

St Mark's All-Through Curriculum Map for Geography (KS1 – 3)

	Autumn	Spring	Summer
EYFS	<p style="text-align: center;"><u>Year R Geography Foundations</u></p> <ul style="list-style-type: none"> - Through stories children are helped to make sense of different environments and the concept of a 'journey' e.g. We're going on a Bear Hunt'. - Expose children to appropriate words, e.g., 'city' 'town', 'village', 'road', 'path', 'house', 'flat', 'beach' to help children describe their observations when examining photographs and visiting local places. <ul style="list-style-type: none"> - Children to express their opinions on natural and built environments using words that help such as: 'busy' and 'quiet'. <ul style="list-style-type: none"> - Role Play – children create their own 'places' and describe the features of their 'place' to others. <p style="text-align: center;"><u>Progression in Mapping</u></p> <ul style="list-style-type: none"> - Through play, children to explore simple maps and plans. <ul style="list-style-type: none"> - Children to draw their own imaginary maps related to journeys or settings in story books - Through role play, children devise their own imaginary maps with their own symbols that they can explain the meaning of. <ul style="list-style-type: none"> - Through role play, children can start to follow routes on a given map. 		
	<p style="text-align: center;">Understanding the World: The World</p> <p>Early Learning Goal: Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur and talk about changes.</p>		
Year 1			
Curriculum Content (Core Knowledge and Vocabulary outlined on the Knowledge Organiser).			
<p style="text-align: center;">1.1 Weather Patterns (taught across the year) Physical Geography -Identify seasonal weather patterns in the UK</p> <p style="text-align: center;">In the autumn, Spring and Summer Terms:</p> <p style="text-align: center;">Observe and record across the year seasonally e.g., draw pictures of the weather at different times of the year Observe and record daily weather patterns e.g., observing rainfall/weather forecasting</p> <p style="text-align: center;">-Express opinions about the seasons and relate the changes to changes in clothing and activities e.g., winter = coat, summer = t-shirts. In the Summer Term, through the links to the Africa Geography Unit (1.3).</p> <p style="text-align: center;">-Compare UK weather patterns to other hot and cold areas of the world e.g., arctic, Africa, South Pole. Develop the concept of place using photographs and digital mapping in relation to the weather.</p>			

Year 1	Autumn Year 1	Spring Year 1	Summer Year 1
	<p align="center">1.1 Weather Patterns (across the year)</p> <p align="center">Human and Physical Features</p> <p align="center">-Identify seasonal weather patterns in the UK and be able to name the 4 seasons: Autumn, Winter, Spring and Summer</p> <p align="center">Geographical Skills and Field Work</p> <p align="center">In the autumn, Spring and Summer Terms:</p> <p align="center">Observe and record across the year seasonally e.g., draw pictures of the weather at different times of the year Observe and record daily weather patterns e.g., observing rainfall/weather forecasting</p> <p align="center">-Express opinions about the seasons and relate the changes to changes in clothing and activities e.g., winter = coat, summer = t-shirts.</p> <p align="center">In the Summer Term, through the links to the Africa Geography Unit.</p> <p align="center">-Compare UK weather patterns to other hot and cold areas of the world e.g., arctic, Africa, South Pole. Develop the concept of place using photographs and digital mapping in relation to the weather.</p>		
	<p align="center">1.2 Autumn 1: Local Area Study (The School Grounds and Shirley)</p> <p>Locational Knowledge</p> <p>-Our school is in Southampton. -Shirley High Street is in Southampton and is the road next to our school</p> <p>Place Knowledge</p> <p>-St Mark's school has different places within it. -Shirley High Street can be found on a map. It has lots of different places on it that we may use, and some that we haven't noticed before.</p> <p>Human and Physical Features</p> <ul style="list-style-type: none"> - Human features have been made by people. - Physical features are natural features of land. <p>Geographical Skills and Field Work</p>		



	<p>-use simple plan perspectives to recognise and note down landmarks within the school and grounds. Talk about the features they saw and what these are used for.</p> <p>- use aerial photographs and simple plan perspectives to look at Shirley high street as a place and form questions about it to answer in their fieldwork.</p> <p>- walk into Shirley and the local area around the school to observe and record information in terms of key physical and human features, including photographs.</p> <p>-devise THEIR OWN simple aerial map of Shirley High Street; and use and construct basic symbols in a key.</p> <p>Place e.g., What can we do on Shirley High Street? Future Learning Links: 3.1</p>		
			<p>1.2 Summer 2: Place Knowledge – Country Study England vs Africa (contrasting non-European country).</p> <p>Locational Knowledge</p> <ul style="list-style-type: none">-Our school is in Southampton.-Shirley High Street is in Southampton and is the road next to our school (1.2)- Africa is a continent-Kenya is a country in Africa-Explore the difference between a continent and a country, <p>Place Knowledge</p> <p>Consider the concept of space when relating a small town in Kenya to their current geographical knowledge.</p> <p>Consider the concept of place, what is the part of Kenya like? Are all places in Kenya like this?</p> <p>Human and Physical Features</p> <ul style="list-style-type: none">Revise fieldwork of Southampton in Autumn 1 and the key features of Shirley High Street (1.2)-Explore the similarities and differences between Shirley High Street and an area in Kenya choosing appropriate human and physical features from the list.

			<p>Physical features: beach, coast, forest, mountain, sea, river, season: weather.</p> <p>Human features, including city, town, village, factory, farm, house and shop.</p> <p>Geographical Skills and Field Work --Locate Africa and Kenya on a map building an idea of scale. Is it close to Southampton? Complete the summer Term weather study collecting data and use Africa as the hot comparison.</p> <p>Similarities and differences e.g. What are some of the important human and physical features in Kenya?</p> <p>Future Learning Links: 2.2</p>
Year 2			
Curriculum Content (Core Knowledge and Vocabulary outlined on the Knowledge Organiser).			
	Autumn Year 2	Spring Year 2	Summer Year 2
Year 2			<p style="text-align: center;">2.2 Summer 1: Continents and Oceans</p> <p>Locational Knowledge Revise UK knowledge and location knowledge from the autumn term (2.1). -name and locate the world's seven continents and the oceans surrounding them (draw on year 1 learning of Africa from last year and compare others to this – 1.3) -use simple compass directions (North, South, East and West) to compare the location of the continents when looking at a map.</p> <p>Place Knowledge -Continents can be found on a map. There are similarities and differences between them. Children show their</p>

			<p>understanding by describing the places studied by using simple geographical vocabulary from their map work.</p> <p>Physical and Human Processes Children show their understanding by describing the places studied by using simple geographical vocabulary from their map work – in relation to the human and physical features (1.1). -Human features have been made by people (can give examples). -Physical features are natural features of land (can give examples). Physical: beach, coast, forest, mountain, sea, river. Human: city, town, village, farm, house, shop.</p> <p>Geographical Skills and Fieldwork -See progression in Mapping Similarities and differences e.g., How can we compare the different continents in the world?</p> <p>Future Learning Links: 3.2, 5.1</p>
		<p style="text-align: center;">2.1 Spring 2 – The United Kingdom</p> <p>Locational Knowledge Revise year 1 knowledge of where we live: Southampton (Shirley) 1.1. -Southampton is in England which is in the United Kingdom/Great Britain. -Name, locate and identify characteristics of the 4 countries and capital cities of the UK and its surrounding seas (using maps, atlases and globes).</p> <p>Place Knowledge Consider countries as spaces and how they relate to each other on a map. Using digital maps, they can consider capital cities as places and compare them to each other – what would it be like to live there? How do they have their own identity?</p> <p>Human and Physical Features</p>	<p>2.3 Summer 2: Local Area Study (Lepe Beach)</p> <p>Locational Knowledge -use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map</p> <p>Place Knowledge -Lepe Beach is a place where people may visit for a holiday/leisure trip. Human processes have occurred here to make the beach a nice place to visit.</p> <p>Human and Physical Processes -Use basic aerial photographs and plan perspectives of the Area of Lepe Beach (an area out of their locality) to recognise physical and human features and use basic geographical</p>

		<p>Review: -Human features have been made by people (can give examples). -Physical features are natural features of land (can give examples).</p> <p>Geographical Skills and Fieldwork -Locate and identify characteristics of the 4 countries and capital cities of the UK and its surrounding seas (using maps, atlases and globes and basic keys). -See progression in Mapping</p> <p>Similarities and differences/Cultural Awareness e.g., How can we compare the countries in the United Kingdom?</p> <p>Future Learning Links: 3.1</p>	<p>vocabulary to refer to them. How have humans influenced the area?</p> <p>Geographical skills and Fieldwork -See progression in mapping -Devise questions about the Lepe Beach area to be answered in their geographical enquiry. - key physical features and key human features, Devise a basic map and construct basic symbols in a key (build on year 1 – 1.2).</p> <p>Environment: e.g. What features of Lepe Beach would make it a good place to go on holiday and how do humans look after it? Future Learning Links: 4.3, 5.1</p>
<p>Year 3</p>			
<p>Curriculum Content (Core Knowledge and Vocabulary outlined on the Knowledge Organiser).</p>			
<p>Year 3</p>			<p style="text-align: center;">3.2 Summer 1: Extreme Earth</p> <p>Locational Knowledge -Revise Year 2 continent knowledge (2.2) - Identify the position and significance of the Equator, Northern Hemisphere and Southern Hemisphere. -Locate countries in the world where volcanoes and earthquakes occur</p> <p>Place Knowledge -Ask questions about the places explored: Where is this place? Why is this place like this? Why is it here not there? How did it get like this? How are other places affected?</p> <p>Human and Physical Processes -describe and understand key aspects of physical geography with a focus on volcanoes and earthquakes - identify their cause and the processes that occur, using the correct geographical vocabulary.</p>

			<p>- know how volcanoes can affect human life and explore the places where they occur e.g., settlements and distribution of natural resources including energy, food, minerals and water.</p> <p>Geographical skills and Fieldwork:</p> <ul style="list-style-type: none"> - See progression in mapping (heat map patterns) - Review use of grid references through locating countries (3.1). <p>Changing Environments</p> <p>e.g. How do physical changes caused by volcanoes affect humans?</p> <p>Future Learning Links: 4.1, 4.2, 7.1, 8.2</p>
	<p>3.1 Autumn 2: The UK – counties and cities</p> <p>Locational Knowledge Revise and build on year 2 UK countries and capital city knowledge (2.1). We live in the city of Southampton which is in the county of Hampshire. -Name and locate counties and cities of the United Kingdom and develop an idea of these spaces, and how they relate to each other. -Know the 8 points of the compass -Know that 4 figure grid references help us find places on maps.</p> <p>Place Knowledge (physical areas that can be located on a map). Country: A nation with its own government and rules County: Different sections of a country, with many cities and towns within City: A built up area (usually with a cathedral) bigger than a town</p> <p>Human and Physical Processes - looking closely at specific cities and counties, develop a sense of place by studying geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers)</p>		

	<p>Geographical skills and Fieldwork -See progression in mapping -through map work, analyse land-use patterns; and understand how some of these aspects have changed over time Use the eight points of the compass and 4 figure grid references, symbols and keys to relate counties, counties and cities to each other.</p> <p>Environment: e.g. How is the land used in our school grounds?</p> <p>Future Learning Links: 4.3, 5.1, 5.2, 7.1</p>		
Year 4			
Curriculum Content (Core Knowledge and Vocabulary outlined on the Knowledge Organiser).			
Year 4		<p>4.2 Spring 1: Locational knowledge - Russia and its Biomes</p> <p>Locational Knowledge Review and re-visit: - Continents of the world (2.2), Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle (4.1). -4 figure grid references help us locate places on a map</p> <p>Place Knowledge -Locate the world's countries, using maps to focus on the space of Russia, concentrating on the climates and biomes and the places within these. Russia is the largest country in the world. It crosses 2 continents (Europe and Asia)</p> <p>Human and Physical Processes A biome is a large region of the earth that has a certain climate and certain types of living things (can give examples e.g., Tropical</p>	<p>4.3 Summer 1 Regional study: UK vs a European country (Spain)</p> <p>Locational and Place Knowledge - Review Year 2 knowledge of continents 2.2 (ready to zone in on Europe). Africa was studied in Year 1 – 1.3. -Review Year 3 knowledge of the UK - counties, cities (3.1) and the human and physical features. - Locate Europe using maps and atlases and consider its location in comparison to other places studied so far.</p> <p>Human and Physical Processes -Understand geographical similarities and differences through the study of human and physical geography of Southampton and, a region in Spain.</p> <p>Geographical skills and fieldwork: - Use four figure grid references (3.1), symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.</p> <p>Field Work (Off Site)</p>

		<p>Rainforest, Temperate Forest, Desert, Tundra, Taiga (Boreal Forest), Savanna, Grasslands, Mountain/Alpine</p> <p>Why do biomes exist? Linked to Climate.</p> <p>Geographical skills and fieldwork:</p> <ul style="list-style-type: none"> -See mapping progression -Use maps, atlases, globes and digital/computer mapping to locate countries and describe human and physical features studied. <p>Environmental Impact:</p> <p>e.g. How are humans affecting the world's biomes?</p> <p>Future Learning Links: 5.1, 6.1, 7.2, 7.6</p>	<p>-measure and record human and physical features in the local area, using a range of methods including sketch maps, plans and digital technologies.</p> <p>Inter-Connections: How can we compare the land use of Southampton High Street and the main boulevard of Barcelona (La Rambla)?</p> <p>Future Learning Links: 5.1, 7.1</p>
	<p>4.1 Autumn 2: Study: The impact of Climate Change on our planet.</p> <p>Locational Knowledge</p> <p>Review and re-visit:</p> <p>Continents of the world (2.2), Position of the Equator, Northern Hemisphere, Southern Hemisphere (3.2).</p> <ul style="list-style-type: none"> - Identify the position of the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle. -Identify the position and significance of latitude, longitude <p>Place Knowledge</p> <ul style="list-style-type: none"> -Locate and explore the climate and place of the arctic regions and the changes over time by asking and responding to geographical questions. <p>Human and Physical Processes</p> <ul style="list-style-type: none"> -Use digital/computer mapping to understand how the impact humans have on the physical geography of the human regions. <p>Geographical skills and Fieldwork:</p> <ul style="list-style-type: none"> - See progression in mapping <p>Environmental Impact: e.g. How can we combat climate change in our school?</p> <p>Future Learning Links: 6.1, 7.2, 7.6</p>		

Year 5			
Curriculum Content (Core Knowledge and Vocabulary outlined on the Knowledge Organiser).			
Year 5		<p>5.1 Spring 1: Regional Study: North America</p> <p>Locational Knowledge Revise UK knowledge from years 3-4 (3.1, 4.3) and continents from year 2 (2.2). Revisit the position of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle (4.2). New learning: Identify the position and significance of Prime/Greenwich Meridian and time zones (including day and night).</p> <p>Place Knowledge -locate the world's countries, using maps to focus on UK and North America as a space.</p> <p>Human and Physical Processes -Understand geographical similarities and differences through the study of human and physical geography of a place in the UK and the USA</p> <p>Geographical skills and fieldwork See Mapping progression Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>Environment Similarities and differences e.g. How does the climate of the Caribbean compare to that of Southampton?</p> <p>Future Learning Links: 6.2</p>	
			5.2 Summer 2: Physical Geography: Rivers

			<p>Locational and Place Knowledge</p> <ul style="list-style-type: none"> -Use maps and atlases to locate the rivers of the UK -describe and understand key aspects of: physical geography: river, soil, valley and vegetation -Describe and understand key features of a river system and the space they take – what is unique about their location? -know that 6 figure grid references are used to locate a space. <p>Human and Physical Processes</p> <ul style="list-style-type: none"> - Describe and understand the water cycle in the context of features of rivers. -To describe and understand how rivers are used for economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water. <p>Geographical Skills and Field Work (Off-site)</p> <ul style="list-style-type: none"> -use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies - in the context of rivers. -use the eight points of a compass (3.1) and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) <p>Physical and Human Processes e.g. What happens when a river floods?</p> <p>Future Learning Links: 6.2, 7.4, 8.3</p>
Year 6			
Curriculum Content (Core Knowledge and Vocabulary outlined on the Knowledge Organiser).			
Year 6	<p>6.1 Autumn 1: Regional Study: South America - The Amazon</p> <p>Locational Knowledge Review all prior locational knowledge e.g., Latitude, Longitude, Tropic of Cancer, equator, - Tropic of Capricorn, The arctic circle,</p>		

	<p>The arctic, The Antarctic circle, Antarctica, Europe, North America (4.1, 5.1)</p> <ul style="list-style-type: none"> - Locate South America and the region of the Amazon <p>Place Knowledge</p> <p>-understand geographical similarities and differences between places through the study of human and physical geography of a region of South America</p> <p>Human and Physical Processes</p> <p>-describe and understand key aspects of physical geography relating to the region, including climate zones, biomes and vegetation belts</p> <p>-human geography, including types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</p> <p>Geographical Skills and Fieldwork</p> <p>-use maps, atlases, globes and digital/computer mapping to locate South America and the location of the Amazon Rainforest. Use 6 figure grid references to describe the features studied.</p> <p>Future Learning Links: 7.6</p>		
			<p>6.2 Summer 2: Globalisation and the Fashion Trade</p> <p>Locational Knowledge</p> <p>Review all prior locational knowledge e.g., Latitude, Longitude, Tropic of Cancer, equator, - Tropic of Capricorn, The arctic circle, The arctic, The Antarctic circle, Antarctica, Europe (Year 4), North America (5.1)</p> <ul style="list-style-type: none"> - Locate South America and the region of the Amazon (6.1) <p>Place Knowledge</p> <ul style="list-style-type: none"> - Locate North America and China when considering the debate around the start of globalisation. <p>Human and Physical Processes</p> <p>-Understand 'Globalisation is the increasing connections between people and places across the planet.' These</p>

			<p>connections can include trade, politics and cultural exchanges as well as technology and transport.</p> <p>-Understand the meaning of global inequality. Inequality: a situation in which some groups in a society have more advantages than others.</p> <p>-Understand trade as the buying and selling of goods and services. Start to identify reasons why globalisation has affected trade and the impacts of a globalised trade industry</p> <p>Geographical Skills and Fieldwork</p> <p>-use maps, atlases, globes and digital/computer mapping to identify patterns in global inequality.</p> <p>Sustainability: How have I been impacted by globalisation? e.g., Where does my food/clothes come from?</p> <p>Future Learning Links: 7.2</p>
<p>Year 7</p>			
<p>Year 7</p>	<p>7.1 Autumn 1: Geographical Skills</p> <p>Students will begin this unit by defining geography as a discipline. Across the unit they will define the skills and knowledge required to 'think like a geographer'.</p> <p>Core Substantive Knowledge: Locational Knowledge:</p> <ul style="list-style-type: none"> ● Recall the seven continents and explain which continent we live on. (2.2) ● Re-visit all 8 points of the compass to describe location (3.1) ● Revisit the use of 4 and 6 figure grid references from key stage 2 (3.1, 4.3) ● Recall knowledge of longitude and latitude (4.1) and develop using these to locate places. 	<p>7.3 Spring Term: Socio and Economic Developments</p> <p>Core Substantive Knowledge: Locational Knowledge:</p> <ul style="list-style-type: none"> ● Locate in context: Haiti, Dominican Republic, Laos, Bangladesh and Singapore. <p>Place Knowledge Students consider how life compares in LIC, NEE and HIC. How do the economic differences make them different places to live? What would life be like there?</p> <p>Environmental, Physical and Human Geography Processes</p> <p>Know that: -Employment refers to the state of having paid work.</p>	<p>7.4 Summer Term 2: Weather and Climate</p> <p>Core Substantive Knowledge: Locational Knowledge:</p> <ul style="list-style-type: none"> ● Review knowledge on the make-up of the British Isles <p>Place Knowledge</p> <ul style="list-style-type: none"> ● Relate new knowledge on climate to the British Isles, explaining the factors that influence climate, and make comparisons across regions in relation to weather. <p>Environmental, Physical and Human Geography Processes</p>

	<ul style="list-style-type: none"> ● Recall terminology of Northern Hemisphere, Southern Hemisphere and the Equator (3.2). <p>Place Knowledge Much of the learning in this unit will centre around the locality around Southampton. This will enable students to locate or orient themselves with respect to the larger global space and to other places and link their new mapping knowledge to places they may already be familiar with.</p> <p>Environmental, Physical and Human Geography Processes</p> <ul style="list-style-type: none"> ● to distinguish between Human, Physical and Environmental Geography. Students should be very familiar with the Human and Physical elements, whereas the explicit term of environmental geography will be new. <p>Geographical Skills</p> <ul style="list-style-type: none"> ● Re-visit the use of an atlas including index page. ● To be able to observe why maps are important, demonstrate key map reading skills and apply these skills to a range of different maps including a physical map, topography map, a political map and a choropleth map. ● Use scales to estimate the difference between places. Learn the difference between 'As the Crow Flies (in a straight line) and measuring distance by road. ● Learn the terminology: 'above sea level' and 'altitude' when considering measurement of height. <p>In addition: Spot height – dots with the exact height next to them Triangulation pillars – a concrete pillar shown on a map with the height Contour lines – thin brown lines that join places of equal height. A transect – an imaginary line across a map or an actual landscape. We can draw a transect across a map and look at the contour lines that pass across the transect. We can then use these to draw a cross section – a drawing of the shape of the land.</p>	<p>-Employment rate is the percentage of people within a population who have jobs. -Jobs can be categorised into four sectors. Primary sector, Secondary sector, Tertiary sector, Quaternary sector</p> <ul style="list-style-type: none"> ● Explain causes of the development gap and how aid and fair trade can be used to reduce it. ● Compare the quality of life in LICs, NEEs and HICs <p>Geographical Skills</p> <ul style="list-style-type: none"> ● Read and interpret graphs and charts to explain how a country's economy can change over time. ● Use development indicators to compare levels of development <p>Future Learning Links: 8.4, 8.6</p>	<ul style="list-style-type: none"> ● Know and understand the difference between weather and climate: <p>Weather is the atmospheric conditions outside at any given time. Climate is the average weather, measured over 30 years.</p> <ul style="list-style-type: none"> ● Know and understand the role of a meteorologist and how weather is measured. ● Know how rain is formed: <p>Review the Water Cycle from Key Stage 2 (5.2): Evaporation, precipitation, condensation Develop with transpiration, infiltration, surface runoff, through flow and percolation</p> <ul style="list-style-type: none"> ● Know the difference between convection, frontal and relief rainfall ● Know that air pressure is the weight of the air above us. It is easy to assume that air weighs nothing, but this is not true. Air has a weight and we measure this the weight of air in the atmosphere in millibars (Mb). Air pressure changes the type of weather we experience. ● Know and understand how extreme weather affects people and the environment (social, economic and environmental) ● Know and understand the term microclimate as: the climate of a very small or restricted area, especially when this differs from the climate of the surrounding area <p>Geographical Skills</p> <ul style="list-style-type: none"> ● Use thermometers, anemometer and Lux metres to make and record accurate weather measurements. ● Interpret forecasts from weather maps (including synoptic symbols). ● Draw and interpret climate graphs
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	<ul style="list-style-type: none"> • Introduce GIS (Geographical Information System). Explore layering and arcing. Consider how variables and hypotheses can be formed in geography. <p>Future Learning Links: 7.5, 8.3, 8.4, 8.6</p>		<p>Fieldwork - student planned Is there a microclimate around St Mark's CE school and what would be causing this? Collect first-hand evidence.</p> <p>Future Learning Links: 8.3, 8.5</p>
	<p style="text-align: center;">7.2 Autumn 2: Planet Earth</p> <p>Core Substantive Knowledge: Locational Knowledge:</p> <ul style="list-style-type: none"> • Recall the seven continents 7.1 (relating to the continental drift) <p>Environmental, Physical and Human Geography Processes</p> <p>The Structure of the Earth -We can separate the layers of the earth into the geosphere and atmosphere. -Review layers of the Earth (Year 3 science curriculum -3.5) Outer core, mantle, crust, inner core. Types of crust:</p> <ul style="list-style-type: none"> • Oceanic crust (under the ocean) Thinner and lighter. If forced towards continental crust, it will be pushed down into the mantle, melt and a volcano may form. • Continental crust (under continents). Thicker and heavier. If forced towards another piece of continental crust, they will rise up together and a mountain range will form (e.g., the Himalayas) <p>At the crust, when plates meet, one of three things happens:</p> <p>Constructive – new land is created Destructive – land is destroyed Conservative – land is neither created nor destroyed (but earthquakes may happen) -Know how continents were formed through the continental drift (the supercontinent of Pangea)</p> <p>Geomorphology: How land is created or destroyed Know... Exogenic processes: Occurring on the surface of the Earth Endogenic processes: Occurring beneath the surface of the Earth</p>		



<p>Erosion is the process where the Earth is broken down by water, wind and ice. It involves something moving.</p> <p>Weathering is the process where the earth is worn away by extreme temperatures, chemicals or living things. It does not involve movement.</p> <p>Abrasion is the process of scraping or wearing something away.</p> <p>Review three types of rock from the Year 3 Science Curriculum (3.5): Igneous, Sedimentary, Mesomorphitic</p> <p>The rock cycle - the process of how rocks are created and destroyed.</p> <p>climate change; biomes; adaptation and evolution; the evolutionary history and migration paths of humans; the concept of development; population distribution; sustainability</p> <p>Consider how the earth's climate and species have changed over time:</p> <ul style="list-style-type: none">• Climate Change, Global Temperature, the Greenhouse effect (4.1)• Review knowledge of biomes from Year 4 - identify location of species and how they have adapted over time (4.2). <p>Review from Year 6 science curriculum: Adaptation, Evolution, Species (6.5), Specifically teach terms - Variation, Selective Breeding, Biodiversity</p> <p>Students develop their understanding of evolution by learning about: Homo Sapiens, Neanderthals and Denisovans and explore the path of human migration.</p> <ul style="list-style-type: none">• Describe population in terms of density and distribution and consider push and pull factors.• Know that migration means to move. <p>Review: Sustainability means to be able to keep doing something now without harming the planet in future. If you cannot, it is unsustainable (6.2).</p> <p>Develop knowledge around sustainability to understand that it is about the environment, society (people) and the economy (businesses, government and money).</p>		
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	<p>Geographical Skills</p> <ul style="list-style-type: none"> Review use of physical and choropleth maps and start to make comparisons e.g., between a topography and choropleth map for patterns of density. Know that no map of the world is completely accurate - only globes show the world as it truly is. <p>Future Learning Links: 7.5</p>		
Year 8			
	<p style="text-align: center;">8.1 Autumn 1: Cold Environments</p> <p>Core Substantive Knowledge: Locational Knowledge:</p> <ul style="list-style-type: none"> Locate the cold environments of planet earth - <p>Recall Year 4 Knowledge (4.1):</p> <ul style="list-style-type: none"> The arctic circle is a line of latitude (the most northern one) The arctic = the lands and oceans that are north of the arctic circle. The Antarctic circle is a line of latitude (the most southern one) Antarctica = the lands between the Antarctic Circle and the South Pole Identify the Himalayas as part of Asia Identify the world's major glaciers (including Muir Glacier) Locate the lake district (the main glacial landscape in the UK. Locate the Siachen glacier in Asia <p>Place Knowledge</p> <p>What is the mountain biome of Nepal like as a place? What can we conclude about what life may be like there (including life expectancy and adult literacy)?</p> <p>How is tourism affecting the Lake District? How is this changing the Lake District as a place?</p> <p>Case study Siachen Avalanche</p> <p>Environmental, Physical and Human Geography Processes</p> <ul style="list-style-type: none"> Identify the biomes that exist in Russia (recall from Year 4 – 4.2) 	<p style="text-align: center;">8.3 Spring 1: Hydrology</p> <p>Core Substantive Knowledge: Locational Knowledge:</p> <ul style="list-style-type: none"> Locate river landforms using localised OS maps Locate Somerset as a county Locate and describe globally where poor sanitation is a large issue, focusing on Bangladesh as a case study. <p>Place Knowledge</p> <p>Somerset floods - social, economic and environmental impact on the area.</p> <p>Bangladesh - Case Study - progress made in % of the population using open-air defecation - benefits in reduction and challenges in preventing it.</p> <p>Environmental, Physical and Human Geography Processes</p> <ul style="list-style-type: none"> Review the key features of the water cycle from key stage 2 and drainage basin Review and recall the parts of the river studied at key stage 2 know the processes that take part in a drainage basin system To explain erosion and transportation processes To identify river landforms Identify how river channels change Compare the physical and human causes of river flooding Describe the social, economic and environmental impacts of the Somerset flood. Know where humans get their water from and how they use it 	<p style="text-align: center;">8.5 Summer 1: Coasts</p> <p>Core Substantive Knowledge: Locational Knowledge:</p> <ul style="list-style-type: none"> Locate Portsmouth, Southampton, Padstow and Brighton. Locate Swanage Bay, Dorset Locate the Holderness Coast Locate the Maldives <p>Place Knowledge</p> <ul style="list-style-type: none"> Contextualise local coastal settlements, Portsmouth, Southampton, Padstow, Brighton and Swanage Bay Case study the Holderness Coast, considering how the Shoreline Management Plan is protecting the area from erosion and the challenges faced. Explore tourism and the fishing industry in the Maldives as a place <p>Environmental, Physical and Human Geography Processes</p> <ul style="list-style-type: none"> To identify the different ways a coast is used and be able to define it as where the land meets the sea. To describe how erosion and weathering (re-visit from Rivers unit) shape the coastline (corrosion, attrition, abrasion, hydraulic action) To explain the formation of headland, bay, cave, arch, stack and stump

	<ul style="list-style-type: none"> Identify and focus on the colder biomes tundra and taiga Consider how people are affecting the mountain biome in Nepal through deforestation (Year 6 Amazon Rainforest – 6.1) Glaciers are large masses of ice that are formed by layers and layers of snow. The particles are squeezed under their own weight and turn into dense ice. There are four types: iceberg, ice cap, ice sheet, ice shelf. Know how glaciers shape the landscape (inputs, outputs, movement of ice, ablation zone, accumulation zone, processes) Investigate problems caused by humans in the lake district. <p>Geographical Skills</p> <ul style="list-style-type: none"> Use climate graphs to make comparisons across polar regions Use graphs to describe patterns and explain the relationships between 2 factors. 	<p>-Know what the 'water quality crisis' is and how it can be addressed</p> <p>-Know how people's lives are affected by poor sanitation, reviewing knowledge on HIC and LIC from Y7</p> <p>-know how climate change is affecting water supply and the impact of water shortages</p> <p>Geographical Skills</p> <ul style="list-style-type: none"> On Site Field Work - how does ground surface affect infiltration? Identify river landforms using 3 and 6 figure grid references (OS Maps) <p>Future Learning Links: 8.5</p>	<ul style="list-style-type: none"> To describe how transportation and deposition shape the coastline (longshore drift, bend, repeat, island). To explain the formation of spit, bar and tombolos To explain how mass movement happens and causes cliff retreat To describe and evaluate hard engineering strategies To describe and evaluate soft engineering strategies To explain how Shoreline Management Plans work To describe the threats to the Maldives <p>Geographical Skills</p>
	<p align="center">8.2 Autumn 2: Natural Hazards</p> <p>Core Substantive Knowledge: Locational Knowledge:</p> <ul style="list-style-type: none"> Locate and name the tectonic plates (linked to review of the continents (7.1)). locate the oceanic Nazca Plate (it is being subducted beneath the continental South American Plate). Locate Mount Merapi Volcano Locate the Pacific Ring of Fire Locate the area affected by the Nepal earthquake. Locate the area affected by the Japan Tsunami <p>Place Knowledge Mount Merapi - Case study - why do people live here and what is it like? What strategies are in place to reduce future tectonic risk?</p>	<p align="center">8.4 - Spring 2 Population and Urbanisation</p> <p>Core Substantive Knowledge: Locational Knowledge:</p> <ul style="list-style-type: none"> Locate densely populated areas of the world using choropleth maps and graphs Locate China and its Eastern provinces to explore population density. <p>Place Knowledge</p> <ul style="list-style-type: none"> To explore opportunities and challenges in Mumbai To describe the quality of life in Dharavi and explain how the quality of life can be improved in urban areas. <p>Environmental, Physical and Human Geography Processes</p> <ul style="list-style-type: none"> To describe and explain global population distribution. Review density, distribution and push & pull factors. To explain how and why populations change 	<p align="center">8.6 – Summer 2: The Middle East</p> <p>Core Substantive Knowledge: Locational Knowledge:</p> <ul style="list-style-type: none"> Locate the 16 countries within the Middle East and the 5 surrounding seas Review lines of latitude and longitude from Year 7 and use these when locating the Middle East <p>Place Knowledge</p> <ul style="list-style-type: none"> To explore the Middle East a place through looking at a variety of different themes. How is it similar/different to where they live? <p>Environmental, Physical and Human Geography Processes</p> <ul style="list-style-type: none"> Understand the physical landscape of the Middle East

	<p>Environmental, Physical and Human Geography Processes</p> <p>Know the difference between a tectonic and a meteorological hazard:</p> <p>-A tectonic hazard is a hazard caused by tectonic plate movements</p> <p>-Two examples of a tectonic hazard are earthquakes and volcanoes</p> <p>-A meteorological hazard is a hazard caused by the weather or atmosphere (e.g., tornado)</p> <ul style="list-style-type: none"> Review continental drift theory from Autumn 2 <p>-Review layers of the Earth and types of crust from Autumn 2 (7.2)</p> <ul style="list-style-type: none"> Oceanic crust (under the ocean), Continental crust (under continents). <p>At the crust, when plates meet, one of three things happen:</p> <p>Constructive – new land is created</p> <p>Destructive – land is destroyed</p> <p>Conservative – land is neither created nor destroyed (but earthquakes may happen)</p> <ul style="list-style-type: none"> Explain why tectonic hazards occur across plate margins. Where plates meet is called a plate boundary and Tectonic hazards occur on plate boundaries. Define and explain a destructive, constructive and conservative plate margin. <p>Volcanoes (3.2)</p> <ul style="list-style-type: none"> A volcano is an opening in the ground from which lava, ash and gases erupt. Molten rock or magma is stored in the magma chamber. Magma travels up the main vent and also along secondary vents. The crater is at the top of the volcano where lava, ash and gas are erupted. The volcano emits ash, gases, rocks and volcanic bombs. Lava is molten (melted) rock that runs down the volcano. 	<ul style="list-style-type: none"> To compare populations and population structures at different levels of development (revisit development levels - HIC, NEE, LIC). Develop this further by learning about the Demographic Transition Model and population pyramids. To explain the role of migration and natural increase in changing populations (migrant, emigrant, voluntary migrant, forced migrant). To explain how and why urban populations change. To describe how governments manage their populations. <p>Geographical Skills</p> <ul style="list-style-type: none"> demonstrate key map reading skills and apply these skills to a range of different maps including a physical map, topography map, and a choropleth map. Interpret information from a range of geographical charts and tables. 	<ul style="list-style-type: none"> To describe the climate (review core concepts and vocab from 7.4) of the Middle East To describe and explain the population (review core concepts and vocab from 8.4) of the Middle East To explain the economic importance of the Middle East To describe UAE's development (review core concepts and vocab from 7.3) To explain the causes of the deprivation of Yemen (review core concepts and vocab from 7.3) To outline reasons for conflict in the Middle East <p>Geographical Skills</p> <p>Use a full range of graphs, maps and charts to explore climate and population density</p>
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	<ul style="list-style-type: none">• Over time layers of ash and lava build up on the volcano.• Know the difference between a composite and shield volcano <p>Earthquakes (3.2)</p> <ul style="list-style-type: none">• An earthquake is a sudden movement of tectonic plates due to a release of pressure. It is followed by a series of aftershocks.• Know and understand the terms: focus, shockwaves, epicentre, magnitude and Richter Scale <p>Tsunamis</p> <ul style="list-style-type: none">• A tsunami is a large sea wave caused by the displacement of large volumes of ocean water. They are mostly caused by earthquakes as a result of moving tectonic plates beneath the oceans.• Know the three stages of tsunami formation; the initiation stage, the split stage, the run-up stage.• Know and be able to identify the difference between primary and secondary effects and apply this to case studies. <p>Geographical Skills</p> <ul style="list-style-type: none">• Use maps and atlases to identify the regions studied and tectonic plates of the world		
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