



# Ferry Lane Geography Curriculum

## Year 1

Key Concept/NC Link	Place knowledge (Urban geography, cartography)	Physical geography (Climatology)	Fieldwork and Geographical skills (Coastal processes)	Locational knowledge (Biomes/Biogeography)	Human geography (Economic/Urban geography)	Human geography Place knowledge (Cultural geography)
Big Question	How is my area different to others?	Why is it hot or cold?	How are coasts made?	Why are jungles important?	Why are farmland and towns different?	Why do homes look different around the world?
<b>Theme</b>	<p><b>Where do I live?</b></p> <p>To be able to name the seven continents of the world and locate the UK on a world map.</p> <p>To be able to identify the countries and capital cities of the UK.</p> <p>To be able to identify features and characteristics of the countries of the UK.</p>	<p><b>The Seasons and the Weather</b></p> <p>To find out how the seasons are linked with the months of the year.</p> <p>To find out what the weather is like in spring.</p> <p>To find out what the weather is like in summer.</p> <p>To find out what the weather is like in autumn.</p>	<p><b>Seas, Coasts and continents</b></p> <p>To locate and identify oceans and continents.</p> <p>To find out about British beaches.</p> <p>To find out about British seas.</p> <p>To use fieldwork skills to find out about a place.</p>	<p><b>Let's Go to the Jungle</b></p> <p>To locate jungles around the world and begin to describe them.</p> <p>To identify some features and weather of Indian tropical seasonal forests.</p> <p>To identify the locations of mangroves and describe their features and weather.</p>	<p><b>At the Farm</b></p> <p>To explore what farms are and why they are important.</p> <p>To explore the features of a farm.</p> <p>To be able to use a map and symbols to navigate around a farm.</p> <p>To explore how the seasons affect life on a farm.</p>	<p><b>Who lives Here?</b></p> <p>To know where and how the Inuit people live</p> <p>To find out about the Yanomami people of the Amazon</p> <p>To understand and explore a nomadic way of life</p> <p>To learn about the Maasai people</p>



	<p>To explore the area in which we live</p> <p>To be able to describe where you live.</p>	<p>To find out what the weather is like in winter.</p> <p>To review knowledge and compare the four seasons.</p>	<p>To compare a British beach with one from another country.</p> <p>To use compass points to move around a map.</p>	<p>To identify the locations and features of cloud forests</p> <p>To compare British woodland to a tropical jungle.</p> <p>To summarise what has been learned about the locations, weather and geographic features of jungles.</p>	<p>To explore the differences between life on a farm and life in a town.</p>	<p>To learn about homes that are underground</p> <p>To compare different homes around the world</p>
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Key Concept/ NC Link	Place knowledge (Urban / historical/ cultural geography)	Geographical skills and fieldwork (Cartography/GIS)	Locational knowledge (Ecology)		Physical geography (Regional geography)	
Big Question	How and why has London changed over time?	Why are maps important?	Why do animals live where they do?		How is the landscape different to the UK and why?	
<b>Year 2</b>	<p><b>Let's Explore London</b></p> <p>To be able to locate London on a map and describe its location.</p> <p>To be able to identify and describe landmarks of London.</p> <p>To be able to use compass points and directional language to navigate between London landmarks.</p>	<p><b>Map Makers</b></p> <p>To be able to use compass points to navigate around a map.</p> <p>To use aerial photographs and plan perspectives to recognise and create landmarks</p> <p>Use simple fieldwork and observational skills to study the geography of their school and surroundings. To devise a simple map and use and</p>	<p><b>Animals Around the World</b></p> <p>To locate and name the seven continents.</p> <p>To identify and use vocabulary linked to the world's seas and oceans.</p> <p>To learn about hot and cold places in relation to the Earth's equator.</p> <p>To learn about animals in different seasons.</p> <p>To learn about national animals of various countries.</p> <p>To investigate animals in our local area.</p>		<p><b>Let's Visit Australia</b></p> <p>To explore Australia and where it is in the world. Compare to London.</p> <p>To be able to use a compass and explore what north, south, east and west are.</p> <p>To explore Australia's climate and weather.</p> <p>To explore what Christmas is like in Australia compared to the UK.</p>	



	<p>To be able to identify and describe a variety of geographical features in London.</p> <p>To explore seasonal weather patterns in London.</p>	<p>construct basic symbols in a key.</p> <p>To design a map, referring to key human features.</p> <p>To create a 3D map using their town designs.</p>			<p>To explore the physical features and landscapes of Australia.</p> <p>To investigate Australia's unusual animals.</p> <p>To explore Australia's culture and lifestyle.</p>	
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Key Concept/ NC Link	Physical Geography (Geology/fluvial geography)	Physical geography Locational knowledge (Climatology)	Human geography Geographical skills and fieldwork (Urban geography)		Physical geography (Orogeny)	
Big Question	How do rivers shape the land?	Why is climate important?	Why are settlements important?		How are mountains formed?	
<b>Year 3</b>	<b>Rivers (HEP)</b>  The mighty River Indus  The changing River Indus  How rivers get their water	<b>Climates and Biomes (HEP)</b>  The continent of Europe  To find out about different climate zones  Climate and oceans	<b>Settlements (HEP)</b>  What is a settlement?  What is a village?  What is a town?  What is a city?  London: the largest city in the UK		<b>Mountains (HEP)</b>  What is a mountain?  To explore different mountain ranges  Why do people live on mountains?  To explore life in the Andes	



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	<p>How a river shapes the land: the young river</p> <p>How a river shapes the land: the mature river</p> <p>Britain's longest river: the River Severn</p>	<p>Climate and biomes</p> <p>The Mediterranean climate</p> <p>Temperate climate: Britain and the Rhine</p>	<p>How do we know Cardiff is a city?</p>		<p>Mountainous regions of the UK</p> <p>To explore Snowdonia</p>	
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Key Concept/NC Link	Human geography Demography, migration)	Physical geography (Volcanology)	Physical geography (Coastal processes/management)		Place knowledge Fluvial/economic geography)	
Big Question	Why is London multi-ethnic?	How are volcanos formed?	Why is coastal management important?		How and why has the River Rhine changed over time?	
Year 4	<b>Population (HEP)</b>  What is population?  To explore migration	<b>Volcanoes (HEP)</b>  Volcanoes: Show what you know	<b>Coastal Processes (HEP)</b>  Coastal processes: erosion  Other coastal processes  Coastal landforms		<b>Rhine and Mediterranean (HEP)</b>  The River Rhine  Cologne: city on the Rhine	



	Multi-ethnic London	To explore what happens when a volcano erupts.	The Jurassic coast		To explore Rotterdam: the mouth of the Rhine	
	Multi-ethnic Cardiff	To explore the features of volcanoes.	Coastal habitats: the Indian Ocean		To understand the changing Rhine	
	The Welsh language and culture	To understand what tectonic plates are and what the 'ring of fire' is.	The coast of west Wales		The Mediterranean	
	Welsh and British relationship- what are the differences and similarities?	To explore life in volcanic areas.			An exploration of the Suez Canal	
		To compare a volcanic area to a non-volcanic area.				
		To be able to show what you have learnt about volcanoes.				





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Key Concept/NC Link	Human geography (Economic geography/ energy)	Human geography Locational knowledge Geographical skills and fieldwork (Anthropology)	Physical geography Locational knowledge (Oceanography)		Physical geography Locational knowledge (Regional/economic geography)	



Big Question	Why is renewable energy important?	What are the cultural differences between Morocco, Nigeria and Tanzania?	Explain the relationship between climate and oceans?		Compare and contrast the human geography of South America to Africa and Europe	
<b>Year 5</b>	<p><b>Natural Resources</b></p> <p>To identify some of Britain's natural resources and explain how they are used.</p> <p>To identify some ways in which natural resources are used to produce energy</p> <p>To identify clean and renewable natural resources used to produce electricity, and to discuss the pros and cons of their use.</p>	<p><b>Exploring Africa</b></p> <p>To be able to identify African countries and locate them on a map.</p> <p>To find out about western Africa and the country of Nigeria.</p> <p>To explore northern Africa and Morocco.</p> <p>To explore central Africa and the Central African Republic.</p> <p>To explore eastern Africa and Tanzania.</p>	<p><b>Oceans (HEP)</b></p> <p>Oceans and seas</p> <p>To know the significance of Oceans and trade</p> <p>To explore the relationship between oceans and climate</p> <p>Oceans and land masses</p> <p>Oceans and climate change</p> <p>What is the human impact on oceans?</p>		<p><b>South America</b></p> <p>To find out about the location and countries of South America.</p> <p>To find out about the climate in South America.</p> <p>To find out about the major mountain ranges of South America.</p> <p>To find out about the human geography of South America.</p> <p>To find out about trade and industry in South America.</p>	



	<p>To identify parts of the world where wood is produced, and consider some of the problems associated with its production.</p> <p>To know where and how steel is produced.</p> <p>To know where and how glass and concrete are produced in Britain using natural resources.</p> <p>To describe where a range of natural resources come from and how they are used.</p>	<p>To explore southern Africa and South Africa.</p> <p>To be able to consolidate what we have learnt about Africa and carry out some independent research.</p>			<p>To be able to carry out an in depth study of a South American country.</p> <p>To compare an area of South America with the UK.</p>	
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Key Concept/NC Link	Physical geography geographical skills and fieldwork Geomorphology/ cartography)	Physical geography (Meteorology/ geology)	Physical geography Human geography (Sustainability)		Physical geography Human geography Locational knowledge (Biomes/ biogeography)	
Big Question	How was the UK landscape formed?	What is significance of natural events?	What is the relationship between water and sustainability?		What is the significance of the Amazon Rainforest?	
Year 6	<b>The United Kingdom</b>  To be able to identify and describe key geographical features of the United Kingdom.	<b>Extreme Earth</b>  Explore the Earth's extreme climates by investigating what climates there are on our planet and finding out about the hottest, wettest, coldest	<b>Water World</b>  To explore water on our planet.  To understand and explain the water cycle.  To explore why we need water and how we use it.		<b>Exploring Brazil</b>  To know the location of Brazil  To explore the physical geography of Brazil	



	<p>To be able to identify and locate the counties of the United Kingdom.</p> <p>To be able to locate and identify towns and cities in the UK.</p> <p>To find out about the hills and mountains of the UK.</p> <p>To find out about the seas and coasts of the UK.</p> <p>To be able to identify and explore the major rivers of the UK.</p>	<p>and driest places on Earth.</p> <p>Find out about the water cycle and how it works to result in different levels of rainfall in different parts of the world.</p> <p>Investigate a variety of extreme weather phenomena, such as tropical storms, floods, lightning, hurricanes and tornadoes, and the effects these can have on people and the landscape.</p> <p>Explore how the Earth's surface is split up into tectonic plates and the resulting earthquakes that occur when they move.</p>	<p>To compare the difference in water availability and usage in the UK and Kenya.</p> <p>5 To explore how water can be used for power to contribute to a sustainable future.</p> <p>To investigate and explore a local body of water.</p>		<p>To understand the importance of the Amazon rainforest</p> <p>To find out about the urbanisation of Brazil</p> <p>To explore life in a Brazilian city</p> <p>To explore Rio de Janeiro as a tourist destination</p> <p>To explore the culture of Brazil</p>	
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		<p>Find out how tsunamis are caused by earthquakes under the sea floor, focusing on the effects that tsunamis can have on an environment.</p> <p>Identify the differences between a volcano and a mountain. Discover how volcanoes are formed and what happens when one erupts.</p>				
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## National Curriculum – Geography

### NC Objectives Covered: Key stage 1

#### Locational knowledge

- ♣ name and locate the world's seven continents and five oceans
- ♣ name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas

#### Place knowledge

- ♣ understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country

#### Human and physical geography

- ♣ identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles
- ♣ use basic geographical vocabulary to refer to:
  - ♣ key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather
  - ♣ key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop
- ♣ use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage
- ♣ use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map
- ♣ use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key
- ♣ use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.



### NC Objectives Covered: Key stage 2

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 and characteristics 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.

#### **Locational knowledge**

- ♣ locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities
- ♣ name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time
- ♣ identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)

#### **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, and a region within North or South America

#### **Human and physical geography:**

##### **Describe and understand key aspects of:**

- ♣ physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle
  - ♣ human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water
- Geography – key stages 1 and 2 4

#### **Geographical skills and fieldwork**





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♣ use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied  
♣ use the eight points of a compass, four and six-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 ♣ use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.