



## 2022-2023 Geography Curriculum - Engage, Challenge, Inspire

### EYFS

<b>Nursery and Reception</b>	Children will be working to make sense of their physical world and their community. The children will know that there are different countries in the world and talk about the differences they have experienced or seen in photos. They will learn to be able to draw information from a simple map and recognise some similarities and differences between life in this country and life in other countries whilst they explore the natural world around them. They will describe what they see, hear and feel whilst outside and recognise some environments that are different from the one in which they live. The children will be able to understand the effect of changing seasons on the natural world around them.
<b>Early learning goal</b>	By the end of Reception children at the expected level of development will explore the natural world around them, making observations. The children will 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. They will understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

### Year 1

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>Topic/Theme</b>	<b>All about me:</b> <i>What makes me me?</i>	<b>Arrr it's the Pirates:</b> <i>Who were pirates and what did they do?</i>	<b>Sensational Superheroes:</b> <i>Can ordinary people be superheroes?</i>	<b>Terrific Toys:</b> <i>Have children always had toys to play with?</i> (History topic)	<b>Castles, knights, dragon and princesses:</b> <i>Why were castles built and who lived in them?</i> (History topic)	<b>Amazing Animals around the world:</b> <i>What animals live on our planet?</i>
<b>Key Knowledge</b>	Observe the geography of the school and the surrounding area.	Use world maps, atlases and globes to identify the United Kingdom and its countries  Identify countries, continents and oceans	Follow a route on a map. Know the compass points and instructional languages. Understand how to use aerial photographs and plan perspectives to recognise landmarks			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

		Name and locate the world's seven continents and five oceans  Draw a sketch map of real place.	and basic human and physical features; devise a simple map			Understand the difference between seasonal and daily weather patterns in the United Kingdom. Understand the location of hot and cold areas of the world in relation to the Equator and the North and South Poles
<b>Key Skills</b>	Observational skills and fieldwork.	Map skills - identify areas on a map. Fieldwork-	Use the compass points and instructional language to give and follow simple instructions. Use and construct basic symbols in a key.			Identify the Human and Physical features of an area. Identify seasonal and daily weather patterns. Use map skills to identify the equator.

## Year 2

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>Topic/Theme</b>	<b>Bugs and Bugs:</b> <i>Could a baby really live in a bog?</i>	<b>The Great Fire of London:</b> <i>Was the Great Fire of London the worst fire the world has ever seen?</i> (History topic)	<b>Walking with Dinosaurs:</b> <i>What happened to the dinosaurs?</i> (History topic)	<b>Choco-tastic:</b> <i>How does it get from bean to bar?</i>	<b>Space - to infinity and beyond:</b> <i>What was it like to walk on the moon?</i> (History topic)	<b>Traction Man Mission Accomplished:</b> <i>Who is Traction Man and what does he do?</i>
<b>Key Knowledge</b>	Place areas on a map. Locate and name major features on a UK map. Understand the difference between seasonal and daily weather patterns.	Make simple comparisons between places. Draw a map of a real place.		Understand geographical similarities and differences through studying the human and physical geography of Banbury and compare to The		Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features  Devise a simple map; and use and

	Understand how hot and cold areas are linked to the equator and North and South Poles.			Ivory Coast (Top cocoa producing country in world)		construct basic symbols in a key
<b>Key Skills</b>	Identify daily and seasonal weather patterns. Identify Human and Physical features. Using map skills to identify the equator. Fieldwork - collect, record and observe daily weather patterns.	Map work - identify areas on a map. Identify human and physical features.		Geographical enquiry- asking questions based on a topic. Map skills- locating places on a map		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.  Identify human and physical features

### Year 3

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>Topic/Theme</b>	Romans on the rampage: What did the Romans do for us? (History topic)	Venice v Banbury: What is so unique about Venice?	What a Disaster! How could you survive an Earthquake?	Savage Stone Age: (Yabba Dabba Do!) Can a modern day person's ancestry be traced back to the Stone Age? (History topic)	Brilliant Bronze Age and Ingenious Iron Age: Was the wheel really invented in the Bronze Age? (History topic)	Trains, Planes and Automobiles: Can you travel by train from the UK to Russia?
<b>Key Knowledge</b>		Italia Identify places on a map  Investigate the human and physical features of Italy  Investigate food from Italy  Investigate Italian Culture	Understand what natural disasters are (volcanoes, flooding, earthquakes and tornadoes), how they happen and what to do if one happens near to you.			Locate countries on a map, focusing on Europe (including Russia). Concentrate on environmental, physical and human characteristics and major cities. Compare with counties and cities of the UK. Link countries to travel - how would you get there? Which mode of transport is the quickest, easiest, most

						efficient etc. Did Paddington choose the best mode of transport to travel from Peru? Why?
<b>Key Skills</b>		Locational knowledge: locate the world's countries and their human and physical features.	Identify and understand human and physical geography.			Map work- locating countries on a map Identify human and physical features. Geographical enquiry- ask questions about the topic.

#### Year 4

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>Topic/Theme</b>	Ancient Egyptians - the afterlife How do the Egyptians impact on our lives today? (History topic)	Life in Ancient Egypt Would you want to have been an Ancient Egyptian?	The Polar Regions Why are our Polar Regions so important to Earth?	Mountains Are some mountains really more than 400 million years old?	Anglo Saxon Britain What was life like for Anglo Saxon children?  (History topic)	Viking Britain Did Vikings really wear horned helmets?  (History topic)
<b>Key Knowledge</b>		To use atlases and online maps to locate the Nile  To identify human and physical features in and around the Nile and label appropriately  To identify significant places and environments on maps (e.g. Africa, Egypt, Cairo, River Nile, desert)  To explore why Egyptian settlements would have been located near to the River Nile	To understand what climate zones and biomes are  To explore climate zones and biomes in the context of the polar regions (polar climate, tundra biome)  To understand the geographical features of a polar region  To explore wildlife and their habitats in the polar regions  To locate polar regions on maps of the world and continents	To understand how mountains are formed and identify their features  To locate mountain ranges and famous mountains of the world on a map (including coordinates and grid references)  To locate mountains in the UK and compare with mountains from around the world  To use 8 compass points to describe location of mountains in		

			<p>To compare life in polar regions to life in the UK (temperate climate) - how do the necessities to survive differ?</p>	<p>UK/across the world in relation to each other</p> <p>To create sketch maps of mountains using contour lines to show gradients</p> <p><u>Local study:</u></p> <p>To recognise and use OS maps and symbols to identify features</p> <p>Make a map of our local area using OS symbols</p>		
<b>Key Skills</b>		<p>Locational knowledge: locate the world's countries and their human and physical features.</p> <p>Map work- locating countries on a map</p>	<p>Map work- locating countries on a map</p> <p>Identify human and physical features.</p> <p>Geographical enquiry- ask questions about the topic.</p>	<p>Map work- locating countries on a map and using the 8 points of a compass.</p> <p>Identify human and physical features.</p> <p>Geographical enquiry- ask questions about the topic.</p> <p>Fieldwork.</p>		

## Year 5

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>Topic/Theme</b>	Ancient Greece: What legacy did the Greeks leave behind?	Roundheads vs Cavaliers: Why was Banbury significant in the Civil War?	Don't Mess with Texas: How is North America different to the UK?	Waning Woodland: When is a wood a forest?	The Mighty Jungle: Why are rainforests important?	Crime & Punishment: How did approaches to crime and punishment change over time?
<b>Key Knowledge</b>		Locate and discuss the local area on a map.	<b>North America study</b> To locate and identify key land features using an atlas,	<b>Woods &amp; Forests</b> To understand how to locate places on a map and create our own maps (including a scale map).	<b>Rainforests</b> To understand where rainforests are located around the world and why.	

			<p>contextualising the location of our studied area.</p> <p>To plan a trip across the USA and identify the land features you would see or cross on your journey.</p> <p>To explore key geographical vocabulary, using the state of Texas as an example.</p> <p>To conduct and present a case study about a chosen state in the USA.</p> <p>To compare Texas to Banbury.</p>	<p>To use four-figure coordinates to locate places on OS maps.</p> <p>To begin to recognise some OS map symbols.</p> <p>To identify physical and human features of the local area.</p> <p>To draw a plan view map and a sketch map using symbols and a key.</p> <p>To evaluate the impact that humans have on local woodland.</p>	<p>To understand the factors that define a tropical rainforest (climate).</p> <p>To describe the layers of a rainforest and the organisms that live there.</p> <p>To understand how people have used the rainforest for their settlements for centuries.</p> <p>To analyse why rainforests are so important to the planet.</p> <p>To recognise how and why the rainforests around the world are under threat and ways in which they can be protected.</p>	
<p><b>Key Skills</b></p>		<p>Map work: locate Banbury and other important areas on a map.</p>	<p>Locating human and physical features. Effectively use geographical language.</p>	<p>Map skills to identify places on a map and to use four-figure coordinates</p> <p>Identify Human and physical features</p> <p>Fieldwork- developing geographical enquiry skills - collect and record evidence, mapping skills.</p>	<p>Map skills- finding the location of physical features</p> <p>Geographical enquiry</p>	

## Year 6

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Topic/Theme	From Source to Mouth: How do rivers change shape?	Planet in Peril: What impact are humans having on the world?	Game of Thrones: How did the power of the monarchy change over time? (History topic)	The Home Front: What was life in Banbury like in WW2? (History topic)	The Home Front: What was life in Britain like in WW2? (History topic)	Magic and Mystery: How did the Ancient Egyptians live?
Key Knowledge	<p>Rivers and Coasts</p> <p>To locate UK rivers and seas.</p> <p>To investigate the features of a river.</p> <p>To explore how a river changes shape.</p> <p>To recognise river features and the symbols used on a map.</p> <p>To observe and record human and physical geography in the local area.</p> <p>To explore different types of coastal erosion.</p> <p>To recognise coastal formations</p>	<p>Pollution</p> <p>To observe the impact that humans have on our local environment (fieldwork).</p> <p>To draw a scale map of our local area.</p> <p>To identify different forms of pollution (computing).</p> <p>To identify the seas and oceans of the world.</p> <p>To describe key aspects of the water cycle.</p> <p>To understand what natural resources (including fossil fuels) are.</p> <p>To describe what renewable energy sources are (computing).</p>		<p>To locate relevant and important areas on a map.</p>		

<p>Key Skills</p>	<p>Map skills- locating physical geography features on a map Identify human and physical geography Fieldwork-observing and recording</p>	<p>Fieldwork - 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. Identify human and physical geography to use within a map.</p>		<p>Map skills: find the location of the axis and the allies WW2 in Europe Use eight points of a compass, four and six figure grid references.</p>		
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