



## **Humanities Curriculum Rationale - Geography**

Our curriculums for history and geography are highly ambitious. The content exceeds the scope of the national curriculum ensuring pupils can develop a rich knowledge of the subjects. We offer a highly rigorous curriculum which places significant emphasis on disciplinary, as well as substantive content. The content of the curriculum is extremely carefully sequenced, within and across the subjects, so that pupils use their knowledge gained from earlier material to enable them to access content later in their journey. This helps pupils see connections within and across the two subjects.

In studying history as a discipline, pupils will:

- use the concepts of continuity and change, cause and consequence, similarity, difference and significance, in order to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses;
- practise the methods of historical enquiry, understand how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.

**In studying geography as a discipline, pupils will:**

- think about geographical questions using concepts of place, scale, diversity and variation over space, change, interaction and relationships; pupils tackle questions in which they solve problems concerning place, pattern, position and processes;
- collect, analyse and communicate with a range of data gathered through experiences of fieldwork that develop their geographical skills and deepen their understanding of geographical processes;
- interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and digital technologies;
- communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

How does our study of history and geography support literacy?

As with all subjects in the curriculum, the humanities provide the powerful knowledge that builds the wide and secure vocabulary acquisition that underpins literacy and all successful communication. The texts we use in our humanities curriculums give pupils continuous, focused practice in reading and writing, both fiction and non-fiction. Every history and geography lesson is therefore a lesson playing a central part in improving reading. Pupils' extended speaking and writing is likewise transformed by the richly diverse vocabulary and the secure, fascinating stories that have underpinned vocabulary acquisition.

**How does our study of history and geography directly foster moral values, attitudes and the disposition to challenge and improve our world?**

**Our curriculum and teaching in these subjects foster the knowledge, skills and dispositions for pupils to:**

- thrive through informed curiosity about the world;
- view human challenges, quests and achievements through the lens of the long traditions that have shaped them;
- think critically about how to change the world for the common good;
- gain the language and concepts to notice, analyse and question how power works in society, and how inequality or suffering arises;
- understand and value the diverse experiences and contributions of others who may be very different from themselves;
- enrich their own sense of identity as they look across time, space and culture and see many positive versions of themselves;
- understand the power of learned communities working collaboratively to seek truth in their claims about the world;
- gain the concepts which give them the tools for precise thought and rigorous argument with which to describe, explain and change the world;
- build strong standards of truth about the conditions under which valid claims can be made about the world, society, culture and belief, on multiple scales;
- appreciate and participate in the arts – music, art and literature – through richly diverse artistic outputs within the many sources studied,

properly understood in their cultural, temporal and geographical contexts and providing richly informed stimulus for pupils' own creativity.



**Links to the Early Years Foundation Stage Curriculum**

Despite humanities not being explicitly part of the EY framework, it is addressed through a combination of teacher directed input alongside the Development Matters framework. The prime and specific areas are gifts when teaching the very beginnings of humanities. Through exposure to high quality texts and artefacts, pupils are able to begin to understand the passage of time and how they fit into the world. They look at how they develop and care for one another and how they differ to a baby. As the year goes on, pupils begin to recognise the difference between 'old and new' when they encounter national events (e.g. Remembrance Day, New Years' Day) and they know the importance of ordinal numbers through daily date recognition – this is the start of pupils understanding chronology.

Within 'Understanding the World' in Developing Matters the DfE's non-statutory framework – it states:

*'Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.'* (pg. 99)

**Subject: Geography**

**Year group:1**

Autumn

Spring

Summer

1	2	1	2	1	2
Overview	Overview	Overview	Overview	Overview	Overview
<p><b>Homes</b></p> <p>The main context for learning is linked to English and RE where pupils explore the themes of family and home.</p> <p>This unit builds on learning in Reception when they compared homes now and in the past by learning about different houses.</p> <p>This topic will allow pupils to be introduced to the idea of chronology by using a simple timeline. Pupils will use historical sources such as artefacts and pictures.</p> <p>At the end of the unit, pupils will be able to talk about and compare changes in houses and household objects now and those from the past.</p>	<p><b>War and Remembrance/Significant History in Local Environment – UK</b></p> <p>This War and Remembrance unit will teach pupils about a significant event in British and global history: the First World War and Remembrance Day.</p> <p>The study of this unit builds on knowledge gained in Reception, where pupils learnt about the Poppy and Remembrance.</p> <p>This unit will provide the basis for pupils to learn about their local area and begin to develop geographical skills through looking at maps of Birtley from war time.</p> <p>At the end of the unit, pupils will be able to know that the war was over 100 years ago. They will be able to share how we remember those who fought in wars. They will also be able to share how Birtley was used in the war efforts.</p>	<p><b>Neil Armstrong</b></p> <p>The main context for learning is linked to English and builds on work covered in Reception by developing their knowledge and understanding of the world and the planet.</p> <p>This unit introduces the pupils to the idea that historical events have an impact on what happens today.</p> <p>At the end of the unit, pupils will be able to recall facts about Neil Armstrong and the first moon landing. They will also know about the International Space Station and the British astronaut, Tim Peake.</p>	<p><b>The United Kingdom</b></p> <p>The main context for learning in this unit builds on prior learning about the local area.</p> <p>This unit provides the basis for pupils to extend their learning to the country they live in. They will continue to learn how to use atlases and maps.</p> <p>At the end of this unit, the pupils will be able to name the four countries of the UK and locate them on a map, name their capital cities, identify their flags and talk about some features of those countries.</p>	<p><b>Comparing Newcastle and Ushuaia in Argentina.</b></p> <p>The main context for learning in this unit is English where the text is set in England and the South Pole.</p> <p>This unit provides the basis for pupils to continue to develop an understanding of the wider world. Pupils will be introduced to Argentina and Ushuaia, the southernmost city in the world.</p> <p>At the end of the unit, the pupils will know the difference between human and physical features in geography. They will be able to use these features to compare their own city with another non-European city.</p>	<p><b>Castles</b></p> <p>The main context for learning in this unit is Jack and the Beanstalk, this term's English text.</p> <p>This unit of study introduces pupils to the monarchy, which they will study in KS2 units such as, the Victorians. Links can be made to geography as castles are a significant feature of local history.</p> <p>At the end of the unit, the pupils will know why castles were built and where. They will be able to describe a Motte and Bailey castle and talk about who lived in a castle. They will also be able to talk about life as a knight.</p>
Learning Breakdown	Learning Breakdown	Learning Breakdown	Learning Breakdown	Learning Breakdown	Learning Breakdown
<p><b>Homes:</b></p> <p><b>What sorts of houses do we live in?</b> To identify and investigate different homes today.</p> <p>To compare the different houses the children in our class live in.</p> <p>To draw your house.</p> <p><b>How have houses changed over time?</b> To develop an awareness of the past, identify similarities and differences between ways of life in different periods.</p>	<p><b>War and Remembrance/Significant History in Local Environment – UK</b></p> <p><b>What and when was the first world war?</b> To learn the dates of WWI. To know some of the Allie countries involved in WWI.</p> <p><b>How do we remember the war?</b> To know the use of the Poppy.</p>	<p><b>Neil Armstrong:</b></p> <p><b>Has anyone walked on the Moon?</b> To be taught about the lives of significant individuals in the past who have contributed to national and international achievements.</p> <p><b>Why did they go to the Moon?</b> To use footage of President Kennedy saying a man would go to the Moon to learn about the space race.</p> <p><b>Who was Neil Armstrong?</b> To research and find facts about Neil Armstrong.</p>	<p><b>The United Kingdom:</b></p> <p><b>What is the United Kingdom?</b> To name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</p> <p><b>Can you find the United Kingdom on a globe and a world map?</b> To use Google Earth and a globe to locate the UK. To know we live on an island.</p> <p>To look at where we live in the world, comparing it to other countries. To understand the word continent.</p>	<p><b>Comparing Gateshead (Birtley) to Ushuaia, Argentina:</b></p> <p><b>What is it like to live near the South Pole?</b> To understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country.</p> <p><b>Are all parts of the world like where we live?</b> To use an atlas and a globe to learn that some areas of the world are hot, and others are cold.</p>	<p><b>Castles:</b></p> <p><b>Why are there lots of castles in the North East of England?</b> To learn about invaders (Romans, Vikings, Anglo-Saxons and Normans) and why we have castles all over England.</p> <p><b>Where were the castles built?</b> To look at maps and find out why locations were chosen.</p> <p><b>What did castles look like?</b> To use sources, such as pictures, to find out what a Motte and Bailey castle is and label pictures.</p>

<p>To introduce the idea of chronology.</p> <p>To look at pictures of houses built at different times and order them from oldest to newest.</p> <p><b>What did people have inside their homes?</b> To reveal aspects of change in national life.</p> <p>To explore real and pictures of household objects used now and in the past.</p> <p>To sort objects from a home from the past and a modern-day house.</p> <p><b>What did people in the past use to help them do their housework?</b> To understand how things have changed over time.</p> <p>To use sources, e.g., pictures to show how homes have changes over time. (Suggested book Peepo!) by Janet and Alan Ahlberg.)</p> <p>To explore household artefacts from the past and compare them to today's household items to show how aspects of family life have changed.</p>	<p>To learn about the Cenotaph in Birtley and London.</p> <p><b>How was Birtley a part of WWI?</b> To recognise Birtley on a map.</p> <p>To notice the difference between modern and historical maps.</p> <p>To use secondary sources (photographs) to learn about Elizabethville and the Birtley Belgians.</p> <p>To understand why the Birtley Belgians were important.</p>	<p>To sequence pictures of events in Neil Armstrong's life to create a timeline, using a video source.</p> <p><b>How did they get to the Moon?</b> To use sources such as videos, newspaper articles and pictures to learn about the Apollo 11 mission and the other two astronauts.</p> <p>To make a spider diagram of facts.</p> <p>To use researched facts, write an information booklet about the first moon landing.</p> <p><b>Do astronauts still go to the Moon?</b> To consider how the events of 1969 have made an impact on life today.</p> <p>To compare the mission of Neil Armstrong to that of Tim Peake.</p>	<p><b>What are the four countries of the UK?</b> To use an atlas to find and identify the four countries of the United Kingdom and match the flag to each country.</p> <p><b>What is a capital city?</b> To name the capital cities of the countries of the UK.</p> <p>To use the internet to identify features of each country.</p> <p>To use an atlas to find some of the main rivers and cities in the UK.</p> <p><b>What would it be like to live in a different part of the UK?</b> To compare a contrasting place in the UK with Birtley - e.g., Lake District. Learn geographical features associated with each area.</p>	<p>To learn what physical and human geography is.</p> <p>To use maps and pictures to study the human and physical geography of Ushuaia.</p> <p>To use maps and pictures to study the human and physical geography of Newcastle.</p> <p><b>What would I find the same and different if I went to Ushuaia?</b> To compare the human and physical geography of Birtley and Ushuaia.</p>	<p>To make a Motte and Bailey castle.</p> <p><b>Who lived in a castle?</b> To use sources such as the internet, find out who lived in the castle?</p> <p>To learn about knights by visiting Newcastle Castle Keep.</p>
	<b>Enrichment activities to enhance learning.</b>			<b>Enrichment activities to enhance learning.</b>	<b>Enrichment activities to enhance learning.</b>
	Visit to the old gates of Elizabethville.			Visit from Antarctic Explorer.	Visit to Newcastle Keep

**Subject: Geography**

**Year group: 2**

Autumn		Spring		Summer	
1	2	1	2	1	2
Overview	Overview	Overview	Overview	Overview	Overview
Amazing Africa		FIRE! FIRE! The Great Fire of London:		Local Area Study	
				Florence Nightingale and Mary Seacole:	
				Grace Darling :	

<p>The main context for learning is linked to English this term, where pupils explore Africa. This topic is a fantastic way of introducing pupils to the culture, wildlife and customs of one of the most fascinating continents on the planet.</p> <p>This unit of study will develop pupils' geographical knowledge and awareness of the world around them. Throughout the term, pupils will revisit locational knowledge, for example: location of the UK, countries that make up the UK and capital cities. Additionally, pupils will explore climate and weather patterns, agriculture, traditions and life in Africa, the seven continents, oceans and seas. An enquiry-based approach will allow pupils to think more deeply about their learning.</p> <p>As a result of this unit, pupils will demonstrate their knowledge and understanding through a variety of mediums. For example: non-chronological reports; descriptive writing; and writing and performing a weather report. Supplementing these exciting writing opportunities, pupils will be offered a range of fieldwork activities which will be embedded throughout the term, thus, increasing pupils' understanding of basic map reading, coordinates, and compass points.</p> <p>The learning opportunities will also focus on the pupil's ability to recognise, describe, and compare two climate zones, as well as identifying both physical and human characteristics. Using a range of maps, globes and digital media, pupils will explore the various landmarks and locations in Africa.</p>		<p>The main context for learning is linked to English and design technology this term. The core text used in both English and history is, the Great Fire of London. This unit will continue to reinforce those historical events and how they have impacted on life today.</p> <p>Throughout this half term, pupils will improve their research skills, asking and answering questions about the past, as well as writing in a range of genres for a variety of purposes. As a result of enquiry-based and practical lessons, pupils will increase their knowledge of this significant event in history; acknowledge the impact that the Great Fire had on today's architecture and gain an insight into life living in London in 1666. Pupils will compare both homes and living conditions.</p> <p>By the end of the unit, pupils will be able to articulate key facts and dates and be able to place this event on a timeline. Pupils will also recognise the importance of primary sources and understand how sources help us learn key pieces of information about the past.</p>		<p>Throughout this half term learning will instil a sense of belonging and identity as the children will learn the history of their local community and understand their heritage. Children will have the opportunity to explore their local area in more detail and discover different landmarks and the society they or their family may have been brought up in, which in turn will provoke curiosity and engagement.</p> <p>Pupils will have the opportunity to use an enquiry-based approach and use prior locational and geographically knowledge to embed their learning about their local area. The children will undertake fieldwork and present their findings in different ways to present to others and continue to expand their knowledge by reading, drawing and following maps.</p>		<p>Throughout this half term, pupils will investigate the lives of significant individuals who have contributed to national and international achievement when they learn about Florence Nightingale and Mary Seacole.</p> <p>Pupils will have the opportunity to write letters from the perspective of both women and articulate their growing knowledge of facts by producing a detailed and well-structured fact file. Both hot seating and freeze frame activities will be embedded throughout the term as this will allow the pupils to step into the lives of each woman.</p> <p>By the end of the half term, pupils will have a deeper understanding of the impact both Florence Nightingale and Mary Seacole had on the history of nursing.</p>		<p>The main context for learning is aligned to English this half term where our core text is 'The Lighthouse Keeper's Lunch.'</p> <p>Throughout this unit of work, pupils will explore the life and work of a local person from history. Pupils will have opportunities to analyse and evaluate the reliability of primary and secondary sources. Using a range of sources, pupils will question and investigate the historical figure and the impact they have had on today's society.</p> <p>Finally, pupils will investigate the importance of lighthouses and locate famous and unusual lighthouses using maps, atlases, and digital media. Additionally, pupils will explore the relationship between Grace Darling and the RNLI.</p> <p>As a result of this unit, pupils will have a good understanding of how local historical events impact both on a national and international scale. In addition, pupils will expand their knowledge of lighthouses and the coastline whilst refining map reading skills.</p>	
Learning Breakdown		Learning Breakdown		Learning Breakdown		Learning Breakdown		Learning Breakdown	
<p><b>Kenya</b></p> <p><b>Where in the world do we live?</b> To name and locate the 7 continents and 5 oceans.</p> <p><b>Why are there hot and cold locations in the world?</b> To identify the locations of hot and cold areas of the world in relation to the equator.</p> <p>To describe its geographical position.</p> <p><b>Where is Kenya in relation to the UK?</b> To compare the climate in the UK with Kenya.</p> <p>To identify similarities between 2 locations.</p> <p>To write a short description of two contrasting locations.</p>		<p><b>FIRE! FIRE! The Great Fire of London:</b></p> <p><b>Who was responsible for the Great Fire of London?</b> To understand where historic events fits chronologically (1666 and 1854).</p> <p>To sequence and order key events and orally discuss links.</p> <p>To know who King James is and when he ruled. To understand his role in the GFoL.</p> <p><b>Why did the Great Fire burn for 4 days?</b> To retrieve, record and analyse facts and information. (what happened, when, why, how did they put it out, what now).</p>		<p><b>Birtley</b></p> <p><b>Where in the world is Birtley? (Locational and geographically knowledge)</b></p> <p>To find/place themselves on the map (look at and explore 4-point compass).</p> <p>To describe where we live.</p>		<p><b>Florence Nightingale and Mary Seacole :</b></p> <p><b>What do we know already about life in the 19th Century?</b> To understand where a historic event fits chronologically (Crimean war 1853-56)</p> <p><b>How did Florence Nightingale change nursing?</b> To evaluate significant individuals' contribution to national achievement.</p> <p><b>How did women contribute to war effort?</b></p>		<p><b>Grace Darling :</b></p> <p><b>What do we know already about life in the 19th Century?</b> To understand where a historic event fits chronologically.</p> <p><b>What was Grace Darling's everyday life like?</b> To write a diary entry detailing key facts and information.</p> <p><b>Who was Grace Darling and why is she important today?</b> To evaluate significant individuals' contribution to national achievement.</p>	

<p><b>Similarities and differences</b></p> <p>To write an information leaflet.</p> <p>To locate two countries and describe their geographical positions.</p> <p>To describe which climate zone each country is located.</p> <p>To compare images focusing on physical and human geography.</p> <p><b>What is seasonal change and how does it affect our weather in the UK?</b></p> <p>To analyse seasonal and daily weather patterns.</p> <p>To analyse graphs and charts and compare and interpret the data.</p> <p><b>Does the UK experience the same weather patterns as Kenya?</b></p> <p>To compare weather patterns, animals, human life and visual differences between UK and Kenya.</p> <p>To write a short weather report.</p> <p><b>Can you draw a map with labels and instructions?</b></p> <p>To draw a simple map including labels.</p> <p>To orientate a map accurately.</p> <p>To recognise and use the 4 compass points.</p>	<p>To write a newspaper report.</p> <p><b>How did the Great Fire impact those living in London and surrounding areas?</b></p> <p>To research primary and secondary sources to gain an understanding of events beyond living memory that is significant nationally.</p> <p>To extract key information from the text (structure, dates, events etc.)</p> <p>To write a letter detailing life in London as a child.</p> <p>To understand the difficult living conditions at that time.</p> <p><b>Who is Samuel Pepys?</b></p> <p>To learn about Samuel Pepys. To explore Samuel's diary entries and extract key information.</p> <p>To retrieve and record key information.</p> <p>To analyse a range of sources.</p> <p><b>Why did the fire spread so fast?</b></p> <p>To generate a range of open-ended questions and interview famous diarist, Samuel Pepys.</p> <p>To plan a hot seating activity.</p> <p>To develop questioning skills through teaching and providing regular opportunities to reflect and ask questions to direct their next steps in learning.</p> <p><b>How have the streets of London changed since the great fire?</b></p> <p>To use primary and secondary sources to gather information.</p> <p>To write an estate agent report/brochure describing Tudor houses both prior to and after the fire.</p> <p>To evaluate the stability of a Tudor building.</p> <p>To write a description.</p>	<p>To identify how land use locally has changed over time.</p> <p>Focus on the physical and human features of Birtley and recognise how places have become the way they are.</p> <p>Map a local area of interest.</p> <p>Follow a route on a map.</p> <p>To consider and use geographical questions about our local area.</p> <p><b>Planning local fieldwork and how to share our data.</b></p> <p>To plan a simple route.</p> <p>To collect and organise simple data from first and second hand sources.</p> <p>To observe and record in different ways e.g. Sketches, charts, diagrams.</p> <p>To use simple field sketches and diagrams.</p> <p>To explain simple patterns and offer explanations (e.g. count traffic and offer explanations to why the flow changes).</p>	<p>To write a letter from the point of view of Mary Seacole/Florence Nightingale (record facts, dates, and historical information).</p> <p><b>What do the similarities and differences between the experiences of Florence and Mary tell us about society at this time?</b></p> <p>To compare the experiences of women from different social status/ethnicity.</p> <p><b>How has the role of nursing changed?</b></p> <p>To investigate and analyse changes to nursing and wider society.</p>	<p><b>How do we know about Grace's actions which happened so long ago?</b></p> <p>To analyse the impact of the rescue and the fame it generated, for society and Grace herself.</p> <p><b>Are all versions of Grace's story the same? If not, then why not?</b></p> <p>To analyse a range of sources.</p> <p>To discuss the reliability of the source.</p> <p><b>What legacy did Grace Darling leave on today's society? How did sea rescue improve after her heroic act?</b></p> <p>To understand the role of lighthouses, ships and the RNLI.</p> <p><b>Geography</b></p> <p><b>Where would you rather live?</b></p> <p>To compare two seaside locations. Northumberland coast and tropical coastline (revisit autumn term).</p> <p>To be able to locate UK coastlines.</p> <p>To describe the physical characteristics of the coastline.</p> <p>To write a 'wish you were here' postcard. Pupils will describe the features, climate, weather and landmarks.</p>
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Enrichment activities to reinforce learning	Enrichment activities to reinforce learning	Enrichment activities to reinforce learning		Enrichment activities to reinforce learning	Enrichment activities to reinforce learning
Africa Discovery Museum topic box		Visits to: Gateshead Quayside That History Bloke Mark Stutt – Great Fire/Fire Safety workshop BBC Teach school radio series.		Visits to: Virtual visit to Florence Nightingale. Watch Meet Miss Nightingale films.	Visits to: Grace Darling Museum, Souter/St. Mary's Lighthouse. BBC Meet Grace films. Pen pal scheme with a different coastal school?

Subject: Geography						Year group: 3					
Learning Breakdown											
Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
<p><b>Rivers</b> Depth focus: The River Indus - its source, course, uses, and some of its environmental challenges. How rivers get their water - the source, springs, the water cycle (and so prepares for relationship between mountains and weather in Autumn 2). How do rivers shape the land? The river's load. Flooding. Depth focus: River Severn: builds sense of place (and so prepares for later work on agriculture &amp; Wales) Wildlife in the River Severn Fishing, local agriculture, pollution problems. Geographical skills: Using photographs</p>		<p><b>Mountains</b> Highest mountain in each of the four countries of the UK. Mountain ranges and mountainous regions: Brecon Beacons, Highlands, Lake District, Snowdonia, Pennines, Yorkshire Dales. Why do people live on mountains? Depth focus: Andes and terraced farming Depth focus: Snowdonia (in preparation for Wales...see Cardiff in</p>		<p><b>Settlements &amp; cities</b> Settlement types, hamlet, village, town, city etc; land use, settlements by rivers. Major cities in the UK – locational overview London as a conurbation and London boroughs Two cities: Cardiff and London, including economy &amp; transport. How do people move about in Cardiff? How do people move about in London? Patterns of settlement in Cardiff and London. <b>Disciplinary focus: diversity How are settlements similar and different?</b></p>		<p><b>Agriculture</b> Arable farming, pastoral farming, mixed farming, how farming changes the landscape. How the food we eat affects farming (seasonal food, local food, pesticides, organic food, vegetarian and plant-based diets that do not use animals; link to fish farming, builds on fish farming in Indus River Y3 Autumn 1). Sheep farming in Wales - Snowdonia. Locational knowledge revisited: Wales, Snowdonia, Gloucestershire New locational knowledge: Sussex Geographical theme: links between food consumption patterns and farming; issues arising e.g. local sourcing. Geographical skills: Optional local fieldwork investigating local shops - their sourcing, economic and ethical considerations. <b>Disciplinary focus: interaction How are we connected to farmers?.</b></p>		<p><b>Volcanoes</b> Structure and composition of the earth How and why volcanoes erupt Types of volcanoes Formation of volcanoes Active, dormant and extinct volcanoes Link to settlements with section on why people still live near volcanoes Deepen Mediterranean place focus via Mount Etna and human settlements around it. Why people visit volcanoes (work, tourism, farming, science) Geographical skills: Using diagrams, describing distribution</p>		<p><b>Climate and biomes</b> (situated, through its examples, in Europe, so that European place focus is launched simultaneously) Continent of Europe Climate zones - first mention of Equator, Arctic, Antarctic and the North/South poles. Climate and relationship with oceans. Climate and biomes within climates Depth focus 1) Mediterranean climate Depth focus 2) Temperate climate, using examples of Rhine &amp; UK ready for ongoing regional comparison Geographical</p>	

<p>Disciplinary focus: interaction How do rivers, people and land affect each other?</p>	<p>Spring 1) Sustained geographical theme: Relationship between mountains and weather Relationship between mountains and people Geographical skills: Describing location using 4- point compass Disciplinary focus: interaction How do mountains and people affect each other?</p>			<p>Disciplinary focus: interaction How do volcanoes affect a place?</p>	<p>skills: World map and key lines of latitude Disciplinary focus: interaction How does the climate affect the way people live?</p>
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Subject: Geography		Year group: 4			
Learning Breakdown					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><b>Rhine and Mediterranean</b></p> <p>Cologne and cities on the Rhine Rotterdam and the mouth of the Rhine How the course of the river has been changed by human activity including canals Mediterranean Sea Suez Canal This unit has a synoptic element, using the Rhine and the Mediterranean to pick up and draw together themes launched already: including, water as a resource, human use of resources, including land, factors influencing the growth of settlements and cities from earlier (also ties in with all Y3 and Y4 history on ancient settlements). Geographical skills: Extending use of maps and photographs</p> <p>Disciplinary focus: diversity How are different parts of the Rhine and the Mediterranean used by people?</p>	<p><b>Population Characteristics of population including distribution and diversity.</b></p> <p>Migration. Depth focus: multicultural London. Depth focus: multicultural Cardiff. Welsh language and culture, effect of changing demographics Welsh or British? Idea of national identity Geographical skills: Thematic maps and using census data</p> <p>Disciplinary focus: diversity How and why does population distribution vary across Great Britain?</p>	<p><b>Coastal processes and landforms Diversity in the UK coastline.</b></p> <p>Processes of erosion, transportation &amp; deposition. Coastal landforms including beaches, headlands and bays. Overview of Jurassic coast, including significance of its rocks, fossils and landforms. Coastal habitats using contrasting examples, including coasts of the Indian Ocean Depth focus: West Wales coast</p> <p>Disciplinary focus: interaction How does the location of west Wales affect its coast?</p>	<p><b>Tourism Depth focus: Llandudno, Wales - a seaside town (link back to coastal processes in previous unit)</b></p> <p>Types of tourism (e.g. visiting friends and family activity holidays). Skiing holidays in the Alps. The growth of tourism in the UK and overseas. Sunshine holidays in Spain. Advantages and disadvantages of tourism. Sustainable tourism. Geographical skills: Interpreting climate data</p> <p>Disciplinary focus: interaction How do tourists interact with a place?</p>	<p><b>Earthquakes Depth focus: The Christchurch earthquake, New Zealand.</b></p> <p>Causes of earthquakes: tectonic plates, fault lines Depth focus: California &amp; San Andreas fault, Indian Ocean tsunami Effects of earthquakes How humans live in earthquake zones and adapt their settlements (e.g. Japan) Revisits knowledge on volcanoes from Year 4 Spring 1. Geographical skills: Thematic maps</p> <p>Disciplinary focus: interaction How do earthquakes affect people and environments??</p>	<p><b>Deserts Distribution and climate of deserts Depth focus: The Sahara Desert</b></p> <p>How deserts are formed, variety of landscapes. Plants and animals in deserts How humans live and adapt in deserts Depth focus: The Patagonian Desert Geographical skills: Interpreting thematic maps and satellite photographs</p> <p>Disciplinary focus: diversity Why are deserts located where they are?</p>



Subject: Geography			Year group: 5		
Learning Breakdown					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><b>Why is California so thirsty?</b></p> <p>Water as a resource Depth focus on California (region in North America), continuing natural resources theme (revisit water cycle from Year 3)</p> <p>Water resources in California Farming - intensive farming, growing almonds</p> <p>California aqueduct – providing water.</p> <p>The future of water supply in California.</p> <p>Geographical skills: Interpreting a range of thematic maps</p> <p><b>Disciplinary focus: change</b> How have the actions of people affected the drought in California?</p>	<p><b>Oceans Locational framework</b></p> <p>World oceans, seas in Europe</p> <p>Oceans and trade, oceans and climate, major currents. Oceans and the land masses we've studied in depth – the Atlantic and West Wales. The Pacific and South America. Oceans and climate change, the human impact on oceans.</p> <p>Geographical skills: Interpreting world and thematic maps</p> <p><b>Disciplinary focus: change</b> How can oceans affect human behaviour and settlements?</p>	<p><b>Migration</b></p> <p>Real migration stories in people's own words, from Northern Ireland to Liverpool and from Turkey to London.</p> <p>Why do people migrate?</p> <p>Push and pull factors revisited (from Year 5 Autumn 1) and extended in new contexts.</p> <p>Refugees, persecution, asylum, asylum seekers; challenges for refugees</p> <p>How does migration change places? London, Shetland Islands, Cambridgeshire</p> <p>Migration and identity: examples from diverse settings showing complexity of identity, dual nationalities, multiple identities, and the role of place in identity. Understanding place in relation to scale.</p> <p>Geographical skills: Asking questions, eight-point compass</p> <p><b>Disciplinary focus: change</b> Why do people migrate?</p>	<p><b>North and South America</b></p> <p>Human and physical characteristics of North and South America, including population distribution and climate.</p> <p>Megacities including Lima and depth focus on Brazil's megacities. Urban-rural migration in Brazil, including informal settlements, like favelas.</p> <p>Challenge stereotypes often held of the favelas.</p> <p>Geographical skills: 4-figure references, thematic maps</p> <p><b>Disciplinary focus: diversity</b> What are the pros and cons of living in a megacity?</p>	<p><b>The Amazon</b></p> <p>A depth focus on the Amazon as a region in South America, including conversations between UK children and children from the Bolivian Amazon.</p> <p>The Amazon river – course and characteristics.</p> <p>The Amazon ecosystem – vegetation, animals and food chains. Ecosystem processes.</p> <p>Causes and effects of deforestation.</p> <p>Futures for the Amazon rainforest.</p> <p>Geographical skills: Flow diagrams, interpreting satellite photos.</p> <p><b>Disciplinary focus: interaction and change</b> In what ways does the geography of South America affect life in the Amazon?</p>	<p><b>Interconnected Amazon</b></p> <p>Farming in the Amazon: depth focus on the Bolivian Amazon (starting with the same community as in Summer 1). The journey of soy produced in Bolivia.</p> <p>Primary, secondary, and tertiary industry. International trade. Effects of changes in trade. Trans-national companies. Environmental connections, carbon cycle, impacts of deforestation.</p> <p>Social connections, globalisation.</p> <p>Geographical skills: Interpreting and drawing bar graphs, simple enquiry process, questionnaire</p> <p><b>Disciplinary focus: interaction and change</b> How does agriculture in the Amazon interact with other parts of the world?</p>

Subject: Geography			Year group: 6		
Learning Breakdown					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<p><b>Theme: Populations (comparison)</b></p> <p>What is a population?</p> <p>What is population density?</p> <p>What factors affect population density?</p> <p>How do we know about the population of the UK?</p>		<p><b>Jamaica</b></p> <p>An in-depth place focus to complement other regions studied in North and South America (California, the Amazon) and to link with themes in History. Where is Jamaica?</p> <p>Reinforcing knowledge gained about the world, including time zones, and developing understanding of the Caribbean. What is Jamaica like?</p> <p>Climate, landscape, population history, migration, ocean biomes. Tourist industry. Sustainable futures – environmental challenges faced due to</p>		<p><b>Local area enquiry</b></p> <p>How do geographers find out about places?</p> <p>Ordnance survey maps, revision of symbols, 8- point compass and four-figure grid references, extending to 6-figure grid references. Interpreting a range of maps and data, bringing together skills from all topics in KS2 (e.g. atlases, thematic maps, digital technologies)</p> <p>What questions can we ask about the local area?</p>

	<p>Which parts of the world are the most populated?</p> <p>Why are some places more populated than others?</p> <p>Why has the world's population increased so rapidly?</p> <p>In depth study – China</p> <p>Dubai – Why has a city been built in the desert?</p> <p>Disciplinary focus: What are the effects of overpopulation?</p>		<p>tourism, ways forward Geographical skills: tbc</p> <p>Disciplinary focus: change What is a preferable future for Jamaica's tourist industry?</p>		<p>Setting up a fieldwork enquiry and going through</p> <p>Deepening understanding of religious traditions through religious art, music and literature – term</p> <p>long project to be planned with focus on: 1) traditions ancient and modern in Christian art, music and poetry 2) traditions ancient and modern in Hindu art, music and poetry 3) traditions in Muslim art, music and poetry How do the arts relate to worship in these traditions? 23 the stages of the enquiry process (asking questions, collecting data, analysing data, presenting findings). Geographical skills: Ordnance survey maps, 6- figure grid references, enquiry process, local-area fieldwork</p> <p>Disciplinary focus: How geographers investigate a place Enquiry question to be tailored to the local context and interests of the class (guidance provided for teachers)</p>
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