



Geography Curriculum 2 year rolling program

As a KSJ geographer:

Curriculum Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Class 1 YN and YR Cycle Blue	<p style="text-align: center;">Understanding the World: Past and present Homes and houses</p> <p>Our village- increasing their knowledge and sense of the world around them. Sending letters/cards to our home addresses</p>		<p style="text-align: center;">Geography focus- The natural world Climate change</p> <p>Understand important processes and changes in the natural world around them</p>		<p style="text-align: center;">Understanding the World: Past and present Dinosaur Roar At the Beach</p> <p>Explore the natural world around them</p>	
Cycle Orange	<p style="text-align: center;">Understanding the World: Past and present/People, culture, and community Me and my family</p> <p>Describe their immediate environment What jobs to people do in our area?</p>		<p style="text-align: center;">Geography focus- The natural world Polar habitats and under the sea. Past and present through continuous provision</p> <p>Know some similarities and differences between the world around them and contrasting environments</p>		<p style="text-align: center;">Understanding the world: Past and present/People, culture, and community Off to new worlds People who help us</p> <p>Explain similarities and differences between life in this country and life in other countries</p>	
<p>EYFS. Local study/Fieldwork: understanding the world around them by making sense of their physical world and their community Village study-our houses. Park visit, church visit, local shop, mapping our school grounds, Emotions map of school, sound map of school traffic enquiry, how do we travel to school? Spot of the Day map- record a place in the school grounds where someone has spotted something relating to the environment. e.g. We heard a robin singing in Forest school. Add to a school map Postcards from holiday destinations sent to the school address. Direction language using Beebots and Beebot compasses</p>						
Class 2 Y1 and Y2 Cycle Blue	<p style="text-align: center;">What was it like then compared to now?</p> <p>Changes within living memory Local study -Our school through time</p>		<p style="text-align: center;">What is the United Kingdom?</p> <p>Identifying the four countries of the United Kingdom (misconception GB)</p>		<p style="text-align: center;">Why are explorers important?</p> <p>name and locate the world's seven continents and five oceans</p>	

	<p>Comparing maps of Kingsley 1851 with now. Changing nature of the local community, changing land use over time Mapping of our school ground LPG p.90 Villages pg 22 Collins UK Science link -seasonal changes, wild weather. Wind farm Frodsham</p>	<p>Look at the human and physical geography of the four countries- rivers, mountains, capital cities. Using atlases, globes, ordnance survey maps www.projectbritain.com Collins UK in maps History links through- economy, conflict, leadership, society Diversity-the makeup of our country settlement and migration Windrush</p>	<p>Explorers- Christopher Columbus and Neil Armstrong, the lives of significant individuals in the past who have contributed to national and international achievements. Why do people explore? Migration, settlement, natural resources Diversity-Matthew Henson 1866 Arctic Explorer Muhammed Al-Idris 1100-1165 cartographer Zheng He 13-71-1433 explorer of the world Katherine Johnson Valentina Tereshkova-first woman in space Mae Jamison-1st African American woman in soace</p>
<p>Cycle Orange</p>	<p>Remembrance Why do we commemorate certain events? GFoL, Remembrance Day events beyond living memory that are significant nationally or globally Mary Seacole and/or Florence Nightingale and Edith Cavell Location of significant events- UK in relation to Europe, Mary's journey from Jamaica, Empire. Comparison of London 1666 to now (UK topic) Map of Kingsley -location of James Burton Lewis, how has it changed? Comparison to 1851 (local study). Impact on village- war memorial visit Commonwealth troops</p>	<p>Delamere or Daintree: Where will you go? studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country Fieldwork-Delamere Forest Sustainability, environmental -Where the Forest Meets the Sea History links through-economy, society Indigenous First people of Australia and their conservation of Daintree</p>	<p>What can we learn from the Titanic and Wright Brothers? events beyond living memory that are significant nationally or globally, (the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries) Why people migrate- Titanic People on the move (between 1830-1930 over 9 million people left Liverpool for USA, Canada and Australia) Air travel and impact. Science link-animal life cycles-habitat, sustainability Diversity</p>

	Walter Tull		Amy Johnson Bessie Colman
<p>KS1 fieldwork: Residential fieldwork pack, noticing changes in Delamere as seasons change, observing and recording evidence of weathering processes on school building over a year. Observing and recording weather measurements</p> <p>Tell the news. Use a map to locate local news stories. Use globes and atlases to locate international news items. Journey stick for a local visit or residential. Retrieving objects from N, S, E, W, treasure trail</p>			
<p>Class 3 Y3 and Y4 Cycle Blue</p>	<p>What legacy did the Ancient Greeks leave?</p> <p>- a study of Greek life and achievements and their influence on the western world</p> <p>Understanding settlement patterns through developing map skills, contrasting localities to understand similarities and differences between past and present</p> <p>Understanding the impact of climate on peoples lives and how it has changed over time.</p>	<p>How is the UK the same or different to Spain and an area of North America?</p> <p>Comparison of human and physical geography comparing our local area (Cheshire) with areas in Spain and North America.</p> <p>Build on knowledge from KS1 local studies.</p> <p>Compare land use of different areas</p> <p>Landscapes of different areas- how does that impact on settlement and land use.</p> <p>Issues in areas- flooding, impact of climate change</p> <p>Identify US states</p> <p>Science link- living things and their habitats/ Blue Whales</p> <p>Conservation, pollution, climate change, biomes</p> <p>History links through-economy, society, conflict</p> <p>Indigenous First people of America and their conservation work</p>	<p>What is the impact of Anglo-Saxon settlement on Britain?</p> <p>Anglo-Saxon invasions, settlements, and kingdoms: place names and village life, Anglo-Saxon art and culture, Christian conversion - Canterbury, Iona, and Lindisfarne</p> <p>https://en.wikipedia.org/wiki/Battle_of_Chester</p> <p>Anglo-Saxon Kingdoms- voyage and trade. Invasion and settlement</p> <p>Maps of Anglo-Saxon Kingdoms in England. Anglo-Saxons place names, impact in our local area-local kingdom of Mercia (FrodsHAM, WeaverHAM)</p> <p>Science link-Light.Explore how the relationship between sun and planet Earth creates day and night and the need for time zones.</p>
<p>Cycle Orange</p>	<p>Stone age to Iron age-how did Britain change?</p> <p>changes in Britain from the Stone Age to the Iron Age</p> <p>Mapwork exploring ancient burial chambers and earthworks.</p> <p>Using maps to look at placement of hill forts and brochs. Aerial photos of Iron age forts and brochs.</p> <p>Great Orme -Stone Age field trip. Eddisbury Hill</p>	<p>What did the Romans do for us?</p> <p>the Roman Empire and its impact on Britain</p> <p>Reasons for invasion, Roman settlement, trade</p> <p>Roman roads and building</p> <p>Impact on landscape- cities and roads</p> <p>Explore Chester (Deva) maps of now and then-what remains?</p> <p>Diversity-Emperor Severus</p> <p>African presence in Britain</p>	<p>Water- what are its effects on landscapes and people?</p> <p>describe and understand key aspects of physical geography, including rivers, mountains</p> <p>Look at the Rivers of the UK -link to KS1 UK topic. Investigate our local rivers-maps, surveys, drawings etc.</p> <p>Rivers, pollution and wildlife. River Weaver visit, Anderton boat lift</p>

	Impact of humans on landscape, farming		Impact of flooding in our local area, causes and consequences. Water use in our local area-how does human activity effect rivers Settlement- link to previous topics Science links-rocks. Landscapes. Minerals and settlement (link to Stone Age/Iron Age)
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LKS2 fieldwork: Residential fieldwork packs (Pettypool/Colomendy Rivers enquiry (Loggerheads River Alyn), erosion/deposition David Evans, Sarn -Beach visit, beach litter surveys (marine plastics agenda) coastal features, impact of climate change. Ask a question-display an image from the news and ask children to add questions throughout the week. Select a few of the best questions and at the end of the week provide discussion times. Orienteering and map skills

<p>Class 4 Y5 and Y6 Cycle Blue</p>	<p>What are the contrasts between Benin (West Africa) c. AD 900-1300 and British history? Understanding settlement patterns through developing map skills, contrasting localities to understand similarities and differences between past and present Understanding the impact of climate on people's lives and how it has changed over time. Compare to other settlement patterns previously studied</p> <p>Science links-Living things and their habitats. Habitats, biomes, impact of climate change</p>	<p>What are the countries that make up Europe? - what is the same, what is different?</p> <p>locate the world's countries, using maps to focus on Europe, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities Compare land use of different areas Landscapes of different areas- how does that impact on settlement and land use. Issues in areas- flooding, impact of climate change History links through-economy, society, conflict, leadership, religion</p>	<p>Who are the few? -why was the Battle of Britain so important? a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 Vickers-Chester (Wellington bombers) Frodsham anti-aircraft operations room Bomb dropping on Kingsley-Air raids in Cheshire https://www.cheshireroll.co.uk/cheshire-air-raids Use maps of local area to identify key sites Why were key cities bombed? Location of airfields-why? How did land use change during the war? Why? Science link-forces and electricity Sustainability, energy use (My typical day) David Evans SARN-energy conservation</p>
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Cycle Orange	<p>Raiders or settlers - how should we remember the Vikings? How have they influenced our lives today?</p> <p>the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</p> <p>Viking voyages, invasion and settlement. Viking settlements in Northern and Central England, Anglo-Saxon settlements. Viking place names-links to the Wirral</p> <p>Science link-Inventors and Evolution How physical geography aided invention (river, coal etc needed for steam, iron) Coalbrookdale, expansion of cities such as Manchester. Darwin's journey, Galapagos Islands, adaptations due to climate, environment</p>	<p>What are the achievements of the Shang Dynasty?</p> <p>the achievements of the earliest civilizations</p> <p>Understanding settlement patterns through developing map skills, contrasting localities to understand similarities and differences between past and present Understanding the impact of climate on people's lives and how it has changed over time. Compare to other settlement patterns previously studied</p>	<p>How extreme can our earth be?</p> <p>physical geography, including climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p> <p>Enquiry question to develop an understanding of the interaction of physical and human geography, the complexity of the world and the repercussions of global events e.g. How did a volcanic eruption hundreds of miles away cause flooding in the Philippines? history links- society, economy, conflict</p> <p>Science links-Earth and Space Diversity-impact on poorer nations,global divide</p>
<p>UKS2 fieldwork: Residential packs-city study- comparison town and country, urban/rural. David Evans-SARN beach study-Sand dune ecology. Frodsham Wind farm-renewable energy</p> <p>Orienteering and map skills</p> <p>Issue of the week: Choose an issue e.g. deforestation, trade, renewable energy, flooding, extreme weather impacts and ask pupils to collect headlines and news stories-link stories to a map.</p>			