Geography Curriculum Overview

This Curriculum Overview shows what your child will learn in Geography during their time at The Free School Norwich. This is reviewed annually and may be adapted to meet the needs of individual children or classes, and where appropriate, will be linked to events or places in our local environment.

Year 1		
Christmas	**Spring**	**Summer**
Local area	**Weather and climate**	**United Kingdom**
Sequencing of learning: • Spot the difference between rural and urban areas and know what type of settlement I live in • Explore and record the features of our school grounds • Explore and record the features of our local area • Recount the journey through my local area • Recognise the symbols used on an ordnance survey map • Create a map of my local area. **Vocabulary:** Inside, local, north, outside, south, west, above, around, below, left, right, forward, near, inside, opposite, outside	**Sequencing of learning** • Order the months of the year and recognise seasons • Spot the difference between the seasons • Find clues to decide which season we are in, • Identify the types of clothing worn in different weather • Identify the types of weather we have in the United Kingdom and record the daily weather in our area, • Review our weather diary and reflect on the impact the weather has on our activities. • Explore how the weather affects different jobs. **Vocabulary:** Time, month, season, order, winter, spring, summer, autumn, weather, clothing, suitable, unsuitable, lightning, snow, rain, sun, wind, fog, sunshine, temperature, job, affect, positive, negative, **National Curriculum Links**	**Sequencing of learning:** • Check my understanding of the United Kingdom • Locate on a map the four countries of the United Kingdom • Identify the four capital cities and surrounding seas of the United Kingdom. • Explain the difference between human and physical features • Describe the human and physical features of one of the UK's capital cities. • Share my understanding of the UK. **Vocabulary:** Map, world, country, Europe, England, Scotland, Wales, Northern Ireland, capital, Cardiff, London, Belfast, Edinburgh, Union Jack, features, physical, human, nature, **National Curriculum Links** **Geography** • name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas - use world

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National Curriculum Links **Geography** • 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 compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map 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 - key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop	**Geography** • identify seasonal and daily weather patterns in the United Kingdom	maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage • 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 - key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop

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Year 2 Geography		
Christmas	**Spring**	**Summer**
Continents and oceans	**Hot and cold places**	**Mugumareno Village, Zambia**
Sequencing of learning: • Understand where I am in the world • Locate on a map the seven continents • Locate on a map the oceans that ink the continents • Describe where different continents are located • Spot the physical and human features of a continent • Share my understanding of a continent **Vocabulary** Map, country, village, town, city, county, continent, world, land, ocean, location, North, South, East, West, human, continent, physical, features, map, **National Curriculum Links** **Geography** • name and locate the world's seven continents and five oceans • use world maps, atlases and globes to identify the continents and oceans • 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 - key human	**Sequencing of learning:** • Identify hot and cold places and locate them on a map • Recognise the features of a hot and cold place • Explore a hot or cold place • Identify the animals that live in hot and cold places and recognise how they adapt • Describe an animal that lives in a hot or cold place • Compare a pack list for a rip to a hot place with a list for a cold place • Describe what I would see in a hot or cold place **Vocabulary** Weather, temperature, hot, cold, world, Equator, Arctic, Antarctica, North Pole, South pole, hot desert, rainforest, iceberg, sand dunes, nomad, rain, river, animal, adapt, adaptation, burrow, blubber, environment, habitat, hibernate, suitable, unsuitable **National Curriculum Links** **Geography**	**Sequencing of learning**: • Spot the difference between rural and urban areas and know what type of settlement I live in • Explore and record the features of our school grounds • Explore and record the features of our local area • Recount the journey through my local area • Recognise the symbols used on an ordnance survey map • Create a map of my local area. **Vocabulary:** River Zambezi, Zambia, continent, wildlife, rural, urban **National Curriculum Links** **Geography** • Understand geographical similarities and differences through studying the human and physical geography of a contrasting non-European country • use basic geographical vocabulary to refer to:

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features, including: city, town, village, factory, farm, house, office, port, harbour and shop • use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map	• identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles • use world maps, atlases and globes to identify countries, continents and oceans studied at this key stage	• key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather • key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop • use world maps, atlases and globes to identify countries, continents and oceans studied at this key stage

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Year 3 Geography		
Christmas	**Spring**	**Summer**
Climate zones	**North America**	**Rio and South-East Brazil**
Sequencing of learning • Identify the different lines of latitude and explain how latitude is linked to climate • Locate different climate zones and explore the differences between the Northern and Southern Hemispheres • Compare temperate and tropical climates • Explore weather patterns within a climate zone • Write a weather forecast for a typical day in your choice of climate one • Identify the characteristics of each climate zone. **Vocabulary:** climate weather latitude Equator hemisphere axis sphere season temperate tropical temperature precipitation Mediterranean arid polar **National Curriculum Links** **Geography** • identify the position and significance of latitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn and Arctic and Antarctic Circle • describe and understand key aspects of: physical geography, including: climate zones	**Sequencing of learning** • Locate North America on a world map and explore the landscape • Identify countries within North America and states within the USA • Explore the physical geography of the Rockies • Describe the physical geography of Mount St Helens and the impact it has had on the surrounding area. • Compare the landscapes of different US states • Compare New York state, New York city and where I live. **Vocabulary:** The Caribbean, central America, Denali, great lakes, latitude, longitude, Mississippi River, Northern Hemisphere, Western Hemisphere, Canada, Mexico, state, glacier, habitat, mountain range, national park, wilderness, wildlife, cascades, eruption. North-west, facilities, human, landscape, location, physical features, north-east, rural, urban, **National Curriculum Links** **Geography** • locate the world's countries, using maps to focus on North America, concentrating on its	**Sequencing of learning** • Locate south America on a world map and identify a range of its physical and human features • Locate the countries and capital cities of south America • Compare key facts about Brazil with your country • Use photographs and information texts to imagine what daily life in Rio might be like. • Identify how my life is linked to Rio and the South East of Brazil • Identify the pros and cons of hosting the Olympic games. **Vocabulary:** Cerro Aconcagua, Sao Paulo, Lake Titicaca, La Paz, Southern Hemisphere, Ushuaia, Brasilia, latitude, longitude, time zone, tropical, Northern Hemisphere, population, culture, favela, recreation, region, trade, export, port, manufacturing, mining, port, tourism, trade, Olympic Games, development **National Curriculum Links** **Geography** • locate the world's countries, using maps to focus on South America, concentrating on its

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Maths • Interpret and present data using bar charts and tables • Read, write and convert time between analogue and digital 12- and 24-hour clocks **English** • Write for a specific audience • Retrieve and record information from non-fiction	environmental regions, key physical and human characteristics, countries, and major cities • identify the position and significance of latitude, longitude, and time zones (including day and night) • use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied • describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle • 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	environmental regions, key physical and human characteristics, countries and cities • use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied • identify the position and significance of the Equator • identify the position and significance of the Prime/Greenwich Meridian and time zones (including day and night) • understand geographical similarities and differences through the study of the human and physical geography of a region of the UK and a region within South America

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Year 4 Geography		
Christmas	**Spring**	**Summer**
Rivers	**Rainforests**	**South America – the Amazon**
Sequencing of learning • Describe the water cycle, explain what a river is and locate the world's longest rivers on a map. • Describe how rivers are used around the world • Identify the stages and features of a river, and the way that land use changes from the source to the mouth. • Recognise and explain how human activity affects rivers. • Recognise and explain how flooding affects communities • Identify the key characteristics of one of the world's longest rivers. **Vocabulary:** Water cycle, overland flow, evaporation, mouth, precipitation, channel, condensation, hydro-electric power, crops, transporting, recreational, meander, tributary, v-shaped valley, waterfall, ox-bow lake, dam, hydro-electric power, irrigation, flood plain, Thames Barrier, embankment, sandbag, continent, country, world river	**Sequencing of learning** • Recognise what a rainforest is and locate the worlds rainforest on a map • Recognise the different layers of life in a rainforest • Recognise the features that make up a rainforest • Describe the key characteristics of the Congo • Describe and explain the impact of the deforestation of the rainforests • Explain the importance of the Amazon rainforest. **Vocabulary:** Rainforest, Equator, continent, Congo, Amazon, forest floor, understory, emergent, canopy, logging, biome, tribe, okapi, logging, Aka people, nomadic, hunter-gatherer, deforestation, indigenous, fell, eco system, farming, oxygen, carbon dioxide, fertile, biodiversity, Manaus	**Sequencing of learning** • Locate south America on a world map and identify a range of its physical and human features • Locate the countries and capital cities of South America • Compare key facts about Brazil with our country • Find out if the River Amazon is the longest in the world and identify the key characteristics of the Amazon Basin. • Explain the importance of the Amazon Rainforest • Share my knowledge and understanding of the Amazon Basin. **Vocabulary:** Amazon Basin, Peru, Bolivia, tributary, Bolivia, Brazil, Ecuador, equatorial, Topic of Capricorn, Venezuela, access, food chain, biodiverse, biome, ecosystem, food chain, humidity, river basin, charity, deforestation, photosynthesis, poverty, capital, trade, urban, volume, state, settlement, agriculture, rural, latitude, longitude, manufacturing

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National Curriculum Links Geography	National Curriculum Links Geography	National Curriculum Links Geography
• describe and understand key aspects of physical geography, including rivers and the water cycle • use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied describe and understand key aspects of 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	• describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts • identify the position and significance of lines of latitude, the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn • describe and understand key aspects of 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	• locate the world's countries, using maps to focus on South America, concentrating on its environmental regions, key physical and human characteristics, countries and cities • use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied • identify the position and significance of the Equator • identify the position and significance of the Prime/Greenwich Meridian and time zones (including day and night) • understand geographical similarities and differences through the study of the human and physical geography of a region of the UK and a region within South America

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Year 5 Geography		
Christmas	**Spring**	**Summer**
Mountains	**Volcanoes and earthquakes**	**European region**
Sequencing of learning • Describe what a mountain is and locate the worlds 'seven summits' on a map • Describe the key features of mountains and how they are formed • Describe the climate of the mountains and explore mountain life • Explore and locate the UK's highest mountains • Recognise the importance of the Himalayas for people living in the region • Share your knowledge about a world-famous mountain or mountainous region. **Vocabulary:** Mountain, hill, summit, mountain range, landform, plates, mantle, slope, valley, fold, fault block, volcanoes, dome, climate, avalanche, Equator, UK, environment, Three Peaks Challenge, Himalayas, terracing, mountaineers, porters, seven summits, region, mountain range.	**Sequencing of learning** • Find out about the structure of the Earth and label a diagram • Describe what happens at the boundaries between the Earth's plates. • Describe and explain the key features of a volcano • Locate a range of famous volcanoes and find out some key facts, including when the volcanoes last erupted. • Report on the effects of a volcanic eruption • Evaluate the advantages and disadvantages of living near a volcano. **Vocabulary:** Volcano, core, plates, tectonic, core, mantle, crust, boundaries, magma, ash cloud, central vent, eruption, lava, continent, map, Europe, Pacific Ring of Fire, North America, effect, short-term, long-term, rubble, aid, survival kit, human, features, drill, aid, survival kit, preparation, Venn diagram, eye-witness, effects, impact, advantage, disadvantage,	**Sequencing of learning** • Locate Europe on a world map and identify some of its characteristics • Locate some of Europe's countries and capitals, and find out more about them. • Explore different European cuisine • Use key facts and persuasive techniques to persuade someone to holiday in the Mediterranean. • Compare and contrast news stories about the Mediterranean. • Compare life in Athens with my life and my local area. **Vocabulary:** Europe, European Union, France, Germany, Italy, Mediterranean, Poland, Ukraine, Russia, Spain, Scandinavia, temperate, polar, civilisation, leisure, Mediterranean Sea, tourism, service industry, resort, border, Greece, migrant, refugee, Syria, agricultural, residential, coastal, industrial, mountain, rural, urban, wilderness, Athens, Attica, itinerary, Parthenon, Peloponnese, Piraeus, port, Acropolis, climate, pollution

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National Curriculum Links Geography	National Curriculum Links Geography	National Curriculum Links Geography
• describe and understand key aspects of physical geography, including: mountains • use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied • describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals • name and locate key topographical features of the UK (including mountains)	• describe and understand key aspects of physical geography, including: volcanoes and earthquakes • use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied	• locate Europe's countries, their environmental regions, key physical and human characteristics, countries, and major cities • use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied • describe and understand key aspects of: 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 • describe and understand key aspects of: physical geography, including: climate zones, biomes, vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle

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Year 6 Geography		
Christmas	**Spring**	**Summer**
United Kingdom	**World Trade**	**Local area and region - Upper KS2**
Sequencing of learning • Compare and contrast the different countries of the UK • Identify where I live in the UK and locate the UK'S major cities • Identify physical characteristics of the United Kingdom • Understand how people have affected the United Kingdom's landscape • Describe and explain the sorts of industries in which people in the United Kingdom work. • Understand the different types of energy sources used in the United Kingdom. • Evaluate the advantages and disadvantages of wind energy. **Vocabulary:** Countries, human, physical, landmark, region, capital city, city, county, physical features, coastline, mountain range, river, human features, land use, landscape, industry, National Park, retail, farming, manufacturing, tourism, finance, energy, renewable, wind energy, London Array, solar farm, nuclear power	**Sequencing of learning** • To explore some of the reasons for trade in different parts of the world. • To investigate global trade processes and trade routes • To plan a simple supply chain for a product. **Vocabulary:** Balance of trade, commodity, import, export, industrial, manufactured, minerals, raw materials, resource, textiles, container, distribution, environment, producer, route, supply chain, transportation, ethical, food miles, inputs, sourcing, supply chain	**Sequencing of learning** • How do my local area and my region fit into the wider world? • Can I Identify and locate the main features of our region within the UK? • How might out region meet people's needs? • Fieldwork- is this a place fit for people? • How can I create a needs map of the place I have visited? • How does out region meet people's needs? **Vocabulary:** aerial view, built environment, congestion, consultation, developer, development, economy, planning, renewable energy, suburb, sustainable development

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National Curriculum Links Geography	National Curriculum Links Geography	National Curriculum Links Geography
• 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 • use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied • describe and understand key aspects of 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	• describe and understand key aspects of human geography and economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water • use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied	• 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. • use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied • describe and understand key aspects of 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