BIRCH HILL
PRIMARY SCHOOL AND NURSERY
Learn, Believe, Achieve Together

MAIDEN ERLEGH
TRUST

# Geography Curriculum

## Birch Hill Geography Content Overview

Nursery to Year 6

# Geography Curriculum

When shaping the curriculum at Birch Hill Primary School and Nursery, we have ensured that the subject of geography helps to provoke and provide answers to questions about the world in which we live and encourages the children of Birch Hill to develop a greater understanding and knowledge of the world and their place within it. With this in mind, we have developed our curriculum, so that the teaching equips the children with knowledge about diverse places, people, resources, physical and human features and processes. The children will develop their understanding of how we all play a role in the world in which we live. This will enable them to develop a sense of who they are, what makes our own community, town and country in which we live, unique and special.

The children will identify and locate other countries across the world and make comparisons between them and their own part of the world. They will be able to develop the ability to express well balanced opinions which are rooted in secure knowledge and understanding about current issues in the world. By nature, geography is an investigative subject which enables the children to develop an understanding of concepts, build fluency in complex, geographical enquiry and the ability to apply questioning skills, as well as effective presentation techniques to present their conclusions and findings through and extensive base of geographical knowledge and vocabulary.

Our ambitious curriculum enables the skills the children develop in geography to be transferable across the curriculum, which in turn promotes their SMSC development, as we seek to inspire the children of Birch Hill and the wider community, with a curiosity and fascination about the world and its people which will remain for the rest of their lives.

# Birch Hill Geography Content Overview

| Term | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|---|---|---|---|---|---|---|
| **EYFS 1 Nursery** | | | | | | |
| **Topics** | *What makes me … me?* | *How can I stay safe and healthy?* | *What makes a home and school?* | *Are things the same everywhere?* | *How do things grow and change?* | *How can I take care of my world?* |
| **Geography (UW) Focus** | **Observation Real Life** Talking about things they can see outside | **Differences in people** Comparing different people who help me | **Differences in homes** Comparing homes and families | **Differences in places** Talking about and comparing things they see from images of places around the world | **Observation images** Look at images of different fruits growing, talking about hot and cold places | **Observation images** Look at images of damaged environments and talking about caring for them |
| **DM** | A **B** C | A B **C** | **A** B **C** | **A** **B** C | A **B** C | A **B** C |
| | Look at images of damage to the environment (living things), getting the children to talk about what they can see.<br>Fieldwork – school site. | Through stories, photographs and role play, develop positive attitudes about different people who help us.<br>Use examples from a range of different cultures and ethnic backgrounds and compare.<br>Include RNLI (Link to seaside in Year 1). | Link to places – doctor at a hospital, fireman at a fire station – (Link to local area in Year 1).<br>Through stories and images, look at different homes and families in other countries.<br>Ask the children to talk about what they can see and continue to develop positive attitudes to differences. | Look at the globe – link to UK.<br>Using stories, photographs, non-fiction books and videos, explore a range of different places in the world, getting the children to talk about what they can see and the differences.<br>Focus on home (revision), landmarks, dress, language, climate and food.<br>Focus on France, China, Kenya, Egypt and Alaska and Nepal. | Using stories and photographs, look at different fruits growing and talk about where they grow and why in terms of hot and cold places.<br>(Link to country knowledge and climates). | Look at images of damage to the environment (living things), getting the children to talk about what they can see.<br>Fieldwork – school site |
| **DM**<br>Understanding the World<br>People, Culture & Communities | **Development Matters**<br>A. Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.<br>B. Talk about what they see using a wide vocabulary.<br>C. Continue developing positive attitudes about the differences between people (link with RE). | | | | | |

# Birch Hill Geography Content Overview

| Term | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|---|---|---|---|---|---|---|
| EYFS 2 Reception | | | | | | |
| **Topics** | *What will my first Autumn at school be like?* | *Why are people, places, times and things special?* | *What changes in Winter and is it the same everywhere?* | *Who helps us to stay safe, healthy and well* | *How is life in the UK different to other places around the world?* | *Have things always been the same?* |
| **Geography (UW)Focus** | **Observation Real Life**<br>Describing things I can see in my local environment in Autumn | **Differences in Places**<br>Developing understanding that some places are special to members of their community | **Different Environments**<br>Describe seasonal changes in the local environment & differences between environments in other places | **Maps and Location**<br>Finding information on a map of school & describing routes with positional language | **Comparing Places**<br>Explaining differences & similarities between life in this and other countries & describe seasonal difference | **Observation Real Life**<br>Describing seasonal changes they can see in their local environment in Summer |
| **ELG & DM** | **1** 2 3 **A** B C **D** | 1 **2** 3 A B **C** D | **1** 2 3 A B C **D** | 1 2 3 **A** B C D | 1 2 **3** A **B** C **D** | **1** 2 3 A B C **D** |
| | Explore the natural world around them in Autumn using a growing vocabulary related to things they observe in it – seasons.<br>Explore maps of the classroom and the outside environment to describe routes and places of objects, using positional language.<br>Explore maps of a farm and be able to identify key places such as the farmhouse, stables, milking shed, field with sheep & field of wheat.<br>Link where food comes from to countries around the word – focus rice (China) and bananas from tropical places including India.<br>Look at and describe images of life in these countries. | Develop an understanding that some places are special to members of their community, through the story of Stickman.<br>Explore that people have different special places and that we need to respect them.<br>Link special places around the world landmarks – including the Golden Temple, Mecca, Jerusalem and the Vatican City.<br>Look at images and talk about what they see.<br>Link to places in the local area. | Explore their natural environment in Winter using a growing vocabulary.<br>Look at different environments around the world, using a globe to develop global knowledge and understanding.<br>Look at images and videos of different environments and describe what they can see.<br>Compare images, include how some people live, e.g., clothes and homes.<br>Link to seasonal changes and climate. | Explore maps of the classroom and the outside environment to describe routes and places of objects, using positional language.<br>Explore things that change and things that stay the same.<br>Vocabulary under, down, behind, up, near, in front, next to, in, beside. | Use photographs, stories and non-fiction texts to compare similarities and differences between life in this country and other countries - include India, China, Brazil, Kenya, (Handa's surprise), Alaska, Greece, Nepal and Egypt.<br>Compare aspects of life such as clothing, housing, food and climate.<br>Link in animals that impact on life, e.g., sacred animals, dangerous animals and animals for transport, e.g., camels and dogs.<br>Explore the natural world around them in Spring using a growing vocabulary related to things they observe in it – locational awareness and field work. | Explore the natural world around them in Summer using a growing vocabulary related to things they observe in it - locational awareness and field work.<br>Develop an understanding that places change over time. |
| **ELG**<br>**Understanding the World**<br>**People, Culture & Communities** | 1. Describe their immediate environment using knowledge from observations, discussion, stories, non-fiction texts and maps.<br>2. Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.<br>3. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and when appropriate – maps. | | | **Development Matters**<br>A. Draw information from a simple map.<br>B. Recognise some similarities and differences between life in this country and life in other countries.<br>C. Understand some places are special to members of their community.<br>D. Explore the natural world around them. | | |

# Birch Hill Geography Content Overview

| Term | | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|---|---|---|---|---|---|---|---|
| Year 1 | Topics | *What makes me special?* | *How are the toys we play with made?* | *Why was a castle built here? Windsor Castle* | *What makes me proud of our place?* | *Who lives in the Animal Kingdom?* | *How did families have fun in the past?* |
| | Geog. Focus | | | **Windsor Castle**<br>Location & geographical features of Windsor and surrounding area | **My School and My Local Area**<br>Fieldwork & mapping of the school and surrounding area | **The United Kingdom**<br>Identify the four countries of the UK, their capital cities & their characteristics | **The Seaside**<br>Geographical similarities and differences in a seaside locality and the local area |
| | Skills | 1 2 3 4 5 6 7 | 1 2 3 4 5 6 7 | 1 2 3 4 5 6 7 | 1 2 3 4 5 6 7 | 1 2 3 4 5 6 7 | 1 2 3 4 5 6 7 |
| | Year 1 Programme of Study | | | Place knowledge, where is Windsor Castle and where is it in relation to Bracknell?<br>Use aerial maps to locate Windsor Castle and the surrounding area / features (River Thames and Windsor town and Windsor Forest for example).<br>Use basic geographical vocabulary for key features of river, valley, forest, hill, town, farm. | Use simple fieldwork and observational skills to study the geography of their school & its grounds and the key human & physical features of its surrounding environment.<br>Use basic geographical vocabulary for key features including shop, factory, school, house, office, vegetation, soil.<br>Use simple compass direction (North ,South, East, West) and locational & directional language [near & far; left & right], to describe the location of features & routes on a map of a route around the school.<br>Devise a simple map; use and construct basic symbols in a key. | Use world maps, atlases and globes to identify the United Kingdom and its countries.<br>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.<br>Use basic geographical vocabulary to refer to:<br>key physical features, including city, sea, ocean, port, river, coast, mountain. | Use basic geographical vocabulary to refer to:<br>Key physical features, including beach, cliff, coast, hill, , sea, ocean, , season and weather.<br>Key human features, including city, town, village, factory, house, office, port, harbour and shop.<br>Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom.<br>Compare and contrast to their local area. |
| | KS1 Geographical Skills | Pupils should be taught to use the following:<br>1. Ask and answer geographical questions.<br>2. Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage.<br>3. Use basic geographical vocabulary to refer to key physical and human features.<br>4. Use compass directions and locational language to describe the location of features and routes on a map.<br>5. Understand geographical similarities and differences through studying the human and physical geography.<br>6. Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features.<br>7. Devise a simple map; use and construct basic symbols in a key. | | | | | |

# Birch Hill Geography Content Overview

| Term | | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|---|---|---|---|---|---|---|---|
| Year 2 | Topics | *What happened in the Great Fire?* | *How can we make a healthy lunchbox?* | *What is the best way for Mrs Armitage to travel?* | *What makes us like other animals?* | *What do plants need to grow?* | *How would my life be different if I lived in the Amazon?* |
| | Geog. Focus | **Where was the fire?** To locate London and set in geographical context of Bracknell and Windsor | | | **Continents & Oceans** To locate the continents and Oceans of the world and hot and cold places | **Weather and Seasons** To identify seasonal and daily weather patterns in the UK | **The Amazon Rainforest** Compare and contrast the geographical features in the rainforest to the seaside |
| | Skills | **1** 2 **3** **4** 5 **6** 7 | 1 2 3 4 5 6 7 | 1 2 3 4 5 6 7 | **1** **2** **3** **4** 5 **6** **7** | **1** **2** **3** **4** 5 6 7 | **1** **2** **3** **4** **5** **6** **7** |
| | Year 2 Programme of Study | Use aerial maps to locate London, Windsor and Bracknell.<br>Use plans to note Pudding Lane and surrounding area and St Paul's in London after reconstruction.<br>Note features such The River Thames. | | | Name and locate the world's seven continents and five oceans.<br>Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. | Identify seasonal and daily weather patterns in the United Kingdom.<br>Use basic geographical vocabulary to refer to key physical features, weather and seasons. | Understand geographical similarities and differences through studying the human and physical geography of a small area in a contrasting non-European country.<br>Compare and contrast to Coastal area & Bracknell.<br>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use & construct basic symbols in a key.<br>Use basic geographical vocabulary to refer to key physical features, including vegetation, forest river, mountain, village, weather and seasons. |
| | KS1 Geographical Skills | Pupils should be taught to use the following:<br>1. Ask and answer geographical questions.<br>2. Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage.<br>3. Use basic geographical vocabulary to refer to key physical and human features.<br>4. Use compass directions and locational language to describe the location of features and routes on a map.<br>5. Understand geographical similarities and differences through studying the human and physical geography.<br>6. Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features.<br>7. Devise a simple map; use and construct basic symbols in a key. | | | | | |

# Birch Hill Geography Content Overview

| Term | | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|---|---|---|---|---|---|---|---|
| Year 3 | **Topics** | *How did Britain change from the Stone Age to the Iron Age?* | *What is Britain and the UK like now?* | *Who were the greatest builders?* | *What do plants need to stay healthy?* | *How is a region of Mexico and the UK the same &/or different?* | *What forces move (make) mountains?* |
| | **Geog. Focus** | **The location of Iron and Stone Age sites**<br>Mapping locations and looking at the patterns | **Geographical Regions of United Kingdom**<br>Naming, locating regions & their characteristics | **The Location of Egypt**<br>Using maps to locate Egypt and its key physical features & impacts of them | | **The South Eastern Region of Mexico**<br>Comparing & contrasting the geography of SE Mexico with SE England | **Mountains and Earthquakes**<br>Understanding physical processes & locations |
| | **Skills** | **1 2 3 4 5 6 7** | **1 2 3 4 5 6 7** | **1 2 3 4 5 6 7** | **1 2 3 4 5 6 7** | **1 2 3 4 5 6 7** | **1 2 3 4 5 6 7** |
| | **Year 3 Programme of Study** | Use maps to locate significant archaeological sites from the Stone and Iron Ages in Britain. | Name and locate geographical regions the United Kingdom, and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time - (Link to Year 1 work on 4 countries of UK).<br>Use the eight points of a compass, four figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom. | Use maps and Atlases to locate Egypt and its key physical features and impacts of them. | | To understand geographical similarities and differences through the study of human and physical geography of the South East Mexico compared to South East England (Yucatán Peninsular and Oaxaca).<br>To know about key physical and human characteristics, and major cities.<br>Use the eight points of a compass, four figure grid references, symbols and key to build their knowledge of the wider world.<br>Use fieldwork to observe and record the variety of plants and animal habitats in the school grounds – compare to those in Mexico. | Describe and understand key aspects of physical geographical processes of mountains and earthquakes.<br>Use maps, atlases, globes and digital/computer mapping to locate, name and describe the most significant mountain ranges and volcanoes in the UK & world with a focus on Europe and N & S America – including marine and terrestrial.<br>Link to previous learning about UK and Guatemala. |
| | **LKS2 Geographical Skills** | Pupils should be taught to:<br>1. Ask and answer geographical questions about the physical and human characteristics of a location.<br>2. Explain own views about locations, giving reasons, and communicate in a variety of ways including maps, numerical and quantitate skills and writing at length.<br>3. Use maps, atlases, globes and digital mapping to locate countries and describe features.<br>4. Use fieldwork to observe and record the human and physical features in the local area.<br>5. Use a range of resources to identify the key physical and human features of a location.<br>6. Describe geographical similarities and differences between countries.<br>7. Describe key aspects of physical and human geography. | | | | | | |

# Birch Hill Geography Content Overview

| Term | | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|---|---|---|---|---|---|---|---|
| Year 4 | Topics | *What legacies did the Ancient Greeks leave on modern culture?* | *How was William Shakespeare influenced by the Ancient Greeks?* | *What did the Romans leave behind?* | *What makes Italy roar?* | *How did the loss of the cacao bean contribute to the collapse of the Mayan Empire?* | *How does chocolate move through our digestive system?* |
| | Geog. Focus | **Location of Greece**<br>Locating Greece and key geographical features | **Stratford upon Avon District**<br>Comparing & contrasting geography of Berkshire | **Location of the Roman Empire**<br>Naming and location the countries in the empire | **The Amalfi Coast**<br>Comparing & contrasting with regions in Guatemala & UK including Volcanoes | **The Water Cycle**<br>To describe and understand key aspects about the water cycle | **Cocoa Trade Links**<br>Mapping trade links of cocoa and changes over time |
| | Skills | 1 2 **3** 4 5 6 7 | **1 2 3** 4 **5 6 7** | 1 2 **3** 4 5 6 7 | **1 2 3** 4 **5 6 7** | 1 2 3 4 5 6 **7** | **1 2 3** 4 5 **6 7** |
| | Year 4 Programme of Study | Use a map, atlases and digital maps to locate Greece within Europe and its key geographical features. | To understand geographical similarities and differences through the study of human and physical geography of a region of two contrasting British locations.<br>Use maps to locate Berkshire and Stratford upon Avon District.<br>Compare and contrast key physical and human features. | To use a map and digital maps to locate countries of the Roman Empire. | To locate the world's countries, using maps to focus on Europe (including the location of Russia).<br>To locate Italy using a map.<br>To know about geography of the Amalfi Coast including key physical and human characteristics.<br>To compare and contrast the Geography of the Amalfi coast to Western Highlands of Guatemala and UK.<br>To describe and understand key aspects about volcanoes and their location on the Amalfi coast. | To describe and understand key aspects about the water cycle.<br>To explore links with flooding. | To know where cocoa is grown and the process how it is distributed across the world.<br>Map current trade links in cocoa and understand that these change over time with links to Mayan civilisation.<br>Include sustainability & Fairtrade. |
| | LKS2 Geographical Skills | Pupils should be taught to:<br>1. Ask and answer geographical questions about the physical and human characteristics of a location.<br>2. Explain own views about locations, giving reasons, and communicate in a variety of ways including maps, numerical and quantitate skills and writing at length.<br>3. Use maps, atlases, globes and digital mapping to locate countries and describe features.<br>4. Use fieldwork to observe and record the human and physical features in the local area.<br>5. Use a range of resources to identify the key physical and human features of a location.<br>6. Describe geographical similarities and differences between countries.<br>7. Describe key aspects of physical and human geography. | | | | | |

# Birch Hill Geography Content Overview

| Term | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|---|---|---|---|---|---|---|
| **Year 5** | | | | | | |
| **Topics** | *Why did people invade and settle in Britain?* | *Where did they settle and why?* | *How did the Kingdom of England come to be?* | | *Where in the World?* | *What is the power of The River Thames?* |
| **Geog. Focus** | | **UK Counties, Cities and Settlements**<br>Types of settlements and land uses in the UK | **Historical Geography of England**<br>Regions that made the Kingdom of England | | **Global Geography**<br>Key geographical features of the world and economic food trade between them | **The Local Area inc. The River Thames**<br>Mapping the geography of the local area and rivers |
| **Skills** | 1 2 3 4 5 6 7 8 9 | **1 2 3** 4 **5** 6 **7 8 9** | 1 2 3 4 **5** 6 7 8 9 | 1 2 3 4 5 6 7 8 9 | **1 2 3** 4 5 **6 7 8 9** | **1 2 3 4 5 6 7** 8 9 |
| **Year 5 Programme of Study** | | Use the eight points of a compass and six-figure grid references, symbols and key (including the use of OS maps) to build their knowledge of the United Kingdom.<br>Describe and understand key aspects of human geography, process of types of settlement and land use.<br>Name and locate counties and cities of the UK, and land-use patterns; and understand how some of these aspects have changed over time. | Mapping the geographical kingdoms that formed to make England. | | Use the eight points of a compass and six-figure grid references, symbols and key (including the use of OS maps) to build their knowledge of the wider world.<br>Use maps, atlases and globes to locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.<br>Describe and understand key aspects of economic activity and trade links with a focus on food. | 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.<br>Use field work to observe and record features of a stretch of the River Thames (or tributary) using a range of methods.<br>Understand and describe the key aspects of rivers.<br>Use maps, atlases, globes and digital/computer mapping to locate, name and describe the most significant rivers and the distribution of water in the UK & world with a focus on Europe and N & S America. |
| **UKS2 Geographical Skills** | Pupils should be taught to:<br>1. Collect and analyse statistics and other information in order to draw clear conclusions about locations.<br>2. Identify and describe how the physical features affect the human activity within a location.<br>3. Give detailed descriptions and opinions of the characteristic features of a location.<br>4. Use fieldwork to observe, measure, record and present the human and physical features in the local area.<br>5. Interpret a range of sources of information, including maps, diagrams, globes, aerial photographs and GIS.<br>6. Understand some of the reasons for geographical similarities and differences between countries and describe geographical diversity across the world.<br>7. Describe how locations around the world are changing and explain some of the reasons for change.<br>8. Explain own views about locations, giving reasons, and communicate in a variety of ways including maps, numerical and quantitate skills and writing at length.<br>9. Describe how countries and geographical regions are interconnected and independent. | | | | | |

# Birch Hill Geography Content Overview

| Term | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|---|---|---|---|---|---|---|
| **Year 6** | | | | | | |
| **Topics** | *What is out of this World?* | *How do living things, including us, stay healthy?* | *What was the significance of the Battle of Britain?* | *Why do some creatures no longer exist?* | | *How successful are we as entrepreneurs?* |
| **Geog. Focus** | **Significance of latitude & longitude**<br>Identify positions and the significance coordinates | **Impact & distribution of natural resources**<br>Location & impacts of minerals and energy | **Significance of WW2 airfield locations**<br>Geographical locations and significance of these | **Climatic zones and biomes**<br>Map these across the world focusing on Madagascar | | |
| **Skills** | 1 2 **3** 4 5 **6** **7** **8** **9** | **1** **2** **3** 4 **5** **6** **7** **8** **9** | 1 2 3 4 **5** 6 7 8 9 | **1** **2** **3** 4 **5** **6** **7** **8** **9** | | 1 2 3 4 5 6 7 8 9 |
| **Year 6 Programme of Study** | 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). | Describe and understand key aspects of human geography in relation to the distribution of natural resources including energy and minerals both terrestrial and marine.<br>Use maps, atlases globes and digital maps to locate the major reserves of these resources across the world with a focus on the human & environmental impacts. | Mapping the geography of RAF airfields and the significance of their locations. | Understand and describe the key aspects of climate zones, biomes and vegetation belts.<br>Use maps to locate these.<br>Know in more depth about the Rainforest Biome of Madagascar.<br>Know about the environmental impact of human settlements and land use on Madagascar's Rainforests. | | |
| **UKS2 Geographical Skills** | Pupils should be taught to:<br>1. Collect and analyse statistics and other information in order to draw clear conclusions about locations.<br>2. Identify and describe how the physical features affect the human activity within a location.<br>3. Give detailed descriptions and opinions of the characteristic features of a location.<br>4. Use fieldwork to observe, measure, record and present the human and physical features in the local area.<br>5. Interpret a range of sources of information, including maps, diagrams, globes, aerial photographs and GIS.<br>6. Understand some of the reasons for geographical similarities and differences between countries and describe geographical diversity across the world.<br>7. Describe how locations around the world are changing and explain some of the reasons for change.<br>8. Explain own views about locations, giving reasons, and communicate in a variety of ways including maps, numerical and quantitate skills and writing at length.<br>9. Describe how countries and geographical regions are interconnected and independent. | | | | | |