



Geography Curriculum Overview
2022-23

Geog	Autumn		Spring		Summer	
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
KSI Year A	World view (Y2) Where are places in the World? 1. Can you name the 7 continents? Do you know some unique features of the continents? 2. Can you locate them on a map or a globe? 3. Can you name the 5 oceans of the world? 4. Can you locate them on a map or a globe?		Contrasting landscapes (Y2) <i>Why are landscapes different?</i> mountains, hills and valleys, rivers Ports and harbours - build at coastlines <ul style="list-style-type: none"> • Interpretation of photos and aerial photos 	Settlements (Y2) <i>What are villages, towns and cities like?</i> <i>Villages - farms</i> <ul style="list-style-type: none"> • <i>Towns and cities - factories and offices</i> 	Extreme Planet (Y1) What are hot and cold places on earth like? <ul style="list-style-type: none"> • Cold places polar regions - north and south pole and mountains • Hot places - deserts • Use globe, atlas, maps and aerial photos • Describe location in relation to the equator and the North and South poles 	Going Global (Y1) What can we learn about the world? <ul style="list-style-type: none"> • Using a globe • Photos and images of different places in the world • Use globe, atlas, maps and aerial photos
KSI Year B	Our Local Area (Y1) <i>Where do we live?</i> <ul style="list-style-type: none"> • What are the key physical and human features of where we live 	Our Island home - the UK (Y1) What is the UK like? <ul style="list-style-type: none"> • 4 countries and their capitals • Seas around the UK • Location of the UK • Characteristics of each country • Major rivers • Use of a 4-point compass direction 	Investigating our school (Y1) What's around Galley Hill? <i>Carry out a local investigation</i> <i>Look at human and physical features</i> <ul style="list-style-type: none"> • <i>Introduce and embed the concept of the word "environment"</i> • <i>Use observation and field work</i> • <i>Use of locational language</i> • <i>Create a simple map using symbols and key</i> • <i>Describe a map</i> 	UK weather (Y1) What is the UK's weather like? <ul style="list-style-type: none"> • <i>What is weather</i> • <i>Daily weather patterns</i> • <i>Seasons</i> • <i>Use of simple weather symbols</i> 	Close-up on Kenya (Y2) <i>What is Kenya like?</i> <ul style="list-style-type: none"> • <i>Local communities</i> • <i>Landscape</i> • <i>Plants and animals</i> • <i>Safari</i> • <i>Photo interpretation</i> • <i>Location on globe and with atlases</i> <i>Create a simple map with a key to show physical and human features of Kenya</i>	
Year 3	Map detectives	Our local environment	Resources and us <i>What resources do we use</i>	Life in Teesside	Comparing UK Regions	



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	<p><i>How can we use and interpret maps?</i></p> <ul style="list-style-type: none"> • Locate the world's countries, using maps to focus on Europe, (including Russia) N and S America, • what information can we find from maps? • Use of a globe, atlas, and maps at different scales • Introduction to ordnance Survey maps - symbols and 4 figure grid references 	<p><i>What is our local environment like -</i></p> <p><i>This is fieldwork unit and should be carried out within Galley Hill grounds -with a focus on sustainability - with litter survey, creation of simple sketch maps with symbols and a key.</i></p>	<p><i>and why?</i></p> <ul style="list-style-type: none"> • Small- scale focus • Sustainable living • The food we eat - where does our food come from? • Energy - what is the difference between renewable and non-renewable energy • How is water important in our lives? • How big is my footprint on the world? • Use of atlases and maps to map where our food comes from • Simple calculations of my footprint 	<p><i>What is Teesside like? - study of a region in the UK</i></p> <ul style="list-style-type: none"> • The changes that Teesside has experienced over time - how it has progressed from history to its modern-day version? • Land use in Teesside • Economic activity occurring in Teesside • Settlements • River Tees • Use of maps, including historical maps to show the growth of the city over time Describe and understand key aspects of physical geography including: climate zones, biomes and vegetation belts, rivers. Mountains, volcanoes and earthquakes 	<p><i>How do the regions of the UK vary?</i></p> <ul style="list-style-type: none"> • Name and locate counties and cities of the UK, • locate geographical regions and their identifying human and physical characteristics, • *overview of economic activity and how it varies across the UK • Use of an atlas • Use of OS maps
Year 4	<p>Shake, rattle and roll</p> <p><i>How do earthquakes and volcanoes affect people</i></p> <ul style="list-style-type: none"> • How do the earth's plates move? • <i>What are mountains?</i> • <i>What are volcanoes</i> • <i>what are earthquakes?</i> • <i>How do they affect people?</i> • <i>Use of atlas to show plate boundaries</i> • <i>Use of a globe</i> 	<p>Life in Italy</p> <p><i>What makes Italy distinctive?</i></p> <ul style="list-style-type: none"> • Mapping Italy as a country and within Europe • Living with earthquakes and volcanoes - focus on the Naples region and Pompeii • How does life around Naples compare to life in London? • How has Italy changed over time? • Use of an atlas • Using outline map of Italy, use map symbols and a key to show its main features • Cities • Rivers • Seas • Mountains and volcanoes • neighbouring countries 		<p>Water on the Land</p> <p><i>How does water affect our lives?</i></p> <ul style="list-style-type: none"> • <i>What are the key components of the water cycles</i> • <i>What landforms are found along rivers - e.g. waterfalls?</i> • <i>How do rivers change over time?</i> • <i>What human interactions for we have with rivers? Settlements and flood risk</i> • <i>Coasts - what processes occur at the coast?</i> • <i>What landforms are found at the coast?</i> • <i>How are humans protecting the coast?</i> • <i>Use of OS maps</i> • <i>Interpretation of photos</i> • <i>Interpretations of diagrams</i> • <i>Possible field work visits to a stream</i> • <i>measure width</i> • <i>measure depth</i> • <i>time how long for stick to travel 5 metres</i> • <i>construction of simple graphs</i> 	
Year 5	<p>Latitude and longitude</p> <p><i>Why are lines of latitude and longitude so important?</i></p>	<p>Global biomes</p> <p><i>What are the world's biomes & vegetation belts like?</i></p>	<p>Exploring Brazil</p> <p><i>What makes Brazil distinctive?</i></p>	<p>Sustainable living</p> <p><i>How can we live more sustainably?</i></p>	<p>Our local ecosystem</p> <p><i>What is a local ecosystem like?</i></p>



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	<ul style="list-style-type: none"> • <i>Latitude and longitude</i> • <i>Locate key lines of latitude: Equator, Tropics of Cancer and Capricorn, Arctic and Antarctic Circles</i> • <i>Locate key lines of longitude: Prime Meridian and Greenwich</i> • <i>North/South Hemispheres</i> • <i>World's countries and continents</i> • <i>Time zones</i> • <i>Day & night</i> • <i>Use of 8-point compass directions</i> • <i>Use of atlas and key to identify latitudes and longitudes</i> • <i>Use of world map to identify key lines of latitude (equator, Tropics of Cancer and Capricorn, Arctic and Antarctic Circles) and longitude (Prime Meridian)</i> • <i>Use of globe</i> 	<ul style="list-style-type: none"> • What are the different biomes? • Where are the different biomes? • Why is climate a key factor for determining biome distribution? • Which biomes are the most important and why? • Natural resource distribution • Use of Google Earth to locate biomes • (maps at different scales; comparing map views and satellite views) • Using world map template, use of key to complete simple map of global biomes 	<ul style="list-style-type: none"> • (study of a region in South America) • Tropical Rainforest biome • Deforestation (GIS maps) • Trade - What are the different types of jobs? Why is trade important for countries? • Trade of chocolate • Food • Resources/energy (minerals) • Dams/HEP • Use of GIS (Geographical Information Systems) maps to show deforestation over time in the Amazon rainforest 	<ul style="list-style-type: none"> • study of a region in South America) • CASE STUDY: Curitiba, Brazil What does sustainability mean? • Is our world sustainable? • How can we create a sustainable future? • Video clips - what makes Curitiba a sustainable city? 	<ul style="list-style-type: none"> • <i>Fieldwork Unit - Local Ecosystem Study</i> • <i>Pond ecosystem</i> • <i>What are the living and non-living components of an ecosystem?</i> • <i>What interactions are there in ecosystems?</i> • <i>How have humans affected the ecosystem?</i> • <i>Link to sustainability Local fieldwork to investigate an ecosystem (could be a pond, or an area of woodland/grass)</i> • <i>OS map work (use 1:25 000 scale map) to investigate local features</i>
Year 6	<p>Ordnance survey maps - survey local areas to Galley Hill and area on school journey <i>Make comparisons between residential trip location and local area</i></p> <ul style="list-style-type: none"> • Use of OS maps, to include: • 4- and 6-figure grid references • Distance and scale • Directions • Contour lines and spot heights • Describing routes 	<p>Settling down</p> <p><i>Where do people live and why?</i></p> <ul style="list-style-type: none"> • What are the different types of settlement? (hamlet, village, town, city) • How is land used in settlements? • Do settlements have a pattern? 	<p>People on the move</p> <p><i>Why do people migrate?</i></p> <p>(Use Teesside or London as a focus - change over time in one region of the UK)</p> <ul style="list-style-type: none"> • Historic and contemporary migration • Why do people migrate? Push and pull factors. • The impacts of migration 	<p>Our school's microclimate</p> <p><i>Does our school have its own microclimate?</i></p> <p>Fieldwork Unit - Microclimate</p> <ul style="list-style-type: none"> • What is the difference between weather and climate? • Where are the different climate zones? • How do humans and animals adapt to different climates? • Microclimates • Fieldwork investigation - Where should a new school bench be placed? • Local fieldwork enquiry around school grounds • Use of maps 	



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		<ul style="list-style-type: none">• Interpretation of OS maps to locate and describe settlements	<ul style="list-style-type: none">• on London• Refugees - what happens to them?• Interpretation of flow line maps	<ul style="list-style-type: none">• Use of aerial photos• Construction of graphs• Interpretation of graphs
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