CURRICULUM ROADMAP - Nursery to Year 13

Geography

BIRKENHEAD
HIGH SCHOOL ACADEMY
GDST
GIRLS' DAY SCHOOL TRUST

Year 13 (SUM)

REVISION

Year 13 (SPR)

Carbon Cycle

Health & Human Rights

Paper 3: synoptic paper

Year 13 (AUT)

Water Cycle

Superpowers

Year 12 (SUM)

Diverse Places

NEA

Year 12 (SPR)

Globalisation

Coasts

Year 12 (AUT)

Globalisation

Tectonics

Year 11 (SUM)

REVISION

Year 11 (SPR)

People & the Biosphere: build on understanding of atmospheric circulation; identify role of global climate patterns; distribution of ecosystems; global & local services provided by named ecosystems (rainforest & Tiaga forests) to emphasise the huge significance of these biomes.

Forests Under Threat: forests as global service providers; additional knowledge of threats posed to forests & viability of top-down/bottom-up strategies intended to address these threats.

Energy Issues: understand the social & environmental issues created through carbon based energy supply as well as the potential opportunities & challenges presented by renewable energy supplies.

Year 11 (AUT)

Development Dynamics:

Challenges of an Urbanising World:

Year 10 (SUM)

Year 10 (SPR)

UK Physical Landscapes: identify & understand the key physical process that have shaped UK upland, lowland, coastal & river landscapes & in turn demonstrate understanding of how these processes have shaped & are shaped by UK human activity.

Fieldwork: intro to fieldwork inquiry process; pose appropriate research Qs; decide upon suitable locations; identify suitable primary & secondary research techniques; explore suitable methods of analysis; draw conclusions; evaluate each stage of the inquiry process.

Year 10 (AUT)

UK Human Landscapes: contextualise the experience of the UK in the globalised world as well as identifying and comparing/contrasting the experience of urban areas in the UK with that of Mumbai.

Hazardous Earth: understand the tectonic & climatological processes that influence life on earth; understand the human & physical factors that influence vulnerability to hazardous events under both these areas as well as the suitability and effectiveness of strategies used to mitigate them.

Year 9 (SUM)

Why is the Middle East important?: a place-based investigation of the geopolitics, physical geography & contrasting experiences of the Middle East, looking at the future challenges & opportunities of the region.

Changing rural urban links in the UK: build upon their understanding of the UK population structure (challenges & opportunities); develop understanding of the challenges placed upon rural and urban parts of the UK due to social, demographic and economic changes in the 21st Century.

Year 9 (SPR)

Population: understanding of changing population patterns, reasons for changing population patterns in the UK as well as the challenges & opportunities that these patterns present.

China and Russia - global superpowers?: an investigation into the rise of China in the 20th Century and its role in the present day, including its future challenges & opportunities, as well as a study of the world's biggest country and a reflection on the complex physical & human geography this brings with it.

Year 9 (AUT)

Energy Issues: understand the social & environmental issues created through carbon based energy supply as well as the potential opportunities & challenges presented by renewable energy supplies.

Biomes and forests under threat: build upon understanding of atmospheric circulation to identify the role of global climate patterns & distribution of ecosystems. The global & local services provided by named ecosystems (the rainforest and taiga forests) will also be understood to emphasise the huge significance of these biomes. Pupils build upon their understanding of forests as global service providers; develop additional knowledge of the threats posed to forests and the viability of the top-down and bottom-up strategies intended to address these threats.

Year 8 (SUM)

Antarctica

UK Landscapes (coasts): understand processes that create distinctive coastal landforms around the UK as well as the impact coastal processes have on human activity as well as the influence of human activity on the operation of the coast.

Year 8 (SPR)

Weather & Climate Change: understanding of global climate, its causes & future implications in countries at different levels of development; build understanding of concept of global atmospheric circulation.

Globalisation & Development: understanding of role of globalisation in the 21st Century; how it has shaped the growth of newly industrialised countries and the implications it has had for the nations at different levels of development around the world.

Year 8 (AUT)

Risky World: understand the physical process behind earthquakes, tsunamis & volcanoes; the socioeconomic and physical factors that influence the outcome of a tectonic event as well as the economic, environmental, social and demographic impact of named events as well as strategies used to mitigate tectonic events.

Social Development: understanding of concept of social development as well as the human & physical factors that influence this; the socioeconomic causes & consequences of development inequality.

Year 7 (SUM)

Changing Places (fieldwork): intro to fieldwork inquiry process; pose appropriate research Qs; decide upon suitable locations; identify suitable primary & secondary research techniques; explore suitable methods of analysis; draw conclusions; evaluate each stage of the inquiry process.

UK Landscapes: understanding of river processes, how they shape human activity and are in turn shaped by human activity. Direct links to GCSE requirements; gives insight into growing area of geography: the threat of flooding. As residents of Merseyside and Deeside, this is pertinent to their lives outside exam requirements.

Year 7 (SPR)

Geography of food: provides pupils with an intro to concept of global trade and globalisation. Also introduces to concept of development and gives them an understanding of the human and physical factors that contribute to global inequalities.

Into Africa: An exploration of the human and physical geography of Africa, the continent's changing role in the 21st Century & the challenges & opportunities the next few decades will hold.

Year 7 (AUT)

Map skills: understanding of the foundations of geography to subsequently access the maps and concepts of local/national/regional/global geography throughout the remainder of the year.

Urbanisation: intro to concept of urban issues; build knowledge of current & growing 21st Century urban issues: rapid urban growth, sustainability, growing challenge posed by NICs.

Year 6 (SUM)

FIELDWORK: Independently select sources of evidence & sift information
Collect statistics about places
Analyse data using similarity & difference information

MAPS: Use 6 figure grid references
Identify/use contour lines when model making
Recognise an increasing range of OS symbols on maps

Mountain Exploration:
Name & locate UK/world mountain ranges
Identify how different mountains are formed, using appropriate geological vocabulary
Identify the climates of different mountain regions

Year 6 (SPR)

Ocean Exploration: study of the Mariana Trench
Know about technology used (submersibles)
Know key geological features of the sea-bed
Identify creatures of the deep
Understand the environmental impact of plastics on the ocean

Make a plausible case for environmental change considering other people's argument for change, analysing & evaluating viewpoints objectively

FIELDWORK: Collect statistics about people/places from research (incl. infographics); analyse data (recycling data across a number of years/different countries) using similarity/difference information; speculate & hypothesise about what is found; suggest plausible conclusions & back up with evidence

Year 6 (AUT)

FIELDWORK: suggest relevant & topical issues to further study
Independently select sources of evidence & sift information
Suggest plausible conclusions & back up with evidence

Investigating World Trade: explore different map projections; know why the UK is at the 'centre' of a world map; understand trade & how it affects people & places in different ways; discuss patterns: similarities & differences between countries; be aware of global trade; describe how choices we make affect other people, places & environments

Year 5 (SUM)

Rivers:
Begin to understand geographical pattern eg. industry by a river (Mersey); explain the process of erosion & deposition & its effects on rivers & its people; know features of a river & use appropriate vocabulary; name & locate an increasing range of places in the world (incl. globally & topically significant features & events); locate areas of similar environmental regions: desert, rainforest, temperate

Use a range of sources & select the most appropriate for a task

FIELDWORK: Observe, record & measure human & physical features using a range of methods (sketch maps, plans, graphs, etc); suggest own ideas for river study; apply independent investigation skills; build upon field work skills; apply to independent River project; carefully select sources of evidence; sift information

MAPS: Use River project to apply map skills, drawing on prior knowledge; read/use symbols on an OS map; use 4+ figure grid references to locate points on a map

Year 5 (SPR)

MAPS: Revise world map skills
Identify the position & significance of latitude, longitude, the Prime/Greenwich Meridian and time zones (including day and night)

Geography knowledge/skills revisited
Identify the position and significance of latitude, longitude, the Prime/Greenwich Meridian and time zones (including day/night)
4-figure grid references, northings and eastings
OS map symbols

Year 5 (AUT)

Climate & Biomes:
Describe and understand key aspects of climate zones, biomes and vegetation belts.
Identify the position and significance of the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle.

MAPS: Revise world map skills
Identify climate zones on a world map.
Identify the position & significance of the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle

Year 4 (SUM)

FIELDWORK: Draw on own knowledge/understanding when setting up a fieldwork investigation; examine, question and analyse what is discovered; offer explanations for some features seen in field work, underlying reasons for observations, giving own views/judgements

MAPS: Read/use symbols on an OS map; use 4-figure grid references to locate points on a map; use/understand simple scale; recognise OS symbols on maps

Coasts: map skills; analysis skills; local study; coastal erosion; environmental impacts (human & natural)
Know & identify features of coastal erosion & coastal defences. Begin to recognise geographical patterns; identify through aerial photographs; understand how people can improve/damage the environment.
Understand the water cycle (link to science)

Year 4 (SPR)

Understand food miles & the impact on the environment.
Explore sustainability; know what it is & how to be sustainable
Understand the distribution of natural resources including energy, food, minerals & water.

Ask & respond to more searching geographical Qs incl. how & why
Examine, question & analyse what is discovered, using a range of evidence
Discriminate between different sources of information.

MAPS: Identify time differences around the world
Work out a journey time
Plan a route & work out distance using map scales

Year 4 (AUT)

FIELDWORK: Make observations around school & in our local environment

MAPS: Use a range of sources: digital, OS maps, globes, atlases & satellite images to inform research

Locate the UK on a map, its countries & major UK cities
Examine & challenge stereotypes of the UK & consider what evidence of global links we can find in our locality

Year 3 (SUM)

HISTORY FOUCS THIS TERM (Roman Empire)
Geographical links made to the locality of Chester

FIELDWORK: Use prediction/prior knowledge to find out about unknown places; observe & record features of the local environment (compare Chester to Pompeii)

MAPS: Draw maps of local places; use/draw maps with a key; work out routes on maps/plans; find longest/shortest routes; plan route using N.S,E,W

Year 3 (SPR)

Identify similarities, differences & patterns when comparing places; make weather comparisons with the rainforest

FIELDWORK: identify human & physical features of a country; use data presentational skills

MAPS: Draw maps; locate sites of earthquakes; use a range of sources: digital maps, globes, atlases & satellite images to research & present geographical information

Rainforests
Understand that places have similar/different characteristics; give reasons for this; name & locate a wider range of places in their locality, UK & the wider world. Climate of rainforest; location & geographical features; environmental issues & protection. Focus on the Americas: South America & Brazil. Human geography—people who live there; deforestation

Year 3 (AUT)

Volcanoes, earthquakes and tectonic plates
Understand that different places have different uses; that places have similar/different characteristics; give reasons for this; describe/identify how a place has changed
Revise: locations/names of continents; name & locate UK cities & regions

Use appropriate geographical vocab most of the time.

FIELDWORK: use a range of primary/secondary sources to research & present geographical information

MAPS: begin to use maps with 2-figure grid references; compare information from atlases with that from a globe; use atlases which show physical & human features; use contents & index pages of atlases independently

Year 2 (SUM)

FIELDWORK: make observations of school & the local environment

MAPS: Use the 4-simple compass directions, locational & directional language
Use sketches and draw labelled diagrams
Identify features on a map, begin to use a simple key
Make a plan of the classroom; mark locations on a UK map

Ask & answer simple geographical Qs
Use appropriate geographical vocabulary.

Use observational skills to study the geography of our school and surrounding environment (fieldwork focus)

Year 2 (SPR)

Australia & the UK:
Name & locate significant places in their locality, UK & wider world (Australia)
Locate oceans surrounding UK & Australia, Australian territories & states and Australian animals
Compare Christmas in the UK to Australia (climate)
Look at two cities & compare weather patterns, culture & lifestyles; compare human & physical features of UK & Australia

Describe similarities & differences & patterns (comparing their lives with those in other countries)
Identify seasonal & daily weather patterns
Identify physical & human features of Australia

MAPS: Use a range of sources: maps, globes, atlases & aerial photos to identify features of places
Use the 4-simple compass directions, locational & directional language

Year 2 (AUT)

MAPS: Use a range of sources: maps, globes, atlases & aerial photos to identify features of places

Name & locate the 7 continents and 5 oceans

Year 1 (SUM)

Comparing places - India
Make lists of places with similar characteristics e.g. town, seaside, forest etc; understand the concept of close & far away. Identify seasons & daily weather patterns. Know main weather symbols; which is hottest & coldest season in UK.

Have knowledge of a non-European city in India & how the human & physical features differ from our locality

Use class weather chart. Collect simple statistics.
Respond to Qs using information & pictures to make observations
Describe some similarities/differences when studying places e.g. hot/cold
Familiarise themselves with a globe & ask Qs about maps

MAPS: familiarise themselves with a globe & ask Qs

Year 1 (SPR)

FIELDWORK: observations in school, its grounds & local environment. Use basic geographical vocab to refer to key physical features e.g. forest, river, city, countryside

MAPS: Use simple blocked maps/plans; mark the location of school on a simple local map; point out where they think their home is on the map; identify where they have been on holiday on a map.
Ask & answer Qs about places; respond to teacher-led Qs using information & make observations.

Name & locate some places in their locality. Know the four countries of UK, the seas around, flags & London as the capital city. Know some other UK cities. Describe places using their characteristics/simple vocabulary. Know that symbols mean something on a map. Draw simple picture maps of our school using symbols. Know & locate where they live in the UK & local landmarks. Know the differences between living in the city & the countryside

Year 1 (AUT)

NOT TAUGHT IN AUTUMN TERM

Reception (SUM)

Look closely at similarities, differences, patterns & change
Develop understanding of growth, decay & changes over time. Show care/concern for living things & environment

EYFS: Understanding the World
Habitats topic: under the sea and Africa
Know some creatures that live under the sea (read: 'Snail & The Whale'); explore pollution in the ocean. Explore pirate treasure maps and draw a map of our school.
Have a geographical awareness of Africa as a contrasting continent & its different cultures. Talk about tribes, farming, crops, deserts, rainforests, drought, safari

Reception (SPR)

EYFS: Understanding the World:
Space topic: look at the different planets; read 'How to catch a star' by Oliver Jeffers
Holiday destinations - role play area as an airport to encourage discussion of countries

Comment & ask Qs about aspects of their familiar world e.g. where they live or the natural world

Reception (AUT)

Contrast temperatures of our country & Antarctic
Compare variables (salt, sugar) when conducting an ice experiment
Talk about things they observe

EYFS: Understanding the World:
Cold places topic: The Antarctic
Observe & talk about cold things
Know animals that live in cold places & how they adapt to their habitat

Nursery (SUM)

EYFS: Understanding the World:
Handa's Surprise and The Hungry Caterpillar: where do the foods come from? Explore which countries grow these foods.

Talk about why things happen
Comment & ask Qs about aspects of their familiar world e.g. where they live or the natural world
Discuss the countries the food comes from

Nursery (SPR)

Look closely at similarities, differences, patterns & change
Develop understanding of growth, decay & changes over time. Show care/concern for living things & environment
Talk about why things happen

EYFS: Understanding the World:
Jack & The Beanstalk story - development of how plants grow
Grow a bean, plant a variety of flowering herbs & bulbs
Observe plants, animals, natural & found objects

Nursery (AUT)

EYFS: Understanding the World:
Observe, using magnifying glasses, changes during the season: leaves, conkers, pine cones
Talk about things they observe

Talk about why things happen
Comment & ask Qs about aspects of their familiar world

KEY:

■ **Knowledge**

■ **Skills**