

Kingswood Geography Curriculum Overview

Reception	Unit 1	Unit 2	Unit 3
Unit	<p>Know Me to Teach Me Children will settle into school, feeling safe and secure in their environment and building relationships with adults and children in their class. They will identify and share their likes and dislikes. They will explore both their indoor and outdoor learning environments, developing their confidence and skill using the different equipment. Through this, they will develop their gross and fine motor skills, which will support their mark making and writing development throughout the year.</p>	<p>Celebrations Children will know who is in their family and be able to talk about some of the things that make them and their family unique and special. They will identify some of the similarities and differences between them and their family and the wider community. Children will share some of the special times and festivals they celebrate and the ways that they celebrate them. They will also learn about festivals that others celebrate and the different ways that they are celebrated.</p>	<p>Our Wonderful World In this topic, children will continue to develop their knowledge of their local environment and the area in and around their school. As part of this, they will develop their understanding that nature exists in the world immediately around them - on their balconies, in their gardens and in local parks - as well as in faraway places. They will learn to value and take care of their local environment and the world around them, understanding their role in caring for the natural world and ways that they can look after it. Outdoor learning will be key. Vocabulary and knowledge children learn during this topic will prepare them for science learning in the future, as will learning to ask and answer questions about what they notice and discover.</p>
How is this achieved in EYFS?	<p>Giving children opportunities - Autumn walk looking at seasonal changes and natural features, short library walk to explore our local area.</p>	<p>Using examples from real life and from books, show children that there are different places in the environment.</p>	<p>Making connections to the natural world within their literacy texts - e.g. discussing where frogs live, and their life cycle 'Tadpoles Promise'.</p>
Key books used throughout the year	<p>Explore the natural world around them, making observations and drawing pictures of animals and Plants.</p>	<p>Comparing countries around the world - Links to other countries using books e.g.' 'No Dinner' and links to Africa using book 'Handa's Surprise'.</p>	<p>Naming features of the world around us (farms, beach, woodland etc). Setting.</p>
Key Vocabulary	<p>Talk about different ways to travel, e.g. on foot, by car, train, bus etc</p> <p>Share information about places you have visited, giving children time to ask questions or make comments</p> <p>Exploring the school grounds to look at features of the environment.</p> <p>Town, country, city, place, Map, house, flat, building, hot, cold, warmer, freezing, rain, sun, snow, cloudy, wet, dry, World, forest</p>	<p>Exploring Christmas traditions from around the world - curriculum links to RE and Language & Culture.</p> <p>Map skills: Creating a sensory map from the story 'We're Going on a Lion Hunt'.</p> <p>Drawing their own map linked to the Topic.</p> <p>Village, country, place, map, house, hot, sun, dry, world, Earth, Ocean, mountain</p>	<p>Provide stimuli and resources for children to create simple maps and plans, paintings, drawings and models of observations of known and imaginary landscapes.</p> <p>Beach, mountain, Earth, ocean, rivers, lakes, life cycle, farm, woodland, forest, balcony, park, pollution</p>
Year 1	Unit 1	Unit 2	Unit 3
Unit	<p>What is it like here? Locating where they live on an aerial photograph, children recognise local features. They create maps using classroom objects before drawing simple maps of the school grounds. Pupils use maps to follow simple routes around the school grounds and carry out an enquiry about how to improve their playground.</p>	<p>What is the weather like in the UK? Studying the countries and cities that make up the UK, children discuss the four seasons and their associated weather. They consider how we change our behaviour in response to different weather and keep a weather diary or record. Finally, children investigate the UK's hot and cold places using weather maps with a simple key.</p>	<p>What is it like to live in Shanghai? Using a world map, children start recognising continents, oceans and countries outside the UK with a focus on China. They identify physical features of Shanghai using aerial photographs and maps before identifying human features, through exploring land-use. Pupils then compare these features to those in the local area and make a simple map using data they have collected through fieldwork.</p>
Key vocabulary	<p>Aerial photograph, aerial view, atlas, city, country, directional language, distance, features, globe, improve, key, land, locate, location, map, north, place, questionnaire, sea, survey, symbol, town, village</p>	<p>Atlas, capital city, climate, compass, continent Country, direction, land, locate, location, map, rain gauge, season, temperature, thermometer, weather, weather vane</p>	<p>Continent, country, different, directional language e.g. near, far, next to, behind, etc., key, human feature, map, physical feature, similar, symbol</p>

Year 2	Unit 1	Unit 2	Unit 3
Unit	Would you prefer to live in a hot or cold place? Introducing children to the basic concept of climate zones and mapping out hot and cold places globally. Children compare features in the North and South Poles and Kenya as well as in the local area. They learn the four compass points and the names and location of the seven continents	Why is our world wonderful? Identifying features and major characteristics of the UK before learning about some of the amazing places in the world. Naming the oceans and locating these on a world map. Considering what is unique about the natural habitats in their locality and using fieldwork to investigate and present this.	What is it like to live by the coast? Using atlases, children name and locate continents and oceans of the world, while revising the countries, cities and surrounding seas of the UK. They learn about the physical features of the Jurassic Coast and how humans have interacted with this over time, including land use, settlements and tourism.
Key vocabulary	Arid, climate, compass, continent, country, desert Equator, globe, grasslands, human feature, ice, sheet, land, locate, map, mild, ocean, pack ice, physical feature, polar, rain gauge, rainforest, rural, savannah, sea, temperate, temperature, thermometer	aerial photograph, capital city, continent, country data collection, fieldwork, human feature, key, lake, land, landmark, locate, location, map, north physical feature, ocean, OS map, river, sample, sea, scale, symbol, tally chart, vegetation	Arch, aquarium, bay, capital city, city, cliff, coast Coastline, country, data collection, fieldwork, island, harbour, human feature, location, locate Mudflat, ocean, physical feature, pictogram, pier sand dunes, sea, stack, tally chart, tourist, town
Year 3	Unit 1	Unit 2	Unit 3
Unit	Are all settlements the same? Exploring different types of settlements and land use, pupils consider the difference between urban and rural. They describe the different human and physical features in their local area and how these have changed over time. Children make land use comparisons between their local area and New Delhi to find key similarities and differences between these two locations.	Why do people live near volcanoes? Learning how the Earth is constructed and about tectonic plates and their boundaries. Children learn how mountains are formed, explain the formation and types of volcanoes and explore the cause of earthquakes. They map the global distribution of mountains, volcanoes and earthquakes and consider the negative and positive effects of living in a volcanic environment and the ways in which humans have responded to earthquakes.	Who lives in Antarctica? Learning about latitude and longitude, pupils consider how this links to climate. Pupils contemplate the tilt of the Earth and how this impacts the Antarctic circle and global temperatures. They explore the physical features of a polar region and how humans have adapted to working there, taking into account that there is no permanent population. Pupils study Shackleton's expedition before planning their own, using mapping skills learnt so far.
Key vocabulary	agricultural land, capital city, commercial land, compare, country border, county, dispersed, facilities, land use, legend, linear, local, memorial, metro, monument, nucleated, place of worship, recreational land, region, residential land, settlement, transportation	active volcano, climate change, composite, volcano, crust, dormant volcano, earthquake, epicentre, extinct volcano, fault line, fault-block mountain, fertile soil, fold mountain, geothermal energy, igneous rock, index, inner core, outer core, magma, magma chamber, man-made rock, mantle, metamorphic rock, natural rock, negative effects, plate boundary, positive effects, pyroclastic flow, sedimentary rock, seismic waves, shield volcano, tectonic plate, tsunami, vent, volcanic mountain, volcanic springs	Climate, climate zone, compass points, direction, drifting ice, hemisphere, ice sheet, ice shelf, iceberg, lines of latitude, lines of longitude, treaty
Year 4	Unit 1	Unit 2	Unit 3
Unit	Where does our food come from? Looking at the distribution of the world's biomes and mapping food imports from around the world, children learn about trading fairly with a specific focus on Côte d'Ivoire and cocoa beans. They explore where the food for their school dinners comes from and the pros and cons of local versus global.	What are rivers and how are they used? Exploring the different ways water is stored and moves, pupils develop an understanding of the water cycle. They name and map major rivers both in the UK and globally. Children learn about the features and courses of a river and how they are used by humans, before studying a local river to spot these features.	Why are rainforests important to us? Focusing on the link between biomes and climate, children will locate the Amazon rainforest and explain how the vegetation in a tropical rainforest is defined by the two Tropics. They investigate the physical features and layers of the Amazon rainforest, considering how plants adapt to these conditions. Learning about the people who live in the rainforest, children discuss the impact of human activity locally and globally.
Key vocabulary	air freight, carbon footprint, consume, distribution, export, fertilizer, food bank, food miles, grant, import, pesticides, produce, qualitative, quantitative, reliability, responsible trade, sample size, scale bar, seasonal food, source, sustainability, trade, trend	Condensation, delta, estuary, evaporation, flooding, floodplain, groundwater, irrigation, leisure, meander, oxbow lake, percolation, precipitation, river mouth, source, transpiration, tributary, valley, water cycle, waterfall	Analyse, biome, buttress roots, canopy layer, community, data Deforestation, drought, emergent layer, enquiry, Equator, forest floor, global warming, greenhouse gas, indigenous peoples, interpret, lianas, lines of latitude, logging, method, mining, present, questionnaire, quote, risk, route, summarise, Tropic of Capricorn, Tropic of Cancer, understorey layer, vegetation, vegetation belts

Year 5	Unit 1	Unit 2	Unit 3
Unit	What is life like in the Alps? Discovering the climate of mountain ranges and considering why people choose to visit the Alps, children focus on Innsbruck and identify the human and physical features that attract tourists. They then apply their learning to investigate tourism in the local area, mapping recreational land use and presenting their findings.	Why do Oceans matter? Exploring the significance of our oceans, children learn how humans use and impact them and how this has changed over time. Pupils study the Great Barrier Reef and how plastic and pollution is damaging this marine environment, before considering positive environmental changes that can be made including making eco-friendly choices. They use fieldwork skills to investigate the amount and type of litter in their nearest marine environment.	Would you like to live in the desert? Recapping biomes with focus on hot desert biomes and their various characteristics, children map the largest global deserts. The Mojave Desert is used as a case study to support the children in learning about the physical features of a desert. Children also consider how humans use deserts and the environmental threats that can occur in this landscape.
Key vocabulary	Atlas, climate, climate change, coniferous trees, data, deciduous, trees, enquiry, fold mountain, glacier, hemisphere, human feature, land height, latitude, leisure, longitude, method, mountain climate, mountain range, OS map, physical feature, population, questionnaire, sea level, recreational land, use, risk, route, scale, temperate, temperate forest, tourism, tourist, vegetation	Atmosphere, biodegradable, buffer, coral bleaching, coral reef, decompose, digital map, disposable, ecology, ecosystem, erosion, geology, habitat, human footprint, marine, microplastics, natural disaster, ocean current, policy, renewable energy, single use plastic, species, water cycle	Agriculture, airstrip, arid, barren, biome, climate, desert, desertification, drought, flash flood, mesa, mining, mushroom, rock, national park, natural arch, nature reserve, rainfall, ranching, renewable energy, salt flat, sand dune, sparse, time zone, tourist attraction, vegetation, weather
Year 6	Unit 1	Unit 2	Unit 3
Unit	Why does population change? Looking at global population distribution, children think about why certain areas are more populated than others. They explore the factors that influence birth and death rates and use case studies to illustrate these. Children consider and discuss the social, economic and environmental push and pull factors that influence migration. Fieldwork is carried out to explore the impact of population on the local environment	Where does our energy come from? Learning about time zones around the world while exploring natural resources and energy found in the United States and the United Kingdom. Children learn about renewable and non-renewable energy sources and the impacts these have on society, economy and environment. They carry out a fieldwork investigation considering the best location for a solar panel on the school grounds.	Can I carry out an independent fieldwork enquiry? How could we make our local area more environmentally friendly? Planning and carrying out their own independent enquiry, children explore an issue in their local area. They develop an enquiry question, design their own data collection methods, and then record, analyse and present their findings.
Key vocabulary	air pollution, birth rate, cartogram, climate, climate change, conclusions, death rate, deforestation, densely populated, digital technologies, fossil fuels, greenhouse gases, impact, improvements, involuntary, Likert scale, migrants, migration, natural increase, noise pollution, population, population, density, population distribution, pull factors, push factors, qualitative, quantitative, refugee, region, sparsely populated, voluntary	Biofuel, coal, consumption, contour line, crude oil, dam, emissions, energy source, hydropower, natural gas, non-renewable, nuclear power, Prime Meridian, producer, regenerate, renewable, replenish, sea level, solar power, time zone, urban planner, windpower, six-figure grid reference	Analyse, audience, city, data, data collection methods, enquiry, evidence, impact, improvement, issue, justify, plot, presenting, process, recommendation, region, risk, route, subjective, viewpoint