



## Geography Curriculum Overview 2021/22

Our Geography curriculum makes sure that there is a clear progression of knowledge and skills from early years, through key stage 1 and key stage 2. Pupils at Rosendale will develop a growing knowledge about the world, its natural and human environments, the interaction between these environments and the impact of change. This knowledge should inspire a curiosity about planet Earth and its people.

Themes running through curriculum: Locational knowledge (LK) Topography (T) Natural processes of change (NP) Human impact on environment (HI) One World (1W)  
 There will be three units of geography taught per year. In year one the weather work will run throughout the year.

	Core knowledge	Skills and fieldwork	Map skills
<b>YEAR 1</b>	<p>(NP) Weather work will be spread over the year.            Daily weather patterns. Seasons. Months.</p> <p>(LK) Learning names of countries in the UK and surrounding seas and locating them on a map.</p>	<p>Fieldwork techniques for investigating weather.            Measuring micro climates.            Simple experiments for measuring the weather.</p>	<p>Looking at a variety of maps and globes. Learn the four compass points and give directions. Use photographs of classroom to make their own plan of the classroom.</p>
<b>YEAR 2</b>	<p>(LK) Learning the names of the continents and oceans and locating them in a map. Use atlases and google earth.</p> <p>(T and HI) Learn features of built and natural environments.</p>	<p>Trip in local area (Herne Hill, Brockwell park) and to Box Hill. On trips use fieldwork skills (data collection, sketching, photography)            Investigate area's physical and human geography including settlement and land use.</p>	<p>Make map of the school and its grounds using photos of key landmarks. Use compass points and give directions.</p>
<b>YEAR 3</b>	<p>(T) Understand the physical shape and dimensions of Earth. Northern and southern hemispheres, equator, north and south poles. Latitude and longitude.</p> <p>(T) Learn about the world's major natural environments: desert, mountain grassland,</p>	<p>Find/compare countries on similar/different latitudes and longitudes. Explore scale of planet, eg time taken to travel various distances using different forms of transport.</p> <p>Trip to Greenwich Meridian</p>	<p>Learn eight compass points to describe location of capital cities with the British Isles. Learn the difference between the boundaries of Great Britain, the British Isles and the United Kingdom.</p>

	forest etc. Learn the location of major mountain ranges deserts etc, Extend to distinctive UK terrains eg hills, valleys, rivers, lakes moorland etc.	Use atlases and google earth.	
<b>YEAR 4</b>	(NP) Water cycle. Study river from source to sea.  (LK) Major countries and capital cities (eg 10 or 20 largest cities by area and population).  (HI) Study another country in depth.	Trip to a river. Fieldwork: data collection, measurement, observation, sketching.  Use atlases and maps, interpret weather data.	Focus on Ordnance Survey maps and basic map reading. Read four figure grid references. Pupils are introduced to the geographical concept of scale and to map symbols and keys.
<b>YEAR 5</b>	(NP) Natural changes to the planet. Learn the difference between weather and climate.  (NP, HI, 1W) Human driven changes to the planet. Human-driven climate change.	Investigate weather data and live satellite imagery from Met Office.  Learn about extreme weather events. Carry out environmental impact assessments on development in local area.	Focus on physical geography. Pupils learn how hills and valleys are represented on OS maps, through the use of contour lines. Build a 3D model from contour lines.
<b>YEAR 6</b>	(1W) Globalisation. Different perspectives on world: size, population, GDP etc. London as a hub city.  Study of global trade.	Look at cartograms using World Mapper. Investigate data on London's cultural and ethnic diversity. Investigate census data.	Further work on OS maps. Pupils learn to read six figure grid references and practise locating the school, their house and significant buildings on a map of the local area through the use of hard copy and digital maps.