

## Geography Curriculum Overview

Locational knowledge and Place knowledge

Fieldwork

Geographical vocabulary

Using globes, maps & plans

Human and physical

geography: enquiry skills and communication

Map work skills

EYFS	Autumn 1 What do I know about me?	Autumn 2 I wonder if everything has a shadow.	Spring 1 Why is the sky Blue?	Spring 2 Does Everything Grow?	Summer 1 Is it an insect?	Summer 2 Journeys- Where will you go?
<p>In EYFS, develop their knowledge and sense of the world around them through all areas of their learning. <b>Understanding the world</b>, involves guiding children to make sense of their physical world and their community.</p> <p><b>Draw information from a simple map.</b></p> <ul style="list-style-type: none"> <li>Children are encouraged to notice the immediate environment and area where school is located. They will be introduced to vocabulary that will support their learning in KS1.</li> <li>Children at aerial views of the school setting, encouraging children to comment on what they notice, recognising buildings, open space, roads and other simple features.</li> <li>Children will also have opportunities to choose to draw simple maps of their immediate environment, or maps from imaginary story settings they are familiar with.</li> <li></li> </ul> <p><b>Recognise some environments that are different from the one in which they live.</b></p> <ul style="list-style-type: none"> <li>Children will learn about a range of contrasting environments within both their local and national region.</li> <li>Children will be exposed to vocabulary needed to name specific features of the world, both natural and made by people.</li> <li>They will be exposed to non-fiction texts that offer an insight into contrasting environments.</li> <li>Children will be given opportunities to communicate their understanding of their own environment and contrasting environments through conversation and in play.</li> </ul>						
Year 1	<p><b>What makes me, me?</b> Focus is where the children live in Britain and the wider world. <b>Fieldwork</b> - School grounds and local walk observations, using digital resources too. <b>Locational knowledge and Place knowledge</b> <b>**Use of basic geographical</b></p>	<p><b>How would you rebuild London after the Great Fire?</b> Focus on 4 countries and capital cities of UK. Focus on London's landmarks and basic human and physical features. <b>**Fieldwork</b> - West Park Walk. Collect data related to houses</p>	Were children happier in the olden days? (History)	Which animal is King of the Carnival?	<p><b>What is growing in our gardens?</b> (Seasonal Change) Directional language and map making through the Bog Baby story. <b>Fieldwork</b> - visit to Thorpe Perrow. <b>**Use of basic geographical</b></p>	<p><b>What is special about Great British Seaside?</b> Locating continents and countries on maps. Europe in more detail. Compare some of the countries with a small area of UK referring specifically to human and physical geography. <b>**Locational knowledge and Place knowledge</b> <b>Use of</b></p>

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	<p>vocabulary ** Human and physical geography: enquiry skills and communication</p>	<p>on Westpark, e.g. number of windows, how many storeys, do they have a front garden etc. Locational knowledge and Place knowledge Use of basic geographical vocabulary Human and physical geography: enquiry skills and communication.</p>			<p>vocabulary ** Map work skills</p>	<p>basic geographical vocabulary ** Using globes, maps &amp; plans</p>
Year 2	<p><b>Where does our food come from?</b> Where foods come from – UK/ other countries. Weather patterns in UK and different worldly climates. Locating countries and continents on a map – link with climate and food origins. <b>Fieldwork</b> – To a working farm ( Acorn dairy) Locational knowledge and Place knowledge ** Use of basic geographical vocabulary</p>	<p><b>How does the North East link with Australia?</b> Comparing and contrasting Australia with the UK. Identifying human and physical landmarks of interest, using maps, photographs, videos and Google Earth. <b>Fieldwork</b> - Walk to West Park identifying human and physical features. ** Locational knowledge and Place knowledge</p>	<p><b>Who is George Stephenson and why is he so special to Darlington?</b> Locating Darlington on a map. Which country? Which continent? Locational knowledge and Place knowledge Use of basic geographical vocabulary</p>	<p><b>What makes a structure strong?</b> Locate significant features from around the world on a map. Locational knowledge and Place knowledge Use of basic geographical vocabulary</p>	<p><b>How can we become wildlife Conservation officers?</b> <b>Observation of the local area</b> ** Fieldwork - in the school grounds to recognise features around them. ** Create maps and plans showing the different areas of the school and their uses/ where the possible habitats are. ** Fieldwork -Children will then compare the features of our school environment to that of a woodland and pond. Enquiry skills.</p>	<p><b>What does the Great Exhibition tell us about life in Britain and the British Empire at the time? (History)</b></p>

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Year 3 Longitudinal – Seasonal Change: Day length, light and shadow	<p><b>How can we take responsibility for making our community more healthy?</b></p> <p><b>**Fieldwork -</b> Looking at the local landscape, collect data about building use and what that means for the local residents Create maps with a route, to plan a suitable location for a gym. To include symbols and a grid (4 grid) to help locate places accurately. Introduce the chn to the notion of compass directions, introduce 8 point. Use of directional language to direct visitors. <b>**Map Work skills</b> Use of basic geographical vocabulary</p>	<p><b>Which was the best period to live in: the Stone Age, Bronze Age or Iron Age?</b></p>	<p><b>What makes the Earth angry?</b> Focus on Italy looking at Physical and human features to compare with UK. Name and locate the Equator, Northern Hemisphere, Southern Hemisphere, Arctic Circle. Explain earthquakes and volcanoes in simple terms using the correct vocabulary. Understand the process that occurs before a volcano erupts. Discuss how volcanoes affect human life e.g. settlements and spatial variation. Explore maps of the World showing tectonic plates and locate the world's countries, using maps to focus on Europe. <b>Fieldwork -</b></p>	<p><b>Toy Designer: How are toys and games based in science?</b></p>	<p><b>Why was the River Nile so important to Ancient Egyptian life?</b></p> <p>Location of 4 ancient civilisations studied. Introduce geographical language – Equator, Northern Hemisphere, Southern Hemisphere, the tropics of Cancer and Capricorn, Arctic and Antarctic Circle to describe location. Identifying key aspects of physical/ human features. Landuse/ settlement Google expeditions and google maps – to look at landuse. <b>**Locational knowledge and Place knowledge Use of basic geographical vocabulary **Using globes, maps &amp; plans</b></p>	<p><b>What is 'great' about Great Britain?</b></p> <p>In depth study of the UK: Environmental regions, key physical and human characteristics, major cities and national parks. Looking at counties, hills, mountains, coasts. Choosing 3 key areas of the UK, focussing on how land use has changed over time, changes for the future. Fieldwork place of interest for future <b>**Locational knowledge and Place knowledge Use of basic geographical vocabulary **Using globes, maps &amp; plans</b> Human and physical geography: enquiry skills and communication</p>

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			place of interest for future <b>**Locational knowledge and Place knowledge**</b> Human and physical geography: enquiry skills and communication Using globes, maps & plans <b>**Use of basic geographical vocabulary.</b>		Human and physical geography: enquiry skills and communication	
Year 4 Longitudinal - Scientific investigation: States of matter	<b>What is important to our Darling Town?</b> <b>**Fieldwork</b> - Town centre trail. Discussing opinions and ideas about how to improve the town. Considerations that have to be made when developing West Park. Exploring Darlington, observing growth of local area and town, surveying the use of land, significant landmarks and buildings, changes to area. Comparing Darlington with	<b>How can we make a difference through art?</b>	<b>What did the Ancient Greeks do for us?</b> History	<b>How can we make our school dinners even better?</b> <b>Fieldwork</b> – walk to Aldi to purchase seasonal food and to look at where foods have been sourced. Which foods are produced in Britain and how human and physical features such as climate and demand contribute to this. Hemispheres, climatic zones. Locating countries where food types grow and why. <b>Locational knowledge and Place</b>	<b>How might life be different for us now if Hadrian's wall had never been built?</b> Educational visit to Segedunum Roman Fort. Locate the route we need to take on a map. Which county, county, nearby cities. Look at where Hadrian's Wall is on Google maps, use maps to find roman roads in our local area. Grid references. Looking at what Rome was like. <b>Locational knowledge and Place knowledge</b>	<b>Are some rivers more important than others?</b> <b>Fieldwork</b> - Survey the use of land in the town/local area using classifications: residential, retail, professional/commercial, industrial/storage, entertainment/leisure, public authorities, other. Compare land-use in the area with old maps and photographs to examine how land-use has changed over time. Investigating how the river Tees influenced the growth of Darlington. Use the language of rivers: erosion,

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	<p>twinned town Mulheim in Germany.</p> <p><b>**Locational knowledge and Place knowledge</b></p> <p><b>**Use of basic geographical vocabulary</b></p> <p><b>Map work skills</b></p>			<p><b>knowledge</b></p> <p>Use of basic geographical vocabulary</p> <p><b>**Using globes, maps &amp; plans</b></p> <p>Human and physical geography: enquiry skills and communication</p>	<p>Use of basic geographical vocabulary</p> <p><b>**Using globes, maps &amp; plans.</b></p> <p><b>**Map work skills</b></p>	<p>deposition and transportation to explain and present the process of rivers. Research and discuss how water affects the environment, settlement, environmental change and sustainability.</p> <p><b>Locational knowledge and Place knowledge</b></p> <p><b>**Human and physical geography: enquiry skills and communication</b></p> <p><b>**Use of basic geographical vocabulary</b></p>
Year 5	<p><b>Why would you leave one small island for another?</b></p> <p>Physical and human features of North America Digital mapping to locate places in North America. Look at the equator, both tropics, hemispheres, time zones, longitude/latitude and climate zones. Locating and learning the countries of</p>	<p>What did the AngloSaxons and Vikings leave behind?</p> <p><b>**Locational knowledge</b></p>	<p>How can you make theatre?</p>	<p><b>How easy would it be to become a self-sufficient school?</b></p> <p>The children will learn about their responsibility to other people around the world and to those who are not born yet but who will inherit the Earth from us in the future. They will consider the simple changes they could make in school that could positively impact on</p>	<p><b>How did mining shape the North East we know today?</b></p> <p>Playdough maps of UK, recapping countries, main cities. Identify Darlington, County Durham and the north east of England on their own maps. Use google maps and street view to try to locate some of the places in old photographs</p>	<p><b>Who was more advanced in 900AD – Britain or the Maya?</b></p> <p>Previous studies of North and South America will assist the children in recognising the type of landscape that this civilisation will have settled and thrived in.</p> <p><b>Locational knowledge and Place knowledge</b></p> <p><b>*Human and physical geography: enquiry skills and communication</b></p> <p><b>**Use of basic geographical vocabulary</b></p>

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	<p>North Caribbean – comparison of Darlington and a city in Jamaica (linked to Windrush), describing the features studied. Look at how the Windrush affected settlement and America. Look at the economic activity (what they brought and gave to us when they came to the UK)</p> <p><b>**Locational knowledge</b> <b>**Using globes, maps &amp; plans</b></p> <p><b>**Human and physical geography: enquiry skills and communication and Place knowledge</b> <b>Use of basic geographical vocabulary</b></p>			<p>the future of the planet. The children will further develop their study of human geography, considering the distribution and production of resources that we use in everyday life and school and the impact this can have on the environment and global warming.</p> <p><b>Fieldwork</b> – Children will use fieldwork to explore and map our school grounds. Children will step into the role of ‘surveyor’ and take part in activities that will encourage them to think critically about how our school grounds currently encourage and support sustainability. They will explore and map existing features then suggest ways in which they can be</p>	<p>studied.</p> <p>Use google maps on the terrain view to look for any remaining evidence of mining e.g. railway line (either disused or still in use)</p> <p><b>Locational knowledge and Place knowledge</b></p> <p><b>**Use of basic geographical vocabulary</b></p> <p><b>**Using globes, maps &amp; plans.</b></p> <p><b>**Map work skills</b></p>	
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				improved in order to support the idea of becoming self-sufficient. The children will also study key activists for climate change and sustainable living companies, such as: Sir David Attenborough, Greta Thunberg and Sprout. **Human and physical geography: enquiry skills and communication **Map work skills		
Year 6 Longitudinal – We are scientists: Investigative	<p><b>What are Rainforests and what actions can we take to improve their sustainability?</b></p> <p>This study will focus on the Amazon Basin in South America when the children will become geographers and environmental scientists as they explore this resource-rich environment, investigating the impact of human activity on the natural resources and communities of the region. Children explore life in rainforests. Here, children will be able to locate different rainforests in the world, dissect the multiple habitats of rainforests and explore the huger variety of life</p>	<p><b>What does it mean to be fit for life?</b></p>	<p><b>How has crime and punishment changed over time?</b></p>	<p><b>Social Action project.</b></p>	<p><b>Coasts</b></p> <p>Children will use atlases, maps and digital mapping to locate significant coastal settlements and features.</p> <p>They will extend their understanding of OS symbols, contours and six figure grid references.</p> <p>They will explain the key physical processes that occur at the coast (erosion) as well as how coastal features are formed.</p>	

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	<p>that exists there. Using 21st-century skills in their humanities, children will then apply this knowledge to a 'call to action' on the importance of rainforests in climate change.</p> <p>Previously in KS2, the children have identified how countries trade items, focussing on air miles and their impact the environment.</p> <p>By the end of this unit, the children will build further on their understanding of sustainability (from year 5 topic study) and the impact and consequences of human beings, so that they can gain a better understanding of how to preserve the earth's natural biomes. They will learn that the areas that have been destroyed the most will never regain their original forms, but conservation will help to keep them from getting worse</p> <p>This study will focus on the Amazon Basin in South America when the children will become geographers and environmental scientists as they explore this resource-rich environment, investigating the impact of human activity on the natural resources and communities of the</p>				<p>Children will then describe why coastal settlements developed and how they are changing due to coastal erosion.</p> <p><b>**Fieldwork</b> Children will use fieldwork skills (diagrams, digital photos and observations and measure) to investigate the Seaham coast looking for signs of erosion and coastal retreat.</p> <p>During their visit the children are to use compass points to make detailed observations of the human and physical geography features that surround them.</p> <p>Children will evaluate the pros and cons of living in a coastal settlement.</p> <p>Children will sketch maps representing an accurate visual representation of a place visited.</p> <p>Children will understand the importance of renewable energy.</p> <p><b>**Use of basic geographical vocabulary</b></p> <p><b>**Map work skills</b></p> <p><b>**Human and physical</b></p>
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	<p>region. Following an investigation of the main features of a rainforest the children will recognise that biomes are not fixed but are constantly evolving as land is cleared for agriculture and industry, as well as the further modifications that global climate changes will bring about. They will use mathematical measures and analysis to create a report on land use, cultural vulnerabilities, environmental impact and economic trade, to identify what the future looks like for the Amazon Rainforest.</p> <p><b>** Locational knowledge and place knowledge</b></p>				Geographical vocabulary
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