, Niagara Falls, Mississippi, Mt St Helens, stratovolcano, shield volcano, skyscraper, Panama Canal, Hoover Dam, Golden Gate Bridge, Prime Greenwich Meridian, time zones	Continent, **latitude, longitude**, OS map, **climate, topography, environment, trade, resources, land-use** Lake District, Great Lakes, **glacier,** Ice Age, granite, **erosion, U-shaped valley, lake, Scafell Pike**, Ice Age, USA, Canada, tourism, Niagara Falls
NC Concepts	Place, Space, Physical and Human processes, Interconnections, Environmental impact and Sustainability	Place, Space, Scale, Physical and Human processes, Environmental impacts, Interconnections, Cultural awareness	Place, Space, Scale, Physical and Human processes, Interconnections, Environmental impact and Sustainability, Cultural awareness
BCS Concepts	**topography, settlement, trade**	**topography, settlement, trade, climate**	**topography, settlement, climate**
Key texts	Rivers: an incredible journey from source to sea Great rivers of the world UK in Maps	Close Up Continents: Mapping North America World In Maps Prisoners of Geography	The Great Lakes: Our fresh water treasure The Lake District in 101 maps and infographics Queen of the Falls
Purposeful enrich opportunities	Canal Trust Visit River Bollin walk		
Fieldwork Festival Enquiry	**How does land-use change between Bowdon and Altrincham?**		
Relevant prior learning	Year 3 end points: Know the stages of the water cycle - collection, evaporation, condensation, precipitation. Know why rivers are important for human settlements. Know 6 features of a river including: Source, tributaries, confluence, meander, delta, mouth. Know that dams control the flow of water, prevent flooding and generate electricity. People use rivers for trade, transport and water supply. Know what causes floods and that they can be prevented by management.	KS1 & Lower KS2 End Points: 7 continents and 5 oceans Know the geography of the UK- physical/ human features considered the influence of physical geography on society. Named lines of latitude and considered influence of latitude on European climates and environments. Year 4 looked at USA history through English writing Using maps to locate and name places. Year 5 links: Looked at the Earth's rotation in Y5 Science and the influence that rotation and tilt can have.	Year 3 end points: Autumn unit looking at the regions of the UK, with particular focus on land-use in the North-West. Year 4 end points: Spring comparison study, comparing the NW to the Bay of Naples region in Italy. Comparison included environments and physical features. OS map skills included introduction to contour lines. Year 5 Spring: North America topic, including discussion of major lines of latitude and physical features on the continent.

Useful links/ CPD	https://teach-with-gis-uk-esriukeducation.hub.arcgis.com/apps/97caee3cc2764fecbae6769c9aaf7a82/explore https://canalrivertrust.org.uk/explorers/teachers/school-outreach https://digimapforschools.edina.ac.uk/	https://digimapforschools.edina.ac.uk/	https://www.ordnancesurvey.co.uk/mapzone/map-skills https://digimapforschools.edina.ac.uk/
Cross curricular links	Tigris - part of Summer History unit Mississippi - part of Spring Geography unit	Time zones links to earth spinning on its axis (Year 5 Space Science topic)	North America topic (Year 5 Geography, Spring)

BCS Curriculum Overview - Geography

Year 6	Autumn Sustainability and Climate Change	Spring Is South America the same all over?	Summer Prisoners of Geography. What is the influence of Geography on a country's development?
Number of lessons	7	7	6-7
Curriculum Questions Each lesson revisit: *What is Geography?* *What is a Geographer?* *What do they do?*	1. What is sustainability? 2. What are the different types of natural resources? 3. Where does our energy come from? 4. What are the causes of climate change? 5. What are the impacts of climate change on different environments? 6. What is our carbon footprint and environmental impact? (**Fieldwork enquiry)** 7. What can the future look like and what can we do?	1. Which countries and capital cities are in South America? 2. What biomes are found in South America? 3. How does South America's physical geography shape its topography? 4. What does a journey down the Amazon look like? (**virtual fieldwork**) 5. Why is the Amazon important? 6. What can you see from Christ the Redeemer? (**virtual fieldwork**) 7. What is life like in contrasting parts of South America?	1. What does it mean to be a 'prisoner' of geography? 2. How do physical boundaries influence a country's location? 3. How do resources and trade influence a country's development? 4. How do interrelationships with other countries influence a country's development? 5 and 6 - Independent consideration of the positions and histories of chosen countries such as Yugoslavia, Spain, Pakistan, India, Bangladesh. 7. Presentations
End Points Knowledge Skills	- Define sustainability as meeting the needs of present generations without negatively impacting future generations. - Identify types of natural resources and know the difference between renewable and non-renewable. - Identify types of energy sources and know the difference between renewable and non-renewable. - Know the difference between weather and climate and understand some causes of climate change (greenhouse effect). - Understand the threats facing different environments from resource use and climate change. - Use enquiry methods to evaluate our carbon footprint and environmental impact. - Evaluate what we can do to be more sustainable.	- Know and locate five countries in South America. - Describe the climates and biomes at different latitudes using data. - Describe the topography of South America, including tectonic plates, mountains and rivers. - Use digital mapping and observational skills to describe key features of a place. - Evaluate the significance of the Amazon and why it is under threat. - Use aerial imagery, digital and OS maps and compass directions to describe a location. - Name types of land-use and resources in Brazil and explain how this causes migration. .	- Use a variety of maps and aerial images to describe the location of countries. - Know that mountains, rivers and coastlines influence development in positive and negative ways. - Understand that resources and resultant trading influence the development of a country. - Debate the benefit of being land-locked, coastal or an island. - Map a country using reference to keys and scales for physical and human features. - Describe how the development of a particular country can be linked to its physical geography (including resources) and relationship with countries around it.
Coverage of NC	LK21, LK22, HP21, HP22, GS21, GS22, GS23	LK21, LK22, LK23, PK21, HP21, HP22, GS11, Gs12,	LK21, LK23, HP21, HP22, **GS21, GS22**

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		GS13, GS14	
Vocabulary **Geographical** **Topic based**	**latitude, environment, climate, weather, resource, trade,** enquiry **sustainability, renewable, non-renewable,** coal, oil, gas, solar, wind, minerals, nuclear, temperature, precipitation, **greenhouse effect, global warming,** biome, **deforestation, drought, pollution, carbon footprint**, food miles, recycling.	continent, country, capital city, city, latitude, longitude, **biome, aerial imagery**, map, trade. Andes, **Amazon**, Brazil, Argentina, Venezuela, Peru, Chile, Columbia, **Equator, Tropic of Capricorn, tropical, desert, grassland**, Charles Darwin, South American Plate, Nazca Plate, **Ring of Fire,** deforestation, **indigenous, migration**, favela, push and pull factor.	continent, country, capital city, city, settlement, latitude, longitude, aerial imagery, map, border, boundary, resources, environment, climate, biome, trade, enquiry.
NC Concepts	Place, Space, Scale, Physical and Human processes, Interconnections, Environmental impact and Sustainability	Place, Space, Scale, Physical and Human processes, Environmental impacts, Interconnections, Cultural awareness	Place, Space, Scale, Physical and Human processes, Interconnections, Environmental impact and sustainability, Cultural awareness
BCS Concepts	**climate, trade**	**settlement, topography, climate, trade**	**settlement, topography, climate, trade**
Key texts	Climate action Climate Emergency atlas Earth Heroes	World in Maps Cities of the World: South America What Mr Darwin Saw	Prisoners of Geography
Purposeful enrichment opps	Fieldwork opportunities, including linking fieldwork festival	Homework project about one of the nations	Independent project.
Fieldwork Festival Enquiry	**Who and what influences our local environment?**		
Relevant prior learning	Year 4 Identifying latitude and relating it to the environments found in Europe. Science touched upon renewable and non-renewable energy sources. Year 5 Identifying latitude and relating it to biomes in North America. All KS Fieldwork festivals provide the process of enquiry.	Year 4 Study of Europe's physical and human geography, including physical barriers and the significance of rivers. A comparison of places: the NW UK to Italy Volcanoes and Earthquakes unit in Spring Using 8 points of a compass and directional language Written task around the Amazon Rainforest and its value. Year 5 Study of N America's physical/human geography Study of volcanology and its causes in North America. A comparison of places: Lake District and the Great Lakes.	KS2 All concepts that have been developed/ built on each year. Have examples of **where settlements are found** in relation to physical/ human geographical influences. *(UK Y3, Europe Y4, N America Y5, S America Y6)* Understand what nations **trade**, how they trade and why they trade. *(Y4 European history and Naples work, Y5 Manchester and N America work, Y6 S America work).* Understand the **influence of the climate.** *(Europe Y4, North America Y5, South America Y6)* Understand how certain **topographies** are formed and the uses / consequences of them. *(Rivers Y3, Volcanology Y4, The Great Lakes Y5)*
Useful links/ CPD	https://digimapforschools.edina.ac.uk/		https://digimapforschools.edina.ac.uk/

BCS Curriculum Overview - Geography

Cross curricular links	Biomes taught as part of N America unit in Spring Year 5. Year 6 science unit on classification and habitats. DT topics use recycled fabrics. GR touches upon climate and sustainability	Katherine Rundell: The Explorer (Year 6 Class Novel 2024-25) Y6 Spring 1 term Science: habitats and ecosystems, including cimates Y6 Spring 2 term Science: evolution, Charles Darwin and Karl Linnaeus	History topics linked to place e.g. Egyptians and the Nile, the Romans expanding through Europe, the Ancient Greeks in the Mediterranean, Ages in Britain and their use of resources.

National Curriculum Statutory requirements (referenced in the above table)		
Subject Content KS1	*Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.*	
Pupils should be taught to	Locational knowledge name and locate the world's seven continents and five oceans (LN11) name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas (LN12)	Place knowledge 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 (PK11)
	Geographical skills and 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 (GS11) use simple compass directions (North, South, East and West) 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. (GS12)	Human and physical geography identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles (HP11) use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop (HP12)
Subject Content KS2	*Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.*	
Pupils should be taught to	Locational knowledge 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 (LK21) name and locate counties and cities of the United Kingdom, geographical regions and their identifying human	Human and physical geography physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle (HP21) human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food,

	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 (LK22) 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) (LK23)	minerals and water (HP22)
	Geographical skills and fieldwork use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied (GS21) 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 (GS22) 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.(GS23)	Place knowledge 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 (PK21)