



Throughout all units:

- pupils will be given opportunity to develop their locational knowledge through the use of maps and globes (*see progression for 'Space and Scale' for detail*).
- pupils will undertake fieldwork (*see detail in 'Map and Fieldwork Skills' progression*)
- pupils will identify geographical similarities and differences (human and physical) of different locations

		Foundation	Yr 1/2	Yr 3/4	Yr 5/6
Autumn 1 Cycle A	Enquiry Question	Are you ready for anything?	What is special about 'our place'? (School and Buildings in Burton Joyce)	How is our local area different from others? (BJ & Bagamoyo local area comparison)	What is Burton Joyce/ Nottingham doing to help tackle climate change?
	Progression map	Space and scale Human Physical Map skills Fieldwork skills	Space and scale Human Physical Map skills Fieldwork skills	Space and scale Human Physical Map skills Fieldwork skills	Change & Sustainability
	National Curriculum Coverage	To make sense of their physical world and their community through opportunities to explore, observe and find out about people, places and the environment.	To use simple fieldwork and aerial photographs to study to geography of the school & it's grounds & the key human and physical features of it's surrounding environment. To use world maps, atlases and globes.	To identify the position of the equator, Northern Hemisphere, Southern Hemisphere, Tropics of Cancer/Capricorn. To understand geographical similarities & differences through the study of human & physical geography. To use four figure grid references.	To describe and understand key aspects of human and physical geography and understand how some of these aspects have changed over time.
Spring 1 Cycle A	Enquiry Question	Who lived in Castles?	What is unique about London (Comparison between Nottingham/London)	Why do people go to Europe on holiday? (UK in relation to Europe. Coasts)	Could we survive without the Amazon? (Rainforests)
	Progression map	Human Map skills Fieldwork skills	Physical Human	Space and scale Map skills	Physical Fieldwork skills
	National Curriculum Coverage	To make sense of their physical world and their community through opportunities to explore, observe and find out about places and the environment.	To name, locate and identify characteristics of the four countries of the UK & surrounding seas. To use world maps, atlases and globes. To use aerial photos and plan perspectives to recognise landmarks and basic human & physical features.	To locate the world's countries, using maps to focus on Europe concentrating on environmental regions, key physical & human features, countries and cities.	To understand geographical similarities and differences through the study of physical geography within a region of South America. To use maps, atlases, globes to locate countries. Climate zone. Tropics of cancer, Capricorn, latitude, longitude, Southern Hemisphere, Northern Hemisphere.

		Foundation	Yr 1/2	Yr 3/4	Yr 5/6
Summer 1 Cycle A	Enquiry Question	What's the forest for?	How does nature let us know that summer is coming? (seasons)	What is special about the UK?	What is life-like in the freezer? (arctic)
	Progression map	Space and scale Map skills Fieldwork skills	Physical	Space and scale Map skills Fieldwork skills	Physical
	National Curriculum Coverage	To make sense of their physical world and their community through opportunities to explore, observe and find out about people, places and the environment.	To identify seasonal & daily weather patterns in the UK, & the location of hot & cold areas of the world in relation to the equator & North/South poles.	Name, locate & identify characteristics of the four countries & capital cities in the UK and Europe. To use aerial photographs to recognise landmarks & human & physical features.	To describe and understand key aspects of physical geography: weather/ climate zones. To use maps, atlases, globes to locate countries. To identify the position of Arctic & Antarctic Circle.

BJPS Geography Curriculum Overview **Cycle B**

		Foundation	Yr 1/2	Yr 3/4	Yr 5/6
Autumn 1 Cycle B	Enquiry Question	Are you ready for anything?	What is interesting about Burton Joyce? (River and Railway)	What makes a mountain? (Peak district & source of the Trent/ Biddulph Moor)	What will happen when all of the natural resources run out? (Global action tackle climate change)
	Progression map	Space and scale Human Physical Map skills Fieldwork skills	Space and scale Human Physical Map skills Fieldwork skills	Physical Map skills Fieldwork skills	Change & Sustainability
	National Curriculum Coverage	To make sense of their physical world and their community through opportunities to explore, observe and find out about people, places and the environment.	To use simple fieldwork and aerial photos to study to geography of the school & it's grounds & the key human and physical features of its surrounding environment.	To describe and understand key aspects of physical geography: mountains. To use maps, atlases and globes to locate countries and identify mountains found there. To understand how key-topographical features have changed over time.	To describe and understand key aspects of human and physical geography and understand how some of these aspects have changed over time.
		Foundation	Yr 1/2	Yr 3/4	Yr 5/6
Spring 2 Cycle B	Enquiry Question	Who lived in Castles?	Where would you prefer to live, England or Africa?	What is it like to live by a river? (River Trent)	Where does our food come from?
	Progression map		Space and scale Human Physical	Physical Map skills	Human Map skills
	National Curriculum Coverage	To make sense of their physical world and their community through opportunities to explore, observe and find out about places and the environment.	To identify seasonal & daily weather patterns in the UK, & the location of hot & cold areas of the world in relation to the equator & North/South poles. To understand geographical similarities and differences. To use basic geographical vocabulary for human and physical features.	To describe and understand key aspects of physical geography: rivers. To use maps, atlases and globes to locate countries and identify rivers found there. To understand how key-topographical features have changed over time. Ordnance survey key compass points.	To describe and understand key aspects of human geography including the distribution of natural resources including food and water. Climate zones. Biomes & vegetation belts.

		Foundation	Yr 1/2	Yr 3/4	Yr 5/6
Summer 2 Cycle B	Enquiry Question	What's the forest for?	Would it ever snow in Australia?	How does extreme weather affect us?	Why do people live near volcanoes/ earthquakes?
	Progression map	Space and scale Map skills Fieldwork skills	Physical	Physical	Physical Fieldwork skills
	National Curriculum Coverage	To make sense of their physical world and their community through opportunities to explore, observe and find out about people, places and the environment.	To describe and understand key aspects of physical geography: weather/ climate zones. Location of hot & cold areas of the world in relation to the equator & North & south poles. To use maps, atlases, globes to locate countries.	To describe and understand key aspects of physical geography: weather/ climate zones. To use maps, atlases, globes & digital mapping to locate countries.	To describe and understand key aspects of physical geography: volcanoes. To use maps, atlases, globes to locate countries and describe features studied.

Possible Questions (also in key concepts progression)

		EYFS	KS1	Y3/4	Y5/6
Change & Sustainability	Change & Human Impact	<ul style="list-style-type: none"> • What does your house look like? • What does your new school look like? • What happened to the woodland after littering? • What has changed in the farmer's field? 	<ul style="list-style-type: none"> • What has changed? • What caused a change? • How are people trying to make something better? 	<ul style="list-style-type: none"> • How has a locality changed over time? • What are the different views about an environmental issue? • How could a locality be changed and improved? 	<ul style="list-style-type: none"> • How has a locality changed over time? • How can people manage their environment? • How do people affect the area – positively or negatively? • How can natural resources be sustained? • How is it linked to other places? • How has human activity caused an environment to change?
	Personal Viewpoint	<ul style="list-style-type: none"> • What do you like about your house? • What do you like about school? • How do you feel about littering in the woodland? 	<ul style="list-style-type: none"> • What do you like/dislike about a locality? 	<ul style="list-style-type: none"> • Why might people be attracted to live by e.g. rivers, coasts? • Why are people attracted to live in cities or villages? 	<ul style="list-style-type: none"> • How could a locality be changed and improved?
Human		<ul style="list-style-type: none"> • What do I have in my home? • What does my new school have? • How has littering changed the woodland? • Do farms around the world look the same? 	<ul style="list-style-type: none"> • What facilities might a town or village need? • What types of buildings/housing is in this locality? • What might they wear if they lived in a very hot or very cold place? 	<ul style="list-style-type: none"> • What types of buildings/housing is in this locality? • What is the infrastructure like e.g. roads, railways, facilities, electricity? • Why does a locality have certain human features? • How do people use the key features of the land? <p>How are people trying to manage their environment?</p>	<ul style="list-style-type: none"> • How does a location fit into its wider geographical location with reference to human and economical features? • What might a place be like in the future, taking account of issues impacting on human features? • What are the key imports /exports for a locality?
Physical		<ul style="list-style-type: none"> • How do you get to school? 	<ul style="list-style-type: none"> • What season is it now? How do we know? 	<ul style="list-style-type: none"> • Why is X a popular holiday destination? 	<ul style="list-style-type: none"> • How are earthquakes created?

		<ul style="list-style-type: none"> • What do you see on your journey? • Can you describe what you can see? • What is the weather like today? • What can you see in the woodland? 	<ul style="list-style-type: none"> • What is your address? • What key physical features can they see in the place they live e.g. river, hills etc? • Can you describe a given place (non-European)? • Can you describe features associated with an island? • Can you find the longest/shortest route? • What makes a locality special? 	<ul style="list-style-type: none"> • What are the main features of a village? • What are the key differences between cities and villages? • Why does a locality have certain physical features? 	<ul style="list-style-type: none"> • Why do people's lives vary due to the weather? • Why does a locality have certain physical features?
<p>Space & Scale</p>		<ul style="list-style-type: none"> • Where is it? • What is it like? 	<ul style="list-style-type: none"> • Continent- Which continent is it in? • Oceans and seas – Which oceans and seas are nearby? • Weather- What is the weather like there? Is it hot or cold there? Is it near the Equator or the poles? • Who and What – Who (people) and what (animals and plants) live there? • See – What would we see there? What is natural? What has been made by humans? • What is your address? • What country do they live in? What is the capital? <p>Can you describe a given place (non-European)?</p>	<ul style="list-style-type: none"> • Other places – where is it in relation to other places we have studied or know about, including countries and continents (using 8 points of a compass)? • Climate – Which Climate zone(s) is it in? (Tropical/Dry/Temperate/Continental/Polar) introduced in year 4 • Us – Where is it in relation to our village/town/city/county/country? • Bodies of water – Which bodies of water are nearby? • Where are things located in this place? (developing the concepts of order and pattern?) • What biome(s) is this place located in? introduced in year 4 • How is it similar/different to other places? <p>How am I linked with people and environments in other places?</p>	<ul style="list-style-type: none"> • Hemisphere – Which hemisphere is it in? introduced in year 5 • Other places – where is it in relation to other places we have studied or know about, including countries and continents (using 8 points of a compass)? • Time zone – Which timezone (s) is it in? introduced in year 6 • Climate – Which Climate zone(s) is it in? (Tropical/Dry/Temperate/Continental/Polar) • Us – Where is it in relation to our village/town/city/county/country? • Bodies of water – Which bodies of water are nearby? • Where are things located in this place? (developing the concepts of order and pattern?) • What biome(s) is this place located in? • How is it similar/different to other places? <p>How am I linked with people and environments in other places?</p>