

## Geography Curriculum Plan

By the end of studying Geography at Beechwood Primary School, children will be able to answer questions such as:

- Where in the world is the place studied?
- What are the physical features in the locations studied, and what impact do they have on the area?
- What are the human features in the locations studied, and what impact do they have on the area?
- What are the differences and similarities of the places studied?
- What is the weather and climate like in the place studied, and what impact do they have on the area?
- How can we use maps, globes, atlases, and technology for mapping locations, both in the immediate environment and the wider world?
- How can we use fieldwork to answer a question about a local area?

## Units and End Points

	Autumn	Spring	Summer
EYFS (Knowledge and understanding of the world)	<u>Woodland</u> Fieldwork: The Dell  Know what animals and the key characteristics can be found in the woodland.	<u>The Farm</u> Fieldwork: Local Farm  Name the animals that can be found on a farm and the jobs that a farmer may do.	<u>Hot and Cold</u> Fieldwork: School Grounds/Beach  Know the difference between Hot and Cold and what places in the world may be hot or cold.
Year 1	<u>What is it like here?</u> Fieldwork: School Grounds  Can locate three features on an aerial photograph of the school and know the name of the country and village, town or city in which they live. Can make a map of the classroom with four key features, using objects to represent the	<u>What is the weather like in the UK?</u> Fieldwork: School Grounds  Can name and locate the four countries on a map of the UK. Can identify the country they live in. Can identify the four seasons. Can describe some seasonal changes. Can identify the four compass directions.	<u>What is it like to live in Shanghai?</u> Fieldwork: Local area (Runcorn)  Can give examples of human and physical features. Can identify features they see on a walk. Can explain the location of features using some directional language.

	<p>distance and direction of features in the classroom.</p> <p>Can recognise four features in the school grounds using a map.</p> <p>Can explain how they feel about three areas of the playground and find out how others feel by looking at the results of a survey.</p> <p>Can draw a design to improve three areas of the playground using the results from the survey.</p>	<p>Can use the compass directions to describe the location of features.</p> <p>Can observe and describe daily weather patterns.</p> <p>Can begin to locate the four capital cities of the UK.</p> <p>Can explain what the weather is like during each season in the UK.</p> <p>Can suggest appropriate clothing and activities for each season.</p>	<p>Can use an aerial photograph to locate physical and human features.</p> <p>Can draw simple pictures or symbols on a sketch map.</p> <p>Can draw compass points.</p> <p>Can name the continent they live in.</p> <p>Can use an atlas to locate the UK and China on a world map.</p> <p>Can use an atlas to locate Europe and Asia on a world map.</p> <p>Can identify China's physical and human geography.</p> <p>Can sort physical and human features using photographs.</p> <p>Can identify physical and human features in images of Shanghai.</p> <p>Can compare Shanghai to their locality.</p> <p>Can identify similarities and differences between human and physical features.</p>
Year 2	<p><u>Would you prefer to live in a hot or a cold place?</u></p> <p>Fieldwork: School Grounds</p> <p>Can name and locate the seven continents on a world map.</p> <p>Can locate the North and the South Poles on a world map.</p> <p>Can locate the Equator on a world map.</p> <p>Can describe some similarities and differences between the UK and Kenya.</p>	<p><u>Why is our world wonderful?</u></p> <p>Fieldwork: The Dell/ Local Woodland</p> <p>Can identify and locate characteristics of the UK on a map.</p> <p>Can identify human and physical features.</p> <p>Can locate human and physical features on a world map.</p> <p>Can explain the difference between oceans and seas.</p> <p>Can name and locate the five oceans on a world map.</p>	<p><u>What is like to live by the coast?</u></p> <p>Fieldwork: Beach/ Coastal Town</p> <p>Can name and locate the seas and oceans surrounding the UK in an atlas.</p> <p>Can label these on a map of the UK.</p> <p>Can describe the location of the seas and oceans surrounding the UK using compass points.</p> <p>Can define what the coast is.</p> <p>Can locate coasts in the UK.</p>

	<p>Can investigate the weather, writing about it using key vocabulary and explaining whether they live in a hot or cold place.</p> <p>Can recognise the features of hot and cold places.</p> <ul style="list-style-type: none"> <li>- Can locate some countries with hot or cold climates on a world map.</li> </ul>	<p>Can use an aerial photograph to draw a simple sketch map.</p> <p>Can collect data by sketching findings on a map and completing a tally chart.</p> <p>Can present their findings in a bar chart.</p>	<p>Can name some of the physical features of coasts.</p> <p>Can explain the location of UK coasts using the four compass directions.</p> <p>Can name features of coasts and label these on a photograph.</p> <p>Can identify human features in a coastal town.</p> <p>Can describe how people use the coast.</p> <p>Can follow a prepared route on a map.</p> <p>Can identify human features on the local coast.</p> <p>Can record data using a tally chart.</p> <p>Can represent data in a pictogram.</p> <p>Can describe how the local coast has been used.</p>
<p>Year 3, 4, 5 Cycle A</p>	<p><u>Are all settlements the same?</u> Fieldwork: Local Area (Runcorn)</p> <p>Can locate some cities in the UK.</p> <p>Can describe the difference between villages, towns and cities.</p> <p>Can identify features on an OS map using the legend.</p> <p>Can describe the different types of land use.</p> <p>Can follow a route on an OS map.</p> <p>Can discuss reasons for the location of human and physical features.</p> <p>Can locate some geographical regions in the UK.</p> <p>Can identify and begin to offer explanations about changes to features in the local area.</p>	<p><u>What are rivers and how are they used?</u> Fieldwork: Wigg Island/River Mersey</p> <p>Can identify water stores and processes in the water cycle.</p> <p>Can describe the three courses of a river.</p> <p>Can name the physical features of a river.</p> <p>Can name some major rivers and their location.</p> <p>Can describe different ways a river is used.</p> <p>Can list some of the problems around rivers.</p> <p>Can describe human and physical features around a river.</p> <p>Can identify the location of a river on an OS map.</p> <p>Can make a judgement on the environmental quality in a river environment.</p> <p>Can make suggestions on how a river environment could be improved.</p>	<p><u>Why do people live near volcanoes?</u> Fieldwork: School Grounds</p> <p>To name all four layers of the Earth in the correct order, stating one fact about each layer.</p> <p>Can explain one or more ways a mountain can be formed.</p> <p>Can give a correct example of a mountain range and its continent.</p> <p>Can describe a tectonic plate and know that mountains occur along plate boundaries.</p> <p>Can correctly label the features of shield and composite volcanoes and explain how they form.</p> <p>Can name three ways in which volcanoes can be classified.</p>

	<p>Can describe the location of New Delhi. Can identify some human and physical features in New Delhi.</p> <ul style="list-style-type: none"> <li>- Can state some similarities and differences between land use and features in New Delhi and the local area.</li> </ul>		<p>Can describe how volcanoes form at tectonic plate boundaries. Can explain a mix of negative and positive consequences of living near a volcano. Can state whether they would or would not want to live near a volcano. Can state that an earthquake is caused when two plate boundaries move and shake the ground. Can explain that earthquakes happen along plate boundaries. Can list some negative effects that an earthquake can have on a community. Can observe, digitally record and map different rocks using a symbol on a map. Can identify rock types and their origins based on collected data.</p>
<p>Year 3, 4, 5 Cycle B</p>	<p><u>What is life like in the Alps?</u> Fieldwork: Runcorn Hill- Sandstone, Norton priory, Halton Castle</p> <p>Can locate the Alps on a world map and identify and label the eight countries they spread through. Can locate three physical and three human characteristics in the Alps. Can research and describe the physical and human features of Innsbruck. Can use a variety of data collection methods including completing a questionnaire, mapping</p>	<p><u>Why are rainforests important to us?</u> Fieldwork: The Heath park, Runcorn Hill-woodland area</p> <p>Can describe a biome and give an example. Can state the location and some key features of the Amazon rainforest. Can name and describe the four layers of tropical rainforests. Can understand that trees and plants adapt to living in the rainforest and give an example.</p>	<p><u>Where does our food come from?</u> Fieldwork: School Grounds</p> <p>Can identify that different foods grow in different biomes and say why. Can explain which food has the most significant negative impact on the environment. Can consider a change people can make to reduce the negative impact of food production. Can describe the intentions around trading responsibly. Can explain that food imports can be both helpful and harmful.</p>

	<p>their route and recording their findings in sketches or photographs.</p> <p>Can compare the human and physical geography of their local area and Innsbruck.</p> <p>Can describe at least four of the key aspects of the human and physical geography of the Alps to answer the enquiry question, 'What is life like in the Alps?'</p>	<p>Can define the word indigenous and give an example of how indigenous peoples use the Amazon's resources.</p> <p>Can name one way in which the Amazon is changing.</p> <p>Can articulate why the Amazon rainforest is important.</p> <p>Can give an example of how humans are having a negative impact on the Amazon and an action that can be taken to help.</p> <p>Can use a variety of data collection methods with support.</p> <p>Can summarise how the local woodland is used and suggest changes to improve the area.</p>	<p>Can describe the journey of a cocoa bean.</p> <p>Can locate countries on a blank world map using an atlas.</p> <p>Can use a scale bar correctly to measure approximate distances.</p> <p>Can collect data through an interview process.</p> <p>Can analyse interview responses to answer an enquiry question.</p> <p>Can discuss any trends in data collected.</p>
<p>Year 3, 4, 5 Cycle C</p>	<p><u>Who lives in Antarctica?</u></p> <p>Fieldwork: School Grounds</p> <p>Can describe what lines of latitude and longitude are, giving an example.</p> <p>Can understand that the Northern and Southern Hemispheres experience seasons at different times.</p> <p>Can define what climate zones are.</p> <p>Can understand Antarctica has a polar climate made up of ice sheets, snow and mountains.</p> <p>Can describe Antarctica's location in the far south of the globe.</p> <p>Can state that tourism and research are the two main reasons people visit Antarctica.</p>	<p><u>Why do oceans matter?</u></p> <p>Fieldwork: Formby/Crosby beach, Runcorn Hill- lake School grounds- Pond, Wigg Island- River Mersey</p> <p>Can describe the water cycle.</p> <p>Can describe how the ocean is used for human activity.</p> <p>Can explain how the ocean helps to regulate the Earth's climate and temperature.</p> <p>Can identify the Great Barrier Reef as part of Australia.</p> <p>Can describe the benefits of the Great Barrier reef.</p> <p>Can describe how humans impact the oceans and the consequences of this.</p> <p>Can explain some actions that can be taken to help support healthy oceans.</p>	<p><u>Would you like to live in the desert?</u></p> <p>Can identify the lines of latitude where hot desert biomes are located.</p> <p>Can describe the characteristics of a hot desert biome.</p> <p>Can locate the largest deserts in each continent.</p> <p>Can describe ways the Mojave Desert is used.</p> <p>Can name and describe the physical features found in a desert.</p> <p>Can identify how humans use the desert.</p> <p>Can explain how human activity may contribute to the changing climate and landscape of a desert.</p>

	<p>Can describe equipment researchers might use and clothes they wear.</p> <p>Can list some of the research carried out in Antarctica.</p> <p>Can state the outcome of Shackleton's expedition.</p> <p>Can successfully plot four-figure grid references at the point where the vertical and horizontal line meet.</p> <p>Can describe a similarity and difference between life in the UK and life in Antarctica.</p> <p>Can confidently use the zoom function on a digital map.</p> <p>Can begin to recall the eight points of a compass, following at least four of them.</p> <p>Can recognise and describe features on their school grounds from an aerial map.</p> <p>Can draw a map of the route they take on an expedition.</p> <p>Can state one thing that went well on the expedition and one aspect that did not go as hoped.</p>	<p>Can explain which data collection method would be best for marine fieldwork and why.</p> <p>Can collect data using a tally chart, photographs and a sketch map.</p> <p>Can safely navigate the fieldwork environment.</p> <p>Can make suggestions for how to improve a marine environment.</p> <p>Can present data using a tally chart and pie chart.</p>	<p>Can recognise that the Mojave Desert has a different time zone to the UK.</p> <p>Can describe some of the threats to deserts.</p> <p>Can give the benefits and drawbacks of living in a desert environment.</p> <p>Can identify characteristics of two contrasting biomes and compare land use.</p> <p>Can discuss if a desert environment is hospitable and why.</p>
Year 6	<p><u>Why does population change?</u></p> <p>Fieldwork: Local Area</p> <p>Can identify the most densely and sparsely populated areas.</p> <p>Can describe the increase in global population over time.</p> <p>Can begin to describe what might influence the environments people live in.</p>	<p><u>Where does our energy come from?</u></p> <p>Fieldwork: School Grounds</p> <p>Can describe the significance of energy.</p> <p>Can give examples of sources of energy and their trading routes.</p> <p>Can define renewable and non-renewable energy.</p> <p>Can discuss the benefits and drawbacks of different energy sources.</p>	<p><u>Can I carry out an independent fieldwork enquiry?</u></p> <p>Fieldwork: Local Area</p> <p>Can give examples of issues in the local area.</p> <p>Can identify questions to be asked to find the relevant data.</p> <p>Can justify which data collection method is most suitable.</p>

	<p>Can define birth and death rates, suggesting what may influence them.</p> <p>Can define migration, discussing push and pull factors.</p> <p>Can explain why some people have no choice but to leave their homes.</p> <p>Can describe the causes of climate change, explaining its impact on the global population.</p> <p>Can suggest an action they can take to fight climate change.</p> <p>Can calculate the length of a route to scale.</p> <p>Can follow a selected route on an OS map.</p> <p>Can select a variety of data collection methods, including using a Likert scale.</p> <p>Can collect information from a member of the public.</p> <p>Can create a digital map to plot and compare data collected from two locations.</p> <p>Can suggest an idea to improve the environment.</p>	<p>Can describe the significance of the Prime Meridian.</p> <p>Can identify human features on a digital map.</p> <p>Can discuss how transport links have changed over time.</p> <p>Can locate UK cities on a map.</p> <p>Can use six-figure grid references to identify features on an OS map.</p> <p>Can consider and justify the location of energy sources.</p> <p>Can design and use interview questions.</p> <p>Can plot points on a sketch map.</p>	<p>Can design an accurate data collection template.</p> <p>Can identify areas along a route that are best for data collection.</p> <p>Can discuss how to mediate potential risks.</p> <p>Can collect data at points located on an OS map.</p> <p>Can manage risks during a fieldwork trip.</p> <p>Can identify any outcomes from data collected.</p> <p>Can map data digitally.</p> <p>Can describe the enquiry process</p>
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