Geography

Curriculum Overview

	Guidance Areas	Autumn		Spring		Summer	
		Term 1	Term 2	Term 1	Term 2	Term 1	Term 2
	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						
EYFS	Nursery	**People, Culture and Communities** Is curious about people and shows interest in stories about people Has a sense of own immediate family and relations and pets • In pretend play, imitates everyday actions and events from own family and cultural background. • Learns that they have similarities and differences that connect them to, and distinguish them from, others		**The World** Is curious and interested to explore new and familiar experiences in nature: grass, mud, puddles, plants, animal life • Remembers where objects belong Notices detailed features of objects in their environment • Can talk about some of the things they have observed such as plants, animals, natural and found objects • Enjoys playing with small world reconstructions, building on first-hand experiences, e.g. visiting farms, garages, train tracks, walking by river or lake			
	Reception	**People, Culture and Communities** Shows interest in the lives of people who are familiar to them • Shows interest in different occupations and ways of life indoors and outdoors • Knows about similarities and differences between themselves and others, and among families, communities, cultures and traditions		**The World** • Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world • Developing an understanding of changes over time • Shows care and concern for living things and the environment • Begin to understand the effect their behaviour can have on the environment Looks closely at similarities, differences, patterns and change in nature • Knows about similarities and differences in relation to places • Talks about the features of their own immediate environment and how environments might vary from one another			

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	Continuous Provision	• Provide books and resources which represent children's diverse backgrounds and which avoid negative stereotypes, ensuring different cultures are represented but especially the backgrounds of the children in the room. • Provide positive images of all children including those with diverse physical characteristics, including disabilities. • Support good ecological habits in daily life by providing first-hand experiences, e.g. waste disposal by putting papers in recycling bins, • Support children's understanding of difference and of empathy by using props such as puppets and dolls to tell stories about diverse experiences, ensuring that negative stereotyping is avoided. Invite children and families with experiences of living in other countries to bring in photographs and objects from their home cultures including those from family members living in different areas of the UK and abroad. • Ensure the use of up-to-date, appropriate photographs of parts of the world that are commonly stereotyped and misrepresented. Visit different parts of the local community, including areas where some children may be very knowledgeable, e.g. Chinese supermarket, local church, elders lunch club, Greek café. • Provide role-play areas with a variety of resources reflecting diversity. • Make a display with the children, showing all the people who make up the community of the setting.	• Develop the use of the outdoors so that young children can investigate features, e.g. a mound, a path or a wall, and experience weather, large spaces and seasonal change • Make use of outdoor areas to give opportunities for investigations of the natural world, for example, provide chimes, streamers, windmills and bubbles to investigate the effects of wind. • Provide story and information books about places, such as a zoo or the beach, to remind children of visits to real places. • Use the local area for exploring both the built and the natural environment. Regularly take small groups of children on local walks, taking the time to observe what involves the children's interest. • Provide play maps and small world equipment for children to create their own environments as well as represent the familiar environment • Share stories related to pollution, climate change, habitat erosion, etc.
Year 1	Topic/Focus	**Can we play outside today?**	**Where do I belong?**	**What is the UK like?**
	Key knowledge	There are four seasons in the year: spring, summer, autumn and winter. In the United Kingdom, different seasons usually bring different types of weather. Summer is usually the hottest season and begins in June. Winter is usually the coldest season and begins in December. Spring begins in March and is often associated with warmer weather and new plant growth. Autumn begins in September and is often associated with cooler weather and falling leaves. Weather can change from day to day. Common types of weather include sun, rain, wind, snow, hail, fog and frost. Weather can affect what people do, including whether and how children play outside. An aerial photograph is a photograph taken from above. Maps and aerial photographs can be used to identify places and features in the school grounds.	The area around the school is part of their local area. A local area is the place nearby where people live, learn, work and spend time. Places have human features and physical features. Human features are features made or used by people. Human features in the local area may include: shops; streets; roads; houses; the school; offices; factories; farms. Settlements can include cities, towns and villages. Physical features are natural features in the environment. Physical features in the local area may include trees and other natural features. A landmark is a feature that helps people recognise or describe a place.	The United Kingdom is made up of four countries: England, Scotland, Wales and Northern Ireland. The United Kingdom can be located on maps, atlases and globes. The UK is surrounded by seas, including the North Sea and the English Channel. Each country in the UK has a capital city. London is the capital city of England. Edinburgh is the capital city of Scotland. England has the highest population of the four UK countries. Northern Ireland has the lowest population of the four UK countries. Countries can have flags which help represent them. London has important landmarks, including the River Thames, Big Ben and Buckingham Palace. Edinburgh has important landmarks, including Edinburgh Castle and Arthur's Seat. Weather can change from day to day. Weather can be different in different parts of the United Kingdom.

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		The school grounds include both human features, such as buildings, fences and playground equipment, and physical features, such as trees, grass and soil	A map is a drawing or plan that shows where places and features are. An aerial photograph shows a place from above. Features can be described using locational and directional language, such as near, far, left and right. People can use maps, photographs and observations to learn more about a place. The local area can be studied through fieldwork.	The United Kingdom has seasonal weather patterns. The four seasons are spring, summer, autumn and winter. Geographers use maps, atlases, globes and photographs to learn about places.
	Key skills	Observe and describe daily weather conditions. Identify simple seasonal and daily weather patterns in the United Kingdom. Use basic geographical vocabulary linked to weather, seasons and the local environment. Discuss how weather can affect people's activities and choices. Use first-hand observation to explore the school grounds. Identify simple human and physical features within the school environment. Use aerial photographs and simple maps to locate features in the school grounds. Begin to record geographical information through drawings, symbols, simple maps or discussion. Ask and answer simple geographical questions about their local environment.	Use simple fieldwork and observational skills to explore the area around the school. Identify human and physical features in the local area. Name familiar local features using basic geographical vocabulary. Recognise local landmarks and explain why they are noticeable or important. Use aerial photographs to recognise features in the surrounding environment. Use simple maps to locate familiar features in the local area. Add simple detail to a map of the local area. Use locational and directional language, including near, far, left and right, to describe where features are. Make observational drawings of features seen during fieldwork. Take or select photographs of features in the local area. Talk about what they have observed using appropriate geographical language. Begin to compare features within the local area, identifying what is similar or different. Ask and answer simple geographical questions about the place where they live and learn.	Locate the United Kingdom on a map, atlas and globe. Name and locate the four countries of the United Kingdom. Locate the surrounding seas of the United Kingdom, including the North Sea and English Channel. Locate the capital cities of the United Kingdom on a map. Identify simple characteristics and landmarks of London and Edinburgh. Use photographs to recognise and describe key landmarks. Use simple compass directions and locational language to describe where places are. Observe and describe daily weather patterns. Identify seasonal weather patterns in the United Kingdom. Make simple comparisons between weather in different parts of the UK. Use basic geographical vocabulary to describe places, landmarks and weather. Begin to compare places by identifying similarities and differences.
Year 2	Topic/Focus	**Where do people live?**	**What can I see from above?**	**What might we see on holiday?**
	Key knowledge	A settlement is a place where people live. Settlements can be different sizes, including cities, towns and villages. A city is usually a large settlement with many buildings, services, workplaces and transport links. A town is usually smaller than a city but often has a range of shops, services and facilities. A village is usually a smaller settlement with fewer	The world is made up of large areas of land and water. A continent is a very large area of land. The seven continents are: Europe, Asia, Africa, North America, South America, Oceania, Antarctica An ocean is a very large body of salt water. The five oceans are:	South Shields is in South Tyneside, in the North East of England, within the United Kingdom. The United Kingdom is in the continent of Europe. South Shields is located on the coast beside the North Sea. South Shields has a mild climate. Human features in South Shields include a town, houses, shops, roads, pier, fairground, park and play

		buildings and services. Durham is a city. Seaham is a town. Murton is a local settlement that can be compared with nearby towns and cities. Settlements have different human features, such as houses, shops, offices, factories, farms, ports and harbours. A capital city is the city where a country's government is based. Some places are more urban, with more buildings, roads, services and people. Some places are more rural, with fewer buildings and more open land. A densely populated place has many people living close together. A sparsely populated place has fewer people living across a wider area. Places can be compared by looking at their size, buildings, services, landmarks and transport links. Maps and aerial photographs can be used to identify settlements, landmarks and human features. A key uses symbols to show what different things are on a map. Locational and directional vocabulary can be used to describe where places and features are located.	Arctic Ocean, Atlantic Ocean, Indian Ocean, Pacific Ocean, Southern Ocean The Equator is an imaginary line around the middle of the Earth. Places near the Equator are generally hotter than places nearer the North and South Poles. The North Pole and South Pole are among the coldest areas of the world. The four main compass directions are north, south, east and west. World maps, atlases and globes can be used to locate continents, oceans and countries. Aerial photographs and satellite images show places from above. Physical features include mountains, rivers, oceans, seas, beaches, cliffs, coasts, forests and valleys. Human features include cities, towns, villages, shops, houses, offices, ports and harbours. Significant mountain ranges include the Andes, Alps, Himalayas and Rocky Mountains. Rivers such as the Tyne and Wear are important rivers in the North East of England. Significant rivers around the world include: River Thames in the United Kingdom, River Mississippi in North America, River Amazon in South America, River Nile in Africa, River Danube in Europe, Yangtze River in Asia, Murray-Darling River in Oceania	area. Physical features in South Shields include a beach, sea, cliffs, hills, vegetation and river. The Masai Mara is an area in Kenya. Kenya is a country in the continent of Africa. The Masai Mara has physical features including savannah and grasslands. Human features of the Masai Mara include a national park and areas used for safari tourism. The Masai Mara is sparsely populated, meaning fewer people live across the area. The Masai Mara has a more arid climate than South Shields. Places can be compared by looking at their location, climate, human features and physical features. The four main compass directions are north, south, east and west. Maps, atlases and globes help geographers locate and compare places.
	Key skills	Identify different types of settlement, including cities, towns and villages. Describe human features using appropriate geographical vocabulary. Compare Durham, Seaham and Murton by identifying similarities and differences. Recognise and describe some of the services and functions found in different settlements. Identify landmarks, human features and physical features on maps and aerial photographs. Plot simple landmarks and features on maps and aerial photographs. Use a simple map key to identify human and physical features. Follow a route on a map using simple compass directions. Use locational and directional vocabulary to	Name and locate the seven continents of the world. Name and locate the five oceans of the world. Use world maps, atlases and globes to locate the United Kingdom, continents and oceans. Use simple compass directions, including north, south, east and west, to describe location. Identify the Equator and begin to describe hot and cold areas of the world in relation to it. Use aerial photographs and satellite images to recognise basic physical and human features. Identify significant physical features, including major rivers and a mountain range. Use basic geographical vocabulary to describe human and physical features. Compare features seen on maps, globes, aerial photographs and satellite images. Recognise basic landmarks and features from an	Locate the United Kingdom and Kenya on a world map, atlas or globe. Locate Europe and Africa on a world map. Locate South Shields and the Masai Mara using maps and atlases. Use simple compass directions, including north, south, east and west, to describe location. Use locational and directional language to describe where places and features are. Identify and describe human features of South Shields and the Masai Mara. Identify and describe physical features of South Shields and the Masai Mara. Compare the human and physical geography of a small area of the United Kingdom with a small area of a contrasting non-European country. Recognise simple differences in climate between

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		describe the position of places and features. Ask and answer simple geographical questions about where people live. Begin to explain how the features of a settlement may affect the way people live, work, travel and use services.	above-view perspective. Use simple symbols and keys to interpret geographical information. Ask and answer simple geographical questions about the world. Begin to make links between human activity and the natural environment, such as the impact of plastic pollution in oceans.	South Shields and the Masai Mara. Use basic geographical vocabulary to describe places accurately. Ask and answer simple geographical questions about contrasting places. Begin to justify comparisons using geographical evidence from maps, photographs and discussion.
Year 3	Topic/Focus	**What is special about Murton?**	**A Visit to Greece (Comparative Study)**	**Is all of the UK the same?**
	Key knowledge	Murton is a local settlement with its own distinctive human and physical features. A settlement is a place where people live, work and access services. Land use means the way in which an area of land is used. Land in Murton may be used for different purposes, including: residential use, such as houses and housing estates; retail use, such as shops and local services; leisure use, such as parks, open spaces or community facilities; agricultural use, such as farmland; resource-related use, where land is connected to natural resources or past industry. Human features in Murton include houses, businesses, shops, roads and services. Physical features are natural features in the environment, such as green spaces, fields or landforms. The location of features within a settlement is not random; features are often distributed in patterns. Spatial distribution refers to how features are arranged across a place. Places can change over time as a result of development, population change, transport, employment and economic activity. Economic activity refers to the work, services and businesses that help a place function. Maps, satellite images and aerial photographs can be used to investigate land use and settlement patterns. Ordnance Survey maps use symbols and keys to represent real places. Four-figure grid references can be used to locate squares on a map. Fieldwork allows geographers to observe, record and explain features of a real place.	**Greece** is a country in **southern Europe**. Greece borders the **Aegean Sea**, **Ionian Sea** and **Mediterranean Sea**. Greece has one of the longest coastlines in Europe. Greece can be divided into three main areas: the **mainland**, the **islands** and the **Peloponnese peninsula**. Greece has thousands of islands, with **Crete** being the largest. Much of Greece is mountainous. **Mount Olympus** is the highest mountain in Greece. Important mountain ranges linked to Greece include the **Pindus Mountains**. Greece has a varied physical landscape, including mountains, forests, lakes, islands and coastline. Physical geography can influence where people live, how land is used and how people travel. Greece has settlements of different sizes, including villages, towns and cities. Places in Greece can be compared with places in the United Kingdom by looking at human and physical features. Geographical information can be gathered from maps, photographs, atlases and written sources.	The United Kingdom is made up of four countries: England, Scotland, Wales and Northern Ireland. The UK contains a variety of landscapes, including mountains, hills, rivers, lakes, coastlines and beaches. The UK also contains a variety of human features, including cities, ports, piers, castles and other landmarks. A landscape is the visible character of an area, including its physical and human features. Relief refers to the height and shape of the land. A landmark is a recognisable feature that helps identify a place. Climate refers to long-term weather patterns, while weather describes day-to-day conditions. Different regions of the UK may have different landscapes, land uses and characteristics. England has the capital city London. Important physical features in England include the Cheviot Hills, Cumbrian Mountains, Scafell Pike, the River Thames, River Tyne and River Severn. Significant landmarks and features in England include Holy Island, Blackpool Pier, the Port of Tyne, Bamburgh Beach and the White Cliffs of Dover. Scotland has the capital city Edinburgh. Important physical features in Scotland include the Grampian Mountains, Ben Nevis, the River Forth and Loch Ness. Significant landmarks and features in Scotland include Edinburgh Castle. Wales has the capital city Cardiff. Important physical features in Wales include the Cambrian Mountains, Snowdon, the River Severn and the River Wye. Northern Ireland has the capital city Belfast. Important physical features in Northern Ireland include the Antrim Mountains. Significant landmarks and features in Northern Ireland include the Giant's Causeway. The UK can be divided into regions, including areas such as the North East, North West, South East and South West of England. Maps, satellite images and photographs can provide

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				information about physical and human geography. Ordnance Survey maps use symbols, keys and grid references to show features accurately.
	Key skills	Pose geographical questions about Murton and its features. Use fieldwork to observe and record human and physical features in the local area. Identify different types of land use within Murton. Recognise and describe human features, including houses, businesses, shops and roads. Use geographical information from a range of maps. Use satellite images, aerial photographs and digital maps to investigate the local area. Use Ordnance Survey maps, symbols and keys to identify features. Use the eight points of a compass to describe direction and location. Begin to use four-figure grid references to locate places on a map. Identify patterns in the distribution of features across Murton. Gather geographical information through observation, discussion, photographs, simple surveys or tally charts. Record information using sketch maps, plans, tables, graphs or annotated images. Draw simple conclusions from fieldwork evidence. Present geographical findings clearly using appropriate vocabulary. Begin to explain how Murton has changed or may continue to change over time	Locate Greece on a map of Europe. Identify the seas surrounding Greece. Use maps, atlases and globes to locate countries, regions and physical features. Use photographs and secondary sources to gather information about Greece. Identify and describe key human and physical features of Greece. Pose geographical questions about Greece and its landscape. Compare Greece with a familiar region of the United Kingdom. Identify similarities and differences between places. Use geographical vocabulary to describe location, landscape, settlement and land use. Create or use simple sketch maps to show key features. Organise and present geographical information clearly. Begin to explain how physical geography can affect where and how people live.	Locate the four countries of the United Kingdom on a map. Locate capital cities of the UK, including London, Edinburgh, Cardiff and Belfast. Locate key UK cities, regions, rivers, mountains, coastlines and landmarks. Use maps, atlases, globes and digital mapping to locate and describe places. Use satellite images and photographs to identify human and physical features. Use Ordnance Survey maps, symbols and keys to identify features. Begin to use four-figure grid references to locate places and features. Add detail to a base map of the United Kingdom. Annotate photographs, maps and satellite images using geographical vocabulary. Describe information shown by a map, photograph or satellite image. Compare different parts of the UK by identifying similarities and differences in their human and physical geography. Use geographical vocabulary accurately to describe landscapes, landmarks, rivers, mountains, coastlines and regions.
Year 4	Topic/Focus	**Why is Italy unique?**	**How does Europe fit together?**	**What happens When the Land Meets the Sea?**
	Key knowledge	Europe is a continent made up of many countries, including Italy and the United Kingdom. Italy is a country in southern Europe. A region is an area within a country with its own geographical characteristics. Campania is a region in southern Italy. North East England is a region of the United Kingdom. Italy is a peninsula, meaning it is surrounded by water on three sides. Italy has a long coastline and includes bays, islands, mountains, rivers and volcanoes. The Bay of Naples is an important coastal area in Campania. Italy's major mountain ranges include the Alps and the Apennines. Important rivers in Italy include the Po and the Tiber. Mount Vesuvius is a volcano located near the Bay of Naples. A volcano is an opening in the Earth's surface through which	Europe is one of the world's seven continents. Europe is made up of many countries, including the United Kingdom, France, Spain, Italy, Germany, Greece, Norway, Poland and Russia. A country is an area of land with its own government and borders. A capital city is the city where a country's government is usually based. Europe has many major cities, including London, Paris, Rome, Berlin, Madrid and Athens. Europe has a range of physical features, including rivers, seas, mountain ranges, coastlines and plains. Important European rivers include the Danube, Rhine, Volga and Thames. Important European mountain ranges include the Alps, Pyrenees and Carpathians. Europe is bordered by a number of seas and oceans, including the Atlantic Ocean, Arctic Ocean, Mediterranean Sea, North Sea and Baltic Sea.	A coast is the edge of the land where it meets the sea. A coastline is the line or boundary where land and sea meet. Coastal environments include physical features such as beaches, cliffs, rocks, sand, pebbles, sediment, estuaries, river mouths and waves. Coastal landscapes are shaped by physical processes, including erosion, transportation and deposition. Erosion is the wearing away of land, rock or sediment. Coastal erosion can be caused by waves, tides, currents and weathering. Transportation is the movement of sediment from one place to another. Deposition occurs when material being carried by water or wind is dropped. Longshore drift is the movement of sediment along the coastline. Waves have a swash, which moves material up the beach, and a backwash, which carries material back towards the sea.

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		lava, ash and gases may erupt. Tectonic activity occurs where sections of the Earth's crust move. Plate boundaries are places where tectonic plates meet. Earthquakes and volcanoes are often associated with tectonic plate boundaries. Physical geography can influence where people live, how land is used and the types of economic activity found in a region. Human geography includes population, settlement, land use, economic activity and trade. Campania and North East England both have coastal areas, settlements, transport links and economic activity. Campania and North East England also differ in important ways, including climate, tectonic activity, landforms and some types of land use. Maps, atlases, globes and digital mapping can be used to locate countries, regions and physical features. Sketch maps can be used to represent the key features of a place.	Different parts of Europe have different climates, which can affect farming, settlement and land use. Crops grown in Europe vary depending on climate and landscape. Energy resources are distributed unevenly across Europe. Human features of Europe include capital cities, landmarks, transport networks, farming areas and energy production sites. Physical features can influence where people live, how land is used and how countries are connected. Thematic maps show specific information, such as climate, population, crops or energy. Digital mapping and GIS can be used to locate places and explore geographical patterns.	Coastal erosion can create landforms such as cliffs, arches, stacks and stumps. Coasts may include human features such as ports, harbours, sea walls, groynes and gabions. Hard engineering uses built structures to protect the coast. Soft engineering works more naturally with the environment to manage coastal change. Fieldwork helps geographers observe, measure, record and understand real places. Data collected during fieldwork can be analysed and evaluated to support geographical conclusions.
	Key skills	Locate Italy on a map of Europe. Locate Campania within Italy. Locate North East England within the United Kingdom. Identify key physical and human features of Italy using maps, atlases and globes. Use geographical information from different types of maps, including physical, political and digital maps. Use photographs, satellite images and secondary sources to gather information about Campania and North East England. Pose geographical questions about the similarities and differences between two regions. Compare the Bay of Naples with the North East of England using human and physical geography. Describe key physical features, including coastlines, bays, rivers, mountains and volcanoes. Explain in simple terms how tectonic activity can create volcanoes and earthquakes. Describe aspects of human geography, including settlement, population, land use and economic activity. Use the eight points of a compass to describe location and direction. Use four-figure grid references, symbols and keys to locate and identify features on maps. Create and use sketch maps to show the main features of a region. Gather, organise and present geographical information clearly. Draw simple conclusions about how physical geography can influence human activity.	Locate Europe on a world map and globe. Locate a range of European countries using maps, atlases and digital mapping. Identify capital cities and major cities in Europe. Use maps to locate key European rivers, seas and mountain ranges. Use thematic maps to explore patterns such as climate, crops, energy and natural resources. Use geographical information from atlases, maps, digital mapping, photographs and research. Describe places geographically using accurate vocabulary. Annotate maps, sketches or photographs to show key human and physical features. Use the eight points of a compass to describe location and direction. Use four-figure grid references, symbols and keys to interpret maps. Compare different areas of Europe by identifying similarities and differences in human and physical geography. Begin to explain how physical features and climate can influence land use, farming, energy and settlement. Present geographical information clearly using maps, annotations, written explanations or labelled diagrams.	Use OS maps, photographs, information texts and fieldwork evidence to investigate a coastal environment. Locate Seaham and identify key coastal features using maps and aerial images. Use geographical vocabulary to describe coastal features and processes. Identify physical coastal features, including beaches, cliffs, rocks and sediment. Identify human coastal features, including ports, harbours and coastal defences. Plan a simple fieldwork investigation. Consider risk and safety during fieldwork. Devise geographical questions about the coastline. Gather data through observation, sketches, photographs, surveys and measurements. Record fieldwork information accurately. Annotate photographs, maps and sketches to show coastal features and processes. Begin to analyse and process fieldwork data. Draw simple conclusions from evidence collected. Evaluate the fieldwork process by considering what was successful and what could be improved. Explain how physical processes such as erosion, transportation and deposition can change the coastline. Begin to explain why people manage coastlines and how coastal defences are used.

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Year 5

Topic/Focus	**Where does the water go?**	**How do tectonic plates affect the land above?**	**Where does our food come from?**
Key knowledge	What are the key features of a river? • **Source:** The place where the river begins, often in the hills or mountains. • **Channel:** The path the river flows along. • **Banks:** The sides of the river channel. • **Riverbed:** The bottom of the river channel. • **Mouth:** Where the river ends, flowing into a lake, sea, or another river. What does a river do? • **Flows downhill:** Rivers always flow downhill because of gravity. • **Erodes land:** As a river moves, it wears away the land, creating valleys. • **Carries sediment:** Rivers pick up and carry bits of soil and rock, called sediment, along their course. • **Drains the land:** Rivers collect water from rainfall and melting snow or ice, draining water from the land and carrying it to the sea. **The Upper Course:** Fast flowing, narrow channel, steep sides, steep valleys, with interlocking spurs. features -Waterfalls, rapids **The Middle Course:** Slower flowing, wider channel, less steep sides, wider valley features - tributaries, confluences **The Lower Course**: Slower flowing, deep, wide channel, less steep sides, wider valley Features - Flood plains, levees, delta, estuary	The Earth's crust is divided into large sections called tectonic plates. Tectonic plates move slowly over time. The movement of tectonic plates can shape the land above. Mountains can form in different ways, including through folding, faulting and volcanic activity. A mountain range is a group or chain of mountains. Major mountain ranges include: Snowdonia in Wales; the Alps in Europe; the Rocky Mountains in North America; the Andes in South America; the Himalayas in Asia. Mountains have key features, including summits, peaks, slopes, ridges, valleys and cliffs. Altitude means the height of land above sea level. Relief describes the height and shape of the land. Contours on maps show land height and steepness. Subduction occurs when one tectonic plate moves beneath another. Volcanoes often form at plate boundaries. The Ring of Fire is a zone around the Pacific Ocean where many earthquakes and volcanoes occur. Around 75% of the world's volcanoes and about 90% of the world's earthquakes are associated with the Ring of Fire. Tectonic hazards can affect people, settlements, transport, land use and economic activity. People living in tectonically active areas may benefit from fertile soils, tourism and geothermal energy, but also face risks from earthquakes and volcanic eruptions.	Food is a natural resource because it comes from the land, sea, plants or animals. The location of a place can affect the food that is grown or produced there. Climate influences food production, including temperature, rainfall and seasons. Different foods are grown in different parts of the world because environments vary. Land use includes the ways land is used for farming, growing crops, grazing animals, industry, transport and retail. Farming can be affected by physical geography, including soil, water, relief and climate. Food often travels through a supply chain before it reaches consumers. A supply chain may include growing, harvesting, processing, packaging, transporting, selling and buying. Trade is the buying and selling of goods and services between places. Imports are goods brought into a country from another country. Exports are goods sent from one country to another. The United Kingdom imports some food from other countries. Food miles refer to the distance food travels from where it is produced to where it is eaten. Transporting food can have environmental impacts. The world is interconnected through food production, transport and trade. Jobs linked to food may include farming, fishing, processing, packaging, transport, retail and hospitality. Food waste is an important issue because it wastes resources, energy, water, labour and transport. Choices about food can affect people, places and the environment.
Key skills	Locate the River Tees on maps of the United Kingdom. Identify the source, route and mouth of the River Tees using maps and digital mapping. Use topographical maps to identify how land height changes along a river's course. Use maps, atlases, globes and digital mapping to locate and describe rivers. Identify and describe key river features, including the source, channel, banks, riverbed and mouth. Recognise features of the upper, middle and lower courses of a river. Interpret and analyse river features using maps, photographs, diagrams and fieldwork evidence.	Locate major mountain ranges using maps, atlases, globes and digital mapping. Locate areas of significant tectonic activity, including the Ring of Fire. Use maps to identify patterns in the distribution of mountains, volcanoes and earthquakes. Interpret topographical maps to identify relief, altitude and contour patterns. Use four- and six-figure grid references, symbols and keys to support accurate map reading. Gather geographical information from maps, atlases, globes, photographs, diagrams and written sources. Annotate photographs and diagrams to describe physical features and processes.	Use maps, atlases, globes and digital mapping to locate countries and regions linked to food production. Use geographical information from maps, diagrams, graphs and information texts. Identify where everyday foods are grown, produced or processed. Use import data and graphs to investigate where food comes from. Calculate or estimate food miles for selected everyday foods. Make links between climate, location, land use and food production. Describe how food reaches consumers through supply chains.

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		Use fieldwork to observe, measure, record and present human and physical features of a river environment. Gather geographical information using methods such as observation, sketch maps, photographs, measurements, tables and graphs. Use geographical vocabulary accurately when describing river processes and features. Use compass directions, symbols, keys and grid references to describe river locations and features. Pose geographical questions about rivers and river environments. Draw conclusions from geographical evidence. Make links between physical geography and human geography, including how rivers influence people and how people affect rivers. Present findings clearly using appropriate geographical language, maps, diagrams, graphs or digital tools.	Use geographical vocabulary to describe mountain landscapes, volcanoes and tectonic activity. Compare different mountain ranges and identify similarities and differences. Explain how tectonic plate movement can affect the land above. Make links between physical processes and human geography, including settlement, land use, risk and resources. Communicate geographical understanding through written explanations, annotated diagrams, maps and presentations. Use evidence from geographical sources to support descriptions and conclusions.	Explain how trade connects people and places. Devise geographical questions linked to food origins, trade or food waste. Collect, measure and record data through fieldwork or classroom enquiry. Present geographical information using graphs, charts, annotated maps, diagrams or written explanations. Compare information from different geographical sources. Use evidence to draw simple conclusions about food production, trade and environmental impact. Begin to evaluate the impact of food choices, including food miles and food waste.
Year 6	Topic/Focus	**How can we affect the world? Energy / conservation / climate change (Child initiated unit)**	**Is all of the world the same? Biomes and climate zones**	**What do places have in common?**
	Key knowledge	Weather refers to short-term changes in the atmosphere, such as temperature, rainfall, wind and cloud cover. Climate refers to longer-term patterns of weather in a particular region. Global warming is the gradual warming of the Earth's atmosphere, oceans and surface. Climate change refers to long-term changes in weather patterns, which in this unit are considered in relation to global warming. The greenhouse effect is a natural process that helps keep the Earth warm. The enhanced greenhouse effect is linked to increased greenhouse gases in the atmosphere. Human activity, including burning fossil fuels, transport, agriculture, industry and deforestation, can contribute to global warming. The impact of climate change means the effects or consequences it has on people, places and environments. Climate change can affect weather patterns, sea levels, water availability, habitats, farming, coastlines and settlements. Energy is a natural resource used by people for heating, lighting, transport, technology and industry. Energy can come from non-renewable sources, such as coal, oil and gas. Energy can also come from renewable sources, such as wind, solar, hydroelectric, tidal and geothermal power. The distribution of energy resources is uneven across the world. Access to energy can influence economic activity,	Continent, climate, weather, equator, poles, Tropics of Cancer and Capricorn Aquatic Biome -any part of Earth that is covered with water. This includes freshwater and salt water. Forest Biome- The largest biome, wide variety of plants, trees, animals, insects, and microscopic organisms. The major characteristic of the forest biome is its trees. Weather refers to short-term atmospheric conditions. Climate refers to long-term patterns of weather in a particular region. The world has different climate zones, influenced by location, latitude, temperature and rainfall. The Equator is an imaginary line around the middle of the Earth. The Northern Hemisphere and Southern Hemisphere are divided by the Equator. The Tropics of Cancer and Capricorn mark areas that receive more direct sunlight. The Arctic and Antarctic Circles are found near the poles and are associated with colder climates. A biome is a large natural area with a particular climate, plants and animals. Aquatic biomes include areas covered by water, including freshwater and saltwater environments. Forest biomes are areas dominated by trees and support a wide variety of plants and animals. Desert biomes receive very little rainfall and may be hot or cold. Tundra biomes are very cold environments with limited vegetation and a short growing season.	Mexico City is the capital city of Mexico, a country in North America. Mexico City is located in the Northern Hemisphere and is in a different time zone from the United Kingdom. Mexico is officially called the United Mexican States. Mexico's official language is Spanish and its currency is the peso. Mexico has a much larger population and land area than the United Kingdom. Mexico is bordered by major bodies of water, including the Gulf of Mexico and the Pacific Ocean. Mexico has significant physical features, including the Sierra Madre mountain ranges. Major rivers in Mexico include the Rio Grande and the Yaqui. Mexico City is a very large urban settlement with a high population density. Mexico City has a different climate from Durham, influenced by its global location and altitude. Durham is a city in England, within the United Kingdom and the continent of Europe. Durham is located in the Northern Hemisphere and uses GMT/BST depending on the time of year. Durham has a generally mild temperate climate, with cool, wet winters and mild to warm summers. The River Wear is an important physical feature of Durham. The United Kingdom has major rivers including the River Severn and the River Thames. The UK's vegetation has changed over time, with areas of forest, moorland and heathland. Major cities of the UK include London, Edinburgh, Cardiff and

Geography

Curriculum Overview

		settlement, transport and quality of life. Conservation means protecting environments, habitats and resources for the future. Sustainable choices aim to meet present needs without damaging the ability of future generations to meet theirs. People can respond to environmental challenges at different scales: individual, local, national and global. Geographers use evidence from maps, data, photographs, graphs and reports to understand environmental change.	Grassland biomes are areas dominated by grasses, with enough rainfall for grass but usually not enough for many trees. A vegetation belt is an area where particular types of plants grow because of climate, temperature, rainfall and elevation. Temperature generally decreases as elevation increases, affecting vegetation. Climate influences the type of biome found in a region. Biomes are not evenly distributed across the world. Arctic Alaska is an example of a cold environment where climate strongly affects landscape, vegetation, wildlife and human activity. Global warming can affect fragile environments, including polar and tundra regions.	Belfast. Places can be compared using: location; climate; population; settlement size; land use; rivers and physical features; transport and services; cultural and economic characteristics. Graphs, maps, photographs, data summaries and GIS can provide evidence for geographical comparison.
	Key skills	Use maps, atlases, globes and digital mapping to locate places affected by environmental change. Use the eight points of a compass, six-figure grid references, symbols and keys to build knowledge of the wider world. Identify global patterns linked to climate, biomes, energy distribution and environmental change. Use a range of geographical sources, including maps, graphs, data, photographs, reports and digital media. Gather information from different sources and assess its usefulness. Compare and evaluate geographical information to identify patterns, causes and impacts. Distinguish between weather and climate using appropriate evidence. Explain the difference between global warming and climate change. Describe some causes and impacts of climate change. Compare renewable and non-renewable energy sources. Explain how energy use can affect the environment. Make links between human activity and physical environmental change. Consider how environmental issues affect people and places at different scales. Communicate geographical ideas and information in a variety of ways, including written explanations, annotated maps, diagrams, presentations, debates and data displays. Use evidence to support conclusions and justify opinions about environmental issues. Suggest possible responses to climate change, energy use and conservation challenges.	Use maps, atlases, globes and digital mapping to locate countries, regions, climate zones and biomes. Identify the position and significance of the Equator, hemispheres, tropics, polar circles and lines of latitude and longitude. Use geographical sources to describe the distribution of biomes across the world. Interpret maps and other sources showing climate, temperature, rainfall, vegetation and biomes. Compare different biomes by identifying similarities and differences in climate, vegetation and landscape. Explain how climate influences the characteristics of a biome. Use geographical vocabulary accurately to describe climate zones, biomes and vegetation belts. Gather information from a range of sources, including maps, graphs, photographs and digital resources. Compare and evaluate geographical information. Communicate geographical ideas in a range of ways, including written explanations, annotated maps, diagrams, presentations and data displays. Apply knowledge of climate and biomes to a focused study of Arctic Alaska. Begin to explain how global warming may affect cold environments and fragile ecosystems.	Locate Mexico, Mexico City, the United Kingdom and Durham using maps, atlases, globes and digital mapping. Identify the continent, country, hemisphere, time zone and climate zone of each place. Use different types of maps to compare location, physical features, settlement and land use. Use GIS and digital mapping to investigate places and weather information. Interpret information from photographs, graphs, maps and written summaries. Compare the human and physical geography of Durham and Mexico City. Identify similarities and differences between a region of the UK and a region in North America. Use population, climate and location data to support geographical explanations. Observe, measure and record geographical information where appropriate. Communicate geographical ideas in a variety of ways, including written comparisons, annotated maps, diagrams, presentations and data displays. Evaluate geographical information and explain which evidence is most useful for comparison. Draw conclusions about what places have in common and what makes them distinctive.