

Geography Curriculum Overview

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Year 6	Autumn		Spring	Summer
Place Knowledge focus	Weather, Land Use,		Lifestyle/Culture, Settlement, Physical features	Changes
Lessons	<ul style="list-style-type: none"> ● Climate zones ● Biomes ● Vegetation belts 	<u>Fieldwork</u> <ul style="list-style-type: none"> ● take fieldtrips to unfamiliar environments to investigate the physical and human geography of those areas (e.g. mountains, rural areas, beaches) as appropriate to the curriculum plan. 	<u>South America</u> <ul style="list-style-type: none"> ● when learning about natural resources and trade, to explore issues of sustainability in everyday life, including how everyday goods (e.g. food or clothing) are produced and traded, as well as consumption, waste and recycling. ● Locate countries of South America ● Physical and human features of Brazil ● The rainforest ● Identify similarities and differences between Brazil, Italy, Greece and UK 	<u>Issues in the local area/enterprise</u>
Prior Knowledge	<p>Children will understand that places close to the equator are hot and the poles are cold. They will know the physical geography of key places in Europe (UK, Italy, Crete), Africa (Kenya) and North America (USA) and understand how this has affected where humans have settled and how places have changed over time.</p> <p>Children will have an understanding of the weather and different weather patterns.</p>	<p>KS2 Chn will previously have learnt about different areas of the UK and made comparisons of human and physical features. They will have learnt about key features in the 4 countries of the UK and in other places throughout Europe. They will have looked at how land has been used over the years in their local area and some of the changes that have been made. They should now how to identify there features on a map</p>	<p>EYFS Children know that there are different countries in the world and talk about the differences they have experienced or seen in photos. They can recognise some similarities and differences between life in this country and life in other countries.</p> <p>KS1 Chn have knowledge of how goods are transported around the world and have studies Africa in detail – knowing what foods we get from those countries. Chn have knowledge of the UK and the 7 continents and oceans.</p> <p>KS2 Children have knowledge of a range of European countries. Children have knowledge of where different food come from in Europe and that cities were build on rivers to help trade. Chn will have studies climate, biomes and vegetation belts in the Autumn term</p>	

LotC:	When learning about biomes and vegetation belts, to visit a woodland to study the trees, plants and animals, as an ecosystem. Use natural materials to create models that represent different biomes	<u>Fieldwork</u> Residential trip to Plas. Day trip to Sandwell valley to study and compare the local areas	Speak to supermarkets/other business about how their decisions on trading goods.	
Key Vocabulary:	Biome, canopy, climate, coniferous forest, emergant layer, forest clearance, precipitation, understorey, vegetation		Ecosystem, Trade, import, export, goods, globalisation	
Assessment	Share the 'In the Know' fact file. Your task is to create your own fact file. Think about the key knowledge and vocabulary you would want other to understand	Share and compare your findings with the other group	Create a 'Geographers guide to South America' holiday brochure	