

Geography Curriculum Overview 2017-18

The following curriculum overview may be subject to change. At Monksdown Primary School the children are constantly evolving our curriculum in response to the needs of learners and national strategies. For the most up-to-date information of what your child is learning please visit our the website and Twitter feeds which are regularly updated throughout the year.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	Using maps, globes and aerial photographs the children will name, locate and identify characteristics of the four countries and capital cities of the UK and its place in the world, including seasonal the weather patterns. The children will learn about their local area and walk to Croxteth Park.		As geographers, the children will understand 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 city.		As geographers, the children will use simple compass directions (North, South, East, West) as well as locational/directional language (near, far, right, left) to describe the location of features and routes on a map, using this knowledge to understand the geography of the school grounds.	
	When completing work on the UK, the children will use short burst writing vocabulary such as beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season, weather, city, town, village, factory, farm, house, office, port, harbour and shop.					
Year 2	As geographers, the children will name and locate the world's seven continents and five oceans, locating them in relation to the North and South Poles and their basic physical and human features.		As geographers, the children will use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied in the Autumn Term.		As geographers, the children will use simple compass directions (North, South, East, West) as well as locational/directional language (near, far, right, left) to describe the location of features and routes on a map. The children will use aerial photographs to identify landmarks and features of the school's surrounding environment.	
	When completing work on the UK, the children will use short burst writing vocabulary such as beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season, weather, city, town, village, factory, farm, house, office, port, harbour and shop.					
Year 3	Our European Neighbours As geographers, children will: Locate Europe including Russia using maps and globes Locate key countries in Europe relevant to our pupils and current news. Find capital cities on maps, comparing and contrasting physical/human features. Study a European country of interest and compare to the UK its climate, physical features and human features.		Liverpool As geographers, the children will locate the school on a map and describe its position in Liverpool and the surrounding area. They will identify local landmarks and physical and human features of Norris Green and Liverpool.		Farm to Fork As geographers, the children will find out where food comes from, locate countries that farm these foods and discuss trade/working conditions. The children will plot the journey of food to our cupboard (e.g. coffee from Brazil) The children will compare the climate and physical aspects of countries and discuss why crops are grown where they are, compared to the UK. The children will study and taste food grown in the Mediterranean	
Year 4	Countries of the World Using maps and GIS, locate continents, countries, and cities identifying physical features. Investigate key aspects of climate in the regions of the world and how physical features have an impact on people's lives. The children will compare Nigeria with the UK, linking this into our History topic 'The Slave Trade'.		In the Desert As geographers, children will locate deserts (including the Arctic and Antarctic) on physical and online maps. They will also discuss desert climate and how deserts are formed. The impact that deserts have on people that live in or near them will also be investigated. The issues surrounding human activity alters the environment and affects the rate of desertification.		Earning and Living As geographers, the children will learn about the importance of jobs for UK society. They will investigate different jobs, sectors and industries in the UK before comparing them with other countries. The issues around unemployment and child labour will also be discussed.	
Year 5	The UK As geographers, children will study the UK, including names of counties, cities and towns. They will use maps, atlases and globes to locate them. The children will investigate land use patterns; understand how some of these aspects have changed over time.		Extreme Earth Children will explore extreme climates as physical geographers They will describe and understand key aspects of the water cycle, volcanoes, earthquakes, climate zones, rivers and mountains. They will use digital mapping to locate physical features on fault lines, along with rivers, lakes and time zones. They will also compare the physical geography and its effect on climate (North America and the UK)		The Middle East As geographers, children will study the human and physical geography of the Middle East. They will focus on key aspects of human geography, including economic activity, trade links and the distribution of natural resources.	
Year 6	South America Children will locate South America on a map and will name its countries and major cities. They will study the climate of South America's regions in comparison to each other and our own. Children will locate and discuss the physical geographical features, including the Andes. They will compare the human geography of the South Americas in relation to the UK, including a study of trade and industry. Children will then study a chosen region to compare to their local area.		Our Local Area Children will compare the location of Merseyside, Liverpool and Norris Green to other major UK regions. They will study the trade and economic activity of Liverpool and how this has changed since Liverpool ceased to be a major sea port, along with its regeneration since '2008 Capital of Culture'. Children will conduct a study of the River Mersey and discuss its importance to the city. They will discuss Liverpool's climate and compare it to a mountainous area, Southern coast and inland area of the U.K.		Independent Study Children will conduct an independent study of a country of their choice. This study will focus on the different physical and geographical features and will show evidence of map skills, geographical diagrams and will communicate geographical information.	