








The Whinless Down Academy Geography Curriculum

| | Term 1 | Term 2 | Term 3 | Term 4 | Term 5 | Term 6 |
|--------|---|---|--|---|---|--|
| Year 1 | <p>Me, myself and I Fieldwork and Geographical Skills – <i>What can we find out about where we live?</i></p> <p>Children think about where they live in the world/country and learn to use basic Geographical vocabulary (physical and human features of the local area)</p> <p>Use Aerial Photos; devise a simple map; and use and construct basic symbols in a key. (Sense of Place)</p>  | <p>The Seasonal Journey Human and Physical Geography – <i>What is the weather like in the UK?</i> <i>Identify seasonal and daily weather patterns in the United Kingdom.</i></p> | <p>Home Sweet Home Locational Knowledge – <i>What countries make up the United Kingdom?</i> <i>What is capital city?</i> <i>What are the capital cities of the United Kingdom?</i> Name and locate characteristics of the four countries and the capital cities of the UK. Knowledge check-in – What did you learn about where we live in term 1?</p> | <p>Amazing Animals Place knowledge – Animals around the world Equator North and South Pole Locations of hot and cold climates.</p>  <p><i>Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country. Using simple maps and keys.</i></p> | | |
| Year 2 | | | | <p>The Garden of England Fieldwork and Geographical Skills – 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 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.</p> | <p>Bugs and Beasties Fieldwork and Geographical Skills - Children to think of a question related to bugs to explore through fieldwork. For example – How many birds visit the garden every day? What animals live under stones in the garden? What flowers do bees like best? <i>Once pupils have thought of their questions, they can decide how you are going to find the answers. Children to complete and present fieldwork study. 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.</i></p> | <p>Around the World Locational and Place Knowledge - <i>Children to learn, name and locate the 7 continents and 5 oceans.</i> <i>Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country.</i> <i>identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</i></p>  |

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| Year 3 | <p>Extreme Environments Human and Physical Geography - Describe and understand key aspects of: <i>physical geography, including: , volcanoes and earthquakes.</i></p> <p><i>Knowledge Check-in – When looking at where volcanoes are and earthquakes have occurred revisit year 2 locational and place knowledge on continents.</i></p>  | | | <p>Whinless Wildlife Children to develop the geographical skills to explore and confidently talk about how they can use a range of web mapping and satellite programmes locate where animals in captivity come from.</p> <p>From this, children use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> | <p>Stone Age to Iron Age Children to visit a farm and explore aspects of <i>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.</i></p> <p>Locate stone age – Iron Age – settlements on a map.</p> <p>How has farming influenced the choice of settlements?</p> | |
| Year 4 | | | | <p>Shape of the UK Fieldwork Study - <i>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.</i></p> <p>What do you know about the United Kingdom? <i>Pupil will learn to 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.</i></p> <p><i>Knowledge Check-in – What did we learn in year 1?</i></p> <p><i>Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.</i></p> | <p>Our Plastic Planet Place and Locational Knowledge – <i>Knowledge Check-in- 7 continents and 5 oceans from KS1.</i> <i>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)</i></p> <p><i>Climate Change</i> <i>Pollution</i></p> <p>Who is caring for the planet?</p> | <p>Everything Changes Fieldwork Study - <i>Identifying key aspects of human geography in Dover and understand how some of these aspects have changed over time.</i></p> <p>Human and Physical Geography - <i>Learners to investigate 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.</i></p> <p><i>Knowledge Check-in - Revisit concepts taught in year 3</i></p> |

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| Year 5 | | <p>Rivers - The Water Cycle</p> <p>Fieldwork Study - Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.</p> <p>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.</p> <p>Pupil will learn key topographical features with a focus on rivers and land-use patterns; and understand how some of these aspects have changed over time.</p>  | <p>Ancient Greeks/ Materials</p> <p>Place Knowledge</p> <p>Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country.</p> <p>How is England different to Greece?</p> <p>Compare the Geographical features of England to Greece.</p>  | | | <p>Code Breakers</p> <p>Locational Knowledge</p> <p>Looking at Spies from around the world.</p> <p>Where do different people come from?</p> <p>Locate the world's countries, using maps to focus on Europe (including the location of Russia) North America and South America concentrating on environmental regions, key physical and human characteristics, countries, and major cities.</p> |
| Year 6 | | | <p>The Mayans</p> <p>Human Geography</p> <p>Describe and understand key aspects of: physical geography, including: climate zones.</p> <p>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.</p> <p>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)</p> | | <p>Fieldwork Study - Enrichment week – Coasts –</p> <p>How have the coastal lines changed?</p> <p>Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.</p> <p>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.</p>  | <p>Physical geography:</p> <p>Physical geography study</p> <p>including: climate zones and biomes.</p> <p>Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> |