Geography
Curriculum Rationale

Year	Term	Rationale	Prior Knowledge/ Connections
Early Years	**N/A**	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. ELG: People, Culture and Communities: - Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps; - 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. The World: Explore the natural world around them, making observations; - 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; - Understand some important processes and changes in the natural world around them, including the seasons	
Year 1	**Autumn 2**	**Topic** Can we play outside today? **(**Weather and school grounds) **Focus:** Fieldwork and observational skills. Basic maps. Weather This unit provides an important introduction to geography in Key Stage 1 by beginning with a place that is highly familiar and meaningful to pupils: the school grounds. Through this local and accessible context, children are supported to take their first steps in developing a sense of place and in understanding how geography is connected to their everyday lives. Building on outdoor learning and first-hand experiences from the Early Years Foundation Stage, pupils begin to observe, describe and ask questions about the world around them. The focus on the school environment enables children to develop early geographical awareness at a local scale, including recognising familiar features, using simple locational language and beginning to understand how spaces are used. The question "*Can we play outside?*" provides a purposeful and age-appropriate enquiry focus. It encourages pupils to explore how daily weather and seasonal changes affect people's choices, routines and activities. Through regular observation of weather conditions, children begin to understand that geography is not only about places, but also about how natural conditions influence human behaviour. This unit also introduces key geographical vocabulary that will be revisited and developed throughout Key Stage 1 and Key Stage 2, including terms linked to weather, seasons, maps, aerial photographs and features of the local environment. Pupils begin to use simple maps and aerial photographs of the school grounds to identify and locate human and physical features, laying the foundations for future mapwork and fieldwork skills. Fieldwork is central to the unit. Pupils use first-hand observation to notice weather patterns, explore the school grounds and begin to record simple geographical information. These early experiences help children to develop curiosity, observational skills and confidence in talking about places. Overall, this unit establishes secure foundations for geographical learning by linking pupils' immediate environment with key concepts such as place, weather, seasons, human and physical features, and the relationship between people and their environment.	In Early Years, children will have become familiar with school's outdoor learning spaces.

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	Spring 2	**Topic** Where do I belong? (Local area study) **Focus:** Fieldwork and observational skills, basic maps, use and labelling of photographs, geographical language This unit develops pupils' sense of place by extending their geographical study from the school grounds to the area surrounding the school. Through first-hand observation, pupils begin to recognise that they belong to a wider local community made up of familiar streets, buildings, landmarks and natural features. Building on earlier Year 1 work with aerial photographs, simple maps and the school grounds, pupils revisit these skills in a wider local context. They use maps and aerial photographs to identify key human and physical features and begin to add simple detail to maps of the local area. Fieldwork is central to the unit. Pupils observe, draw and photograph features in the surrounding environment, helping them to notice, record and discuss what makes their local area recognisable. The unit also supports the accurate use of geographical vocabulary, including the names of human and physical features and simple locational language such as near, far, left and right. By developing pupils' knowledge of their own locality, this unit provides a secure foundation for future comparisons with other places in Year 2 and Key Stage 2. It also strengthens early mapwork and fieldwork skills, preparing pupils for the later use of compass directions, symbols and keys.	EYFS Understanding the world People and communities: children talk about events in their own lives and in the lives of family members. They know about similarities and differences between themselves and others, and among families, communities and traditions. The world: children know about similarities and differences in relation to places. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations and explain why some things occur and talk about changes. Autumn Y1: Children will have competed fieldwork within the school grounds and have completed basic map work on a small scale. Basic geographical terms will have previously been modelled.
	Summer 2	**Topic** What is my country like? UK countries, capitals and seas. **Focus:** map skills, photograph use, basic atlas introduction This unit develops pupils' geographical understanding by moving from the local area to the national scale. Pupils are introduced to the United Kingdom as the country in which they live and begin to recognise its shape, constituent countries, capital cities and surrounding seas. Building on prior fieldwork and simple mapwork, pupils use maps, atlases and globes to locate the United Kingdom, its four countries and key capital cities. They begin to use simple locational and directional language, including early compass directions, to describe where places are in relation to one another. The unit also introduces pupils to some of the distinctive characteristics of places within the UK, including well-known landmarks in London and Edinburgh. This supports pupils in developing a sense of place and provides useful foundations for later study of London in Year 2 and regional geography in Key Stage 2. A key element of the unit is the comparison of seasonal and daily weather patterns across the United Kingdom. Pupils build on their earlier observations of local weather and begin to recognise that weather can vary between different places. This introduces the important geographical skill of comparing places in a simple and age-appropriate way. Overall, this unit strengthens pupils' locational knowledge, develops their understanding of the	Children will have competed 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.

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		United Kingdom, and introduces early comparisons between places through weather, landmarks and location.	
Year 2	**Autumn 1**	**Topic:** Where do people live? **Focus:** Settlements – human features This unit develops pupils' understanding of the United Kingdom by focusing on the places where people live and the human features found within different types of settlements. Through the comparison of Durham, Seaham and Murton, pupils begin to recognise that settlements vary in size, character, function and the range of services they provide. The enquiry question "*Where do people live?*" provides a clear and accessible starting point for exploring human geography. Pupils will learn that settlements are places where people live, and that these can include cities, towns and villages. By comparing familiar and nearby places, pupils are able to build on their own experiences while beginning to understand their local area within a wider regional and national context. This unit supports the development of early comparative thinking. Pupils will consider similarities and differences between Durham, Seaham and Murton, including the types of buildings, landmarks, services, transport links and land use found in each place. They will begin to understand that a city often provides a wider range of services and functions than a town or village, and that places can be described as more urban or more rural depending on their features. The unit also strengthens pupils' use of geographical vocabulary. Children will be introduced to key terms linked to settlements and human features, including city, town, village, factory, farm, house, office, port, harbour and shop. They will also begin to use vocabulary such as urban, rural, densely populated and sparsely populated to describe and compare places with increasing accuracy. Mapping remains an important part of the unit. Pupils will further develop their ability to use maps, aerial photographs and simple keys to identify and locate human and physical features. They will use simple compass directions and directional language to describe the position of features and routes on a map. These skills build on mapping experiences from Year 1 and provide a foundation for the more detailed local area study in Year 3, as well as further locational and mapwork development across Key Stage 2. Overall, this unit enables pupils to build secure knowledge of settlements and human features, while developing the geographical language and skills needed to describe, locate and compare places. It provides an important step in helping pupils understand how people use, shape and organise the places in which they live.	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.
	Spring 1	**Topic** What can I see from above? **Focus:** continent, oceans, mountains, rivers, simple world Maps and features This unit develops pupils' curiosity about the wider world by moving from local and national geography to a global scale. Through the enquiry question "*What can I see from above?*", pupils explore how the Earth can be represented using aerial photographs, satellite	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

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		images, globes, world maps and atlases. Pupils are introduced to the seven continents and five oceans, building on their prior knowledge of the United Kingdom and its surrounding seas. They begin to locate significant physical features, including major rivers and mountain ranges, while developing their understanding of land, water and large-scale geographical patterns. The unit strengthens pupils' use of geographical tools and vocabulary. They use maps, globes and atlases to locate places, and aerial photographs and satellite images to recognise basic human and physical features. Directional language is revisited and extended through the use of north, south, east and west. Pupils are also introduced to the Equator, supporting early understanding of hot and cold areas of the world in relation to the North and South Poles. Where appropriate, the unit may also introduce simple discussion around ocean pollution, providing an early foundation for later learning about conservation and environmental responsibility. Overall, this unit supports pupils in developing secure locational knowledge, confidence with geographical sources, and a broader understanding of the world beyond their immediate locality.	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.
	Summer 1	**Topic** – What might I see on holiday? (Sout Shields and Masai Mara) This unit builds on pupils' growing knowledge of local, national and global geography by comparing a small area of the United Kingdom with a contrasting area in a non-European country. Pupils will study South Shields in North East England and the Masai Mara in Kenya, developing their understanding of how places can be similar and different. The enquiry question "*What might we see on holiday?*" provides an accessible context for exploring human and physical geography. Pupils will compare features such as beaches, seas, cliffs, roads, shops and parks in South Shields with savannah, grasslands, national parks and safari tourism in the Masai Mara. This helps pupils recognise that different places have distinctive landscapes, climates, land uses and ways of life. The unit revisits and strengthens pupils' locational knowledge of the seven continents, with a particular focus on Europe and Africa. Pupils will locate the United Kingdom, Kenya, South Shields and the Masai Mara using maps, atlases and globes. They will also revisit the Equator and begin to understand how location can influence climate, including the contrast between the milder climate of South Shields and the more arid climate of the Masai Mara. Through comparison, pupils develop early geographical reasoning by identifying similarities and differences between places and beginning to justify their observations. The unit also strengthens mapwork by requiring pupils to use simple compass directions and locational language to describe where places and features are located. Overall, this unit broadens pupils' understanding of the wider world, supports curiosity about unfamiliar places, and provides a foundation for future learning about contrasting environments, climate, physical features and human activity.	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. Children will already be familiar with world maps.

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Year 3	**Autumn 2**	**Topic** - What makes Murton Special? **Focus –** Field study human geography This unit provides pupils with the opportunity to undertake a focused geographical field study of Murton, building directly on their Year 2 learning about settlements and the different types of places where people live. Having previously considered Murton as a village within the local area, pupils will now study it in greater depth, using fieldwork and mapwork to investigate what makes the settlement distinctive. The enquiry question "*What makes Murton special?*" encourages pupils to look closely at a familiar place and consider how its human and physical features contribute to its character. Through first-hand observation, pupils will explore patterns of land use, including residential, retail, leisure, agricultural and resource-related uses. This enables them to understand that land is used in different ways to meet the needs of the people who live and work there. A central aim of the unit is to strengthen pupils' understanding of human geography, particularly settlement, land use, economic activity and change. Pupils will consider the location and distribution of features such as houses, businesses, shops, roads and community facilities. They will begin to recognise that places are shaped by decisions, development, population and economic activity, and that these factors can change over time. Fieldwork is a significant element of the unit. Pupils will be supported to pose geographical questions, gather information, record observations and draw conclusions based on evidence. They will use a range of methods, including sketch maps, plans, photographs, simple surveys, graphs and digital mapping, to collect and present geographical information. These experiences help pupils to understand that geographers investigate real places using evidence gathered from the environment. This unit also develops pupils' map skills. Children will use a variety of maps, including Ordnance Survey maps, digital maps and satellite images, to identify features, describe location and explore spatial patterns. They will be introduced to four-figure grid references, the eight points of a compass, symbols and keys, enabling them to describe and interpret the local area with greater accuracy. Overall, this unit provides an important progression from Key Stage 1 local area work into more formal geographical enquiry in Key Stage 2. It enables pupils to develop a deeper understanding of Murton as a place, while strengthening their knowledge of land use, settlement, human features, spatial distribution and change. It also provides a foundation for future studies of the United Kingdom, contrasting localities and wider geographical processes.	Children have investigated Murton as a village in Year 2.
	Spring 2	**Topic - Greece** This unit extends pupils' geographical understanding from the United Kingdom to Europe, building on their Key Stage 1 knowledge of continents and oceans. Through a focused study of **Greece**, pupils develop their locational knowledge of Europe and begin to explore how countries within the same continent can have distinctive human and physical characteristics. Pupils will investigate Greece's location in southern Europe, its surrounding seas, mountainous landscape, islands, coastline and key settlements. They will compare aspects of Greece with a	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. Children will have started to learn about some of the features of NE regions in Autumn term.

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		familiar region of the United Kingdom, supporting the development of early comparative geography. This helps pupils recognise similarities and differences between places, including landscape, land use, settlement and the ways in which people interact with their environment. The unit also strengthens pupils' geographical enquiry and mapwork skills. Pupils will use maps, atlases, globes, photographs and secondary sources to gather information, ask geographical questions and create simple comparisons. Sketch maps may be introduced to help pupils represent key physical and human features. Overall, this unit provides an important foundation for later Key Stage 2 learning about Europe, physical processes, settlement, land use and trade. It supports pupils in developing a more secure understanding of place, scale and geographical comparison.	
	Summer 2	**Topic –** Is all the UK the same? This unit develops pupils' understanding of the United Kingdom by moving beyond the identification of its countries and capital cities to a more detailed study of its regions, landscapes and key human and physical features. It builds on Key Stage 1 learning about the four countries of the UK, surrounding seas, simple mapwork and the identification of human and physical features in familiar places. Through the enquiry question "*Is all of the UK the same?*", pupils explore the variety found across the United Kingdom, including mountains, rivers, coastlines, cities, landmarks, climate and vegetation. They will begin to recognise that the UK is made up of diverse places with distinct regional characteristics, and that landscapes and land use can vary significantly from one area to another. The unit strengthens pupils' locational knowledge by revisiting England, Scotland, Wales and Northern Ireland, while introducing key topographical features such as Scafell Pike, Ben Nevis, Snowdon, the River Thames, the River Severn, Loch Ness and the Giant's Causeway. Pupils will also explore significant landmarks and features, including Holy Island, Blackpool Pier, the Port of Tyne, Bamburgh Beach, Edinburgh Castle and the White Cliffs of Dover. Mapwork is a key focus. Pupils will use a range of maps, satellite images and Ordnance Survey resources to locate, describe and interpret places. They will add detail to base maps, use symbols and four-figure grid references, and annotate photographs and images to describe what they show. Overall, this unit provides an important foundation for future geographical study by helping pupils develop a stronger sense of the country in which they live. It supports progression in locational knowledge, map skills, geographical vocabulary and understanding of regional diversity across the UK.	Knowledge of the name and location of the countries of UK and some of their characteristics and capital cities. The unit will recap the constituent countries of the UK, from Y1, their physical and human geography as well as building on skills and geographical vocabulary developed in place studies of Year 2.

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Year 4	**Autumn 1**	**Topic** - Why is Italy unique? This unit broadens pupils' geographical understanding by extending the scale of study from the United Kingdom to Europe. It builds on pupils' earlier knowledge of continents, countries and capital cities, while introducing a more detailed study of Italy as a European country. Through a focused comparison between Campania in Italy and North East England, pupils develop their ability to identify geographical similarities and differences between regions. The enquiry question *"Why is Italy unique?"* encourages pupils to explore the distinctive physical and human geography of Italy, with particular attention to the region of Campania and the Bay of Naples. Pupils will investigate key physical features such as Italy's peninsula shape, coastline, bays, rivers, mountain ranges and volcanic landscapes. This includes an introduction to tectonic activity, with a focus on Mount Vesuvius, earthquakes and plate boundaries. The comparison with North East England provides pupils with a familiar regional context from which to develop their understanding. By comparing Campania and North East England, pupils can consider how physical geography influences settlement, land use, economic activity and daily life. This helps pupils recognise that regions may share some characteristics, such as coastlines, cities and tourism, while also differing significantly due to climate, tectonic activity, landforms and patterns of development. This unit supports the development of locational knowledge by helping pupils locate Italy within Europe and identify major physical and human features, including important cities, rivers and mountain ranges. Pupils will also revisit and apply knowledge of the Northern Hemisphere, the Equator and Europe's position within the wider world. This strengthens their understanding of location, scale and regional geography. A significant focus of the unit is the development of geographical comparison. Pupils will gather and use information from a range of maps, atlases, globes, digital mapping, photographs and secondary sources to investigate both regions. They will learn to pose geographical questions, interpret evidence and make reasoned comparisons between places. The use of sketch maps will further support pupils in representing and explaining the key features of the regions studied. This unit also lays important foundations for later learning in Key Stage 2. In particular, it prepares pupils for more detailed study of physical processes, including volcanoes, earthquakes, rivers and mountains, in subsequent units. It also strengthens pupils' understanding of human geography by exploring settlement, population, land use, economic activity and the ways in which people respond to the opportunities and challenges of their environment. Overall, this unit enables pupils to develop a richer understanding of Europe through the study of Italy and its distinctive geography. By comparing Campania with North East England, pupils deepen their knowledge of place, improve their mapwork and enquiry skills, and begin to understand how physical processes can shape human activity and regional identity.	Children have investigated The UK and Greece as a country and understand that it varies by region.

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	Spring 1	**Topic**: How does Europe fit together? **Focus**: investigating different types of map of Europe. locational knowledge of European countries This unit develops pupils' understanding of Europe as a continent, building on their Key Stage 1 knowledge of the seven continents and previous work on maps, compass directions and geographical vocabulary. Pupils move beyond simply locating Europe to developing a more detailed understanding of its countries, capital cities, major human and physical features, and regional differences. Through the enquiry question "*How does Europe fit together?*", pupils explore how countries, cities, rivers, seas, mountains, climate zones, crops and energy resources are distributed across the continent. This helps them recognise that Europe is made up of diverse places with different landscapes, climates, cultures, economies and patterns of land use. The unit strengthens pupils' locational and mapwork skills through regular use of atlases, maps, thematic maps, globes and digital mapping. Pupils will locate countries and major cities, identify key physical features such as rivers, seas and mountains, and begin to interpret thematic information linked to climate, farming and natural resources. Pupils will also develop their ability to describe places geographically, using accurate vocabulary and evidence from maps, photographs and research. This unit provides an important foundation for later work on European rivers and mountains, global biomes, food production, trade and Key Stage 3 regional geography.	Children have used mapping at various scales along with grid references and directional devices throughout school. Children will have an awareness of how places may have changed over time. Unit builds on prior geographical knowledge - continents and oceans (Year 2) Compass directions (Y2 and 3) Elements of place knowledge physical and human features and processes. (Year 3) 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. Children have previously studied Italy in Y4 and Greece in Y3.
	Summer 1	**Topic What happens when the land meets the sea?** This unit develops pupils' understanding of coasts as dynamic environments where the land and sea meet. Through a focused fieldwork investigation of Seaham coastline, pupils will explore key coastal features and begin to understand the physical processes that shape them, including erosion, transportation and deposition. Building on prior learning about the local area and previous mapwork, pupils will use their knowledge of human and physical features to investigate a familiar coastal environment in greater depth. Many pupils will have personal experience of visiting the local coast, providing a meaningful starting point for geographical enquiry and discussion. Fieldwork is central to the unit. Pupils will plan and carry out observations, gather and record data, use sketches and photographs, consider risk, and begin to analyse and evaluate their findings. They will use OS maps, photographs, information texts and first-hand evidence to identify coastal features and consider how the coastline is changing over time. The unit also introduces pupils to coastal management, including examples of hard and soft engineering such as sea walls, groynes, gabions and other protective measures. This supports pupils in beginning to understand the relationship between physical processes and human responses. Overall, this unit provides an important foundation for later study of rivers and other landscape-shaping processes in Year 5, as well as future coastal geography in Key Stage 3 and beyond. It	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.

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		strengthens pupils' fieldwork, enquiry and map-reading skills while developing their understanding of how physical processes shape the local environment.	
Year 5	**Autumn 2**	**Topic**: Where does the water go? **Focus:** Water cycle and river study with focus on Wear, Volga and Nile (Fieldwork unit) This unit develops pupils' understanding of rivers, the water cycle and the physical processes that shape the landscape. Through a focused study of the River Tees, pupils will explore how water moves through the environment, how rivers change from source to mouth, and how river features are formed along their course. The enquiry question "*Where does the water go?*" provides a clear geographical focus for investigating the journey of a river. Pupils will learn that rivers begin at a source, often in upland areas, and flow downhill through a channel towards a mouth, where they enter the sea, a lake or another river. They will study how rivers drain the land, transport sediment, erode landscapes and create distinctive features within the upper, middle and lower courses. This unit builds on pupils' prior learning about major rivers in the United Kingdom and their earlier geographical study of coasts. Many of the fieldwork and mapwork skills developed in previous units will be revisited and applied in a new physical geography context. Pupils will also continue to strengthen their understanding of how physical features, such as rivers, mountains, valleys and coasts, are connected within wider landscapes. Fieldwork is a central element of the unit. Pupils will observe, measure, record and present information about the human and physical features of a river environment. Through practical enquiry, they will develop their ability to gather evidence, interpret river features and draw conclusions about how rivers shape the land and influence human activity. This provides an important opportunity for pupils to work as geographers, using first-hand evidence alongside maps, photographs, digital mapping and secondary sources. The unit also supports the development of key mapwork skills. Pupils will use maps, atlases, globes, digital mapping and topographical maps to locate the River Tees, identify its source, route and mouth, and recognise how the surrounding landscape changes along its course. They will use symbols, keys, compass directions and grid references to describe river features and locations with increasing accuracy. In addition to developing knowledge of physical processes, the unit introduces pupils to important links between human and physical geography. Pupils will consider how rivers support settlements, land use, transport, farming, leisure, industry and access to water, while also	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.

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		recognising that rivers can present challenges, such as flooding and erosion. This unit provides a strong foundation for later learning in Key Stage 2, particularly the Year 6 study of conservation, water pollution and environmental responsibility. It also prepares pupils for more advanced study of rivers, coasts and landscape processes in Key Stage 3. Overall, this unit enables pupils to develop a secure understanding of rivers as dynamic physical systems. Through the study of the River Tees, pupils will deepen their knowledge of water, landscape, fieldwork and the relationship between people and the physical environment.	
	Spring 2	**Topic** How do tectonic plates affect the land above? (physical geography and its impact) **Focus:** Mountains, Volcanoes, Earthquakes and weathering. Focusing on Snowdonia, Alps, and Andes This unit develops pupils' understanding of the physical processes that shape the Earth's surface. Building on previous learning about rivers, coasts and tectonic activity in Campania, pupils explore how the movement of tectonic plates leads to the formation of mountains, volcanoes and earthquakes. The unit moves pupils' geographical thinking from local, national and European studies to a wider global perspective. Through the study of mountain ranges such as **Snowdonia, the Alps, the Rockies, the Andes and the Himalayas**, pupils learn that mountains vary in appearance, location and formation. They also consider how landforms are shaped over long periods of time by processes such as uplift, folding, faulting, volcanic activity and erosion. Pupils will investigate the **Ring of Fire** as a major global zone of tectonic activity, recognising its significance for earthquakes and volcanoes. They will consider both the physical processes involved and the impact these hazards can have on people, settlements and land use. This unit strengthens pupils' use of geographical sources, including maps, atlases, globes, photographs, diagrams, digital mapping and topographical information. Pupils will annotate images, interpret physical features and use geographical vocabulary to describe how tectonic processes shape landscapes. Overall, this unit deepens pupils' understanding of physical geography and prepares them for more complex study of natural hazards, landscape formation, environmental risk and human responses in later geography.	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
	Summer 2	**Topic –** Trade Where does our food come from? This unit uses the familiar context of food to develop pupils' understanding of resources, farming, industry, trade and economic activity. Pupils explore how food reaches our plates, from where it is grown, produced or processed, to how it is transported, sold and consumed. Building on prior learning about land use, climate, regions, trade and the economy, pupils will	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. Trade and the economy have been addressed in the NE study, looking at good grown, made or produced

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		consider how location, climate and physical geography influence the types of food that can be grown or produced in different places. They will also develop an understanding that the world is interconnected through food supply chains, imports, exports and transport routes. The unit strengthens pupils' knowledge of human geography by examining farming, employment, trade links, food miles and the distribution of natural resources. Pupils will use a range of geographical sources, including maps, atlases, globes, diagrams, information texts and import graphs, to investigate where everyday foods come from and how they are moved around the world. Fieldwork and data handling are also important elements of the unit. Pupils will devise questions, collect and record data, and present findings using basic geographical and mathematical techniques. Consideration of food waste introduces pupils to responsible resource use and provides a useful foundation for later work on conservation, energy and sustainability in Year 6. Overall, this unit enables pupils to understand the connections between people, places, resources and the environment through the everyday example of food. It supports progression in locational knowledge, human geography, enquiry, data interpretation and critical thinking.	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 we affect the world? This unit provides pupils with the opportunity to draw together and apply their geographical knowledge to some of the most significant environmental issues facing the world today. Through the enquiry question *"How can we affect the world?"*, pupils consider the relationship between human activity and the natural environment, with a particular focus on energy use, conservation and climate change. The unit builds on prior learning across Key Stage 2, including pupils' understanding of rivers, the water cycle, forests, land use, natural resources and human impact on environments. It also revisits earlier learning about climate zones, biomes and environmental regions, enabling pupils to make links between physical geography and human decision-making. Climate change, introduced in Year 4, is developed further as pupils consider its causes, impacts and possible responses. A key focus of the unit is the distribution and use of natural resources, particularly energy. Pupils will explore how energy is generated, used and distributed, and will begin to compare renewable and non-renewable energy sources. This supports pupils in understanding that access to energy is uneven across the world and that choices about energy production and consumption can have local, national and global consequences. The unit also develops pupils' understanding of global warming and climate change. Pupils will learn the distinction between weather and climate, and will consider how the enhanced greenhouse effect contributes to long-term changes in global temperatures and weather patterns. They will examine the impacts of climate change on people, places and environments, including changes to water availability, extreme weather, habitats, food production and coastal areas.	The children have addressed the water cycle and river use in KS2. They have had experience of gathering information from a range of sources. Climate change is introduced in Year 4.

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Year	Term	Rationale	Prior Knowledge/ Connections
		Conservation forms an important part of the unit. Pupils will consider how individuals, communities, governments and organisations can respond to environmental challenges. This includes examining ways to reduce energy use, protect natural environments, use resources more responsibly and make more sustainable choices. The unit is designed to be responsive to current environmental issues, allowing teachers to adapt case studies and examples to reflect relevant local, national and global developments. Pupils will use a range of geographical sources, including maps, data, graphs, photographs, digital mapping, reports and news sources, to gather, compare and evaluate information. They will communicate their findings in a variety of ways and begin to justify their views using geographical evidence. Overall, this unit provides a strong conclusion to primary geography. It enables pupils to apply locational knowledge, human and physical geography, enquiry skills and critical thinking to real-world issues. It prepares pupils for Key Stage 3 by encouraging them to think geographically about change, responsibility, sustainability and the impact of human actions on the planet.	
	Spring 1	**Topic**- Is all the world the same? **Focus** - Biomes and Climate Zones This unit develops pupils' understanding of the world at a global scale by exploring the relationship between **climate zones, biomes and vegetation belts**. Building on prior learning about continents, latitude and longitude, European regions, trade, rivers and physical processes, pupils begin to understand how climate influences landscapes, ecosystems and the distribution of plants, animals and human activity. Through the enquiry question *"Is all the world the same?"*, pupils investigate why different parts of the world have contrasting environments. They will consider the significance of the **Equator, poles, hemispheres, Tropics of Cancer and Capricorn, Arctic and Antarctic Circles**, and how location affects temperature, rainfall and climate. This supports pupils in recognising broad global patterns and explaining why environments vary across the planet. The unit introduces pupils to the major world biomes, including **aquatic, forest, desert, tundra and grassland biomes**. Pupils will explore the key characteristics of each biome and begin to make links between climate, vegetation, wildlife and landscape. Vegetation belts are also introduced, helping pupils understand how plant life changes according to temperature, rainfall and elevation. A focused study of **Arctic Alaska** provides pupils with an opportunity to apply their knowledge to a region in North America. Through this case study, pupils will consider how climate shapes the environment and begin to explore the impact of global warming on fragile ecosystems. This provides important preparation for the final Year 6 unit on energy, conservation and climate change. The unit strengthens pupils' use of maps, atlases, globes and digital mapping to locate countries, climate zones and biomes. Pupils will compare and evaluate geographical information from a range	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 4, European Jigsaw, Year 4, Trade, Year 5 Summer.

Geography
Curriculum Rationale

Year	Term	Rationale	Prior Knowledge/ Connections
		of sources and communicate their ideas in different ways. Overall, this unit supports pupils in developing a secure understanding of global environmental patterns and the connection between climate, landscape and life on Earth.	
	Summer 1	**Topic** - What do places have in common? This unit brings together pupils' previous geographical learning through a challenging comparison of Durham, in the North East of England, and Mexico City, in North America. Pupils move beyond simple place comparison to consider more complex similarities and differences in location, climate, settlement, population, land use, physical features and human activity. Building on prior knowledge of continents, climate zones, settlements, rivers, regional geography and mapwork, pupils will use a range of geographical sources, including maps, photographs, graphs, climate data, information texts and GIS. This supports pupils in developing the analytical and evaluative skills needed for Key Stage 3 geography. The comparison between Durham and Mexico City allows pupils to explore how places at different scales can share some common features while also being shaped by very different physical, cultural, economic and environmental conditions. Pupils will consider how location, climate, bodies of water, population, settlement patterns and transport influence the character of each place. This unit strengthens pupils' understanding of place, scale and interconnection, while preparing them for later work on biomes, climate and global environmental patterns. It also provides an opportunity for pupils to communicate geographical ideas clearly, justify comparisons using evidence, and evaluate information from a range of sources.	Continents, equator and tropics, settlement and climate. Local regional knowledge about landscape, settlement and other key human features.