

Boston West Academy: Yearly overview and previous learning in GEOGRAPHY



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	Human and physical geography - seasons	Local area—Boston Fieldwork trip to centre of Boston	Human and physical geography - seasons	Places- UK – countries, capitals and seas	Places— Skegness	Compass directions, field work, plan views and seasons
Previous learning links	FS seasons learning	FS comparing life in this country to Africa, America and The Poles	FS seasons leaning	FS comparing life in this country to Africa, America and The Poles		FS Easter egg map hunt
Year 2		Map skills	Buildings and local spaces and fieldwork trip into Boston		Cold places—The Poles	Hot places—Kenya
Previous learning links		Y1 aerial views and simple maps of school grounds	Y1 Boston – basic features FS comparing bridges and houses		Y1 weather—seasons Basic features of geography FS comparing life in this country to Africa, America and The Poles	Y1 weather—seasons Basic features of geography FS comparing life in this country to Africa, America and The

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Year 3	UK and Wales (Wales study)	Europe	Maps and routes	Coasts and fieldwork trip to Hunstanton	Mountains	Alps (Switzerland study)
Previous learning links	Y1 UK Y2 continents and countries	Y2 continents and countries	Y1 simple maps Y2 compass points and simple map	Y1—Skegness and seas of UK	Y1 and Y2 human and physical features	Y1 and Y2 features Y2 continents and countries
Year 4	Country study: Egypt Human and physical features		Counties in the UK UK: England Human and physical features	Map skills Country study: Russia Country comparison	Rivers River Nile study- settlements, land use and changes over time	Water cycle Field work trip to the recycling centre
Previous learning links	Y1 and Y2, Y3 features Y2 continents Y3 mountains (sources of rivers)	Y1 and Y2, Y3 features Y2 continents Y3 mountains (sources of rivers)	Y1 UK Y3 UK and Wales Map skills in all previous year groups	Y2 continents and countries Map skills in all previous year groups	Y1 and Y2, Y3 features Y3 mountains (sources of rivers)	Y1 weather Y1 and Y2, Y3 features

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Year 5	Mapwork—rocket launches and observatories		Volcanoes		UK: Ireland study	Boston, Lincs and Boston, USA Fieldwork trip into Boston
Previous learning links	Y2 continents Map skills in all previous year groups		Y3 mountains Previous learning on physical features		Y1 UK Y3 UK and Wales Y4 England	Y1 Boston study Y2 Fieldwork—buildings
Year 6	Where in the world? Biomes and locational knowledge.		Scotland and South America (Where in the World?)	Scotland and South America (natural resources and trade)		Local area—Boston and sustainability Fieldwork trip to Harry Potter Studios
Previous learning links	Y2 continents Country studies in previous year groups		Y2 continents Y1 UK Y3 UK and Wales Y4 England Y5 Ireland	Y2 continents Y1 UK Y3 UK and Wales Y4 England Y5 Ireland		Y1 Boston study Y2 Fieldwork—buildings Y5 Boston study



Boston West Academy

KS1 GEOGRAPHY



Our curriculum key drivers

Learning beyond the classroom (outdoor learning)

The arts

Physical development and wellbeing

Language development and vocabulary

GEOGRAPHY Curriculum Content in KS1

- Investigate the world's continents and oceans.
- Investigate the countries and capitals of the United Kingdom.
- Compare and contrast a small area of the United Kingdom with that of a non-European country.
- Explore weather and climate in the United Kingdom and around the world.
- Use basic geographical vocabulary to refer to and describe key physical and human features of locations.
- Use world maps, atlases and globes
- Use simple compass directions.
- Use aerial photographs.
- Use fieldwork and observational skills.

Y1 GEOGRAPHY

Knowledge and skills coverage

Places

Identify similarities and differences between the local area contrasting places (in the UK—Boston and Skegness).

Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.

Ask and answer questions about places studied.

Human and physical geography

Identify daily and seasonal weather patterns (in the United Kingdom).

Use basic geographical vocabulary to refer to key physical and human features.

Geographical skills and fieldwork

Use maps, atlases and globes (to identify the countries, capital cities and surrounding seas of the United Kingdom).

Use plan views and recognise basic features of Boston.

Draw a simple map of school grounds and use basic symbols in a key.

Use compass directions (north, south, east and west).

Use observational skills to study the surrounding environment. Investigate the physical and human features of the school and school grounds: naming and describing what they see and how these areas are used. Discuss the areas they like/don't like and how they could be improved (sense of place).

Investigate different weather conditions through observation and by making and using simple measurement devices.

Observe and record seasonal changes in the school grounds and local area.

Visit a local facility (shop, library, health centre) and talk about what happens there and why people go there and look at local buildings.

Vocabulary

Places

United Kingdom, country, England (London), Scotland (Edinburgh), Northern Ireland (Belfast), Wales (Cardiff), English Channel, North Sea, Irish Sea, Atlantic Ocean.

Human and physical geography

Key Physical Features: beach, cliff, coast, forest, hill, mountains, sea, river, soil, season, weather

Key Human Features: city, town, village, factory, farm, house, office, port, shop

Geographical skills and fieldwork

Globe, atlas, map, north, south, east, west, symbol, key, compass, direction

Y2 GEOGRAPHY

Knowledge and skills coverage

Places

Identify similarities and differences between contrasting places (in the UK and a non-European country—Kenya). Hot and cold areas of the world (Equator—Kenya, North and South Poles-Greenland).

Locational Knowledge

Identify hot (Africa—Kenya) and cold areas of the world (North Pole—Greenland and Nunavut, Canada and South Pole).

Name and locate the world's seven continents and five oceans.

Human and Physical Geography

Use basic geographical vocabulary to refer to key physical and human features.

Geographical Skills and Fieldwork

Use world maps, atlases and globes (to identify the countries, continents and oceans).

Use plan views/aerial images and recognise physical features and landmarks of Boston.

Draw a simple map and devise symbols for a key for the school grounds or area near their home.

Use compass directions (north, south, east and west). Create a route through the school grounds using these as instructions.

Explore the local area of the school to investigate a range of buildings, roads and green spaces. Use maps to plan a route as a class.

Visit a local space to observe its physical features and human features and investigate how people use and enjoy it—Boston.

Investigate environmental issues (lack of play facilities, where litter collects, road safety issues) in the school grounds and local area.

Vocabulary

Places

Equator, imaginary line, Kenya, Africa, hemisphere, hot, North Pole, South Pole, Greenland, Nunavut, ice, cold, Arctic, Antarctic, snow, blizzard, explore, United Kingdom, country, England (London), Scotland (Edinburgh), Northern Ireland (Belfast), Wales (Cardiff), English Channel, North Sea, Irish Sea, Atlantic Ocean

Locational Knowledge

Continent, Asia, Antarctica, Africa, North America, South America, Europe, Australia, Pacific Ocean, Southern Ocean, Arctic Ocean, Indian Ocean, Atlantic Ocean

Key Physical Features:

beach, cliff, coast, forest, hill, mountains, sea, river, soil, season, weather

Key Human Features:

city, town, village, factory, farm, house, office, port, shop

Mapping

Map, atlas, globe, country, continent, ocean, sea, North, South, East, West, near, far, left, right, forwards, backwards, in front, behind, next to, bird's-eye-view, plan, key, symbol



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KS2 GEOGRAPHY

Our curriculum key drivers

Learning beyond the classroom (outdoor learning)

The arts

Physical development and wellbeing

Language development and vocabulary

GEOGRAPHY Curriculum Content in KS2 (LOWER KS2)

- Locate the world's countries, with a focus on Europe and countries of particular interest to students.
- Locate the world's countries, with a focus on North and South America and countries of particular interest to students.
- Identify key geographical features of the countries of the United Kingdom, and show an understanding of how some of these aspects have changed over time.
- Locate the geographic zones of the world.
- Understand the significance of the geographic zones of the world.
- Understand geographical similarities and differences through the study of human and physical geography of a region or area of the United Kingdom (different from that taught at Key Stage 1).
- Understand geographical similarities and differences through the study of human and physical geography of a region or area in a European country.
- Understand geographical similarities and differences through the study of the human and physical geography of a region or area within North or South America.
- Describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle
- human geography, including: settlements, land use, economic activity including trade links and the distribution of natural resources including energy, food, minerals and water supplies.
- Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.
- Use the eight points of a compass, four-figure grid references, symbols and keys (including the use of Ordnance Survey maps) to build knowledge of the United Kingdom and the world.

Y3 GEOGRAPHY

Knowledge and skills coverage

Places

Study a region of the United Kingdom and a region in a European Country (The Alps—Switzerland and Austria focus countries and Carpathian Mountains (Eastern Europe) and identify key physical and human features. Area of UK to focus on—Wales.

Identify similarities and differences between countries (in the UK and Europe).

Locate some nearby European countries in atlases and digital maps.

Human and Physical Geography

Explore, deduce and explain the impact of physical geography on people's lives.

Describe key aspects of physical geography, including hills, coasts and mountains (how they are formed).

Locate mountain regions in the UK and the world. Locate UK coasts and understand the impact of erosion and human and physical geography (link to fieldwork trip Hunstanton).

Geographical Skills and Fieldwork

Use maps, atlases, globes and digital/computer maps (to locate counties and cities in the UK and countries in Europe). Use the eight points of a compass.

Observe and record human and physical features in the local area. Investigate local buildings, shops, journeys/routes, road safety, public transport and sustainable travel choices.

Plan a route from school to another area using maps and trial the route. Create their own map of the area near school or a possible walking route. Further fieldwork opportunity—Hunstanton . Draw a map of the area.

Use the school grounds and local area to answer questions such as 'How do we travel to school?' and 'Where does the food for school dinners come from?' Explore natural resources and sustainability in everyday life.

Vocabulary

United Kingdom and Europe

Europe, United Kingdom, country, hills, mountains, coasts, rivers, region, farming, agriculture, arable, pastoral, dairy, relief, climate, Wales, Snowdonia, Cardiff.

Mountains

Grampian mountains, Ben Nevis, Ben Macdui, Alps, environment, mountain, range, summit, landscape, weather, snow, ice, blizzard, avalanche, snowstorm, snowdrift, erosion, tourism, peak, ridge, valley, glacier, slope, snowline, treeline, altitude, contour lines, plate tectonics, volcanic, dome, fold, fault-block, plateau.

Coasts

Erosion, cliffs, shoreline, beach, waves, coastal path, horizon, coastline, ocean, harbour/port.

Mapping

Map, atlas, globe, country, continent, region, North, South, East, West, Northeast, Northwest, Southeast, Southwest, plan, key, symbol, bird's-eye-view.

Key Physical Features:

beach, cliff, coast, forest, hill, mountains, sea, river, soil, season, weather

Key Human Features:

city, town, village, factory, farm, house, office, port, shop.

Y4 GEOGRAPHY

Knowledge and skills coverage

Places

Identify similarities and differences between countries (in the UK and Europe). Area of UK to focus on—England.

Study a region of the United Kingdom and a region in a European Country (Russia).

Locate the world's countries, using maps to focus on Europe (including the location of Russia) concentrating on their environmental regions, key physical and human characteristics, countries and major cities.

Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics eg. bridges and rivers.

Human and Physical Geography

Explore, deduce and explain the impact of physical geography on people's lives (rivers and the water cycle). Use the school grounds to support learning—'Where does the water go when it rains?'

Describe and identify key aspects of physical geography, including rivers and the water cycle.

Describe and identify key aspects of human geography, including settlements and land use (Egypt and the river Nile).

Fieldwork trip to be completed at the recycling centre.

Geographical Skills and Fieldwork

Use maps, atlases, globes and digital/computer maps (to locate counties and cities in the UK and countries in 'far' Europe) and plan routes.

Describe how the locality has changed over time using digimaps and historic maps.

(Hansa traders in Boston)

Vocabulary

United Kingdom and Europe

Europe, United Kingdom, country, England (London), Wales (Cardiff), Scotland (Edinburgh), Northern Ireland (Belfast), English Channel, North Sea, Irish Sea, Atlantic Ocean, hills, mountains, coasts, rivers, region, climate

Settlements and land use

Developers, dwellings, greenfield site, inner city, inner suburbs, land use, outer suburbs, rural area, settlement, settler, site, sustainable, situation, farming, agriculture, arable, pastoral, dairy, relief.

River and the water cycle

Accumulation, evaporation, transpiration, sublimation, precipitation, condensation, sub-surface run off, surface run off, ground water, river, streams, source, spring, v-shaped valley, waterfall, gravity, confluence, tributary, ox-bow lake, meander, mouth, hydro-electric power, solid, liquid, gas, water vapour.

Bridges

Arch, beam, cantilever, suspension.

Mapping

Map, atlas, globe, country, continent, region, North, South, East, West, Northeast, Northwest, Southeast, Southwest, plan, key, symbol.

Knowledge and skills coveragePlaces

Research a country (in North America—the USA , Plymouth, Massachusetts) and identify its main physical and human characteristics.

Identify some of the reasons for geographical similarities and differences between countries (the USA and the UK). Area of UK to focus on—Ireland.

Human and Physical Geography

Describe and understand key aspects of physical geography, including volcanoes and earthquakes.

Explore, deduce and explain the impact of physical geography on people's lives (volcanoes and earthquakes). Study Iceland and its volcanoes to support this learning.

Describe and understand key aspects of human geography, including settlements, land use and economic activity (the settlement of the Pilgrim fathers to today).

Geographical Skills and Fieldwork

Use maps, atlases, globes and digital/computer maps to locate some countries, cities and rocket launch sites (link to Science) on different continents (North America and Boston). Use maps to plan a route through Boston.

Use six-figure grid references, symbols and a key. Draw own map of area of Boston (route for visit to Guild hall). Know all eight compass points.

Investigate how buildings, land use and local facilities have changed over time. Investigate local development places through study of derelict buildings or empty shops where developments are proposed/possible (whilst in town for trip).

Fieldwork trip into Boston to look at how residents use local facilities—the library.

Locational Knowledge

Locate the world's continents, oceans and countries, using maps to focus on North America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities (New England, Plymouth).

VocabularyVolcanoes and Earthquakes

Volcano, Vulcan, erupt/eruption, magma, chamber, fissure, fault, conduit, lava, ash, cloud, crater, vent, cone, crust, mantle, core, Ring of Fire, geyser, active, dormant, extinct, earthquake, shake, tremor, rock, earth's crust, energy, seismic waves/activity, epicentre, magnitude, tsunami, Richter Scale, plate tectonics

Settlements and land use

Central business district, derelict, developers, dispersed displacement, dwellings, greenfield site, inner city, inner suburbs, land use, linear settlement, outer suburbs, rural area, settlement, settler, site, sustainable, urban area, urbanisation, situation.

Mapping

Map, atlas, globe, country, continent, region, North, South, East, West, Northeast, Northwest, Southeast, Southwest, plan, key, symbol, grid reference, northings, eastings

Continents

Continent, Asia, Antarctica, Africa, North America, South America, Europe, Australia, Pacific Ocean, Southern Ocean, Arctic Ocean, Indian Ocean, Atlantic Ocean

Knowledge and skills coveragePlaces

Study a region of the United Kingdom (Scotland) and a region within South America (Brazil and Peru) and identify its main physical and human characteristics and how it has changed over time (Amazon rainforest, Brasilia—changing of capitals in Brazil).

Identify some of the reasons for geographical similarities and differences between countries (comparison of Iceland to Brazil from Y5 learning).

Human and Physical Geography

Explore, deduce and explain the impact of physical geography on people's lives (climate zones, biomes and vegetation belts).

Describe and understand key aspects of human geography, including economic activity including trade links and the distribution of natural resources (food trade and deforestation links with trade).

Geographical Skills and Fieldwork

Use maps, atlases, globes and digital/computer maps to locate some countries and cities on different continents (South America) as well as lines of latitude and longitude..

Residential trip to unfamiliar environment, map work to study route to PGL and orienteering during trip. Create own map of PGL site or an area of Boston.

Fieldwork—trip to Harry Potter studios with enquiry focused on tourism.

Explore natural resources and trade, issues of sustainability in everyday life. Include how everyday goods are produced and traded.

Use the school grounds as a site for studying key questions such as 'How can our school reduce its plastic waste?' and 'How can we make our school grounds more bee friendly?'

Locational Knowledge

Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones.

VocabularyPlaces

South America, Brazil, Peru, Chile, Atacama desert, Amazon rainforest, Brasilia, Rio de Janeiro, Angel falls, Amazon river, indigenous, deforestation, trade, fair trade., conservation.

Climate Zones, Biomes and Vegetation Belts

Latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, Tropic of Cancer, Tropic of Capricorn, Arctic Circle, Antarctic Circle, Prime/Greenwich Meridian, time zones, International Date Line, degrees, North, South, East, West, daylight, solstice, sunrise, sunset, polar, temperate, Mediterranean, desert, tropical, tundra, grassland, rainforest, coniferous, deciduous, savannah, steppe

Mapping

Map, atlas, globe, country, continent, region, North, South, East, West, Northeast, Northwest, Southeast, Southwest, plan, key, symbol, grid reference, northings, eastings

Geographical Skills and Fieldwork

Primary, secondary and tertiary business, sustainability, trade, produce, consumption, waste, recycling.