

Broke Hall Primary School

Curriculum Overview – Geography

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1		<u>Where do I live?</u> The UK (countries) Our address and where it is located (town) Local walk Simple mapwork Continents		<u>Around the world</u> To be able to locate Europe on a world map and identify some of its countries and features. To be able to locate on a world map and explore the features and characteristics of: Asia/China. Australia Kenya North America/USA South America/Brazil Antarctica		<u>The four seasons</u> Months Seasons Weather
Year 2		<u>Maps and mapping</u> To name and map the capital cities of England, Wales, Scotland and Ireland. To name and map the oceans and seas around Britain. To locate and map the continents and oceans and Equator. To use compass directions and directional language to describe the location of features and routes on a map. To use locational and directional language and to describe the location of features and routes on a map To devise a simple map of the school, identify features using a key.		<u>Ipswich and contrasting location.</u> Nearby locations seaside/ countryside e.g., Felixstowe and surrounding countryside villages e.g. Witnesham Understand geographical similarities and differences, key physical and human features. Opinions/ views on a place. Field trip Foxburrow Farm and local walk		<u>On Safari –Kenya</u> To locate Africa on a world map and identify the country of Kenya To explore: Climate and weather, animals of Kenya, people and culture To be use compass points to navigate around a map. Landscapes of Kenya Similarities and differences to the UK
Year 3		<u>The Mediterranean</u> What's on the map? Bird's eye view of Europe	<u>Earthquakes and Volcanoes</u>			<u>Where does our food come from?</u> Understand that the food comes from

		<p>Is Europe a proper continent? Is the Mediterranean a proper sea?</p> <p>What's so special about the Mediterranean?</p> <p>Zoom in on Italy: A country of cities and regions.</p> <p>Zoom in on Bologna and the Bolognese – A City of Education and a City of Food</p> <p>Everyday Life in Bologna</p>	<p>Understand structure of Earth</p> <p>Tectonic plate</p> <p>Describe how earthquakes are created</p> <p>Understand what a volcano is and where they are in the world</p> <p>What happens when a volcano erupts?</p> <p>What are the features of a volcano?</p> <p>Explore life in volcanic areas</p>			<p>different places including food production in the UK.</p> <p>Know how land in temperate, tropical climate and Mediterranean zones are used to produce food and how they can be adapted to achieve more yield.</p> <p>Explain and describe the trade links that enable food from around the world to be sold in the United Kingdom</p>
Year 4		<p><u>Village Settlers</u></p> <p>How does physical geography change between locations?</p> <p>Why have people chosen to settle in Britain over time?</p> <p>(map reading, geographical features, settlements, place names)</p>		<p><u>Shackelton's Antarctica</u></p> <p>Antarctica key features.</p> <p>Fascinating imagery, identification of features of Antarctic geomorphology.</p> <p>Climate zones and poles-physical geography</p> <p>Route taking (Endurance expedition)</p> <p>Living and learning on the ice, mapping, grid references, terrain</p> <p>Antarctica day-living classroom/research station</p>		<p><u>The United Kingdom</u></p> <p><u>The British Isles, UK, and GB.</u></p> <p>Name and locate topographical features.</p> <p>Track and trace countries and products.</p> <p>Famous football cities-economic and industrial growth and change.</p> <p>Cities of contrast (Birmingham and Blackpool).</p> <p>Best of British –migration, multiculturalism, key aspects of being British.</p>
Year 5	<p><u>Rivers and coastal systems</u></p> <p>Locate rivers in the UK and around the world</p> <p>Course of River – erosion, transportation, and deposition</p> <p>What is the same/different about the Orwell and the Nile?</p> <p>Define coast and understand the features of a coastline and how they are formed.</p> <p>Understand how people prevent erosion by building sea defences</p>		<p><u>Water world</u> (Spring 2024)</p> <p>Biomes and Climate zones</p> <p>Rivers and Coasts</p> <p>Water on our planet</p> <p>Water cycle</p> <p>How we use water</p> <p>Water for power</p>			<p><u>Mountains and Earthquakes</u></p> <p>Mount Everest</p> <p>Mapping mountains</p> <p>The formation of mountains</p> <p>Earthquakes</p> <p><u>Earning a living (2023)</u></p> <p>Explain why jobs are important</p> <p>Group jobs by sector</p> <p>Know industries of the UK</p> <p>How people earn money</p> <p>Unemployment and its effects</p>

	Coastline changes through erosion. Compare and contrast East Anglian coastline to other coasts (Field trip Dunwich)					
Year 6		<u>Global Trade</u> How did trade become Global? Food and Global trade The Global supply chain What does the UK export and where? Investigating fairtrade Highest value exports		<u>United States of America</u> What are some of the geographical features of USA (canyons, valleys, plains) Where are all the people? Challenged by water: floods and drought Food and farming in the USA New York through time.	<u>Sustainable Development</u> The environment and sustainability (the carbon cycle) Evolution and adaptation 'Discovering the Galapagos'	