

	Location	Physical features and processes	Human features and processes	Diversity
EYFS	<p>Habitats – where did the dinosaurs live? Recognise similarities and differences between our environment and contrasting ones – from experience and class reading</p> <p>Maps – where does the queen live? Describe our immediate environment using knowledge from observations, discussions, stories, non-fiction texts and maps</p> <p>Where is the rainforest and what is it like? Identify similarities and differences between our environment and contrasting ones – from experience and class reading</p> <p>Pirate maps – how do they find the treasure? Observe and draw information from a simple map</p>	<p>Rainforest – Do we live here? Explain similarities and differences between life in this country and others – from stories, non-fiction texts and maps Describe similarities and differences between religions, cultures – from experience and class reading</p> <p>Weather/Seasons – How does our year change? Recognise some important processes and changes in the natural world around us – changing state of matter and seasons</p>	<p>Postal system – How do we get a letter? Describe our immediate environment using knowledge from observations, discussions, stories, non-fiction texts and maps</p>	
Year 1	<p>Why don't penguins need to fly? Identify, name and locate the world's seven continents and five oceans</p> <p>identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</p> <p>use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage</p>	<p>Why don't penguins need to fly? use basic geographical vocabulary to refer to: ♣ key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</p> <p>How does the weather affect me? identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</p> <p>use basic geographical vocabulary to refer to: ♣ key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</p> <p>use simple compass directions (North, South, East and West)</p>		

Geography Curriculum – Categorising knowledge



<p>Year 2</p>	<p>How does our local area impact the way we live? Use interactive online mapping to plot, describe and explain a geographical walk around the local area that would introduce a visitor to some of the key physical and human geographical features.</p> <p>What makes Britain great? I can understand the differences between a town and the countryside.</p> <p>I can use key words about the town and countryside.</p> <p>I can name the countries of the UK.</p> <p>I can locate the UK using a map.</p> <p>I can identify key features of the countries in the UK.</p> <p>I can conduct research about the four countries in the UK using a range of sources.</p> <p>I can name the four countries of the UK, capital cities and surrounding seas.</p> <p>I know the differences between town and country locations.</p> <p>How does a child's life in Kampong Ayer compare with my own life? Identify and describe the location of where they live in the UK, within Europe and the world and in relation to the Equator and north and south poles.</p> <p>Compare their own location with the location of Kampong Ayer in the country of Brunei within Asia and also both locations in relation to the Equator and the north and south poles.</p>	<p>How does our local area impact the way we live? Identify and describe physical geographical features of a range of environments.</p> <p>How does a child's life in Kampong Ayer compare with my own life? Identify and describe the main elements which make up the weather and understand that weather conditions change from one moment to the next.</p> <p>Observe how, generally, temperature decreases towards the north and south poles and increases towards the Equator and suggest reasons for this pattern.</p>	<p>How does our local area impact the way we live? Identify and describe human geographical features of a range of environments.</p> <p>Recognise, identify and locate the key human and physical geographical features of their own home area and offer reasons for any current changes in land use.</p> <p>How does a child's life in Kampong Ayer compare with my own life? Identify and describe appropriate forms of transport for particular journeys made and explain why boats and water taxis are used by almost everyone in Kampong Ayer.</p> <p>Understand in very basic terms why boat building by people such as Syarikat at Kampong Ayer is an economic activity.</p>	<p>How does a child's life in Kampong Ayer compare with my own life? Identify, describe and observe the types of traditional homes found in Kampong Ayer and compare and contrast these with their own homes and through fieldwork record and categorise types of homes found in the locality of their school.</p> <p>Identify the key features of a traditional home in Kampong Ayer on a simple scale plan and construct a similar scale plan of their own home, offering reasons for any similarities or differences observed.</p> <p>Recognise, describe and suggest reasons for the similarities between a school/ school life in one school in Kampong Ayer and their own school.</p>
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<p>Year 3</p>	<p>How and why is my local area changing? Explain why local areas change and identify where an area has changed.</p> <p>To use fieldwork to observe, measure, record and present data about my local area. To identify, describe, explain and justify a change in an area.</p>	<p>Where does water come from and where does it go? Identify locations on a map and use information to analyse and answer questions about locations.</p> <p>Synthesise the impact of water on the world around us.</p> <p>Demonstrate understanding of the water cycle.</p>	<p>How and why is my local area changing? To identify and analyse and explain alterations at Rivermead Primary School.</p> <p>To demonstrate understanding that the national event of World War 2 relates to changes that happened in my local area.</p> <p>Why do so many people choose to live in megacities? Identify locations on a map and use information to analyse and answer questions about locations.</p>	<p>Why do so many people choose to live in megacities? Compare and contrast the growth of Baghdad and Reading and explain why they are so different.</p> <p>Explain why Milton Keynes and Brasilia grew at a faster rate than other cities.</p> <p>Compare and contrast the advantages and disadvantages of city life and reach a judgement as to which is most significant</p>
<p>Year 4</p>	<p>Why are jungles so wet and deserts so dry?</p> <p>Observe, describe and explain in basic terms the pattern of climate in the United Kingdom</p> <p>Identify, describe and begin to offer reasons for the distribution of different types of climate around the world</p> <p>Understand how climate affects both the landscape of different biomes and the plants and animals that can live there</p> <p>Describe the natural environment of the Atacama Desert and explain why the city of Arica is the driest inhabited place in the world</p> <p>Why are rivers important?</p> <p>Use a range of fieldwork techniques to measure, record and present and explain changes along a section of a local river and to reach a conclusion as to whether it constitutes a healthy habitat for living things</p> <p>Identify and describe the features of river estuaries and explain why they are such important ecosystems for wildlife</p> <p>Reflect upon and evaluate the techniques used by classical composers to portray the different</p>	<p>Why are jungles so wet and deserts so dry?</p> <p>Compare and contrast the temperature and rainfall data in different climate graphs to reach conclusions about the climate in different locations in the world</p> <p>Construct a climate graph from temperature and rainfall data for their home location and compare and contrast this with climate graphs of other locations to reach conclusions and make judgements</p> <p>Observe, describe and explain why areas of tropical rainforest such as the Amazon Basin have so much convectional rainfall;</p> <p>Why are rivers important?</p> <p>Identify and describe how physical features of rivers change from source to mouth</p> <p>Offer reasons to explain why the course of a river changes as it flows from higher to lower ground</p> <p>Use OS maps, aerial photographs and GIS to recognise, describe, compare and contrast and explain how physical features change along the course of a river</p> <p>Describe the components of the hydrological or water cycle and explain the important role that rivers play</p> <p>Recognise, describe and explain the reasons why the Isle of Dogs developed to become part of the busiest river port in the world and evaluate the evidence and make a judgement about the causes of its sudden decline and closure</p> <p>Interpret a range of geographical evidence to reach a conclusion as to why Bangladesh is at such a risk of serious annual river flooding</p>		

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	<p>stages and features of the course of a river and create and record a personal musical piece to evoke the features of a waterfall</p> <p>How can geographers describe the world? Identify, locate and describe the 7 continents and countries in them</p> <p>Identify and locate the names of oceans</p> <p>Synthesise geographical facts about countries in different continents such as language and currency</p> <p>Demonstrate understanding of how to use 4 and 8 point compasses and explain how to use them on a grid</p> <p>Demonstrate understanding of how to use compass skills when orienteering</p>	<p>Understand climatically what the <i>Little Ice Age</i> refers to and how occasional severe winters impacted upon the River Thames and the people of London</p>		
<p>Year 5</p>	<p>Would you rather live in Konitsa, Greece or Woodley?</p> <p>Identify, locate and describe the location of the largest ranges of mountains in the world and the countries that they cover</p> <p>Recognise, identify and explain what geographers define as mountains and evaluate how this can lead to disagreements</p> <p>Compare and contrast climate data for Konitsa with Woodley and make reasoned judgements for your observations</p> <p>Why would Dionisio continue to live near an active volcano?</p> <p>Explain geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom,</p>	<p>Would you rather live in Konitsa, Greece or Woodley?</p> <p>Explain how the movement of plates of the Earth’s crust can form ranges of fold, fault block and dome mountains</p> <p>Recognise, describe and explain the key geographical features of Konitsa, Greece</p> <p>Why is it that the most powerful earthquakes in the world do not always cause the most destruction? Recognise, describe and explain the key geographical features of Jakarta, Indonesia</p> <p>Why would Dionisio continue to live near an active volcano?</p> <p>Recognise, describe and explain the key geographical features of the national parks Poás Volcano of Costa Rica</p> <p>Explain how volcanoes form, observe the global pattern of volcanoes correctly and suggest plausible geographical reasons for this distribution</p>	<p>Why is it that the most powerful earthquakes in the world do not always cause the most destruction? Demonstrate understanding of different types of settlement and land use, (relating to slums and cities) economic activity (relating to clothing/”sweat shops”)</p> <p>Why would Dionisio continue to live near an active volcano?</p> <p>Compare and contrast, using appropriate geographical vocabulary, the physical and human geography of national parks Poás Volcano with that of Reading.</p> <p>Reach informed conclusions as to why people may choose to live near a volcano.</p>	<p>Why is it that the most powerful earthquakes in the world do not always cause the most destruction? Demonstrate understanding of different types of settlement and land use, (relating to slums and cities) economic activity (relating to clothing/”sweat shops”)</p> <p>Why would Dionisio continue to live near an active volcano? Justify why people may choose to live near a volcano.</p>

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	<p>a region in a European country, and a region within North or South America</p> <p>Identify, describe and compare and contrast countries</p> <p>Explain and make reasoned judgements using appropriate and specialised subject vocabulary</p> <p>Why is it that the most powerful earthquakes in the world do not always cause the most destruction?</p> <p>Locate and explain the effects of the Java earthquake of 2004 from a range of sources</p> <p>Observe and record the distribution of earthquakes in Indonesia</p>	<p>Why is it that the most powerful earthquakes in the world do not always cause the most destruction?</p> <p>Identify, describe and explain the causes of earthquakes</p> <p>Make informed conclusions as to why Indonesia experiences earthquakes when they don't occur at all in many other areas of the world</p> <p>Understand through explanation and reaching informed conclusions why the most powerful earthquakes in the world do not necessarily cause the most deaths and destruction</p>		
Year 6			<p>How can we live more sustainably?</p> <p>Describe and explain using examples what living sustainably means.</p> <p>Identify, describe and explain the differences between renewable and non-renewable resources.</p> <p>Understand in basic terms how solar panels and wind turbines generate electricity</p> <p>Explain how electricity is generated in hydroelectric power stations</p> <p>Undertake an environmental review of different categories of sustainability at their school and draw up an Action Plan to identify and explain priorities to help the school become more sustainable</p> <p>Identify, describe and offer reasons for how sources of energy used to make electricity in the United Kingdom are changing</p> <p>Describe, observe, explain and make a judgement as to why introducing solar cookers in some of the world's poorest countries makes the lives of people more sustainable</p>	<p>Why is fair trade fair?</p> <p>Describe and explain why the Silk Road was the most important trading route in the history of the world; evaluate and reflect upon some of the changes that occurred as a result of the movement of people and commodities along it</p> <p>Explain why and how countries trade with each other, identify and describe the commodities that are most frequently traded and evaluate some benefits and disadvantages of trading</p> <p>Compare and contrast the range of commodities most commonly imported by the United Kingdom from China with some of the products that are frequently exported by companies in the United Kingdom to China and describe and explain the differences</p> <p>Describe, explain and reflect on why the terms of international trade are not always fair for some producers of goods in other countries around the world</p>

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			<p>How is climate change affecting the world? (a very good link to jungles and deserts year 4)</p> <p>Identify, describe and explain why communities in The Gambia are being affected by changes in weather patterns associated with climate change and evaluate the impact on people.</p> <p>Evaluate a range of evidence, reach a conclusion and make judgements as to the impact on people of changing weather patterns in Victoria in Southeast Australia.</p> <p>Understand why some coastal communities are having to make flood resilience plans in order to cope better with changes that are occurring in weather patterns and to sea levels and make judgements about what should be included in them.</p> <p>Reflect upon and evaluate different viewpoints and reach a personal judgement about the implications of changing weather patterns on the people of Greenland.</p> <p>Identify, describe, compare and contrast and explain how global warming is affecting weather patterns around the world and evaluate its impact in different places.</p> <p>Understand how and why countries around the world have acted to reduce global warming and reach a judgement about how effective this might be.</p> <p>Understand how as individuals, members of families and communities such as schools they can make a contribution to reducing greenhouse gas emissions.</p>	<p>Explain what Fairtrade is, compare and contrast the situation of Fairtrade-certified farmers with that of non-Fairtrade producers and evaluate and judge the benefits to be gained from certification</p> <p>Evaluate and judge the extent to which their school currently engages with Fairtrade, understand any constraints that exist; reflect and make recommendations for the future linked, perhaps, to ultimately achieving <i>Fairtrade School</i> status</p>
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This overview organises the curriculum into our main categories to support the children with making important learning connections and support with building subject schema. If you would like further detail regarding this curriculum area please e-mail your enquiry to: admin@rivermead.wokingham.sch.uk with the subject “Geography Curriculum enquiry FAO Curriculum and Geography leader”