

LSP Geography Curriculum Overview: Year 1

Phase/ Year Group	Geography Unit	Prior Learning	Geographical Knowledge: Key Questions	Vocabulary	Geographical Concepts and Skills	Enrichment and Engagement activities
1	Weather	<p>EYFS:</p> <ul style="list-style-type: none"> -Look closely at similarities and differences -Understand about the seasons of the year and their regularity 	<p>NC:</p> <ul style="list-style-type: none"> – Identify seasonal and daily weather patterns in the UK. – What are the seasons? – How are the seasons different? – How would you dress in each season? – What activities could you do in each season? – What is the weather today? 	Beach Cliff Coast Sea Weather Ocean River Harbour Port Season Spring Summer Autumn Winter	Make observations	<p>See LSP Science planning which links very well with this area of Geography.</p> <p>Track the weather daily using a temperature, rain gauge, wind speed.</p> <p>Graph the results of data collection.</p> <p>Design outfits to wear in each season.</p>
1	London and Portishead Study		<p>Name, locate and identify characteristics of London as the capital city and the town of Portishead</p> <ul style="list-style-type: none"> - landmarks –human and physical features -Comparison to Portishead, Bristol 	Human Physical Town Country City Similarities Differences Features Landmark Houses Schools Shops Parks River London Eye Tower Bridge Buckingham palace Big Ben	Comparing Make observations	<p>Compare the country to the town and a town to the city</p> <p>Look at features of Portishead and London</p> <p>Sort features into physical and human</p> <p>Compare Portishead to London</p>

				The Shard Marina Beach Coast Nature reserve Lighthouse		
1	Our School	EYFS: -Comments and asks questions about their familiar world such as the place where they live -Know about similarities and differences in relation to place -Talk about features of own immediate environment	NC: <ul style="list-style-type: none"> – Use simple fieldwork and observational skills to study the geography of their school and it's grounds and the key human and physical features of its surrounding environment. – Use simple compass directions and locational and directional language (for example, near and far, left and right), to describe the location of features and routes on a map. – Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key. – How would you help a visitor in our school to find their way around? – Can you create a simple map of our classroom? – Can you create a simple map of our school/Key Stage? – Can you find our school on an aerial photo and map? 	Map Key Vegetation Forest House Office Farm City Town Village Factory Shop North South East West Near Far	Draw simple features they observe. Investigate surroundings Draw picture maps Follow directions	Draw a map of the classroom and school. Create a map using Lego. Follow a map around school to find parts of a puzzle. Compare aerial view of school with your knowledge. Can you find your classroom/ school entrance/ other areas? Use Google Earth to explore aerial views. Explore areas around the school- can you identify different features? Also, where is school in relation to the....? (park, airport, lake, train station etc.)

			– What type of place is our school located in?			
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LSP Geography Curriculum Overview: Year 2

Phase/ Year Group	Geography Unit	Prior Learning	Geographical Knowledge: Key Questions	Vocabulary	Geographical Concepts and Skills	Enrichment and Engagement activities
2	Where do we live? UK	EYFS: -Comment and ask questions about aspects of their familiar world such as the places where they live -Know about similarities and differences in relation to places -Talk about features of own immediate environment and how environment s might vary from one another Exceeding- know that the environment	NC: – Name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas. – Use world maps, atlases and globes to identify the UK and its countries. – Use basic Geographical vocabulary to refer to: key physical features, including, beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. Key Human features, including, city, town, village, factory, farm, house, office, port, harbour and shop.	United Kingdom (UK) Cardiff Scotland Edinburgh Northern Ireland Belfast England London Atlas Globe Country English Channel North Sea Irish Sea Mountain Sea River City Town Village	Using a map for information Making observations from a map, atlas and globe Look at aerial view photographs and know what they show us Use compass points NESW to describe the countries of the UK in relation to each other	Create a large map of the UK on table tops, playground or field. Split the UK into a jigsaw and children complete each part before putting together. Colour flags for each country and Union flag. Labelling Capital cities/ seas oceans on maps. Research Capital Cities in groups-reading texts and online. Create National flowers; celebrate songs/key events/ foods from that country. Sort aerial photographs and pictures of human/ physical features from those countries. Write a report (leaflet/ poster) about what you have learnt. Use Google Earth to find the UK and zoom in to/ street view famous landmarks in each Capital city.

		is influenced by human activity	<ul style="list-style-type: none"> – Which country do we live in? – Where is the United Kingdom in the World? – Which countries form the UK? – What is special about Wales, Scotland, Northern Ireland and England? – Can you locate the UK on a globe, atlas and map? – Which seas surround the UK? – What does an aerial map / photograph show? 			
2	Where in the World?	UK location including countries and seas	NC: <ul style="list-style-type: none"> – Location of hot and cold areas of the world in relation to the equator and the North and South Poles – Name and locate the world's 7 continents and 5 oceans. – Use basic Geographical vocabulary to refer to: key physical features, beach, cliff, coast, forest, 	Ocean Pacific Atlantic Indian Southern Arctic Continent Asia Africa North America South America Australasia/ Oceania Equator	Using a map for information Making observations from a map, atlas and globe	Colour a map colouring coding hot and cold places. How do people keep warm or cool in these places? Housing, clothing. Put together large cut outs of the oceans and of continents, like a large floor puzzle 'Hopscotch' songs on YouTube (the choruses are <u>so</u> catchy!!) Continents: https://www.youtube.com/watch?v=K6DSMZ8b3LE Oceans: https://www.youtube.com/watch?v=X6BE4VcYngQ

			<p>hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. Key Human features, city, town, village, factory, farm, house, office, port, harbour and shop.</p> <ul style="list-style-type: none"> – Use world maps, atlases and globes to identify the UK and its countries, as well as the countries, continents and oceans studied at this Key Stage. – Where in the World is it hot and cold? – Where are the World's 7 continents? – Where are the World's 5 Ocean? – What is it like to live in the cold places? – What is it like to live in the hot places? 	<p>North Pole South Pole Ice-berg Desert Humid</p>		<p>Pirate Bunnies on BBC Bitesize: https://www.bbc.co.uk/bitesize/topics/zvsvd8xs/articles/z6vyf4j</p>
2	<p>Is everywhere is the world like here?</p> <p>Compare your</p>	<p>Location of UK, surrounding seas, Continents, Oceans.</p>	<p>NC:</p> <ul style="list-style-type: none"> – Understand geographical similarities and differences through studying the human and physical 	<p>Beach Cliff Coast Sea Weather Ocean</p>	<p>Using a map for information.</p> <p>Observations</p> <p>Ask enquiry questions</p>	<p>Venn diagram for similarities and differences.</p> <p>Create a travel leaflet for both places.</p> <p>Visit from someone who has been to Madagascar-Wild Place project</p>

	settlement to Madagascar		<p>geography of a small area of the UK and of a contrasting non-European country.</p> <ul style="list-style-type: none"> – Use basic Geographical vocabulary to refer to: key physical features, beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. Key Human features, city, town, village, factory, farm, house, office, port, harbour and shop. – Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key. – Where is Madagascar? 	River Harbour Port Season City Buildings Roads Rainforest Baobab tree Spiny forest mountain	Use books, stories, pictures, videos and guest speakers as sources. Make comparisons	Research using books, stories, pictures, videos, guest speakers, etc. Google Earth- streetview
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			<ul style="list-style-type: none"> – How could I get to Madagascar from the UK? – (Looking at distance from UK, direction, over/ through which continents and oceans etc.) – What is it like to live in Madagascar? – What is different between Madagascar and the UK? – What is the same about Madagascar and the UK? 			
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LSP Geography Curriculum Overview: Year 3

Phase/ Year Group	Geography Unit	Prior Learning	Geographical Knowledge: Key Questions	Vocabulary	Geographical Concepts and Skills	Enrichment and Engagement activities
3 History link (Stone Age to Iron Age)	Mountains and Hills (Iron age hill fort study)	Physical features of the UK Where do we live in the UK	NC: <ul style="list-style-type: none"> – 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. – Understand how land use has changed over time. – Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. 	Maps Hill Fort Wall Moat Ditches Valley Woodland	Using maps Analysing and comparing from evidence Ask geographical questions Taking Geographical measurements and	Compare maps of the past and now. What do you notice? Visit to Stokeleigh camp to investigate hill forts. DT link – Design and create Iron Age hill fort considering the

			<ul style="list-style-type: none"> – Compare Leigh Woods over time through maps. – How has the land use changed over time? – Can you find any evidence of its past land use now? 		communicating them.	geographical needs
3	UK Where we live	<p>UK countries and seas.</p> <p>Continents and Oceans</p> <p>Using simple atlas, globe and maps</p>	<p>NC:</p> <ul style="list-style-type: none"> – Name and locate countries and cities of the UK, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers). – Describe and understand key aspects of human geography including types of settlement and land use. – Which countries make up the UK? – What are the capital cities of the UK? – What does the physical geography of the UK look like? – Where do people live in the UK? Population density. – How do people move around the UK? 	<p>Village</p> <p>Town</p> <p>City</p> <p>England</p> <p>Wales</p> <p>Scotland</p> <p>Northern Ireland</p> <p>Wales</p> <p>River</p> <p>Mountain</p> <p>Coast</p> <p>Motorway</p> <p>Railway</p> <p>London</p> <p>Edinburgh</p> <p>Cardiff</p> <p>Belfast</p>	<p>Using a globe, atlas and map</p> <p>Ask enquiring questions</p>	<p>Complete a map of the UK showing mountains, rivers, cities, motorways, railway lines using a key.</p> <p>What are the physical features of the coast? Label a photo of a beach.</p> <p>Look at population data of cities, towns and villages. What are the features of these settlements?</p> <p>Use graphs to communicate population data.</p>

3	The Amazon (South America)	Using simple atlas, globe and maps Continents and Oceans	NC: <ul style="list-style-type: none"> – Understand geographical similarities and differences through the study of human and physical geography of a region within North or South America. – Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. <ul style="list-style-type: none"> – Where is the Amazon? – What is the climate in the Amazon? – Who lives in the Amazon? – Why is the Amazon shrinking? – What makes a rainforest a rainforest? 	South America Rainforest Tribes Deforestation Reforestation Declining Erosion Emergent layer Canopy layer Under storey Forest floor	Using a globe, atlas and map Ask enquiring questions Taking geographical measurements	In school visit about Amazon tribes. Map the Amazon identifying major features. Google virtual trip up the Amazon river. Graph weather data for the Amazon and compare to the UK. Investigate effects of deforestation on tribes and the land. Write diary for a child living in the Amazon/expedition through the rain forest. Write persuasive letters to save the rainforests.
3 History Link	Local Study- Bristol over time focus on the harbourside.		NC: <ul style="list-style-type: none"> – 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 Change Industrial Commercial	Using maps	Compare maps of the past and now. What do you notice?

	(Suggested because of its history, opportunity for a visit and resources available).		<p>maps, plans and graphs, and digital technologies.</p> <ul style="list-style-type: none"> – Understand how land use has changed over time. – Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. – Compare the Harbourside over time through maps. – How has the land use changed over time? – Can you find any evidence of its past land use now? 	Shops Cafes Tourism Business Pedestrian Vehicle Traffic Harbour	Analysing and comparing from evidence Ask geographical questions Taking Geographical measurements and communicating them.	Diary entry as a visitor in the past and now walking around the harbour. Drawing sketch maps and taking measurements of the Harbourside during fieldwork.
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LSP Geography Curriculum Overview: Year 4

Phase/ Year Group	Geography Unit	Prior Learning	Geographical Knowledge: Key Questions	Vocabulary	Geographical Concepts and Skills	Enrichment and Engagement activities
4	Biomes (North America)	Using simple atlas, globe and maps Continents and Oceans	NC: <ul style="list-style-type: none"> – Describe and Understand key aspects of biomes, vegetation belts and climate zones. – - Locate the world's countries, using maps to focus on Europe (including the location of Russia), North, and South America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities. – -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 – What is a Biome? – Where are different Biomes located in the world? – What characteristics does each Biome have? – How do species adapt to certain biomes? 	Tundra Temperate deciduous forest Scrub forest Taiga Grassland Desert Tropical rainforest Temperate rainforest Savannah Woodland Water cycle Photosynthesis	Using a globe, atlas and maps Analysing and comparing from evidence Ask geographical questions	Graph and investigate annual rainfall and temperature data. How does this data affect the vegetation and animals living there? Make a biome in a bag.
4	Earthquakes	Science (Rocks) Igneous, sedimentary, metamorphic.	NC: <ul style="list-style-type: none"> – Describe and understand key aspects of earthquakes. – What causes Earthquakes? – Where do Earthquakes happen most? 	Tectonic plates Seismic waves Tremors Mantle Crust	Using a globe, atlas and map Ask enquiring questions	Building earthquake proof buildings and testing.

		UK countries and seas. Continents and Oceans Using simple atlas, globe and maps	<ul style="list-style-type: none"> – What is the effect of an Earthquake? – How do people prepare for Earthquakes? 	Landslide Epicentre Tsunami Richter Scale Seismograph	Taking geographical measurements and communicating them	<p>Write instructions for surviving an earthquake.</p> <p>Map earthquake risk areas of the world.</p> <p>Map tectonic plates.</p> <p>Practise a class earthquake drill.</p>
4	Volcanoes and Mountains	UK countries and seas. Continents and Oceans Using simple atlas, globe and maps Science (Rocks) Igneous, sedimentary, metamorphic.	NC: <ul style="list-style-type: none"> – Describe and understand key aspects of volcanoes and mountains. – What causes mountains and volcanoes? – Where are volcanoes found in the world? – What is the effect of a volcanic eruption? – What is the earth made of? – What does a volcano look like on the inside? – What are the different types of volcano? 	Tectonic plates Fold mountains Shield volcanoes Composite volcano Dome volcano Ash Lava Eruption Magma Magma chamber Vent Secondary vent Molten rock Mantle Mudslides/pyroclastic flows Dormant Extinct Active	Using a globe, atlas and maps Analysing and comparing from evidence Ask geographical questions	<p>Map tectonic plates.</p> <p>Describe how different types of volcano and mountain are formed.</p> <p>Investigate effects of volcanic eruptions on local populations and the land. Investigate volcanoes found on other planets.</p> <p>From papier mache, simulate a known volcano/mountain.</p>
4	Italy		NC: <ul style="list-style-type: none"> – Understand geographical similarities and differences through the study of 	Mountains Rivers	Using an atlas and map	Create videos about Italy.

			<p>human and physical geography of a region in a European Country.</p> <ul style="list-style-type: none"> – Name and locate countries and cities of the UK, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers). – Where is Italy and locate the main topographical features. – What is the climate like in Italy? – What is a region? – Pupils to consider why Italy is divided into different regions and what the different regions are? – What are the special features of the following cities: Rome, Venice, Naples, Palermo, Milan, Aosta and Florence? – How do these cities compare to cities in the UK? 	Volcano Beach Coast Cliff City Rome Alps Mount Vesuvius climate Region	Asking enquiry questions Analysing and comparing from evidence	Graph the climate, rainfall, temperature. Create a tourist guide for a city or region. Plan a route around the country visiting a city, the mountains, the coast and a volcano. Draw a map of Italy using a colour-coded key. Class visit from an Italian. Contact an Italian school and send messages. Write to the Italian embassy-they send promotional materials back such as posters.
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LSP Geography Curriculum Overview: Year 5

Phase/ Year Group	Geography Unit	Prior Learning	Geographical Knowledge: Key Questions	Vocabulary	Geographical Concepts and Skills	Enrichment and Engagement activities
5	Food and Farming (World's Kitchen)	UK countries and seas. Continents and Oceans Using simple atlas, globe and maps	<p>NC:</p> <ul style="list-style-type: none"> Describe and understand key aspects of human geography including economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water. What does the UK import and Export? Where does our food come from? Where are natural resources found in the world? What are UK's trade links with other countries? What is the importance of fair trade? How has trading changed through history? <p>Food and farming around the World. Economic activity including trade Vegetation belts</p>	Import Export Globalisation Trade Energy Oil Water Food Oceans Global supply chain Multinational companies Fair trade Natural resources	Using a globe, atlas and maps Analysing and comparing from evidence Ask geographical questions	Map the journey of a food which is imported. Map natural resources. Write explanation texts explaining why Fair Trade is important. Investigate where population is density is greatest and why. Is it linked to the resources available?
5	Rivers	Using simple atlas, globe and maps Science (Rocks) Igneous, sedimentary, metamorphic.	<p>NC:</p> <ul style="list-style-type: none"> Describe and understand key aspects of rivers. Use four figure grid references, symbols and key, including Ordnance Survey maps) to build their knowledge of the UK and wider World. Use fieldwork to observe, measure, record and present the human and physical features in the local area using 	River Source Confluence Tributary Estuary Mouth Waterfall Mountain Sea	Using a globe, atlas and map Ask enquiring questions Taking geographical measurements and	River field study Follow a river from Source to mouth on a map. Compare to Digital images-can you see the river widening?

		UK countries and seas.	<p>a range of methods, including sketch maps, plans and graphs, and digital technologies.</p> <ul style="list-style-type: none"> – Where do river begin and end? – Why do rivers have bends and waterfalls? – How do rivers never run out of water? – Can you use an Atlas to find the five longest UK/World Rivers? – Use an OS map and pictures of the river to map a river from source to mouth. Ask children to provide evidence from maps and pictures. 	Water cycle Erosion Landscape Narrow Wide River bed Turbulent Calm Tidal Upper course Middle course Lower course Precipitation Vegetation Transports Deposits/deposition v-shaped valley energy transport	communicating them	Water cycle Compare length of major rivers around the World. Effects of flooding-opportunity for local study. Compare rivers of the World. Graph the length of rivers or data collected from fieldwork. Follow the journey of a river-draw and annotate. Create 3 D model of a river system. Show pictures of the same river at different times in its journey.
5	Our World Marvellous Maps	UK countries and seas. Continents and Oceans Using simple atlas, globe and maps	<p>NC:</p> <ul style="list-style-type: none"> – 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. – -Identify the position and significance of latitude, longitude, Equator, Northern hemisphere, Southern Hemisphere, the 	Latitude Longitude Equator Northern hemisphere Southern hemisphere Tropic of Cancer Tropic of Capricorn Arctic circle	Using a globe, atlas and maps Analysing and comparing from evidence Ask geographical questions	Immerse children in maps, atlases and globes. Children write a quiz for each other. Guess who I am? Children ask yes

			Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones <ul style="list-style-type: none"> – Can you locate these countries and capital cities? – Can you locate the major topographic features? Mountain ranges, rivers. – Can you describe the location of countries using correct terminology such as hemisphere and tropic? 	Antarctic circle Greenwich Meridian Time Zone		<p>or no questions to identify a country.</p> <p>Colour code maps and create keys.</p> <p>Use large scale maps of continents to allow children to really see how they are divided up.</p> <p>Plan a trip around the world looking at time zones and transport links.</p> <p>Send postcards/letters back from different countries referencing their features.</p>
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LSP Geography Curriculum Overview: Year 6

Phase/ Year Group	Geography Unit	Prior Learning	Geographical Knowledge: Key Questions	Vocabulary	Geographical Concepts and Skills	Enrichment and Engagement activities
6	Migration and population	Important changes to Bristol and the surrounding area over time	Human geography, including: types of settlement and land use, economic activity including trade links Migration and Population	Census Population Empire Migration Urban rural	Using official records and maps as sources of information Understand connections,	Census family study Local population investigation Graphing population change in Bristol and London

					contrasts and trends over time	
6	Uk: Counties and Cities (within Civil Rights)	Uk counties and key cities	Locational Knowledge: Counties and cities of the UK	County City Region country	Mapping counties and cities of the UK	Giant map game Plan a road trip around the UK
6	Earth Matters	<ul style="list-style-type: none"> The seven continents, five oceans and surrounding seas of the United Kingdom. Some of the different climate zones. 	Know the difference between weather and climate The names and locations of the main climate zones Describe natural and human causes of climate change Know some of the impacts of climate Name some pros and cons of renewable energy Know how to reduce my own carbon footprint	atmosphere biome climate climate change climate zone environment fossil fuels global warming greenhouse effect greenhouse gases pollution primary effects secondary effects vegetation	Use a range of maps to study climate zones, biomes and vegetation belts Label maps accurately Interpret and create graphs and tables to show geographical data	Hydro-power investigation Calculate own carbon footprint