



# Geography Whole School Curriculum Overview

## The Big Picture

One sixth of the world's population live on islands. However, it is estimated that only about 50% of islands are inhabited, meaning that there are hundreds of thousands of uninhabited islands in the oceans, rivers and lakes of the world. Islands are as different as can be imagined in terms of size, location, habitat and climate. From the densely populated island of Java in Indonesia, home to over 150 million people, to the sparsely populated island of Greenland, the largest island in the world, the variation is huge.

During this topic, children will learn about different islands around the world, including the island that we live on (The UK). We will also work closely with Chester Zoo to deliver a project about sustainability to the children with links to the islands of Borneo and Sumatra.

## What do we already know?

### Knowledge Retrieval:

Children understand the five oceans and seven continents. They can draw on an understanding of hot and cold places and how this relates to The Equator.

Children will know the countries within The UK and this can be explored further within this island topic.

Children have a basic understanding of human and physical features and can begin to expand on this.

Year 3&4 Geography –  
What is life like on an island?

### NC objectives – Key Stage 2

Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.

Pupils should be taught to:

#### Locational knowledge

- 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
- 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), and land-use patterns; and understand how some of these aspects have changed over time
- 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)

#### Place knowledge

- understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America

#### Human and physical geography

describe and understand key aspects of:

- physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle
- human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water

#### Geographical skills and fieldwork

- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world
- use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.

### Key unit objectives

To know how particular localities have been affected by human activities.

To know how particular localities have been affected by natural features and processes including Sumatra and Borneo – linked with work from Chester Zoo.

To know how the nature of localities affect the lives of people.

To know about the weather and climatic conditions in The UK and how they affect the environment and the lives of people living on different islands.

To be able to use geographical terms such as volcanic and island.

To be able to use maps at a variety of scales to locate the position and geographical features of localities.

To be able to use secondary sources to obtain geographical information such as non-fiction texts.

To be able to express views on the features of an environment and the way it is being harmed or improved.

To be able to communicate their geographical knowledge and understanding to ask and answer questions about geographical and environmental features.

To understand how places fit into a wider geographical context.

To understand that the quality of the environment can be sustained and improved.

### Key vocabulary and understanding for concept connectors

Human and physical features, topographical features, climate, biomes and vegetation belts, volcanic, continental, artificial, island,

### Key Texts

Non – fiction books

To the island – Patricia Forde.