

Holy Trinity CE Primary Academy Geography Curriculum

Curriculum Intent:

Children will understand how the physical world impacts on our civilisation and how our society impacts on the rest of the natural world.

They will understand their responsibilities as stewards of our world.

They will respond with compassion, love and courage to help foster communities of justice, peace and stability. They will learn through debate and discussion how to frame their own views and how to accept those of others.

	Stonehenge	Whitehorse	Sarum	Avebury	Silbury
Locational Knowledge	<p>Become familiar with a map of the world and understand it shows all the countries of the world.</p> <p>Name the 7 continents.</p> <p>Name and locate the 4 countries and capital cities of the UK.</p>	<p>Use a world map to locate the seven continents, five oceans, the capital cities of the UK and the surrounding seas.</p>	<p>Use a world map to locate rainforests, equator, tropic of Cancer/ Capricorn, continents, some countries and physical features. Also to locate local features such as towns, cities, rivers etc.</p> <p>Be able to locate New Zealand on a map</p> <p>Become accustomed to recognising and using symbols and keys; 8 points of the compass, estimating straight line distances using a scale.</p>	<p>Become increasingly familiar with the map of the world and understand that it shows all the countries of the world.</p> <p>Name the world's 7 continents.</p> <p>Name and locate the four countries and capital cities of the UK.</p> <p>Know the names, capital cities and locations of some major countries such as USA, China, Australia, Brazil, as well as many of the countries of Europe.</p>	<p>Name the continents and oceans of the world.</p> <p>Be able to locate any country and capital city using an Atlas and longitude and latitude.</p> <p>Identify Northern and southern hemisphere, equator, tropics of Cancer and Capricorn, Arctic and Antarctic circle. Prime Meridian and Time zones.</p> <p>Identify 10 countries of Europe on a blank map.</p> <p>Name and locate counties and cities in UK.</p>

					Locate human and physical characteristic, topographical features and land use patterns.
Human, physical and environmental	<p>Daily seasonal and weather awareness. Locate hot and cold areas of the world. Identify the human and physical features of the school environment. Know about the impact of dropping litter and some of the basic problems of pollution. Know about the need to save water and turn off the lights.</p>	<p>Identify hot and cold areas of the world, including the North and South Poles and the Equator. Look at the basic effects of pollution in our world – animal habitats spoilt etc. Understand the basic need to reduce, reuse and recycle.</p>	<p>Learn facts about specific environments eg rainforests and surrounding areas; earthquake areas and local areas. Learn about human impact on a specific area.</p> <p>Describe the environmental change and its impact in one area of the world.</p> <p>Examine the environmental impact of deforestation and over use of non-recyclable resources</p> <p>Look at how individuals and communities can be more ‘environmentally friendly’, explaining what living sustainably means.</p> <p>Explain why earthquakes occur in some areas and not others.</p>	<p>Know why people might move from one area of a country to another area or from one country to another. Know why most people live in cities and compare cities to more rural environments. Know where megacities are located and why. Know some of the advantages and disadvantages of city living and why cities grow over time.</p> <p>Understand that tourists come to visit places from all over the world but not from all countries – why? Know why the Kennedy Space centre is located on the Eastern seaboard of Florida. Understand differences in weather between UK and Florida.</p>	<p>Explain how plate movement can form mountains. Understand how fossils are formed and how sea animal fossils are at the top of mountains. Compare and contrast mountain ranges and explain climate differences, biomes and vegetation belts. Explain how mountains contribute to settlements, economic activity and provide natural resources.</p> <p>Explain human importance of National Parks and identify cultural heritage. Identify key physical and human geographical features of National Parks. Describe how National Parks provide trade and economic activity.</p>

			<p>Explain how earthquakes occur.</p> <p>Locate, describe and explain why so many earthquakes and volcanoes occur around the Pacific Ring of Fire.</p> <p>Explain why volcanoes often occur in same places as volcanoes</p> <p>Understand the difference between renewable and non-renewable resources.</p>	<p>Know how a river changes over its course. Understand why estuaries are such important habitats for wildlife. Know the role that rivers play in the water cycle.</p> <p>Understand what is meant by trade and know some of the commodities traded by the UK. Understand that sometimes trade isn't fair to all participants. Understand how "fair trade" attempts to make trade fair for all participants.</p>	<p>Compare land use in different National Parks.</p> <p>Explain how volcanoes form, their geographical features and climate zones. Explain and observe global patterns of volcanoes. Describe how volcanoes provide economic activity and trade and how natural resources provide energy Explain how the environment has changed over time. Are earthquakes or volcanoes more dangerous?</p> <p>Explain why weather patterns are changing around the world and the effect of climate change on people, their settlements and climate zones. Paying attention to heatwaves, bush fires, flooding and glacier melting. Explain how glaciers and icebergs are formed.</p>
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					Understand how and why climate change is happening.
Geographical fieldwork and skills	<p>Gain familiarity with the world map, Google Earth and Collins First Atlas. Use simple field work such as observations, note taking, data collection and sketches to study the school grounds.</p> <p>Use birds' eye view of the classroom and school grounds to identify buildings and other landmarks.</p> <p>Take photos on field trips of interesting things and explain what their photos show.</p> <p>Collect things from fieldtrips to create memory maps.</p>	<p>Use world maps, Collins First Atlas, Google Earth and Globes to locate and identify features and landmarks as well as countries and seas studied within class topics.</p> <p>Use aerial photos to compare with maps and use observational skills to create their own plan.</p>	<p>Use online mapping/atlasses/google earth to identify features of towns/cities and to compare different places.</p> <p>Field trip to a local town to examine specific human and physical features of the town and to carry out some fieldwork.</p> <p>Use digital mapping to compare a specific environment with the past.</p> <p>Use observational skills to create own map of a local area (Neolithic village in phase I of history curriculum).</p> <p>Identify and record the changes to a local town over time.</p>	<p>Use globes, atlases and maps to locate and explore regions and countries. Use four figure grid references.</p> <p>Collect, present and interpret data in different forms including tables and graphs.</p> <p>Make field sketches and relate these to maps.</p> <p>Use digital media such as Google Earth to locate and explore areas being studied.</p>	<p>Use globes, atlases, maps and digital mapping to locate and describe regions and countries.</p> <p>Measure, record, present and interpret data in different forms including tables, line graphs and pie charts and digital technology.</p> <p>Make field sketches and devise symbols and key.</p> <p>Use the eight points of a compass and six figure grid references.</p> <p>Use Ordnance survey maps, keys and scale.</p>