Lancasterian Primary School

A safe and welcoming learning community where:

- we all aim high;
- everyone is included;
- creativity is valued.

KS1/2 Curriculum Map

GEOGRAPHY

	Y1	Y2	Y3 – Opening Worlds	Y4 – Opening Worlds	Y5	Y6
Wk1&2	• Geography of the local area ➢ Where are we in London? ➢ Use maps and compass directions, exploring features and routes on a map. ➢ Features of a city – explore these through fieldwork. ➢ Use aerial photos and Google Earth to explore Tottenham within London ➢ Countries of the UK and their capital cities ➢ Fieldwork: go on a local walk to find features of/places on a map. Use of compasses for directions. Suggested Extended Abstract/Greater Depth	• Planning a Trip! ➢ Children plan a hypothetical trip to visit all 4 countries in the UK considering how they would travel and if they would visit the capitals or other prominent cities. ➢ Children plan to visit 1 country in each continent, again considering how they would travel and which oceans they would travel across/over. ➢ Use atlases, globes, and maps to support. Use compasses to determine North, South, East, West. ➢ Understand climate difference in countries dependent on proximity to the equator. Suggested Extended Abstract/Greater Depth Task:	Autumn 1 Rivers ➢ Introduction to the geography of the River Indus. Map skills to be used. (can combine) ➢ Physical and human geography along the River Indus (can combine) ➢ The Water cycle ➢ Suggested Fieldwork – visit local canal and River Thames to discuss differences between these. ➢ How a river shapes the land: the young river. Erosion and deposition. ➢ How the river shapes the land: the mature river. Meanders, sediment, mouth, delta, mangroves ➢ Map skills to show the course of the River Severn. Human	Autumn 1 The Rhine and the Mediterranean ➢ The journey of the River Rhine through Europe using map skills ➢ How Cologne, Germany is affected by the Rhien, including bridges and flood barriers ➢ Import and Export in the port of Rotterdam ➢ How humans have affected the river, including locks, canals and habitat destruction ➢ Using map skills to discuss the Mediterranean Sea and surrounding countries ➢ The Suez Canal: geography, imports and exports ➢ Suggested Fieldwork – visit local canal to observe a lock in action	• North and South America (focus on Brazil & Mexico) ➢ Population & demographic of Brazil and Mexico. ➢ Ethnicities in Brazil and Mexico, why are they so different? (Mention the language) ➢ What is a megacity? ➢ Discuss GMT and time zones. ➢ In depth: San Paulo & Mexico City ➢ Urban-rural migration in Brazil & Mexico, including informal settlements, like favelas and Shanty Town (Ciudad Neza- México). Challenge stereotypes of favelas – consider unfair distribution of resources, opportunities, and	• Comparison of three contrasting regions. For example: ➢ UK- Edinburgh (Scotland) ➢ Mediterranean ➢ Conwy (Wales) ➢ Compare human and physical geography of the 3 regions. ➢ Consider: Land-use and use of natural resources (sustainability and climate change) ➢ Cultural diversity: ethical questions, values, attitudes, and diversity ➢ Compare how have they changed, industry, migration, deindustrialisation. Suggested Extended Abstract/Greater Depth Task: What might these regions be in the future? Possible, probable and preferable futures.)

	Task: Use directional language to describe everyday journeys (e.g. home to school)	Debate the pros and cons of two different routes to the same destination.	geography and nature along its course. Suggested Extended Abstract/Greater Depth Task: Discuss what happens if the River Indus floods. What do farmers do and why are fishermen in the Sindh worried about the dams?	Suggested Extended Abstract/Greater Depth Task: Imagine that the Suez Canal is going to close. Discuss what would happen and how humans would be affected.	wealth in Brazilian megacities. Suggested Extended Abstract/Greater Depth Task: Imagine you lived in a favela: what would your life be like? (Include positives and challenges of megacities)	
Homework suggestion	Purplemash–Countries and Places/Continents LGFL- iboard	Purplemash – Countries and Places/Holidays/Europe LGFL – Growing up Around the World	Purplemash – Rivers Busythings - Rivers	Research a location on the coast of the Mediterranean and create a poster with a map to explain how it is connected to other parts of the region	Purplemash – North America/ South America	Purplemash- Countries and Places
Wk3&4	• Where is my family originally from? ➢ Countries and continents of family heritage across the class, plot on to a world map. ➢ How did they originally travel to London? ➢ How do I go and see them now? ➢ Choose 2 common countries of heritage and explore key physical features – mountainous, land-locked, weather, etc. Suggested Extended Abstract/Greater Depth Task: Explain why many languages can be spoken within the same locality.	• Comparison of London vs Rio de Janeiro ➢ Compare human and physical geography (among human feature- link History Tottenham Hotspur & Maracanã in Rio) ➢ Compare climates. ➢ Compare day-to-day life. Suggested Extended Abstract/Greater Depth Task: Imagine what you would miss about life in the UK if you moved to Rio.	Autumn 2 Mountains ➢ Overview of the differences between a mountain and a hill (can combine) ➢ Mountain ranges and mountainous regions including the Himalayas and Everest (can combine) ➢ Why do people live on mountains? ➢ Living in the Andes ➢ Mountain regions of the UK in all four regions. Refer to 'Bannau Brycheiniog' (formerly known as 'Brecon Beacons') ➢ Overview of Yr Wyddfa (formerly known as Snowdon) in Eryri (formerly known as Snowdonia) Suggested Extended Abstract/Greater Depth Task: Begin to use 4 figure grid references when locating	Autumn 2 Population ➢ What is population? Understand densely and sparsely populated. ➢ How does migration affect population density? ➢ Ethnic diversity in London ➢ Ethnic diversity in Cardiff ➢ The traditional language and culture of Wales ➢ To understand Wales' strong sense of identity ➢ Suggested fieldwork: visit Tottenham High Road, explore a shop and discuss products from different countries that reflect population diversity Suggested Extended Abstract/Greater Depth Task: The Welsh parliament meets at the Senedd- discuss how this is similar / different to the UK parliament	• Rainforests ➢ What is a Rainforest, ecosystem, vegetation belt & biomes Relationship with climate – the 'lungs of the world. ➢ Where is the Amazon Rainforest (Amazon Basin) and the other main rainforests in the world (Congo Rainforest, Mesoamerican Rainforest [Central America] link with Maya). Interpreting satellite photos ➢ Living in the rainforest ➢ Deforestation, causes and effects. ➢ Human settlement (3 different tribes in the 3 different rainforests) • Collect rainfall and compare to rainfall in the Amazon.	• India ➢ Where is India. Geographical skills focus: Population pyramids, longitude, and time zones (KS3 focus) ➢ What is India like? Climate, population, biomes, major cities and rural life ➢ How global changes affect local places in India. Suggested Extended Abstract/Greater Depth Task: Imagine Create a detailed map of India, labelling the major physical features and discussing their significance.

			mountains in an atlas/Digimaps		Suggested Extended Abstract/Greater Depth Task: Future for the Amazon Rainforest	
Homework suggestion	Purplemash – Local Area Study/ Maps Busythings	Purplemash- Countries and Places	Purplemash – Mountains Busythings	PurpleMash - Population Busythings LGFL- Explore Geography	Purplemash – The Rainforest Busythings	Conduct research on Indian culture, traditions, and customs. Explore topics such as food, clothing, music, dance, art, and religious practices. Create a multimedia presentation or a poster showcasing your findings.
Wk5&6	• Mapping out the school ➢ Children create map of the school, including classroom locations with photos, templates etc to support. ➢ Create a key and label the map. Suggested Extended Abstract/Greater Depth Task: Start to use terms North, East, South, West	• Rivers, Forests and Coasts Human & Physical Geography ➢ Beginning with River Thames - Londinium to London ➢ Forests in the UK, Europe, North or South America. What is the same and what is different. ➢ Coasts (3 coasts) ➢ How climate change affected Rivers, Coasts and Forests ➢ Use maps, globes and atlases to map out Physical Geography around the world. Suggested Extended Abstract/Greater Depth Task: Predict how climate change could affect rivers, forests, and coasts in the future.	Spring 1 • Settlements & cities ➢ What is a settlement? ➢ What is a village? ➢ What is a town? (can combine) ➢ What is a city? (can combine) ➢ In depth on cities: London. Use map skills ➢ In depth on cities: Cardiff. Use map skills ➢ Suggested fieldwork: visit a village outside of London and find features, or visit a part of Tottenham. Suggested Extended Abstract/Greater Depth Task: Create a poster illustrating the various types of settlements. Include drawings, labels, and descriptions for each type. Describe the key features that distinguish one type from another.	Spring 1 Coastal processes and landforms ➢ Overview of a coast and coastal erosion ➢ Erosion and deposition at the coast. Protection of the coast using groynes ➢ How coastal landforms including beaches are created ➢ Case study: the Jurassic Coast and its landforms. Fossils, caves, arches and stacks ➢ Case study: coastal habitats in the Indian Ocean & Tanzania ➢ Overview of Cardigan Bay and its landforms Suggested Extended Abstract/Greater Depth Task: Research 3 different coastal habitats and debate which ones you would like to visit.	• Globalisation ➢ Global trade. ➢ Supply chain and links with globalisation ➢ Fair trade and ethical implications ➢ Map Skills: Use 6-figure grid references. ➢ During fieldwork map land use. Fieldwork: travel north out of London to a rural location with farmland Suggested Extended Abstract/Greater Depth Task: Debate Fair Trade and its ethical implications considering the views of both the producer and the consumer.	• Clean water & Sanitation • Children will learn that over half of the world is covered in water. Look at the differences between seawater, frozen water, and freshwater, where they can be found, and whether we can drink them or not. Children will be able to explain what happens to water before it arrives in our taps. • Different ways in which we use water. Vital, necessary, or unnecessary uses of water, and go on to compare uses of water in terms of their importance. • Daily use of water of an average person in the UK (**data**). Children will begin to understand why it is important to save water and look at ways in which we could use less water. • Children learn that not everyone in the world has easy access to water. Look at how Cambodia, India & England have improved the access to water over the time. Suggested Extended Abstract/Greater Depth Task: Design a leaflet to be sent to every household in London explaining

						why and how people should better conserve water.
Homework suggestion	Purplemash – Weather Purplemash- Seasons Busythings	Purplemash – Rivers LGFL – River Thames	Purplemash – Fairtrade Busythings	Research a coastal area in a different part of the world. Create a poster illustrating how landforms are created there		Purplemash- Water LGFL – River Thames LGFL – Explore Geography
Wk7&8	• Climate and Seasons ➢ Identify seasonal and daily weather patterns in the UK. ➢ Begin to look at countries with a similar climate and plot these on a map noticing that they are at similar longitude. ➢ Explore climate in simple terms (hot and cold) from pole to pole via the Equator. ➢ Introduce the idea of climates changing due to human activity. Suggested Extended Abstract/Greater Depth Task: Explore and describe how to group, sort, or classify locations in relation to their climate.	• Would you rather live in the city or the countryside? ➢ Your house in Lagos and your house in (small village in Nigeria). What is the same and what is different. ➢ Compare human and physical geography. ➢ Use maps, atlases, globes. ➢ Discuss pros and cons as location to live. ➢ Compare activities/jobs in both places. ➢ Consider issues of diversity. I.e. Nigeria is half Christian and half Muslim. Suggested Extended Abstract/Greater Depth Task: Create a plan on how to improve a location, e.g. amenities, transport links, etc.	Spring 2 • Agriculture ➢ What is agriculture? The processes by which food is grown and gets to the plate ➢ Overview on arable farming (can combine) ➢ Overview on pastoral farming (can combine) ➢ Changing farming practices & impact on landscapes. ➢ How does our food affect farming – pesticides, industrial farming, organic, vegetarianism and veganism ➢ Sheep farming in Wales ➢ Suggested Fieldwork: Visit to local market & organic shop on Tottenham High Road Suggested Extended Abstract/Greater Depth Task: Predict the future of arable and pastoral farming based on food trends. Summer 1 Volcanos ➢ Identify the 4 layers of the earth (can combine)	Spring 2 Tourism ➢ Overview of seaside tourism. Compare the coast and the seaside. ➢ Discuss how tourist supports the local economy ➢ How mountains affect tourism – pros and cons. Focus on Matterhorn Switzerland. ➢ Case study: Spain. How has tourism changed over time? ➢ Case study: Spain. Why is it a popular holiday destination. Tourism pros and cons. ➢ Ecotourism and its importance. ➢ Fieldwork suggestion: visit a popular tourist destination in London. Suggested Extended Abstract/Greater Depth Task: Imagine you have been on a holiday to a new destination. Write a diary entry describing your experiences, including the sites you visited, the activities you participated in, and the cultural discoveries you made. Reflect on any	• Oceans ➢ Locational knowledge ➢ Distinction between seas and oceans ➢ Oceans and: climate, trade, climate change, land masses e.g. the Atlantic and West Wales/The Pacific and South America Suggested Extended Abstract/Greater Depth Task: Debate: what is the greatest threat facing our oceans currently. Deserts ➢ Distribution and climate of deserts ➢ How deserts are formed, variety of landscapes. Plants and animals in deserts • In depth: The Sahara Desert (Mali Empire trade route) Suggested Extended Abstract/Greater Depth Task: What do you think is the importance of desert conservation and the challenges faced by desert ecosystems? Explore the impact of human activities	• Post-SATs Y6 local fieldwork ➢ Tasks deploying synthesis of all earlier knowledge. ➢ Map skills in action – using 6 figure grid references. ➢ Use GPS and GIS (Geographical Information Systems) to view, analyse and interpret places and data. ➢ Use Ordnance survey maps. ➢ Create maps of locations visited. ➢ Use the eight points of a compass. Suggested Extended Abstract/Greater Depth Task: Generate questions about a range of localities by exploring them on OS maps

			➢ What happens when a volcano erupts. The 2 types of volcano (can combine) ➢ How a volcano is formed, with reference to Mount Bomo ➢ Active, dormant, extinct volcanos. The relative risks of each to nature and humans ➢ Mount Etna. Map skills to locate and identify surrounding settlements ➢ Why do people choose to be near a dangerous volcano? Suggested Extended Abstract/Greater Depth Task: Case study on a famous volcano. Describe its formation, how people do or don't live around it. Write a diary entry by Katia and Maurice Krafft. Summer 2 Climate and Biomes ➢ Overview of Europe. Map skills to locate and refresh on compass directions ➢ Climate zones and introduction to the equator. Tropical and polar climates ➢ Climate and oceans. Refresh on the 5 oceans. How the Gulf Stream affects the UK climate ➢ Climate and biomes. Savana, rainforest & tundra	responsible travel practices you observed or implemented during your trip. Summer 1 Earthquakes ➢ Case Study: The 2010 Christchurch, New Zealand earthquake. Using map skills to locate and identify features. ➢ Overview of how and why earthquakes happen. ➢ Causes of earthquakes: tectonic plates and fault lines at the San Andreas Fault ➢ Measuring earthquakes: seismic waves and the Richter scale ➢ Impacts of earthquakes (can combine) ➢ How humans live with earthquakes (can combine) Suggested Extended Abstract/Greater Depth Task: Understand the significance of the Ring of Fire in relation to tectonic plates. Summer 2 Deserts ➢ What is a desert? In depth: Gobi desert ➢ In depth: Sahara desert. Using map skills to locate and identify geographical features.	on deserts and the measures taken to protect these fragile environments.	

			➢ The Mediterranean climate around the world ➢ The temperate climate: Britain and the Rhine. Suggested Extended Abstract/Greater Depth Task: Research temperate rainforests in the UK and what biomes, habitats and animals these support. Discuss how to protect and restore these rainforests.	➢ Desertification: how and why does it happen? ➢ Desert habitats ➢ How humans have used deserts throughout history: Great Steppe and Silk Road. ➢ In depth: the Patagonian desert. Using map skills to identify features. Suggested Extended Abstract/Greater Depth Task: Debate the similarities and differences between the deserts we have learnt about so far.		
Homework suggestion		Purplemash – Countries and Places Busythings	Purplemash – Coasts Busythings	Select a desert plant and investigate its unique adaptations for survival in arid environments. Research its water-conserving features, root systems, and specialised structures. Present your findings through a poster, a diagram, or a written report.	Purplemash – Oceans Busythings	Geocaching

IT Resources

Purplemash Resources – Topics-Geography
Textmarker
Username: n178nn
Password: writing