Eden Primary Geography Curriculum

Year 1	Breadth of study	Skills
Locational and place knowledge	Name and locate the world's 7 continents and 5 oceans, understanding the terms 'continent' and 'sea'. Understand that a world map shows all the countries in the world. Identify the UK and the countries where members of the class/their families come from. Understand the geographical similarities and differences through studying the human and physical geography of a small area of the UK and of a small area in a contrasting non- European country.	**Use maps and a globe** to identify the continents and oceans and understand that both a map and a globe show the same thing. *Find places e.g. UK, London, on both a map and a globe.* **Locate** the continents on a paper map. *Can use a paper jigsaw to place continents together.* **Use simple compass directions** (North, South, East and West) to describe the location of features on a map. *Use an iPad compass app to locate points e.g. in classroom.* **Locate** given countries a on a map. **Study** pictures/videos of a locality and **ask geographical questions** e.g. *What is it like to live in this place? How is this place different to where I live?* *Houses and homes – compare homes in different parts of the world.* **Express own views** about a place, people and environment. **Draw and label pictures** to show how places are different. *Compare e.g. different countries, or city/country, coast/mountains –school environment, e.g. playground and woods.*
Human and Physical Geography	Identify the human and physical features of two differing localities. Identify seasonal and daily weather patterns in the UK. 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 e.g. note taking, videoing, data collection, sketches, observations.	**Use basic geographical vocab to refer to key physical features:** *beach, coast, forest, mountain, sea, river, season: weather.* **Use basic geographical vocab to refer to key human features:** *city, town, village, factory, farm, house and shop.* Be able to **verbalise and write about** similarities and differences between the features of the two localities: *what does the countryside have that the city does not, and vice-versa?* **Ask questions about the weather and seasons** *Choose appropriate clothes for different weathers and times of year.* **Observe and record** e.g. draw pictures of the weather at different times of the year or keep a record of how many times it rains in a week in the winter and a week in the summer. *Science link – change over time.* **Express opinions** about the seasons. Which season do you prefer? Why *Children should refer to weather and seasons.*
Fieldwork		**Observe and record information** about the local area *e.g. map own journey to school/ Alexandra Park.*

		Children to **take photos** of interesting things in the local area and **explain** what the photos show. *I know that this photo shows….because…* On a walk in the local area, children to pick things up e.g. a stick, stone, leaf etc and use them to **create memory maps** to show the journey. *This would be a great activity for the Alexandra Park trip* **Study aerial photographs** of the school and label it with key features e.g. school, synagogue, park, shops. Look at a simple map of the local area and **identify** the things they know and have seen. **Make a simple map.** **Create an aerial map of the school/local area as a class by using different sized blocks.**
Year 2	**Breadth of study**	**Skills**
Locational and place knowledge	Name, locate and identify the characteristics of the 4 countries and capital cities of the UK. Understand the geographical similarities and differences through studying the human and physical geography of a small area of the UK and of a small area in a contrasting non- European country (link to Rainforest topic – Brazil; link to J.S. - Israel)	**Use maps and globes to locate the UK.** **Be able to identify the 4 countries and label the capital cities.** Link to London topic – find London on the map, find our location within London. Cross-curricular link – *look at historical and tube maps.* **Explain the purpose of a capital city and form opinions on how this affects population size.** **Study pictures/videos of two differing localities**, one in the UK and one in a contrasting on European country, and ask geographical questions e.g**.** *What is it like to live in this place? How is this place different to where I live? How is the weather different? How are lifestyles different?* **Draw pictures to show how places are different and write comparatively to show the difference.** *Compare and contrast e.g. Muswell Hill with central London, or London with e.g. Jerusalem or Tel Aviv.* **Express own views about a place, people and environment. Give detailed reasons to support own likes, dislikes and preferences.**
Human and Physical Geography	Identify the location of hot and cold areas in the world in relation to the Equator and the North and South Poles.	**Use both maps and globes,** identify the coldest places in the world – The North and South pole. **Make and justify predictions** about where the hottest places in the world are.

	Identify the human and physical features of the two localities studied	Children to identify the equator and locate the places on the Equator which are the hottest – link to Rainforest topic. **Use basic geographical vocab to refer to key physical features, including:** *beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.* **Use basic geographical vocab to refer to key human features:** *city, town, village, factory, farm, house, office, port, harbour, supermarket, park, road, motorway, shop.*
Fieldwork	Fieldwork to develop knowledge and understanding of the school and local area. 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. fieldwork in the local area/close proximity to the school e.g. the road, park, river, shops.	**Study maps and aerial photographs and use simple compass directions** (North, South, East and West) and locational and directional language to describe the location of features and routes on a map**.** *Use a compass or app to understand that North does not just mean 'up' or 'ahead' but can appear to change in relation to where you are facing.* **Draw own maps** of the local area; use and construct basic symbols in a key. **Observe and record the features around the school** *e.g. the different types of plants, the animals seen in the woods compared to the animals seen on the road, the different amounts of traffic on e.g. Colney Hatch Lane compared to smaller local road.* **Science link – habitats.**
Year 3	**Breadth of study**	**Skills**
Locational and place knowledge	Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate the countries of Europe, including Italy (Romans link). Look at the environmental regions of Europe (different areas defined by their environmental conditions, such as climate, and forms, soil etc). Identify the key physical and human characteristics, countries and major cities e.g. rivers, mountains, capitals, landmarks. Know the position and significance of the Equator, the	**Build on prior knowledge** of UK regions by using maps to locate countries of Europe. *History link – find Italy and Rome*. **Study maps** to make assumptions about the different areas of Europe *e.g. using map keys to identify mountainous areas, urban areas, coastal areas including lake coasts.* Identify hilliest areas and flattest areas as well as decide which rivers they think are the largest. *Cross-curricular learning: Where would have been the best place for a Stone Age settlement/Roman fort? Why?* **Study some pictures of different parts of Europe** (e.g. top of a mountain, on the banks of a river, on a farm. Make reasoned judgements about where the pictures are taken and defend *e.g. a mountain top may be in France because*

	Tropic of Cancer and the Tropic of Capricorn. Compare a region of the UK with a volcanic region of Italy e.g. Naples/Pompeii. Identify similarities and differences between this region and a region of the UK.	*there is a large mountain range there.* **Match key landmarks** to the country and make suggestions as to how landmarks affect a country (tourism, economy etc) *e.g Colosseum/forum etc in Rome generates a lot of revenue through tourism.* Relate to UK landmarks. **Use the language** of 'north', 'south', 'east', 'west' to relate countries to each other. *"Italy is south of France".* **Using maps,** locate the Equator, the Tropics of Cancer and Capricorn. *Consider the countries and climates that surround these lines and discuss the relationships between these and the countries.* **Critically study photographs** – *do they think these were taken close to the Equator or further away? Why? What do the buildings, landscapes, nature tell you?* **Look at maps, pictures and other sources** to identify similarities and differences between a UK region and Italian region. **Compare physical and human features**, draw conclusions, pose questions and use prior knowledge of map reading. **Identify** main trade and economy in Italy and compare to region of the UK. **Look at settlements**, particularly in relation to the volcanoes – *what conclusions can be drawn? Why was Pompeii built on the slopes of a volcano despite the dangers (volcanic ash makes rich soil for farming). History link – plan a Roman town taking geographic features into account.* **Analyse evidence and draw conclusions** *e.g. make comparisons between locations using photos/pictures, temperatures in different locations and population numbers.*
Human and Physical Geography	Study of volcanoes – causes, effects etc. Make a short study of the Pacific Ring of Fire and compare to Italy – eruption of Vesuvius/destruction of Pompeii.	**Locate** places in the world where volcanoes occur. **Understand and be able to communicate** in different ways the cause of volcanoes and the process that occurs before a volcano erupts.

	Study how human Geography has changed over time (These can all be covered in one or two lessons of each history topic). Understand the 8 compass points and use them to explain/identify points on a map.	**Draw diagrams, produce writing and use the correct vocabulary** for each stage of the process of volcanic eruption. Ask and answer questions about the effects of volcanoes. *Discuss how volcanoes affect human life e.g. settlements and spatial variation.* **Ask, research and explain** the following questions: *Why did the stone age civilization, the iron age settlers and the Romans choose to settle where they did? What were their settlements like? How did they use the land and how has land use changed today? What was Celtic and Roman London like? How did they trade? How is that different today?*
Fieldwork	Roman boot camp	**Use locational language** to describe the location of points in the Boot Camp, . *E.g. 'this is the north side of the building'; 'the British settlement is in the southern part of the woods and is more sheltered.'* **Take photographs** of the main features of the school and **plot them on to a map** to show the route round the school, using coordinates to show where these key features are. *Maths link.* Undertake environmental surveys of the school grounds - litter, noise, likes/ dislikes, areas for improvement. *Can link with citizenship or J.S. – tikkun olam. Maths link – data collection.* **Use the school grounds/woods to undertake weather surveys**, *including wind direction, where the sun shines (north, south, west), recording changes and observations using a method of choice e.g. rainfall - is it the same on all sides of the school?* **Make an aerial plan/map of the school,** (moved on from year 1 collective aerial planning using blocks).

Year 4	**Breadth of study**	**Skills**
Location and Place Knowledge	Understand the difference between the Northern and Southern hemispheres. Understand the term 'climate zones' and identify some differing ones. Touch upon global warming and its implications. A focus on biomes: A biome is a large region of Earth that has a certain climate and certain types of living things. The main types are: Tundra, Desert, Grassland, Tropical Rainforest. Identify where some of these are on the world map. Focus in particular on the biomes of Africa. Which ones do not appear? Why?	This call ALL be linked to topics on Africa. (inc. Egypt) and Travel Identify the different hemispheres on a map. Use the compass points N, NE, E, SE, S, SW, W, NW to direct and locate using a compass. Locate and label different countries/continents in the Northern and Southern hemisphere. *Raise questions about the different hemispheres and make predictions on how they think life will be different in the two hemispheres.* Use and explain the term 'climate zone'. *Use two different African countries to contrast, e.g. South Africa and Ghana.* Identify the different climate zones. *Ask questions and find out what affects the climate.* Proximity to the sea, altitude, distance to equator, landscape e.g. forest/desert. Use maps to identify different climate zones. *Discuss and compare the climate zones of the UK and relate this knowledge to the weather in the local area.* Understand the term 'biome'. Use knowledge of this term to make suggestions for places in the world/Africa which may be biomes. *Once the children are aware that the main types are tundra, desert, grassland and rain forest, children to use maps to locate areas they think may be biomes e.g. very green areas could be rainforests, flat pale ones could be deserts etc. Defend reasoning using knowledge of maps.* Use maps, globes and Google Earth to identify Africa. Identify and mark on a map the different countries of Africa. (This should be the initial task). Understand how geographical features are marked on a map. Using this knowledge, children to study world maps to identify other major cities, hilly areas, rivers etc. *This is a good opportunity for children to make 3D*

		topographical maps using modrock.
Human and Physical Geography	Whilst studying history: Why did the Egyptians live where they did and the Egyptians what were Egyptian settlements like?	Look at pictures and labeled diagrams of different historical settlements over time. *Produce own pictures and labeled diagrams.* Ask and answer questions through own knowledge and self-conducted research: *What resources were used? Why were they used? Why were their settlements so different? What tools were available? What was the purpose of the settlements? Discuss the key importance of the Nile.* Study how land in the local area was used during the historical periods studied. *Look at land use in the same area today and consider how and why this has changed.* Identify main economies in the modern immediate area. Compare with trade in the past. Why has this changed? How did they use the land and how has land use changed today? How did they trade?
	Rivers and the water cycle including transpiration.	Use the language of rivers *e.g. erosion, depositation, transportation.* Explain and present the process of rivers forming. Compare how river use has changed over time and research the impact on trade in history. Research and discuss how water affects the environment, *settlement, environmental change and sustainability. Link to English – water pamphlets.* Why do so many towns have rivers? *Historically, what was the importance of rivers? Where in the world do people still rely on them for transport, food, livelihood? This can form part of the Water unit and links well into the water filter technology project in the summer term. Try to find opportunities to visit a river area and conduct a survey.*
Fieldwork	Visit to river area – Lea Valley Regional Park	Look for evidence of past river use by visiting the location. *What features can*

		you observe? Mooring points, watering troughs for working animals Visit a river, locate and explain the features. https://www.visitleevalley.org.uk/educationprogrammes/rivers-and-lakes-discovery-day-- Study pictures of the river in the past and compare and contrast. Record measurement of river width/depth. *Why is it important to know this now? Why would it have been important in the past? Understand importance of river as transport infrastructure.*

Year 5	**Breadth of study**	Skills
Location and Place Knowledge	Antarctica	Confidently use maps, globes and Google Earth to identify key areas and geographical features of Antarctica and how these features are affected by seasonal changes. *Understand the climate of Antarctica. Why are there no permanent settlements?* Use atlases/maps to describe and locate places relevant to Shackleton's expedition using 6 figure grid references. Understand concepts of latitude and longitude and how to use them to locate places accurately. *Why might a sailor need to do this?*
Human and Physical Geography	East End of London – link to R.E. .	Start with Huguenot immigration, Irish, then Jewish, then Bengali. Use of the docks – Chinese immigration. How has migration changed this area? Interpret and compare thematic maps and satellite photographs. Draw conclusions from census data. *Compare historical maps. e.g. Toynbee Trust 1899. Maproom.net*. *What factors may have motivated people to emigrate?* *Connect the locational work to Black and British topic. Where do communities in the in the UK originate – refugees and migrants and their descendants.* *Why? Build on Year 4 work around South Africa – legacy of British Empire. Plot routes of migrants via land, sea, air; Black History Month.*
Fieldwork	Environment and traffic study	Undertake a traffic survey of the local main road - *tally counting, types of vehicle observed, comparing the traffic flow at*

	Maths link (statistics).	*different times of the day, parking problems, varying needs of different high street users - shopkeepers, children, senior citizens, businesses* -Collate the data collected and record it using data handling software to produce graphs and charts of the results. -Ask geographical questions *e.g. how is traffic controlled? What are the main problems?* - Undertake a street/ noise survey of the local road/ high street. *Use decibel meter apps.* - Undertake a general survey of the local road/ high street: *How much traffic? What types of vehicles?* -Compare road with another busier/ quieter street/ road -Make suggestions and reflect on own beliefs. *Which street/ road do the pupils prefer? What changes/ improvements would they make to either environment?* - Design and carry out a survey of the views of people in the high street to find out what they think are the benefits/ drawbacks of closing the high street to traffic. Use local maps to find other routes traffic might take. *How would environmental change, e.g. closing the high street to traffic, affect the environment? Is this worth the potential drawbacks?* - Carry out a role-play where pupils look at the issue of traffic in the high street from different viewpoints, making presentations to represent different points of view. *This could lead to a class debate for the best way to improve traffic in the high street/ road.* - Select methods for collecting, presenting and analysing data - Analyse evidence and draw conclusions - Be aware of own responsibility in the world
Year 6	**Breadth of study**	Skills
Location and Place Knowledge	Israel	Identify different environmental regions of Israel – compare desert, mountain, coast, urban area. Identify key features and study maps. Use population data; identify changes in land use over time as the country was founded and grew. *How did the cities develop? Investigate building of Tel Aviv, compare with existing city of Jaffa.*
Human and Physical Geography		Study population numbers throughout the course of WWII and reflect on

	Britain during WW2	the reasons for changes. Study pictures of land use during these three periods. *Draw conclusions and develop informed reasons for the changes. Study one key building in the locality during the three periods (e.g. hospital) and reflect on the changes.* Look at maps on different scales and calculate scales on own maps. Maths link to ratio.
	British Trade.	Ask and answer the following geographical questions: *What are our main export businesses? Which countries do we trade with most? What may be the reasons for this?* *Why do we need to import from elsewhere? Where does Britain lead industry? Where does it not? Compare and contrast British industry during WW2 with now.*
	Fair/unfair distribution of resources (Fairtrade).	Discuss and debate fair trade. Investigate the facts and join in a reasoned discussion. *Use Oxfam 'Market Share' activity. Reflect on the impact trade has on an area and generate ideas for cause and effect.*
	Climate Change	Children to ask questions about global warming. Discover the cause of global warming and research the implications. Reach reasoned and informed solutions and discuss the consequences for the future.