

# Geography Curriculum Map (Key Knowledge)

	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
<b>EYFS</b>	<p><b>Key Questions - Where do I live? What is in our locality? What is a map? How do we use a map? What is a town? A country? What are seasons and how do they change? What is similar/different between our locality and another country?</b></p> <p><b>Outcomes</b></p> <p>To compare and contrast some local human/physical features with another country.</p> <p><b>Continuous learning</b> through observations and discussion. 'Understanding the world' bracket. Where do you live? – Travelling to school, places they have visited (park, church, cinema, shop, beach, etc.), daily weather, introducing seasons</p> <p><b>Skills:</b> Location knowledge: I can talk about some features of the areas where I live. I can compare and contrast some features of another country.</p> <p><b>Place knowledge:</b> I can make observations about my local environment e.g. park, school, home.</p> <p><b>Human and physical geography:</b> I can use simple vocabulary to talk about the weather e.g. cold, hot, wet, snow</p> <p><b>Geography skills and fieldwork:</b> I can talk about what I see on the way to school. I can use some descriptive vocabulary to describe features e.g. tall tree, long wall I can use simple directional language (near, far, in front, behind etc.). I can name simple features e.g. trees, ground, wall, grass, road I can discuss daily weather/seasons.</p>					
<b>Vocabulary</b>	Live, map, town, country, season, change, hot, cold, wet, snow, tree, ground, wall, grass, road, weather					
<b>Year 1</b>	<p><b>Weather/ Extreme Weather</b></p> <p><b>Difference between weather &amp; climate</b></p> <p><b>Compare weather across seasons- UK (science link)</b></p> <p><b>Weather symbols</b></p>	<p><b>Continents and Oceans</b></p> <p><b>Oceans and seas near the UK</b></p> <p><b>Location of continents, seas and oceans- order size</b></p>	<p><b>Geography of school and surrounding environment</b></p> <p><b>Key geographical features of Leighton Buzzard- physical/ human</b></p> <p><b>Use globes, maps, atlases, satellite images</b></p> <p><b>Map making/ Fieldwork</b></p>			
	<p><b>Key Questions (unit 1)</b></p> <p>What does the word 'weather' mean and where does the physical process take place?</p> <p>What is the atmosphere?</p> <p>What is a physical process?</p> <p>What is a heatwave?</p> <p>What is a drought?</p> <p>What is a flood?</p> <p>What is a monsoon?</p> <p>What is a blizzard?</p> <p>What is a gale/storm?</p> <p>What is a cyclone?</p>	<p><b>Key Questions</b></p> <p>What is a continent, country &amp; ocean?</p> <p>What are the closest seas to the United Kingdom?</p> <p>What is the part of the Earth's crust that is not submerged by water?</p> <p>What does saline mean?</p> <p>What are the oceans that are enclosed called?</p> <p>Which continent is uninhabited?</p>	<p><b>Key Questions (unit 1)</b></p> <p>Which countries border with England?</p> <p>Where is Leighton Buzzard within England?</p> <p>What are the physical geographical features of LB?</p> <p>What are the human geographical features of LB?</p> <p>How can we use a globe/map/atlas/satellite images to locate LB within the county/region &amp; country?</p>			

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	<p>What is a tornado? Is it always hot in Summer and cold in Winter?</p>		
	<p><b>Outcomes</b> To compare and contrast the weather across all four seasons. To know that weather is a physical process that happens in Earth's atmosphere (e.g. sunny, cloudy, rain, heatwave, flood, blizzard, gale, drought, monsoon, cyclone, tornado). To know that using symbols is a technique that geographers use. . To know that humans are having an effect on the world's climate due to gases released into the atmosphere - greenhouse gases. To know that in different places on Earth we can expect to find different temperatures and weather. To know that the weather usually expected in a place is called its' climate. To understand that climate doesn't change daily, but weather does. To know there are different types of weather that can be represented by symbols. To know that seasons can affect the weather.</p>	<p><b>Outcomes</b> To know there are 7 continents, each having many countries within them. To be able to say that Asia is the biggest continent. To know that Antarctica is not inhabited and be able to explain why. To know the largest and deepest Ocean is the Pacific and that the equator divides it into the North and South Pacific. To know oceans are made up of saline water and cover about ¾ of the earth's surface. To know the Arctic Ocean is the smallest ocean and is partly covered in ice. Oil and gas are natural resources that are found here. To know the Indian Ocean is the 3rd-smallest ocean and there is a large supply of oil beneath it. To know they contain hundreds of thousands of animal species. To explain that because of climate change the Arctic polar ice cap is melting, causing risk to animal life and changes to the weather across the world. To know that drift net fishing in the Atlantic Ocean can kill sea creatures and there are many disputes between countries due to overfishing. To know that in the South Pacific popular tourist islands such as Fiji and French Polynesia, plastic pollution is causing major problems for marine species. To know that the Indian Ocean has some of the busiest trade routes.</p>	<p><b>Outcomes</b> To be able to locate the UK on a World map/atlas. To be able to say which way is North, East, South and West. To be able to name Scafell Pike as the highest mountain in England and Lake Windemere as the largest lake in England. To explain that Leighton Buzzard is a town about 50 miles North of London and that many transport networks link us to London. To be able to conduct simple field work such as looking at the land use around our area. To know that Leighton Buzzard is near a group of hills called the Chiltern Hills and explain that England has quite a hilly landscape. The Pennines is a range of hills that runs from the North to the South and is sometimes called the backbone of England because it resembles a spine. To know England (and Leighton Buzzard) is home to people from all over the world, some of whom are born here while others have migrated from other parts of the world. To be able to describe &amp; explain local landmarks.</p>
<b>Vocabulary</b>	<p>Extreme weather- drought, flood, monsoon, blizzard, gale, cyclone, tornado, hurricane, physical process, continent, saline water, ocean, species, polar ice cap, drift net fishing, pollution, trade routes, climate change, map, atlas, key</p>		

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<b>Year 2</b>	<b>The UK- England &amp; London focus</b>  <b>England- capital, flag &amp; emblem</b>	<b>Australia</b>  <b>Case Study of the Southern Hemisphere</b>	<b>The Arctic (Greenland)</b>  <b>Case Study of the Northern Hemisphere</b>
	<b>Key Questions</b> Which countries border with England? Where is Leighton Buzzard within England? Where is Leighton Buzzard in relation to London?	<b>Key Questions</b> What is the Commonwealth? What is Australia's capital city? Which ocean surrounds Australia? What is the Outback? What is Uluru? What is the Great Barrier Reef? What are the physical features of Australia?	<b>Key Questions</b> Where is The Arctic located? What are the Oceans surrounding the Arctic? Which countries are found within the Arctic Ocean? What is an Arctic polar ice cap? What are the physical features of the Arctic? Who are the Inuit? Which animals live in the Arctic? What is global warming and how is it impacting the Arctic? Why are the polar ice caps melting?
	<b>Outcomes</b> <b>Outcomes</b> To be able to locate the Leighton Buzzard and London on a World map/atlas. To be able to say which way is North, East, South and West. To be able to name Scafell Pike as the highest mountain in England and Lake Windemere as the largest lake in England. To explain that Leighton Buzzard is a town about 50 miles North of London and that many transport networks link us to London.	<b>Outcomes</b> To know the location of states, capital city and biggest cities To be able to compare and contrast Australia & the UK To know that Australia is an island continent and a country in the southern hemisphere surrounded by the Indian Ocean and the Pacific Ocean. To know it is part of the commonwealth and has a democratic government.	<b>Outcomes</b> To know the Arctic Ocean is the smallest ocean and is partly covered in ice. To know the Arctic is located in the northern hemisphere. To know oil and gas are natural resources that are found here. Be able to name and locate the equator, northern hemisphere, southern hemisphere, the tropics of Cancer and Capricorn, Arctic and Antarctic Circle and date time zones. Describe some of

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	<p>To be able to conduct simple field work such as looking at the land use around our area.</p> <p>To know that Leighton Buzzard is near a group of hills called the Chiltern Hills and explain that England has quite a hilly landscape. The Pennines is a range of hills that runs from the North to the South and is sometimes called the backbone of England because it resembles a spine.</p> <p>To know England (and Leighton Buzzard) is home to people from all over the world, some of whom are born here while others have migrated from other parts of the world.</p> <p>To be able to describe &amp; explain local landmarks</p>	<p>To know that two thirds of the country is covered in desert known as the outback.</p> <p>To know there are many urban areas in Australia, which is where the majority of the population live and to compare these with rural areas.</p> <p>To understand that Sydney is not the capital city but is the largest and most famous city.</p> <p>To describe the weather as temperate which means rarely very hot or very cold.</p> <p>To recognise famous human features including Sydney Harbour Bridge and the Sydney Opera House.</p> <p>To know about Australian animals: platypus, kookaburra, rainbow lorikeet, koalas, wombats, dingoes.</p> <p>To know the first people to live in the area now known as Sydney were the Aboriginal people who lived by hunting, fishing and gathering food.</p> <p>To know the first European settlement in Sydney was in 1788.</p> <p>To know the first ships to arrive brought soldiers, sailors and convicts from England.</p> <p>To know about the Great Barrier reef: over 1500 kinds of fish.</p> <p>To understand that humans are having an impact on the Great Barrier reef due to plastic pollution.</p>	<p>the characteristics of these geographical areas.</p> <p>To compare and contrast the geographical features of the Arctic with Australia in the Southern Hemisphere.</p>
<b>Vocabulary</b>	Physical features, river, mountains, Great Barrier Reef, rainforest, animals, aborigines, island continent, settlement, pollution, equator, hemisphere, polar ice cap, natural resources, geographical area		
<b>Year 3</b>	<b>Portrait of Britain</b>	<b>Our European Neighbours Landscapes and Mountains</b>	<b>Volcanoes and Earthquakes</b>
	<p><b>Key Questions:</b></p> <p>What democracy is and why it is important to Britain?</p> <p>Explain that Britain is surrounded by smaller islands that form part of the British Isles</p> <p>Explore &amp; investigate a remote islands</p>	<p><b>Key Questions</b></p> <p>Which landmass is the continent of Europe part of?</p> <p>What are the two main boundaries between Europe and Asia?</p> <p>How many countries are there in Europe?</p> <p>How many languages are spoken in Europe?</p>	<p><b>Key Questions</b></p> <p>What are plate tectonics?</p> <p>What are the boundaries of plate tectonics called?</p> <p>What happens when tectonic plates move?</p> <p>What are the similarities and differences in the physical features of a volcano and a mountain?</p>

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	<p>of the British Isles Why do some people live in remote areas of the British Isles? How do they live there? What might it be like to live in a country without democracy?</p>	<p>What are physical processes and how do they shape landforms? What are Fold &amp; Block Mountains?</p>	<p>What is a tsunami? What does the word 'magnitude' mean when it is used to describe earthquakes and volcanoes?</p>
	<p><b>Outcomes:</b> use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</p>	<p><b>Outcomes:</b> To locate and label the countries of Europe. To compare and contrast the location of Europe and North America. To investigate some of the cultural differences in one eastern and one western European country by looking at the types of: languages spoken &amp; food eaten. To be able to explain how fold and block mountains are formed. To begin to recognise how the environment can change over time.</p>	<p><b>Outcomes:</b> To locate and label on a world map the main tectonic plate boundaries. To locate and label on a map areas that have examples of the lowest and highest intensity volcanoes. To locate and label on a map the areas affected by the: 2004 Boxing Day tsunami/1906 San Francisco earthquake/79CE eruption of Vesuvius. To describe the three ways in which tectonic plates move and what happens as a result. Describe the scale for measuring the magnitude of earthquakes. Describe the scale for measuring the intensity of volcanoes. To explain the physical features of a volcano. To be able to compare &amp; contrast the Earth's crust and mantle. Compare and contrast the impact of a volcanic eruption and an earthquake. To relate knowledge of plate tectonics to your understanding of rocks and fossils. To relate knowledge of plate tectonics to that of mountain ranges around the world. To make generalisations about the relationship between physical processes and physical features.</p>
<p><b>Vocabulary</b></p>	<p>county, country, town, coast, physical features, human features, mountain, hill, river, sea, climate, tropics, tropical, of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle. Latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones, mantle, outer core, inner core, magma, volcano, active, dormant, extinct, earthquake, epicentre, shock wave, magnitude, tsunami, tornado, climate, tropics, deforestation, evaporation, water cycle, evaporation, condensation, precipitation, cooling, filter, pollution, settlement, settler, site, need, shelter, food.</p>		

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	<b>Leighton Buzzard - Local Area Trade and Transport</b> <b>Builds on Y1 Summer topic skills</b>	<b>Transportation - National &amp; International Trade: Food</b>	<b>Landscapes: The River Nile &amp; Coastlines</b>
<b>Year 4</b>	<b>Key Questions</b> Where is Leighton Buzzard located? What types of land use do you find there? What are the industrial areas located outside of the town? What transport links are found in Leighton Buzzard and who uses which? Why?	<b>Key Questions</b> What is Fair Trade? What are 'food miles'? What are the most traded foods globally? What do import and export mean? Give some reasons why coffee may be the world's most traded beverage. What are the concerns about food miles? Why are oranges and bananas imported to the UK?	<b>Key Questions</b> Where is the River Nile and what are its key features? What are erosion, transportation and deposition along the River Nile? What is a watercourse? What are the features of a delta? How does the process of flooding improve the delta for growing things? Which country has the longest coastline in Europe? What causes erosion at coasts?
	<b>Outcomes</b> To be able to name and locate counties within the UK (previous knowledge of seas, UK and British Isles, country capitals). To locate the main cities in the UK. To make connections about different types of land use in Leighton Buzzard e.g. brick works near to sand deposits. To know the purpose of a key on a map and be able to identify some of these symbols on an OS map. To use a map to identify the different land use in the local area.	<b>Outcomes</b> To know that foods that are traded in huge quantities across the world include: soya beans, wheat, palm oil, sugar, corn. To know that coffee is the most traded beverage in the world. To investigate trade routes around the world and how they lead to the UK. To understand and be able to explain what Fair Trade means and give examples of foods that are often traded this way. To investigate popular supermarket foods and how they are labelled as Fair Trade in this country. To use a map to identify and label global trade routes by road and sea. To know that food miles are used to describe how far the food we eat travels from where it is first produced, before it ends up on our tables. To know that road vehicles and boats that transport the food can cause pollution. To be able to discuss that International food trade is important because not all countries have suitable conditions for growing food and so they trade with other countries, different climates allow different types of food to be	<b>Outcomes</b> To know that a river has 3 main stages: youthful, middle-aged and mature and that different types of erosion happen at different stages. To know that where the River Nile meets the sea a fertile delta is formed that is important for crop growing. To understand that the Earth's surface can be shaped by the action of water by erosion, transportation and deposition. To know the Earth's surface is completely covered in rock, most submerged by the oceans and seas. To know that coasts are where the edges of the higher land meet the oceans or sea. To list some of the geographical features found there as beaches, cliffs, arches, stacks, headlands and bays. To be able to explain that these features are formed through the processes of erosion and deposition. To understand that coasts are also tourist destinations where people sunbathe on the beach, paddle in the sea and explore rock pools and caves.

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		<p>grown, countries can earn money by exporting food to other countries. To know that the world's biggest food exporter is the United States of America.</p>	<p>To know how waves are formed and how they erode the surface - to form caves, headlands, stacks, cliffs and beaches. To know some artificial structures are built to protect coastlines from erosion. To know about sea defences: sea walls, rock armour, groynes and that they have advantages and disadvantages.</p>
<b>Vocabulary</b>	<p>sketch map, map, aerial view, feature, annotation, landmark, distance, key, symbol, land use, urban, rural, population, coordinates, food trade, climate, export, import, Fair Trade, food miles, erosion, transportation, deposition, beaches, sea defences, sea walls, rock armour, groynes, headlands, stacks, cliffs, rock pool, cave</p>		