

Curriculum Narrative: Geography (Stibbard)

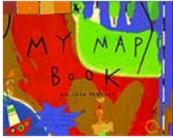
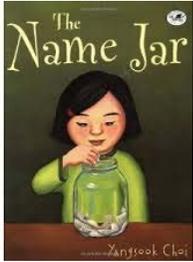
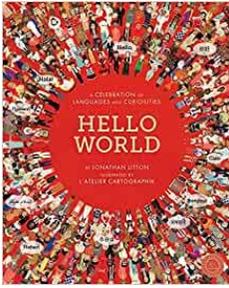
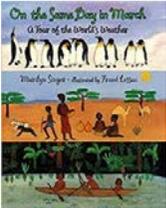
Early Years: Chn will learn about their immediate environments and explore the features around them. They will talk about different environments and how they differ from each other. They observe animals and plants and talk about the changes they notice, eg, changing seasons, etc.

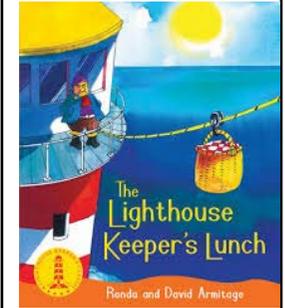
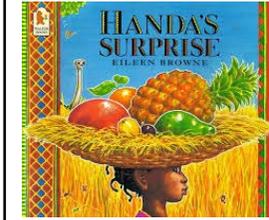
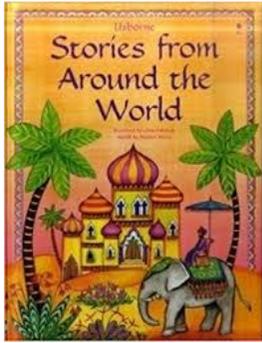
Reception - they build upon their nursery knowledge and focus on their immediate local environment in Autumn, In spring, they broaden their horizons and begin to learn about other countries, flags, currency, language spoken etc.

BIG Concepts:

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| Place and Space | The physical world | Human Environment | Interdependence and Sustainable Development | Cultural Diversity |
|-----------------|--------------------|-------------------|---|--------------------|

| | Aut 1 | Aut 2 | Spr 1 | Spr 2 | Sum 1 | Summer 2 |
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| <p>Year 1</p> <p>Introduce definition that geography is study of people and places</p> | <p>What is this place like?</p> <p>My class, My School, My Road</p> <p><u>Geographical skills & Fieldwork</u> in the context of the school. Use simple observation skills to study a familiar environment.</p> <p>Link to RE & Science: Senses</p> <p>VOCAB: Aerial view, floor plan, grounds, human geography, physical geography</p> | <p>What is our local area like?</p> <p><u>Place Knowledge & Fieldwork</u> Observe human and Physical features of a familiar environment : (Stibbard & Fakenham.)</p> <p>Link to RE - <i>Christianity, visit the local church and visit synagogue</i> in Norwich in Spr 1</p> <p>VOCAB: village, town, physical,</p> | <p>How are places different in the UK?</p> <p><u>Place Knowledge / Human and Physical Geography:</u> Comparing two UK regions. (Stibbard & London) Story: The Queens Hat</p> <p>Link to DT: Bridges/landmarks</p> <p>VOCAB: rural, urban, countryside, fields, roads, buildings, built up</p> | <p>What are the 4 countries in the UK called?</p> <p><u>Locational Knowledge:</u> Name, locate and identify characteristics of the 4 countries and capital cities of the UK.</p> <p>Link to British values: Celebrations</p> <p>VOCAB: intro to 4 countries in UK, seas, island, capital city, United Kingdom,</p> | <p>Why is the map of the world green and blue?</p> <p><u>Locational Knowledge:</u> Identify the seas that surround the uk. Develop knowledge of the oceans of the world.</p> <p>Link to RE: The universe, symbols</p> <p>VOCAB:UK, seas, Irish Sea, North Sea, Atlantic, English channel</p> | <p>How does the weather change?</p> <p><u>Physical Geography:</u> Identify seasonal and daily weather patterns in the United Kingdom</p> <p>Links to RE - story of Jesus calming the storm</p> <p>Link to science: seasons</p> <p>VOCAB: weather, rainy, sunny, windy, snowy, stormy,</p> |

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| | <p>route, surrounded Village</p>  | <p>human England, symbol, map</p>   |  | <p>Great Britain, NSEW</p>  | <p>Oceans, Pacific, Atlantic, Indian, Southern, Artic globe, sphere</p>  | <p>seasons, changes, symbols</p>  |
| <p>Year 2</p> <p>Recap definition that geography is study of people and places</p> <p>Not matching KGP</p> | <p>What are the 7 continents and 5 oceans of the world?</p> <p>Locational Knowledge / Human and Physical Geography: Name and locate the world's seven continents and five oceans using mapping skills. Use compass points to describe the continents in relation to each other</p> <p>VOCAB: continents, oceans, country, compass NESW, surrounded, Island</p> | <p>Where did the Three kings travel from?</p> <p>How did Mary & Joseph travel to Bethlehem from Nazareth? Locate places on map</p> <p>Geographical mapping skills: Use previous knowledge of continents to locate places on a map. Draw a route, aerial photos, digital maps.</p> <p>VOCAB: Middle East, Egypt, Bethlehem,</p> | <p>Why do people leave their countries?</p> <p>Migration Recognise changes in the environment: natural disaster (flood and drought), war, for work</p> <p>VOCAB: migration, natural disaster, employment/work</p> | <p>What is an island?</p> <p>Place Knowledge: Compare life on an island with life mainland. Concentrate on UK. Stories: Katie Morag</p> <p>VOCAB: island, ocean, mainland, land use, fields, buildings, compare & contrast</p>  | <p>How are places in the world different?</p> <p>Where are the hot and cold countries on a globe and on a map? Contrast Kenya with the UK. The location of hot areas of the world in relation to the Equator.</p> <p>VOCAB: globe, equator, Kenya, country, continent, Africa, lake, mountain, grasslands, savannah, hot, polar, ice, cold, icebergs</p> | <p>How is Cromer beach different from Stibbard?</p> <p>Use coastal aerial photographs to recognise landmarks and human and physical features</p> <p>(Links to Henry Blogg & Grace Darling in History)</p> <p>VOCAB: coast, coastal, cliff, beach, ocean, lifeboat, danger</p> |



Year 3
Recap definition
that geography is
study of people and
places

How is Norwich different from where I live?

Locational Knowledge: Locate where they live on a map, which county is it in, which city is nearest, what country is it in, which continent is it part of.

Place Knowledge: What are the similarities of where you live and Norwich?

Human & Physical Geography: Compare the physical and human features in both locations

Geographical skills & Field work: Learn the eight points of a compass, 2 figure grid reference, some basic symbols and key, to build their knowledge.

VOCAB: urban, rural, city, village, town, region, county, local, regional, physical, human, features, agriculture, arable, country, density, landscape, key, population

Hook:



Where is Europe?

Locational Knowledge: Locate and name the main countries of Europe on a world map. Identify its position in the Northern Hemisphere. What are the surrounding seas? Look at Italy as a European country.

Place Knowledge: What are Italy's cities and landmarks?

Human & Physical Geography: Study the climate of Italy and how it affects land use. What mountain ranges are present? Trade links in the Pre-Roman and Roman era. Introduce volcanoes

Geographical skills & Field work: Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied.

VOCAB: Hemisphere, northern, longitude, latitude, climate, Continents, Capital city, Landmark, amphitheatre, colosseum, Mountain range, Alps, Apennines Tectonic - plates Volcano(es) –Vesuvius, Etna, Stromboli Earthquake, erupt, larva, molten

Story:

North & South America and the Amazon Rainforest.

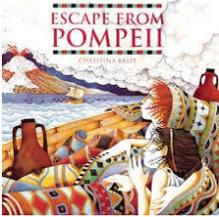
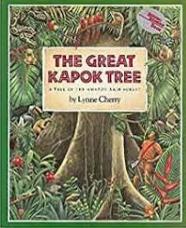
Locational Knowledge: Locate and name the continents on a World Map. Identify the position and significance of Equator, N. and S. Hemisphere, Tropics of Cancer and Capricorn.

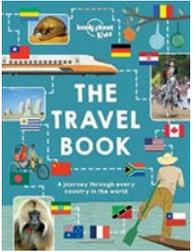
Place Knowledge: Understand geographical similarities and differences through the study of human and physical geography of a region of South America. Compare this to our region

Human & Physical Geography: Describe and understand key aspects of the Physical geography, including: climate zones, biomes and vegetation belts linking to the Amazon Rainforest

Geographical skills & Field work: Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied.

VOCAB: Amazon, rainforest, Hemisphere, northern, southern, longitude, latitude, Equator, Tropics of Cancer and Capricorn. climate, Continents, Temperate, Tropical, Insects, Endangered, Plants, Species, Tribes, Emergent layer, The canopy, under story, Hot and wet climate, canopy, forest

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| | |  | floor, moral responsibility, damage, deforestation, habitats Story:  | | | |
| <p style="text-align: center;">Year 4</p> <p>Recap definition that geography is study of people and places. Link to the terms human geography and physical geography</p> | <p style="background-color: #00FF00; color: black; padding: 2px;">What countries make up the island of Great Britain?</p> | | <p style="background-color: #FF00FF; color: black; padding: 2px;">What is a River? How does the Nile make a difference to Egypt?</p> | | <p style="background-color: #0000FF; color: white; padding: 2px;">How is Germany different to Norfolk?</p> | <p style="background-color: #FF0000; color: white; padding: 2px;">Where and why did people evacuate and immigrate to?</p> |
| | <p>Locational Knowledge: Locate and name the main countries and cities in and around Norfolk. Name and locate key topographical features (including hills, mountains, coasts and rivers),</p> <p>Geographical skills & Field work: Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied</p> <p>Use the eight points of a compass, four-figure grid references.</p> | <p>Place Knowledge: Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom</p> | <p>Locational Knowledge: Identify the longest rivers in the world and the largest deserts.</p> <p>Human & Physical Geography: What is modern Egypt like? What is its Climate? Types of settlements along the Nile.</p> <p>VOCAB: River, county, Egypt, River Nile, delta, dam, uses, tourism, flooding, positive, negative, source, mouth</p> | <p>Human & Physical Geography: Understand the uses the River Nile has today, compare with Ancient Egypt uses. Recognize how the River Nile is a major part of life for the majority of Egyptians.</p> <p>VOCAB: county, Egypt, River Nile, transport, trading, irrigation, Aswan Dam</p> | <p>Geographical skills & Field work: Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied</p> <p>Place Knowledge: Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country - Germany.</p> <p>Migration during war. Initial focus on</p> | <p>Locational Knowledge: Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features that influenced the decisions to evacuate from there or to there during WW2</p> <p>Geographical skills & Field work: Learn and use the eight points of a compass, four-figure grid references how would this help during migration?</p> |

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| | <p>VOCAB: Countries, counties, regions, compass points North, South, East, West, NE/NW/SE/SW Urban, rural, village, town, city, ocean, coastline, legacy Anglo Saxon language on names of places, rivers</p>  | |  | | <p>Germany</p> <p>VOCAB: continents, countries, Europe, political map, physical map, Africa, Australasia, Asia, Russia, North & South America, compass points, oceans, borders, boundaries, people groups (linked to history that Hitler felt had right to annex countries due to German peoples living there)</p>  | <p>Human & Physical Geography: Why did people choose to migrate?</p> <p>VOCAB: migration, evacuation, Europe, continent, country, countries, role, locate, location, features. Evacuation, migration</p> |
| <p>Year 5 Recap definition that geography is study of people and places. Link to the terms human geography and physical geography</p> | <p>Russia Locational Knowledge: locate Russia on the world map understanding where it is in relation to the equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle.</p> | <p>Exploration of the Arctic & Antarctic Human & physical geography: Concept: Biomes and Climate Change Describe the climate in the polar biomes and explain why this is the case. Explain the effect that climate change has on the arctic tundra.</p> | <p>Mountains, volcanoes & Earthquakes - formation Locational Knowledge: Identify the mountain ranges of the world, Human & Physical Geography: describe and understand key aspects of mountains, Volcanoes and earthquakes,</p> | <p>Mountains - climate & tourist effects Geographical skills & Field work: Investigate and compare different mountains around the world, looking at height, vegetation, animals that live there and the range of the mountains- Which countries do they run through? Discuss the</p> | <p>THE GALAPAGOS ISLANDS Galapagos Islands: effect of plastic pollution on our environment - why do we need to look after the world and the next generation who live in it? (Impact of humans on Physical environment) Water cycle</p> | <p>Where is India? Locational Knowledge: location of non European country, Human & physical geography climate, biomes, pollution, - Hindu Caste system - karma)</p> |

Study it's environmental regions, key physical and human characteristics, surrounding countries, and major cities.

Human & Physical Geography:

Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts.

Place Knowledge: understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom (Norfolk) and a region in a European country (Russia)

VOCAB: Country, continent, ocean, hemisphere, migration, navigation, conquest, political map, physical map, Weather, climate, biomes, temperature, below freezing, urban, rural, spatial variations, Fossil fuel,

Explain why there is a lack of vegetation in the polar biomes

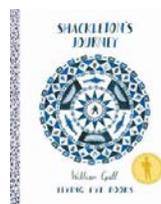
Place knowledge:

Compare to UK and Russia

Geographical skills & Field work:

Locate where the polar biomes can be found using maps, globes and atlases. Locate the countries that the arctic tundra can be found in.

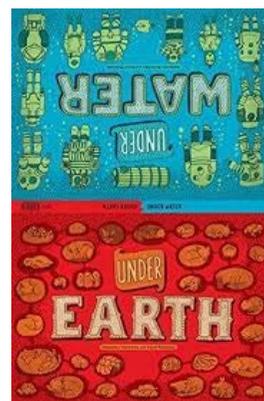
VOCAB arctic, barren, biome, climate, climate change, environment, frozen, global, habitat, harsh, landscape, melting, mountain, nutrients, ocean, permafrost, permanent, plain, polar, seasons, sustain, temperature, tundra, vegetation, weather.



looking at plate tectonics and the ring of fire.

VOCAB

Active, continent, core, crust, dominant, earthquake, erupt, fault lines, form, gas, lava, layers, location, magma, mantle, melt, molten, mountain, peak, pressure, range, summit, tectonic plates, vegetation, vent, volcano

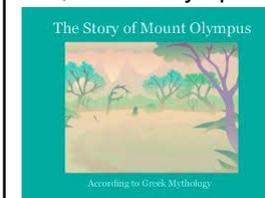


climate of mountains and explain why this may be the case.

Human geography:

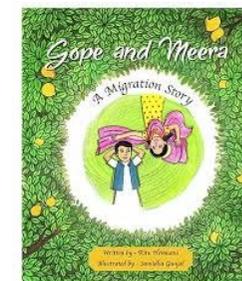
What is the impact of tourism on Mountains and the settlements around them?

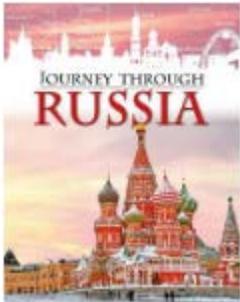
VOCAB mountain ranges in UK & world, climate, continent, erosion, tourism, land use, Mount Olympus

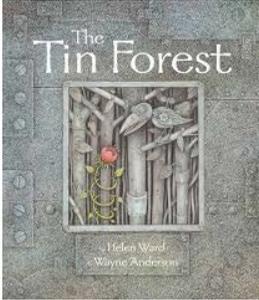


VOCAB: plastic, damage, environment, pollution, climate change, impact, equator.

VOCAB: biomes, climate, monsoon, River Ganges, Himalayas, human geography - urban, rural area, tea plantations, temples, Mosques, caste system, rickshaws, trains



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| | <p>tundra, Moscow, St Petersburg, Hermitage, Kremlin, population</p>  | | | | | |
| <p>Year 6</p> <p>Recap definition that geography is study of people and places. Link to the terms human geography and physical geography</p> | <p>Oceans, Rivers & Seas, what's the difference? River formations and river features (spanning 2/3rd of term)</p> <p>Locational Knowledge: Name and locate the key topographical features including coast, features of erosion, hills, mountains and rivers. Understand how these features have changed over time.</p> <p>Human & Physical Geography: Describe and understand key aspects of : Physical geography including coasts, rivers and the water</p> | <p>Tide Times & Time zones (link to time in maths) (Last 1/3 of term)</p> <p>Locational Knowledge: Identify the position and significance of latitude/longitude and the Greenwich Meridian</p> <p>VOCAB: Time zones, Greenwich meridian, latitude, longitude</p> | <p>Effect of Plastic pollution on our Environment</p> <p>Human & Physical Geography: describe and understand key aspects of human geography the impact of humans on the physical environment</p> <p>VOCAB: plastic, damage, environment, pollution, climate change, impact Water cycle, 8 point compass</p>  | <p>Trade & Resources & globalisation: Define trade as buying & selling of goods and services. Define globalisation as increasing connections between people and places across the planet. Explore the impact of globalisation on fashion and food.</p> <p>Place Knowledge and Human & Physical Geography: maps showing Asian continent where High Street fashion manufactured</p> | <p>Local study Geographical skills & Field work: Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p> <p>VOCAB: 8 point compass, grid references, field work, survey, locality</p> | <p>Contrasting areas of study.</p> <p>Location knowledge: Compare our local villages to other areas in Norfolk ie coast. (land use patterns and understand how these aspects have changed over time)</p> <p>VOCAB: urban, rural, village, coastal, cliff, coastal protection - erosion, migration to urban areas for work, coastal deprivation. Economic geography - fishing,</p> <p>(builds on work in Y2)</p> |

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| | <p>cycle including transpiration;</p> <p>Geographical skills & Field work: use the 8 points of a compass, 4 and 6-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</p> <p>VOCAB: evaporation, precipitation, condensation, cloud formation, rivers, lakes, oceans, seas, reservoirs, bays, straits, gulfs, glaciers and fjords. River features - source, mouth, meander, tributary, delta, confluence, stream, spring, floodplain, sediments, erosion, water fall, ox-bow lake (builds on River Nile work in Y4)</p> | |  | <p>VOCAB: Baghdad, ancient trade route, natural barriers, spice, silk, China, East, West, cultural exchange, Import, export, trade, globalisation, Fairtrade, raw materials, supplier, distributor, consumer, retailer, manufacturer, EU, TNC (transnational corporation e.g. Pepsico, Coca Cola)</p> | | |
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