



LIMITLESS POTENTIAL

IGNITE PASSION

EMBRACE DIFFERENCE

Geography Curriculum Overview 2020/ 21

Year Group	Autumn Term		Spring Term		Summer Term	
Year 1/2 A	Autumn 1 Focus: Learning Objectives: History focus	Autumn 2 Focus: Local study <i>What is the Geography of where I live?</i> Learning Objectives: To identify continents, oceans, and lines of latitude and longitude. To identify the equator and north and south poles. To recognise and identify the united kingdom. To describe a small area of the UK and observe its physical and human geographical features. To compare and contrast local areas	Spring 1 Focus: Learning Objectives: History focus	Spring 2 Focus: <i>Why do we love being beside the seaside so much?</i> Learning Objectives: To identify continents, oceans, and lines of latitude and longitude. To identify the equator and north and south poles. To recognise and identify the united kingdom. To observe, compare and contrast weather and seasons. To identify hot and cold areas using world maps, atlases and globes,	Summer 1 Focus: Learning Objectives: History focus	Summer 2 Focus: <i>How does the weather affect our lives?</i> Learning Objectives To identify continents, oceans, and lines of latitude and longitude. To identify the equator and north and south poles. To recognise and identify the united kingdom. To observe, compare and contrast weather and seasons and how they To identify hot and cold areas using world maps, atlases and globes,

		<p>using world maps, satellite photographs, atlases and globes.</p> <p>To categorise the main land uses within my local area.</p>		<p>satellite photographs and plans.</p> <p>To describe and observe physical and human geographical features using basic subject vocabulary.</p> <p>To compare and contrast how people enjoy themselves at the seaside.</p> <p>To sequence by comparing and contrasting how our seaside holidays changed since the 1970's.</p>		<p>satellite photographs and plans.</p> <p>To describe and observe physical and human geographical features using basic subject vocabulary.</p> <p>To reason and interpret why the weather isn't the same everywhere in the world.</p> <p>To reason and interpret why we remember Captain Robert Scott and his friends Lawrence, Henry, Edward and Edgar.</p>
Year 1/2 B	<p>Autumn 1 Focus:</p> <p>History focus</p>	<p>Autumn 2 Focus:</p> <p>Why don't penguins need to fly?</p> <p>Learning objectives: To identify where Antarctica is and locate it on a map/globe/atlas.</p> <p>To identify the equator and north and south poles.</p> <p>To recognise and describe how</p>	<p>Spring 1 Focus:</p> <p>History focus</p>	<p>Spring 2 Focus:</p> <p><i>Why does it matter where our food comes from?</i></p> <p>Learning objectives: To identify and recognise where dairy products come from.</p> <p>To reason why there are so many dairy farms in Devon.</p> <p>To identify and describe how</p>	<p>Summer 1 Focus:</p> <p>History focus</p>	<p>Summer 2 Focus:</p> <p><i>How does Kampong Ayer compare with where I live?</i></p> <p>Learning objectives: To identify where Kampong Ayer is using a map/globe/atlas.</p> <p>To identify continents, oceans, and lines of latitude and longitude.</p> <p>To recognise and identify the united kingdom.</p>

		<p>penguins are able to survive in Antarctica.</p> <p>To compare and contrast Antarctica to the Sahara Desert.</p> <p>To compare and describe differences between Antarctica and the Arctic.</p> <p>To reason and interpret why there are no polar bears in the Antarctic.</p> <p>To reason and interpret why Marco and Polo find visiting each other so difficult.</p> <p>To reason and identify why penguins don't need to fly.</p>		<p>Quicke's Dairy Farm in Devon makes cheese.</p> <p>To compare and contrast how our list of favourite fruit and veg compares with the favourites of other people.</p> <p>To reason and describe why it is important to know all about sugar.</p> <p>To reason and interpret why John and Rob have so many happy customers at their shops.</p>		<p>To compare Kampong Ayer with where I live.</p> <p>To recognise how people's homes in Kampong Ayer compare with mine.</p> <p>To recall weather conditions and how the weather in Kampong Ayer contrasts with the weather where I live.</p> <p>To understand and describe how people travel in Kampong Ayer and how this compares with travel where I live.</p> <p>To observe the routines of an average school day and compare this with school life in Kampong Ayer.</p>
Year 1/2	Educational Visits/ Enrichment opportunities <p>Explorer visit Centre for life Discovery museum Visit to local supermarkets</p>	National Initiatives	APP's to support topics <p>Google maps</p>	School Resources available <p>Globes Atlas Maps Magnifying glasses Plastic cups Thermometers</p>	Resources to loan <p>Explorer gear Giant Maps</p>	Links to Websites <p>https://my.northytneside.gov.uk https://www.natgeokids.com/uk/ https://www.bbc.co.uk/bitesize/subjects/zcdaqnb</p>

	Walk around local area Visit to beach Visit to farms (working farms)					http://www.bbc.co.uk/schoolreport/25430933 https://www.weatherwizkids.com https://climatekids.nasa.gov/menu/weather-and-climate/
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Year Group	Autumn Term		Spring Term		Summer Term	
Year 3 / 4 A	Autumn 1 Focus: Learning Objectives: History focus	Autumn 2 Focus: <i>Why do some earthquakes cause more damage than others?</i> Learning Objectives: To identify South America	Spring 1 Focus: Learning Objectives: History focus	Spring 2 Focus: Beyond the Magic Kingdom: what is the sunshine state really like? Learning objectives: To hypothesise why the Magic Kingdom is the most popular	Summer 1 Focus: Learning Objectives: History focus	Summer 2 Focus: <i>Why do so many people live in megacities?</i> Learning Objectives: To identify and recognise what are megacities and where they are located.

		<p>To identify and recognise lines of latitude and longitude.</p> <p>To identify Northern and Southern Hemispheres and their respective time zones.</p> <p>To develop conclusions as to why New Zealand has so many Earthquakes.</p> <p>To observe volcanoes and earthquakes and describe and interpret their effect on people's lives.</p> <p>To use plans, maps, atlases and globes to locate countries that experience Earthquakes.</p> <p>To understand through explanation why most volcanoes happen in the same places as earthquakes.</p>		<p>theme park in the world.</p> <p>To identify where the Magic Kingdom is.</p> <p>To observe and describe why the great Maya civilisation of central America came to an end.</p> <p>To understand and reason why tourists come to the Magic Kingdom from some countries and not others.</p> <p>To understand and describe why the Kennedy space centre is in Florida.</p> <p>To understand and recognise why sea turtles are endangered and what the Florida Turtle Conservation Society is doing to protect them.</p> <p>To compare and contrast how and why the climate of the Sunshine State is different from where I live.</p>		<p>To compare, contrast and reason why Baghdad became the first city in the world with one million people.</p> <p>To understand why Milton Keynes is the United Kingdom's fastest-growing city.</p> <p>To compare, contrast and develop a conclusion as to why Brasilia is the fastest-growing city in Brazil.</p> <p>To reason and compare how the advantages of living in cities compare with the disadvantages.</p>
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				To understand and identify how Floridians cope with hurricanes		
Year 3 / 4 B	History focus	Autumn 2 Focus: <i>How and why is my local environment changing?</i> Learning objectives: To identify and understand why places change. To observe and recall how the local area has changed in the past. To observe and reason how the local area changed as a result of WW1. To understand and interpret how and why the quality of the environment changes in the local area. To describe and understand how NASA satellite images inform us of environmental changes on a global scale.	History focus	Spring 2: Focus: How can we live more sustainably? Learning objectives: To understand what being sustainable actually means. To identify and explain how we can help to make our school more sustainable. To reason and develop conclusions about why we are seeing more wind and solar farms in the countryside. To synthesise how sustainable development is helping the lapwing out of the red. To reason and interpret how solar	History focus	Summer 2 Focus: Why are jungles so wet and deserts so dry? Learning objectives: To identify and describe why climate is different across the UK. To identify the world's climates. To reason and interpret and describe how climate graphs help geographers compare the climate of one place with another. To describe and understand how the climate affects the plants and animals living in a place. To reason and interpret why the

				cookers are helping Sunita and her family to live more sustainably.		<p>jungle of the Amazon rainforest is so wet and humid.</p> <p>To develop conclusions about why Africa is the most inhabited place on Earth.</p>
Year 3/4	Educational Visits/ Enrichment opportunities <p>Park visit Visit to local environment Rising sun country park Adopt an animal Centre for life Discovery Museum</p>	National Initiatives <p>Green flag award Eco school award Climate change teaching opportunity</p>	APP's to support topics <p>Google maps</p>	School Resources available <p>Globes Atlas Maps Magnifying glasses Plastic cups Thermometers</p>	Resources to loan <p>Handheld GPS Giant Maps</p>	Links to Websites <p>https://www.natgeokids.com/uk/</p> <p>https://www.bbc.co.uk/bitesize/subjects/zcdaqnb</p> <p>http://www.bbc.co.uk/schoolreport/25430933</p> <p>https://www.weatherwizkids.com</p> <p>https://climatekids.nasa.gov/menu/weather-and-climate/</p>



Year Group	Autumn Term		Spring Term		Summer Term	
Year 5 / 6 A	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<p>Focus:</p> <p>Learning Objectives:</p> <p>History focus</p>	<p>Focus:</p> <p><i>How do volcanoes affect the lives of people living on Hiemaey?</i></p> <p>Learning Objectives:</p> <p>To identify where Saethor takes his dog Tiry for a walk every day.</p> <p>To identify and describe where Saethor and Tiry live.</p> <p>To understand how geographers describe the Westman Islands.</p> <p>To compare and contrast the physical</p>	<p>Focus:</p> <p>Learning Objectives:</p> <p>History focus</p>	<p>Focus:</p> <p>What is a river?</p> <p>Learning objectives:</p> <p>To observe and describe how the course of the river Axe changes from the source to the mouth.</p> <p>To observe and describe how the course of my local river changes from source to mouth.</p> <p>To understand and reason why estuaries are such important places for wildlife.</p>	<p>Focus:</p> <p>Learning Objectives:</p> <p>History focus</p>	<p>Focus:</p> <p><i>Why are mountains so important?</i></p> <p>Learning Objectives:</p> <p>To identify why the three mountains of Olympus, Mauna Kea and Everest so famous.</p> <p>To understand how the world's greatest mountain ranges were formed.</p> <p>To reason and justify why the legend of Mallory and Irvine is the greatest unsolved</p>

		<p>and human geography of Hiemaey with the area I live.</p> <p>To understand and hypothesise why there are so few trees in Hiemaey.</p> <p>To develop conclusions about why there are volcanoes on Hiemaey.</p> <p>To understand and describe how the people of Hiemaey were affected when Eldfell erupted.</p> <p>To empathise and make judgements about why the people of Hiemaey go on living next to an active volcano.</p> <p>.</p>		<p>To reason and justify why rivers are such important parts of the water cycle.</p> <p>To understand and describe how the Isle of Dogs has changed since the reign of Henry VIII</p> <p>To evaluate how Beidrich used music to describe the course of his beloved national river.</p>		<p>mystery of mountaineering.</p> <p>To understand and hypothesise why Edmund Hillary and Tenzing Norgay found fossils of sea animals on the summit of Everest.</p> <p>To compare and contrast how the Cambrian mountains differ from the Himalayan mountains.</p> <p>To explain and reason why the climate at Tynohir is such a challenge for Roy.</p> <p>To justify and empathise why tourists visit the Cambrian mountains</p> <p>To identify how else the precious resource of water is used in the Cambrian Mountains</p>
Year 5 / 6 B	History focus	Autumn 2 Focus: <p>How is climate change affecting the world?</p>	History focus	Spring 2 Focus: <p>Why is fair trade fair?</p> <p>Learning Objectives:</p>	History focus	Summer 2 Focus: <p>Who are Britain's National Parks for?</p>

		<p>Learning objectives:</p> <p>To identify and reason why Ethaji is cleaning shoes on the streets of Banjul.</p> <p>To hypothesise and reason why Olivia can't afford her home.</p> <p>To understand why people living in Starcross are making flood plans.</p> <p>To develop conclusions about why Lars and Sofie disagree about how nice the weather is.</p> <p>To hypothesise and identify why people all over the world are noticing the weather they're used to is changing.</p> <p>To understand and evaluate what the countries of the world have agreed to do about global warming</p>		<p>To understand why Marco Polo visits the UK every eleven weeks.</p> <p>To explain and describe what the UK export to the people of China.</p> <p>To reason and draw conclusions as to why trade isn't always fair to some people such as Melvin.</p> <p>To reason and explain why fair trade is fair.</p>		<p>Learning objectives:</p> <p>To identify and describe why National Parks are described as Britain's breathing spaces.</p> <p>To identify and explore what else makes National Parks so important.</p> <p>To explain and understand why National Parks welcome visitors.</p> <p>To hypothesise and reason why protected land is so important in South West England.</p> <p>To describe why so many people are attracted to the Valley of the Rocks.</p> <p>To evaluate and justify why Merrivale is such an important prehistoric site.</p> <p>To develop conclusion and justify why farmers are so important in our national park's.</p>
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Year 5/6	Educational Visits/ Enrichment opportunities	National Initiatives	APP's to support topics	School Resources available	Resources to loan	Links to Websites
	Derwent hill visit Visit to the quayside Northumberlandia Gibside Cragside High Force	Green flag award Eco school award Climate change teaching opportunity Woodland trust – plant a tree initiative	Google maps	Globes Atlas Maps Magnifying glasses Plastic cups Thermometers	Handheld GPS	https://www.natgeokids.com/uk/ https://www.bbc.co.uk/bitesize/subjects/zcdaxnb http://www.bbc.co.uk/schoolreport/25430933 https://www.weatherwizkids.com https://climatekids.nasa.gov/menu/weather-and-climate/