Fishbourne Church of England Primary School
Geography Curriculum Overview – Final Draft 2020

Our Ultimate End Goal:

What will our geographers to be able to do when they leave us?

Our geographers will have been inspired by a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Children will be equipped with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. They use the correct geographical terms and vocabulary to communicate geographical ideas effectively. As children progress, their growing knowledge about the world will help them to deepen their understanding of the interaction between physical and human processes and of the formation and use of landscapes and environments. This will be taught through inspirational learning experiences which will enable them to put key geographical skills into place by means of field work, computing and developed geographical skills. Through this, the pupils will gain confidence and have practical experiences of geographical knowledge, understanding and skills that explain how the Earth's features at different scales are shaped, interconnected and change over time. From this, the pupils can continue their education with the geographical knowledge and skills to understanding how humans impact and influence the physical geography of the world around us. This knowledge will help to influence their life choices in making it a better place for all of earth's inhabitants.

Curriculum Coverage (NC)

What are the most basic requirements from the National Curriculum? Human and physical geography to be taught through local and world Learning Experiences.

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<u>Early Years Goal</u> Children know about **similarities** and **differences** in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. The children can make observations of animals and plants and explain why some things occur. They can talk about how these	<u>Weather</u> Learning about the different types of weather in children's immediate environment along with the four seasons. Introduction to hot and cold areas of the world and the impact of weather types. <u>Local Study - Fishbourne</u> The children will explore their local area using first hand	<u>Kenya</u> All about the geography of a non-European country – Use Kenya to focus on the main human and physical features of the country including Kenyan wildlife, landscapes and culture. <u>Coastal Study - Wittering</u> Learning about the human and physical geographical features of	<u>River Arun</u> Introduces children to physical geography through fieldwork to understand the water cycle. This allows children to explore the geographical processes of how rivers are formed over time and how humans have transformed them. <u>London – UK case study</u> An in depth study of London and the UK of both physical and human geography.	<u>Amazon Rainforest</u> An in depth study of the rainforest biome. From the layers of the forest and its animal inhabitants, to the unique climate found in the tropics. They compare a British forest with the Amazon rainforest and begin to explore some of the conservation issues surrounding the destruction of rainforest habitats. <u>Eastern Europe</u>	<u>Mount Everest and Mount Vesuvius</u> A detailed study of the geographical location of the main continental mountain ranges, how mountains and volcanoes are formed and the role of plate tectonics have in this. Links to human geography for a study of the climbing of Mount Everest and the impact of human settlements around volcanoes. <u>Coastal study – Dell Quay</u>	<u>Globalisation</u> An investigation into finding out about how goods and services are traded around the world. The children will explore the UK's trade links today and in the past, finding out about goods imported and exported and the methods of transport used. <u>Eco Warriors/Greta Thunberg</u> A human and physical geographical study about the impact of

changes over time and place. <u>Barnaby Bear investigates a hedgerow.</u> <u>Under the sea</u>	observation to enhance their locational awareness along with developing essential map and fieldwork skills.	a local seaside. The children will study the seaside environments and investigate where they are located in the UK. The children will look at local seaside resorts using maps, aerial photograph and webcams.	Through exploring human geography, the children will understand how the physical geography of the UK has changed over time.	The pupils will learn about the countries of Europe by contrasting areas of eastern and western Europe, finding out about the landscape, climate and locations in each area. The pupils will find out more about Chernobyl and its impact on eastern Europe and the rest of the world.	Investigation of the impact of humans on coastal environments. Discover some of the many ways in which the world around them is changing. Children will learn about the structure of the UK and how its shape has changed over thousands of years.	human exploitation on the planet as a whole. Look at the impact one individual can make. They will find out where resource such as power and food come from and look at ways in which natural resources can be conserved.

PROCEDURAL KNOLWEDGE - What skills do we want our geographers to have? Analyse, evaluate and solve problems

How will these skills build on what went before and help prepare our children for what is coming next?

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<u>Geographical Enquiry</u> • Teacher led enquiries to ask and respond to simple closed questions. • Use information books or pictures as sources of information. • Investigate their surroundings • Make observations about where things are e.g. within school or local area. <u>Locational and Place knowledge</u> • Notice things in the place where I am and react to them by commenting.	<u>Geographical Enquiry</u> • Encourage children to ask simple geographical questions: Where is it? What's it like? • Use books, stories, maps, pictures/photos and internet as sources of information. • Investigate their surroundings. • Make appropriate observations about why things happen. • Make simple comparisons between features of different places. <u>Locational and Place knowledge</u> • Name and locate world's 7 continents and 5 oceans. • Name, locate and identify characteristics of the 4 countries and capital cities of the UK and surrounding seas. • Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK and contrasting non-European country.		<u>Geographical Enquiry</u> • Ask and respond to questions and offer their own ideas. • Extend to enquiries to satellite images and aerial photographs • Investigate places and themes at more than one scale. • Record evidence with some support. • Analyse evidence and draw conclusions e.g. make comparisons between locations using photos, pictures and maps. <u>Locational and Place knowledge</u> • Locate Europe and South America using maps focusing on environmental regions, key physical or human characteristics, countries, and major cities. • Name and locate geographical regions of the UK and their identifying physical and human characteristics, including some cities and some key topographical features including hills, mountains, coasts and rivers.		<u>Geographical Enquiry</u> • Independently suggest questions for investigating. • Use primary and secondary sources of evidence in their investigations. • Investigate places with more emphasis on the larger scale; contrasting and distant places. • Collect and record evidence independently. • Analyse evidence and draw conclusions e.g. from field work data by comparing land use and temperature. Look at patterns and explain reasons behind it. <u>Locational and Place knowledge</u> • Know some of the world's countries, concentrating on environmental regions, key physical or human characteristics, countries, and major cities. • Name and locate cities and counties of the UK. • Know more about the geographical regions of the UK by identifying physical and human characteristics including key topographical features of naming some UK hills, mountains and rivers or types of coasts.	

		• Understand how some aspects of these have changed over time. • Understand geographical similarities and differences of human and physical geography of a region of the UK, a European country and North and South America.	• Explain how aspects have changed over time. • Understand geographical similarities and differences through the study of human and physical geography of a region of the UK and a region within North or South America. • Identify the position and significance of latitude, longitude, equator, N and S Hemisphere, Tropics of Cancer and Capricorn, Arctic and Antarctic Circle and time zones (incl. day and night).
<u>Human and physical geography</u> • Use secondary sources – pictures, photos, stories, films to find out about a place • Children to tell you what a place is like in simple terms.	<u>Human and physical geography</u> • Use observational skills and ask and respond to questions. • Identify seasonal and daily UK weather patterns. • Study the key human and physical features of the surrounding environment of school. • Begin to explain how and why geographical change occurs. • Find information from aerial photographs. • Use and apply maths to help show learning.	<u>Human and physical geography:</u> • Describe and understand key aspects of physical geography including rivers and climate zones. • Describe and understand the water cycle using diagrams and models. • Describe key aspects of human geography including types of settlement and land use, economic activity and the distribution of some natural resources of the countries studied. • Identify differences between places. • Communicate geographical information in a variety of ways, including through maps and writing at length. • Apply mathematical skills when using geographical data etc.	<u>Human and physical geography</u> • Describe the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time. • Understand the key aspects of physical geography e.g. climate zones, biomes, vegetation belts, volcanoes and earthquakes. • Describe in detail the types of settlement, land use, economic activity including trade links. • Describe the distribution of natural resources including energy, food, minerals and water in the continents and countries studied. • Give a few reasons for the impact of geographical influences and effects on people place or themes studied. • Know the location of places of global significance, their defining physical and human characteristics and how they relate to one another. • Regularly use and apply maths skills.
<u>Using globes, maps and plans</u> • Children to play games with globes and maps.	<u>Using globes, maps and plans</u> • Use world maps, atlases and globes to identify UK and its countries. • Identify the countries, continents and oceans studied.	<u>Using globes, maps and plans</u> • Locate the world's countries, using maps to focus on Europe concentrating on their environmental regions, key physical or human characteristics, countries, and major cities.	<u>Using globes, maps and plans</u> • Independently use 1:10.000 and1:25.000 Ordnance Survey maps. • Use a globe and maps and some OS symbols on maps to name and locate UK counties and cities

• Draw simple picture maps, plans with labels of places they know or for imaginary places and stories. • Children start to use their own symbols.	• Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. • Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features.	• Use a globe and maps and some OS symbols on maps to name geographical regions and identifying physical and human characteristics, including cities, rivers, mountains, hills, key topographical features and land-use patterns. • Use atlases to find places using index and contents. • Understand the need for a key. • Understand the purpose of maps. • Begin to understand scale and distance on a map by using and applying mathematical skills. • Start to locate the position and understand the significance of latitude, longitude, Equator, N and S Hemisphere, Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, and time zones using a globe.	• Locate the world's countries, using maps to focus on North and South America. • Realise the purpose, scale, symbols and style are related. • Interpret a range of sources of geographical information, including maps, globes, aerial photographs and Geographical Information Systems (GIS). • Use maps, atlases, globes and digital or computer mapping to locate countries and describe features studied. • Locate the position and understand the significance of latitude, longitude, Equator, N and S Hemisphere, Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, and time zones (including day and night) using a globe. • Understand and apply mathematical understanding, e.g. on scales, time differences etc. when using maps
<u>Map Skills</u> • Follow directions – up, down, left and right	<u>Map Skills</u> • Follow a route on prepared maps (left/right) to help find information. • Use simple compass directions (NSEW) • Use locational and directional language (e.g. near and far; left and right) to describe the location of features and routes on a map. • Make a simple map (e.g. from a story). • Use and construct basic symbols in a key	<u>Map Skills</u> • Use the 8 points of a compass. • Use simple grids with letters and numbers and 4-figure coordinates to locate features. • Use and understand Ordnance Survey symbols and keys to build up knowledge of a local place, the UK and the wider world. • Map evidence from fieldwork e.g. sketch annotated views. • Use plans. • Use aerial photos and satellite images. • Begin to use smaller scale aerial views. • Use oblique aerial views.	<u>Map Skills</u> • Use Ordnance Survey maps at different scales. • Draw a detailed sketch map using symbols and a key • To know directions in my neighbourhood. • Align a map with route. • Use the eight points of a compass, symbols and key to show my knowledge of the UK and the wider world. • Understand and use 6 figure grid references to interpret OS maps.
<u>Fieldwork</u> • Children to use some of their senses to observe places • Children to identify simple types of	<u>Fieldwork</u> • Use simple fieldwork and observational skills to study the geography of the school and its grounds. • Complete a chart to express opinions during fieldwork.	<u>Fieldwork</u> • Use fieldwork to observe, measure and record some of the human and physical features in the local area using sketch maps and graphs. • Conduct surveys. • Carry out a simple questionnaire.	<u>Fieldwork</u> • Use fieldwork to observe, measure and record human and physical features in the local area using a range of methods, including sketch maps, plans, graphs and digital technologies.

buildings and places around them and know their own special features	• Use first hand observation to investigate places – the school grounds, the streets around and the local area. • Recognise and record different types of land use, buildings and environments.	• Use simple equipment to measure and record. • Investigate the local area, looking at types of shops, services and houses. • Apply mathematical skills in data handling to geography fieldwork.	• Collect, analyse and communicate with range of data gathered in experiences of fieldwork to show understanding of some geographical processes. • Carry out a focused in depth study, looking at issues or changes in the area. • Imagine how and why area may change in future.

PROPOSITIONAL KNOWLEDGE - What key concepts or knowledge will our geographers have?

What knowledge do we want to emphasise? How will knowledge be built on what went before and prepare our children for what is coming next?

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Children in EYFS will develop an awareness of the world around them by talking about the features of the immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur. <u>Barnaby Bear investigates a hedgerow.</u> Barnaby Bear investigates a hedgerow and identifies a number of common plants that can be found in most hedgerows during the spring and summer period.	<u>Our Weather</u> **What is weather?** Identify daily weather patterns of the UK. **How does the weather affect us?** Understand seasonal weather patterns of the weather of the UK/ **Forecasting the weather** Identify daily weather patterns in the UK including weather forecasting. **Weather dangers** To identify daily weather patterns including dangerous weather in the UK. **Hot and cold weather** Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Pole. **Our frozen planet** Understand the human and physical geography of a cold area of the world e.g. The Artic.	<u>Kenya</u> **Where is Kenya?** Name and locate the world's seven continents and five oceans in the context of where Kenya is located in the world. **Explore the continent** Devise simple maps of the continents to help identify where Africa is. **National Parks and Wildlife** Use basic geographical vocabulary to refer to key physical and human features. **African Animals** Investigate the key physical features of Africa and how animals have adapted to their environment. **Maasai Mara** An in depth study of a native African group to help to understand the geographical similarities and differences of a contrasting non-European country to ourselves. **Daily life** Use basic geographical vocabulary to refer to key human and physical features by observing and comparing our daily lives to the lives of the Maasai Mara	<u>River Arun</u> HOOK – Visit to the Arun river at Pulborough Brooks. **Where does water come from?** Describe and understand key aspects the water cycle by creating a model. **Rivers of the world** Locate the major river of the world using maps focusing on Europe and North and South America. **Features of a river** A study to describe and understand key aspects of physical geography of how rivers are formed through a local fieldtrip. **Erosion and deposition** Describe and understand the key aspects of how rivers evolve over time. Use maps, atlases, globes and digital mapping to locate countries and describe the changing features of rivers as they erode and deposit material. **How do we use rivers** Investigate how human geography of settlement and land use including trade links have influence and changed	<u>The Amazon Rainforest</u> Hook – Visit to Marwell Zoo tropical house. **Where are the rainforests?** Locate where rainforests are distributed throughout the world using maps, atlases, globes and digital mapping. Include Brazil, Bolivia, Australia, Malaysia, Indonesia, Cameroon, Gabon, Congo, Madagascar, Honduras Guatemala and Ghana Investigate similarities between locations and describe their key features of their climate. **Layers of the rainforest** Fieldwork study in detail the different layers of the rainforest and understand their role in this biome. **Life in the rainforest** Investigate the native inhabitants of the rainforest and their interdependence and impact on their environment. **Comparing Life** A study into the geographical similarities and differences of human and physical geography of an English	<u>Ice or Fire - Mt. Ontake</u> **Mountain ranges** Use maps, atlases, globes and GIS digital mapping to locate countries and describe the key features of where mountain ranges are located including the Rockies, the Andes and the Himalayas **Features of a mountain** Describe and understand the key physical features of mountains. **How mountains are formed** Investigate how mountains form by studying plate tectonics. **Volcanos, earthquakes and tsunamis.** A detailed study of how volcanos, earthquakes and tsunamis are form and link together focusing on their physical geography. Locating active volcanoes case study of Mt. Ontake volcanic eruption Japan 2014. **Impact on humans** Investigation into the impact of human settlements around the world of volcanos, earthquakes and tsunamis. **Tourism**	<u>Globalisation</u> **History of trade** Describe and understand key aspects of how human geography has developed over time for the types of settlement, land use and the historic development of trade links. **Trade and the UK** Investigate the UK's imports and exports. Use atlases to find countries with whom UK businesses trade. **Trade with South America** Using digital mapping and research to investigate the UK's trade links with South America e.g. El Salvador. Research the lives of people living and working in South America and how this affects trading in both human and physical geography using GIS mapping. **Fair Trade** A case study to find out what makes trading fair and unfair. They will learn about fair trade products and processes, and the benefits fair trade brings to workers. **Globalisation**

			the physical geography of rivers **Flooding** Investigate and understand the impact of flooding on the physical and human geography of an area.	woodland and the Amazon forest. **Protecting the rainforests** Investigate the key aspects of the human impact on rainforest including the types of settlement, land use and economic activity including trade links.	A case study into how tourism has impacted the mountains and volcanoes around the world.	Investigate the global supply chain, looking at how one item can be the product of many different countries. They will explore the impact that globalisation has had on local and international trade.
<u>Under the sea</u> Children to meet all the under the sea animals such as octopus, sharks and starfishes. Use their local knowledge of the seaside to investigate what animals live on our coastline.	<u>Local Study - Fishbourne</u> **Where do I live?** Develop knowledge of the location of significant places of children's own locality. **Our classroom** Use simple observation in a fieldwork study to investigate their immediate surroundings of children's own locality. **Where is our school?** Understand the sense of place in relation to home and school. **Fieldwork around school** Use simple fieldwork and observation skills to study the school. **Map symbols** Develop and follow directional vocabulary in the context of children's own environment.	<u>Coastal Study – Wittering</u> Hook – field trip to East Head **Visit to the seaside** A fieldwork study using observational skills for seeing coastal features. Use simple compass directions and locational and directional language to describe the features and routes on a map. **Features of the seaside** Use basic geographical vocabulary to refer to human and physical features for coastal locations. **Past and present** Name, locate and identify characteristics of the four countries and capital cities of the UK. Use basic geographical vocabulary to refer to key human and physical features in the past and present day. **Islands** Use world maps, atlases and globes to identify the UK and its countries. Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world.	<u>London – UK case study</u> An in depth study of how the physical geography of London has changed due to human interference using GIS mapping and aerial photos to show changes. **Countries and cities** Name and locate counties and cities of the United Kingdom and identify their human and physical characteristics. Be able to locate the United Kingdom, England, Scotland, Wales, Northern Ireland, Great Britain, London, Edinburgh, Cardiff and Belfast, Use the eight points of a compass, four and six-figure grid references, symbols and key to build their knowledge of the UK and the wider world. **Rivers and seas** Use maps, atlases, globes and digital mapping to locate the major rivers and seas in the UK including the North Sea, English Channel, Irish Sea, Atlantic Ocean, River Thames, River Severn, River Tay, River Bann. Investigate how some of these aspects have changed over time. **Hills and mountains** Investigate where the mountains and hills are in the UK using digital mapping identifying human and physical geography features. Locate the Cairngorms, Mourne Mountains, Black Mountains, MacGillycuddy's Reeks, Pennines, Grampians.	<u>Eastern Europe</u> **Continents, Countries and Cities** Use maps, atlases, globes and digital mapping to locate countries and their capitals. Including Countries: Russia, Ukraine, Poland, Turkey, UK, Belarus, Finland and Estonia, Cities: Moscow, Kiev, Ankara, Warsaw, London, Minsk, Helsinki and Tallinn. Seas and Oceans: North Sea, Baltic Sea, Black Sea, Mediterranean Sea and Atlantic Ocean. Describe and compare the key features studied in the context of European countries. **Comparing landscapes and climate** Understand the geographical similarities and differences through the study of human and physical landscape and climate of a region of the United Kingdom and a region in a European country. **Planning a trip** A study comparing a region of the UK to northern European country focusing on the human geography impact of tourism. **Chernobyl** An investigation of the nuclear disaster in Chernobyl and the implication for the human and physical environment throughout Europe.	<u>Coastal Study – Dell Quay</u> **Weathering and erosion** Describe and understand key aspects of physical geography of rivers and recap the water cycle in relation to the erosion and weathering of coastlines. **Coastal features** Study the different features of coastlines from beaches to stacks and arches and how they have been formed. They consider the role of erosion and deposition in forming these features. **Comparing coastlines** Fieldwork study investigating the difference between a local coastal landscapes and a contrasting one in the UK. **History of coastline** Study the history of the UK and Europe. Consider how the shape of different countries has changed over time, and learn the reasons why country borders change. **Changing landscapes** Investigate how and why landscapes have changed over time. They also consider ways to preserve important buildings and landscapes.	<u>Eco Warriors/Greta Thunberg</u> **What do we need?** Investigate what people need when choosing a new site. Focus on the physical geography of different locations. **Where does energy come from?** Investigate and understand the power industry in the UK. Use maps, atlases, globes and digital mapping to locate the different power stations in the UK. **Renewable and Non-Renewable Energy** Investigate the difference between renewable and non-renewable energy sources. Look at how solar, wind, water and biomass power are used in the UK today. **Where does food come from?** Investigation of food packaging, children find out about the concept of food miles. Use digital maps to trace how far their food has travelled, and consider some of the environmental impacts of importing goods. Study into locally produced food. **Conservation of Natural Resources** Investigate how the world is conserving resources and look at the impact that small changes can have.

			Berwyn range and Snowdonia.			

What key vocabulary will our geographers need? *Vocabulary is important because it embodies and communicates concepts.*						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<u>Key geography Vocab</u> Local, far, near, <u>Content specific vocab-</u> up, down, left and right <u>Geography skills Vocab –</u> Map, globe, directions, key, <u>General</u> Order, compare <u>Barnaby Bear investigates a hedgerow.</u> hedge, flowers, plants, grass, <u>Under the sea</u> ocean, seaweed, fish, shark, star fish, octopus,	physical features: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather human features: city, town, village, factory, farm, house, office, port, harbour and shop		latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian, time zones physical geography: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle human geography: types of settlement and land use, economic activity, trade links, the distribution of natural resources, energy, food, minerals and water			
	<u>Content specific vocab-Weather</u> Sunny, windy, rainy, snowy, cloudy, stormy, hot, cold, winter, sprint, summer, autumn. <u>Local Study</u> local, village, town, city, county, country, continent, school, home, house, fieldwork, north, east, south, east, compass, locate, route, map, aerial view, caravan, terrace, detached, semi-detached, terrace.	<u>Content specific vocab-Kenya</u> Africa, Kenya, Nairobi, national park, safari, wildlife, savannah, farm, tourist, climate, *Oceans* Pacific, ocean, Atlantic ocean, Indian ocean, Southern ocean, Arctic ocean, *Continents* Europe, Asia, Africa, North America, South America, Antarctica, Australia <u>Coast study</u> aerial view, beach, cliff, coast, country, port, holiday, island, sea, ocean, sand, rock, season, tourist, town, city, village, waves	<u>Content specific vocab-Rivers</u> Bank, basin, bed, canal, current, confluence, delta, downstream, erosion, estuary, floodplain, fresh water, meander, mouth, salt water, silt, source, stream, tidal river, tributary, upstream, watershed, <u>UK</u> Cardiff, Belfast capital, county, mountain, hill England, Scotland Wales, Britain, London, Edinburgh, compass directions, north, east, south, west and north-east (NE), south-east (SE), south-west (SW) and north-west (NW). River, sea, North Sea, English Channel, Irish Sea, Atlantic Ocean, River Thames, River Severn, River Tay, River Bann.	<u>Content specific vocab-Rainforest</u> canopy, carbon, dioxide, climate, crown, rainforest, tropical, habitat, humid, endangered, environment, extinct, forest, deforestation, conservation, ecosystem, temperate, leafy, humid, indigenous, understory, biodiversity, <u>Eastern Europe</u> residents, industrial, business, progress, tourist attractions, itinerary, passport, nuclear power, human geography, physical geography, Europe, Eastern Europe, *Countries* Turkey, Ukraine, Poland, Belarus, Russia,	<u>Content specific vocab-Mountains</u> Mountain, range, height, contour, foot, slope, summit, snowline, treeline, outcrop, face, ridge, peak, plateau, plateau mountain, climate, top soil, subsoil, bedrock, magma, tectonic plates, volcano, eruption, active, dormant, extinct, tsunami, crust, mantle, outer core, inner core <u>Coastal Study</u> Arch, bay, beach, cave, cliff, coastline, current deposition landforms, erosion landforms, groyne, headland, landslide, longshore drift, salt marsh, sea defences. sea wall, spit, stack, stump, swash, undercutting, waves	<u>Content specific vocab-Globalisation</u> globalisation, trade, economy, industry, fair trade, import, export, products, resources, business, freight, goods, industry, world commerce, migration, global supply chain, <u>Eco Warriors</u> acid rain, atmosphere, biodegradable, biodiversity, carbon, carbon dioxide, carbon monoxide, catalytic converter, catastrophe, climate, climate change, contaminate, deforestation, desertification, destroy, destruction, ecosystem, emission, endangered, energy conservation, energy source, energy-efficient, environmentalist, exhaust fumes, extinct, geothermal energy, global warming, greenhouse effect, insulation, oxygen, ozone layer, reusable

What experiences do we want our geographers to have had?
What opportunities will our geographers have had to ***'make the world a better place'***?

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Lines of enquiry – Barnaby Bear investigates a hedgerow. Why do we have hedges? What wildlife lives in hedges? Why do we need them? Experiences – An observation walk in the local area to see hedges around the village. Use photographs of the local area to help them identify different plants. Link in with Forest School experiences.	Weather Lines of enquiry – Where do clouds come from? What makes the wind blow? What makes the plants grow? Why do we have seasons? How do animals live in the cold of the artic? Experiences – Fieldwork in school ground/local area for observations. *Barnaby Bear through the seasons - Geography Association Opportunities to make the world a better place – Litter picking around school Book suggestions Tree: Seasons Come, Seasons Go by Patricia Hegarty and Britta Teckentrup Other suggests at: https://www.booksfortopics.com/weather	Kenya Lines of enquiry – How is everyday life in Africa different to ours? How would it feel to live in a hot climate? How are animals adapted to live in Africa? Why do people poach animals? What is the best way to protect endangered species? Experiences – Marwell Zoo trip https://www.marwell.org.uk/media/other/DONE_KS1_Animal_Habitats_Workshop_09.18.pdf Opportunities to make the world a better place – Fund raising to adapt an endangered species Book suggestions The Hunter by Paul Geraghty All Aboard for the Bobo Road by Stephen Davies & Christopher Corr African Tales: A Barefoot Collection by Gcina Mhlophe & Rachel Griffin Other ideas at https://www.booksfortopics.com/africa	River Arun Lines of enquiry – How old is water? Where does water come from? Why do we need to clean water before we drink it? What impact do humans have on river formation? How does this change an ecosystem? Experiences – Field trip to either: *Pulborough Brooks to study river formation. https://www.rspb.org.uk/fun-and-learning/for-teachers/school-trips/pulborough-brooks/ *Chichester Harbour conservancy https://www.conservancy.co.uk/assets/files/cms_item/342/d-Session_Outline_-_KS_2_Rivers-ggqHC5ZOYh.pdf Opportunities to make the world a better place – *Trip to volunteer to carry out a beach clean Book suggestions Journey to the River Sea by Eva Ibbotson The Wind in the Willows by Kenneth Grahame Other ideas at https://www.booksfortopics.com/water	Rainforest Lines of enquiry – How do rainforest differ from deciduous forests? Is there a pattern of where rainforests are located in the world? Why do we need to protect rainforest? Why are there so many animals living in the rainforest? Experiences – Field trip to either: *Marwell Zoo Rainforest workshop https://www.marwell.org.uk/media/other/KS2_Rainforest_Apr19.pdf *Stanton Park to tropical greenhouse https://www.hants.gov.uk/thingstodo/countryparks/staunton/visit/groups Opportunities to make the world a better place – *Fundraising for sponsoring a rainforest or animal in a rainforest. Book suggestions The Explorer by Katherine Rundell. Other ideas at https://www.booksfortopics.com/rainforests	Mount Everest and Mount Vesuvius Lines of enquiry – How would you feel living near a volcano? Are you brave enough to climb a mountain? What makes people want to climb a mountain? What is the environmental impact of climbing a mountain? Experiences – Make a volcano model in groups as a class. https://www.3dgeography.co.uk/make-volcano-model Book suggestions: King of the Cloud Forests by Michael Morpurgo Escape from Pompeii by Christina Balit https://www.booksfortopics.com/awesome-earth Opportunities to make the world a better place –	Globalisation Lines of enquiry – How long have humans been trading across the globe? Who benefits from globalisation to the economy compared to the environment? Is it right that children have to work in factories so we can have cheap clothes? Is it right that we can order anything we want with one click? Experiences – Attend a local farmers market to survey local suppliers. Book suggestions: Window by Jeannie Baker https://www.booksfortopics.com/environment The Extraordinary Colours of Auden Dare by Zillah Bethell https://www.booksfortopics.com/environment Opportunities to make the world a better place – Increase whole school awareness of globalisation.
Under the sea Lines of enquiry What lives under the sea? Do any animals live on the sea and on the land? How do animals breathe under water?	Local Study Lines of enquiry – Where is our school in the UK? Where is our village in England? Which direction is school from my house? Why do we need maps?	Coastal Study Lines of enquiry – Where is sand made of? What makes the waves move? How do sand dunes form? Why do some beaches have sand? Why do people visit the seaside?	UK Lines of enquiry – How have our cities changed over time? What impact has human buildings had on the local ecosystems? How did London become England's capital city?	Eastern Europe Lines of enquiry – How is life different in a eastern European country to the UK? How would you feel if you had to leave your home due to a disaster?	Coastal Study Lines of enquiry – Why do coastlines differ? How have they evolved? What impact is plastic pollution having on our sea life?	Eco Warriors/Greta Thunberg Lines of enquiry – How do air miles impact on the environment? What is the benefits of shopping locally?

Experiences – Field trip around local area to the coastline. Book suggestions https://www.booksfortopics.com/under-the-sea	Experiences – Field trip around local area to home and school https://www.geography.org.uk/Shop/BARNABY-BEARS-LOCAL-AREA-ALBUM/9781843773368 Book suggestions	Experiences – Fieldtrip to East Head or Dell Quay https://www.conservancy.co.uk/assets/files/cms_item/342/d-Session_Outline_-_KS2_Coasts_at_East_Head-EDzH3vL3SZ.pdf Book suggestions The Lighthouse Keeper's Lunch by Ronda Armitage & David Armitage https://www.booksfortopics.com/seaside	Experiences – Use historic aerial and satellite mapping to compare how different physical geographical features have changed. Book suggestions Step Inside Homes Through History by Goldie Hawk & Sarah Gibb Other suggestion at: https://www.booksfortopics.com/houses-and-homes	Experiences – Use aerial and satellite mapping to investigate different physical and human geographical features Book suggestions A World of Cities Red and the City by Marie Voigt https://www.booksfortopics.com/houses-and-homes	What affect does human protection on the coast impact on its ecosystem? Experiences – Fieldtrip to East Head or Dell Quay https://www.conservancy.co.uk/assets/files/cms_item/342/d-Session_Outline_-_KS2_Coasts_at_East_Head-EDzH3vL3SZ.pdf Opportunities to make the world a better place – Trip to carry out a beach clean Book suggestions Song of the Dolphin Boy by Elizabeth Laird https://www.booksfortopics.com/seaside	Can one person make a difference to saving the planet? Experiences – *Visit The Sustainability Centre in Hants https://www.sustainability-centre.org/ *GIS inquiry to see the role of mapping into monitoring and recording climate change. Opportunities to make the world a better place – *Develop a wildlife garden at school/home *Increase the schools recycling/composting. Book suggestions This Moose Belongs to Me by Oliver Jeffers Aubrey and the Terrible Ladybirds by Horatio Clare & Jane Matthews Other suggestion at: https://www.booksfortopics.com/environment
Useful Websites https://www.geography.org.uk/teaching-resources/early-years-and-primary-resources https://www.3dgeography.co.uk/						