



## Curriculum Overview – New Curriculum

### Subject - Geography



	<u>Autumn</u> <u>Local Geography</u>	<u>Spring</u> <u>UK Geography</u>	<u>Summer</u> <u>World Geography</u>
<b>Bears</b>	<p>Where do I live?- Children to use own knowledge of local environment</p> <ul style="list-style-type: none"> <li>- involves guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment</li> </ul>	<p>What is a beach? – Looking at local environment and beaches based in the United Kingdom – Compare local and contrasting beach</p> <ul style="list-style-type: none"> <li>- involves guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment</li> </ul>	<p>Where do Bears Live? – Looking at the world – Look at different countries bears live in -Talk about different continents and locate home of class animal – What is their environment like?</p> <ul style="list-style-type: none"> <li>- involves guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment</li> </ul>
<b>Lions</b>	<p>Why do people want to live by the coast? (UK and other beach travel destinations) – Looking at local environment – compare to other destinations in the United Kingdom that have beaches</p> <ul style="list-style-type: none"> <li>- Develop knowledge about their own locality/name and locate where different beaches can be found/contrast with Non-European countries beaches</li> </ul>	<p>What is my country like? (England comparison – NI, W &amp; S) – look at the four countries of the United Kingdom – Compare and contrast different features e.g. size/flags/national flowers/physical and human features</p> <ul style="list-style-type: none"> <li>- name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</li> <li>- key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.</li> </ul>	<p>Where do Lions live? – Africa - Looking at the world – continents - Habitats</p> <ul style="list-style-type: none"> <li>- name and locate the world’s seven continents and five oceans.</li> <li>- 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.</li> </ul>

<b>Kangaroos</b>	See Lions	See Lions	Where do Kangaroos live? Australia Looking at the world – continents - Habitats <ul style="list-style-type: none"> <li>- name and locate the world's seven continents and five oceans.</li> <li>- 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.</li> </ul>
<b>Tigers</b>	Why do we have cities? (Norwich) – Building on children's knowledge of local area – discuss key features of cities <ul style="list-style-type: none"> <li>- name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</li> </ul>	How does the weather affect us? (How does it affect others? – current affairs) – look at impact global warming is having on the UK/world around us <ul style="list-style-type: none"> <li>- 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.</li> </ul>	Where do Tigers live? (Focus on Asia) Looking at the world – continents - Habitats <ul style="list-style-type: none"> <li>- name and locate the world's seven continents and five oceans.</li> <li>- 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.</li> </ul>
<b>Turtles</b>	Are the Norfolk Broads man made or natural? (Ext: Broads v Canals) - comparison <ul style="list-style-type: none"> <li>- 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.</li> </ul>	What is a river? – Look at key aspects of a river. How have rivers changed over time? – How have rivers affected human geography <ul style="list-style-type: none"> <li>- describe and understand key aspects of:</li> <li>- physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.</li> <li>- human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of</li> </ul>	How do volcanoes affect people's lives? – What is a volcano? How are they formed? To know the effects volcanoes have on people and their environment <ul style="list-style-type: none"> <li>- describe and understand key aspects of:</li> <li>- physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.</li> </ul>

		natural resources including energy, food, minerals and water.	
<b>Dolphins</b>	<p>What does my local area look like from above?</p> <p>- Children to use own knowledge of local environment – find out about local landmarks/human features near school – use photographs/mapping to investigate local area</p> <ul style="list-style-type: none"> <li>- use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.</li> </ul>	<p>Could the UK be self-sufficient? (Are any other countries self-sufficient?) – Project to design an sustainable city</p> <ul style="list-style-type: none"> <li>- 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.</li> </ul>	<p>What does Fairtrade mean?</p> <p>Where do Fairtrade products come from? To look at the benefits of the Fairtrade system to workers, their families and the local community.</p> <ul style="list-style-type: none"> <li>- 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.</li> </ul>
<b>Penguins</b>	<p>How and why is my local environment changing? (development, coastal erosion, flooding) – Look at local towns/villages e.g. Cromer/Hemsby – How is weather affecting these places?</p> <ul style="list-style-type: none"> <li>- Identify 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.</li> </ul>	<p>Who are Britain’s National Parks for? – Compare importance of nature/community verses tourists. Which National park is furthest from major centres of population and gets least visitors? Look at accessibility. To understand the importance of National parks in the UK to the economy.</p> <ul style="list-style-type: none"> <li>- name and locate countries 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.</li> </ul>	<p>Why do some earthquakes cause more damage than others? (comparison San Fran w UK)</p> <ul style="list-style-type: none"> <li>- describe and understand key aspects of:</li> <li>- physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.</li> <li>- 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.</li> </ul>

<p><b>Sharks</b></p>	<p>We've got it all! Why is Norfolk special? – compare and contrast Norfolk to a region within North/South America. Which would be better for a holiday destination?</p>	<p>Comparison Norwich v Paris/England v France Beyond Disneyland? What is Paris really like?</p> <ul style="list-style-type: none"> <li>- 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</li> </ul>	<p>Why do so many people live in megacities? Look at location – What are the positives and negatives? (Is London a Mega city?) Research two mega cities London verses Russia- Children to research and debate which is the most successful megacities.</p>
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