

Geography

BIG IDEAS: The curriculum is largely built around the National Curriculum coverage, which prepared pupils for the demands of Upper School and KS4. This will include the location and characteristics of a range of the world's most significant human and physical features. Pupils develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.

1. **Locational knowledge**
2. **Place knowledge**
3. **Human and physical geography**
4. **Geographical skills and fieldwork**

SMSC

Main Learning
Points/NC Objectives

Careers/finance

YEAR 5

Amazing Africa Term 1

Place knowledge South Africa

To locate the world's countries, using maps
To use the eight compass points to describe routes on a map
To be able to identify African countries and locate them on a map.
To find out about western Africa and the country of Nigeria.
To explore northern Africa and Morocco.
To explore central Africa and the Central African Republic.
To explore eastern Africa and Tanzania.
To explore southern Africa and South Africa.

1,2,3,4

We explore different places, different people and their experiences of the world. Pupils learn about the characteristics of their local area, and why it is like that, and contrast where they live with more distant localities, in this country and abroad.

Travel agent

China Term 2

To use a key to describe features on an Ordnance Survey map.
To use four and six-figure grid references to locate places on a map.
To know where China is in the world
To explore the human impact on China's physical Geography
To explore China's economic growth and its effect on the country
To learn about China's famous tourist attractions
To find out about the culture of China

1,2,3,4

YEAR 6

Place Knowledge Scandinavia Term 1

To be able to locate Scandinavia's countries and major cities on a world map.
To explore the climate and weather of Scandinavia.
To explore the physical features of Scandinavia.
To explore some aspects of the human geography of Scandinavia.
To be able to compare and contrast an area in the UK with an area in Scandinavia.
To be able to plan a tourist visit to a Scandinavian destination

1,2,3,4

Inspires awe and wonder of the natural environment
Effects of humans on the natural environment

Marvellous Mountains Term 2

Mountain Environment : Geography : Year 6

To find out how mountains are formed and where the major mountain ranges in the world are.
To investigate a mountain environment.
To find out about mountain climates.
To investigate mountains as tourist destinations
To find out the positive and negative aspects of tourism in mountain environments.
To find out how mountains are formed
To investigate the structure of a volcano

1,2,3,4

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Jobs in National Trust

YEAR 7

Our United Kingdom Term 2

UK, Weather and Climate

- To develop UK place knowledge
- To know what the UK is and its position in the world
- To know the flags of the UK
- To know the difference between weather and climate
- To know how to make a climate graph
- To understand how weather instruments are used to measure the weather.
- To know what the water cycle is
- To understand how clouds form and the different types of clouds.
- To know that we have different types of rainfall
- To understand what air pressure is and how it affects the weather.
- To understand the causes and effects of a heatwave.
- To understand how air masses affect the UK weather.
- To understand the typical weather of a depression.
- To understand the impacts of the 2013 Christmas storms.
- To understand that there are different climate zones across the world.
- To understand why places have different climates.
- To understand that some places experience extremes of climate.

1,2,3,4

Issues of global warming effect on weather

YEAR 8

Extreme Environments Term 1 and 2

- To know how to find places using an Atlas
- To know what the lines of latitude and longitude are and understand how they are used
- To describe and explain the location of deserts around the world
- To know which five factors affect a country's climate
- To draw, describe and explain a climate graph
- To know what a glacier is and how they shape the world we live in
- To know what it is like to live in a glacial environment.
- To know where the coldest place on earth is
- To have a specific sense of place surrounding Antarctica
- To know where the hottest places in the world and how plants and animals survive here
- To know that areas can become desert over time
- To know where the Sahara desert is in the world
- To understand how people have adapted to live here

Extreme Earth Term

To know the structure of the earth
To know the earth is made of many different plates
To know that plates move in different ways
To know that we have constructive and conservative margins
To know the different types of volcano
To know about 1 volcano in detail case study
To learn about the Mount Fuego eruption
To take the role of decision makers and prepare for an Issue Evaluation exam.
To know what happened at the Mt St Helens eruption
To know why people live near volcanoes
To know why earthquakes occur
To know how we measure earthquakes

1,2,3,4

Year 8 look at global warming with an emphasis on how they can make a difference by making small changes to their lifestyles.

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YEAR 5

Brilliant Britain Term 3

Location knowledge UK

To use the eight points of a compass, four and six-figure grid references, symbols

To identifying human and physical characteristics and land-use patterns; and understand how some of these aspects have changed over time by comparing maps and photographs of places.

To be able to identify and describe key geographical features of the United Kingdom.

To be able to identify and locate the counties of the United Kingdom

To be able to locate and identify towns and cities in the UK.

To find out about the hills and mountains of the UK.

To find out about the seas and coasts of the UK.

To be able to identify and explore the major rivers of the UK.

1,2,3,4

Work within the subject allows them to express their opinions and communicate their knowledge in varied ways

YEAR 6

Titanic Term 3

To use latitude and longitude co-ordinates to locate important places in the Titanic's journey.

To identify where is the world's ice

To know what a glacier, ice sheet, ice field is

To learn how glaciers are formed and how they shape the earth

To know what are icebergs and why they would be in the North Atlantic Ocean

To learn about the threat of icebergs today and the impact of global warming

1,2,3,4

YEAR 7

Tourism Term 3B

To know what tourism is

To know why tourism is rapidly growing

To know what makes a place an attractive tourist destination

To know that the British tourist industry is changing

To know the challenges that national parks face

To know that the British tourist industry is in decline

To know that tourism has changed dramatically since the 1800's

To know the impacts of tourism

To know the jobs that the tourist industry creates

To know why people go skiing

To know the sustainability of tourism

To know how tourism causes conflict

1,2,3,4

To know the impacts of tourism

Jobs in the tourist industry

Cartographer

YEAR 8

China and globalisation Term 2 and 3

•To know the location of places in China

•To know the difference between a describe and explain question

•To know how China is changing

•To know that China is the main manufacturing region in the world

•To know the problems with industry and China and some of the solutions that can be employed to help

•To know that fake good are made in China

•To know that for many years China employed a one child policy

•To know why companies, want to sell in China

•To know what globalisation is

•To know where clothes come from

•To know what a sweatshop is

•To know the background of Nike as a TNC

•To know the manufacturing chain for companies

•To know that the cost of manufacturing is not evenly distributed

•To know working conditions are different around the world

1,2,3,4

Analysing the effectiveness of the one child policy in China, giving their views and suggesting alternative methods to combat the issue of increasing populations.

The moral issue of fair trade and food miles putting profit before others and the environment.

The study of population and globalisation also allows students to reflect on their own beliefs and others, and the impacts a global world has on these.

Nike /Adidas and sweatshops – minimum wage/salaries
exploration geologist