

	Autumn		Spring	Summer
N	You and Me <i>Can we show and tell?</i>		It's a Small World <i>How can we dress our toys and teddies?</i>	A Whole New World <i>Where might we travel in the world?</i>
R	A Big Adventure <i>How can we create a resource pack to tell someone everything they need to know about a big adventure?</i> Children will cover a number of Geography skills to helping to plan and recount the adventure they have been on. This will include Map skills, consideration of the environment visited and how this relates to Geographical enquiry.	A New Adventure <i>Create a puppet show</i>	A Real World <i>How can we tell a story?</i>	A Magical World <i>How can we explore our forest school and make it really magical?</i>
1		Far Far Away <i>How can the three Billy goats gruff get to their field without crossing the bridge and meeting the troll?</i> Children use stories to start to understand maps and landscape features (forest, hill river etc) and create their own maps. Children learn where the UK is, the names of the four countries and their capital cities. They use journeys to follow directions (Up/down, left/right, forwards/backwards/ North/South, East / West)	The Jolly Farmer <i>How can we create a healthy food tasting festival for our families?</i> Children become familiar with their local environment and where things grow locally, with support from Salop Drive Market Garden Children compare and contrast the food and vegetation with our link school (Jamaica), including how the weather is different and how this results in different foods being grown. They can ask questions and observe things about that environment and create communication from their ideas. They look at the local area and where things can be found locally.	Buckets and Spades <i>Plan and design a gallery that brings the seaside to the city</i> Children investigate a different surrounding to the city by connecting to the beach. They will make observations about where things are found at this surrounding and how far it is from where they live and how to get there. They will learn about the seasons and how this affects human activity. They will learn vocabulary such as beach, cliff, coast, sea, ocean, harbor and port, and use maps to understand this location.
2		Sparks will Fly <i>How can we tell the story of fire creatively?</i> Children will look at maps of London and consider why it was laid out in that way; and how the geography of the city affected the fire. Children will use the vocabulary capital city, city, town, village and investigate how the city changed as a result of the fire. They will use atlases and maps to look at where London is in relation to Smethwick. They will use and create maps related to the local fire station, planning a route to get there.	Up, Up and Away <i>How can we make something fly?</i> Children will investigate where planes fly to from Birmingham airport, choosing one location to investigate further, particularly in terms of weather and climate differences. They will write / film weather forecasts and say how it will effect human activity. They will learn the names of the continents and oceans using atlases and globes, and be able to describe the general climate in different regions. They will use aerial photographs and maps to choose suitable locations for flying kites.	The Really Rural Show <i>How can we recreate the countryside in our environment?</i> Children will contrast city and countryside and identify key features that make places similar and different. Children explore their local environment and other environments. UK – rural and city, countryside usage such ad farming. Water cycle and Rivers in the countryside environment They use maps, aerial views and plans to investigate areas, as well as the habitats and environments around them – Geography fieldwork They will look at where things are grown locally and use field work skills to explore these areas within the school environment and further afield.

NICER curriculum | Geography Overview - KS2



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3	A Big Adventure <i>How can we create a resource pack to tell someone everything they need to know about boats?</i> Children will investigate settlements and land use. They will learn about the counties and cities of the UK	Around the World in 80 Beats <i>Compose an album of songs of the world</i> Children will identify key countries and continents in the world around us and identify key geographical features.	A Day at the Museum <i>How can we run our own pop-up museum?</i> Children will visit the city of Birmingham and plan a route of how to get there; by making a map of a short route experienced, with features in correct order and a simple scale drawing. Children will gain confidence in speaking to an unfamiliar person from the local areas and record what they found out by using a simple database to present findings.	Dinosaur Stomp! <i>How can we bring dinosaurs back to life through dance?</i> Children will consider how landscapes have changed over time and how this affects the environment in which things live. They will investigate volcanoes and earthquakes and how these affect the landscape. They will analyse evidence and begin to draw conclusions e.g. make comparisons between different climate zones, vegetation belts and biomes using photos/ pictures, temperatures in different locations.
4	A Big Adventure Children will investigate rivers and mountains of the UK and the world, including understanding the water cycle, using a variety of field work skills	Bolts n' Bones <i>Create an animation to show how the body works</i> 	Time Traveller <i>How can you produce a short movie on the history of the world?</i> Children will investigate some of the major journeys made throughout history, and be able to locate the physical place of historical events and peoples, such as where the Vikings came from and went to and important pilgrimages. They will learn to use maps and globes at different scales, and be able to describe where place are.	Crazy Contraptions <i>Can we design and make a product which solves a problem?</i> Children will look at where natural resources are found and how this affects what materials and products are made locally, regionally and nationally, investigating economic activity and trade links on a global scale. This will also connect to materials in the Rainforest. They will work with recycled materials to understand the importance of environmental aspects and sustainability.
5	A Big Adventure Children will use compass directions, latitude and longitude to describe the exploration of the world in Tudor times, including the continents of north and south America. They will be able to describe reasons for settlements and land use in different places.	Pillars and Drains <i>How can we help the community?</i> Children will particularly investigate this local area and their important places within it, and where they are located. They will look at the organisations based in the town and how they help the community. Working with these organizations as part of their community day they will prepare and conduct an interview.	Food v Man <i>How can we set up a healthy tuck shop to run in the school?</i> Children will look at contrasting countries and environments where different foods are grown and how they contrast to our environment. They will understand Fairtrade as part of their learning.	Castle Attack! <i>How can you design an attack proof castle?</i> Children will explore historical and current maps to compare and contrast a rural location and a city location, and the geographical reasons why these differences may have occurred. They look at aspects of Europe including where different Castles are located by creating thematic maps. They will begin to use primary and secondary sources of evidence in their investigations and investigate places with more emphasis on the larger scale; contrasting and distant places
6	A Big Adventure Children investigate the location and features of the major players in WW2	Super Sudz <i>How can we design and produce organic soap?</i> 	Goblins and Ghouls <i>Create our own chronicles</i> Children will use compasses, OS maps, coordinates and field work to explore surroundings They will create imaginative maps and plans at different scales.	The Final Countdown <i>How can we set up a VPA events promotion company?</i>