



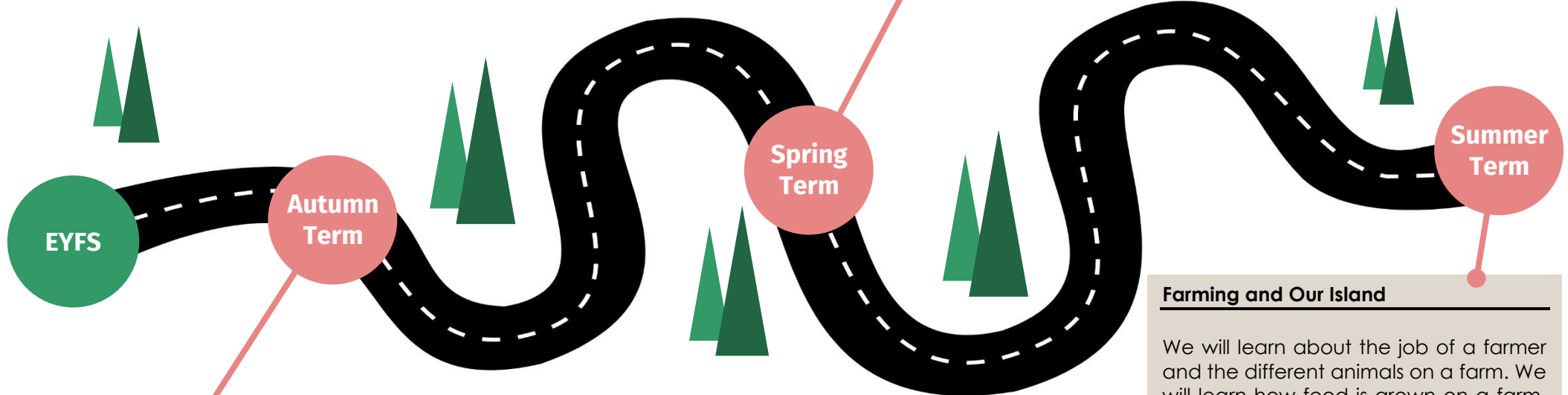
Geography Curriculum Map

Key Vocabulary

School, playground, copse, building, map, landmarks, beach, island, sea, town, farm, road, park, path, people, river, hill, village, city, shop, house, pond, country, forest, wood, Osborne House, weather, seasons, climate, animals, wildlife, environment, farmer, vegetables, growing, sow, plough, crops, Isle of Wight, Solent, tropical, pollution.

Comparing Climates

We will observe in more detail the features of our outdoor environment. We will also begin to learn about different climates and discover what the weather is like in different places. We will explore what wildlife can be found in some of these places, and consider how animals adapt to their environment, for example Polar Bears.



Our Local Environment

We will get to know our new environment, learning to find our way around the school buildings and the school site, including the copse. We will explore the area making observations and drawing pictures. We will create a simple map of our Reception outdoor area, putting in some of the key features such as the sandpit, mud kitchen and climbing equipment. We will identify landmarks and begin to describe some places in our locality, such as the beach, the town, Osborne House. We will then visit Osborne House. We will know that we live on an island, and locate the Isle of Wight on a simple map, identifying the land and sea.

Farming and Our Island

We will learn about the job of a farmer and the different animals on a farm. We will learn how food is grown on a farm. We will explore farms in different countries and identify the different food that may be grown there.

We will find out more about our island and compare it with a tropical island, using the text 'Somebody Swallowed Stanley'. We will begin to think about the dangers of plastic and pollution to our planet, and how we can care for our environment and the sea creatures that are in danger.



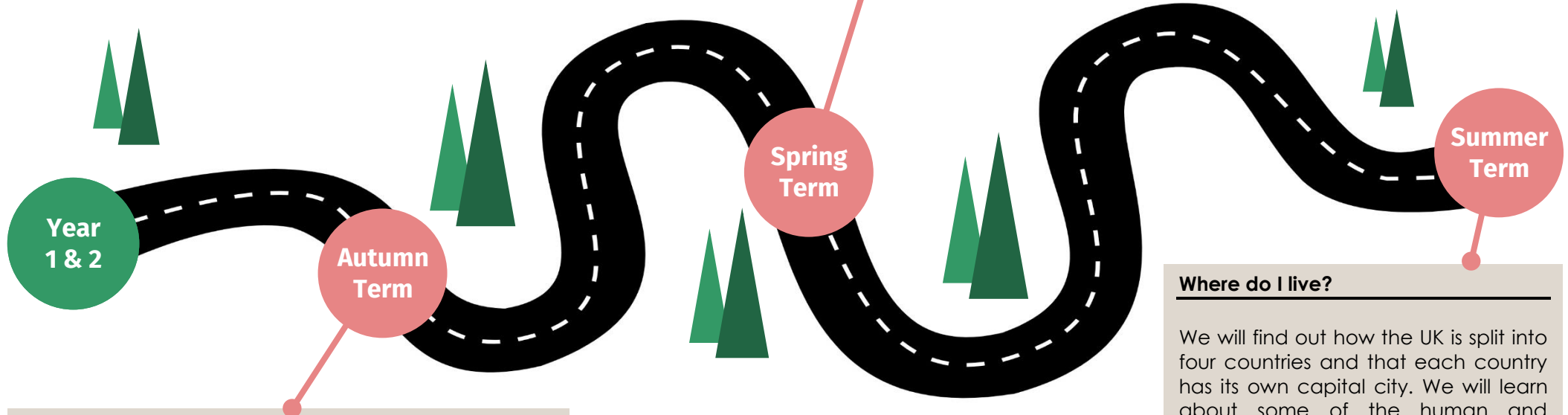
Geography Curriculum Map

Key Vocabulary

The United Kingdom, country, England, Northern Ireland, Scotland, Wales, London, Belfast, Edinburgh, Cardiff, capital city, village, town, city, urban, rural, hill, forest, river, coastline, Isle of Wight, island, farm, continent, Europe, Asia, Africa, North America, South America, Australia, Antarctica, map, globe, school, field, playground, East Cowes, compass, north, south, east, west, human feature, physical feature, Arctic, ice, snow, polar, Inuit, habitat, environment, climate.

Let's go to the Arctic

We will become polar explorers, finding out about the human and physical features of the Arctic, and the people and animals who live there. We will learn where the equator is and how it relates to hot and cold places. We will find out where the Arctic is on the globe, describing its geographical features, learning what life is like in the Arctic for the people and animals who live there, and exploring and comparing some Arctic towns and cities.



Our School

Building on our knowledge of our school from Reception, we will locate the different parts of our school, and create a map of the school grounds. We will our school and East Cowes on a map of the Isle of Wight, discussing other places around the Island we know and locating them on the map. We will learn about simple compass points and how they help us to locate places. We will also learn about the difference between human and physical geography.

Where do I live?

We will find out how the UK is split into four countries and that each country has its own capital city. We will learn about some of the human and physical features of each country and start to consider the idea of national identity. We will identify the difference between villages, towns and cities, and learn what the terms 'urban' and 'rural' mean. We will then locate the Isle of Wight in relation to the UK. We will think about key geographical features found here in comparison to the UK, and what makes The Island so unique.



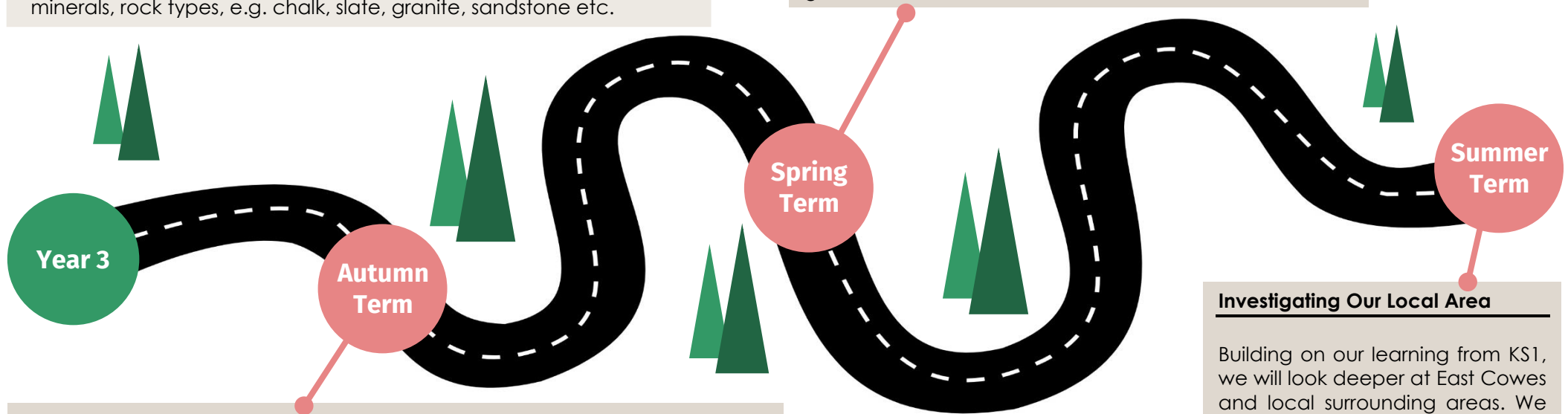
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Key Vocabulary

Mt Vesuvius, Mt Fuji, Cotopaxi, Krakatau, volcano, magma, lava, crater, eruption, molten, Earth's crusts, Earth's mantle, Earth's core, Pompeii, tectonic plates, 'Ring of Fire'. Coastline, erosion, deposition, transportation, coastal management, groyne, gabion, revetment, sediment, headland, stack, undercut, town, industrial, infrastructure, services, rural, town, ferries, boatbuilding, marine, tourist, residential, recreational, the tropics, Tropic of Cancer, Tropic of Capricorn, minerals, rock types, e.g. chalk, slate, granite, sandstone etc.

Investigating Coasts

We will locate coastal areas, Isle of Wight and mainland, that we have visited and investigate different coastal areas around the country. A perfect opportunity for Island fieldwork, we will develop an understanding of how coasts are formed, including the processes of erosion and deposition. We will understand what coastal erosion is and how it affects coastlines. We will look at features that are formed by erosion, such as caves and stacks, as well as some of the ways coastal erosion can cause cliff instability. We will investigate why coastal management strategies are necessary, looking at specific systems such as groynes, gabions and revetments.



Volcanoes

We will explore a world map to identify the northern and southern hemispheres and the equator, building on our KS1 learning. We will locate famous volcanoes around the world and learn interesting facts about them. Using photographs and diagrams, we will investigate what causes volcanoes to erupt, what happens during an eruption, and the impact on the environment. We will learn about the three types of volcanoes, their formation, and the differences between extinct, active, and dormant volcanoes. We will discover what tectonic plates are, how their movement causes volcanoes and other natural disasters, and why many volcanoes are found along the 'Ring of Fire'. Finally, we will explore why people choose to live in volcanic areas, including the benefits, and consider the different plants and animals that live there.

Investigating Our Local Area

Building on our learning from KS1, we will look deeper at East Cowes and local surrounding areas. We will use maps to spot familiar places and give directions to and from local points of interest. We will further our knowledge of physical and human features through study of our local area. We will then have the chance to examine services in the local area and create data around jobs and travel. Finally, we will consolidate our knowledge by evaluating the local area and providing information for visitors and tourists.



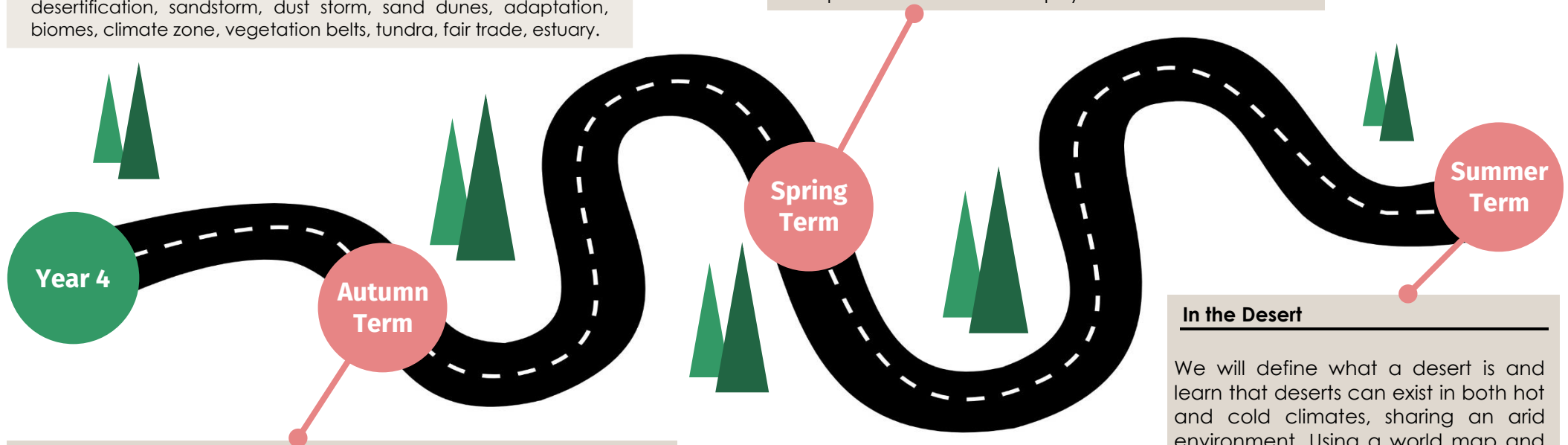
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Key Vocabulary

Northern Hemisphere, Southern Hemisphere, North Sea, English Channel, Irish Sea, Atlantic Ocean, River Thames, River Severn, River Tay, River Bann. Mountain, hill, Greater London, population, growth, immigration, trading, finance, suburbs, Greenwich Meridian, Prime Meridian, migrants, Baltic Sea, Mediterranean Sea, Arctic Ocean, Vatican City, languages, France, Italy, Spain, Germany, Russia, Ukraine, Iceland, barren hostile, vegetation, arid, precipitation, desertification, sandstorm, dust storm, sand dunes, adaptation, biomes, climate zone, vegetation belts, tundra, fair trade, estuary.

Our European Neighbours

We will review the seven continents before focusing on Europe. We will compare Europe's size and features with other continents and identify the seas and oceans around it. We will gather facts about Europe and annotate maps with country names. We will explore human features of European countries, such as flags, currencies, and types of government. Using maps, we will identify the capital cities of different European countries and learn about key features of some major cities. Finally, we will choose two European capitals to compare their human and physical features.



The United Kingdom

We will revisit prior learning from KS1 by naming the UK's capital cities before locating and labelling key cities across the UK. We will name the seas surrounding the UK and some of the main rivers. We will understand what a county is and find ours on a map. We will develop our ability to use compass points to describe a location relative to another. We will find and name areas of higher ground on a map of the UK. We will find out who first settled in London and describe some ways that London has changed since AD 43. We will identify London as the location of the Prime Meridian. We will describe how the UK population has changed over time and identify where some immigrants to the UK came from.

In the Desert

We will define what a desert is and learn that deserts can exist in both hot and cold climates, sharing an arid environment. Using a world map and key, we will locate major deserts and discover interesting facts about them. We will compare the climates of different deserts using graphs and charts to gather, present, and interpret information. We will explore how desert landforms such as sand dunes, salt flats, pillars, and arches are formed. We will also learn how humans use deserts for activities like filming, leisure, or military testing, and identify important natural resources found in deserts, such as diamonds, salt, and oil.



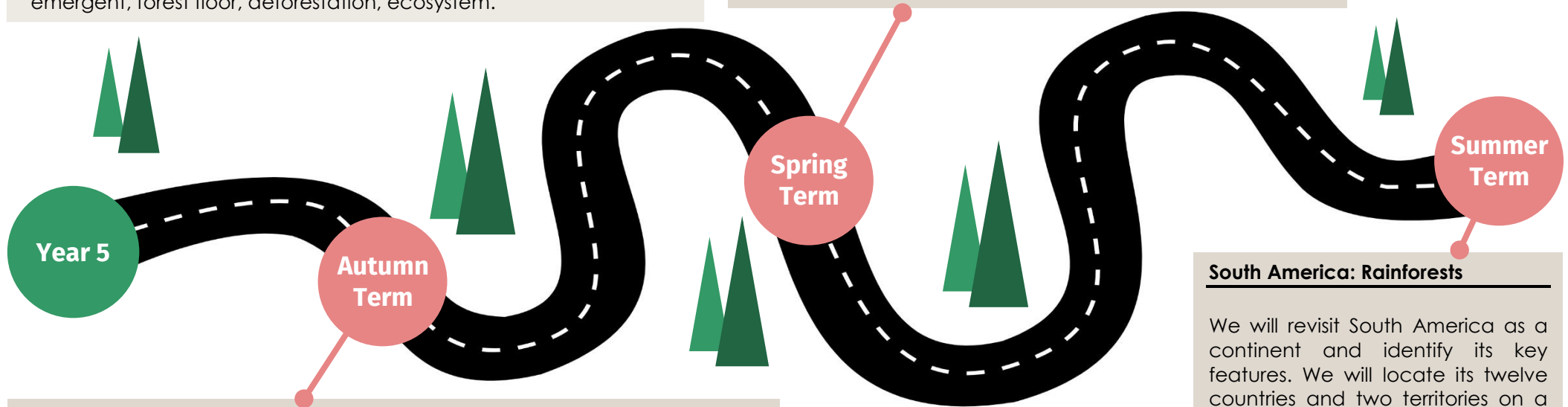
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Key Vocabulary

Norway, Denmark, Sweden, Oslo, Copenhagen, Stockholm, Nordic cross, Baltic Sea, Norwegian Sea, North Sea, northern lights, polar night, midnight sun, deposition, erosion, meander, source, mouth, tributary, water cycle, ox-bow, delta, channel, confluence, levee, waterfall, gorge, precipitation, condensation, evaporation, run off, tropical, temperate, monsoon, species, microorganisms, oxygen, carbon dioxide, photosynthesis, undergrowth, canopy, understory, emergent, forest floor, deforestation, ecosystem.

Exploring Scandinavia

We will identify the three countries of Scandinavia and understand the difference between Scandinavian and Nordic countries. We will locate these countries and their capital cities on a world map. We will explore the climate zones of northern Europe, using line graphs to compare average temperatures, and consider how seasons affect daylight hours, activities, and national identity. We will investigate the physical features of Scandinavia, such as glaciers, fjords, mountains, lakes, and waterfalls, and compare the human geography of the three Scandinavian countries. Finally, we will compare and contrast an area of the UK with an area in Scandinavia.



Investigating Rivers

We will explore what the water cycle is and why it is important. We will describe each process of the water cycle using appropriate vocabulary. Will learn how rivers are formed by explaining the processes of erosion and deposition. We will then build on LKS2 knowledge and find out about the journey of a river from source to mouth. We will learn about the features of rivers, including deltas, tributaries and meanders. Will find out about some of the human uses for rivers under the headings of water, transport, habitat, energy, farming and leisure. We will explore some of the causes of river pollution and the effects this has on the environment. We will find out about some of the most polluted rivers in the world, as well as thinking about river pollution closer to home. We will consider ways in which river pollution can be prevented.

South America: Rainforests

We will revisit South America as a continent and identify its key features. We will locate its twelve countries and two territories on a map. Using climate zone maps, we will explore and describe different climates across South America, including temperate, arid, and subtropical zones. We will learn about the Andes, the world's largest mountain range, locating it on a map, understanding how it formed, and exploring how people use its resources. Finally, we will consider the idea of world trade and identify products we use that come from South America.



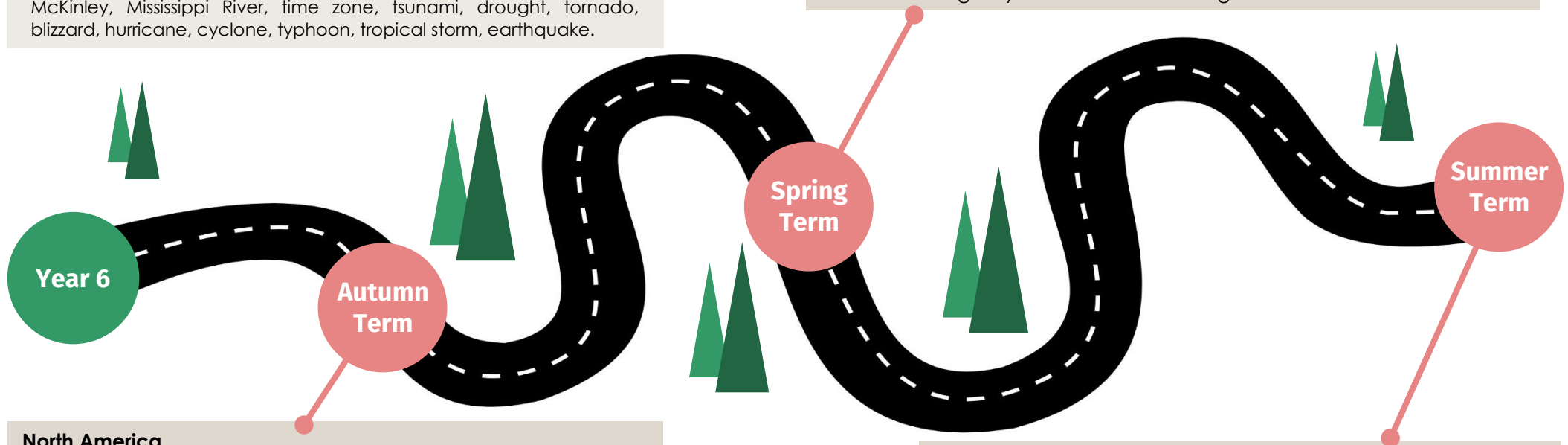
Geography Curriculum Map

Key Vocabulary

Mountain range, summit, slopes, face, ridge, valley, tectonic plates, collide, force, pressure, fault lines, fold mountains, Pennines, Grampians, Cambrians etc. natural disaster, altitude, global, precipitation, average temperature, Hoover Dam, Panama Canal, Grand Canyon, Niagara Falls, Death Valley, Hubbard Glacier, Rocky Mountains, Samana Peninsula, Bryce Canyon, The Great Lakes, Redwood Forest, Maracas Bay, Escambray Mountains, Mount McKinley, Mississippi River, time zone, tsunami, drought, tornado, blizzard, hurricane, cyclone, typhoon, tropical storm, earthquake.

Extreme Earth

We are first introduced to the hottest, driest, coldest and wettest places on the planet and, thinking about their location, we will use our knowledge to reason why they might have these extreme climates. We will revisit the water cycle and reflect on what happens to environments when there is drought and who this can affect. We will then learn about earthquakes and how the movement of the tectonic plates cause them, linking to our previous learning. We will explore and discuss the effects that earthquakes can have on a community and how earthquakes can be measured using the Richter scale. We will use our understanding of earthquakes to describe how a tsunami is created and will look in detail at the effects of the 2004 Boxing Day tsunami and its lasting effects on the environment.



North America

Familiar with the continents, we will identify North America on a map and learn how it is organised into its 23 countries. Using global climate maps, we will explore climate patterns and focus on North America's different climate zones. We will learn about key physical features such as the Grand Canyon and Niagara Falls, and how they were formed, as well as human landmarks like the Panama Canal and the Hoover Dam. We will explore time zones, using maps to work out time differences between North America and the rest of the world. Finally, we will compare a specific area of North America with our local area, looking at similarities and differences in human and physical features.

Mountains

Building on our knowledge from Year 3, we will explore how tectonic plates and molten rock form different types of mountains, building on our prior knowledge. Using maps and atlases, we will identify major mountain ranges around the world. We will investigate mountain climates, including how altitude affects weather and which plants and trees can grow. We will study temperature changes on Mount Everest throughout the year. Finally, we will explore how mountains are used by different industries, especially tourism, and discuss the positive and negative impacts of tourism on mountain environments, forming our own conclusions. as a tourist is a good or bad thing.