Easton Royal Academy: Geography Curriculum

Building a Web of Conceptual knowledge

	KS1 (Year A and B)	Year A	Year B	Year C	Year D
Physical features and processes	• Understand and name key physical features in our local area. • Name some key physical features of the UK (Mountains and key rivers) • Compare rural Wiltshire with rural Hong Kong (Lamma Island) • Focus on London – particularly the Thames • Know different biomes and where they are located • Use images to compare and contrast two biomes (link to simple animal adaptation) • Physical features of Australia and how Australia differs from the UK • Famous physical landmarks in Australia.	• Famous physical features in Europe (Mt Blanc, Mt Elbrus, Ben Nevis, Mt Etna, Danube River, River Rhine, Vistula River) • The water cycle • UK rivers and river features and characteristics. Tay, Clyde, Severn, Thames, Avon, Wye, Usk, Foyle. • The 3 sections of a river. Upper, middle and lower course. Key features of different river sections. • Erosion. • Meanders.	• Key physical features of Antarctica, including surrounding oceans and seas. • Difference between ice shelves, glaciers, icebergs and ice sheets and how they are made • Looking at how life survives on Antarctica (lined to Science) • The Grand Canyon and how it was formed	• Theory of plate tectonics using plate boundary maps • Earth's crust • Understand how Earthquakes happen as a process. • Understand how tsunamis happen as a process. • Understand how volcanic eruptions happen as a process. • Major mountains of the world: Kilimanjaro, Everest, Himalayas, Mt Elbrus, Aconcagua and the Andes, The Alps, The Urals. • Different types of mountains (fold, volcanic and plateau) and how they are formed. Use of images.	• Types of rainforest plants and layers of vegetation • Physical features of Kenya and a wider look at key physical features in Africa.
Human features and processes	• Understand and name key human features in our local area. • Know about the human features of Hong Kong (urban area) through study of Ariel images, including harbour, city etc. • Human features of London – key buildngs and bridges and the impact of the Thames. • Human features in Australia including population and simple reasons for patterns in population. • Famous human landmarks in Australia.	• Human features in Europe (Eiffel Tower, Big Ben, Brandenburg Gate, Leaning Tower of Pisa, St Basil's Cathedral) • Population in Europe: densely populated areas and 4 mega cities in Europe (Paris, London, Istanbul and Moscow). • Looking at the ideas of import and export, trade and interdependence (why do we rely on other countries for food?). Link to climate. • What does Spain export? How does this create jobs? • Looking at tourism and how this contributes to how we trade and make money. • Case study: tourism in The Alps. Use of topographic maps. Interpreting photos. • Development of settlements along rivers – reasons.	• Difference between import and export. • Where do all of our things come from and how do they get to us? • Why do we import so much from China? • Meaning of supply chain and why different parts of the chain exist in different parts of the world. • How is the population distributed in the USA? • Why is New York City so densely populated?	• Understand the social and economic effects of earthquakes • Understand the social and economic effects of tsunamis • Understand the social and economic effects of volcanic eruptions • Why do people still live near tectonic boundaries? Advantages • How do people mitigate the risk? Prediction and protection • Advantages and disadvantages of living in mountainous regions.; looking at population maps. • How is the UK population distributed? • How have settlements changed in the UK? Using maps and aerial images to look at types of formation and looking at physical and human features to suggest reasons (eg a long formation around a major road or river or a cluster formation around a church). • Where are the UK national parks? What are the advantages and disadvantages of national parks? • Types of jobs • How have jobs in our local area changed? What is the impact of the railway station in Pewsey?	• How do people in Naples use the med sea? Using graphs and charts to find out who visits Italy. • How do people in Naples use the physical features? Mt Vesuvius • Tourism problems in MMNP • Why is Nairobi becoming more urbanised? Push and Pull factors interpreting a range of graphs and charts • Problems of urbanisation in Nairobi: Kibera slum • An age-appropriate understanding of the link between some low income countries and the imperialism children have learned about in history; countries in Africa were plundered of people and natural resources and wealth was taken to countries which are now named as high income.

Climate	• Understanding the meaning of temperature • Understand te role of the equator in determining temperature • Know about the UK in relation to the equator – it is warmer in the south of the UK • Difference between weather and climate • Monitor the weather with active ongoing investigation in our Science garden (wind vane, rain gauges, thermometers). • Knowing a range of different types of weather; what they are called and what they look and feel like. • Knowing the 4 seasons in the UK and the weather that characterises each season. • Knowing the impact of different types of weather on us. • Know about the weather in Hong Kong and Hong Kong in relation to the equator • Know about the weather in Australia in relation to the equator and biomes.	• Recall climate zones in relation to Europe: Europe's sub polar climate one. • Interpret simple climate graphs	• Characteristics of polar climates • Lack of precipitation and 2 seasons (summer and winter) • Interpretation of simplified climate graphs • How are people in the USA affected by climate? Florida hurricanes, Arizona drought. Investigate photos and charts	• Why do mountains have wet climates? • What are mountain ecosystems like? Animals and plants at different altitudes.	• Rainforest as a biome. • Climate of rainforests • Convection and precipitation • What can grow in the Mediterranean climate? Agriculture • Characteristics of Kenya's climate and comparison to another hot climate but with more precipitation.
Interdependence & Environmental Impact	• Know some ways in which humans are dependent on the ocean. • Understand some of the difficulties facing our oceans. • Understand the connection between human consumption and difficulties facing the ocean. • Know some ways people and governments can help.	• Looking at the meaning of 'food miles'. • Understand the environmental impact of tourism on the Alps • Causes and impact of flooding – social, economic and environmental.	• Looking at climate change and its impact on Antarctica • Meaning of Globalisation and the different types of links between countries (social and economic). • What are the advantages and disadvantages of global trade? • The meaning of Fair Trade and how it works	• Understand the environmental impact of earthquakes, tsunamis and volcanic eruptions. • Where does the UK get it's energy? • What is the environmental impact of different types of energy use?	• Importance of rainforests, why they are under threat and what we can do to protect it • Interdependence related to Mediterranean crops • Idea of LIC (low income countries) • Environmental and social mportance of Masai Mara national park

Location and sense of place	• An understanding of Easton Royal and surrounding villages. • Understanding the difference between urban and rural and being able to picture what this looks like within and beyond Wiltshire. • Understanding that the Earth is a sphere and that there are different continents and countries. • Locate the continent of Asia in relation to Honk Kong. • Locate Australia and Australasia. • Difference between Australasia and Oceania. • Location of UK, its place within the 7 continents. • 4 countries and capital cities of the UK. • Being able to find the equator and knowing places near the equator are hotter. • Location of North and South poles. • Location of Hong Kong • Locate the 5 oceans in relation to continents.	• Placing Europe and other continents and surrounding seas (revision) • Europe in relation to the equator (revision) • Looking at Europe on a global scale • Countries of Europe • Capital cities of Europe	• Antarctica as a continent. • The South Pole • Latitude and longitude. • Using global trade theme as a vehicle to look again at continents, countries and oceans. • Locate the USA and look at countries not part of the USA (Canada, Mexico, Caribbean countries etc) • Surrounding oceans and other major oceans. • American states	• Locate techtonic boundaries and areas at risk of techtonic hazards. • Use the 'Ring of fire' to consolidate an understanding of how the different sides of a 2D world map fit together. • Understand that world maps can be drawn differently with different countries at the centre (touch on how maps can be misleading about country size and how this has changed over time). • Location of the world's mountains and names of major mountain ranges (Kilimanjaro, Everest, Himalayas, Mt Elbrus, Aconcagua and the Andes, The Alps, The Urals). • Location of UK mountains. • Revision of which countries make up the UK and which continent etc. • **Visit to a densely populated area of Wiltshire.**	• Tropic of Cancer and the Tropic of Capricorn. • Location of tropical rainforests (between the two tropics), using biome and political maps. • Locating the Mediterranean Sea using an atlas (index, page number, grid reference). • Major cities surrounding the med (Valencia, Naples, Nice, Dubrovnik, Athens, Beirut, Damascus, Tunis, Algiers) and which countries the cities are in and continents they are on. • Locating Kenya and surrounding oceans • Understanding that Africa is not a country but a diverse continent. • Understanding the difficulties with media representations of Africa and historic bias. • Simple understanding of the problems of charity and 'the white saviour'.
Scale & maps	• Follow directions (up, down, left, right, forwards, backwards and NSEW) • Follow a route on a map • Simple 2-figure coordinates. • Make a map of our school grounds • Interpret simple keys on maps. • Use class-agreed symbols to make a simple key • Find land/sea on globes and other types of maps • Use teacher-drawn base maps • Use large scale OS maps • Use an infant atlas to locate places • Use different types of maps to locate different biomes and investigate these areas further using phot and video. • Use maps to look at population over different continents. • Use climate zone maps to compare two of Australia's climate zones.	• Exploring chloroplasts map and comparing to political map to gather information about Europe. • Interpreting photos indicating climate and vegetation • Independent use of junior atlas • Using satellite images and maps to look at population. • Creating river maps with titles, colour coding and keys. • Using 4 figure grid references to locate key features such as waterfalls.	• Use topographic maps and satellite images to learn about Antarctica • Using maps to look at population of the polar regions and link his to climate. • Using maps to work out key trade routes and suggest reasons for these. • Comparing climate zones in USA using chord-lethal map. Compare contrasting locations within the USA. • Use maps together to form a picture (eg population maps alongside topography maps to show why population is more sparse in areas which are less habitable.	• Locating tectonic hazards using atlases and combining this with plate boundary maps. • The geographical meaning of 'relief'. • Using atlases to locate mountains. • The mountains of the UK and where they are located using aeriel images and other maps and images. • Using an atlas with confidence. • Population density maps alongside topographical maps.	• Location of tropical rainforests (between the two tropics), using biome and political maps. • Locating the Mediterranean Sea using an atlas (index, page number, grid reference).

Inquiry, investigation & geographical data	• Interpret photos of Wiltshire – urban and rural • Using simple geographical data to compare weather in Hong Kong to Weather in UK. • Ask and answer simple geographical questions when investigating different places and environments. • Describe similarities, differences and patterns, eg. Comparing their lives with those children in other places and environments. • Identify seasonal and daily weather patterns. • Develop simple fieldwork and observational skills when studying the geography of their school and local environment. • Use a range of sources such as maps, globes, atlases and aerial photos to identify features and places as well as to follow routes. • Use simple compass directions as well as locational and directional language when describing features and routes. • Use map and other images to talk about everyday life, eg. Where they live, journeys to school etc. • Collecting data in school using thermometers, rain gauges and wind veins. • Express views about the environment and an recognise how people sometimes affect the environment. • Create their own simple maps and symbols	• Ask and respond to more searching geographical questions including 'how' and 'why'. • Identify and describe similarities, differences and patterns when investigating different places, environments and people. • Observe, record and explain physical and human features of the environment. • Use a range of sources including digital and ordnance survey maps, atlases, gloves and satellite images to research geographical information. • Use the eight compass points and locate features on ordnance survey maps, using four-figures grid references. • Express and explain their opinions of geographical and environmental issues and recognise why other people may think differently. • Communicate geographical information through a range of methods including digital maps, plans, graphs and presentations	• Interpret basic climate graphs to find out about climate in med and find other places in the world with a similar climate using atlases to support. Interpreting photos to support how climate might look and feel. • Ask and respond to questions that are more causal eg. What happened in the past to cause that? How is it likely to change in the future? • Use a range of numerical and quantitative skills to analyse, interpret and present data collected from fieldwork observations, measurements and recordings. • Interpret a wider range of geographical information and maps including scale, projections, thematic and digital maps. • Recognise an increasing range of Ordnance Survey symbols on maps and locate features using six-figure grid references. • Develop their views and attitudes to critically evaluate responses to local geographical issues or global issues and events. • Communicate geographical information using a wide range of methods including writing at increasing length

Long-Term Overview

NB: 'Describing and using maps' knowledge occurs throughout each key stage and unit and is the first thing taught/recapped in every autumn geography unit.

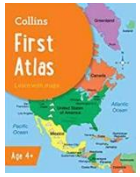
		Autumn	Spring	Summer
A	KS1	The UK: England (London, Newcastle Upon Tyne), Northern Ireland (Belfast)	Continents: North America, South America, Africa, Europe, Asia, Australia	Australia: aboriginal people, Barrier Reef, rainforest, animals, Sydney
B		The UK: Scotland (Edinburgh), Wales (Cardiff)	Oceans: Arctic, Atlantic, Pacific, Indian, Southern	Climate, Weather & Extreme Weather
A	LKS2	Europe: population, rivers, mountains	Climate Change	Erosion & Deposition: rivers, coasts, coastal management
B		Earthquakes & Volcanoes: plate tectonics, ring of fire, human impact	Global Trade: food, natural resources, tourism	Landscapes: weather, rivers, mountains
C	UKS2	North America: population, rivers, mountains	Biomes: forest, desert, tundra, tiaga	Biomes: Marine, Ice, Freshwater
D		South America: population, rivers, mountains	Biomes: rainforest, grassland, savannah	The UK (fieldwork project)

Unit Details KS1

KS1 Year A

Street Detectives

Key Text:



- Exploring a range of maps and how they are used: features of maps
- Looking at different types of maps over differetn scales.
- 4 point compass (and introduction to 8 point compass)
- How to find physical and human features on maps and aerial photos
- Interpreting map keys
- Making our own simple maps
- Looking at maps of school and our local villages
- Grid-references/simple coordinates
- Mapping our school grounds
- Interpreting photos of Wiltshire – urban and rural

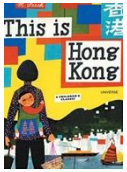
Weather

Key Text:

- North and South Poles and the role of the equator in determining temperature. Looking at UK in relation to the equator. Which parts of UK will be warmer or colder?
- Looking at images of weather and describing different weather conditions.
- The 4 seasons and characteristic weather patterns.
- Thinking about how people are affected by weather.
- Looking at weather forecasts and how we use them.
- Monitoring weather with active investigation in our science garden (wind vane, rain gauge, thermometers).

Hong Kong

Key Text:



- Locating Hong Kong
- Asia in relation to other continents and Europe.
- Weather in Hong Kong: HK in relation to the equator.
- Comparing HK weather patterns to UK weather.
- Recap physical and human features and apply this to features in Hong Kong: interpret images of HK.
- A look at human features of Hong Kong Island (urban area), using aerial images.
- A look at Lamma Island (rural area) using aerial photos and other images.
- Comparing rural Wiltshire with rural HK (lamma Island).

KS1 Year B

The United Kingdom

Key Text:

- The Uks place within the 7 continents
- Location of UK and Europe
- 4 countries of UK: using pictures to describe characteristics.
- 4 capital cities of the UK
- Difference between human and physical features – looking at human and physical features of the UK
- Features of urban and rural areas.
- A closer look at physical and human features of London
- Human and physical features of Wiltshire

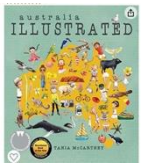
Oceans & Continents

Key Text:

- The 7 continents
- Using directional language to talk about the continents in relation to each other.
- 5 oceans – using atlases and describing oceans in relation to continents
- Looking at the equator and the impact it has on temperature (some children will be learning about the equator for the first time).
- Difference between 'weather' and 'climate'
- Climate zones using a world climate zones map.
- Looking at what lives on different continents.
- Biomes: using maps to see which biomes cover which continents.
- Using images to compare and contrast two biomes.
- A look at simple animal adaptations to different biomes (eg thick, white fur of a polar bear)
- Using maps to look at population over different continents – which areas have lots of people and which have relatively few?
- Interpret photos and aspects of blue Planet (age appropriate) which suggest our oceans are in trouble.
- Look at cause and effect linked to human consumption, its impact and what we can do to help.

Australia

Key Text:



- Location of Australia and continent of Australasia
- Difference between Australasian and Oceania
- Oceans surrounding Australia
- Australia in relation to the equator and what that means for climate (link to biomes)
- Human and physical features of Australia: interpreting maps and photographs. Using maps to locate famous features.
- Using climate zone maps to compare two of Australia's climate zones
- What lives in Australia's different climate zones?
- A look at where people live in Australia – reasons for higher population or lower population in key area. Capital cities in Australia.

Unit Details KS2

KS2 Year A

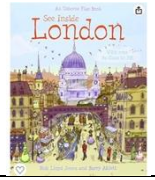
Europe (physical)

Key Text:

- Placing Europe and other continents and surrounding seas (revision)
- Europe in relation to the equator (revision)
- Looking at Europe on a global scale
- Countries of Europe
- Capital cities of Europe
- Human and physical features in Europe (Eiffel Tower, Big Ben, Brandenburg Gate, Leaning Tower of Pisa, St Basil's Cathedral, Mt Blanc, Mt Elbrus, Ben Nevis, Mt Etna, Danube River, River Rhine, Vistula River)
- Independent use of junior atlases
- Recall climate zones in relation to Europe: Europe's sub polar climate one.
- Exploring chloroplasts map and comparing to political map to gather information about Europe.
- Interpret simple climate graphs
- Interpreting photos indicating climate and vegetation

Europe (human)

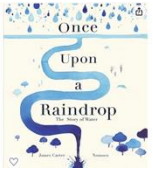
Key Text:



- Population in Europe: densely populated areas and 4 mega cities in Europe (Paris, London, Istanbul and Moscow).
- Usin satellite images and maps to look at population.
- Looking at the ideas of import and export, trade and interdependence (why do we rely on other countries for food?). Link to climate.
- What does Spain export? How does this create jobs?
- Interpreting pie charts and other data about import and export.
- Looking at the meaning of 'food miles'.
- Looking at tourism and how this contributes to how we trade and make money.
- Case study: tourism in The Alps. Use of topographic maps. Interpreting photos.
- Understand the environmental impact of tourism in the Alps

Rivers

Key Text:

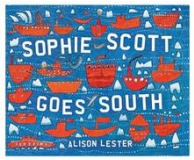


- The water cycle
- UK rivers and river features and characteristics. Tay, Clyde, Severn, Thames, Avon, Wye, Usk, Foyle.
- Creating river maps with titles, colour coding and keys.
- The 3 sections of a river. Upper, middle and lower course. Key features of different river sections.
- Erosion.
- Using 4 figure grid references to locate key features such as waterfalls.
- Meanders.
- Impact of flooding – social, economic and environmental.
- Development of settlements along rivers – reasons.

KS2 Year B

Antarctica

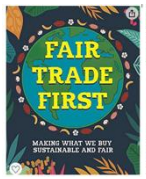
Key Text:

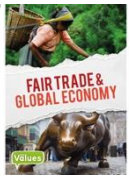


- Antarctica as a continent.
- The South Pole
- Latitude and longitude
- Key features of Antarctica, including surrounding oceans and seas.
- Characteristics of polar climates
- Lack of precipitation and 2 seasons (summer and winter)
- Interpretation of simplified climate graphs
- Interpretation of photos
- Difference between ice shelves, glaciers, icebergs and ice sheets and how they are made
- Use topographic maps and satellite images to learn about Antarctica
- Looking at how life survives on Antarctica
- Looking at climate change and its impact

Global Trade

Key Text:

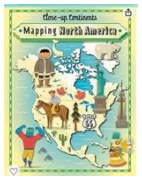




- Meaning of Globalisation and the different types of links between countries (social and economic).
- Difference between import and export.
- Where do all of our things come from and how do they get to us?
- Why do we import so much from China?
- Meaning of supply chain and why different parts of the chain exist in different parts of the world.
- What are the advantages and disadvantages of global trade?
- Understanding that trade is not always fair and that countries which are less economically developed have historical reasons for being so (link to imperialism in History).
- The meaning of Fair Trade and how it works.

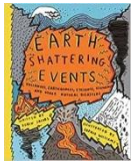
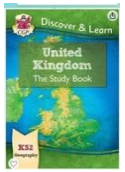
USA

Key Text:

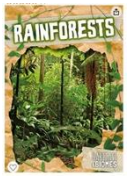
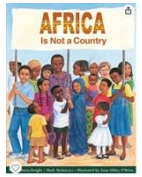
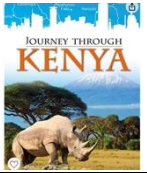
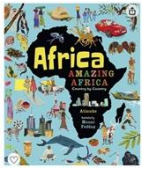


- Locate the USA and look at countries not part of the USA (Canada, Mexico, Caribbean countries etc)
- Surrounding oceans
- American states
- Crying climate zones in USA using chord-lethal map. Compare contrasting locations within the USA.
- How are people in the USA affected by climate? Florida hurricanes, Arizona drought. Investigate photos and charts
- How is the population distributed in the USA?
- Use maps together to form a picture (eg population maps alongside topography maps to show why population is more sparse in areas which are less habitable.
- The Grand Canyon and how it was formed
- Why is New York City so densely populated?

KS2 Year C

Tectonic Hazards	Misty Mountains	The UK (fieldwork project)
Key Text: 	**Key Text:** 	**Key Text:** 
• Theory of plate tectonics using plate boundary maps • Earth's crust • What are earthquakes and why are they dangerous? Social, economic and environmental effects (SEEE) • What are tsunamis and why are they dangerous? (SEEE) • What are volcanic eruptions and why are they dangerous? (SEEE) • Locating tectonic hazards using atlases and combining this with plate boundary maps. • Why do people still live near tectonic boundaries? Advantages • How do people mitigate the risk? Prediction and protection	• Location of the world's mountains and names of major mountain ranges (Kilimanjaro, Everest, Himalayas, Mt Elbrus, Aconcagua and the Andes, The Alps, The Urals). • The geographical meaning of 'relief'. • Using atlases to locate mountains. • Different types of mountains (fold, volcanic and plateau) and how they are formed. Use of images. • Why do mountains have wet climates? • What are mountain ecosystems like? Animals and plants at different altitudes. • Advantages and disadvantages of living in mountainous regions.; looking at population maps. • The mountains of the UK and where they are located using aeriel images and other maps and images.	• Revision of which countries make up the UK and which continent etc. Using an atlas with confidence. • How is the UK population distributed? Population density maps alongside topographical maps. **Visit to a densely populated area of Wiltshire.** • How have settlements changed in the UK? Using maps and aerial images to look at types of formation and looking at physical and human features to suggest reasons (eg a long formation around a major road or river or a cluster formation around a church). • Where are the UK national parks? What are the advantages and disadvantages of national parks? • Types of jobs • How have jobs in our local area changed? What is the impact of the railway station in Pewsey? • Where does the UK get it's energy?

KS2 Year D

Tropical Rainforests	The Mediterranean	Kenya
Key Text:  	**Key Text:** 	**Key Text:**   
• Tropic of Cancer and the Tropic of Capricorn. • Rainforest as a biome. • Location of tropical rainforests (between the two tropics), using biome and political maps. • Climate of rainforests • Convection and precipitation • Types of rainforest plants and layers of vegetation • Importance of rainforests, why they are under threat and what we can do to protect them	• Locating the Mediterranean Sea using an atlas (index, page number, grid reference). • Major cities surrounding the med (Valencia, Naples, Nice, Dubrovnik, Athens, Beirut, Damascus, Tunis, Algiers) and which countries the cities are in and continents they are on. • Interpret basic climate graphs to find out about climate in med and find other places in the world with a similar climate using atlases to support. Interpreting photos to support how climate might look and feel. • What can grow in the Mediterranean climate? Agriculture • Interdependence related to med crops • How do people in Naples use the med sea? Using graphs and charts to find out who visits Italy. • How do people in Naples use the physical features? Mt Vesuvius	• Locating Kenya and surrounding oceans • Idea of LIC (low income countries) • Climate • Environmental and social mportance of Masai Mara national park • Tourism problems in MMNP • Why is Nairobi becoming more urbanised? Push and Pull factors interpreting a range of graphs and charts • Problems of urbanisation in Nairobi: Kibera slum • Understanding that Africa is not a country but a diverse continent. • Understanding the difficulties with media representations of Africa and historic bias. • Simple understanding of the problems of charity and 'the white saviour'