Cycle A

Geography Curriculum Design

Geography Knowledge	Overview	How are we learning this through real life, personal experiences?
Y1&2		
What is it like here? • To know that the UK is short for 'United Kingdom'. • To know that a country is a land or nation with its own government. • To know the name of the country they live in. • To know that an aerial photograph is a photograph taken from the air above. • To know that atlases give information about the world and that a map tells us information about a place. • To know that symbols are often used on maps to represent features. • To know simple directional language.	• In line with the KS1 Geography curriculum, in this unit, children are locating where they live on an aerial photograph, recognising features within a local context. creating maps using classroom objects before drawing simple maps of the school grounds, following simple routes around the school grounds and carrying out an enquiry as to how their playground can be improved.	• Use of the school grounds including playgrounds. • Use of the school garden. • Exploring the school building, both internally and externally. • Exploring Flimby and local surroundings using Google Earth and ariel photographs.
What is the weather like in the UK? • To be able to name the 7 continents of the world. • To know a continent is a group of countries. • To know the UK is made up of 4 countries. • To know the 4 seasons of the UK • To know that different parts of the UK often experience different weather	• Looking at the countries and cities that make up the UK, keeping a daily weather record and finding out more about hot and cold places in the UK.	• Compare weather in Flimby to other parts of the UK. • Local weather walks

• To know that weather conditions can be measured and recorded.		
What can you see at the coast? • To know that a physical feature has appeared on Earth naturally. • To know human features means it was built by humans. • To know that coasts change over time. • To know some human and physical features of the UK. • To know that the sea is smaller than an ocean. • To know human features, change over time.	• Naming and locating continents and oceans of the world while revisiting countries and cities of the UK and surrounding seas. Children learn about the physical features of the Jurassic Coast and how humans have interacted with this, including land use and tourism.	• Walk around Flimby to identify human and physical features. • Visit to Flimby Shore to look at the sea.
Y3&4		

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Why do people live near volcanoes? • To know the different types of mountains and volcanoes and how they are formed. • To know an Earthquake is the intense shaking of the ground. • To know the positive and negative effects of living near a volcano. • To know the names of some of the worlds most significant mountain ranges. • To name a range of volcanoes and know their locations.	• Children learn that the Earth is constructed in layers, and the crust is divided into tectonic plates. They study the formation and distribution of mountains, volcanoes and earthquakes and use Mount Etna to identify how human interaction shapes a volcanic landscape	• Rock hunt in the school garden • Research the closest mountain and volcano to Flimby. • Create a volcano.
Why are rainforests important to us? • To know where North and South America are on a world map. concentrating on their environmental regions, key physical and human characteristics, countries, and major cities • To know the names of some significant rivers. • To know that climate zones are areas of the world with similar climates. • To identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)	• Developing an understanding of biomes, ecosystems and tropics; mapping features of the Amazon rainforest and learning about its layers; investigating how communities in Manaus use the Amazon's resources; discussing the global human impact on the Amazon; and carrying out fieldwork to compare and contrast two types of forest.	• Local area fieldwork (to observe, measure, record and present the human and physical features in the local area) • Comparing Manaus to Flimby • Exploring a local forest

• To describe and understand key aspects of: physical geography, including climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle • To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied		
Where does our food come from? • To know that climates can influence the foods able to grow • To know that a natural resource is something that people can use which comes from the natural environment • To know that fair trading is the process of ensuring workers are paid a fair price, have safe working conditions and are treated with respect and equality. • To know the UK grows food locally and imports food from other countries. • To know the Northern and Southern hemisphere are 'halves' of the Earth, above and below our Equator and have alternate seasons to each other. • To know that the hottest biomes are found between the Tropics of Cancer and Capricorn	• Looking at the distribution of the world's biomes and mapping food imports from around the world; learning about trading fairly, focusing on Côte d'Ivoire and cocoa beans; exploring where the food for the children's school dinners comes from and the argument of 'local versus global'.	• Links with Flimby allotments • Farm to fork initiative
Y5&6		

Cycle A

Geography Curriculum Design

What is life like in the Alps? • To know the names of many countries and cities in Europe. • To identify key physical and human features across the Alps. • To name some similarities and differences between the UK and a European mountain range. • To know why tourists visit mountain ranges. • To name and describe some of the worlds vegetation belts. •	• Considering the climate of mountain ranges and why people choose to visit the Alps; focusing on Innsbruck and looking at the human and physical features that attract tourists; investigating tourism in the local area and mapping recreational land use; presenting findings to compare the Alps to the children's own locality.	• Investigating tourism in the local area • Comparing weather in Maryport to a town in Austria • Researching the closets mountain to us in Flimby.
Would you like to live in the desert? • To know the name of many countries and major cities in Europe and North and South America. • To know the location of key physical features in countries studied. • To name and describe some of the world's vegetation belts. • To know the Prime/Greenwich Meridian is a line of longitude which goes through 0°and determines the start of the world's time zones. • To know vegetation belts are areas of the world that are home to similar plant species. • To name and describe some of the world's vegetation belts.	• Exploring hot desert biomes and learning about the physical features of a desert and how humans interact with this environment.	• Would a cactus survive in Flimby? • Desert in a tray using physical and human features from the local area

• To know some negative impacts of humans on the environment. • To know that contours on a map show height and slope.		
Where does our energy come from? • To know that natural resources can be used to make energy. • To know why energy sources are important. • To understand the benefits and drawbacks of different energy sources. • To know how energy sources are distributed in an area. • To know positive and negative impacts of humans on the environment.	• Learning about renewable and non-renewable energy sources, where they come from and their impact on society, the economy and the environment.	• Walk around the local area and identify where energy is used. • Energy workshop with Sellafield