



Brooklands
Primary School

Brooklands Primary School Curriculum Overview

Geography

"Geography is about studying the complexity of our world, appreciating the diversity of cultures that exist, and using that knowledge to help bridge divides and bring people together."

	Stage			Progression	Skills
		Enquiry Questions	Vocabulary		
EYFS	Nursery	What do you see outside that you don't see inside? What kind of clothes do we need to wear in this country? What did I look like as a baby, what could I do?		<i>This builds on birth to age 3 by allowing to children to continue to explore and respond to different natural phenomena, and talking about what they see.</i>	Understanding the World I can understand that there are different countries in the world and talk about the differences they have experienced or seen in photos. I can talk about what I see, using a wide vocabulary.
	Reception	Where is our school? How do you travel to school? What kind of clothes do we need to wear in this country? What kind of clothes do we need to wear in...? How do we know this person lived a long time ago? Has our school always looked like this?		<i>This builds on Nursey by showing an awareness of their own surroundings and how that impacts on daily life.</i> <i>This leads to Y1 by developing their understanding of local areas, making some limited comparisons to life in our local area and life in the wider world. Verbal descriptions are given to show understanding.</i>	Understanding the World I can draw information from a simple map. I can understand that some places are special to members of their community. I can recognise some similarities and differences between life in this country and life in other countries. I can explore the natural world around them. I can describe what they see, hear and feel whilst outside. I can recognise some environments that are different to the one in which they live. I can understand the effect of changing seasons on the natural world around them.
Year	Themes	Key Themes	Key Knowledge and dates Linked to themes	Progression	Skills
Y1	Ahoy there, me hearties! Our Local Area Fieldwork: data gathering in the school grounds	Settlement and land use	Population of World countries School and the surrounding area Features of Kenya e.g. plains, mountains, coasts, beaches Maasai People and their customs Population Agriculture and Farming	<i>This builds on EYFS by</i> Developing the understanding of the wider world and the features within it. A wider range of features are distinct places are compared. The understanding of the seasons is secured <i>This leads to Y2 by</i>	Location and Place I can use maps and globes to name and locate the world's seven continents and five oceans. I can use simple compass directions (North, South, East and West) to describe the location of features on a map. I can study a locality and ask geographical questions e.g. What is it like to live in this place? How is this place different to where I live? I can express my own views about a place, people and environment. I can explore, draw and label pictures to show how places are different or similar.

Safari So Good! (Africa)	Environment and resources	<p>Weather patterns and climate</p> <p>Seasons</p> <p>Houses and homes</p> <p>Local environmental issue – Litter</p> <p>Climate</p> <p>Tourism</p> <p>Fairtrade (coffee)</p> <p>Agriculture and farming</p> <p>Food shortages</p>	Beginning to express and reason own opinion of places. An understanding of the wider world and where places are in relation to each other is developed. Simple maps are drawn. Further understanding of the wider world by studying Africa.	<p>Human and Physical</p> <p>I can use basic geographical vocab to refer to key physical features including: beach, coast, forest, mountain, sea, river, season and weather.</p> <p>I can use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house and shop.</p> <p>I can talk and write about some similarities and differences between the features of two contrasting localities.</p> <p>I can ask questions about the weather and seasons.</p> <p>I can observe and record weather patterns e.g. draw pictures of the weather at different times of the year or keep a record of how many times it rains in a week in the winter and a week in the summer.</p> <p>I can describe and express opinions about the seasons and relate the changes to changes in clothing and activities e.g. winter = coat, summer = t-shirts.</p>
Vocabulary	Location	<p>The seven continents and 5 oceans</p> <p>Four compass points Poles</p> <p>Equator</p> <p>The continent of Africa with a study of Kenya, including Nairobi</p> <p>Surrounding countries of Kenya and its location in the continent of Africa</p>	Enquiry Questions	
<p>Continent</p> <p>Ocean</p> <p>Rainforest</p> <p>Desert</p> <p>Observe</p> <p>Fieldwork</p> <p>Flat</p> <p>Bungalow</p> <p>Semi-detached house</p> <p>Detached house</p> <p>Terraced house</p> <p>National Park</p> <p>Tourism</p>	Human and physical features	<p>Features of continents, e.g. deserts, rainforests and mountains</p> <p>Borders</p> <p>Houses and homes</p> <p>School building</p> <p>Vegetation</p> <p>Roads</p> <p>Great Rift Valley, including volcanoes and hot springs</p> <p>Maasai Mara Game Park</p>	<p>Why do we need to use a map?</p> <p>What are the continents and how are they different?</p> <p>How does litter impact the local environment?</p> <p>What are the daily and seasonal weather patterns?</p> <p>Which human and physical features can you identify in Kenya?</p> <p>What are the similarities and differences between Kenya and the UK?</p>	<p>Geographical skills and fieldwork</p> <p>I can use world maps, atlases and globes to identify the continents and oceans.</p> <p>I can use locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map</p> <p>I can use photographs to recognise landmarks and basic human and physical features</p> <p>I can create simple picture maps.</p> <p>I can use simple fieldwork and observational skills to study the geography of their school and its grounds</p>
<p>Game</p> <p>Reserve</p> <p>The Big 5</p> <p>Migrate</p> <p>Endangered</p> <p>Fairtrade</p> <p>Climate</p> <p>Plain</p> <p>Mountain</p> <p>Coasts</p> <p>Beach</p> <p>Agriculture</p> <p>Valley</p> <p>Wetlands</p> <p>Savannah</p>	Comparison	<p>Comparison of the continents</p> <p>Comparisons of weather across seasons</p> <p>Comparison of a small town in Kenya and Sale</p>		

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Y2	What a wonderful World! (Australia) Oh, I do like to be beside <i>Fieldwork: sketching and map work, data gathering</i>	Settlement and land use	Where do people live? (e.g. cities, rural, coastal) Population Features of a seaside locality e.g. pier, port, resort	<i>This builds on Y1 by</i> The understanding that there are different places is developed by discussing where they are in relation to the equator. An understanding of the temperature and weather of some places outside the UK is developed. Further understanding of the wider world by studying Australia.	<p>Location and Place I can name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. I can explain the purpose of a capital city and form opinions on how this affects population size. I can identify human and physical features of a locality of the United Kingdom and a contrasting non-European country. I can ask geographical questions e.g. What is it like to live in this place? How is this place different to where I live? How is the weather different? How are lifestyles different? I can describe what places are like and why they are like this, identifying similarities and differences. I can express my views about a place, people and environment, and give reasons to support my likes, dislikes and preferences. I can draw pictures to show how places are different and write comparatively to show the difference.</p> <p>Human and Physical I can use both maps and globes to identify hot and cold areas of the world, and begin to explain why they are like this. I can identify the equator and the poles, locating places which are very warm or very cold. I can use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. I can use basic geographical vocab to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</p> <p>Geographical skills and fieldwork I can use world maps, atlases and globes to identify the United Kingdom and its countries I can use simple compass directions (North, South, East and West), to describe the location of features and routes on a map I can use aerial photographs and plan perspectives to recognize landmarks and basic human and physical features; I can draw simple maps, using and construct basic symbols in a key I can use simple fieldwork and observational skills to study the key human and physical features of the schools surrounding environment</p>
		Environment and resources	Climate change, pollution and plastic Recycling Sustainability Endangered animals Seasonal weather patterns - comparison with the UK Tourism	<i>This leads to Y3 by</i> Basic compass directions are learnt and a wider array of human and physical features which can be found in the UK and Australia. The importance of capital cities is introduced. Simple maps with symbols and a key are drawn.	
	Vocabulary	Location	The seven continents and 5 oceans Four compass points Hemispheres Geography of Australia St Ives Scarborough	Enquiry Questions Why do countries have different climates? What impact have humans had on the environment? How does life in Australia differ from life in the UK? Has the seaside changed over time? How did George Stephenson change Britain and the World?	
	Coast Ocean Sea Island Harbour Port Tourist Resort Shore Cliff Promenade Lighthouse Pier	Human and physical features	Landmarks of Australia - Sydney Opera House, Great Barrier Reef, Ayers Rock, Sydney Harbour Bridge Features of a seaside, e.g. coast, harbour, lighthouse		
	Comparison	Comparison of climates, including the UK and Australia Comparison of seaside towns			

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Y3	Into the rainforest	Settlement and land use	Deforestation and conservation Rural areas Roman invasion of Britain and impact on present day Urban areas of Britain Local area study - Sale	<p><i>This builds on Y2 by</i></p> <p>Develop the understanding of the wider world by giving basic compass points and 3 figure grid references. Develop understanding of human and physical features by learning how they have changed over time. Further understanding of the wider world by studying entirety of Britain.</p>	<p>Location and Place</p> <p>I can name and locate countries, cities and counties of the UK</p> <p>I can use maps, atlases, globes and digital mapping to locate places in the UK and describe their geographical regions and their identifying characteristics (hills, mountains, coasts and rivers)</p> <p>I can use the four points of a compass, two-figure grid references, symbols and key (including OS maps) to build my knowledge of the United Kingdom and the World</p> <p>I can select vocabulary carefully to describe people, places and events</p> <p>I can describe how some places are similar or different</p> <p>Human and Physical</p> <p>I can study maps and aerial photographs and use compass directions and locational and directional language to describe the location of human and physical features.</p> <p>I can describe how some places are similar or different</p> <p>I understand how some aspects of physical and human geography may have changed over time</p> <p>I know how places can be improved or damaged and can make suggestions about how to improve places</p> <p>Geographical skills and fieldwork</p> <p>I can use fieldwork to observe, measure, record the human and physical features in the local area using a range of methods, including sketch maps (with keys), plans and graphs, and digital technologies</p> <p>I can draw and measure objects accurately, choosing the correct equipment and using the correct measurements</p> <p>I can answer geographical questions using given sources</p> <p>I can use maps, atlases, globes and digital mapping, the four points of a compass, two-figure grid references, symbols and keys (including OS maps) in my fieldwork</p> <p>I can communicate my geographical knowledge and skills through talk, writing and simple diagrams/maps</p>
	The Empire Strikes		Environment and resources		
	Brilliant Britain! Fieldwork: sketch map of an area, traffic survey			<p><i>This leads to Y4 by</i></p> <p>Develop ability to carefully select vocabulary to describe a place and how it compares to another. Geographical regions (hills, mountains, coasts and rivers) are introduced. OS maps are used a way to describe the features in a place. Develop understanding of impact of human intervention on the planet. Maps, with keys, are sketched. Greater detail is given when writing about a place/places. OS maps are introduced.</p>	
	Vocabulary	Location	Location of the World's major rainforests Key cities and location of Italy within Europe Countries, cities, regions, counties and towns of the UK	Enquiry Questions	
	Equator Climate Deforestation Tropical Conquer Invade Settle Empire Country County City Region	Human and physical features	Layers of the rainforests Climate zones Biomes Key landmarks of Ancient and Modern Rome and Italy (inc Volcanoes) Features of Manchester and London	<p>The UK could never be home to rainforests. Discuss.</p> <p>Life in the rainforest is similar to life in the UK. Discuss.</p> <p>Deforestation has no positives. Discuss.</p>	
	Comparison	Amazon and Sherwood forest Land use then and now Manchester and London	<p>How have the Romans affected our lives today?</p> <p>The period from the Stone Age to the Iron Age was a period of great change for Britain. Discuss.</p> <p>What does the study of Skara Brae tell us about life at the end of the Stone Age?</p>		

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Y4	Invaders and Settlers Ancient Egypt <i>Fieldwork (science habitat unit); Observation and measurement</i> A European Adventure (Europe)	Settlement and land use	Anglo-Saxon and Viking invasion and occupation Importance of the River Nile (inc farming/agriculture) Early settlers in the Nile Valley Regions of France - Urban, rural, industry, agriculture Areas of Europe, including major mountain ranges Population	<i>This builds on Y3 by</i> Eight points of a compass and 4-figure grid references are now given. As well as the equator, other major lines of latitude and longitude are discussed. Discuss reasons why humans may damage the planet. The whole of Europe is now studied. <i>This leads to Y5 by</i> An understanding of the time zones is developed. Critical thinking skills developed by reasoning about different sources of information.	Location and Place I can locate the world's countries, using maps to focus on Europe (including the location of Russia) and concentrating on their environmental regions, key physical and human characteristics, countries, and major cities I can identify the position and significance of latitude, longitude, Northern Hemisphere, the Prime/Greenwich Meridian and time zones (including day and night) I can use maps, atlases, globes and digital mapping to locate places in Europe and describe their geographical regions and their identifying characteristics (hills, mountains, coasts and rivers) I can use the eight points of a compass, four figure grid references, symbols and keys (including the use of OS maps) to build my knowledge of the United Kingdom, Europe and the World I can critically study photographs eg. do I think these were taken close to the Equator or further away? I can use some technical geographical vocabulary. I can explain why places are similar or different. Human and Physical I can study maps and aerial photographs (including online and print) and use compass directions and locational and directional language to describe the location and characteristics of human and physical features I can explain why some places are similar or different I understand physical changes and land use patterns in Europe and how some aspects may have changed over time I can explain how and why places have been improved or damaged by people Geographical skills and fieldwork I can 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 can talk about and describe the types of measurements needed for different objects and use them correctly I can select relevant information from different sources, and know that some sources are more useful than others I can use maps, atlases, globes and digital mapping, the eight points of a compass, four figure grid references, symbols and keys (including the use of OS maps) in my fieldwork I can communicate my geographical knowledge and skills in a variety of ways
		Environment and resources	Location of Anglo-Saxon settlements and proximity to natural resources Climate of Egypt Equator Climate zones Trade - where the UK and Europe's exports go, most exported goods		
	Vocabulary	Location	Areas of settlement including Danelaw and the 7 Anglo-Saxon kingdoms Africa - location in relationship to Europe and other continents Countries and capital cities of Europe Europe's location in relation to the other continents Longitude and Latitude Volcanoes of Europe - Italy and Iceland	Enquiry Questions	
	Deduce Infer Artefacts Danelaw Law Speaker The Thing Irrigation Silt Egyptologist Longitude Latitude Human features Physical features Region Prime meridian Equator Settlement Community Tone Texture (art) Primary colours Texture (food) Market research	Human and physical features	Pyramids of Ancient Egypt River Nile Climates and key landmarks of Europe with a focus on France Types of volcanoes and their characteristics Tectonic plates	How did life compare under Anglo-Saxon rule to Roman Britain rule? Vikings: traders or raiders? Discuss. What was it like for different groups of people to live in Ancient Egypt? The Nile played a key role in Ancient Egypt's prosperity. Discuss. How do the Geographical features of the UK compare with those found across Europe? What are the significance of the lines of longitude and latitude? Living near a volcano is no longer dangerous. Discuss.	
		Comparison	Place names The River Nile then and now - settlement and land use Types of volcanoes Regions of France Paris and London		

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Y5	What a wonderful world! (Asia) <i>Hong Kong: An Asian city by the sea</i> <i>Fieldwork: measurement and comparison</i> Time Travelers	Settlement and land use	Migration Compare areas of settlement, including reasons, and land use Earliest example of grid system layout	<i>This builds on Y4 by</i> Further lines of latitude and longitude are discussed. Maps are used to locate and discuss places all over the world. Children choose from a range of sources to reason their ideas, rather than being given sources by teacher. Use understanding of how people's intervention with the planet has impacted where people live today. Further understanding of the wider world by studying Asia. <i>This leads to Y6 by</i> Human and physical geography is understood more in depth e.g. distribution of energy, vegetation belts and biomes are discussed. An understanding of geographical diversity is developed. Geographical knowledge is recorded in a variety of ways including graphically.	Location and Place I can locate the world's countries, using maps and concentrating on their environmental regions, key physical and human characteristics, countries, and major cities I can 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 can use maps, atlases, globes and digital mapping on different scales to locate places around the world and describe their geographical regions and their identifying characteristics (hills, mountains, coasts and rivers) I can use the eight points of a compass, four figure grid references, symbols and keys (including the use of OS maps) to build my knowledge of the World I can read and draw maps and plans on a range of scales I can critically study maps and pictures to make comparisons between localities I can choose and use appropriate technical vocabulary to describe a location, a feature or a geographical pattern. Human and Physical I can critically study maps and pictures to make comparisons between localities I can choose and use appropriate technical vocabulary to describe a location, a feature or a geographical pattern. I can analyse similarities and differences in a range of locations and begin to explain geographical diversity. I understand key aspects of human geography such as the distribution of energy I understand key aspects of physical geography including climate zones, biomes and vegetation belts I can explain how changes in physical or human geography in a locality can lead to changes in an environment and can describe how they affect people living there Geographical skills and fieldwork I can use fieldwork to observe, measure, record, present and explain the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies I can talk about and describe the types of measurements needed for different objects and use them correctly. I can use my knowledge of area, perimeter, ratio and volume to help with fieldwork. I can evaluate sources of information and select the most relevant, explaining whether it is reliable I can use maps, atlases, globes and digital mapping on different scales, the eight points of a compass, four figure grid references, symbols and keys (including the use of OS maps) in my fieldwork I can read and draw maps and plans on a range of scales I can communicate my geographical knowledge and skills in a variety of different ways including graphically and am beginning to take audience and purpose into account
		Environment and resources	Pollution Global warming Urban sprawl Plastic pollution Food miles Distribution of energy worldwide Importance of location for trading		
	Vocabulary	Location	Famous Asian landmarks Longitude, latitude and the tropics	Enquiry Questions	
	Longitude Latitude Equator Grid references Tropics Biome Acropolis House of Wisdom	Human and physical features	Biomes Landmarks - Angkor Wat, Mount Fuji, Taj Mahal, Great Wall of China Mountain Study - Everest	How does human activity affect the world? How are Hong Kong and London/Paris geographically diverse? Should tourism be allowed on Mount Everest? Al-Khwarizmi had a significant influence on the Western world. Discuss.	
		Comparison	Comparison of biomes Comparison of Asia (Hong Kong) and a previously studied location (e.g. London or Paris)		

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Y6	<p>Amazing Americas</p> <p>Water, Water Everywhere</p> <p>Fieldwork: Interviews and Surveys</p> <p>Cottonopolis</p>	Settlement and land use	<p>50 states of America - Urban, rural, industry, agriculture</p> <p>Population study</p> <p>Early settlers</p> <p>Patterns of rainfall and the impact on our area</p> <p>Causes of flooding</p> <p>River land Use changes over time</p> <p>Industrial development of Manchester</p>	<p><i>This builds on Y5 by</i></p> <p>6 figure grid references are now used. Map skills require drawing own maps and plans to a range of scales. Further understanding of the wider world by studying The Americas.</p> <p><i>This leads to Y7 by</i></p> <p>Critical thinking skills developed e.g. interactions between human and physical geography / a wide range of sources are critically discussed. An understanding of which geographical skills to use / how to show information is developed.</p>	<p>Location and Place</p> <p>I can confidently locate countries, cities, regions and landmarks around the world, explaining their key physical and human features. I can begin to analyse the features of these places</p> <p>I can use maps, atlases, globes and digital mapping on different scales to locate places around the world and describe their geographical regions and their identifying characteristics (hills, mountains, coasts and rivers)</p> <p>I can use the eight points of a compass, six figure grid references (both digitally and in print), symbols and keys (including the use of OS maps) to build my knowledge of the World</p> <p>I can read and draw maps and plans on a range of scales. I can choose an appropriate scale to use.</p> <p>I can use increasingly technical vocabulary to describe a location, a feature or a geographical pattern.</p> <p>Human and Physical</p> <p>I can critically study maps and pictures to make, explain and analyse comparisons between localities</p> <p>I can explain interactions within and between physical and human features of a locality (e.g. how tourism affects the landscape)</p> <p>I can show how interactions between physical and human geography create diversity and interdependence (e.g. the protection of endangered species)</p> <p>I can show how interactions between physical and human geography can change places and environments positively or negatively (e.g. the effects of a dam or the impact of deforestation)</p> <p>Geographical skills and fieldwork</p> <p>I can use fieldwork to observe, measure, record, compare and contrast, present and explain 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>I can select and use appropriate skills to effectively investigate places and environments</p> <p>I can select a range of sources of evidence and explain why they are the most effective</p> <p>I can study photos, pictures and maps (in print, digitally and that I have taken/drawn) to make comparisons between locations.</p> <p>I can analyse evidence from a variety of sources and make conclusions</p> <p>I can read and draw maps and plans on a range of scales that I have chosen</p> <p>I can communicate my geographical knowledge and skills in a variety of different ways including graphically and can confidently adjust my style and register for a variety of audiences and purposes</p>
	Environment and resources	<p>Climate zones within the USA and South America</p> <p>Distribution of minerals worldwide</p> <p>Drought and distribution of water resources - Water Aid</p> <p>Destruction of Coral Reefs - tourism, overfishing and diving</p>			
	Vocabulary	Location	<p>Countries and capitals of the Americas and their relation to each other/other continents with a focus on California</p> <p>Oceans, Seas, Rivers and Lakes of the World</p> <p>Location of countries invaded by axis powers</p> <p>Distribution of power across the world</p>	Enquiry Questions	
	<p>Earthquake</p> <p>Pangaea</p> <p>Richter Scale</p> <p>San Andreas Fault</p> <p>Tectonic plates</p> <p>Canal</p> <p>Urbanisation</p> <p>Industrial revolution</p> <p>Settlement</p> <p>Meander</p> <p>Tributary</p> <p>Confluence</p> <p>Valley</p> <p>Gorge</p> <p>Sediment</p> <p>Delta</p> <p>Estuary</p> <p>Floodplain</p> <p>Erosion</p> <p>River mouth</p> <p>River Source</p>	Human and physical features	<p>Key Landmarks including Niagara Falls, Grand Canyon and Macchu Picchu</p> <p>Earthquakes and Tectonic plates</p> <p>Features of a river</p> <p>Water cycle</p> <p>Water biome</p>	<p>If California remained part of Mexico, would life be different for the people living there?</p> <p>Extreme differences in climate, features and the environment mean that we cannot generalise about 'Life in the Americas'. Discuss.</p> <p>How did invasion and conflict shaped the America of today?</p> <p>Would you support the building of a new housing estate close to a river?</p> <p>The number of tourists allowed to visit Coral Reefs should be limited. Do you agree?</p>	
		Comparison	<p>Region of Mexico and California comparison</p> <p>Rivers changing over time - Three Gorges</p>	<p>How did the Duke of Bridgewater shape the city of Manchester?</p>	