



Geography Curriculum Rationale

Year	Term	Rationale	Prior Knowledge/ Connections
Early Years	N/A	<p>Within the EYFS provision, Geography skills are explored and taught via planning, intervention, incidental learning and following children's lines of enquiry throughout the year, some themes (below) are encouraged and explored each term.</p> <p>ELG: People, Culture and Communities: - Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;</p> <p>- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.</p> <p>The World: Explore the natural world around them, making observations;</p> <p>- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class;</p> <p>- Understand some important processes and changes in the natural world around them, including the seasons</p>	
Year 1	Autumn 2	<p>Topic Can we play outside today? (Weather and school grounds) Focus: Fieldwork and observational skills. Basic maps. Weather</p> <p>Rationale... This is the first geographical unit in KS1 and as such, makes use of something with which the children are already familiar – the school grounds. The unit has a focus on the local scale and builds on the outdoor experiences of the EYFS. In this way the unit reflects the first steps in personal geography essential for all pupils and the geography of their school and its grounds. This unit is an opportunity to introduce some of the basic geographical terms that will be important throughout KS1&2. The basic fieldwork and introduction to maps are important steps.</p> <p>The children will begin to observe daily weather patterns, and how these might affect where and what they play.</p>	In Early Years, children will have become familiar with school's outdoor learning spaces.
	Spring 2	<p>Topic Where do I belong? (Local area study) Focus: Fieldwork and observational skills, basic maps, use and labelling of photographs, geographical language</p> <p>Rationale... In this unit a sense of place is being developed.</p> <p>This unit move up the scale from the school and school grounds to the area around the school. Pupils have met aerial views and simple maps in Year 1 Autumn term. In this unit pupils will use aerial photographs again, a simple map of the local area and add detail. Fieldwork techniques are widened as pupils are given the opportunity to choose what to take a photograph of. Discussion of distance and location throughout this unit are important so that accurate vocabulary is modelled and used, and previous geographical vocabulary is built upon specifically with reference to naming human and physical features. Local landmarks will be identified (Tommy, Pit wheels etc)</p> <p>The unit prepares children for making a comparison with other places in Year 2 and KS2 by getting to know the geography of their own area. In addition, coastal knowledge is introduced prior to a focused study in Year 4</p> <p>Mapping skills are further developed prior to using compass points in Summer Term and symbols and a key in Year 2.</p>	Children will have completed fieldwork within the school grounds and have completed basic map work on a small scale. Basic geographical terms will have previously been modelled.



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	Summer 2	<p>Topic What is my country like? UK countries, capitals and seas. Focus: map skills, photograph use, basic atlas introduction</p> <p>Rationale... This unit moves pupil knowledge up the scale from local to national. Planning enables pupils to locate the UK at different scales and reinforces locational language. There is an emphasis about pupils becoming familiar about the shape of the UK and the constituent countries. Locations of capital cities and some associations with basic landmarks, shown as quality photographs, supports the development of geographical knowledge of use of geographical information. This will support the children in Year 2 when focusing on London. There is an emphasis on direction to allow introduction of some compass points and the idea of distance. Regional landmarks are included to lay the groundwork for KS2 knowledge about a region of the UK and to support pupil sense of place. There is a very useful opportunity for beginning to make comparisons regarding weather around the UK, building on from the focus on local weather. The concept of comparing places is introduced.</p>	<p>Children will have completed fieldwork within the school grounds and local area. Basic map work activities based on familiar areas will have been undertaken. Relevant geographical terms will have previously been modelled. Children will have looked at features of a small area.</p>
Year 2	Autumn 1	<p>Topic Village, town or city? Focus: Settlements – human features</p> <p>Rationale... This unit further supports pupil knowledge of the United Kingdom but with the focus on building comparative skills. They will compare Durham, Seaham and Murton as a precursor to a more in depth study of the local area next year. Children will begin to make links and comparisons between places whilst further developing mapping skills. Studying other places allows pupils to begin to put their own local area into the wider context of their region and country. It helps them understand that a town provides a much higher level of services and functions than a village. The unit will support further locational in Years 3 and 5 as well as developing mapping skills to be developed throughout KS2. The content of this unit enables pupils to use compass directions as well as directional language to describe the location of features and routes on a map.</p>	<p>Children will already have encountered the concept of London as a capital city and should have some understanding of its location. The study of the local area in Year 1 should support in the correct use of geographical vocabulary. They will have started to make simple comparisons between places (countries of the UK). In Year 1 children will have begun to address the concept of key human features and landmarks and will have used compass directions to describe location on the national scale. Mapping skills will have been developed throughout Year 1.</p>
	Spring 1	<p>Topic What can I see from above? Focus: continent, oceans, mountains, rivers, simple world Maps and features</p> <p>Rationale... Knowledge of daily and seasonal weather patterns in the UK and how these can alter by region will support looking at locations of hot and cold places. This unit aims to fuel that curiosity pupils have about the natural world and their desire to know more about unfamiliar places, basic processes, habitats and landmarks. This unit builds on the local and national scale places/ features investigated in Year 1 to introduce pupils to work at the global scale. It introduces identification of the 7 continents and 5 oceans of the world, consolidates use of simple compass direction North and South. It introduces the idea of the Equator. Via introduction of some major human and physical landmarks of the world, some of the key vocabulary for geographers is introduced and a selection of country names and</p>	<p>Children will have some understanding of the earth from space from Year 1 (What is my country like?). They have knowledge of daily and seasonal UK weather patterns and that these may differ throughout the UK. Directional vocabulary will be re-applied Prior knowledge of land mass having different names is a building block for this unit. The UK's surrounding seas can be revised as a background to the introduction of the oceans of the world</p>



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		locations. Pupils will be using aerial photographs, globes and atlases to develop their knowledge and to become familiar with these geographical information sources. There is a possible link to a very current geographical issue in this unit around plastics in the oceans which will support learning in year 6 on conservation and energy.	
	Summer 1	<p>Topic – What might I see on holiday ? (Saltburn and Masai Mara)</p> <p>Rationale... This unit builds on the local geographical place knowledge pupils have developed in KS1 so far, including the features of human and physical geography and the location of the UK and the world's continents and oceans established in the unit, 'What can I see from above?', providing an opportunity to revisit the location of the Equator and Poles. It deepens pupils' knowledge of the UK by looking at a small area in greater depth and then a contrasting area of a non-European country and fuels curiosity about new parts of the world, developing knowledge and vocabulary related to the location of Saltburn and Masai Mara (Kenya). This part of Kenya, as a part of a non-European country has been chosen to give some balance to the Geography curriculum by ensuring pupils have knowledge of a range of continents. The unit encourages a problem solving/ decision making approach that gives a shape to the enquiry and encourages pupils to justify choices. The focus on comparison enables pupils to develop their knowledge about similarities and differences across human and physical Geography. Pupils will look at comparing differing physical features which will later link to a focused study on volcanoes and earthquakes in Year 3.</p> <p>This unit prepares pupils to look at a place at a wider scale in KS2 when the comparison moves to regional scale and helps to ensure pupils have secure locational knowledge of the continents, the UK and human and physical features as well as basic knowledge of using aerial photos, simple atlas, maps and information about places.</p> <p>The knowledge built in this unit prepares pupils for later work on different climate zones and biomes as well as the increasingly confident use of directional and locational language. Pupils need to know the location of the Equator so that they can later look at the Tropics and line of longitude and latitude.</p>	<p>This unit builds on the overview of basic world geography established in the unit, 'What can I see from above?' It builds on the naming of the 7 continents and 5 oceans. As well as this, children will have investigated the city of Durham and can now place it in a wider scale.</p> <p>Children will already be familiar with world maps.</p>
Year 3	Autumn 2	<p>Topic - What makes Murton Special?</p> <p>Rationale... This is an opportunity for an in depth fieldwork study, focusing on human geography and land use. It develops focused field study techniques in gathering and presenting data using areas in which the children are familiar.</p>	Children have investigated Murton as a village in Year 2.
	Spring 2	<p>Topic - A visit to Greece</p> <p>Rationale... This unit broadens the scale of study from the UK to Europe and builds on the continental overviews taught in Year 2. It reinforces learning regarding the names and locations of continents in KS1 and extends opportunities to acquire and apply knowledge of some of the main countries and cities in Europe. The unit draws pupils into an investigation of the human and physical geography of Greece. The unit continues to develop a range of geographical and map skills as well as introducing sketch maps. The unit revisits and builds upon a non-European area in Y2 and, to develop approaches to geographical comparisons. This unit prepares pupils for further study of physical processes and trade within later units in Y5.</p>	Children have investigated The UK as a country and understand that it varies by region.



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	Summer 2	<p>Topic – Is all of the UK the same?</p> <p>Rationale...This unit aims to fuel pupil curiosity about the great variety of the physical and human geography of the United Kingdom. It builds on the basic identification of the countries, capitals and surrounding seas of the UK in KS1, as well as the simple map work and identification of human and physical features in a small area of the UK and the local area. In this unit, pupil knowledge moves up the scale to develop knowledge at country level. This unit acts as a bridge in use of maps of different types to move detailed work later in the key stage. This is an important stepping stone unit for later learning as UK geographical knowledge is a recurring theme throughout KS2 and KS3. Pupils will need a strong sense of the variety of UK places as they go forward. There is also a wider curriculum consideration in ensuring pupils have knowledge of the country in which they live that extends beyond their immediate locality and how their local unit of government is organised at a basic level. The unit is also intended to reflect some of the 'fundamental British values' promoted through the provision of SMSC in schools, particularly prevalent in the current climate.</p>	Children have conducted local studies and made simple comparisons of Murton and Seaham, and Saltburn in Years 1 and 2
Year 4	Autumn 1	<p>Topic - Why does Italy rattle?</p> <p>Rationale...This unit broadens the scale of study from the UK to Europe and builds on the continental overviews taught in Year 2. It reinforces learning regarding the names and locations of continents in KS1 and extends opportunities to acquire and apply knowledge of some of the main countries and cities in Europe. The unit draws pupils into an investigation of the human and physical geography of Italy with a special focus on the region in Italy affected by Tectonic activity. The unit continues to develop a range of geographical and map skills as well as introducing sketch maps. The unit revisits and builds upon learning about the a small area of the UK and a non -European area in Y2 and, to develop approaches to geographical comparisons. This unit prepares pupils for further study of physical processes within later units in Y5.</p>	Children have investigated The UK and Greece as a country and understand that it varies by region.
	Spring 1	<p>Topic How does Europe fit together?</p> <p>Rationale... This unit builds on the basic identification of the location of all the continents in KS1, to an in-depth study of Europe. Pupils will apply some geographical vocabulary they have met previously – country, capital, river, sea. This unit links to the naming and locating of Europe in KS1 as one of 7 continents. It aims to develop knowledge and understanding of the location and characteristics of the significant human and physical features of Europe. The unit looks at the environmental regions of Europe and then physical characteristics, as well as the key countries and major cities of Europe. Knowledge of the human Geography of Europe is introduced by looking at capital city locations, human landmarks and some of the main crops grown and sources of energy in different parts of Europe. Work on European rivers and mountains will be built upon in Year 5.</p> <p>Pupil knowledge of the geography of Europe will form the basis of study of "Where Has My Food Come From?" in year 5 and units in KS3 study. The introduction of climate zones is further developed in study of global biomes in year 6.</p>	<p>The unit will develop previous mapping skills through the use of a variety of map types.</p> <p>Pupils will apply some geographical vocabulary they have met previously – country, capital, river, sea. This unit links to the naming and locating of Europe in KS1 as one of 7 continents</p> <p>Children have previously explored Greece and Italy</p>



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	Summer 1	<p>Topic What happens when the land meets the sea?</p> <p>Rationale... By looking in more depth at features and processes at the coast, pupils begin to develop their knowledge of the physical processes shaping the land. The fieldwork is planned to develop pupil knowledge of a range of fieldwork techniques and geographical skills. The unit prepares pupils for work in Y5 that looks at the physical processes of rivers that shape the landscape. Study of coasts is further developed in KS3/KS4&5\</p>	<p>Previously, the children have looked at changing features through mapping. In KS1 children will have investigated their local area, including the coast and so will have a basic geographic vocabulary. Most of our children will have personal experience of visiting the local beaches and this can be drawn upon when discussing observations and changes.</p>
Year 5	Autumn 2	<p>Topic Where does the water go? Water cycle and river study with focus on Wear, Volga and Nile (Fieldwork unit)</p> <p>Rationale...By looking in more depth at features and processes of rivers and the water cycle and how these often link to mountains, pupils begin to develop their knowledge of the physical processes shaping the land. In addition this unit will allow comparisons to be made between regions and will application of understanding of biomes and climate zones. The fieldwork is planned to further develop pupil knowledge of a range of fieldwork techniques and geographical skills. The unit prepares pupils for the unit on mountains next term as well as conservation in Year 6 where they will have the opportunity to look at water pollution and the causes of this. Study of coasts is further developed in KS3/KS4&5</p>	<p>Names of major rivers in UK have been taught in KS1 and recapped in Year 3. The children have already completed a defined geographical study of coasts and therefore should be able to apply many techniques used.</p>
	Spring 2	<p>Topic Where does the earth meet the sky? (physical geography and its impact) Mountains, Volcanoes, Earthquakes and weathering. Focusing on Snowdonia, Alps, and Andes</p> <p>Rationale...As rivers and their impact on the world have been studied in depth in Autumn term then this aspect will be used as a way into studying the other processes which shape our world. This unit builds on the local, national and continental scale previously studied, moving study to a global perspective. This unit starts to add depth to pupil understanding of the interaction between physical processes and the formation of landscapes and landforms. The unit focuses on basic physical processes that shape the landscape and bring change over time. The unit links back to the coastal fieldwork completed in Y4 and river fieldwork from autumn term. It builds on the study of tectonic activity in Italy in lower KS2. This allows teachers to encourage pupils to recall prior knowledge and use this a basis for new material. Children will find out the different ways in which mountains have been formed, and how different features of mountain ranges have been shaped over time. Focusing on Snowdonia, Alps, and Andes. The role of plate tectonics, the movement of the Earth's crust, in this formation will be explained. Pupils will understand that mountains are not homogeneous; not only can they look different, but they can be formed in different ways. Children will also investigate earthquakes and volcanoes, focusing on the Ring of Fire, and any recent volcanic or earthquake activities .</p>	<p>Children will have prior understanding of the geographical impact on reasons for settlement. LKS2 study of Campania will have introduced children to volcanoes and the advantages and disadvantages of living in volcanic areas. Children will have knowledge of vocabulary relating to physical and human features</p>
	Summer 2	<p>Topic – Trade Where does our food come from?</p> <p>Rationale...This unit uses a very familiar and shared knowledge around food, to enable pupils to develop knowledge about resources, industry, farming, trade and employment. It builds on the</p>	<p>This unit builds on the locational knowledge from KS1 and lower KS2. Children will already have an awareness of climate affecting food growth from the comparative study of Campania in LKS2.</p>



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		locational knowledge from KS1 and lower KS2 and builds on the ideas of land use introduced in lower KS2. The unit develops key aspects of human geography to look at trade links via food as well as the range of jobs and other activities needed to get food to our plates. Pupils will use some new forms of geographical information – graphs showing imports. They will also use mathematical skills in Geography as they calculate food miles for everyday foods. The field work opportunities offered by this unit build on the data collection opportunities pupils have had in earlier units and allow a focus on human geography. The use of resources and how people interact with the environment plays a vital role in pupil understanding of human/physical interactions as they progress through the geography curriculum. Using food as a vehicle for this allows all pupils to relate to the issues. Addressing food waste will link well to the final Year 6 unit on conservation and energy	Trade and the economy have been addressed in the NE study, looking at good grown, made or produced in the area and the transportation of these. Children have a good understanding of different map types and grid references as well as a basic understanding of longitude and latitude from earlier units in Year 5.
Year 6	Autumn 1	Topic – How can I affect the world? Rationale ...This is the final unit within school and as such is designed to be adapted to current environmental issues. However, previous learning and understanding will influence this. Children have already been exposed to discussion around forests, water and rivers and how these are used by humans. The distribution of energy will be investigated as a new concept Children should be able to employ a range of information gathering techniques in order to explain how the world is being changed over time.	The children have addressed the water cycle and river use in KS2. They have had experience of gathering information from a range of sources.
	Spring 1	Topic - Biomes and Climate Zones Rationale ...The children now further develop their knowledge of the world to investigate the links between climate zones and biomes. Within this unit the children will working at a global scale and further. The children will begin to understand the effect of climate of the land scape. The unit builds on the knowledge of physical geography developed throughout KS1&2, it will formally introduce the concept knowledge of biomes and climate as well as hemispheres and tropics. Through the study of a region in North America- Arctic Alaska, the children will begin to consider the effect of global warming prior to the final Year 6 unit.	Recap of latitude and longitude, from summer Year 5. Children will build on and consolidate fieldwork skills from Autumn Year 5 and Summer Year 4– simple data collection and presentation. Build on comparison of climate in different parts of the world from Key stage, e.g. Campania Year 3, European Jigsaw, Year 4, Trade, Year 5 Summer.
	Summer 1	Topic - What do places have in common? Rationale ... This unit offers significant challenge via bringing together the different aspects of Geography in a comparison of the key features of a region of the UK (North East) and a region of South America. Use of three types geography resource – photograph, graph and information summary starts to prepare pupils for work in KS3. This unit builds on the work done on location and physical geography in Y5 and is a pre- cursor to a unit on biomes in Spring Y6. It widens the scope of Geographical comparison from the small scale comparisons undertaken in KS1 to a wider region allowing comparison of more complex features.	Recap comparison of the key features of a region of the UK Consolidate Use of three types geography resource – photograph, graph and information summary. This unit builds on the work done on location, human and physical geography, It widens the scope of Geographical comparison from the small-scale comparison undertaken in KS1 to a wider region allowing comparison of more complex features.