



## Geography Curriculum Overview

| Geog          | Autumn                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                           | Spring                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                             | Summer                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                           |
|---------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|               | Term 1                                                                                                                                                                                                                                                                                         | Term 2                                                                                                                                                                                                                                                                                                    | Term 3                                                                                                                                                                                                                                                                                                                                                                                                    | Term 4                                                                                                                                                                                                      | Term 5                                                                                                                                                                                                                                                                                                                                                      | Term 6                                                                                                                                                                                                                                    |
| KS1<br>Year A | World view (Y2)<br><br>Where are places in the World?<br><br>1. Can you name the 7 continents? Do you know some unique features of the continents?<br>2. Can you locate them on a map or a globe?<br>3. Can you name the 5 oceans of the world?<br>4. Can you locate them on a map or a globe? |                                                                                                                                                                                                                                                                                                           | Contrasting landscapes (Y2)<br><br>Why are landscapes different?<br><br>mountains, hills and valleys, rivers<br>Ports and harbours – build at coastlines <ul style="list-style-type: none"> <li>Interpretation of photos and aerial photos</li> </ul>                                                                                                                                                     | Settlements (Y2)<br><br>What are villages, towns and cities like?<br><br>Villages – farms <ul style="list-style-type: none"> <li>Towns and cities- factories and offices</li> </ul>                         | Extreme Planet (Y1)<br><br>What are hot and cold places on earth like? <ul style="list-style-type: none"> <li>Cold places polar regions – north and south pole and mountains</li> <li>Hot places – deserts</li> <li>Use globe, atlas, maps and aerial photos</li> <li>Describe location in relation to the equator and the North and South poles</li> </ul> | Going Global (Y1)<br><br>What can we learn about the world? <ul style="list-style-type: none"> <li>Using a globe</li> <li>Photos and images of different places in the world</li> <li>Use globe, atlas, maps and aerial photos</li> </ul> |
| KS1<br>Year B | Our Local Area (Y1)<br><br>Where do we live?<br><br><ul style="list-style-type: none"> <li>What are the key physical and human features of where we live</li> </ul>                                                                                                                            | Our Island home – the UK (Y1)<br>What is the UK like? <ul style="list-style-type: none"> <li>4 countries and their capitals</li> <li>Seas around the UK</li> <li>Location of the UK</li> <li>Characteristics of each country</li> <li>Major rivers</li> <li>Use of a 4-point compass direction</li> </ul> | Investigating our school (Y1) What’s around Galley Hill?<br><br>Carry out a local investigation<br>Look at human and physical features <ul style="list-style-type: none"> <li>Introduce and embed the concept of the word “environment”</li> <li>Use observation and field work</li> <li>Use of locational language</li> <li>Create a simple map using symbols and key</li> <li>Describe a map</li> </ul> | UK weather (Y1)<br>What is the UK’s weather like? <ul style="list-style-type: none"> <li>What is weather</li> <li>Daily weather patterns</li> <li>Seasons</li> <li>Use of simple weather symbols</li> </ul> | Close-up on Kenya (Y2) What is Kenya like?<br><br><ul style="list-style-type: none"> <li>Local communities</li> <li>Landscape</li> <li>Plants and animals</li> <li>Safari</li> <li>Photo interpretation</li> <li>Location on globe and with atlases</li> </ul> Create a simple map with a key to show physical and human features of Kenya                  |                                                                                                                                                                                                                                           |
| Year 3        | Map detectives                                                                                                                                                                                                                                                                                 | Our local environment                                                                                                                                                                                                                                                                                     | Resources and us<br>What resources do we use                                                                                                                                                                                                                                                                                                                                                              | Life in Teesside                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                             | Comparing UK Regions                                                                                                                                                                                                                      |



## Geography Curriculum Overview

|        |                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                              |
|--------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|        | <p>How can we use and interpret maps?</p> <ul style="list-style-type: none"><li>Locate the world’s countries, using maps to focus on Europe, (including Russia) N and S America,</li><li>what information can we find from maps?</li><li>Use of a globe, atlas, and maps at different scales</li><li>Introduction to ordnance Survey maps – symbols and 4 figure grid references</li></ul> | <p>What is our local environment like –</p> <p>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.</p> | <p>and why?</p> <ul style="list-style-type: none"><li>Small- scale focus</li><li>Sustainable living</li><li>The food we eat – where does our food come from?</li><li>Energy – what is the difference between renewable and non-renewable energy</li><li>How is water important in our lives?</li><li>How big is my footprint on the world?</li><li>Use of atlases and maps to map where our food comes from</li><li>Simple calculations of my footprint</li></ul>                                                                                                                | <p>What is Teesside like? – study of a region in the UK</p> <ul style="list-style-type: none"><li>The changes that Teesside has experienced over time – how it has progressed from history to its modern-day version?</li><li>Land use in Teesside</li><li>Economic activity occurring in Teesside</li><li>Settlements</li><li>River Tees</li><li>Use of maps, including historical maps to show the growth of the city over time</li></ul> <p>Describe and understand key aspects of physical geography including: climate zones, biomes and vegetation belts, rivers. Mountains, volcanoes and earthquakes</p>                                                                                                                                                                              | <p>How do the regions of the UK vary?</p> <ul style="list-style-type: none"><li>Name and locate counties and cities of the UK,</li><li>locate geographical regions and their identifying human and physical characteristics,</li><li>*overview of economic activity and how it varies across the UK</li><li>Use of an atlas</li><li>Use of OS maps</li></ul> |
| Year 4 | <p>Shake, rattle and roll</p> <p>How do earthquakes and volcanoes affect people</p> <ul style="list-style-type: none"><li>How do the earth’s plates move?</li><li>What are mountains?</li><li>What are volcanoes</li><li>what are earthquakes?</li><li>How do they affect people?</li><li>Use of atlas to show plate boundaries</li><li>Use of a globe</li></ul>                           |                                                                                                                                                                                                                                             | <p>Life in Italy</p> <p>What makes Italy distinctive?</p> <ul style="list-style-type: none"><li>Mapping Italy as a country and within Europe</li><li>Living with earthquakes and volcanoes0 – focus on the Naples region and Pompeii</li><li>How does life around Naples compare to life in London?</li><li>How has Italy changed over time?</li><li>Use of an atlas</li><li>Using outline map of Italy, use map symbols and a key to show its main features</li><li>Cities</li><li>Rivers</li><li>Seas</li><li>Mountains and volcanoes</li><li>neighbouring countries</li></ul> | <p>Water on the Land</p> <p>How does water affect our lives?</p> <ul style="list-style-type: none"><li>What are the key components of the water cycles</li><li>What landforms are found along rivers – e.g. waterfalls?</li><li>How do rivers change over time?</li><li>What human interactions for we have with rivers? Settlements and flood risk</li><li>Coasts – what processes occur at the coast?</li><li>What landforms are found at the coast?</li><li>How are humans protecting the coast?</li><li>Use of OS maps</li><li>Interpretation of photos</li><li>Interpretations of diagrams</li><li>Possible field work visits to a stream</li><li>measure width</li><li>measure depth</li><li>time how long for stick to travel 5 metres</li><li>construction of simple graphs</li></ul> |                                                                                                                                                                                                                                                                                                                                                              |
| Year 5 | <p>Latitude and longitude Why are lines of latitude and longitude so important?</p>                                                                                                                                                                                                                                                                                                        | <p>Global biomes</p> <p>What are the world’s biomes &amp; vegetation belts like?</p>                                                                                                                                                        | <p>Exploring Brazil</p> <p>What makes Brazil distinctive?</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <p>Sustainable living</p> <p>How can we live more sustainably?</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <p>Our local ecosystem</p> <p>What is a local ecosystem like?</p>                                                                                                                                                                                                                                                                                            |



## Geography Curriculum Overview

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



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