**Bridge Learning Campus**

**Geography Long Term Curriculum Plan**

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| **EYFS** | | | | | | | | | | | | | |
| **Year Group** | | **Autumn 1** | **Autumn 2** | | | **Spring 1** | | **Spring 2** | | **Summer 1** | | **Summer 2** | |
| **ELGS**  **EYFS** | | **People Culture and Communities ELG**  Children at the expected level of development will:   * Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts, and maps; * Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class; * 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.   **The Natural World ELG**  Children at the expected level of development will:   * Explore the natural world around them, making observations and drawing pictures of animals and plants; * 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; * Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. | | | | | | | | | | | |
| **EYFS** | | **Throughout the year:**  Name and locate different parts of the local community (The flats, Morrisons, Hengrove Park, swimming pool).  Find out about the environment by talking to people, examining photographs, simple maps and visiting local places Drop Down Day -tbc.  Ongoing provision.  Use a range of sources such as simple maps, photographs, magnifiers and visiting local places. Use maps to revisit local places from term 1 and see where The flats, Morrisons, Hengrove Park, swimming pool are. Take photos to stick onto a map.  Follow simple directions (up, down, forwards, backwards, sideways)  Taught through PE lessons. | | | | | | | | | | | |
|  | | **Who are we?** | **What is darkness?**  Comment and ask questions about aspects of their familiar world such as the place where they live or the natural world.  What is the same and different in our school grounds during the day and night?  Show care and concern for living things and the environment | | | **What stories do we know?**  Visit to the library | | **Where does our food come from?**  Use the local area for exploring both the built and the natural Environment. (Visit by foot to Morrisons)  Express their opinions on natural and built environments. | | **Term 5 – Bog baby**  Visit to the farm for pond dipping.  Arouse awareness of features of the  environments in the setting and immediate local area. E.g. make visits to shops and parks. | | **Where can we go?**  Draw and create their own maps using real objects, and/or pictures and symbols. | |
| **KS1** | | | | | | | | | | | | | |
| **Year Group** | | **Autumn 1** | | | **Autumn 2** | **Spring 1** | | **Spring 2** | | **Summer 1** | | **Summer 2** | |
| **1** | | **How does our school change?**  Express their views on some features of their environment e.g. what they do or do not like.  Ask and answer simple geographical questions about the seasons. E.g. Why do some leaves fall off trees? Where do flowers grow in our school?  Observe and describe daily weather patterns.    Identify seasonal and weather patterns. | | | | **Where is my school?**  Name and locate some places in their locality, the UK and wider world – United Arab Emirates.  Name and label countries of  the UK.    Identify basic similarities and differences (plants, landscape, buildings)  with the United Arab Emirates.  Describe some similarities and differences when studying places and features e.g. hot and cold places of the world  Use simple fieldwork and observational skills when studying the geography of their school and its grounds.  Know that symbols mean  something on maps. | | | | **What grows near me?**  Name and locate some urban  And rural areas nearby (Hartcliffe, Dundry)  Describe some places in the local area by describing their features using basic geographical vocabulary.    beach, forest, hill, mountain, sea,  river, soil, season, weather  city, town, village, factory, farm,  house, office, shop  Ask and answer simple geographical questions about the plants that grow locally.  Use simple fieldwork and observational skills to find plants in the local area.  Use a range of sources such as  simple maps, globes, atlases and images.  Draw, speak and write about where plants grow in the local area.  Draw a picture map of where plants grow in our school. | | | |
| **Geographical skills:** | | *Using and making diagrams, asking questions* | | | | *Map work, comparing and asking questions, using simple directional language, using symbols* | | | | Using and making diagrams, asking questions, map work, making maps or sketches | | | |
| **Disciplinary focus or big question.** | | **How does our school change?** | | | | **Where is my school?** | | | | **What grows near me?** | | | |

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| **2** | **What is home?**  Revise Countries of the UK  Introduce:  *Regions of the*  *world: Polar, desert, tropical,*  *rainforest, woodland,*  *savannah*  Describe places and features using simple geographical vocabulary.    Name basic global Climate regions    Describe climate region: Polar,  desert, rainforest,  ocean, savannah in terms of hot, cold, dry & wet.  Describe differences in the habitats that different animals live  Develop simple fieldwork and observational skills about the animals which live in and around BLC  Use simple compass directions as well as locational and directional language when describing features and routes.  Label this on all maps drawn and used throughout the enquiry.  Begin to understand the need for a key. Add a key to their map of the school grounds.  Use a plan view. Look at plan views of the local area when labelling where different animals live.  Find land/sea on globe.  Identify climate zones (Polar, equator)  Use teacher drawn base maps to show where animals live in the local area. | **How are schools the same?**  Name and locate significant places in their locality, the UK and wider world **continents, oceans, Caribbean, Countries of UK (revise)**  Make observations about features that give places their character.  Compare and contrast UK with the Caribbean: Weather,  landscape, urban and rural features.  Compare Physical features between the Caribbean and the UK.  Ask geographical questions to compare lives with children at a school in the Caribbean.  Use a range of sources such as maps, globes, atlases and aerial photos to identify the Caribbean and the route to get there from BLC  Use a key on maps showing contrasting locations. | **How do plants grow?**  **Revise:** Continents, Oceans. Countries of UK  Ask and answer simple geographical questions about the plants which grow in our local area – contrast to plants which grow in the Caribbean.  Record places where different plants grow in the grounds of BLC  Record on maps the places that different plants grow.  Express views about the environment and explain how people sometimes affect the environment, linked to plants.  Atlas to identify plants on  different continents. | | **What did Brunel do for Great Britain?**  Location: Bristol docks, Bristol  & London on UK map  Ask and answer simple questions about why different types of bridges and tunnels were built in specific places.  Use a range of sources such as maps, globes, atlases and aerial photos to identify where train stations and ports are located near Bristol and London.  Show the route taken to get from London to Bristol by train and from Bristol to New York by boat in the time of Brunel. | **How will we get around in the future?**  **Revise:** Continents, Oceans. Countries of UK  Identify roads, motorways, rail links, airports, ports.  Observe and record types of transport seen in the local area.  Use a range of sources such as maps, globes, atlases and aerial photos to identify features and places as well as to follow routes in the UK and the rest of Europe.  Use a key on their map of imagined transport.  Follow a route on a map across the UK and the rest of Europe. |
| **Geographical skills:** |  |  |  |  |  |  |
| **Disciplinary focus or big question.** | **What is home?** | **How are schools the same?** | **How do plants grow?** | | **What did Brunel do for Great Britain?** | **How will we get around in the future?** |

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| **KS2** | | | | | | |
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| **3** | **Rivers**  Depth focus: The River Indus - its source, course, human interactions with environment.  How rivers get their water - the source, springs, the water cycle *(prepares for relationship between mountains and weather in Autumn 2).*  How do rivers shape the land? The river’s load. Flooding.  Depth focus: River Severn (prepares for later work on agriculture & Wales)  Wildlife in the River Severn  Fishing, local agriculture, pollution problems. | **Mountains**  Highest mountain in each of the four countries of the UK.  Mountain ranges and mountainous regions: Brecon Beacons, Highlands, Lake District, Snowdonia, Pennines, Yorkshire Dales.  Why do people live on mountains?  Depth focus: i) Andes and terraced farming; ii) Snowdonia  *(prepares for Wales…see Cardiff in Spring 1)*  Sustained geographical themes: Relationship between mountains and weather Relationship between mountains and people | **Settlements and cities**  Settlement types, hamlet, village, town, city etc;  land use, settlements by rivers.  Major cities in the UK – locational overview London as a conurbation and London boroughs  Two cities: Cardiff and London, including economy & transport.  How do people move about in Cardiff? How do people move about in London?  Patterns of settlement in Cardiff and London. | **Agriculture**  Arable farming, pastoral farming, mixed farming, how farming changes the landscape.  How the food we eat affects farming  *(seasonal food, local food, pesticides, organic food, vegetarian and plant-based diets that do not use animals; link to fish farming, builds on fish farming in Indus River Y3 Autumn 1).*  Sheep farming in Wales - Snowdonia.  Locational knowledge revisited: Wales, Snowdonia, Gloucestershire.  New locational knowledge: Sussex | **Volcanoes**  Structure and composition of the earth  How and why volcanoes erupt  Types of volcanoes  Active, dormant and extinct volcanoes  Link to settlements with section on why people still live near volcanoes  Deepen Mediterranean place focus via Mount Etna and human settlements around it.  Why people visit volcanoes (work, tourism, farming, science) | **Climate and Biomes**  (situated, through its examples, in Europe, so that European place focus is launched simultaneously)  Continent of Europe  Climate zones - first mention of Equator, Arctic, Antarctic and the North/South poles.  Climate and relationship with oceans.  Climate and biomes within climates  Depth focus 1) Mediterranean climate  Depth focus 2) Temperate climate, using examples of Rhine & UK ready for ongoing regional comparison |
| **Geographical skills:** | *Using photographs* | *Describing location using 4-point compass* |  | *Geographical theme: links between food consumption patterns and farming; issues arising e.g. local source.* | *Using diagrams, describing distribution* | *World map and key lines of latitude* |
| **Disciplinary focus or big question.** | **Interaction**  **How do rivers, people and land affect each other?** | **Interaction**  **How do mountains and people affect each other?** | **Diversity**  **How are settlements similar and different?** | **Interaction**  **How are we connected to farmers?** | **Interaction**  **How do volcanoes affect a place?** | **Interaction**  **How does the climate affect the way people live?** |

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| **4** | | **Rhine and Mediterranean**  Cologne and cities on the Rhine  Rotterdam and the mouth of the Rhine  How the course of the river has been changed by human activity including canals  Mediterranean Sea  Suez Canal  *This unit has a synoptic element, using the Rhine and the Mediterranean to pick up and draw together themes launched already: including, water as a resource, human use of resources, including land, factors influencing the growth of settlements and cities from earlier (also ties in with all Y3 and Y4 history on ancient settlements)* | | | **Population**  Characteristics of population including distribution and diversity.  Migration.  Depth focus: multicultural London.  Depth focus: multicultural Cardiff.  Welsh language and culture, effect of changing demographics  Welsh or British? Idea of national identity | | | **Coastal processes and landforms**  Diversity in the UK coastline.  Processes of erosion, transportation & deposition.  Coastal landforms including beaches, headlands and bays.  Overview of Jurassic coast, including significance of its rocks, fossils and landforms.  Coastal habitats using contrasting examples, including coasts of the Indian Ocean  Depth focus: West Wales coast | | | **Tourism**  Depth focus: Llandudno, Wales - a seaside town *(link back to coastal processes in previous unit)*  Types of tourism (e.g. visiting friends and family activity holidays).  Skiing holidays in the Alps.  The growth of tourism in the UK and overseas.  Sunshine holidays in Spain.  Advantages and disadvantages of tourism.  Sustainable tourism. | | | **Earthquakes**  Depth focus: The Christchurch earthquake, New Zealand.  Causes of earthquakes: tectonic plates, fault lines  Depth focus: California & San Andreas fault, Indian Ocean tsunami  Effects of earthquakes  How humans live in earthquake zones and adapt their settlements (e.g. Japan)  *Revisits knowledge on volcanoes from Year 4 Spring 1* | | **Deserts**  Distribution and climate of deserts  Depth focus: The Sahara Desert  How deserts are formed, variety of landscapes.  Plants and animals in deserts  How humans live and adapt in deserts  Depth focus: The Patagonian Desert |
| **Geographical skills:** | | *Extending use of maps and photographs* | | | *Thematic maps and using census data* | | |  | | | *Interpreting climate data* | | | *Thematic maps* | | *Interpreting thematic maps and satellite photographs* |
| **Disciplinary focus or big question.** | | **Diversity**  **How are different parts of the Rhine and the Mediterranean used by people?** | | | **Diversity**  **How and why does population distribution vary across Great Britain?** | | | **Interaction**  **How does the location of west Wales affect its coast?** | | | **Interaction**  **How do tourists interact with a place?** | | | **Interaction**  **How do earthquakes affect people and environment?** | | **Diversity**  **Why are deserts located where they are?** |
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| **5** | **Why is California so thirsty?**  Water as a resource  Depth focus on California (region in North America), continuing natural resources theme **(revisit water cycle from Year 3)**  Water resources in California  Farming - intensive farming, growing almonds  California aqueduct – providing water.  The future of water supply in California. | | **Oceans**  Locational framework – world oceans, seas in Europe  Oceans and trade, oceans and climate, major currents.  Oceans and the land masses we’ve studied in depth – the Atlantic and West Wales.  The Pacific and South America.  Oceans and climate change, the human impact on oceans. | | | **Migration**  Real migration stories in people’s own words, from Northern Ireland to Liverpool and from Turkey to London.  Why do people migrate? Push and pull factors revisited *(from Year 5 Autumn 1)* and extended in new contexts.  Refugees, persecution, asylum, asylum seekers; challenges for refugees  How does migration change places? London, Shetland Islands, Cambridgeshire  Migration and identity: examples from diverse settings  Understanding place in relation to scale. | | | **North & South America**  Human and physical characteristics of North and South America, including population distribution and climate.  Megacities including Lima and depth focus on Brazil’s megacities.  Urban-rural migration in Brazil, including informal settlements, like favelas.  Challenge stereotypes often held of the favelas | | | **The Amazon**  A depth focus on the Amazon as a region in South America, including conversations between UK children and children from the Bolivian Amazon.  The Amazon river – course and characteristics.  The Amazon ecosystem – vegetation, animals and food chains.  Ecosystem processes.  Causes and effects of deforestation.  Futures for the Amazon rainforest. | | | **Interconnected Amazon**  Farming in the Amazon: depth focus on the Bolivian Amazon*(starting with the same community as in Summer 1)*  The journey of soy produced in Bolivia.  Primary, secondary, and tertiary industry.  International trade.  Effects of changes in trade.  Trans-national companies.  Environmental connections, carbon cycle, impacts of deforestation.  Social connections, globalisation. | |
| **Geographical skills:** | *Interpreting a range of thematic maps* | | *Interpreting world and thematic maps* | | | *Asking questions, eight-point compass* | | | *4-figure references, thematic maps* | | | *Flow diagrams, interpreting satellite photos* | | | *Interpreting and drawing bar graphs, simple enquiry process, questionnaire* | |
| **Disciplinary focus or big question.** | **Change**  **How have the actions of people affected the droughts in California?** | | **Change**  **How can oceans affect human behaviour and settlements?** | | | **Change**  **Why do people migrate?** | | | **Diversity**  **What are the pros and cons of living in a megacity?** | | | **Interaction and change**  **In what ways does the geography of South America affect life in the Amazon?** | | | **Interaction and change**  **How does agriculture in the Amazon interact with other parts of the world?** | |
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| **6** | **Energy and climate change**  How people use energy  Types of energy (reviewing those covered and extending)  Renewable and non-renewable energy sources  The greenhouse effect  Enhanced greenhouse effect – causes (including energy use and farming)  Climate change and its effects (building on earlier work on oceans and interconnection) examples from Antarctica, Great Barrier Reef, Pacific Islands, South Asia, UK  How can we respond? Local and global | | | **Ethiopia**  An in-depth place focus to complement knowledge gained in History and Religion.  Where is Ethiopia? Location in Africa (introduction only as this continent is a focus in KS3)  What is Ethiopia like? Climate, landscape (including Great Rift Valley), population, biomes, major cities, rural life  Sustainable futures – challenges faced due to climate change, UN sustainable development goals, depth focus on one project | | | **Changing Birmingham**  *This unit reviews and extends knowledge of cities in the UK, focusing on past, present and future changes.*  Where is Birmingham?  How has it changed in the past? Growth and development of the city, industry, migration, deindustrialisation, redevelopment  How is it changing now? Current issues, link to UN sustainable development goals, climate change  What might Birmingham be like in the future? Possible, probable, and preferable futures | | | **Jamaica**  An in-depth place focus to complement other regions studied in North and South America (California, the Amazon) and to link with themes in History.  Where is Jamaica? Reinforcing knowledge gained about the world, including time zones, and developing understanding of the Caribbean.  What is Jamaica like? Climate, landscape, population history, migration, ocean biomes. Tourist industry.  Sustainable futures – environmental challenges faced due to tourism, ways forward | | | **Local Geography Study**  See local Geography guidance document for guidance on how to shape a strong local history study and how to make good use of prior knowledge within it.  How do Geographers find out about a place?  Ordnance survey maps, revision of symbols, 8-point compass and four-figure grid references, extending to 6-figure grid references.  Interpreting a range of maps and data, bringing together skills from all topics in KS2.  What questions can we ask about the local area?  Setting up fieldwork enquiry and going through the enquiry process (asking questions, collecting data, analysing data, presenting findings.) | | | |
| **Geographical skills:** | *Interpreting line graphs* | | | *Population pyramids, longitude and time zones* | | | *Interpretation and presentation of data* | | |  | | | *Ordnance survey maps, 6 figure grid references, enquiry process, local-area fieldwork* | | | |
| **Disciplinary focus or big question.** | **How do local actions in the UK affect global climate?** | | | **How do global changes affect local places in Ethiopia?** | | | **How did Birmingham change between 1750 and the present day?** | | | **What is a preferable future for Jamaica’s tourist industry?** | | | **How do Geographers investigate a place?** | | | |