

Beaufort Primary School Geography Curriculum 2022

Year group	THEMES/TOPICS	EXPERIENCES 	KNOWLEDGE AND SKILLS			
			Human, Physical, Climate	Geographical Skills and Field work	Environment and Sustainability	Locational Knowledge
N1			To explore and respond to different natural phenomena.			
N2	Polar Regions 			To describe a familiar route.	To begin to understand the need to respect and care for the natural environment and all living things.	To know that there are different countries in the world and talk about the differences they have experienced or seen in photos.
R	Our school 	Draw a map of reception area.	To describe the school environment using knowledge from observation, discussion, and maps. To recognise similarities and differences between life in this country and life in other countries?	To draw information from a simple map	To understand the importance of rubbish sorting and of reducing, re-using and recycling. 	To explain some similarities and differences between life in this country and life in other countries using a variety of sources.
1	We are Britain (Oddizzi) (Moon Zoom) 	Google Earth Food tasting from the UK	To understand the difference between human and physical geography. To describe the human and physical features of one of the UK's capital cities			To situate the United Kingdom on a map of the world & of Europe. To identify the countries and their capitals of the United Kingdom. To articulate that the United Kingdom is made up of islands and identify the surrounding seas.
1	Wonderful Weather (Oddizzi) 	Create a weather station. Produce your own weather forecast.	To organise the months of year into seasons and recognise the similarities and differences. To explore how the weather can affect people's lives.	To take and record readings (in a weather chart) from a weather station. What does the data tell us about the weather this week/month/term?	Extreme Weather How does the weather affect growing things?	

1	<p>Local to us (oddizzi)</p> 	<p>Walk around the school and Goldsworth Park Lake looking at human geography features.</p>	<p>To recognise the differences between rural and urban areas and know what type of settlement I live in.</p> <p>To know who lives in our area? We come from here but where do our families come from?</p>	<p>To explore and record the features of our school grounds</p> <p>To explore and record the features of our local area.</p> <p>To recognise the symbols used on an Ordnance Survey map.</p> <p>To create a map of my local area</p>	<p>Litter picking</p> <p>Which areas have the worst litter? Why?</p> <p>Collect and record data for litter on grounds or in park</p>	
2	<p>Oceans and Continents (Oddizzi) (Land Ahoy)</p> 	<p>Visit to an Aquarium/seaside</p> <p>Sea pollution experiment</p> <p>Protect the oceans campaign – video, posters, letters etc</p> <p>The Big Plastic Count 2022 found that each household threw away 66 pieces of plastic packaging in one week, which amounts to an estimated 3,432 over a year. Do a Big Plastic Count at school or at home.</p>	<p>To understand what lives in our oceans.</p> <p>To understand the difference between a country and a continent.</p> <p>To know the physical and human features of a continent.</p>	<p>Use maps globes and Google Earth; annotate maps; use 4 compass points.</p>	<p>Water pollution – rivers oceans and seas.</p> <p>To know the main factors of water pollution and its impact on sea life.</p>	<p>To locate on a map the seven continents.</p> <p>To locate on a map the oceans that link the continents.</p>
2	<p>Hot and cold (Oddizzi) (Polar Express)</p> 	<p>Use Oddizzi Classpals</p> <p>Climate crisis campaign – video, posters, letters etc.</p>	<p>To recognise the features of a hot and a cold place</p> <p>To explore a hot or cold place.</p> <p>To identify the animals that live in hot and cold places and recognise how they adapt.</p> <p>To compare a pack list for a trip to a hot place with a list for a cold place</p> <p>To describe what I would see in a hot or cold place.</p>	<p>Use maps globes and Google Earth; annotate maps; use 4 compass points.</p>	<p>Melting ice caps and desertification</p> <p>What are the causes and effects? What can we do?</p>	<p>To identify hot and cold places and locate them on a map</p>

<p>3</p>	<p>Europe, Italy and Migration (Links to Romans)</p> 	<p>Become a Travel agent</p> <p>Raise money for a refugee charity (Refugee Week is in June).</p>	<p>What are the physical features of Europe?</p> <p>What are some of Europe's most important human characteristics?</p> <p>What is migration? Why do people migrate? How does migration affect people and places? What is a refugee and why does someone become a refugee?</p> <p>Focus on Italy:</p> <p>Why would you visit Italy?</p> <p>Why are migrants/refugees coming to Italy?</p> <p>What are the physical and human characteristics of Italy?</p> <p>How does everyday life in Rome compare with that in other places?</p>	<p>Use maps, atlases, globes, and digital/computer mapping (Google Earth) to locate countries and describe features studied</p>	<p>Migrations</p> <p>What are the challenges of population growth and population change?</p> <p>How is the climate crisis creating refugees?</p>	<p>What are the countries of Europe? Where are they?</p>
<p>3</p>	<p>Exploring Africa & Fairtrade (Planbee – see separate document saved)</p> 	<p>African Drumming</p> <p>Fairtrade sale</p>	<p>What are the major physical and human characteristics of Africa?</p> <p>What makes Western Africa and the country of Nigeria so special?</p> <p>How does North Africa especially Morocco compare to your local area?</p> <p>How is the Central African Republic so rich in natural resources yet so poor?</p> <p>What is Fairtrade and why is it important to Tanzania?</p> <p>Where is southern Africa and South Africa and what makes it so special? (focusing on the nine different biomes and South Africa's biodiversity)</p>		<p>Fairtrade</p> <p>How can we support Fairtrade?</p>	<p>Where is Africa and what countries make up the continent? (focus on longitude/latitude/equator and time zones).</p> <p>(Maps, globes and Google Earth)</p>

3	<p>Local Area (Oddizzi)</p> 	<p>Outdoor learning – Walk around the lake</p> <p>Use maps and skills taught to follow a route and complete orienteering tasks.</p> <p>Develop and conduct a survey or questionnaire to find out something about the human geography of the local area.</p>		<p>Can I locate my local area? How does it fit in with other places, near and far?</p> <p>What is special about my local area?</p> <p>What can I find out about from a walk in my local area?</p> <p>How can we make a map to show what we have found out about the local area?</p> <p>How has this place changed over time (rural/urban)?</p> <p>How might this place change in future?</p>		
4	<p>Rivers and Waterways (Oddizzi)</p> 	<p>Trip to the Thames or River Wey (Dapdune Wharf education centre & boat trips) and the Basingstoke Canal.</p>	<p>What is a river and how is it different from a canal?</p> <p>How do people use rivers and waterways?</p> <p>How do people change rivers?</p> <p>How do rivers change the environment?</p> <p>What journeys do rivers make?</p> <p>How can flooding affect people?</p> <p>What can I find out about the world's major rivers?</p>	<p>Use fieldwork to observe, measure and record physical features focussing on rivers and canals in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p>	<p>Rivers</p> <p>How do rivers and waterways get polluted? What can we do about it?</p> <p>Why do rivers flood? What impact can floods have?</p>	<p>Where are the world's major rivers?</p>
4	<p>Global Warming (Planbee – see separate document saved)</p> 	<p>Environmental campaign e.g., letters to MP/Prime minister, local campaign for children to walk to school etc.</p>			<p>Climate</p> <p>What is climate change? What causes it?</p> <p>How can climate change affect 2 different global regions? What is the impact to both the environment and economy?</p> <p>What are the different ways in which people can act against climate change?</p> <p>How can we encourage other people to take positive steps to reduce climate change?</p>	

4	<p>North America (Oddizzi)</p> 	<p>Volcano experiment</p> <p>Sell your state apprentice style.</p>	<p>What are the major physical and human characteristics of N America?</p> <p>What are the Rockies like?</p> <p>What happened when Mount St Helens erupted?</p> <p>Which US state would I like to live in and why?</p> <p>How does New York compare with my home area?</p>	<p>Use maps, atlases, globes, and digital/computer mapping (Google Earth) to locate countries and describe features studied.</p>		<p>Where is North America and what is it like?</p> <p>Where and what is the United States of America?</p>
5	<p>Rainforests/Fairtrade (Oddizzi)</p> 	<p>WWF or The Living Rainforest visit</p>	<p>What is a rainforest?</p> <p>What are the main features of a rainforest?</p> <p>What is the Congo rainforest like?</p> <p>Why are the rainforests being cut down?</p> <p>Why does the Amazon Rainforest matter so much?</p>	<p>Use maps, atlases, globes, and digital/computer mapping (Google Earth) to locate countries and describe features studied.</p>	<p>Deforestation</p> <p>How are rainforests threatened by human activity? Why is this an issue? What can we do about it?</p>	<p>Where are the world's rainforests?</p>
5	<p>Marvellous Mountains (Oddizzi)</p> 		<p>What is a mountain?</p> <p>How are mountains made?</p> <p>What is it like on a mountain?</p> <p>What are the UK's highest mountains like?</p> <p>What is it like in the Himalayas?</p> <p>What can I find out about the world's highest mountains?</p>			<p>Where are the world's mountains and mountain ranges?</p>
5	<p>Local Area (Oddizzi)</p> 	<p>Outdoor learning</p> <p>Use a map to set a route for circular hike and then follow it.</p>		<p>What different sorts of maps are there of the local area? How are they different? (See Surrey interactive map)</p> <p>What can I find out about my local area from an OS map?</p> <p>How are symbols used on a map?</p> <p>How can I use a map to navigate in the local area?</p>	<p>Design a field study:</p> <p>How sustainable is my community in terms of access to public transport, schools, shops & other amenities, green space & recycling? Publicise findings to school community; what actions could we take to improve sustainability?</p>	

				<p>How can I use four and six figure grid references?</p> <p>Can I identify and locate the main features of my region?</p> <p>How might our region meet people's needs?</p> <p>How can I create a needs map of the place I have visited?</p> <p>How does our region meet people's needs, has it changed from the past and could it change in the future?</p>		
6	<p>Polar Regions (RGS Exploring Shackleton)</p>  <p>https://www.rgs.org/schools/teaching-resources/exploring-shackleton%E2%80%99s-antarctica/</p>	Antarctica Day	<p>What are the differences between the Arctic and Antarctic?</p> <p>Fascinating Imagery</p> <p>Who found Antarctica and when?</p> <p>Which explorer got to the South Pole first?</p> <p>Why is Sir Ernest Shackleton an important 'Antarctic' historical figure? What would the crew of Shackleton's expedition have seen along their route?</p> <p>Living and learning on the ice</p> <p>Do people live on Antarctica?</p> <p>What is daily life like in Antarctica?</p> <p>Perplexing Poles</p> <p>What does 'Antarctica' mean? What are the seasons on this continent?</p> <p>What is life like at the Poles?</p> <p>What time of year would you plan your expedition?</p>		<p>What effect is global warming having on the poles? Why is this an issue?</p>	<p>Curious Continents</p> <p>Where is Antarctica? What is Antarctica made of?</p> <p>What time is it at the South Pole?</p> <p>Shaping of the World</p> <p>What was the planned journey of the Endurance expedition?</p> <p>What journey did they make to survive?</p>

<p>6</p>	<p>UK and Europe</p>  <p>(Oddizzi)</p>		<p>What is unique about each of the UK's countries?</p> <p>Where do people live in the UK?</p> <p>What are the main physical features of the UK?</p> <p>How do human activities affect the UK's landscape?</p> <p>How do we produce energy?</p> <p>How can the UK manage its energy needs?</p> <p>What work do people in the UK do? (Could compare to another European Region)</p>		<p>Energy</p> <p>How sustainable is energy use in the UK? What should we be doing to make it more sustainable?</p>	<p>Where is the UK in Europe?</p>
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