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)
Conflict
The causes and consequences of conflicts around the world and how conflict may change in the future, including climate change and the rise of extremism

Year 9 (SPR)
Biomes
The distribution of the world's major biomes, the human and physical factors that effect them, including threats and potential solutions to protect their future
Energy
The arguments made in favour of different energy sources and how we can decouple economic growth from fossil fuels in the future

Year 9 (AUT)
UK Human Landscapes
The causes and impacts of deindustrialisation in the UK, the impact of regeneration as well as the factors that impact population structure in the UK in urban and rural areas

Year 8 (SUM)
Globalisation
The causes of increasing globalisation as well as its varied impacts on countries at different levels of development

Year 8 (SPR)
Development
The global development gap, the mechanisms that contribute to this and the use of top-down and bottom-up development as a potential solution to this.
Weather and Climate
The human and physical factors that contribute to climate change, as well as the impacts of this issue in developed and developing countries

Year 8 (AUT)
Risky World
The theory of plate tectonics as well as case study examples of earthquake and volcano hazards in developing and developed countries

Year 7 (SUM)
Africa
The Human and Physical Geography of Africa, the challenges faced on the continent as well as sustainable development solutions

Year 7 (SPR)
Geography of Food
Food supply chain, human and physical factors that shape agriculture and the possible solutions to the growing demand for food globally. 3) Rivers - The physical processes that take place in rivers. Flood risk in developing and developed countries and solutions to these risks

Year 7 (AUT)
Urbanisation
The challenges associated with rapid urban growth in emerging countries as well as the potential solutions to this and how these issues compare to developed cities.

Year 6 (SUM)
How do mountains shape a nation?
Evaluating the economic & environmental benefits/drawbacks.
Name & locate UK/world mountain ranges
Identify how different mountains are formed, using appropriate geological vocabulary
Identify the climates of different mountain regions

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

Year 6 (SPR)
Topic: I can see the sea!
Aim: to engage pupils in the role oceans (and seas) play in our lives beyond the coastline, how we are connected to it and how they can become stewards of the ocean to help conserve it for future generations.

MAPS: comparison of ocean environments, understanding of the role oceans play in the water cycle, exploration of key ocean food chains and webs, identifying how oceans are part of people and society and predicting potential futures for oceans.

Recognising why oceans may need protecting and looking at at the ways this can be achieved. Discovering how vegetation restoration can improve ocean environments and evaluating how improving the ocean can benefit people and the environment.

Year 6 (AUT)
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

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

Year 5 (SUM)
Rivers:
Unit Overview: pupils investigate physical river processes and human interactions using local and global contexts, tracing river journeys, landform formation, human impacts, and flood management.
Key Knowledge: Local Context - Wirral's coastal boundaries (River Mersey, River Dee), river basins, groundwater, and surface runoff. Physical Processes: river journey from source to mouth; how erosion and deposition create meanders and oxbow lakes.
Human Geography: River uses (farming, drinking water, transport like Llangollen/Venice, energy like Runcorn) and impacts (chemical/thermal pollution, over-extraction, litter).
Flooding & Global Links Causes and management of local flooding (New Brighton, West Kirby) compared to the River Nile (fertile silt for farming).

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

FIELDWORK: (and data collection) observe, measure, and record local water/river features using sketches, tally charts, and digital mapping tools.

MAPS: use 4 and 6-figure grid references, map symbols, and keys to locate river features and trace courses.

Year 5 (SPR)
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

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

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)
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)

FIELDWORK: Draw an 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

Year 4 (AUT)
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

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

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 3 (SUM)
HISTORY FOCUS THIS TERM
(but geographical links made to the locality of Chester

Year 3 (SPR)
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

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

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

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.

Year 2 (AUT)
Name & locate the 7 continents and 5 oceans

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

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 1 (SUM)
The UK continued but with a focus on mapping skills:
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

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.

Year 1 (SPR)
Our Local Area
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.

MAPS: Identify where they think their home is on a local area map.
Identify the four countries of the UK on a map.
Locate London and Wirral on a map of the UK.

Ask & answer Qs about places; respond to teacher-led Qs using information & make observations.

Year 1 (AUT)
NOT TAUGHT IN AUTUMN TERM

Reception (SUM)
EYFS: Understanding the World
Map our journey to the Forest School - what road side features can we see?
Sea sides: Wirral is a peninsula - children compare their local area to London.
Explore our local beaches and what makes Wirral special.
Recycle & Reuse: children learn how we can protect our local area (Wirral) and beyond

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

Reception (SPR)
EYFS: Understanding the World:
Create own maps of bedrooms and gardens based on the story 'Errol's Garden'
Learn what a 'bird's eye view' is
Begin to use a simple key and symbols

Comment & ask Qs about aspects of their familiar world e.g. where they live or the natural world.
Look at similarities and differences.

Reception (AUT)
EYFS: Understanding the World: Our school and local area
Children describe their immediate environment using knowledge from observations, discussion, stories & maps.
Explore maps around our school. Walk to the local post box.
Talk about road safety (in road safety week)

Talk about things they observe
An introduction to mapping skills

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)
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

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

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