

# Dunmore

## Geography Curriculum



### Scheme of Work EYFS – Year 6

Geography at Dunmore provides pupils with a range of opportunities to explore and understand the world in which we live and its people. We use our local surroundings in Abingdon, as well as Oxfordshire and the South of England, to give children practical experiences of both human and physical geography. Our curriculum is taught through termly topics designed to give all children a life-long curiosity to discover more about our planet. Teachers create meaningful cross-curricular links, while also making it explicit to children that they are learning key geographical knowledge and skills. This helps to provoke questions and provide answers about the natural and human aspects of the world.

Children are encouraged to develop a greater understanding and knowledge of the world, as well as their place in it. Geography is an investigative subject, which develops an understanding of concepts, knowledge, and skills. At Dunmore, we aim to inspire a curiosity and fascination about the world and people within it; to promote the children's interest and understanding of diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes.

### Golden Threads

- Global
- Natural environment
- Settlements
- Weather/climate
- Mapping
- Our local area
- Trade

# EYFS – Understanding the World – people, culture and communities

## Early Learning Goals:

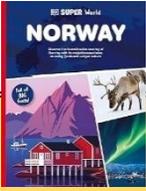
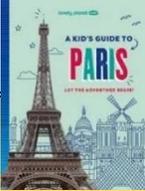
- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate- maps.
- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.

	<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>	<b>Term 4</b>	<b>Term 5</b>	<b>Term 6</b>
<b>Themes</b>	All about me Harvest Traditional Tales Autumn	Celebrations Dinosaurs Christmas	Winter Chinese New Year Space	Superheroes Spring Easter	Gardens (Plants, Minibeasts, Life cycles)	Bears Summer Holidays
<b>How it is taught in EYFS</b>	<ul style="list-style-type: none"> <li>• Learn to respect special things in their own lives (objects or people)</li> <li>• Understand what curiosity is and the importance of asking questions.</li> <li>• Listen to stories with maps. (Little Red Riding Hood, The Gingerbread Man)</li> </ul>	<ul style="list-style-type: none"> <li>• Find out about other countries (India) through stories, information books and visitors.</li> <li>• Understand that different places are special to different people.</li> <li>• Positional language – link to Maths</li> <li>• Give directions from point A to B using positional language</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise that some environments are different to ours (arctic animals)</li> <li>• Compare and contrast different places.</li> <li>• Notice that some places and environments are different to the place where I live. I can identify simple similarities and differences (Chinese New Year)</li> </ul>	<ul style="list-style-type: none"> <li>• Think about what daily life is like in our country (link to roles in the community)</li> <li>• Explore roles in our community, visits from special people who help us in our daily life.</li> </ul>	<ul style="list-style-type: none"> <li>• Show respect to animals (habitats)</li> <li>• Compare and contrast different places (gardens)</li> <li>• Draw information on a simple map (school grounds)</li> <li>• Talk about a range of real maps, electronic globes and maps, maps of the classroom/school.</li> </ul>	<ul style="list-style-type: none"> <li>• Explore and create simple maps.</li> <li>• Explore the local area.</li> <li>• Follow instructions with positional language.</li> </ul>
<b>Early Years Curriculum</b>	<ul style="list-style-type: none"> <li>• Draw information from a simple map.</li> <li>• Understand that some places are special to members of their community.</li> <li>• Recognise that people have different beliefs and celebrate special times in different ways.</li> <li>• Recognise some similarities and differences between life in this country and life in other countries.</li> </ul>					
<b>Key vocabulary</b>	Respect, curiosity, questions	Belief, religion, next to, in front of, behind, under, on top, forwards, backwards.	Compare, similar, different, environment.	Country, community, celebration.	Maps, mapping, symbol, landmark.	Left, right, under, beside, on top.

Year 1	Term 2	Term 4	Term 6
Geography Unit	<u>Weather Patterns (UK focus)</u>	<u>Where are we? Studying and mapping Abingdon</u>	<u>Nepal - Investigating a contrasting locality to our own, outside of Europe</u>
Golden Threads	Global Weather/climate	Settlements Our local area	Global Settlements
Pathway of Learning	<p>Recognise the earth as a globe and locate the UK. Identify features of UK weather and daily weather.</p> <p>Children locate hot and cold areas/climates of the world in relation to the equator and poles</p> <p>Children look at the seasonal weather patterns of the UK. Make simple predictions about the weather.</p> <p>Children to understand that humans can affect the world and to think of some everyday actions to reduce waste and save energy at school</p> <p><b>Fieldwork – use a rain gauge to measure rain across a week (do this again in summer term to compare)</b></p>	<p>Name the seven continents of the world and locate the UK on a world map. Locate Abingdon</p> <p>Identify the countries and capital cities of the UK.</p> <p>Understand different settlement types (Abingdon as a town)</p> <p>Explore what there is to do (amenities) in our town. (what would a tourist do here?) Describe where they live.</p> <p>Know my own address</p> <p><b>Fieldwork - Identify locations of outside litter bins on site and discuss how and when they might be used – are they in the 'best' places?</b></p>	<p>Locate the continent of Asia on a world map. Be aware that it has lots of countries. Focus on Nepal</p> <p>Investigate weather in Nepal and link to its position on the globe. (Explore crop growth)</p> <p>Understand different settlement types (Nepalese town)</p> <p>Explore amenities in the town. (e.g. what would a tourist do there?) Describe where they live.</p>
Key Vocabulary	Earth, globe, continent, ocean, country, climate, weather patterns	capital city, continent, settlement, city, town, village, house, farm, fieldwork, factory, office, shop	locate, amenity, map, birds-eye view, symbol, key, fieldwork
Prior Learning	EFYS T3 Recognise some environments are different to ours (Arctic)	EFYS T6 – explore the local area, simple maps EFYS T5 – map the school grounds	EFYS T2 – Find out about India (Asia) EFYS T5 – explore a range of maps
Assessment	<p><u>Weather match</u></p> <p>Provide simple images showing different weather conditions: sunny, rainy, snowy, cloudy, windy</p> <p>Draw a line to match the weather with the correct symbol.</p>	<p><u>Where is it in Our Town?</u></p> <p>Look at the map of our town.</p> <p>a) Where is the school on the map? (Mark the spot on the map where the school is located.) b) What is next to the park? (Ask the students to point or identify the building or place next to the park.)</p>	<p><u>What is different and what is the same?</u></p> <p>Draw something the same and something different between Abingdon and town in Nepal</p>

Year 2	Term 2	Term 5	Term 6
Geography Unit	<u>Comparing Abingdon with the Galapagos islands</u>	<u>Oceans and seas, weather patterns, The Equator, North and South Pole</u>	<u>UK Countries and Capital Cities</u>
Golden Threads	Settlements Natural environment Our local area	Global Weather/climate	Mapping Natural environment
Pathway of Learning	<p>Investigate places using, globes, maps and aerial photographs – use positional language (N, S, E, W, far, near).</p> <p>Discuss key physical and human features (rivers, hills) of the Galapagos Islands and Abingdon. How are they different/same?</p> <p>Investigate how land and buildings are used in each locality.</p> <p>Ask and respond to geographical questions about the two places.</p>	<p>Locate the 7 continents (recap) and 5 oceans on a world map.</p> <p>Study the seas of the world and how they vary in size.</p> <p>Understand the divisions of the world (equator, hemispheres, tropics, and poles etc)</p> <p>Identify different weather patterns and link this to divisions of the world.</p> <p>Study weather patterns on the equator and how this varies from weather patterns in The North and South Pole</p>	<p>Know the name of and locate the four capital cities of England, Wales, Scotland and Northern Ireland. and the seas which surround them.</p> <p>Locate mountains of the 4 countries</p> <p>Locate The Severn, The Thames, The Trent rivers in the UK</p> <p>Use directional language to locate geographical features in UK</p> <p>Explain some of the advantages and disadvantages of living in a city or village</p> <p><b>Fieldwork – soil sampling on at least 2 places on school site to compare</b></p>
Key vocabulary	habitat, equator, island, beach, cliff, coast, forest, vegetation, port, harbour	ocean, sea, coast, island, equator, hemispheres, tropics, poles	North, South, East, West, city, village, river, hill, mountain, valley, soil,
Prior Learning	Y1 T4 – Abingdon Y1 T6 – comparison of Abingdon vs Nepal	Y1 T4 – continents Y1 T2 – global climate and UK weather	Y1 T4 – UK, capital cities, seas
Assessment	<p>What Would You See?</p> <p>Draw a picture of something you might see in Abingdon and something you might see in the Galápagos Islands.</p>	<u>Ocean and Weather Patterns Quiz</u>	<p>Map labelling</p> <p>Blank map of UK with capitals and mountains identified by symbols and key rivers marked on – children to label as much as they can</p>

Year 3	Term 1	Term 3	Term 4
Geography Unit	<u>The Caribbean with a focus on St Lucia</u>	<u>The UK</u> <u>(link to Roman Britain)</u>	<u>Italy and Volcanoes</u>
Golden Threads	Global Natural environment Settlements	Mapping	Natural environment Trade
Pathway of Learning	<p>Locate the world's continents and oceans, using an atlas or map prompt if necessary.</p> <p><b>Know where the Caribbean is and what islands it consists of.</b></p> <p>Use atlases to locate St Lucia and other countries of the Caribbean.</p> <p><b>Explore the physical geography of St Lucia</b></p> <p><b>Find out about the climate of the St Lucia</b></p> <p><b>Research and discuss the human geography of St Lucia (population, language)</b></p> <p>Explore the Caribbean as a tourist destination.</p>	<p><b>Use maps, atlases, globes, and digital/ computer mapping to locate countries and describe features.</b></p> <p><b>Use the eight points of a compass, four and six-figure grid references, symbols, and key.</b></p> <p><b>Identify main rivers and seas of the UK.</b></p> <p><b>Name and map the counties of the UK, focussing on the counties in the South East, surrounding Oxfordshire.</b></p> <p>Describe some of the ways that the UK has changed over time.</p> <p><b>Fieldwork - map the school site using aerial photos and on foot exploration of the site</b></p>	<p><b>Know where Italy is in Europe and its capital city is Rome.</b></p> <p><b>Map the famous cities and landmarks of Italy.</b></p> <p><b>Begin to understand the physical geography of Italy (mountain ranges and seas).</b></p> <p><b>Learn how volcanoes erupt, and earthquakes occur. Find out about the destruction of Pompei.</b></p> <p><b>Discuss products that are traded in and out of Italy</b></p>
Key Vocabulary	compass points, locate, compare, settlements, land use, climate, topographical features, Caribbean	atlas, digital mapping, interpret, environment, economy, grid reference	Europe, landmark, volcano, earthquake, product, trade, economy,
Prior Learning	Y1 T6, Y2 T2 - Comparison of localities	Y2 T6 – UK countries and rivers	Y1 T1 – Countries have capital cities Y2 T6 – Mountains in the UK Y3 T1 – There are volcanoes in the Caribbean too
Assessment	<u>Holiday brochure</u> Create a holiday brochure about St Lucia, including information about weather (climate), tourist attractions (human and physical features), food, language, population	<u>Map of the UK</u> Blank map of the UK. Label the countries, main rivers and seas, mountains, cities. Add the eight points of a compass and symbols with key.	<u>Double page</u> Create a double page about Italy. Include information about famous cities and landmarks, volcanoes, culture, products traded.

Year 4	Term 1	Term 2	Term 4
Geography Unit	Norway and traditional communities 	Paris and The Alps 	UK County comparison
Golden Threads	Natural environment Settlements Weather/climate	Mapping Natural Environments	Mapping Natural Environments Our local area
Pathway of Learning	<p>Locate the Nordic countries and major cities on a world map.</p> <p>Compare and contrast London with Oslo.</p> <p>Explore the climate and weather of Norway.</p> <p>Study the coast and fjords of Norway.</p> <p>Plan a tourist visit to the Norwegian Fjords.</p> <p>Learn about the Sami people and how the conflict between land use affects modern and traditional ways of life.</p>	<p>Locate France on a map and identify the main geographical features (major cities, rivers and mountains).</p> <p>Use digital mapping of Paris to describe and locate the River Seine and tourist attractions including The Louvre, Eiffel Tower and Notre Dame Cathedral.</p> <p>Understand how fold and volcanic mountains are formed (movement of tectonic plates)</p> <p>Describe and understand land use and human activity in France through an investigation on tourism in the Alps.</p> <p>Fieldwork – Testing air quality around the school site (petroleum jelly sampling)</p>	<p>Use the 8 points of a compass to plan a journey from Abingdon to Stone Farm.</p> <p>Use ordnance survey maps to explore the local area of Stone Farm and identify key features.</p> <p>Observe and compare land use in Oxfordshire and Devon/Cornwall.</p> <p>Identify some of Stone Farm’s natural resources and explain how they are used (discussions during residential).</p> <p>Relate some ways in which natural resources are used to produce energy and discuss energy production in Oxfordshire compared to Devon/Cornwall. (West Botley Solar Farm).</p> <p>Fieldwork - Conduct a land use survey of the school grounds, identifying and classifying different types of land use (e.g. recreational, educational, environmental).</p>
Key Vocabulary	climate, fjords, conflict, Nordic	altitude, alpine, rural, fold mountain, tectonic plate, collide, crumple	resources, land use, recreational, agriculture, commercial, residential, industrial, renewable, solar power, ordnance survey
Prior Learning	Y2 T5 – Weather and climate Y1 T6, Y2 T2, Y3 T1 - Comparison of localities Y3 T4 – Europe (Italy)	Y3 T1 – Tourism in the Caribbean Y3 T4 – Europe (Italy) inc volcanoes Y4 T1 – Europe (Norway)	Y3 T3 – counties mapping Y3 T3 – mapping the school fieldwork Y3 T1, T4 – different places have different resources
Assessment	Multi-choice and short answer quiz	Multi-choice and short answer quiz	Class debate on land use in local area including proposed solar farm

Year 5	Term 1			Term 5	Term 6
Geography Unit	Greece and the UK			South America- Biomes	Rainforest
Golden Threads	Trade Weather/climate Settlements			Natural environment Settlements	Global Trade Natural environment
Pathway of learning	<p>Locate Greece on a map. Know that it is a country in south-eastern Europe, it borders several countries, and label key features.</p> <p>Explore the climate in Greece (sun, temp, rainfall)</p> <p>Explore economy/trade in Greece. (Petroleum products, fresh fish, olive oil, tomato-based products, and wine.)</p> <p>Understand how Greece has developed its trade and economic activity over time. (EU, financial aid)</p> <p>Draw comparisons and identify differences between Greece and the UK (eg size, population, climate)</p>			<p>Identify the location and countries of South America.</p> <p>Use climate zone maps to discover climate in South America.</p> <p>Understand human and geographical aspects of South America</p> <p>Know that a biome is a large area characterised by its vegetation, soil, climate, and wildlife and be aware of the different types of biomes.</p> <p>Begin to learn about indigenous populations of different biomes and how climate affects their lives.</p> <p>Understand the delicate interdependent nature of ecosystems and consider global environmental problems and solutions.</p> <p>Fieldwork - Explore the variety of habitats in the school grounds, identifying different plants and animals.</p>	<p>Understand biomes and vegetation belts.</p> <p>Locate rainforests on a world map and identify the different layers of the rainforest.</p> <p>Identify animals that live in the rainforest.</p> <p>Explore rainforest settlements and their impact.</p> <p>Know what deforestation is and its consequences.</p> <p>Research conservation projects in the rainforest and their effect.</p> <p>Fieldwork - Investigate microclimates within the school grounds, measuring temperature, wind, and sunlight in different areas (data logger).</p>
Key vocabulary	borders, economy, trade			biomes, ecosystems, scale factor	deforestation, indigenous, consequence, impact
Prior learning	Y4 T1 – Climate in Norway (comparison) Y3 T4 – Trade in Italy			Y4 T1 – native populations and conflict	Y1 T4, 6 – settlement types Y4 T4 – land use Y5 T5 – S America biomes and habitats fieldwork
Assessment	Quiz (some multi-choice, some short answer)			Brain dump on Biomes of South America	Children to write a quiz (with answers) to swap with classmates

Year 6	Term 1	Term 3	Term 4
Geography Unit	The Nile	'Going Global' - Latitude and Longitude	
Golden Threads	Natural environment	Global Mapping	
Pathway of learning	<p>Identify Egypt and where it is in relation to Europe</p> <p><b>Understand the location and features of the River Nile</b></p> <p><b>Describe the journey of the River Nile from source to mouth.</b></p> <p><b>Explore The Delta area of the Nile using climate data</b></p> <p>Find out the positive and negative effects of the Aswan High Dam on the River Nile</p>	<p>Consolidate familiarity and confidence with continents, oceans, countries and capital cities. Locate them at speed</p> <p><b>Learn about the Earth's grid and how it helps locate places with precision. Use grid references to locate places on the Earth's Grid.</b></p> <p>Create grid references to give precise locational information.</p> <p>Locate the Prime meridian.</p> <p><b>Know about different Time Zones around the World.</b></p> <p><b>How do people travel around our local area? Looking at road systems and local area traffic. Exploring traffic at different times of the day.</b> (linked to statistics in maths)</p>	
Key vocabulary	source, tributary, mouth, delta, dam, meander	longitude, latitude, line of Cancer, line of Capricorn, hemisphere, grid reference, time zone, Prime Meridian	
Prior Learning	Y4 T1 – Conflict in land use (Sami people vs dam)	Y1 T2, - global Y2 T5, T6 – global mapping	
Assessment	<u>Presentation on the Aswan dam – the positives and negatives</u>	Final quiz	