



Meridian Geography Curriculum



Intent:

Our Geography curriculum helps our children make sense of the world around them, from their local area to the wider world. Field work and investigations are present throughout, developing skills, curiosity and understanding as the pupils move forward.

Every lesson must contain a minimum of 10 minutes retrieval practice and each unit includes a link back to previous learning, reinforcing this learning, making clear connections and pathways.

Within each year group the topics are arranged so they follow on from one another, linking themes and areas of focus.

Our aim is to ensure deeper knowledge and enjoyment of the subject by asking questions, finding answers and researching areas, using a wide range of resources. We also tackle issues important to children such as pollution and global warming, looking at ways we can make a positive change.



RECEPTION

Link to ELGs	People, Culture and Communities	The Natural World
Key knowledge	Children describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps Explain some similarities and differences between life in this country and life in the other countries, drawing on knowledge from the stories, non-fiction texts and maps	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 the class Understand some important processes and changes in the natural world around them including seasons
Key vocabulary	Map Journey Country Comberton Toft (+ other villages relevant to children in class) Cambridge Village City	Animals Plants Changes Natural world Seasons Same Different



	YEAR 1		
	Autumn	Spring	Summer
Topic	What are maps?	Villages, Towns and Cities; How does Comberton compare to Cambridge?	The Wider World: Oceans and Continents
Link to previous learning	Understanding the World (Rec) The Natural World (Rec) Positional language (Rec)	Understanding the World (Rec) World, world map and globe (Y1 Autumn) People, Culture and Communities (Rec) What are maps? (Y1 Autumn)	Understanding the World (Rec) World, world map and globe (Y1 Autumn) The Natural World (Rec) What are maps? (Y1 Autumn)
Key learning	To understand that maps use symbols and why Draw their own sketch of a journey on a simple map, including a key with simple symbols Know what a compass is and understand why / how it is useful. Recognise the points of a compass and use it to give directions Identify areas from a map of the school grounds and follow instructions such as 'next to', 'left', 'right' to find different places.	Identify school from aerial photo- using google Earth. Show satellite view and map view, discuss differences and similarities. Use maps and symbols to study immediate area around school including human and physical features Understand the meaning of village, town and city. Identify different features of a village and city, and features which you would find in bot. Give reasons why people would choose to live in a village or city Recognise Comberton is a village and Cambridge is a town by identifying their features and landmarks.	Observe satellite images, recognising features (land, water, ice etc) of Earth and identify them on globes and world maps Understand what continents and oceans are. Learn the names of the continents and oceans Locate and learn the names of the continents and oceans on a world map and a globe Recognise that we live in the United Kingdom, which is part of the continent Europe Understand why the oceans are so important and be aware of pollution and its impact on wildlife
Field study		Field Study – walk around Comberton – children find evidence and take photos of features (human and physical) which tell us it is a village.	
Vocabulary	North, South, East, West Directions Compass Landmark Key Symbol	Countryside Urban Aerial view Human features Physical features	Continents: Europe, Africa, Asia, Oceania, North America, South America, Antarctica Oceans: Pacific Ocean, Atlantic Ocean, Indian Ocean, Southern ocean, Arctic Ocean.



	YEAR 2		
	Autumn	Spring	Summer
Topic	What's the weather like today? Our weather and weather around the world	What do we know about the U.K?	What's it like living in Queensland, Australia? Comparing life in our local area to a region in Australia
Link to previous learning	Natural World - Seasons (Rec) The Wider World - continents and oceans (Y1)	Understanding the World (Rec) The Wider World - continents and oceans (Y1) Villages and Cities (Y1) Compass points (Y1)	The Wider World - continents and oceans (Y1) Villages and Cities (our local area) – (Y1) What do we know about the UK? (Spring Y2) Weather around the World! (Autumn Y2)
Key learning	Recap the weather in the different seasons. Recognise the different types of weather we can experience, including extreme weathers. Understand ways to measure the weather and explain the importance of weather forecasts. Use weather forecast symbols and vocabulary to describe the weather outside. Identify and learn about the Equator, North and South Pole, recognising what the weather is like in these locations on the planet.	Understand what a country is, compared to cities and continents Locate the U.K. and Europe on different World maps and Globes. Understand different terms used to describe the U.K. and what they mean. Label the different countries in the U.K., learn and label their capital cities on a map and the seas which surround it. Recognise where Cambridge is on a map of the U.K describing its location Recap the meaning of physical and human features. Use a map of the UK to identify key physical and human features in each of the 4 countries in the UK	Understand where Australia is on a world map, labelling the continent it is and the Oceans around it. Identify where it is in relation to the equator. Recognise key facts about Australia, making comparisons to the U.K. Use maps and photos to identify key physical and human features of the State of Queensland in Australia Compare the weather in Queensland to our local area Recognise how this affects daily life and understand advantages and disadvantages of living in a hot area What would it be like to live in Queensland Australia, compared to here? Use a variety of resources (including webcams) to compare what life is like for a child living in Townsville Queensland to life in Comberton.
Field study	Set up a weather station. Decide on the best places in the school grounds to put your measuring apparatus – e.g. is under a tree a good place to collect rain? Should our weather vane be besides a wall or out in the open? Collect and write up data from weather station, describing weather over a week.		
Vocabulary	North & South Pole Weather Station Degrees Celsius Equator	United Kingdom UK Scotland England Wales Northern Island	Port & Harbour Dessert Outback Beach Coast



	YEAR 3		
	Autumn	Spring	Summer
Topic	Mountains and Volcanoes	Europe	Rivers
Link to previous learning	The Wider World – Y1 World map, continents and oceans – Y1	The Continents Y1 The U.K. - Y2	World map, continents and oceans – Y1
Key learning	To locate key mountain ranges on an atlas, identifying features of a mountain range Name and locate Ben Nevis on a UK map and understand how it has changed over time (it was once an active volcano that collapsed and was shaped by glacial erosion) Understand the layers of the Earth, including the crust and tectonic plates Learn how mountains and volcanoes are formed Identify features of volcanoes and what happens when they erupt Investigate why people live near volcanoes – are volcanoes positive or negative or both? Learn about the disadvantages and benefits of volcanic activity, including the use of thermo-energy.	Identify countries in Europe locating some on a blank map of Europe Explore key physical features in Europe and the countries which share them Understand what a capital city is, naming and locating key capitals in Europe How many Capital Cities in Europe are build next to water (rivers/ sea)? Why might this be? Plan a journey to a capital city in Europe - how to get there and what to do there.	Identify features of rivers, understanding how they are formed and shape the landscape Learn about the water cycle recognising its link to rivers. Use maps to find and locate the main rivers in the UK, our local area and famous rivers of the world. Recognise the ways humans have used and still use rivers and how humans have impacted the health of rivers Understand the importance of conserving water, investigating ways we can conserve water better
Field study			Carry out a river case study making observations, measuring flow rate and water quality. How has the river changed over time? How has it shaped the landscape around it?
Vocabulary	Mountain Volcano Ben Nevis Crust Tectonic plate Summit Thermo-energy	Agriculture Industry Borders Mediterranean Equator Hemisphere	Water cycle Mouth Source Estuary Tributary Flood plain Meanders



	YEAR 4		
	Autumn	Spring	Summer
Topic	Regions of the UK	Comparing the Lake District, the Rockies and the Alps.	Why do people choose to settle in Comberton?
Link to previous learning	The World map, its continents and oceans (Y1) The U.K. (Y2)	Europe Y3 Mountains Y3 Continents Y1	The U.K. Y2 Our local area – Y1 & Y2 OS Maps Y4 Spring
Key learning	Name regions and counties of the U.K., recognising our local area and nearest towns/ cities. Use 8 compass points to describe the location of regions. Understand meaning of the UK and Great Britain, British Isles. Find and label key cities in UK, identifying famous landmarks and significant features Explore and plan possible transport routes within the UK, deciding which would be best. Use road maps and compare to routes recommended using digital maps. Recognise contour lines on maps and what they show us. Use contour lines and learning from year 3 to identify key characteristics and patterns in our local area, comparing it to another regions. Begin to ask and answer questions on how we use land and why.	Learn OS maps Ordnance Survey including using 4 figure grid references, and OS map symbols to identify the Lake District and its key features Understand the importance of National Parks. Explore the features of the Lake District (using different scales of maps and photos) Find and label the Rocky Mountains and the Alps on maps, research key facts about them Compare the Rocky Mountains, Alps and Lake District finding similarities as well as differences (including how they were all formed) Investigate the impact of tourism on all three areas. What are the pros and cons of tourism? How do they change an area? What are locals doing about it?	Identify Comberton and other key local places on maps of differing scale, including digital maps to find local sites/ home Make a simple scale drawing of the local area – see field work Use maps to identify features in Comberton, comparing it to Cambridge, recognising why different people would choose to settle in the different locations.
Field study			Field-study – Children survey and record land-use around school, plan and draw sketch map, designing their own key using symbols and colours. Design own questionnaire and gather data on why parents /carers chose to settle in Comberton. Collate and display information, drawing conclusions and discussing possible reasons for their findings.
Vocabulary	Regions and Counties Island & isles Fens Contour lines Population Rural & Urban Northeast (NE), southeast (SE), southwest (SW) northwest (NW),	National Parks Conservation Human impact Tourism Erosion Ordnance Survey Climate Change	Settle Commute/ commuter Retail Leisure Residential Facilities Transport links

	YEAR 5		
	Autumn	Spring	Summer
Topic	The Americas	The Amazon Rainforest	What do maps tell us about Comberton and how it has changed? + fieldwork coastal study during Hilltop residential
Link to previous learning	The World map, its Continents and Oceans Y1 The Rocky Mountains Y4 Mountains and Rivers Y3	The Americas Y5 Autumn Biomes Y5 Autumn	The U.K. Y4 OS Maps, Comberton and local area Y2 & Y4
Key learning	Recognise the continents of North and South America, using a map to name the largest countries, their boundaries and the seas & oceans which surround them Identify the position of the Americas including the significance of latitude, longitude, the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn Research significant cities in North/South America, identifying key characteristics. Understand what a Biome is, recognising vegetation belts and different Biomes in North / South America Learn how a places location on Earth affects its climate, by interpreting climate maps (zones) and graphs Research 2 contrasting environmental regions, describing features and location on Earth Recognise economy in different countries, drawing conclusions from findings.	Locate Tropical and Temperate Rainforests around the world, recognising their features. Understand the layout of the Rainforest ecosystem and the importance of the Amazon. Know some plants and animals from different layers in the Rainforest, explaining how they survive. Compare 2 settlements in the Amazon, using sources to identify differences and similarities on children's lives. Compare to our lives. Understand how and why the Amazon has changed with deforestation, using maps as evidence Recognise the key pressures on the Rainforest, wildlife and indigenous people and investigate how we can help maintain Rainforests and prevent deforestation around the world.	Draw a detailed sketch map of journey, using symbols and a key to represent key landmarks (e.g. home to school) and compare them to digital maps Follow and plan routes on a variety of maps at different scales. Explain what would be the best routes for people with different needs. Compare old maps of the local area, to modern day maps, identifying differences. Recognise deforestation, urbanisation and other issues, such as flooding in our local area.
Field study			Hilltop Residential: Geography Field Study Erosion of coastlines - observe, measure, record and present the changing physical features of the Norfolk coastline using a range of methods including plans and graphs
Vocabulary	Climate & Climate zones Biomes Tropical Temperate Economy Tropic of Capricorn Tropic of Cancer Latitude & longitude	Deforestation Indigenous Ecosystem Canopy Understory Natural resources	Sketch map Housing estate Locality Coastal erosion Longshore drift Spit



	YEAR 6		
	Autumn	Spring	Summer
Topic	Extreme Environments – Polar Regions	Fair trade	Earthquakes
Link to previous learning	Weather Y2 Biomes and Climate zones Y5	The World map, its Continents and Oceans KS1 and Y3 Amazon Rainforest and Americas Y5	Mountains and Volcanoes Y3
Key learning	Review longitude and latitude on a World Map, reviewing Equator, Tropics Cancer/Capricorn, the Poles and Northern and Southern Hemisphere. Know and locate the Arctic and Antarctic circles. Arctic v Antarctic – know and provide evidence from different sources to explain similarities and differences Understand the features of a polar biome Recognise how and why daily life in the Arctic circle is different to ours Understand the Prime Meridian, GMT, time zones and work out times at different places on the Earth. Recall Climate Zones - understand how this affects daylight hours for places on the North and South Pole Know how the polar regions are being affected by climate change.	Understand the meaning of trade. Learn about imports and exports, researching the UK's biggest imports and exports. Compare imports and exports of countries around the globe, understanding patterns in trade Understand the reasons behind Fair trade, recognising the advantage richer countries have over developing ones Explore the impact global trade has on climate change – link to the Americas and the carbon footprint of many products we get from there Investigate and recognise the impact our choices have on the environment.	Understand the causes of earthquakes, identifying places on Earth where earthquakes occur Understand how earthquakes are measured Understand the effects of earthquakes on people and the wider problems they cause. How is human geography impacted by earthquakes? What has been learnt from the impact of earthquakes? What changes to building and development have been made as a result of earthquakes?
Field study			
Vocabulary	Time zones Polar Biome Greenwich Mean Time Arctic circle	Imports Exports Trade Globalisation Exploitation Carbon footprint Consumers	Richter Scale Tectonic plates Plate margins Crust Epicentre