

British Section: Geography Curriculum Overview



EYFS	Understanding of the World.	<p>Understanding of the world This involves guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment.</p> <p>ELG 13 People and communities:</p> <ul style="list-style-type: none"> • Children talk about past and present events in their own lives and in the lives of family members • They know that other children do not always enjoy the same things, and are sensitive to this • They know about similarities and differences between themselves and others, and among families, communities and traditions <p>ELG 14 The world:</p> <ul style="list-style-type: none"> • 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 • They make observations of animals and plants and explain why some things occur, and talk about changes 		
YEAR GROUP KS1	SUBJECT	TERM ONE	TERM TWO	TERM THREE
	GEOGRAPHY	<p>Name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas – link to All about me/Scotland</p> <p>Human and physical geography</p> <ul style="list-style-type: none"> • identify seasonal and daily weather patterns in the UK/Belgium and the location of hot and cold areas of the world in relation to the Equator (and N/S Poles) – links to Bethlehem <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> • use world maps, atlases and globes to identify the UK and its countries/Belgium • 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 • use simple map and basic symbols in a key – links to Meise Botanical Garden • use fieldwork and observational skills to study geography of school and grounds area and key human and physical features of surrounding environment – links to Forest School 	<p>Locational knowledge</p> <p>Name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas – link to Great Fire London/Wales/Ireland/England</p> <p>Place knowledge</p> <p>Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK/Belgium and contrasting non-European country – link to India</p> <p>Human and physical geography</p> <ul style="list-style-type: none"> • identify seasonal and daily weather patterns in the UK/Belgium and the location of hot and cold areas of the world in relation to the Equator (and N/S Poles) – links to India • use geographical vocabulary to refer to key human features - city, town, village, factory, farm, house, office, port, harbour and shop – links to Great Fire <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> • use world maps, atlases and globes to identify the UK and its countries – links to London as well as the countries, continents and oceans links to learning theme - India • use simple compass directions (NSEW) and locational directional language [near/far; left/right], to describe the location of features and routes on a map – links to Pirate Gold! • use aerial photos and plan perspectives to recognise landmarks and basic human and physical features – links to Great Fire of London 	<p>Locational knowledge</p> <p>Name and locate the world’s seven continents and five oceans – links to painted lady butterflies project</p> <p>Place knowledge</p> <p>Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK/Belgium and contrasting non-European country – links to Myanmar</p> <p>Human and physical geography</p> <ul style="list-style-type: none"> • identify seasonal and daily weather patterns in the UK/Belgium and the location of hot and cold areas of the world in relation to the Equator (and N/S Poles) – links to Myanmar • use geographical vocabulary to refer to key physical features - beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather – links to Myanmar/jungle <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> • use world maps, atlases and globes to identify countries, continents and oceans - links to Flowers and Insects/Myanmar • use fieldwork and observational skills to study geography of school and grounds area and key human and physical features of surrounding environment – links to Forest School

			<ul style="list-style-type: none"> devise a simple map; and use and construct basic symbols in a key – links to Pirate Gold! 	
2.	GEOGRAPHY	<p>Locational knowledge</p> <ul style="list-style-type: none"> name and identify different countries in Europe and where we come from – Netherlands, Hungary, Spain, Italy, Belgium revisit and name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas <p>Human and physical geography</p> <ul style="list-style-type: none"> know and use basic physical geographical vocabulary to refer to key physical features – lake, mountain, river, waterfall, valley, forest, sea know and use basic human geographical vocabulary to describe key human features – town, village, factory, farm, house, shop, church etc. 	<p>Using The Polar Regions as a stimulus</p> <p>Locational knowledge:</p> <ul style="list-style-type: none"> identify the continents and oceans of the world <p>Place knowledge:</p> <ul style="list-style-type: none"> understand geographical similarities and differences through studying the human and physical geography of Casteau, and the town of Iglulik in the Arctic <p>Human and physical geography:</p> <ul style="list-style-type: none"> identify seasonal and daily weather patterns in the local area and the North and South Poles use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather identify key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop 	<p>Using Soignies or Ath and the Ardennes in Belgium as a stimulus:</p> <p>Place knowledge:</p> <ul style="list-style-type: none"> understand the human geography of local town of Soignies understand the physical geography of the Ardennes <p>Human and physical geography:</p> <ul style="list-style-type: none"> identify seasonal and daily weather patterns locally use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather Identify key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop

YEAR GROUP KS2	SUBJECT	<u>TERM ONE</u> Across Europe (Local)	<u>TERM TWO</u> World History/Global Issues	<u>TERM THREE</u> Ancient Civilisations
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3	GEOGRAPHY	<p>Place: Mons and Wallonia</p> <p>Human and Physical Geography: 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>Geographical Skills: use fieldwork to observe, measure, record and present the human and physical features in the local area (Mons) using a range of methods, including sketch maps, plans and graphs, and digital technologies (digital survey).</p>	<p>Physical Geography: Mountains</p> <p>Locational: locate the world's countries, using maps</p> <p>Place: understand geographical similarities and differences through the study of human and physical geography of North America</p> <p>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 (California)</p>	<p>Physical Geography: Earthquakes (links from term 2 North America)</p>
4	GEOGRAPHY	<p>Locational: locate European countries, using maps to focus on Europe (including the location of Russia) concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time</p> <p>Geographical Skills: use maps, atlases, globes to locate countries and describe (WW1 Link)</p>	<p>Physical Geography, including: climate zones, biomes and vegetation belts and the water cycle.</p> <p>Rainforests</p> <p>Deforestation/Palm oil/Climate Change</p>	<p>Physical Geography: Rivers (The Nile)</p> <p>Geographical Skills: Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies (Residential Visit)</p>
5	GEOGRAPHY	<p>Earth and Space</p> <p>Locational: Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)</p> <p>Geographical Skills: use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>Four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.</p> <p>Use fieldwork to observe, measure, record and present the human and physical features in the local area (SHAPE and residential areas) using a range of methods, including sketch maps, plans and graphs, and digital technologies</p>		<p>Physical Geography: Volcanoes (Roman link)</p> <p>Geographical Skills: Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies (Residential Visit)</p>

6	GEOGRAPHY	<p>London/South East/Kent Locational: understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom (Residential location of Bowles and WW2 link) Geographical Skills: Use the eight points of a compass. Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies (Visit to Bastogne/London)</p>	<p>Locational: key topographical features (including coasts and rivers) and understand how some of these aspects have changed over time.</p>	<p>Geographical Skills: Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies (Residential Visit)</p>
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