Geography Learning Map

Geography

Year	Autumn	Spring	Summer
Nursery	**Marvellous me and the world around us** Discuss and investigate the seasonal changes. Investigate and discuss celebrations. Locate where Santa and Elves live on a map. Locate where Rama and Sita live – introduce a map/globe	**Changes** Look at the natural world and growth of plants, trees and animals linked to Spring. Focus on different textures and materials when constructing houses and bridges linked to stories. Locating China on a map and discussing the differences in where we live linking to Chinese New Year.	**Our wonderful World** Using technology and information books to study the undersea life. Locate beaches and Oceans on a world map. Explore maps and globes to look at where jungle animals live in the world and why they don't live in our country. Field work- Support the looking after of the outdoor environment eg fish pond, plants etc
Reception	**All around me** Discuss where they live and where Runcorn is on the map. Make comparisons between Runcorn and space (Linked to Look Up).	**Sowing a seed** Growth and weather linked to Spring and how weather can be different in different places. Complete eco-friendly balloon experiment to see how far our balloons can travel, looking at our local area.	**On the move** Discussing features of both their home and school environment and how they vary from one another. Compare schools around the world. Name the countries that the children have visited and how they vary from England. Make comparisons of different climates of places they have been too, using vocabulary linked to their experiences. Exploring different ways of moving to different places with transport and how that varies in different countries
Year 1	**What is it like here?** Locating where they live on an aerial photograph, recognising features within a local context. Creating maps using classroom objects before drawing simple maps of the school grounds. Following simple routes around the school grounds and carrying out an enquiry as to how their playground can be improved.	**What is the weather like in the UK?** Looking at the countries and cities that make up the UK, keeping a daily weather record and finding out more about hot and cold places in the UK.	**What is it like to live in Shanghai?** 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.
Year 2	**Would you prefer to live in a hot or cold place?** Introducing children to the basic concept of climate zones and mapping out hot and cold places globally. Looking at features in the North and South Poles and Kenya. Comparing weather and features in the local area. Learning the four compass points. Learning the names and locating the continents of our world.	**Why is our world wonderful?** Learning about the world's wonders, the names and locations of the world's oceans and considering what is unique about the local area.	**What is it like to live by the coast?** 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.
Year 3	**Are all settlements the same?** 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.	**Why do people live near volcanoes?** Children learn that the Earth is constructed in layers, and the crust is divided into tectonic plates. They study the formation and distribution of mountains, volcanoes and earthquakes and use Mount Etna to identify how human interaction shapes a volcanic landscape.	**Why are rainforests important to us?** 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.
Year 4	**Who lives in Antarctica?** Learning about how latitude and longitude link to climate and the physical and human features of polar regions with links to the explorer, Shackleton.	**Where does our food come from?** 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	**What are rivers and how are they used?** Learning about rivers; their place in the water cycle, the name and location of major rivers and how they are used.

		food for the children's school dinners comes from and the argument of 'local versus global'.	
Year 5	**What is life like in the Alps?** Considering the climate of mountain ranges and why people choose to visit the Alps; focusing on Innsbruck and looking at the human and physical features that attract tourists; investigating tourism in the local area and mapping recreational land use; presenting findings to compare the Alps to the children's own locality.	**Where does our energy come from?** Learning about renewable and non-renewable energy sources, where they come from and their impact on society, the economy and the environment.	**Can I carry out an independent fieldwork enquiry?** Observing, measuring, recording and presenting their own fieldwork study of the local area.
Year 6	**Why does population change?** Investigating why certain parts of the world are more populated than others; exploring birth and death rates; discussing social, economic and environmental push and pull factors; learning about the population in Britain and its impacts.	**Would you like to live in the desert?** Exploring hot desert biomes and learning about the physical features of a desert and how humans interact with this environment.	**Why do oceans matter?** Exploring the importance of our oceans and how they have changed over time with a focus on the Great Barrier Reef, specifically addressing climate change and pollution.
Year 7	**Fantastic Places** Global - Location of continents and oceans Regional - Dividing the island (UK, Britain, British Isles) - How UK land use varies - Distinctive landscapes of the UK Local - Locating our area on a map - Describing the site and situation of the local area - Using maps to interpret features of the local area Regeneration in Runcorn	**Importance of UK landscapes** - The use of UK landscapes for renewable energy - Tourism at UK landscapes - The role of erosion, transportation and weathering. Rivers - Changing course if a river - Measuring changing river characteristics - How river processes lead to landforms - Factors influencing flooding - Managing the risk of a flood Coasts - Comparing coastlines (emerging vs retreating) - How coastal processes lead to landforms - Factors leading to sea level rise - Managing the threat of sea level rise Glaciated landscapes - The UKs icy past - Formation of glaciers - Glacial landforms Will there be another ice age?	**What is development?** - Defining and comparing development - Classifying countries - Measuring development - The role of health in measuring development - Changing employment sectors Uneven development - Causes of global uneven development - Impacts of uneven development - Regional inequality in an LIC - Regional inequality in the UK Tackling inequality - The role of charities - The role of fair trade - The role of government/organisations
Year 8	**Tectonic Hazards** Tectonic theory - Structure of the earth and tectonic theory - Boundary types and associated hazards - Distribution of hazards Hazards - Features of volcanoes - Types of volcano - Associated hazards, prediction and management - Case study LIC vs HIC - Features of earthquakes and how to measure scale - Associated hazards, prediction and management - Case study LIC vs HIC - Management DME - Hazard trends	**Globalisation** - What is globalisation? - Why has globalisation increased over time? - Impacts of globalisation - Westernisation - World cities Exploitation - Geography of sport and fashion - TNCs role in exploitation - Tackling sweatshops Super powers - Which countries have the greatest global influence? - Why is Chinas global influence increased? - Why is the growth of China seen as a threat? Censorship	**Investigating Africa** Physical geography of Africa - Africa: Misconceptions - Distinctive landscapes of Africa - Influence of tectonics in Africa - Ecosystems of Africa Human geography of Africa - Africa's changing population - Contrasting development across Africa - Urbanisation in African countries - Migration in Africa
Year 9 will follow a new order of study agreed on by all secondary school within the MAT			
Year 9	**Weather and Climate** Weather vs climate - Measuring the weather - Clouds, rain and air pressures - Global climates - Causes of climate change - Impacts of climate change UK extreme weather - Factors affecting UK climate - Extreme weather trends - UK flood events - UK snow events	**Large-scale ecosystems** - Mapping global ecosystem distribution - Understanding food chains and webs Comparing ecosystems - Tropical Rainforests: Climate, characteristics, opportunities, threats and management. - Deserts: Climate, characteristics, opportunities, threats and management. - Tundra: Climate, characteristics, opportunities, threats and management. - Woodland: Climate, characteristics, opportunities, threats and management.	**Investigating the Middle East** Physical geography of The Middle East - Distinctive landscapes - Ecosystems Human geography of The Middle East - Culture - Population - Trade - Economic Influence - Tourism in The Middle East - Unsustainable Dubai - Building Sustainable cities

	Is weather becoming more extreme? - Frequency and formation of tropical storms - Impacts of tropical storms: HIC vs LIC - Causes of drought and water insecurity - Managing drought and water insecurity - Regions suffering with drought - Risk of wild fires and how to manage - Bush fires out of control: Australia - Climate migrants	- Marine: Characteristics, opportunities, threats and management. Global issues: - Plastic pollution Coral bleaching	Case Study: Yemen - Drought - Famine - Conflict Aid and charity
Year 10 & 11 will continue to follow the previous order of study to make sure they have covered all topics and are fully prepared for their GCSE exams			
Year 10 AQA GCSE Specification	**AQA GCSE specification** <u>The Changing Economic World</u> Measuring development Global variation in development Understanding population Case Study of a NEE: Nigeria Tackling Inequality Inequality in the UK. <u>The Challenge of Natural Hazards</u> Tectonic hazards; Tectonic theory Distribution of hazards Tectonic processes Impacts and responses in contrasting places Managing tectonic hazards Climatic hazards; Global atmospheric systems Influences of UK Climate Extreme UK weather Formation of tropical storms Climate change	<u>The Living World</u> Distribution of ecosystems Features/systems of ecosystems Rainforests – opportunities, challenges and management Hot deserts– opportunities, challenges and management	<u>Physical Landscapes in the UK</u> Features of rivers and coast Physical processes: erosion, transport, deposition and weathering Coastal and river landforms Threats: Flooding, sea level risk and erosion Management; hard and soft engineering Case Studies of management. <u>Geographical fieldwork (rivers)</u> Building an enquiry Methodology and risk assessment Data collection and presentation Data analysis
Year 11 AQA GCSE Specification	<u>An Urbanising World</u> The process of urbanisation World cities Case study: Rio Opportunities and Challenges of urbanisation in Rio Management of urban issues. Case Study: Liverpool Opportunities and challenges in Liverpool. Impact of migration Urban regeneration Sustainable transport.	<u>Resource Management:</u> Global resource distribution Classifying resources Changes to global demand for resources Energy: Energy sources: renewable/non-renewable Case study: Renewable energy mix	Pre-release material: TBC once released. Review and exam practice.