



GEOGRAPHY CURRICULUM


2024 VERSION

Our Geography Curriculum includes broad geographical concepts that are embedded throughout the curriculum so that each one can be encountered multiple times. It also has a clear focus on disciplinary concepts so that pupils learn how to undertake geographical enquiry.

GEOGRAPHICAL CONCEPTS-GENERATIVE KNOWLEDGE			
LOCATION	PLACES AND REGIONS	HUMAN-ENVIRONMENT INTERACTION	MOVEMENT
Where places are: their unique location. Helps to gain understanding and order the World.	Characteristics (including the names of places) within a location such as the historical significance of it. How it's situated in the world, its climate, as well as the population and culture that inhabits the place.	The ways in which humans interact, adapt, depend on and modify the environment. For example, how they might adapt to drought/earthquakes; modify the environment positively or negatively; depend on it for food, water, timber, natural gas etc.	How humans and the products they create travel around the globe. Transportation of people (migration), resources and trade.

DISCIPLINARY KNOWLEDGE AND GEOGRAPHICAL ENQUIRY: How we 'work' and 'think' like a Geographer.				
ENQUIRY	COLLECTION, ANALYSING AND INTERPRETING	INTERPRETING SOURCES	ANALYSING AND COMMUNICATING	EVALUATING AND DEBATING
Asking Geographical-enquiry questions.	Collecting, analysing and interpreting data through fieldwork.	Interpreting sources such as maps, diagrams, globes, aerial photographs etc.	Analysing and communicating geographical information e.g. constructing maps, charts and graphs or writing at length.	Critically evaluating and debating the impact of geographical processes.

Geography Curriculum Topics of Study and Substantive Concepts

	GEOGRAPHICAL CONCEPTS			
	LOCATION	PLACES AND REGIONS	HUMAN-ENVIRONMENT INTERACTION	MOVEMENT
YEAR 1 -Local Area: My Home and School	✓	✓		
YEAR 1 -Our Island Home/Hot and Cold Places	✓	✓	✓	✓
YEAR 2 -Local Area: The Streets around my School	✓	✓		
YEAR 2 -Where did Captain Cook travel?	✓	✓	✓	✓
YEAR 3 -Local Area: My Community	✓	✓	✓	
YEAR 3 -The UK/South America	✓	✓	✓	✓
YEAR 4 -Local Area: My Town	✓	✓	✓	
YEAR 4 -North America	✓	✓	✓	✓
YEAR 5 -Local Area: The Countryside Near Me	✓	✓	✓	✓
YEAR 5 -Extraordinary Europe: physical features	✓	✓	✓	
YEAR 6 -Local Study: Coastal Areas Near Me	✓	✓	✓	✓
YEAR 6 -Europe East and West: human features	✓	✓	✓	✓

SUBSTANTIVE KNOWLEDGE OVERVIEW

	LOCATION	PLACES AND REGIONS	HUMAN-ENVIRONMENT INTERACTION	MOVEMENT
EYFS	<p>Know where key locations are in their setting by matching to a photograph.</p> <p>Know that maps are a plan of the a place and can show you how to get somewhere.</p> <p>Know that a globe is a round map of our Earth.</p>	<p>Know we go to school in Marton. Recognise the name Middlesbrough as the town where we live.</p> <p>Know and use the vocabulary associated with Geographical features; road, street, river, forest, sea, mountain, volcano, town, city.</p>	<p>Begin to understand how we depend on our world; for example food and farming at harvest time.</p>	<p>Know that people can move around the world through travel.</p>
Year 1	<p>Know that a map is about place. Know that a map is a picture from a 'birdseye' view. Know that we can plan a route between two places using a map. Know how to use maps and atlases to locate the United Kingdom and its countries and seas. Know how to locate Middlesbrough on a simple map. Know the purpose of an address and postcode.</p>	<p>Understand why it is important for all streets to have a name, including postcode. Know the names of the four countries that make up the United Kingdom. Know the names of the four capital cities of England, Wales, Scotland and Northern Ireland. Know the names of the three main seas that surround the UK. Know some of the geographical characteristics of the four main countries of the UK. Know features of hot and cold places in the world.</p>	<p>Know some ways that we depend on our local environment including our homes and school.</p> <p>Know different ways that humans have adapted UK capital cities through building.</p>	<p>Know that people can move around within the UK. Know some ways in which people can travel in the UK.</p>
Year 2	<p>Know where the equator, North Pole and South Pole are on a globe. Know the names of the seven continents of the world. Know that the UK is located within Europe. Know the names of the five oceans of the world. Know the purpose of a compass. Know the points of a compass: North, South, East and West. Follow and create simple maps. Know how to locate the UK and Australia on a map of the world.</p>	<p>Know the main differences between a, village, town and city. Know some of the places that Captain Cook visited on his voyages. Know some of the characteristics associated with Botany Bay in comparison to Great Ayton-Cook's boyhood home. Know that geographical features are classified as physical or human and give examples of each.</p>	<p>Know some of the positive and negative ways that humans interact with the local environment around our school and its streets.</p> <p>Know some of the advantages and disadvantages of living in a village, town or city.</p> <p>Know that the landscape around the poles is changing due to human processes.</p>	<p>Know that both in the past and today, people travelled to different countries and that some people settled in these new places.</p>

SUBSTANTIVE KNOWLEDGE OVERVIEW

	LOCATION	PLACES AND REGIONS	HUMAN-ENVIRONMENT INTERACTION	MOVEMENT
Y3	<p>Know how to use a compass and explain how it can help us in telling directions.</p> <p>Know that letter/number co-ordinates are used to identify features on a map. Identify the regions of England on a map of the UK. Know where the world's continents and oceans are located. Know that the Equator and tropics are lines of latitude and where they are located.</p> <p>Know how to use maps and atlases to locate South America and some of the major countries and cities within it.</p>	<p>Know some of the geographical features of our community. Know that England is one of the countries of the UK, it is divided up into regions and we live in the North East.</p> <p>Name some of the countries located in South America and identify some key physical and human features.</p> <p>Know the location of the Amazon Rainforest and understand that, due to its climate, it is full of biodiversity. Know the four primary layers of the Amazon Rainforest and some of the species that live within each layer.</p>	<p>Know that people's jobs are determined by where they live.</p> <p>Explain how some settlements have changed over time, giving reasons as to why this is.</p> <p>Describe some of the ways in which plants and animals work together to sustain the rainforest.</p> <p>Know some of the ways in which humans use plants.</p> <p>Know that the Amazon rainforest is a fragile and important ecosystem which is threatened by human activity such as deforestation.</p>	<p>Know that the resources of the Amazon Rainforest are precious commodities that have led to huge global transport and trade operations.</p> <p>Understand the impact of this on the Amazon rainforest and its ecosystem.</p> <p>Know about the concept of 'fair trade'.</p>
Y4	<p>Know that keys can be used to identify land use on maps, and identify some commonly used map symbols.</p> <p>Know how four figure grid references can be used to locate features on a map. Know how to use maps and atlases to locate North America and some of the major countries and cities within it. Know the equator is at 0° latitude. Know that lines of longitude run from North to South.</p>	<p>Describe both the human and the physical features of places studied.</p> <p>Identify major biomes and climate zones within North America. Describe and understand key aspects of biomes.</p> <p>Name some of the key physical and human features within North America.</p> <p>Know the names of some of the capital cities in North America. Describe some key similarities and differences between different regions of N America and the UK.</p>	<p>Identify some ways in which the geographical features of Middlesbrough impacts on its population.</p> <p>Explain how the physical and human features of areas in North America impact the region eg in terms of employment, tourism or trade, natural resources etc.</p> <p>Know that a capital city is where the government of that country is based.</p> <p>Name some ways in which geographical features of 2 areas of N America impact its populations.</p>	<p>Know that most settlements are situated near rivers due to the fact that they act as transport routes. Know the importance of the River Tees as a transport route.</p> <p>Understand the importance of the Panama Canal to the movement of resources in the region</p>
Y5	<p>Know that six figure grid references are more accurate as they help find an exact location within a grid square. Know that Ordnance Survey maps have standard symbols to identify land use, and identify some of these symbols.</p> <p>Know how to use maps and atlases to locate Europe and some of the major countries and cities within it.</p>	<p>Describe some of the geographical features of Europe. Name some of the countries that are located in Europe and their capital cities.</p> <p>Describe the distribution of earthquakes and volcanoes within Europe. Know the different types and parts of a volcano and what happens during an eruption.</p> <p>Know what causes earthquakes.</p> <p>Know how rivers are formed and identify some of the major rivers in Europe.</p>	<p>Know why some areas within Europe are geologically unstable and understand how people prepare for volcanic or earthquake emergencies</p> <p>Understand how all living things, including humans adapt to living in a geographically unstable region and why they might make the decision to do so.</p> <p>Understand the importance that rivers play within Europe to transport resources.</p>	<p>Know the importance of migration within Europe for the movement of skilled workers in order to assist the economies of the European nations.</p>
Y6	<p>Locate the main coastal areas and ports nearest to Middlesbrough.</p> <p>Know and locate some more of the countries and capital cities within Europe, specifically within Eastern Europe.</p>	<p>Explain clearly the main differences between a village, town and city and urban and rural locations. Know some of the physical features relating to UK coastal areas. Know that St Petersburg is Russia's second city and name of some the important human features situated there. Explain some similarities and differences between St Petersburg and a city in the UK.</p>	<p>Identify the different ways that land is used in our local coastal areas.</p> <p>Know some of the different types of energy that are used as power sources in the UK. Know some reasons why geographical changes over time occur. Know the impact of the 1986 Chernobyl disaster locally and on a global scale. Understand the impact of energy sources on climate change.</p> <p>Know some different types of energy sources and describe some of the positive and negatives of different sources of energy.</p>	<p>Learn about Middlesbrough's Freeport.</p> <p>Know how the Chernobyl disaster necessitated the movement of nearby populations.</p> <p>Know some of the energy resources that the UK imports.</p> <p>Know the impact of globalisation.</p>

DISCIPLINARY KNOWLEDGE OVERVIEW

	ENQUIRY	COLLECTING, ANALYSING AND INTERPRETING	INTERPRETING SOURCES	ANALYSING AND COMMUNICATING	EVALUATING AND DEBATING
EYFS	Teacher-led enquiry linked to the EYFS setting.	Use a magnifying glass. Identify features within the EYFS setting and school grounds.	Discuss elements in photographs-weather, hot, cold etc. Look at simple maps and globes identifying land types and the sea.	Make simple pictorial representations or charts of observations or information gathered. Label simple diagrams and pictures.	Identify features created by humans and those created by nature.
Year 1	Teacher-led enquiries, to ask and respond to simple closed questions. Investigate the surroundings using simple directional and locational language e.g. near/far etc.	Talk about the differences between a world map and a globe. Make observations about where things are e.g. within the school. Collect information about how we come to school and draw simple conclusions. Make observations on how hot/cold climates affect people's lives.	Use simple picture maps to move around school. Begin to understand why it is important for all streets to have a name, including a post code. Understand that maps and the globe are used to locate key places around the world. Use information books as sources of information. Use simple atlases to locate some places within the UK.	Explain the different elements of an address. Begin to appreciate the different weather patterns in the UK. Recognise some human and physical features. Add detail to a map linked to school and/or home.	Compare regions that are very hot with ones that are very cold, focusing on climate, temperature and people.
Year 2	Ask simple geographical questions such as, Where is it? What is it like? Ask simple questions to evaluate: How did it get like this? Why is it different?' Investigate surroundings using a compass to indicate different directions (NSEW).	Observe and record information about the area around school. Take photographs of locally interesting geographical features. Study aerial photographs of the local area. Use Google Earth to find features in their locality. Use simple compass directions and locational and directional language to describe the location and features of routes on a map.	Understand why it is important for all streets to have a name, including a post code. Understand that a globe represents the Earth as it is and that maps are a 2D representation of parts of the Earth. Identify the location of the Equator, Poles, oceans and continents on maps and globes. Contrast Great Ayton with Botany Bay using maps, photographs and videos to help make comparisons. Use books, stories, maps, pictures/photos, and the Internet, as sources of information.	Classify features within the local environment as physical or human features. Draw a simple plan view map with agreed symbols to make a key, after visiting a specific area. Appreciate how weather patterns are different in different parts of the world. Begin to understand how location affects climate. Make simple comparisons between features of different places. Recognise key differences between the main settlements in the UK.	Make appropriate observations about why things happen. Understand how different weather patterns in different parts of the world impact on the way of life for different people.

DISCIPLINARY KNOWLEDGE OVERVIEW

	ENQUIRY	COLLECTING, ANALYSING AND INTERPRETING	INTERPRETING SOURCES	ANALYSING AND COMMUNICATING	EVALUATING AND DEBATING
Year 3	<p>Begin to ask and initiate geographical questions. What is it like? How did it get like this? Why is it changing?</p> <p>Investigate places and themes at more than one scale-how do the forests of South America compare to the forests in the UK?</p>	<p>Begin to collect and record evidence linked to a local area study in the community.</p> <p>Talk about the features within their local community and compare them with another place that they know.</p>	<p>Understand and interpret cross-section diagrams.</p> <p>Use maps to locate world countries and capitals.</p> <p>Use a globe to gain a better understanding about a country's location e.g. within South America.</p> <p>Use photos/pictures, atlases and the Internet to compare the Amazon rainforest with forests in the UK.</p>	<p>Understand that countries have defined borders.</p> <p>Create a report focusing on species in the Amazon rainforest.</p> <p>Begin to appreciate why physical and human features will be different around the world.</p> <p>Analyse evidence and begin to draw conclusions between two locations.</p>	<p>Understand how the geographical features of regions within the UK impact the region</p> <p>Recognise how living things adapt to their environment.</p> <p>Evaluate the impact of human processes on the rainforest and debate the impact of deforestation.</p>
Year 4	<p>Ask and respond to questions and offer their own ideas. What is it like? How did it get like this? How is land used? How are people employed?</p> <p>Investigate surroundings and locate landmarks using the 8 compass points to indicate different directions.</p>	<p>Collect and record evidence linked to our town as part of a local area study.</p> <p>Understand the importance of the River Tees in the development of the town.</p> <p>Investigate places and themes at more than one scale, collecting and recording evidence with some aid.</p>	<p>Use maps, atlases and globes to locate countries and describe features studied.</p> <p>Use maps and globes to locate the equator, the tropics of cancer/capricorn and the Greenwich Meridian.</p> <p>Extend to satellite images and aerial photographs.</p> <p>Understand how to use four-figure grid references.</p>	<p>Understand that countries have defined borders and that each country has its own government or equivalent, based in its capital city.</p> <p>Understand what a biome is and describe some of the major biomes globally.</p> <p>Explain what a place is like and the geographical reasons for this.</p>	<p>Understand how and why ideal settlements may have changed over time. Understand why Middlesbrough exists and evaluate what brought people to live there.</p> <p>Recognise how human geographical features are determined by location and may change over time.</p>
Year 5	<p>Investigate surrounding countryside, applying locational knowledge and understanding of map symbols.</p> <p>Initiate geographical enquiry questions and answer questions offering relevant explanations.</p>	<p>Collect and record evidence linked to the local countryside as part of a local area study.</p> <p>Use and interpret graphs to record features such as volcanic eruptions or earthquakes.</p>	<p>Use maps, atlases, globes and computer mapping to locate and describe features studied eg rivers, mountains etc.</p> <p>Understand and interpret a range of diagrams and data.</p> <p>Recognise common Ordnance Survey symbols. Be familiar with topographical maps and know about contours etc.</p>	<p>Read and analyse weather and climate data.</p> <p>Appreciate why people would choose to live where they do, despite a place having physical features that can make living there challenging.</p>	<p>Recognise how living things, including humans, adapt to living near to volcanoes or within Earthquake zones.</p> <p>Understand the significance of the water cycle, and in particular rivers in the development of areas within Europe.</p>
Year 6	<p>Investigate surrounding countryside, applying locational knowledge and understanding of symbols.</p> <p>Initiate geographical enquiry questions and offer explanations and/or evidence for observations/ judgements about places.</p>	<p>Collect and record evidence linked to a local area study of coasts and Middlesbrough's free port.</p> <p>Analyse and interpret evidence gathered to provide evidence for answering a geographical enquiry question.</p>	<p>Use maps, atlases, globes and computer mapping to locate and describe features studied e.g. countries/capital cities in Eastern Europe, city of St Petersburg, UK power stations etc</p> <p>Recognise and use Ordnance Survey symbols on maps.</p> <p>Understand how to use six-figure grid references.</p>	<p>Explain how time zones operate in the context of Europe.</p> <p>Know how to identify human and physical characteristics and land use patterns, and make comparisons between two areas in Europe.</p> <p>Understand what is meant by being environmentally friendly.</p>	<p>Explain the impact of disasters such as Chernobyl in the short and longer term.</p> <p>Reflect on key changes that have occurred in the production of energy. Understand why these changes may have occurred. Evaluate the different types of energy sources available.</p>






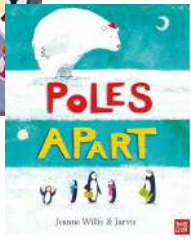

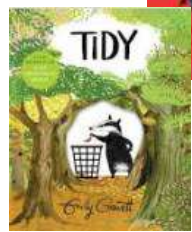
EYFS

FOUNDATIONS FOR

GEOGRAPHY

EYFS Foundations for Geography

Area of Learning	Key Learning Contexts			
<p>Geography in EYFS</p> <p>Children begin their foundations for accessing the Geography Curriculum in the Foundation Stage at Captain Cook Primary School.</p> <p>In the Nursery children are nurtured to develop a love of learning. They are taught the skills and discipline that enables them to learn effectively; talking and asking questions, listening, investigating and showing resilience in the face of a challenge. Through quality interactions, engaging themes, planned texts and a stimulating learning environment, children begin to recognise the natural and physical features of their immediate surroundings and how they impact on them.</p> <p>In Reception the children learn through planned themes that engage and introduce children to geographical knowledge and concepts. These themes allow children to develop the knowledge and skills required to meet the People, Culture and Communities Early Learning Goal. They also develop children's geographical knowledge and understanding, supporting them to make links in their learning at KS1 and 2. The details of the Reception geographical knowledge and links to further learning are detailed on the next page.</p>	Nursery		Reception	
	Autumn	Let's Celebrate	Autumn	All Change & Digging Up Dinosaurs
	Spring	Very Busy People	Spring	Captain Cook's Favourite Books & Adventurers and Explorers
	Summer	Blooming Marvellous	Summer	5, 4, 3, 2, 1 Blast Off & That's Super!
Early Learning Goal for Understanding the World: ELG: People, Culture and Communities	Key Vocabulary			
<ul style="list-style-type: none">Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and mapsKnow some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in classExplain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.	<p>Terms for physical and human features e.g.: road, tree, forest, sea, lake, town, city, world, map, globe, Artic, Antarctic, England, Marton, Middlesbrough, equator, climate</p> <p>Words for weather and their semantic field: Sunny—warm, hot, boiling, scorching</p> <p>Raining—flood, drizzle, shower, Storm—lightning, flash, roll, clap, rumble ,Snow—flurry, blizzard, icy, hail, frost foggy, misty.</p>			
Geographical Conceptual Knowledge and Understanding				
Nursery	Reception			
<ul style="list-style-type: none">Name key features of a place; road, tree, river, street, shops, houses, sea etc.Begin to describe the change in seasons and how it affects the immediate environment.Begin to talk about the features of places they have been or they have read about in books.Begin to show an awareness of what maps and globes are through discussion and play.	<ul style="list-style-type: none">Know that there are other places in the world and begin to explore their culture, climate and geographyTo know that Captain Cook Primary School is in Marton.To understand that a map and globe are pictorial representations of a place.Begin to name some different places in the world eg: North and South Pole, Australia and places of personal significance to pupils in the setting eg: Egypt, Sudan and ZimbabweBegin to show understanding of how these places differ; eg, climate, landscape, animals thereDescribe the features of a place using simple geographical terms eg: ocean, mountain, volcano.Begin to understand how people have an impact on their geography through shared books and play.			

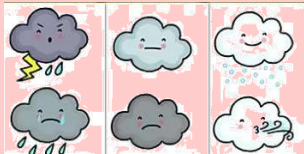
	RECEPTION Term and Theme	Key Geographical Knowledge What will be taught?	Vocabulary and Core Texts	Links to Geographical Concepts	Links to KS1 & 2 Geography Curriculum
Autumn Term	<p>All Change!</p> <p>Why are there fireworks in the sky?</p> <p>Digging Up Dinosaurs.</p>	<p>The name of different types of weather.</p> <p>Weather has an impact on our environment and ourselves.</p> <p>We can observe our physical environment changing as the seasons change.</p> <p>The names of physical features of a landscape eg: forest/woodland, mountains and volcanoes, rocks, soil and fossils.</p>	<p><u>Different types of weather:</u></p> <p>Sunny—warm, hot, boiling, scorching</p> <p>Raining—flood, drizzle, shower</p> <p>Storm—lightning, flash, roll, clap, rumble</p> <p>Snow—flurry, blizzard, icy, hail, frost</p> <p>Fog, mist.</p> <p><u>Physical Features</u></p> <p>Mountain, lake, volcano, sea, ocean, rock, sand, fossil</p>  	<p>Location</p> <p>Places and Regions</p>	<p>YEAR 1-Local Area: My Home and School</p>
Spring Term	<p>Captain Cook's Favourite Book.</p> <p>Adventurers and Explorers.</p>	<p>A map is a pictorial representation of the land and it's features.</p> <p>A globe is a model of our Earth.</p> <p>The locations of the North and South Pole and the Equator.</p> <p>The climate and animals found in these parts if the world.</p>	<p>Earth, map,</p> <p>Globe</p> <p>Equator</p> <p>North Pole,</p> <p>South Pole</p> <p>Artic, Antarctic</p> <p>Hot, desert, jungle, island</p>  	<p>Location</p> <p>Places and Regions</p> <p>Movement</p>	<p>YEAR 1-Our Island Home/Hot and Cold Places</p> <p>YEAR 2-Where did Captain Cook travel?</p>
Summer Term	<p>5, 4, 3, 2, 1 Blast Off!</p> <p>That's Super!</p>	<p>The features of towns and cities; eg; roads, building including sky scrapers and bridges</p> <p>The impact humans have on our environment; eg litter and pollution and the ways we can make a difference and improve/ save the planet by recycling etc.</p>	<p>City, town, street,</p> <p>Road, bridge</p> <p>Sky scraper</p> <p>Litter, rubbish, pollution</p> <p>Re-cycle</p>  	<p>Location</p> <p>Places and Regions</p> <p>Human Environment Interaction</p>	<p>YEAR 2 -Local Area: The Streets around my School</p>

ALL HISTORICAL KNOWLEDGE & UNDERSTANDING IN EYFS IS ENHANCED THROUGH THE PROVISION OF CAREFULLY PLANNED ACTIVITIES, ENABLING ENVIRONMENTS IN CONTINUOUS PROVISION AND INTERACTIONS WITH SKILLED PRACTITIONERS.

OPPORTUNITIES TO MAXIMISE GEOGRAPHICAL LEARNING IN THE EARLY YEARS SETTING

Daily Routines & Vocabulary Building

Use carpet time/the daily calendar to compare the weather and changes in season.



Look forward to events; eg trips, children going away and significant events in other countries

e.g.; Chinese New Year.

Use shadowing and pictorial representations in the areas for children to match at tidy up time etc. Demonstrate how a 2D representation can symbolise something physical.

Role Play and Small World

Use role play areas as an opportunity for children to develop their understanding and imagine life in other countries.

Play at travel and exploring new lands. Pretend to travel in different ways, Build boats, planes and wheeled vehicles.

Demonstrate how to draw and play using simple maps.

Create different physical and human environments in a small world e.g. block cities, volcanoes for dinosaurs, a sandy beach or the frozen Arctic with animals and ice bergs.



Visits and Visitors

Use the school grounds to enhance learning e.g. the playgrounds and buildings compared with the Wild Area.

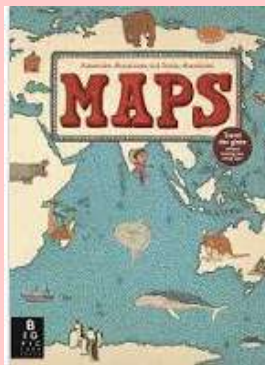
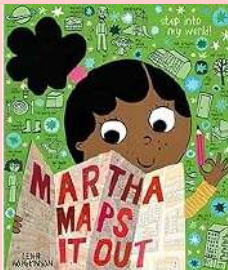
Invite visitors from the local community to come and speak with the children about places they are from or have visited e.g. India or Egypt.

Use visits to the library to hear stories set in different countries and landscapes.

Display a globe and a world map in the setting for children to explore, marking out significant locations.

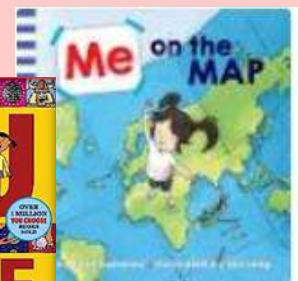
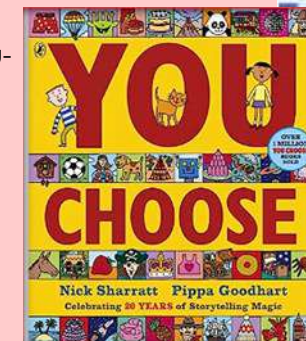


Quality Texts and Interactions



Talk with children and their families about places they have been in our local community and elsewhere.

Let them share photographs and special objects from other parts of the world, acknowledging their significance.



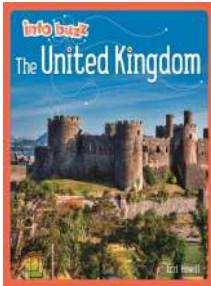
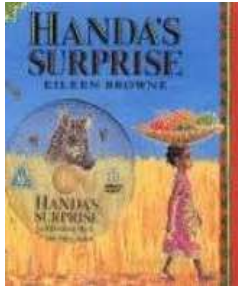




YEAR 1

GEOGRAPHY CURRICULUM

Year 1 Geography- Broader Curriculum Aims and Objectives


Topics of Study	Key Geographical Knowledge and Understanding
<ul style="list-style-type: none"> Local Area Study – My Home and School. Our Island Home - The United Kingdom. 	<p>⇒ Know where they live in the local area.</p> <p>⇒ Know the locality of home and school.</p> <p>⇒ Know that Middlesbrough is a town.</p> <p>⇒ Know some different types of houses.</p> <p>⇒ Know that every house/building has an address.</p> <p>⇒ Know that a map is about place.</p> <p>⇒ Know that a map is a picture from a Birdseye view.</p> <p>⇒ Know that we can plan a route between two places using a map.</p> <p>⇒ Know that Middlesbrough is in England and that England is part of the United Kingdom.</p> <p>⇒ Know that the United Kingdom is divided into four countries: England, Scotland, Wales and Northern Ireland.</p> <p>⇒ Know the names of each of these countries' capital cities.</p> <p>⇒ Know the names of the main seas that surround the UK.</p> <p>⇒ Know key geographical characteristics of the different countries within the UK including highest mountains, longest rivers and major landmarks.</p> <p>⇒ Know that the United Kingdom is only a small part of our planet.</p> <p>⇒ Know that groups of countries are called continents.</p> <p>⇒ Know that hot places are found near the Equator, and cold places are found near the Poles.</p> <p>⇒ Know that Africa is a continent.</p> <p>⇒ Know some key geographical characteristics of Africa, including climate.</p> <p>⇒ Know that the Arctic is one of the Polar regions.</p> <p>⇒ Know some key geographical characteristics of the Arctic, including climate.</p>
Vocabulary	
<p>Near, far, map, plan, above, aerial, bird's eye view, route, forward, backward, left, right, address, number/name, street name, town, county, postcode, distance, closest, furthest, transport, foot, bike, scooter, car, taxi, bus, data, pictogram.</p> <p>Country, city, capital, United Kingdom, England, Northern Ireland, Scotland, Wales, London, Edinburgh, Cardiff, Belfast, Union Jack flag, Atlantic Ocean, North Sea, English Channel, Irish Sea, landmark, coast, Big Ben, London Bridge, Stonehenge, Angel of The North, River Severn, Scafell Pike, Giant's Causeway, the Titanic Museum, Lough Neagh, River Bann, Edinburgh Castle, Arthur's Seat, Scot's Monument, River Tay, Ben Nevis, Caernarfon Castle, Principality Stadium, River Wye, Mount Snowdon, globe, world, continents, Africa, Sahara Desert, River Nile, Egyptian Pyramids, Victoria Falls, Mount Kilimanjaro, Polar regions, Inuit people, traditions.</p>	
Quality Literature Links	
   	



YEAR 2

GEOGRAPHY CURRICULUM

Year 2 Geography - Broader Curriculum Aims and Objectives

Topics of Study	Key Geographical Knowledge and Understanding
<ul style="list-style-type: none"> Local Area Study– The Streets Around my School. The Wider World-Where did Captain James Cook travel? 	⇒ Know own address and postcode. ⇒ Know that their school is located in Marton, which is part of the town of Middlesbrough. ⇒ Know that natural features are called physical features . ⇒ Know that man-made features are called human features. ⇒ Understand the difference between human and physical features within the streets around school.
Vocabulary	⇒ Know what a compass is and what it is used for. ⇒ Know the four compass points: North, South, East and West. ⇒ Know that a globe is a model of the Earth showing how it looks from space. ⇒ Know that continents are areas of land that include different countries. ⇒ Know that over two thirds of the Earth's surface is covered in water and that most of it is held within the five oceans. ⇒ Know the world's seven continents and five oceans. ⇒ Know that the United Kingdom is part of the continent of Europe. ⇒ Know that the equator is an imaginary line that runs around the centre of the Earth and is always closest to the sun. Know that it marks the different parts of the Earth: the northern and the southern hemisphere.
Village, shops, field, park, near, far, town, natural, man-made, human features, physical features, compass, needle, directions, navigation, North, South, East, West, aerial, continent, ocean, equator, North pole, South pole, hot/cold climate, United Kingdom, Marton, Great Ayton, Australia, World, map, plan-view, atlas, Africa, Asia, Antarctica, Europe, North America and South America, Oceania/Australia, Northern Hemisphere, Southern Hemisphere, Atlantic Ocean, Pacific Ocean, Indian Ocean, Southern Ocean, Arctic Ocean, Botany Bay	⇒ Know that the UK is in the Northern Hemisphere. ⇒ Know where the Equator and the North and South poles are and how this relates to hot/cold countries. ⇒ Know that the landscape around the poles is changing as a result of human processes. ⇒ Know the location of the UK and Australia on a World map. ⇒ Understand some similarities and differences between the human and physical geography between Great Ayton and Botany Bay, Sydney Australia.
Quality Literature Links	
 <p>The image shows three children's books. On the left is 'Europe' with a colorful illustration of European landmarks like the Eiffel Tower and Big Ben. In the middle is 'Australia' with a similar style showing Australian landmarks like the Sydney Opera House and a kangaroo. On the right is 'Usborne Big Picture Atlas' which features a world map and various animals and landmarks from different continents.</p>	


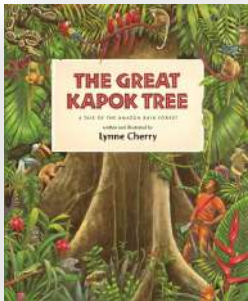



YEAR 3

GEOGRAPHY

CURRICULUM

Year 3 Geography - Broader Curriculum Aims and Objectives

Topics of Study	Key Geographical Knowledge and Understanding
<ul style="list-style-type: none"> Local Area Study – Our Community. The Wider World - Regions of the UK/South America and the Rainforest 	<p>⇒ Know that a compass is divided into 4 main points and name them.</p> <p>⇒ Know how to use a compass and explain how it can help us in telling directions.</p> <p>⇒ Know what a community is and identify some of our community's human and physical features.</p> <p>⇒ Identify types of settlement and land use and examples of economic activity within the community.</p> <p>⇒ Know where Marton is located within Middlesbrough.</p> <p>⇒ Know that letter/number co-ordinates are used to identify features on a map.</p> <p>⇒ Know that England one of the countries of the UK, it is divided up into regions and we live in the North East.</p> <p>⇒ Know that each region has key human and physical features, including cities and rivers, which have an impact on how people live.</p> <p>⇒ Know where the world's continents and oceans are located.</p> <p>⇒ Know that the Equator, Tropic of Cancer and Tropics of Capricorn are lines of latitude and where they are located.</p> <p>⇒ Know that rainforests in the world are situated between the Tropics of Cancer and Capricorn and describe the key features of a tropical climate.</p> <p>⇒ Name some of the countries located in South America and identify some key physical and human features.</p> <p>⇒ Know the location of the Amazon Rainforest and understand that due to its climate it is full of biodiversity.</p> <p>⇒ Know the four primary layers of the Amazon Rainforest and some of the species that live within each layer.</p> <p>⇒ identify and compare geographical features of forests in the United Kingdom with those of the Amazon Rainforest.</p> <p>⇒ Know that deforestation is a threat to the Amazon Rainforest.</p> <p>⇒ Name some natural resources of South America and know that these are important for trade and the economy.</p>
Vocabulary	
<p>Compass rose, direction, atlas, community, Marton, human features, physical features, man-made, co-ordinates, grid reference, map, symbols, place of worship, local, locality, jobs, trade, regions, cities, North East, North West, Yorkshire and The Humber, East Midlands, West Midlands, East of England, London, South East, South West, mountains, coastal, rivers, seas, tourism, industry, continents, oceans, species, lines of latitude, longitude, northern hemisphere, southern hemisphere, Tropic of Cancer/ Capricorn, Equator, tropical, rainfall, climate, population, South America, Amazon River, forest, forest floor, understory layer, canopy layer, emergent layer, settlement, deforestation.</p>	
Quality Literature Links	
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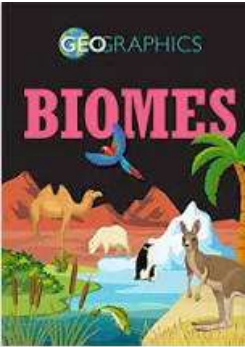
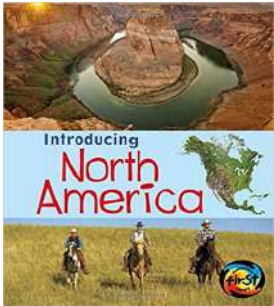
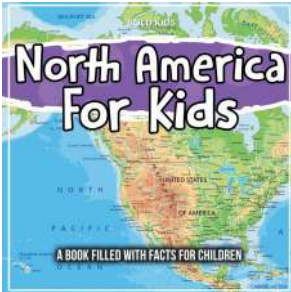


YEAR 4

GEOGRAPHY

CURRICULUM

Year 4 Geography - Broader Curriculum Aims and Objectives

Topics of Study	Key Geographical Knowledge and Understanding
<ul style="list-style-type: none"> Local Area Study – Our Town. The Wider World - North America. 	<ul style="list-style-type: none"> ⇒ Know that in addition to the four main points of a compass, there are four further points and name them. ⇒ Know how to use a compass to eight points and explain how it can help us in telling directions. ⇒ Know that keys can be used to identify land use on maps, and identify some commonly used map symbols. ⇒ Know how four figure grid references can be used to locate features on a map and explain how to do this. ⇒ Know some key human and physical features of Middlesbrough. ⇒ Identify some ways in which the geographical features of Middlesbrough impacts on its population. ⇒ Know that the River Tees is the major river within Middlesbrough. ⇒ Identify the seven continents and five oceans of the world and explain their location relative to each other. ⇒ Know that North America and South America are separated by the Panama Canal, a man-made channel of water. ⇒ Know the equator is at the centre of lines of latitude and is at 0° latitude. ⇒ Know anything south of the equator is in the Southern Hemisphere and labelled °S and anything north is the Northern Hemisphere and labelled °N. ⇒ Know that lines of longitude run from North to South. ⇒ Know that the line labelled 0° longitude is called Greenwich Meridian and runs through London. ⇒ Know that there are 23 countries in North America and name a number of these. ⇒ Know that biomes are regions of the world with similar climate, animals and plants. ⇒ Know the names of different biomes and explain their key features. ⇒ Name some of the key physical and human features within North America. ⇒ Explain how these features impact the region eg in terms of tourism or trade, natural resources etc. ⇒ Know that a capital city is where the government of that country is based. ⇒ Know the names of some of the capital cities in North America. ⇒ Describe some key similarities and differences between different regions of North America and the United Kingdom
Vocabulary	
<p>Compass points, North East, North West, South East, South West, location, key, symbol, grid references, eastings, northings, co-ordinates, landmass, continents, oceans, Panama Canal, trade links, latitude, tropics, Equator, Northern Hemisphere, Southern Hemisphere, Western hemisphere, Eastern hemisphere, Greenwich Meridian, time zones, biome, rainforest, desert, savannah, temperate forest, steppe, tundra, climate, Settlement, land use, agriculture, employment, industries, urban, rural, national park, capital city, government, Washington DC, Ottawa, Mexico City. leisure, extreme weather</p>	
Quality Literature Links	
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YEAR 5

GEOGRAPHY

CURRICULUM

Year 5 Geography - Broader Curriculum Aims and Objectives

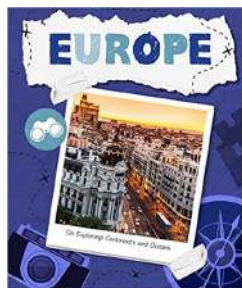
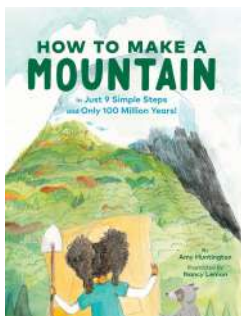
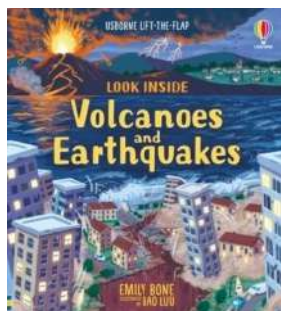
Topics of Study

- Local Area Study– The Countryside near Me
- The Wider World-Extraordinary Europe (physical features)

Vocabulary

Cardinal compass points, ordinal compass points, navigation,, northings, eastings, ordinance survey, industrial, rural, attractions, tourism, Roseberry Topping, North Yorkshire Moors, Brimham Rocks, Yorkshire Dales. Europe, France, Spain, Italy, United Kingdom, Germany, Russia, Eurasia, Paris, Berlin, Madrid, Rome, Moscow, Western Europe, temperate climate, Eastern Europe, polar climate, Mediterranean Sea, layers, crust, mantle, outer core, inner core, tectonic plates, faults, epicentre, shock wave, volcano, magma, pressure, molten lava, active, dormant, extinct, Ring of Fire, shield volcano, stratovolcano, cinder cones, habitats, landscapes, economic activity, fertilisers, tourism, geothermal energy, mountain, slope, summit, ranges, peaks, ridges, valleys, isolated, fold fault-back , volcanic , dome , plateau mountains , Pyrenees, Alps, Mont Blanc, upland, meander, erode, hydro-electric energy, trading routes, Rhine, Danube, Elbe, Main,

Quality Literature Links



Key Geographical Knowledge and Understanding

- ⇒ Know that six figure grid references are more accurate as they help find an exact location within a grid square.
- ⇒ Know that Ordinance Survey maps have standard symbols to identify land use, and identify some of these symbols.
- ⇒ Know that even though it is known as an industrial area, there are lots of local countryside landmarks in and around Teesside and North Yorkshire and name some of these,
- ⇒ Know that these natural attractions bring tourists from all over the country to visit our local countryside.
- ⇒ Know that Europe is made up of 44 countries, and name/identify some of these.
- ⇒ Know that Russia spans two continents: Europe and Asia
- ⇒ Know some capital cities in Europe.
- ⇒ Know that most of Western Europe has a moist and moderate climate also known as a temperate climate.
- ⇒ Know that Eastern Europe has cold winters and hot summers,
- ⇒ The winter can be long and very cold in the far north
- ⇒ Know that the countries near the Mediterranean Sea have hot, dry summers and mild winters.
- ⇒ Know that the earth is made up of 4 layers: the crust, the mantle, the outer core and the inner core.
- ⇒ Know that earthquakes are formed when different pieces of the Earth's crust called tectonic plates rub up against each other.
- ⇒ Know that a volcano is the opening in the earth's crust.
- ⇒ Know that a volcanic eruption happens when magma below the earth's surface rises to the top causing immense pressure and gas and bubbles to occur.
- ⇒ Know some of the effects of volcanic activity on a region, both positive and negative.
- ⇒ Explain the physical features of a mountain and identify some mountain ranges in Europe.
- ⇒ Know that rivers usually begin in upland areas, when rain falls on high ground and begin to flow downhill until they reach another body of water.
- ⇒ Know some of the major rivers in Europe and explain some ways in which the rivers are important to the populations nearby.
- ⇒ Know the importance of migration within Europe for the distribution of skills.



YEAR 6

GEOGRAPHY

CURRICULUM

Year 6 Geography - Broader Curriculum Aims and Objectives

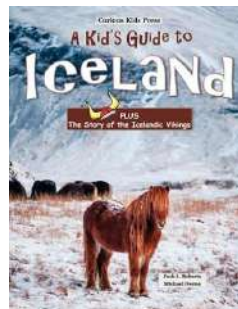
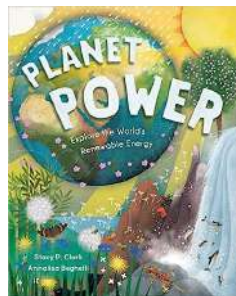
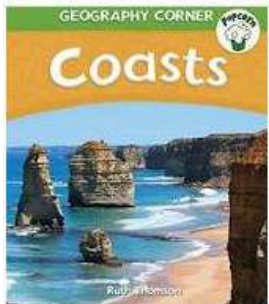
Topics of Study

- Local Area Study– The Coast Near Me
- The Wider World-Energy in Europe East and West.

Vocabulary

Eastings, northings, physical features, human features, coastline, strandline, dune, cliff, location, harbour, industry, physical features, human features, dock, shipping, trade, supply, demand, import, export, land use, economy, products, raw materials, supplier, manufacturer, distributor, retailer, consumer, profit, western hemisphere, eastern hemisphere, prime meridian, Greenwich Mean Time, time zones, Eastern Europe, Albania, Bosnia and Herzegovina, Belarus, Bulgaria, Croatia, Czechia, Estonia, Hungary, Latvia, Lithuania, Moldova, Montenegro, North Macedonia, Poland, Romania, Serbia, Slovakia, Ukraine, Russia, St Petersburg, human features, settlements, land use, economic activity, energy resources, climate change, population, power, energy, gas, renewable sources, coal, nuclear, power stations, deforestation, pollution, over-population, climate change, war/conflict, natural disasters, man-made disasters, Chernobyl, power plant, radiation, land-use, exclusion zone, Iceland, Reykjavik, mid-Atlantic ridge, renewable, non-renewable, geothermal energy,

Quality Literature Links



Key Geographical Knowledge and Understanding

- ⇒ Know the location of local coastal areas and describe key features of their human and physical features.
- ⇒ Know how land is used within a local coastal area, eg. Whitby, and how and why this may have changed over time.
- ⇒ Know the significance of coastal areas, docks, harbours and ports for trade.
- ⇒ Know about the Freeport in Teesside and the importance of it on a wider scale.
- ⇒ Know that trade is an agreement between two countries to buy and sell goods.
- ⇒ Explain what lines of latitude and lines of longitude are, naming important lines.
- ⇒ Explain what time zones are and know the significance of the Greenwich Meridian.
- ⇒ Know some of the countries that are located in eastern Europe and name some of their capital cities.
- ⇒ Know that St Petersburg is Russia's second city and name of some the important human features situated there.
- ⇒ Explain some similarities and differences between St Petersburg and a city in the UK.
- ⇒ Know some of the different types of energy that are used as power sources in the UK and name some power stations.
- ⇒ Know some reasons why geographical changes over time occur.
- ⇒ Know the short term and longer term impact of the 1986 Chernobyl disaster locally and on a global scale.
- ⇒ Know the difference between renewable and non-renewable energy sources.
- ⇒ Understand the impact of energy sources on climate change.
- ⇒ Know what geothermal energy is and how it is utilised in Iceland.
- ⇒ Describe some of the positive and negatives of different sources of energy.