Geography Overview – coverage and sequencing summary

Brookburn's rationale behind the geography curriculum design:

Our Place **Our World** **Our Planet**

Studying Geography develops children's knowledge and understanding of what is around them in the local area, in Britain and globally. They will know and understand their sense of space and place. Brookburn children will know how people, regions and cultures are connected. This will support an understanding and knowledge in the next stage of education and throughout life.

Geography provides Brookburn children with knowledge and vocabulary to describe the features of the environment and the processes that shape it. Children will understand the spatial layout and organisation of the world about them and recognise the spatial distributions, patterns and relationships in the environment.

By the end of primary school, Brookburn children will know and understand:

Physical geography: climate zones, rivers, mountains, volcanoes, earthquakes, the water cycle
Human Geography:, types of settlement and economic activity, distribution of natural resources and trade.
Environmental geography: natural resources and how people can harm or protect the environment.
Locational knowledge: general geographical knowledge regarding position and significance, UK and global
Place knowledge: local study, UK, European and non-European
Skills: Enquiry, mapping, fieldwork and geographical vocabulary

	Autumn 1	**Spring 1**	**Summer 2**
	Our Place	**Our World**	**Our Planet**
Nursery	Use place vocabulary: near, far, wood, park, field, river. Journeys: going to places including school. What do they see / pass on their way to school. Know how buildings, transport and people are linked together through small world play etc.	Know there are different places and countries in the world, link this to families and identities. Use photographs to know some differences.	Weather and season knowledge and how the weather links to what children wear.
Reception	Children learn about Autumn in our country. (Link to weather in Y1) Autumn walk – using all senses. Children know where they live. Name and describe some of the local features and what people do there e.g Chorlton Water Park – leisure Beech road – shopping / eating. Map the school's environment – what is a building, what is nature.	Know where children have been on holiday name and locate the places on a world map.	Explore the natural world around them using the school site. Know what is different. Link this to human and physical features. Know how to look after our school and the habitats on our school site.
Year 1	**Our school**	**Countries of UK**	**Weather and looking after our environment:**

	Look at the key physical and human features of our school, referring to key geographical language (see MTP). Use simple skills and fieldwork: Use 4 points of the compass and locational and directional language Describe the location of features and routes on a map. Use aerial photographs and plan perspectives Devise simple maps and symbols in a key Answer the enquiry question: What do we like about our school grounds? What could be improved?	Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. Know the features of cities and compare to other settlements in the UK (*human*) Compass work (*locational knowledge*) Weather in UK (*physical*)	How the weather impacts humans. (*physical and human*)
Year 2	**The local area: Chorlton- cum-Hardy** Look at the key physical and human features of our local area, referring to key geographical language (See MTP). Use simple skills and fieldwork: Use 4 points of the compass and locational and directional language Describe the location of features and routes on a map. Use aerial photographs and plan perspectives Devise simple maps and symbols in a key Answer the enquiry questions: Does Chorlton-cum-Hardy provide for the needs of the community? Is litter a problem in Chorlton-cum-Hardy?	**Contrasting non -European Study** Compare Chorlton-cum-Hardy with Pointe-a-Pierre, a town in Trinidad. Based on the book "Coming to England" (*place*) Know key human features including town, village, harbour, port. (*human*) Know key physical features: beach, cliff, coast, mountain (*physica*l)	**Looking after our environment – oceans and forests!** Know the 7 continents and 5 oceans of our world (*locational*) Use simple compass directions (North, South, East and West) (*locational*) The location of hot and cold areas of the world in relation to the Equator and the North and South Poles.(*locational*) Stories to relate where our food comes from. (*physical*) Stories to introduce environmental issues: Pollution of our oceans. (*human*) Forest fires.
Year 3	**The local area: Chorlton Meadows** Use maps/photographs to locate human and physical features around the Chorlton Meadows area.	**Regions of the United Kingdom** Understand what is a region. Know the 9 UK regions.	**Looking after our coastal environment – case study Flyde Coast.**

	Follow a route on a map. Use symbols and keys. Use 8 points of the compass. Observe, measure, record information to answer the enquiry question 'Why should we preserve Chorlton Meadows?' Present the information using a range of methods.	Look at the different landscapes / topographical features of the regions. Investigate some of the main human and physical characteristics of a selection of regions. Understand the difference between a village / town/city. Read OS maps Use 8 points of a compass Use 4 figure grid references	
Year 4	**Britain and Europe** Locate Europe on a World map. Locate countries and capital cities in Europe. Investigate Europe's environmental regions and key physical and human characteristics. Link the equator and lines of latitude and longitude to the different climate zones and biomes in Europe. Locate major European mountain ranges and rivers. Investigate economic activity, including trade links in Europe.	**European study** Contrast NW region of England with Naples and the Mediterranean Equator, northern and southern hemispheres, tropics: cancer, Capricorn, artic and Antarctic circle. Climate zones and the impact on human and physical geography. Topography. Economic activity relating to a small area in Spain.	**Natural Disasters**: Volcanoes and Earthquakes and impact on humans. Link to previous European (especially Pompeii volcano) study
Year 5	**Rivers** Describe and understand key aspects of the water cycle and rivers. Case Study – The River Mersey. Use maps to locate Crowden Brook from source to sea (joining the River Mersey on the way). Use OS map. Use 4 figure grid references, symbols and keys to locate features around Crowden Brook. Observe, measure, record and present information relating to enquiry questions based around Crowden Brook: How fast does the brook flow? How deep is the brook at different points? Which creatures live in the brook and what does this show?	**Continents: South America** Contrasting non-European continent. Physical and human land use. Contrast NW England region with a South America region Brazil and Amazon basin Position and significance of the Equator. Lines of longitude and latitude. Northern and southern hemispheres. Tropics of Cancer / Capricorn. Arctic, Antarctica and Artic circle. Climate zones / biomes and impact on human / physical geography. Economic activity - the distribution of natural resources including energy, food, minerals and water.	**Looking after our environment – Amazon case study.** Contrast NW England with the Amazon Basin. Investigate environmental threats in the Amazon. Link to fair trade.

Year 6	**UK knowledge and The Lake District** Name and locate counties and cities of the UK. Investigate the identify the human and physical characteristics of the different counties. Specific study of the Lake District in preparation for the residential. Investigate: Where the Lake District is located; Some of the different mountain ranges; Why there are so many lakes; Physical and human land use; Use 6 figure grid references, symbols and keys and 8 points of the compass when looking at OS maps of differing scales. Use these skills to plan activities.	**Global Trade and inequalities** Climate zones and impact on human and physical geography. **Re-cap on world knowledge:** The location of places, different climate zones and biomes. Continents, countries, capitals, landscapes and topography. Can they: • Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, • Can they describe the impact of the above on different climate zones? • Can they describe the impact of the different climate zones on the varying biomes / vegetation belts? The impact of climate zones on human geography. Economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water. Prime/Greenwich Meridian and time zones (including day and night)	**Looking after our environment and making a difference** Air pollution O-Zone depletion Climate change and inequality, rich countries vs. poor countries. Link this to climate zones. How is global warming affecting them? What impact is this having on human geography?