

## Godshill Primary School Geography Curriculum

	Curriculum Breadth		
	Locational Knowledge	Place Knowledge	Human and Physical
<b>EYFS</b>			
Reception			
<b>Key Stage 1</b>			
Curriculum A <b>Is Everywhere in the World the Same?</b>		<b>Physical/ human comparison of IOW to Bermuda</b>  Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles (Link to Bermuda Study)	<b>IOW Seaside Town (local study)</b>  <b>Weather in UK</b> (Cover some locational knowledge with Countries and Capitals in this topic)

Curriculum B	<p><b>What is it like to live by the coast?</b></p> <p>Naming and locating continents and oceans of the world while revisiting countries and cities of the UK and surrounding seas. Children learn about the physical features of the Jurassic Coast and how humans have interacted with this, including land use and tourism.</p>	<p><b>What is it like to live in Shanghai?</b></p> <p>Using a world map to start recognising continents, oceans and countries outside the UK with a focus on China. Children identify physical features of Shanghai using aerial photographs and maps before identifying human features, through exploring land-use. They compare the human and physical features of Shanghai to features in the local area and make a simple map using data collected through fieldwork.</p>	
<b>Lower Key Stage 2</b>			
Curriculum A	<p><b>Where do we live?</b></p> <p>Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers)</p>	<p><b>Is St. Lucia the same as our Island?</b></p> <p>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)</p>	
Curriculum B	<p><b>Are all settlements the same?</b></p> <p>Compare the similarities and differences of a region in the UK and a region in India. Exploring different types of settlements, land use, and the difference between urban and rural. Children describe the different human and physical features in their local area and make land use comparisons with New Delhi.</p>		<p><b>What are rivers and how are they used?</b></p> <p>Learning about rivers; their place in the water cycle, the name and location of major rivers and how they are used.</p>

## Upper Key Stage 2

Curriculum A	<p><b>Galapagos Islands –</b> Volcanoes and earthquakes</p> <p>Understand the similarities and difference of physical and human geography of the Isle of Wight and Galapagos.</p>		<p><b>National Parks –</b></p> <p>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. Look at any mountain ranges covered in these areas.</p>
Curriculum B		<p><b>Why are Rainforests Important to us?</b></p> <p>Developing an understanding of biomes, ecosystems and tropics; mapping features of the Amazon rainforest and learning about its layers; investigating how communities in Manaus use the Amazon's resources; discussing the global human impact on the Amazon; and carrying out fieldwork to compare and contrast two types of forest.</p>	<p><b>Where does our food come from?</b></p> <p>Looking at the distribution of the world's biomes and mapping food imports from around the world; learning about trading fairly, focusing on Côte d'Ivoire and cocoa beans; exploring where the food for the children's school dinners comes from and the argument of 'local versus global'.</p>