



Biscovey Academy

Geography Curriculum



INTENT: The study of geography is about more than just memorising places on a map. It's about understanding the complexity of our world, appreciating the diversity of cultures that exist across continents. And in the end, it's about using all that knowledge to help bridge divides and bring people together. - B. Obama

Geography National Curriculum Requirements

KS1

Pupils should develop knowledge about –

- The world
- The United Kingdom
- Their locality

They should –

- Understand basic subject-specific vocabulary relating to human and physical geography.
- Begin to use geographical skills, including first-hand observation, to enhance their local awareness.

KS2

Pupils should –

- Extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, north and south America
- this will include the location of a range of the world's most significant human and physical features.

They should –

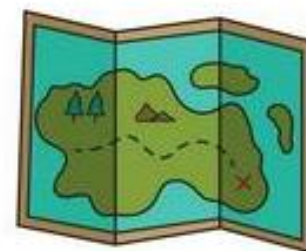
- Develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge

Geography National Curriculum Strands

Locational Knowledge



Place Knowledge



Understanding the World



Human and Physical Geography



Skills and Fieldwork



Biscovey Academy Geography Sequence of Learning Year 3- Year 6

LKS2

Core Facts from KS1- What do children know when they join Biscovey Academy?

- I know the seven continents and five oceans.
 - I know the four countries of the UK.
- I know the four capital cities of the UK.
- I know the four points of a compass.
 - I know where I live.

<u>Building on knowledge gained in the infants:</u> <i>Locational Knowledge</i> -Hot and Cold areas of the world in relation to the equator and north and south poles	<u>Building on knowledge gained in the infants:</u> <i>Place and Location Knowledge</i> -Locality study non- European	<u>Building on knowledge gained in the infants:</u> <i>Locational Knowledge</i> -Hot and Cold areas of the world in relation to the equator and north and south poles
<u>Climate</u>		
<u>Cycle A (Autumn 1)</u> <i>Locational Knowledge</i> Key features of our globe. Longitude, latitude and the tropics.	<u>Cycle A (Spring 1)</u> <i>Place and Location Knowledge Skills and Fieldwork</i> Location North and South America Compare to Cornwall	<u>Cycle A (Summer 1)</u> <i>Locational Knowledge</i> Arctic and Antarctic Climates Climate Zones and Biomes
What's the time and date in India?	Is their name the only thing the two Truro's have in common?	Does it snow in Africa?
1. Where are the tropics? What can be found there? 2. Is it hot or cold in India? 3. Is India east or west of the UK? 4. Is the time and date the same in India as it is in the UK? 5. Does climate stay the same?	1. Which regions of North America are important for Cornish migration? 2. How does the physical geography compare in Truro, Nova Scotia and Truro, Cornwall? 3. How does the human geography compare in Truro, Nova Scotia and Truro, Cornwall? 4. How does proximity to the sea affect a city? 5. Where in the world has a climate similar to our Truro's?	1. What is Africa? 2. What is the difference between weather and climate? 3. Can continents have more than one type of climate? 4. Are sunny places always hot? 5. How is Africa changing and why?
<u>Core Facts</u> • I know the difference between latitude and longitude. • I know where the equator is. • I know where the Tropic of Cancer and Tropic of Capricorn are. • I know the world is divided into time zones.	<u>Core Facts</u> • I know what physical geography is. • I know what human geography is. • I know the sea impacts climate.	<u>Core Facts</u> • I know that climate is the long-term temperature and weather pattern for a place. • I know that weather is the current conditions outside.

<u>Building on knowledge gained in the infants:</u> Locational Knowledge -Name and locate 4 countries and capital cities in the UK - Use maps, atlases, and globes to identify the UK	<u>Building on knowledge gained in the infants:</u> Locational Knowledge -Name and locate the world's 7 continents	
<u>The World Around Us</u>		
<u>Cycle B (Autumn 1)</u> Locational knowledge Places and major cities within Cornwall and UK	<u>Cycle B (Spring 1)</u> Locational Knowledge Places and Major cities/ Countries in Europe	<u>Cycle B (Summer 1)</u> Physical Geography and Skills and Fieldwork Rivers and Mountains
<u>How amazing is the UK?</u>	<u>How amazing is Europe?</u>	<u>Why do rivers wind?</u>
1. What does my world look like? 2. What is a city and is there one near me? 3. Where are the key cities in the country and how do I get there? 4. Which region of the UK do I live in? How is it similar/ different to another region? 5. Who is really counting counties and how much can a country change?	1. What countries are closest to the UK and how do I get there? 2. What countries can be found within Europe? What countries are important to us? 3. What cities can be found within these important countries? What cities are important to us? 4. What is the European Union and why is it important? 5. What can Cornwall, Peniche and Corfu possibly have in common?	1. What makes a mountain and mountain? 2. What mountains can be found within the United Kingdom? 3. What are the key mountain ranges in the world? 4. What are the key features of a river? 5. What rivers can be found near us? 6. What are the key rivers found throughout the world and why are they important?
<u>Core Facts</u> - I know that topographic means a bird's eye view. - I know basic OS symbols on a map. - I know a city is a large settlement. - I know London, our nation's capital, is in south-east England.	<u>Core Facts</u> - I know how to label and use an 8-point compass. - I know the countries that neighbour the UK. - I know the capital cities of the UK's neighbouring countries. - I know that globalisation is the movement of goods, people, and services around the world.	<u>Core Facts</u> - I know the world's major mountain ranges. - I know the world's major rivers. - I know the stages of the water cycle. - I know where the mountains and rivers of the UK are in relation to my location.

UKS2		
Our Changing World		
<u>*Year 5 (Autumn 1)</u> Geographical Skills Using Maps and 6 Digit Grid Referencing Physical Geography Earthquakes and Volcanoes	<u>*Year 5 (Autumn 2)</u> Human Geography Locational knowledge Settlement patterns	<u>*Year 5 (Summer 2)</u> Human Geography Fieldwork Land Use/ Trade Links and Distribution of Natural Resources.
Is the Pacific really on fire?	Mexico City- What daily challenges do its inhabitants face?	Cornwall and London- Is everywhere the same?
1. What is the Pacific ring of fire? 2. What causes an earthquake or tremor? 3. What impact does an earthquake have on land and sea? 4. What are the key features of volcanoes? 5. Are all volcanoes equally dangerous?	1. What makes Mexico City such a special settlement? 2. What kind of climate does Mexico City have compared with ours? 3. What kinds of pollution cause citizens most problems? 4. What problems are caused by the waste and sewage created by so many humans? 5. Why is there a water shortage in Mexico City and who is worse affected? 6. Why is Mexico City sinking and what affects is this having?	1.What do Cornwall and London look-like on satellite imagery and aerial photographs? 2.What ways has land been used in Cornwall and London in the past and present? 3.What natural resources can I see in Cornwall? 4.What similarities and differences can you see? 5.How are these places changing and why?
<u>Core Facts</u> - I know that the world is divided along plates. - I know that an earthquake is caused by the movement of these plates. - I know that a volcano is an opening in the Earth's crust.	<u>Core Facts</u> - I know that there are different forms of pollution. - I know that urbanisation is the shift f people from rural to urban areas.	<u>Core Facts</u> - I know that natural resources are drawn from nature to use. - I know that land is used differently in different places.

<u>*Year 6 (Spring 1)</u> <i>Human and Physical Geography, Skills and Fieldwork</i> <i>Landscape, climate change and deforestation</i>	<u>*Year 6 (Spring 2)</u> <i>Human Geography, Skills and Fieldwork</i> <i>Economic activity and the distribution of natural resources</i>	<u>*Year 6 (Summer 1)</u> <i>Human Geography</i> <i>Conservation areas focusing on the Galapagos islands</i>
Why are forests important?	Tuna or not tuna?	What makes the Galapagos worth saving?
1. What is a vegetation belt? 2. What types of forest are there? 3. Where are important forest regions in the UK and South America? 4. How are forests changing and why? 5. How have forests been managed sustainably in the past? 6. How can rainforests be managed sustainably now and what can I do to help?	1. What does sustainability mean and why does this affect a fish? 2. What examples of well-managed natural resources are there and what lessons can Cornwall learn from this? 3. What benefits are there to creating a tuna fishery in Cornwall? 4. What risks are there to creating a tuna fishery in Cornwall? 5. What should Cornwall do with its tuna?	1. Where are the Galapagos Islands and why are they so special? 2. How does tourism impact the Galapagos Islands? How do local people feel about tourism? 3. Is eco-tourism a way forward for Galapagos? 4. How does my learning in geography this term relate to my learning in science? 5. What could we learn from Galapagos? 6. Could eco-tourism approaches be adopted in our area?
<u>Core Facts</u> • I know that a vegetation belt is an area with distinct plant types. • I know that sustainable means using natural resources responsibly so that they last for the future.	<u>Core Facts</u> • I know that fish can be managed sustainably by quotas, no-take zones and environmentally-friendly methods of fishing.	<u>Core Facts</u> • I know that tourism affects a country positively and negatively. • I know that eco-tourism means to try to improve a place through visiting it.