

Geography Curriculum at Iqra Primary School

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS		<p>People who help us in Slough Talk about similarities and differences between past and present when looking at photographs of their locality.</p>		<p>Out At Sea: Who Will We Meet? Discovering the beauty of the world hidden under the sea. From sea creatures to coral reefs.</p>	<p>Who wants to go on a mini beast hunt? Looking at minibests and how they adapt and survive in their habitats.</p>	<p>Who lives on the farm? Exploring farm animals and jobs on the farm</p>
Year 1		<p>Building locational knowledge: Slough Locating our school in our local area, and identifying local physical and human features on a map and during fieldwork (geographical skills and fieldwork)</p>		<p>Building locational knowledge: Brazil Understanding where we live on the global scale; locating continents and comparing the human and physical features of an area in the UK with an area in Brazil</p>		<p>Building locational knowledge: Bright lights; city delights Locating our local area in the UK; identifying the four countries of the UK; some key human and physical features</p>
Year 2		<p>How would we survive in a wild world? EQ: Would you survive in a desert? 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>Mini Mappers Studying the human and physical geography of the local area with an introduction to scale and fieldwork using aerial view/ OS/ Google maps. (geographical skills and fieldwork)</p>		<p>Land Ahoy! Where in the world have pirates lived? Locating the seas around the UK and oceans of the world. Identifying physical and human features around rivers and coastal areas</p>
Year 3		<p>Why is the earth so angry? Understanding the structure of the Earth; how fold mountains and volcanoes are formed; and the impacts they can have on human settlement using case studies of Pompei. Look at other natural disasters such as earthquakes and, tsunamis.</p>		<p>Building locational knowledge: The British Isles Locating the UK, Great Britain and the British Isles, and regions and counties; identifying human and physical features across the UK and in one region (geographical skills and fieldwork)</p>		<p>Building locational knowledge: Modern Europe Comparing the human and physical features of the Alps, Lake District, Bournemouth and the Amalfi Coast, and exploring the impact of tourism in these areas</p>
Year 4			<p>How do rivers and mountains shape life? Understanding the water cycle and the distribution of the world's water; considering land use along rivers (Local River Jubilee and River Thames) and how the use of rivers has changed over time. Including field study. (geographical skills and fieldwork)</p>			<p>Junior mappers – How do maps help me? Recognise maps at the local, national and global scale and select the most appropriate one.</p>
Year 5		<p>Locational Knowledge: North and South America Comparing the human and physical features of North America, including a study of major cities, economic activities and the climate.</p>		<p>Food and farming Sustainable farming, food production, food waste, famines, and biodiversity. It also links to the ethical concerns of animal welfare and fair trade. Field work project (geographical skills and fieldwork)</p>		<p>Investigating the worlds natural resources and trade Understanding the distribution of the world's natural resources and these are traded between places across the world</p>
Year 6		<p>Is climate change really a problem? Understanding time zones, climate zones, biomes, and vegetation belts, and the effects of global warming</p>			<p>On the move! Learning about the importance of migration to the local area, London and the UK as a whole. This supports pupils knowledge and understanding of how migration has shaped the city in which they live today – a key principle for London residents.</p>	