



ROKESLY JUNIOR SCHOOL

Working hard, aiming high, learning together

Rokesly Geography Curriculum Overview

KS1	Autumn Term	Spring Term	Summer Term
Year 1	UK Weather maps Introduce the seasons of Summer and Autumn	Weather Maps Location of hot and cold in the world in relation to the Equator and the North and South Pole.	United Kingdom Maps (Route to school and school grounds)
Year 2	Maps Knowing how places are linked using where food comes from	Continents and Oceans Local Area study and fieldwork	Understand geographical similarities and differences
KS2	Autumn Term	Spring Term	Summer Term
Year 3	Country Study (Africa) <i>How does the landscape and climate compare to the UK?</i> <i>How does climate affect the way people live?</i> <ul style="list-style-type: none"> Recap the continents and locate Africa on a world map. Understand what is the difference between continent and country. Locate class countries (Uganda, Morocco and Ghana) and the equator and investigate the weather of each country. Explore what is human and physical geography. Understand that climate impacts the 	From Rain and Snow to Oceans <i>Why are (rivers), oceans and seas important to us?</i> <i>How do humans use oceans and seas?</i> <ul style="list-style-type: none"> Understand the difference between a sea and ocean. Locate the and name the oceans of the world and place them along with major seas on a world map. Introduce the water cycle and explore whether all water is useable. Develop an understanding of the relationship between the oceans and climate. How are the oceans used? With a focus 	Local Area Study <i>How is our local area changing?</i> <ul style="list-style-type: none"> Understand that London is broken up into boroughs and that Rokesly Junior School is in Haringey. Children to locate Haringey on a map of London. Plan an investigation and field work tasks into how land use has changed over time in the local area. Use an Ordnance Survey map plot a route for the field work trip. Undertake field work and then record and present results along with facts about how the area has changed

	<p>physical geography of a country. For example; the Sahara Desert in Morocco and the rainforest of Uganda.</p>	<p>on transportation and trade. What lives in the oceans and how humans and sea life are interconnected and the environmental impact humans have on the oceans.</p>	
Year 4	<p>Country Study (Asia) <i>How and why is agriculture, food and farming different/similar to the UK? How are we connected to farmers?</i></p> <ul style="list-style-type: none"> Using a range of maps locate Mongolia, Cambodia and Bangladesh. Investigate what can be learnt about class countries from just maps. Including; climate, population, and physical geography. Explore the physical geography if class countries in more detail and why location to the tropics and equator impacts on the climate and physical geography. <p>Develop an understanding of agriculture, food and farming in Asia and compare and contrast it the UK. (Preparation for year 5 unit on the UK)</p>	<p>Rivers (Nile and Thames) <i>Why are major cities located on rivers? How do rivers, people and land affect each other? How do humans use rivers?</i></p> <ul style="list-style-type: none"> Revisit the water cycle from year 3 with a focus on surface run-off. Locate the Nile and Thames and compare and contrast them on maps. Understand how rivers change from source to sea. Explore how humans use rivers comparing the Nile and Thames. Understand how rivers alter the landscape and the human impact on rivers; including dams. 	<p>Contrasting Locations (London and Maldon) <i>How do the similarities and differences between London and Maldon affect lives of residents and visitors? How are settlements similar and different?</i></p> <ul style="list-style-type: none"> To use knowledge of London to explore why it is the capital city and what that means in relation to population, employment and leisure opportunities. Understand where Maldon is in Essex and using an ordnance survey map and Google Earth explore the area and its physical geography. Learn how grid references are used in maps. Using fieldwork whilst in Maldon explore the human geography of the area. <p>Compare and contrast the two locations using fieldwork and prior knowledge.</p>
Year 5	<p>Country Study (Europe) <i>How and why is tourism different/similar to the UK?</i></p> <ul style="list-style-type: none"> What is Europe? (Political and geographical). Locate and place class countries (Iceland, Czech Republic, Portugal) onto world map. Then add, the 	<p>Eruptions, Earthquakes and Tsunamis <i>Why does the Earth move? How do volcanoes and eruptions affect a place?</i></p> <ul style="list-style-type: none"> Structure of the Earth and how and why volcanoes erupt. Explore the movement of the Earth's crust to understand how and why there are earthquakes and tsunamis. 	<p>The United Kingdom <i>How is our country's landscape changing?</i></p> <ul style="list-style-type: none"> What is the UK and how is made up? Including cities, mountain, rivers and islands. What are the counties of the UK and why are they different? Focus

	<p>poles and the Greenwich Meriden and learn what it is.</p> <ul style="list-style-type: none"> • Explore the physical and human geography of class countries. and why tourist might visit. • Compare class countries to the UK in preparation for the UK unit of work and why tourist may visit parts of the UK. • Develop an understanding of the environmental impact of tourism. 	<ul style="list-style-type: none"> • What is it like living in an active earthquake zone? <p>Case study of the earthquake in Japan in 1995.</p>	<p>on employment, physical geography and populations.</p> <ul style="list-style-type: none"> • Children will explore agriculture in the UK and how that impacts on employment and the physical environment. • Explore costal erosion and how that changes the landscape with a case study of Haisborough in Norfolk. • Develop an understanding of industrialisation and how that has changed the UK's population and landscapes.
<p>Year 6</p>	<p>Country Study (The Americas) <i>Why do people migrate and how does it affect the Americas and the UK?</i> <i>How do populations differ from place to place?</i></p> <ul style="list-style-type: none"> • What are the Americas? Using a range of maps locate class countries (Canada, Ecuador and Trinidad and Tobago). Then to locate and add to world map Greenwich meantime, lines of longitude and latitude, tropic lines (revision from previous years). • Compare and contrast the 3 class countries (population, climate, geographical features) • Explore the push and pull factors of migration from class countries and the push and pull factors to the UK. 	<p>A Contrasting Locality (Pendarren) (overview) <i>What does my research tell me about this place?</i></p> <ul style="list-style-type: none"> • Use a range of maps to explore the geographical features within the areas. • Look at the water course and how that changes the landscape of the area. Including waterfalls, valleys and mountains. • Use question generators to create questions about the area; including Big Pit, the caves, mountains and canals. <p>Researching the answers to the questions generated including the use of maps.</p>	<p>Climate <i>Why is our climate changing?</i> <i>How does climate affect the way people live?</i></p> <ul style="list-style-type: none"> • Revise difference between climate and weather. • Identify climate zones on a world map and why location in globe affects climate. • To explore biomes. • To use evidence to understand that our climate is changing and why. • To explore in detail the impact of climate change in California and the rainforest. • What are the long-term effects of climate change on the planet?

- What are the impacts of emigration from home countries?