

MHSF Geography Long Term Curriculum Overview

National Curriculum

Locational knowledge

- I can 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.
- I can 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

- I 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

- I can 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.
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Geographical skills and fieldwork

- I can use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.
- I can 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.
- I can 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.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<u>Year</u> <u>3</u>		<p><u>London</u> Landscape: Should we build on London's greenbelt?</p> <p><u>Locational knowledge</u> - I can identify the topographical features of London, including greenbelt land. - I can identify land use patterns of London and discuss whether these have changed over time and why.</p> <p><u>Human and physical geography</u> - I know about the physical geography of London (River Thames and the sea it leads to, climate zone). - I can identify human geography (settlement, land use patterns, economic activity of London) and give reasons for these.</p> <p><u>Geographical skills and fieldwork</u></p>		<p><u>Japan</u> Settlement: How does the Japanese landscape affect settlement?</p> <p><u>Locational knowledge</u> - I can identify Japan on a map and some of its major cities. - I can use maps to identify key physical and human characteristics of Japan.</p> <p><u>Place knowledge</u> - I can compare features of Japan/England and identify and discuss the similarities in the landscapes, settlements and land use.</p> <p><u>Human and physical geography</u> - I can describe Japan's climate and how this affects their settlements/lifestyle. - I can identify aspects of Japan's landscape. - I can discuss Japan's</p>		<p><u>Caribbean</u> Trade & Resources: Is trade always good?</p> <p><u>Locational knowledge</u> - I can locate the area of the Caribbean and its countries. I can describe its location between North and South American continents. - I can describe its location with regards to the equator and hemispheres. - I can use maps to identify key physical features.</p> <p><u>Place knowledge</u> - I can compare Caribbean exports/imports to England's exports/imports and discuss both countries' reasons for trade and whether or not it is done fairly.</p> <p><u>Human and physical geography</u></p>

<ul style="list-style-type: none"> - I can use maps and digital maps (digimaps) to identify greenbelt land and give reasons for these. - I can use fieldwork to observe, measure and record greenbelt, greenfield and brownfield land. 		<p>islands and geologically active nature (ring of fire) and its effect on settlement to answer questions, such as: Why are most major cities located in a bay/on the coast? Does Japan's transport/infrastructure affect settlement? Why are Japanese houses so tightly packed together and small?</p> <p><u>Geographical skills and fieldwork</u></p> <ul style="list-style-type: none"> - I can use atlases, globes and digital mapping to locate Japan and its topographical features. - I can use symbols and a key to accompany my own sketch map. 		<ul style="list-style-type: none"> - I know how the equator affects its climate. - I know how climate affects the Caribbean's biomes and vegetation. - I can identify what the Caribbean trade mostly now and why. - I know what it used to trade a lot of and why. - I can discuss if trading is fair and good for the environment. <p><u>Geographical skills and fieldwork</u></p> <ul style="list-style-type: none"> - I can use atlases, globes and digital mapping to locate Caribbean countries and topographical features. - I can use four figure grid references, symbols and a key to locate physical and human features. - I can make a graph to show the change in exports/imports over time.
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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<u>Year</u> <u>4</u>		<p><u>Extreme Earth</u> Rights: Should people's rights change during a natural disaster?</p> <p><u>Locational knowledge</u> - I can locate and identify tectonic plate lines. - I can locate and identify the pacific ring of fire. - I can identify these locations as Northern or Southern hemisphere and their proximity to the equator.</p> <p><u>Place knowledge</u> - I can explain the significance of tectonic plate lines in these particular regions. - I can explain where and why natural disasters are likely to occur.</p> <p><u>Human and physical geography</u> - I can describe and explain the physical formation and parts of volcanoes. - I can identify and explain</p>	<p><u>Italy</u> Climate & Biomes: How do the climate and biome affect where you choose to live in Italy?</p> <p><u>Locational knowledge</u> - I can identify Italy and its neighbouring countries on a map of Europe, including Russia, and locate its main towns and cities. - I can use maps to identify key physical and human characteristics of Italy. - I can identify the environmental regions of Italy. - I can identify Italy's proximity to the equator, whether it is in the Northern or Southern hemisphere. - I can explain how this affects its climate and biome.</p> <p><u>Place knowledge</u> - I can locate which</p>			<p><u>Blue Planet</u> Sustainability: How can we save our oceans?</p> <p><u>Locational knowledge</u> - I can locate and name the five oceans on a map. - I can state which of the world's oceans is the largest, which is the warmest and which is coolest and explain these differences. - I can describe the locations of oceans in regard to continents, countries, Northern & Southern hemisphere, Arctic & Antarctic circles. - I can use maps to identify key physical features of the Oceans.</p> <p><u>Place knowledge</u> - I can explain how the different oceans are used and regarded by different countries. - I can explain how this has changed/affected</p>

		<p>the different layers of the Earth and their significance to earthquakes and volcanoes.</p> <ul style="list-style-type: none"> - I can explain how land use is affected by natural disasters. - I can explain how settlements are affected by. - I can explain which communities are the most vulnerable and why. <p><u>Geographical skills and fieldwork</u></p> <ul style="list-style-type: none"> - I can use four figure grid references to plot earthquake danger zones. - I can use graphs to measure and record the economic and social impact of earthquakes. - I can use Google Earth to map volcanoes. 	<p>regions of Italy have the warmest and coldest climates and compare these with UK climates.</p> <ul style="list-style-type: none"> - I can explain the reasons for changes in climate and biomes across Italy. - I can identify and describe how environmental regions impact on the standard of living. - I can compare this to the standard of living in England. - I can compare features of Italy/England's landscape/land use, settlements, trade and economies <p><u>Human and physical geography</u></p> <ul style="list-style-type: none"> - I can identify and describe the local economies of regions of Italy. <p>What are the main aspects of these? What do agricultural regions grow, trade and export?</p>			<p>them overtime.</p> <p><u>Human and physical geography</u></p> <ul style="list-style-type: none"> - I can describe, explain and understand the water cycle. - I can describe the climate, biome and seas of Australia. - I can describe the physical characteristics (including submarine volcanoes) and marine life of the Australian seas and Great Barrier Reef. - I can explain how human geography is affecting the physical geography of the pacific ocean and Great Barrier Reef and why. <p><u>Geographical skills and fieldwork</u></p> <ul style="list-style-type: none"> - I can use the eight points of a compass to describe the position of the Great Barrier Reef in the Pacific ocean. - I can use sketch maps, a key and symbols to show the human and
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- I can compare the local economies of regions of Italy and explain differences.

Geographical skills and fieldwork

- I can use four figure grid references to plot different climates and biomes in Italy.
- I can use eight figure compass points to describe the proximity of environmental regions in relation to each other.
- I can use graphs and digital technologies to measure and record the economies of environmental regions of Italy and show how these have changed over time.

physical characteristics of the Pacific ocean (including submarine volcanoes, Great Barrier Reef, important currents, pollution "hot spots", Plastic mass).

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<u>Year</u> <u>5</u>			<p><u>Antarctica</u> Sustainability: Should we mine Antarctica for natural resources?</p> <p><u>Locational knowledge</u> - I can locate and identify Antarctica on a map. - I can locate and identify Antarctica's position on Earth. - I can identify and explain the significance of Antarctica's lines of longitude and latitude.</p> <p><u>Place knowledge</u> - I can locate and explain the differences between the polar regions. - I can describe and explain Antarctica's size, makeup and surrounding oceans. - I can name and describe Antarctic ice types and fauna.</p> <p><u>Human and physical geography</u></p>		<p><u>Rivers in the UK</u> Settlement: Should we continue to live near rivers?</p> <p><u>Locational knowledge</u> - I can locate and identify the rivers of the UK. - I can locate and identify which settlements are built upon these rivers. - I can identify and describe the main / largest rivers of the UK. - I can identify and describe how rivers affect land use and how this has changed over time</p> <p><u>Human and physical geography</u> - I can identify and name the physical features of a river. - I can link rivers to the water cycle. - I can explain and describe the role of rivers within economic activity - I can explain whether human activities have</p>	<p><u>The Amazon Rainforest</u> Trade & Resources: Who benefits from trade?</p> <p><u>Locational knowledge</u> - I can name and locate the different climate zones of the Earth. - I can name and locate the biomes of the Earth. - I can locate which country the Amazon rainforest is in. I can explain why the Amazon rainforest is located there. - I can explain which hemisphere the Amazon rainforest is in and describe its position in relation to the equator, tropics of cancer and capricorn. - I can locate other key physical features of South America. - I can locate and name the countries and major cities of South America.</p>

			<ul style="list-style-type: none"> - I can explain and describe Antarctica as a polar region, including seasonal/geographical variations in time and different forms of land and terrain. - I can locate and name the mountainous terrains of Antarctica. - I can link Antarctica to the water cycle. - I can identify, explain and locate which natural resources are available in Antarctica. - I can explain how natural resources are available in Antarctica and explain why they are not currently mined. <p><u>Geographical skills and fieldwork</u></p> <ul style="list-style-type: none"> - I can use secondary sources for Geographical investigation. - I can use four and six figure grid references to find and map points in Antarctica. - I can plan and map 		<p>impacted upon UK rivers over time.</p> <ul style="list-style-type: none"> - I can chart the stages of a flood event. - I can explain why rivers flood, what impact this has upon settlements and their local economies. - I can investigate whether human activities impact / determine flooding. <p><u>Geographical skills and fieldwork</u></p> <ul style="list-style-type: none"> - I can use maps to locate and explain where flooding is most likely to occur and why. - I can interpret an OS map to answer questions about the River Thames. - I can explain why the River Thames is prone to flooding. - I can explain how the Thames barrier helps to prevent flooding. - I can use graphs to present and explain data regarding River Thames water levels over time. 	<p><u>Place knowledge</u></p> <ul style="list-style-type: none"> - I can explain the differences between climate zones of the Earth and give reasons for why these change across the Earth. - I can compare the Amazon to the Thames. - I can explain the differences between the biomes of Earth and give reasons for why these change across Earth. - I can identify, locate and explain which natural resources are available in the Amazon Rainforest. <p><u>Human and physical geography</u></p> <ul style="list-style-type: none"> - I can identify and explain land use in the Amazon rainforest. - I can identify and explain which natural resources from the Amazon rainforest are farmed, mined and used commercially. - I can identify how products from the
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trade routes for the distribution of natural resources from Antarctica, using the eight points of the compass.

Amazon rainforest impact upon trade / economy of South American countries

- I can explain the impact land use has had upon the Amazon rainforest.

Geographical skills and fieldwork

- I can use 6 figure grid references to locate areas of deforestation and show how these have changed over time.
- I can use the 8 points of the compass to locate where resources are in the Amazon.
- I can use data and research to plot graphs to show how these areas have changed over time.
- I can use data and research to sketch maps to show how these areas have changed over time.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<u>Year</u> <u>6</u>		<p><u>Galapagos Islands</u> Climate & Biomes: Why do animals evolve differently?</p> <p><u>Locational knowledge</u> - I can locate and identify the Galapagos Islands on a map. - I can locate and identify the lines of longitude and latitude of the Galapagos Islands. - I can identify the time zone of the Galapagos Islands and explain this in relation to other countries I have studied. - I can identify, name and define the climate zone of the Galapagos Islands. - I can identify, name and define the biome of the Galapagos Islands.</p> <p><u>Place knowledge</u> - I can understand the features of this biome, including its vegetation belt, wildlife and climate. <u>Human and physical</u></p>			<p><u>UK vs USA</u> Democracy: Can one person make a difference?</p> <p><u>Locational knowledge</u> - I can locate and identify the USA on a globe. - I can locate, identify and explain how many different states there are. - I can locate and identify the major cities. - I can locate and identify agricultural regions. - I can locate and identify the main physical features (Great lakes, Rivers, Mountain ranges, Deserts, Grand canyon). - I can locate, identify and explain which cities have the highest populations.</p> <p><u>Place knowledge</u> - I can examine, explain and discuss population change in the USA over time. - I can explain how the USA is different to the</p>	<p><u>Race around the UK</u> Landscape: How has the UK landscape shaped our society?</p> <p><u>Locational knowledge</u> - I can locate different types of coast in the UK. - I can locate key physical coastal features in the UK. - I can name and locate the counties and cities of the UK and their identifying human and physical features. - I can explain how human, physical features and population demographics have changed over time.</p> <p><u>Place knowledge</u> - I can explain and define the difference between the UK, the British Isles and Great Britain.</p> <p><u>Human and physical geography</u> - I can explain what impact the sea has on</p>

		<p><u>geography</u></p> <ul style="list-style-type: none"> - I can explain how the Galapagos Islands were formed. - I can explain how the formation of the Galapagos Islands has affected the animals that live there. - I can explain the impact of ocean currents on the seasons and climate of the Galapagos Islands. - I can explain and discuss how organisms in a habitat rely on each other and need light, water and nutrients. - I can understand and explain the role of the water cycle in this biome. - I can identify, explain and understand how organisms adapt to better survive life in their biome. - I can explain and discuss the delicate interdependent nature of ecosystems. - I can link this into global environmental problems and solutions. 			<p>UK.</p> <ul style="list-style-type: none"> - I can examine, explain and discuss landscape changes to the USA over time. I can link these changes to industry (building of the railroad, Henry Ford and the motor car). - I can compare urbanization of the landscape with that of the UK. I can explain the driving factors behind these (Industrial revolution, development of the railroad). - I can explain why some places are more populated than others. <p><u>Human and physical geography</u></p> <ul style="list-style-type: none"> - I can identify the main economic activity of a region or settlement. I can explain how this has changed over time. (Case study - New York urbanization) - I know the main agricultural products of the USA are corn and 	<p>human activity.</p> <p>Why were towns/cities built by the coast? What was their main industry? How has this changed over time? Has it attracted immigrants? How has this affected the demographic of regions / cities? (Case study - Bristol and the slave trade, Cornwall and pirates, privateers and smugglers).</p> <ul style="list-style-type: none"> - I can explain how living by the sea impacts modern communities - I can identify how the sea shapes the economic UK landscape. How has this affected the demographic of coastal communities? - I can explain why different communities have settled in particular locations. <p><u>Geographical skills and fieldwork</u></p> <ul style="list-style-type: none"> - I can create a race map of the UK. - I can use census data
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- I can identify, explain and discuss threats faced by this biome. I can investigate whether this has an impact on animal adaptation.

Geographical skills and fieldwork

- I can use different mediums to map and compare the physical changes of the Galapagos Islands over time.

- I can map and use the eight points of the compass to describe the locations of wildlife and habitats.

- I can identify and explain how living things adapt by closely studying and sketching living things in my own biome.

- I can use graphs to show how habitats/wildlife populations have changed over time in my local area.

cotton and can explain how and where these are distributed.

- I can explain whether economic activity is linked to the political landscape of a region. Does the main employment demographic of regions affect voting?

- I can compare whether this is different in the UK.

Geographical skills and fieldwork

- I can use census data to investigate and explain different settlements in the USA and their demographics.

- I can explain how these demographics and wealth distribution may inform regional political beliefs.

- I can create and compare political maps of the USA and the UK.

to investigate and explain how my local community has developed and changed in terms of race and immigrant populations over time.