

Barlows Primary School

Geography Curriculum Content

Key Stage 1 and 2

Barlows Primary School



"To Give of our Best"

2017-2018

Barlows Primary School

Curriculum Content -Year 1

GEOGRAPHY CURRICULUM

At Barlows Primary School we use the Voyagers Geography Plans as a basis for our Geography Curriculum.

The content for Year 1 is detailed below:

<u>Autumn Term</u>	<u>Spring Term</u>	<u>Summer Term</u>
WHAT ARE SEASONS?	WHAT'S IT LIKE WHERE WE LIVE?	WHERE DO DIFFERENT ANIMALS LIVE?
<ul style="list-style-type: none"> • • To describe different types of weather, make observations and understand changes around them. • I can observe the weather and understand weather data from pictures, words and symbols • To understand why weather changes and know that there are different types of wind which bring about these changes • To understand that there are four seasons in the UK • I know the parts of the UK and the capital cities and can talk about the weather there • To demonstrate understanding of the weather, seasons and different parts of the UK. 	<ul style="list-style-type: none"> • • To describe the places that they go often and rarely and what they see on the way to school • To understand what is near to school, far away and to gain a sense of place • To use and understand a simple plan of the classroom • To understand and use a local map • To identify the destination of their fieldtrip and recall the journey to get there • To be able to remember a local journey and the stage in order. 	<ul style="list-style-type: none"> • To locate and describe the home of Emperor penguins • To locate and describe the home of the Asia panda • To describe specific place knowledge about the location of a significant animal • To locate a significant animal and describe the African landscape in Namibia • To understand an animal's yearly movements and describe the countries it passes over • To explain and understand the locations and places studied in the different continents.

Barlows Primary School

Curriculum Content -Year 2

GEOGRAPHY CURRICULUM

At Barlows Primary School we use the Voyagers Geography Plans as a basis for our Geography Curriculum.

The content for Year 2 is detailed below:

<u>Autumn Term</u>	<u>Spring Term</u>	<u>Summer Term</u>
WHAT WILL WE SEE ON OUR JOURNEY AROUND THE WORLD?	WHERE DOES OUR FOOD COME FROM?	WHAT ARE THE SEVEN WONDERS OF THE WORLD?
<ul style="list-style-type: none"> • To describe the location and place that they live in as part of the UK • To understand what the coast is like, and see it through the eyes of someone who lives there • To understand what living in a rainforest is like, and to compare it with our own lives • To understand how and why different buildings are built to suit different places using the example of Timbuktu • To understand what a city is, and to locate world cities on a map • To explain their reasons for going on a journey to another country, including describing the human and physical landscape and people in this place and imagining what a journey would be like. 	<ul style="list-style-type: none"> • To identify the food shops on the local high street and understand that they are a source of many different foods • To know that some food comes from either plants or animals, and understand that some food we eat has been changed • To understand what farming is, what a farmer does and where the plants we eat come from • To understand that animals are reared in the UK and used for dairy and meat • To understand that some traditional foods originate in the UK • To understand the geography of the UK and the types of food produced here. 	<ul style="list-style-type: none"> • To revise the human and physical geography of our local area and identify the UK's 'wonders' • To identify and describe the world's highest mountain, giving reasons why it is a physical wonder • To identify the major rivers and desert areas in different countries of the world • To identify ancient world wonders, and compare them with those built in the last hundred years • To identify new world wonders in the UK and beyond • To explain and describe the world wonders that the children have learned about.

Barlows Primary School

Curriculum Content -Year 3

GEOGRAPHY CURRICULUM

At Barlows Primary School we use the Voyagers Geography Plans as a basis for our Geography Curriculum.

The content for Year 3 is detailed below:

<u>Autumn Term</u>	<u>Spring Term</u>	<u>Summer Term</u>
CAN THE EARTH SHAKE, RATTLE AND ROLL?	WHERE ON EARTH ARE WE?	DO YOU LIKE TO BE BESIDE THE SEASIDE?
<ul style="list-style-type: none"> • To have an understanding of the causes, outcomes and location of earthquakes • To have some understanding of the causes, outcomes and location of volcanoes • To understand and list hazards associated with the distribution of earthquakes and volcanoes, and to know where the world's most active earthquake and volcanic zone is today • To discover why people live in the vicinity of volcanoes, and what measures can be taken to make life safer in earthquake zones • To provide an opportunity to investigate recent earthquakes and volcanic eruptions and the associated issues • To create a Big Finish by making a working model of a volcano 	<ul style="list-style-type: none"> • To understand that out flat 2-D maps and spherical 3-D physical and political globes all represent our world, but in different ways • To demonstrate the relationship between maps and globes and explore the idea of addresses • To be able to identify the position of lines of latitude and name the equator, Tropics of Cancer and Capricorn and the Polar circles, Arctic and Antarctic, and the North and South Poles • To learn about longitude, and about the Earth's daily rotation and its effects • To introduce the International Date Line and time around the world, and to start inventing the Big Finish World Game • To describe the significance of latitude and longitude and how they are used to describe the location of points on the Earth's surface 	<ul style="list-style-type: none"> • To discover how much the children know about, and have experienced, the seaside, and to locate coastal places in the UK on a map • To introduce a region of the UK, and discover how varied its coastline is • To use geographical vocabulary to describe, compare and contrast natural features found at the coast • To introduce economic activities that occur around the coast of the UK and use geographical vocabulary to describe built coastal features • To carry out research and prepare a presentation for 'The Big Finish' in lesson 6, meeting the given criteria • To extend the children's knowledge and understanding beyond their local area to include a range of places in the United Kingdom.

Barlows Primary School

Curriculum Content -Year 4

GEOGRAPHY CURRICULUM

At Barlows Primary School we use the Voyagers Geography Plans as a basis for our Geography Curriculum.

The content for Year 4 is detailed below:

<u>Autumn Term</u>	<u>Spring Term</u>	<u>Summer Term</u>
IS CLIMATE COOL?	CAN YOU COME ON A GREAT AMERICAN ROAD TRIP?	HOW DOES WATER GO ROUND AND ROUND?
<ul style="list-style-type: none"> • To recap weather and start to learn about climate, climate zones and biomes • To find out about the polar climate zone, and to learn about the tundra biome • To find out about the hottest, driest places on Earth and the tropical desert climate zone • To find out about the hottest, wettest places on Earth, and to learn about the term tropical rainforest biome • To learn about the temperate climate zone and the deciduous forest biome, and to consider climate change and preventative measures that might be taken in the UK • To produce a report based on researching a specified animal adapted to life in its biome, and to use appropriate geographical vocabulary learned during the course of the topic. 	<ul style="list-style-type: none"> • To use the eight points of the compass to locate cities in the continent of North America, and to discover something about (some of) these cities • To discover something about South American cities, and improve knowledge about the difference between continent, country and city • To research some countries and cities of South America, and compare them to North American cities • To work on the presentations for The Big Finish, and to introduce 'Route 66' To complete the unit by making presentations of 'The Big Finish', and to elicit learning through question-and-answer time and conversation. 	<ul style="list-style-type: none"> • To introduce the land part of the water cycle using geographical vocabulary • To introduce the sky (atmosphere) and its role in the water cycle • To learn about a major UK river-the River Thames- and to follow a river from source to mouth • To explore the ways in which people use and change some of the world's major rivers • To name and locate some of the world's main mountainous areas, and to learn about how these are shaped • To model a river or stream, and to see how changes in water flow affect the river or stream.

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Curriculum Content -Year 5

GEOGRAPHY CURRICULUM

At Barlows Primary School we use the Voyagers Geography Plans as a basis for our Geography Curriculum.

The content for Year 5 is detailed below:

<u>Autumn Term</u>	<u>Spring Term</u>	<u>Summer Term</u>
HOW IS OUR COUNTRY CHANGING?	WHERE SHOULD WE GO ON HOLIDAY?	WHERE DOES ALL OF OUR STUFF COME FROM?
<ul style="list-style-type: none"> • To name and locate some key topographical features of the UK and their own region • To understand that local people will have differing opinions about change in their region, and to explain some ways in which development can be sustainable • To understand that regions change over time and that change is continual • To understand that change is happening in the local area, and that changes will continue to happen • To explain how the local area has changed and how it might change in the future • To understand how the local area has changed and to consider what it might be like in the future. 	<ul style="list-style-type: none"> • To be able to use physical and political maps to identify a region of Europe • To understand how fold mountain ranges are formed, and that mountains form over millions of years because the Earth is continually changing • To understand that houses are built to suit their location and purpose • To understand the importance of the tourist industry to Alpine communities and to understand that tourism also brings disadvantages • To understand how glaciers and avalanches have influenced the Alpine landscape To create a mobile app to inform tourists about the Alpine region. 	<ul style="list-style-type: none"> • To understand that our food and clothes can come from all over the world • To understand that each type of fruit grows in particular climatic conditions and in a particular season, and that fruit may have to travel long distances to reach our fruit bowl • To understand that clothes can be produced fairly and sustainably, and to understand that unwanted clothing may be recycled and processed • To investigate locally made and grown products available in our area and to investigate locally imported products available in our area • To understand the perspectives of a range of people on a geographical issue, and to understand what people buy affects the lives of others • To be able to explain the journey of a product to their home.

Barlows Primary School

Curriculum Content -Year 6

GEOGRAPHY CURRICULUM

At Barlows Primary School we use the Voyagers Geography Plans as a basis for our Geography Curriculum.

The content for Year 6 is detailed below:

<u>Autumn Term</u>	<u>Spring Term</u>	<u>Summer Term</u>
ARE WE DAMAGING OUR WORLD?	WHAT IS IT LIKE IN THE AMAZON?	HOW WILL OUR WORLD LOOK IN THE FUTURE?
<ul style="list-style-type: none"> • To understand the threats to the health of our planet and some possible solutions • To understand what minerals are and question if they can be used sustainably • To understand the different types of energy available and their advantages and disadvantages • To understand the importance of protecting the oceans • To carry out and enquiry into sustainability • To be able to explain how a particular environmental issue has been caused and suggest some possible solutions. 	<ul style="list-style-type: none"> • To understand what the Amazon is and where it is located • To understand the Amazon's climate and how the native animals are adapted to it • To research and write a report about the Amazonian city of Manaus • To understand what life is like in the Amazon and how it is changing • To understand how the Amazon is being damaged and how it can be protected • To make an animation showing the value of the Amazon, and how it can be protected. 	<ul style="list-style-type: none"> • To plan and carry out fieldwork to answer a given enquiry question • To understand how and why housing needs to change over time • To understand the importance of local network opportunities to the community • To understand that communities need a range of accessible amenities and public services • To understand how the geography of communities affects community spirit • To plan for a sustainable future for our area.