

Working together to create a happy school where every member feels valued and able to achieve personal excellence.
Locational Knowledge* Place knowledge*Physical and Human Knowledge*Geographical Skills and fieldwork



Curriculum Overview – Geography

***Locational Knowledge* Place knowledge*Physical and Human Knowledge*Geographical Skills and fieldwork**



	Autumn Term: First Half Term	Autumn Term: Second Half Term	Spring Term: First Half Term	Spring Term: Second Half Term	Summer Term: First Half Term	Summer Term: Second Half Term
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Year 5	Introduction to Geography and Mapwork HT1+2 	Mapwork and Hong Kong Knowledge: Pupils can identify keys, symbols, grid references, contour lines. Pupils can confidently use the terms northern/southern hemisphere. Pupils can recognise the 4 / 8 points of a compass. Pupils can recognise continents and oceans. Pupils can use the terms longitude and latitude correctly. Pupils can identify different environments and issues within a named location Pupils begin to understand economic activity Pupils are beginning to look at differences in countries. Pupils can identify the Greenwich Meridian Time zones (GMT) Skills: Using maps correctly. Using Ordinance Survey map keys. Key skills to embed in to prepare for other units (Italy) Use the 4 / 8 points of the compass. Location of places, using atlases and maps. Vocabulary: Contour lines Grid references Grid Lines	Sustainable World Knowledge: Pupils can explain sustainability and how uneven resource distribution causes global inequality. Pupils can separate renewable from exhaustible resources and evaluate their personal impact. Pupils can explain how fossil fuels and deforestation accelerate global warming. Pupils can define a carbon footprint and compare emissions between different nations. Pupils can describe "food miles" and how meat, dairy, and food waste raise emissions. Skills: Identifying trends in data. Using data to answer questions about a place. Interpret graphs, charts, and maps, and use satellite images Locating areas on a map using compass directions Vocabulary:	Italy Knowledge: Pupils can understand similarities and differences between the UK and a region in Europe. Pupils can location countries within Europe. Pupils can discuss what life is like in Bologna and compare it to their own. Pupils can use Geographical evidence to draw conclusions and give opinions about a place. Skills: Comparing places – similarities and differences Using maps / atlases correctly Vocabulary: Equator Europe Continent Mediterranean Sea Map Italy Bologna Tourism	Biomes Knowledge: Pupils can suggest how humans use land. Pupils can recognise key human and physical features. Pupils can discuss where the biomes are. Pupils are aware of different biomes and differences between the two and give opinions about a place Skills: Using maps Understanding how places are different. Using key terms when describing the location of a place. Vocabulary: Biome Climate Rainforest Tundra Polar	Settlement Knowledge: Pupils can suggest how humans use land. Pupils can recognise key human and physical features. Pupils can use Geographical evidence to draw conclusions and give opinions about a place Skills: Using maps Understanding how places have changed over time Vocabulary: Settlements Social Hamlet Town City Urban Rural
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	Autumn Term: First Half Term	Autumn Term: Second Half Term	Spring Term: First Half Term	Spring Term: Second Half Term	Summer Term: First Half Term	Summer Term: Second Half Term
		<i>Scale</i> <i>Map key</i> <i>North, South, East, West</i> <i>Northern hemisphere</i> <i>Southern hemisphere</i> <i>North / South America</i> <i>Longitude / Latitude</i> <i>Biomes</i> <i>Rural / Urban</i> <i>Continent, Hemisphere, Equator</i> <i>Greenwich Meridian Time zones (GMT)</i>	<i>Sustainability</i> <i>Natural Resources</i> <i>Exhaustible Resource</i> <i>Uneven Distribution</i> <i>Inequality</i> <i>Consumption</i> <i>Carbon Footprint</i> <i>Climate Change</i> <i>Global Warming</i> <i>Greenhouse Gas</i> <i>Fossil Fuels</i> <i>Food Miles</i> <i>Biodiversity</i> <i>Conservation</i> <i>Rewilding</i>			



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Year 6	Rivers Knowledge: Pupils can identify key features of rivers, water cycles or mountains. Pupils can draw detailed and annotated diagrams. Pupils can recognise the signs of human geography. Pupils will understand how waterfalls are formed and their key characteristics. Skills: Use 6 figure grid references on a map. Use the 8 points of a compass. Use maps, atlases, globes and describe features studied. Sketching in detail Vocabulary: Landscape Banks / Beds Channel Oxbow Lakes Meander Floodplain Waterfall Delta Source Natural resources Water cycle Physical / Human Geography Settlement Transportation Erosion	Coasts Knowledge: Pupils can show how the environment and land has changed over time Pupils can identify stacks and stumps. Pupils can name the processes which affect the physical environment. Pupils can suggest how material is moved Pupils can suggest how to manage the physical environment. Skills: Forming an argument for a debate. Producing detailed annotations. Vocabulary: Arch Attrition Beach / Cave / Cliff Constructive / deconstructive wave Corrosion Hydraulic Power Spit Stack Wave cut Platform Fetch Headland Weathering Erosion Deposition	South America/Brazil Knowledge: Pupils can make key comparisons between an area of the UK and one in South America. Pupils can identify key features of the rainforest/deforestation Pupils will build on knowledge of different biomes Skills: Locate the countries of South America/Brazil using an atlas. Letter writing. Drawing graphs Recognise key push and pull factors Climate graphs Vocabulary: Brazil South America Human/Physical features Climate Biomes Rainforest Deforestation Urbanisation Push/Pull Factors Indigenous Settlement	Volcanoes & Mountains Knowledge: Pupils can show how the environment and land uses have changed over time. Pupils have knowledge on volcanoes and mountains and how they are formed. Pupils can identify natural hazards and risk factors. Pupils can locate Mount Everest and discuss the dangers of climbing it. Skills: Using geographical evidence to draw logical conclusions about human activity. Drawing detailed and annotated diagrams of landscape features. Vocabulary: Volcano Mountains Mount Everest Summit Environment Landscape Weather Topography Tectonic Plates Plate boundaries Active Dormant extinct	Fieldwork Knowledge: Pupils can construct a hypothesis and investigate an issue. Pupils can make suggestions about their environment, how to improve it with evidence. Skills: Express opinions about a place. Use Geographical evidence to draw logical conclusion about human activity, using a range of skills: Follow a map. Questionnaires Environmental quality surveys Sketch maps Tally charts Vocabulary: Introduction Methodology Investigation Hypothesis Environmental geography Environmental issues Data	Trade: Knowledge: Pupils can identify counties involved in trade. Pupils can explain fair trade Pupils can show knowledge of the trade process. Skills: Locate countries using an Atlas. Give both an opinion and a different point of view. Recognising the signs of human geography and the use of natural resources. Drawing graphs Vocabulary: Primary produce Manufacturing Trade / Fairtrade Primary/Secondary/Tertiary Arable farming Imports / exports LICs HICs Multi national



Year 7	Map Skills though 7 continents. Knowledge: Pupils can use a variety of geographical words accurately. Pupils locate the different locations. Skills: Identify symbols from an OS map. Locate places and features using co-ordinates and a compass. Use 6 figure grid references on a map. Use scale and calculate distance on a map. Suggest how gradient is shown on a map. Use maps or atlases to find places and help me find out information about a country. Vocabulary: Scale Contour Lines Cross section Grid reference	Population Knowledge: Pupils can show knowledge about population, why a population changes and a case study example. Skills: Use maps or atlases to find places and help me find out information about a country. Explain my opinion and other peoples. Vocabulary: Population pyramids Migration International migration Commuter Refugee Rural Urban Push/Pull Factors	Volcanoes and Earthquakes Knowledge: Pupils understand how physical processes have an impact on landscapes. Pupils can use a variety of geographical words accurately. Pupils show knowledge about population Pupils understand he effects that a Tsunami can have Pupils understand how the Earth is made up. Pupils have a knowledge of how and why volcanoes are formed. Pupils recognise SEEP ideas (social, economic, environment or political/management) Skills: Use maps or atlases to find places and help me find out information about a country. Highlight risk factors and causes. Explain my opinion and other peoples. Vocabulary: Continent Ocean Continental drift Core / Crust / Mantle Tectonic Plate Crater Lava / Volcanic Tephra		Trade and Industry: Pupils can classify economic activities into primary, secondary, tertiary, and quaternary industrial sectors. Pupils can contrast the human and physical factors that govern factory and industrial manufacturing placements. Pupils can navigate OS maps using four-figure and six-figure grid references to analyse industrial site advantages. Pupils can identify the global locations, challenges, and opportunities presented by modern megacities. Pupils can explain how globalisation and innovations like containerization have accelerated global trade networks Skills: Form a judgement/conclusion on ethical and moral issues, explain my ideas clearly and give evidence to back up my viewpoint. Give a detailed description about a location. Vocabulary: Secondary Industry Tertiary Industry Quaternary Industry Employment Structure Manufacturing Factors Four-Figure Grid Reference Six-Figure Grid Reference Megacity Rural-to-Urban Migration Globalisation Interdependence Containerisation Choropleth Mapping Disposable Income	Water Knowledge: Pupils understand how physical processes have an impact on landscapes. Pupils discuss flooding and can compare examples of real-life case studies. Pupils can compare responses in different locations Pupils understand what can cause floods and the consequences of flooding. Pupils to consider different land forms Fieldwork – will our school flood? Field work enquiry. Skills: Use maps or atlases to find places and help me find out information about a country. Highlight risk factors and causes. Explain my opinion and other peoples. Vocabulary: Flooding LIC HIC
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	Autumn Term: First Half Term	Autumn Term: Second Half Term	Spring Term: First Half Term	Spring Term: Second Half Term	Summer Term: First Half Term	Summer Term: Second Half Term
					Mass Tourism	



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Year 8	Africa Knowledge: Pupils gain a knowledge of Africa. Pupils can recognise some physical and human features. Pupils recognise the danger of the single story. Pupils understand that an environment and people's live can be affected by actions and events. Skills: Use maps and atlases independently. Give a detailed description about a location. Vocabulary: Diversity Conflict Tourism Single story	Extreme Environments Knowledge: Pupils can recognise how people try to manage environments sustainably. Pupils recognise how conflicting demands on the country/environment may happen. Pupils understand that an environment and people's lives can be affected by actions and events. rainforest Pupils recognise how people try to manage environments sustainably, eco-tourism. Skills: Show an understanding of conflict. Give a detailed description about a location. Select information and sources of evidence, suggest conclusions to my investigations and present my findings using evidence Vocabulary: Biomes Deserts Deforestation Tropical Rainforest Nutrient Cycle Ecosystems Climate change	Climate Knowledge: Pupils are to discuss the evidence for climate change. Pupils look at examples of countries affected by climate change. Pupils can discuss what can be done about climate change and how humans can adapt to it. Pupils to know the causes of natural climate change. Skills: Form a judgement/conclusion on ethical and moral issues, explain my ideas clearly and give evidence to back up my viewpoint. Give a detailed description about a location. Vocabulary: High Income Countries (HIC) Low Income Countries (LIC) Newly Emerging Economies (NEE) Greenhouse gases Climate change Global warming Greenhouse effect Quaternary period Mitigation Will start China	China: Knowledge: Pupils can discuss how China's relief and climate affect human settlement Understand different theories behind SEZs Understand global infrastructure such as the BRI. Discuss issues such as the three gorges dam. Skills: Describing distributions Comparing data trends Discussing different points of view Vocabulary: Special Economic Zones (SEZ) Mega Cities Distribution Relief Climate BRI- Belt and Road Initiative.	Fieldwork Knowledge: Construct a hypothesis and take part in a field work enquiry- including data collection. Skills: Explain both my own and other people's view's. Form a judgement/conclusion on, explain my ideas clearly and give evidence to back up my viewpoint. Working as a group. Vocabulary: Method Hypothesis Qualitative Quantitative	Map Skills ** and Fieldwork (**Agreement with Upper Schools and Middle Schools to do this in the Summer Term.) Knowledge: Pupils will be able to use longitude and latitude to identify specific locations. Pupils will know what a choropleth map is. Pupils will recognise what 4/6 grid references are and use this to apply to locate items as part of a wider project. Skills: Use maps and atlases independently. Produce their own choropleth map from data. Suggest the best route to take and why, taking account of all factors Present my own views clearly with evidence. Construct a hypothesis and take part in a field work enquiry. Vocabulary: Longitude Latitude Coordinates Choropleth Map Grid References

