

Geography Curriculum Overview 2020-21

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	<p>Penguins, Possums and Pigs</p> <p>This unit aims to help children to think geographically and to equip them with some knowledge about the hot and cold places of the world and how these are different from the UK. Children will use a variety of maps and globes to develop their understanding.</p> <p>When completing work on the UK, the children will use 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.</p>		<p>Family Album</p> <p>Within this unit children will name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. Children will identify these on a map.</p>		<p>The Great Outdoors</p> <p>In this unit children will identify seasonal weather patterns in the United Kingdom. As geographers' children will study the geography of the school and its grounds through observation and identification. Children will use compass points for direction.</p>	
Year 2	<p>The place where I live</p> <p>Children will learn about where they live in comparison to a small area in the UK. Children will use a range maps to identify where places identifying human and physical features. Children will explore and observe the school grounds and the surrounding areas.</p> <p>When completing work on the UK, the children will use 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.</p>		<p>Explorers</p> <p>Children will explore a small area in a contrasting European country. Children will identify hot and cold areas of the world in relation to the equator and the North and South Poles. Through using a range of maps of different scales children will identify simple features such as buildings, roads and fields. Children will be encouraged to ask geographical questions.</p>		<p>Wind in the Willows</p> <p>Children will explore seasonal and daily weather patterns in the United Kingdom. Children will be use basic geographical vocabulary to refer to key physical features. Children will build on previous skills using a variety of maps and though asking geographical questions.</p>	
Year 3	<p>There's no place like home</p> <ul style="list-style-type: none"> The purpose of this unit is to enable pupils to investigate their local area using maps, aerial photos and satellite imagery. They should learn where they are in the world and describe a range of physical and human features of their locality. They should begin to realise that different types of maps e.g. Ordnance Survey, Google Maps, Bing Maps, Google Earth etc show different features in more/less detail. For example, their school will not always appear on Google Maps but will definitely feature on large scale Ordnance Survey maps. 		<p>Rock and Roll</p> <p>In this theme, children will investigate earthquakes and volcanoes: what they are; why they happen; and how they affect the landscape and human activity. They should learn that the Earth is constantly moving and changing, inside and on the surface (plate tectonics) resulting in physical features such as earthquakes and volcanoes. They should begin to ask questions about what they hear in the news and make links between what is happening around the world (e.g. natural disasters) and what they have learned in school.</p>		<p>What the Romans did for us</p> <p>The purpose of this theme is for the children to study a region of the United Kingdom. This region could be anywhere in the UK but is likely to be different from the region in which they live. It builds on work based on the local area covered earlier in the year in the theme 'There's No Place Like Home'. The chosen region could be a National Park, or a governmental region such as Greater London or Northern Ireland. It could contain several cities and counties, such as the South West which would include Cornwall, Devon and Somerset, with a focus on coasts. The chosen region might be one which is significant to the teacher or some of the children in the class. This theme will focus on a local area but the ideas are transferable to the study of other regions in the UK. The children will study key aspects of human and physical geography in the local area. They will consider geographical similarities and differences between the local area and other regions of the world or the UK, including their own locality.</p>	
Year 4	<p>The Great Plague</p> <p>In this unit children will learn about the importance of taking care of the environment. They will consider environments at a range of scales from their classroom to the whole world. It will include issues around litter and waste e.g. damage to the environment; reducing the level of resource use; and reuse, as well as recycling, of resources. Children will recognise how people can adversely affect, as well as improve, the environment. They will begin to identify and explain differing views that people have about topical environmental and geographical issues.</p>		<p>Passport to Europe</p> <p>In this theme, children will learn about a region which is part of European country. Any region or country can be chosen. Children will explore a region in and be aware of its broader geographical context, such as the country and continent in which it is located. Children will explore similarities and differences between the region being studied and regions of the UK with which they might be more familiar.</p>		<p>Water, Water Everywhere</p> <p>In this theme, children will learn about rivers and the water cycle. This will be in the context of a local river study (fieldwork) and/or key aspects of the main rivers in the UK and in the wider world. Children will learn that rivers have sources, channels, tributaries and mouths, that they receive water from a wide area and that most flow eventually into a lake or the sea. They will learn that human activity affects and is influenced by rivers. They will link their learning about rivers to other bodies of water such as reservoirs, lakes, seas and oceans.</p>	
Year 5	<p>A Kingdom United</p> <ul style="list-style-type: none"> Children will research the United Kingdom and Great Britain. They will research (some of) the counties of each of the four countries. The children will learn about some unique physical or human features from each of the countries: <ul style="list-style-type: none"> The Giant's Causeway or Lough Neagh in Northern Ireland. Ben Nevis or Loch Ness in Scotland. The River Thames or the Peak Cavern in England. Snowdonia National Park or the source of the River Severn, in Wales. <p>Food, Glorious Food!</p> <p>Children will learn that food comes from various and diverse places. Some food is produced locally but much of our food is grown (or reared) in other countries and has to be transported over many miles to reach us. Children will learn that different foods require different climates and soils, and that humans are needed to grow, harvest and transport food from its source to our tables. They will also learn that whilst many people in the world produce their own food, some rely on others to farm and transport the food for their consumption. Children will also learn that not everybody in the world has enough food to eat (and why) yet others have more than enough and may even waste the food they have.</p>				<p>Amazon Adventure</p> <p>In this theme children will study the geography of the Amazon Basin which is the region of South America drained by the Amazon River and its tributaries. As most of the region is covered by tropical rainforest (biome) they will learn about this and, if possible, other rainforests of the world. Children will start to learn how the future of tropical rainforests and other ecosystems is closely connected to human lives and lifestyles. They will also learn about the wider country of Brazil in which most of the Amazon rainforest is located.</p>	
Year 6	<p>Survival!</p> <ul style="list-style-type: none"> Pupil will research aspects of world geography e.g. revision of the seven continents and five oceans. How many countries are there in the world? Can they name some key countries in each continent; name and understand the significance of the BRICS countries? Children will also research some specific countries – perhaps any countries in the news; countries relevant to other geographical features and regions being studied; countries of special relevance to individual children e.g. where their relatives live, where they were born, where they've been on holiday etc. 				<p>OH! I do like to be beside the seaside.</p> <p>The purpose of the learning within this theme is for children to study the human and physical geography of a seaside town, such as Blackpool or Southport, comparing it with other places studied previously. They will consider elements such as tourism, transport, settlements, land use and change over time etc. through the use of maps, images and other sources of geographical information. They will develop Ordnance Survey and digital mapping skills. Depending on the location of Blackpool relative to the children's school there may also be the possibility of fieldwork.</p>	