

Geography Route Planner

Introduction to Curriculum Route Planners

Route Planners outline the Key Stages 1-3 curriculum to be taught within each campus of the Bury St Edmunds All-Through Trust. Each Route Planner has been designed to take into account both the new Primary Curriculum and the new GCSE specifications so that pupils' learning progresses seamlessly from ages 4 to 16 and prepares them thoroughly for the modern world and for the values which are fundamental to life in modern Britain.

Route Planners have been created for all core and foundation subjects. They have been written by Curriculum Development Teams, comprising subject leaders from each Trust campus.

The purposes of the Route Planner are to ensure coherence of curriculum across the Trust, to provide a framework for subject leaders to develop Schemes of Work, and to provide parents with information on what children will learn during each year of their education.

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<i>Children are expected to:</i>			<i>Suggested Topics</i>
Location and Place:	Human and Physical Geography	Geographical skills and fieldwork	
<p>KS1</p> <ul style="list-style-type: none"> • Name and locate the world's 7 continents and 5 oceans • Name locate and identify characteristics of the 4 countries of the UK and of a small area in a contrasting non-European country • Understand geographical similarities and differences through studying the human and physical Geography of a small area of the UK and of a small area in a contrasting non-European country 	<ul style="list-style-type: none"> • Identify seasonal and daily weather patterns in the UK • location of hot and cold areas of the world in relation to the Equator and the North and South Poles • Use basic vocabulary to refer to; key physical features including: beach, cliff, coast, forest, hill, mountain, sea, ocean river, soil, valley, vegetation, season and weather • Use basic vocabulary to refer to; key human features including: city, town, village, factory, farm, house, office, port, harbour and shop. 	<ul style="list-style-type: none"> • Use world maps, atlases and globes to identify the UK and its countries as well as the countries continents and oceans. • Use simple compass directions (N,S,E,W) and locational language (near, far, left, right) to describe the location of features and routes on a map. • Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features, devise a simple map and use and construct basic symbols in a key • Use simple fieldwork and observational skills to study the geography of their school and grounds and the key human and physical 	<p><i>'Over-arching' topics incorporate aspects of 'Location and Place', 'Human and Physical Geography' and 'Geographical skills and fieldwork'.</i></p> <p>KS 1</p> <ul style="list-style-type: none"> • Brilliant Barrow - maps and local geography naming countries/capitals of UK/ comparing Barrow and Bury. • Under the Sea - World map - identifying oceans and looking at habitats. • Cold Climates - weather • Russia - link to World cup 2018 • What a Wonderful

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			features of its surrounding environment.	world Sensational Safari Magical Mapping
KS2	<ul style="list-style-type: none"> Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities. Name and locate cities of the UK, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers) and land-use patterns; and understand how some of these aspects have changed over time. 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 (including day and night) Understand geographical similarities and differences through the study of 	<p>Describe and understand key aspects of:</p> <ul style="list-style-type: none"> physical geography including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle. human geography including: types of settlement and land-use, economic activity including trade links, the distribution of natural resources including energy, food, minerals and water. 	<ul style="list-style-type: none"> Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. Use the eight points of a compass, four and six figure grid references, symbols and key (including the use of OS maps) to build their knowledge of the UK and the wider world. Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs and digital technologies. 	<ul style="list-style-type: none"> WW2 - Location of UK cities/ European countries and comparing city and country life. Chocolate - Fairtrade Saxons - settlements. Beautiful Barrow - local geography and land use. Russia - World Cup 2018 (link) Volcanoes France Rainforests <p>Year 5</p> <ul style="list-style-type: none"> Town and country Italy (Europe) Rainforests <p>Year 6</p> <ul style="list-style-type: none"> United Kingdom: who are we?) Weather and climate Food for thought (including study of Ghana)

	<p>human and physical geography of a region of the UK, a region in a European country and a region within North or South America</p>			
<p>KS3</p>	<ul style="list-style-type: none"> • Deepen awareness of world’s countries by using maps of the world to focus on: Africa, Russia, Asia (inc China and India), Middle East, with a focus on polar and hot deserts, key physical and human characteristics, countries and major cities • Understand geographical similarities, differences and links between places through the study of human and physical geography of a region within Africa and a region within Asia 	<ul style="list-style-type: none"> • To understand, through use of detailed place-based exemplars at a variety of scales, the key processes in: <ul style="list-style-type: none"> Physical Geography relating to: <ul style="list-style-type: none"> - Plate Tectonics - Rocks, weathering and soils - Glaciation - Hydrology - Coasts Human Geography relating to: <ul style="list-style-type: none"> - Population - Urbanisation - Internal development - Economic Activity; primary, secondary, tertiary, quaternary - Use of natural resources • Understand how physical and human processes interact to change landscapes, environments and climate, how human activity relies on effective functioning of natural systems 	<ul style="list-style-type: none"> • Build on knowledge of globes, maps and atlases • Interpret OS maps in the classroom and the field, topographical and themed mapping, aerial and satellite photographs • Use GIS to view, analyse and interpret places and data • Use fieldwork in contrasting locations to collect, analyse and draw conclusions from geographical data. 	<p>Year 7</p> <ul style="list-style-type: none"> • Floods (including Bangladesh and York) • The rise of China (including earthquakes) • Local area study (Bury St Edmunds) <p>Year 8</p> <ul style="list-style-type: none"> • British of European? • Globalisation • Coastal Erosion • Into Africa (including Saharan ecosystems) <p>Year 9</p> <ul style="list-style-type: none"> • Development differences (focus on Kenya and Japan) • Geography of chocolate and trade • A Sense of Place • Volcanoes and earthquakes • Leisure and tourism (focus on Dubai)

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