

EYFS	<p>Through teaching and continuous provision, geography in EYFS enables children to:</p> <ul style="list-style-type: none"> Explore the natural world around them, making observations and drawing pictures of animals. Describe their immediate environment using knowledge from observation, stories, nonfiction texts and maps. Know some similarities and differences between the natural world and contrasting environments, drawing on their experiences and what has been read in class. Know where they live. Know how they travel to school. 	<ul style="list-style-type: none"> Talk about some of the differences they notice when they are in different places talk about places when looking at books and watching tv/videos. Talking about places they have been to. Talk about places in stories. Use language that relates to place. Recognise elements of their environment that are manmade and natural. Make maps from stories. Follow simple maps in play.
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Class	Cycle	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
Year 1/2	A	<p>Living in Cities</p> <ul style="list-style-type: none"> What's it like in a city? Case study: Local area or small area in Durham. Where is it? (UK map – England, Scotland, Wales, N Ireland). What's it like? (looking at ground photos). <ul style="list-style-type: none"> What can we see? Locational and directional language (near/far; left/right). <ul style="list-style-type: none"> Types of land use. Types of houses. <ul style="list-style-type: none"> Open space. Rivers, ponds and lakes. <ul style="list-style-type: none"> Getting around. Staying safe in a city. Contrasting small area in city (from same city or a different city in UK or overseas). How are towns different from cities? 	<p>Living in the Countryside</p> <ul style="list-style-type: none"> What's it like in the countryside? Case study: Lake District Where is it? (UK map - England, Scotland, Wales, N Ireland). What's it like? (looking at ground photos). <ul style="list-style-type: none"> What can we see? Locational and directional language (near/far; left/right) <ul style="list-style-type: none"> Types of land use. Types of houses. <ul style="list-style-type: none"> Farms, fields. Rivers, ponds and lakes. <ul style="list-style-type: none"> Woods, forest. Getting around. Staying safe in the country. Contrasting small area in countryside (from UK or overseas). 	<p>Seasons</p> <ul style="list-style-type: none"> What changes do we see over the year? Case study: local area. <ul style="list-style-type: none"> Practice and extend knowledge of seasons (from EYFS). Weather in different seasons (hot, cold, wet, dry, mild, rain, snow, sunny etc). <ul style="list-style-type: none"> Changes in trees. Length of the day. How weather affects our lives – clothing, homes, activities. Contrasting case study of small area in a non-European country - what is similar and different about weather, seasons and seasonal activities compared with our area? 	<p>Where are we?</p> <ul style="list-style-type: none"> UK map revisit and extend (seas, oceans), capital cities. Four-points of the compass. Describing location in more detail using case studies so far as examples. Locating places in the UK we know about. <ul style="list-style-type: none"> A bird's eye view. Finding places on an aerial photo of our school. Finding places on a map of our school. Knowing our address. Drawing a sketch map of my route to school (or another easy route) with symbols and a key. Describing my route to school. Fieldwork opportunity. Where are we in the world? (world map - continents, oceans, Equator, check can locate all case studies so far). <p>Geographical skills: Describing location using 4-point compass.</p> <p>Disciplinary focus: How do mountains interact with what is around them?</p>	<p>Living by the Sea</p> <ul style="list-style-type: none"> Great Britain is an island (and includes other smaller islands). Looking carefully at the coast on UK map (revise seas and ocean near the UK). What is it like at the coast? (coastal features – beach, cliff). Cities, towns, villages at the coast (port, harbour, fishing). Case study: Alnmouth, Northumberland. Staying safe at the coast. Revise world map and compass directions, introduce globe. Contrasting case study of a small area on the coast in UK or overseas. <p>Disciplinary focus: How do rivers, people and land affect each other?</p>	<p>Working Hard</p> <ul style="list-style-type: none"> What is work? (broad definition – paid and unpaid) What jobs do we know? Earning a wage, buying and selling. What jobs can be found in the city, in the countryside, at the coast? (revise content so far). Working in a factory (Nissan factory, Sunderland). What jobs are there in our area? Fieldwork opportunity e.g. Nissan.
	B	<p>Living in the mountains</p> <ul style="list-style-type: none"> Case study: Keswick in the Lake District. Where is it? (UK map, describing location). <ul style="list-style-type: none"> What's it like? 	<p>Visiting new places</p> <ul style="list-style-type: none"> How can we travel around? (bus, car, rail, plane, buying a ticket). <ul style="list-style-type: none"> Maps. What questions can we ask about new places? 	<p>Nature all around us</p> <ul style="list-style-type: none"> There are plants and animals all around us. What plants and animals live in our local area? <ul style="list-style-type: none"> What lives in the countryside, at the coast and 	<p>Weather in our world</p> <ul style="list-style-type: none"> Revise world map/globe, continents, oceans, Equator. What questions can we ask about the weather? Different parts of the world get different weather. 	<p>Looking after our world</p> <ul style="list-style-type: none"> Looking after our school – how do we keep it clean and tidy? <ul style="list-style-type: none"> What can go wrong? Looking after our local area. What do we like and what 	<p>Changing our world</p> <ul style="list-style-type: none"> Enquiry based on an issue in school or local area (e.g. we need a better place to read in at lunchtime, or a new piece of playground equipment, or a safer way to

		<p>(looking at tourist map1, ground photos and aerial photos)</p> <ul style="list-style-type: none"> • What can we see? • What are mountains like? • What's it like to live there? <ul style="list-style-type: none"> • Getting around. • Staying safe in mountains. • How is it similar and different to where we live? • Contrasting case study: A small area in mountains. 	<ul style="list-style-type: none"> • Using an atlas. • Case study: a visit to the seaside. • Case study: a visit to another country. • What do we need to know? (how to get there, what to wear etc). • Following a route on a map, using a key. • Staying safe when travelling. 	<p>in the mountains? (revise UK landscapes, weather).</p> <ul style="list-style-type: none"> • Different plants and animals like different places to live (basic adaptation). • Plants and animals need food and water (plants grow in soil, basic food chains). • Fieldwork opportunity. • Contrasting case study: What lives in our small area in a non-European country? 	<ul style="list-style-type: none"> • The climate is the usual weather in a place. • At the Equator, it's usually hot. • As we travel further north or south from the Equator, it gets colder. • At the North and South poles, it's usually cold. • Some places get lots of rain, some are very dry, some are in between. • Temperate, polar, tropical climates. • What challenges does weather bring? • Staying safe in bad weather. • Case study of a contrasting small area in a non-European country. How does the weather there compare and contrast with the weather in our local area? 	<p>can go wrong? (case study of local issue e.g. litter or vandalism in a park).</p> <ul style="list-style-type: none"> • How can we look after nature in our area? (e.g. country code, growing flowers for bees). • How can we look after our world? (appropriate issue e.g. food waste, landfill, plastic in the sea). 	<p>cross the road outside school).</p> <ul style="list-style-type: none"> • What is the issue? • What questions can we ask about it? • How can we find out about it? What do people think should happen? • What choices do we have? • What is good and bad about each choice? • What should we do and why?
Year 3	<p>Rivers</p> <p>Depth focus - The River Indus:</p> <ul style="list-style-type: none"> • its source, course, uses, and some of its environmental challenges. How rivers get their water - the source, springs, the water cycle (and so prepares for relationship between mountains and weather in Autumn 2). • How do rivers shape the land? The river's load. <ul style="list-style-type: none"> • Flooding. <p>Depth focus - River Severn:</p> <ul style="list-style-type: none"> • Builds sense of place (and so prepares for later work on agriculture & Wales) • Wildlife in the River Severn • Fishing, local agriculture, pollution problems. <p>Geographical skills: Using photographs.</p> <p>Disciplinary focus: How do rivers, people and land affect each other?</p>	<p>Mountains</p> <p>Highest mountain in each of the four countries of the UK. Mountain ranges and mountainous regions: Brecon Beacons, Highlands, Lake District, Snowdonia, Pennines, Yorkshire Dales.</p> <p>Why do people live on mountains? Depth focus: Andes and terraced farming</p> <p>Depth focus - Snowdonia (in preparation for Wales...see Cardiff in Spring 1)</p> <ul style="list-style-type: none"> • Sustained geographical theme: <p>Relationship between mountains and weather Relationship between mountains and people</p> <p>Geographical skills: Describing location using 4-point compass.</p> <p>Disciplinary focus: How do mountains interact with what is around them?</p>	<p>Settlements & cities</p> <ul style="list-style-type: none"> • Settlement types, hamlet, village, town, city etc; land use, settlements by rivers. • Major cities in the UK – locational overview London as a conurbation and London boroughs Two cities: Cardiff and London, including economy & transport. How do people move about in Cardiff? How do people move about in London? • Patterns of settlement in Cardiff and London. <p>Disciplinary focus: How are settlements similar and different?</p>	<p>Agriculture</p> <ul style="list-style-type: none"> • Arable farming, pastoral farming, mixed farming, how farming changes the landscape. • How the food we eat affects farming (seasonal food, local food, pesticides, organic food, vegetarian and plant-based diets that do not use animals; link to fish farming, builds on fish farming in Indus River Y3 Autumn 1). • Sheep farming in Wales - Snowdonia. Locational knowledge revisited: Wales, Snowdonia, Gloucestershire • New locational knowledge: Sussex. <p>Geographical theme: links between food consumption patterns and farming; issues arising e.g. local sourcing.</p> <p>Geographical skills: Optional local fieldwork investigating local shops - their sourcing, economic and ethical considerations.</p> <p>Disciplinary focus: How are we connected to farmers?</p>	<p>Volcanoes</p> <ul style="list-style-type: none"> • Structure and composition of the earth How and why volcanoes erupt. • Types of volcanoes • Formation of volcanoes • Active, dormant and extinct volcanoes. • Link to settlements with section on why people still live near volcanoes. • Deepen Mediterranean place focus via Mount Etna and human settlements around it. • Why people visit volcanoes (work, tourism, farming, science). <p>Geographical skills: Using diagrams, describing distribution.</p> <p>Disciplinary focus: How do volcanoes affect a place?</p>	<p>Climate and biomes</p> <ul style="list-style-type: none"> • (situated, through its examples, in Europe, so that European place focus is launched simultaneously). • Continent of Europe • Climate zones - first mention of Equator, Arctic, Antarctic and the North/South poles. • Climate and relationship with oceans. Climate and biomes within climates Depth focus 1) Mediterranean climate Depth focus 2) Temperate climate, using examples of Rhine & UK ready for ongoing regional comparison. <p>Geographical skills: World map and key lines of latitude.</p> <p>Disciplinary focus: How does the climate affect the way people live?</p>	

<p>Year 4</p>	<p>Rhine and Mediterranean</p> <ul style="list-style-type: none"> • Cologne and cities on the Rhine Rotterdam and the mouth of the Rhine. • How the course of the river has been changed by human activity including canals. • Mediterranean Sea Suez Canal. <p>This unit has a synoptic element, using the Rhine and the Mediterranean to pick up and draw together themes launched already: including, water as a resource, human use of resources, including land, factors influencing the growth of settlements and cities from earlier (also ties in with all Year 3 and Year 4 history on ancient settlements).</p> <p>Geographical skills: Extending use of maps and photographs.</p> <p>Disciplinary focus: How are different parts of the Rhine and the Mediterranean used by people?</p>	<p>Population</p> <ul style="list-style-type: none"> • Characteristics of population including distribution and diversity. Migration. Depth focus: multicultural London. • Depth focus - multicultural Cardiff. • Welsh language and culture, effect of changing demographics. • Welsh or British? Idea of national identity. <p>Geographical skills: Thematic maps and using census data.</p> <p>Disciplinary focus: How and why does population distribution vary across Great Britain?</p>	<p>Coastal processes and landforms</p> <ul style="list-style-type: none"> • Diversity in the UK coastline. Processes of erosion, transportation & deposition. Coastal landforms including beaches, headlands and bays. • Overview of Jurassic coast, including significance of its rocks, fossils and landforms. • Coastal habitats using contrasting examples, including coasts of the Indian Ocean. <p>Depth focus - West Wales coast.</p> <p>Disciplinary focus: How does the location of west Wales affect its coast?</p>	<p>Tourism</p> <ul style="list-style-type: none"> • Depth focus - Llandudno, Wales A seaside town (link back to coastal processes in previous unit) Types of tourism (e.g. visiting friends and family activity holidays). Skiing holidays in the Alps. The growth of tourism in the UK and overseas. • Sunshine holidays in Spain. Advantages and disadvantages of tourism. Sustainable tourism. <p>Geographical skills: Interpreting climate data.</p> <p>Disciplinary focus: How do tourists interact with a place?</p>	<p>Earthquakes</p> <ul style="list-style-type: none"> • Depth focus - The Christchurch Earthquake, New Zealand. Causes of earthquakes: tectonic plates and fault lines. • Depth focus - California & the San Andreas fault, Indian Ocean tsunami. • Effects of earthquakes • How humans live in earthquake zones and adapt their settlements (e.g. Japan). • Revisits knowledge on volcanoes from Year 4 Spring 1. <p>Geographical skills: Thematic maps.</p> <p>Disciplinary focus: What are the pros and cons of living near a tectonic fault line?</p>	<p>Deserts</p> <ul style="list-style-type: none"> • Distribution and climate of deserts. • Depth focus - The Sahara Desert. • How deserts are formed, variety of landscapes. Plants and animals in deserts. • How humans live and adapt in deserts Depth focus: The Patagonian Desert. <p>Geographical skills: Interpreting thematic maps and satellite photographs.</p> <p>Disciplinary focus: Why are deserts located where they are?</p>
<p>Year 5</p>	<p>Why is California so thirsty?</p> <ul style="list-style-type: none"> • Water as a resource. • Depth focus on California (region in North America), continuing natural resources theme (revisit water cycle from Year 3). • Water resources in California. • Farming - intensive farming, growing almonds California aqueduct – providing water. The future of water supply in California. <p>Geographical skills: Interpreting a range of thematic maps.</p> <p>Disciplinary focus: How have the actions of people affected the drought in California?</p>	<p>Oceans</p> <ul style="list-style-type: none"> • Locational framework – world oceans, seas in Europe. • Oceans and trade, oceans and climate, major currents. • Oceans and the land masses we've studied in depth – the Atlantic and West Wales. The Pacific and South America. • Oceans and climate change, the human impact on oceans. <p>Geographical skills: Interpreting world and thematic maps.</p> <p>Disciplinary focus: How do oceans affect human behaviour and settlements?</p>	<p>Migration</p> <ul style="list-style-type: none"> • Real migration stories in people's own words, from Northern Ireland to Liverpool and from Turkey to London. • Why do people migrate? Push and pull factors revisited (from Year 5 Autumn 1) and extended in new contexts. • Refugees, persecution, asylum, asylum seekers; challenges for refugees. • How does migration change places? London, Shetland Islands, Cambridgeshire. • Migration and identity: examples from diverse settings showing complexity of identity, dual nationalities, multiple identities, and the role of place in identity. • Understanding place in relation to scale. <p>Geographical skills: Asking questions, eight-point compass.</p>	<p>North and South America</p> <ul style="list-style-type: none"> • Human and physical characteristics of North and South America, including population distribution and climate. • Megacities including Lima and depth focus on Brazil's megacities. • Urban-rural migration in Brazil, including informal settlements, like favelas. • Challenge stereotypes often held of the favelas. <p>Geographical skills: 4-figure references, thematic maps.</p> <p>Disciplinary focus: What are the pros and cons of living in a megacity?</p>	<p>The Amazon</p> <ul style="list-style-type: none"> • A depth focus on the Amazon as a region in South America, including conversations between UK children and children from the Bolivian Amazon. • The Amazon river – course and characteristics. • The Amazon ecosystem – vegetation, animals and food chains. • Ecosystem processes. • Causes and effects of deforestation. Futures for the Amazon rainforest. <p>Geographical skills: Flow diagrams, interpreting satellite photos.</p> <p>Disciplinary focus: In what ways does the geography of South America affect life in the Amazon?</p>	<p>Interconnected Amazon</p> <ul style="list-style-type: none"> • Farming in the Amazon: depth focus on the Bolivian Amazon (starting with the same community as in Summer 1). • The journey of soy produced in Bolivia. Primary, secondary, and tertiary industry. International trade. Effects of changes in trade. Trans-national companies. • Environmental connections, carbon cycle, impacts of deforestation. • Social connections, globalisation. <p>Geographical skills: Interpreting and drawing bar graphs, simple enquiry process, questionnaire</p> <p>Disciplinary focus: How does agriculture in the Amazon interact with other parts of the world?</p>

			Disciplinary focus: Why do people migrate?		
Year 6	<p>Energy and climate change</p> <ul style="list-style-type: none"> • How people use energy. • Types of energy (reviewing those covered and extending). <ul style="list-style-type: none"> • Renewable and non-renewable energy sources • The greenhouse effect. • Enhanced greenhouse effect – causes (including energy use and farming). • Climate change and its effects (building on earlier work on oceans and interconnection) examples from Antarctica, Great Barrier Reef, Pacific Islands, South Asia, UK. • How can we respond? Local and global. <p>Geographical skills focus: Interpreting line graphs Disciplinary focus: Interaction.</p> <p>Disciplinary focus: How do local actions in the UK affect global climate?</p>	<p>Ethiopia</p> <ul style="list-style-type: none"> • An in-depth place focus to complement knowledge gained in History and RE. • Where is Ethiopia? Location in Africa (introduction only as this continent is a focus in KS3). • What is Ethiopia like? Climate, landscape (including Great Rift Valley), population, biomes, major cities, rural life. • Sustainable futures – challenges faced due to climate change, UN sustainable development goals, depth focus on one project. <p>Geographical skills focus: Population pyramids, longitude and time zones.</p> <p>Disciplinary focus: Interaction How do global changes affect local places in Ethiopia?</p>	<p>Changing Birmingham</p> <ul style="list-style-type: none"> • This unit reviews and extends knowledge of cities in the UK, focusing on past, present and future changes. • Where is Birmingham? • How has it changed in the past? Growth and development of the city, industry, migration, deindustrialisation, redevelopment. • How is it changing now? Current issues, link to UN sustainable development goals, climate change. • What might Birmingham be like in the future? Possible, probable, and preferable futures. <p>Geographical skills: Interpretation and presentation of data.</p> <p>Disciplinary focus: Change How much did Birmingham change between 1750 and the present day?</p>	<p>Jamaica</p> <ul style="list-style-type: none"> • An in-depth place focus to complement other regions studied in North and South America (California, the Amazon) and to link with themes in History. • Where is Jamaica? Reinforcing knowledge gained about the world, including time zones, and developing understanding of the Caribbean. • What is Jamaica like? Climate, landscape, population history, migration, ocean biomes. Tourist industry. • Sustainable futures – environmental challenges faced due to tourism, ways forward. <p>Disciplinary focus: Change What is a preferable future for Jamaica's tourist industry?</p>	<p>Local area enquiry (double unit)</p> <ul style="list-style-type: none"> • How do geographers find out about a place? Ordnance survey maps, revision of symbols, 8- point compass and four-figure grid references, extending to 6-figure grid references. • Interpreting a range of maps and data, bringing together skills from all topics in KS2 (e.g. atlases, thematic maps, digital technologies). • What questions can we ask about the local area? Setting up a fieldwork enquiry and going through the stages of the enquiry process (asking questions, collecting data, analysing data, presenting findings). <p>Geographical skills: Ordnance survey maps, 6- figure grid references, enquiry process, local-area fieldwork.</p> <p>Disciplinary focus: Enquiry question to be tailored to the local context and interests of the class.</p>

