

**St Peter's CE Middle School Curriculum Overview**

**Subject: Geography**

	<b>Autumn 1 and 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Year 5</b>	<b>Topic:</b>  <b>World Geography</b>	<b>Topic:</b>  <b>How is the Earth divided?</b>	<b>Topic:</b>  <b>Settlements</b>	<b>Topic:</b>  <b>Physical geography</b>	<b>Topic:</b>  <b>Windsor and Canada</b>
	<b>Concept:</b>  Mapwork, World and UK, continents, countries, counties and capitals, Arctic and Antarctic	<b>Concept:</b>  Mapwork, Longitude and Latitude and Time zones, Tropics, hemispheres	<b>Concept:</b>  Early settlers, desirable features of a settlement, place names and their relevance, transport links, land use	<b>Concept:</b>  physical geography-Water cycle, climate zones, biomes, vegetation belts	<b>Concept:</b>  The British Empire products, physical and human geography-Windsor and Canada
	<b>Skills:</b>  locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities  name and locate counties and cities of the United Kingdom, geographical regions  use grid references and atlases to locate continents and countries	<b>Skills:</b>  identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)	<b>Skills:</b>  Describe and understand key aspects of 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	<b>Skills:</b>  Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle	<b>Skills:</b>  understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America
	<b>Outcome:</b> <b>Poster on each of the continents, quiz on capitals</b> <b>Labelling maps and locating capital cities</b>	<b>Outcome:</b> <b>Labelling maps with time zones and creating clocks for comparisons</b>	<b>Outcome:</b> <b>Using grid references to determine where would be the best location to settle</b> <b>Creating own map of a settlement</b>	<b>Outcome:</b> <b>Contour line model, poster on the Commonwealth canopy</b>	<b>Outcome:</b> <b>Comparison of Windsor and Canada, looking at the physical and manmade features– double page spread</b>

	Autumn	Spring	Summer
<b>Year 6</b>	<b>Topic:</b> <b>Volcanoes</b>	<b>Topic:</b> <b>The Americas</b>	<b>Topic:</b> <b>Trade and Economics</b>
	<b>Concept:</b> <ul style="list-style-type: none"> <li>Physical and human geography.</li> <li>Locational Knowledge</li> <li>Place Knowledge.</li> <li>Geographical skills</li> </ul>	<b>Concept:</b> <ul style="list-style-type: none"> <li>Physical and human geography.</li> <li>Locational Knowledge</li> <li>Place Knowledge.</li> <li>Geographical skills</li> <li>Fieldwork</li> </ul>	<b>Concept:</b> <ul style="list-style-type: none"> <li>Physical and human geography.</li> <li>Locational Knowledge</li> <li>Place Knowledge.</li> <li>Geographical skills</li> </ul>
	<b>Skills:</b> <ul style="list-style-type: none"> <li>use maps, atlases, globes and digital/computer mapping to locate countries and describe features;</li> <li>use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world;</li> <li>use key vocabulary to demonstrate knowledge and understanding</li> <li>physical geography, including: climate zones, biomes and vegetation belts, mountains and the water cycle;</li> <li>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;</li> </ul>	<b>Skills:</b> <ul style="list-style-type: none"> <li>locate the world's countries, using maps to focus on Europe (including the location of Russia) concentrating on their environmental regions, key physical and human characteristics, countries, and major cities in the context of N &amp; S America</li> <li>physical geography, including: climate zones, biomes and vegetation belts, mountains and the water cycle;</li> <li>use maps, atlases, globes and digital/computer mapping to locate countries and describe features;</li> <li>use fieldwork to observe, measure, record and present human features using a range of methods, including sketch maps, plans and graphs, and digital technologies to identify human and physical features of the local area;</li> <li>Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom as well as a region within North or South America in the context of comparing human and physical features of the local area with a region of North America.</li> <li>Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and</li> </ul>	<b>Skills:</b> <ul style="list-style-type: none"> <li>locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</li> <li>understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America</li> <li>describe and understand key aspects of 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</li> <li>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> <li>physical geography, including: climate zones, biomes and vegetation belts, mountains and the water cycle;</li> <li>use key vocabulary to demonstrate knowledge and understanding in this strand: environmental disaster,</li> </ul>

		<p>Capricorn, Arctic and Antarctic Circle, the Prime/ Greenwich Meridian and time zones (including day and night) in the context of identifying and describing a range of places across the Americas.</p>	<p>tourism, positive, negative, economic, social, environmental</p>
	<p><b>Outcome:</b></p> <p>Draw, label and explain the structure of the Earth and volcanoes.          Create a chart of major volcanoes in order to be able to write a comparative report on volcanoes including their impact on humans and the environment.</p>	<p><b>Outcome:</b></p> <p>Maps to identify countries and their capital cities.          Activities to use geographical terminology to describe places in the Americas linked to other subjects and prior learning.          Maps and charts to show and describe biomes and climates across the Americas.          Identify and comment on a range of human and physical features across the Americas and my local area.          Natural wonders and their significance: locate, describe and compare significance.</p>	<p><b>Outcome:</b></p> <p>To use maps, charts and atlases to describe existing, changing and developing trade links with countries around the world.          What do we trade and who do we trade with and why.          Demonstrate an understanding of fair trade and what the global supply chain is.          What is trading with El Salvador like?          How has Trading changed over the years?</p>

	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
<b>Year 7</b>	<b>Topic: Autumn 1 Population and China</b>	<b>Topic: Spring 1 Study a More Economically Developed Country (MEDC): India, Russia, USA</b>	<b>Topic: Summer 1 Natural Disasters</b>
	<b>Concept:</b> <ul style="list-style-type: none"> <li>Physical and human geography.</li> <li>Locational Knowledge</li> <li>Place Knowledge.</li> <li>Geographical skills and fieldwork</li> </ul>	<b>Concept:</b> <ul style="list-style-type: none"> <li>Physical and human geography.</li> <li>Locational Knowledge</li> <li>Place Knowledge.</li> <li>Geographical skills and fieldwork</li> </ul>	<b>Concept:</b> <ul style="list-style-type: none"> <li>Physical and human geography.</li> <li>Locational Knowledge</li> <li>Place Knowledge.</li> <li>Geographical skills and fieldwork</li> </ul>
	<b>Skills:</b> <ul style="list-style-type: none"> <li>extend their locational knowledge and deepen their spatial awareness of the world's countries using maps of the world to focus China</li> <li>understand geographical similarities, differences and links between places through the study of human and physical geography of a region within Africa, and of a region within Asia</li> <li>human geography relating to: population and urbanisation; international development; economic activity in the primary, secondary, tertiary and quaternary sectors; and the use of natural resources</li> <li>build on their knowledge of globes, maps and atlases and apply and develop this knowledge routinely in the classroom and in the field</li> <li>geographical data, using multiple sources of increasingly complex information.</li> </ul>	<b>Skills:</b> <ul style="list-style-type: none"> <li>extend their locational knowledge and deepen their spatial awareness of the world's countries using maps of the world to focus India</li> <li>understand how human and physical processes interact to influence, and change landscapes, environments and the climate; and how human activity relies on effective functioning of natural systems</li> <li>understand geographical similarities, differences and links between places through the study of human and physical geography of a region within Asia</li> <li>physical geography relating to: weathering and soils; weather and climate, including the change in climate from the Ice Age to the present;</li> </ul>	<b>Skills:</b> <ul style="list-style-type: none"> <li>physical geography relating to: weathering and soils; weather and climate, including the change in climate from the Ice Age to the present</li> <li>extend their locational knowledge and deepen their spatial awareness of the world's countries using maps of the world</li> <li>build on their knowledge of globes, maps and atlases and apply and develop this knowledge routinely in the classroom and in the field</li> <li>understand geographical similarities, differences and links between places through the study of human and physical geography of a region within Africa (Mount Nyiragongo in DR Congo)</li> </ul>

<p><b>Outcome:</b></p> <ul style="list-style-type: none"><li>• Development of China time line and investigate how Communism has affect this.</li><li>• Human factors and the development of China project.</li><li>• Discuss the merits and negative points of China's one child policy</li><li>• Investigation of weather and natural hazards and how these have affected the development of settlements in China.</li></ul>	<p><b>Outcome:</b></p> <ul style="list-style-type: none"><li>• Create a tourism poster for India</li><li>• Write a descriptive/ comparative paragraph about rich and poor in India and UK</li><li>• Compare and interpret climate data for Mumbai and London and plot a climate graph.</li><li>• Match climate graphs to locations for Russia.</li><li>• Discuss population distribution and groups noting changes over time.</li><li>• Investigation of the Chernobyl Disaster.</li></ul>	<p><b>Outcome:</b></p> <ul style="list-style-type: none"><li>• Draw, explain and label feature relevant to volcanoes.</li><li>• Montserrat tourism challenge</li><li>• Locate earthquakes by longitude and latitude and plot and label on map.</li><li>• Use diagrams to explain how a Tsunami is formed.</li><li>• Map the path and names of tropical storms around the world.</li></ul>
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<b>Year 8</b>	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
	<b>Topic:</b>  <b>Rivers and Flooding</b>	<b>Topic:</b>  <b>Development: Africa – Kenya</b>	<b>Topic:</b>  <b>Biomes: Rainforests and deserts</b>
	<b>Concept:</b> <ul style="list-style-type: none"> <li>Physical and human geography.</li> <li>Locational Knowledge</li> <li>Place Knowledge.</li> <li>Geographical skills and fieldwork</li> </ul>	<b>Concept:</b> <ul style="list-style-type: none"> <li>Physical and human geography.</li> <li>Locational Knowledge</li> <li>Place Knowledge.</li> <li>Geographical skills and fieldwork</li> </ul>	<b>Concept:</b> <ul style="list-style-type: none"> <li>Physical and human geography.</li> <li>Locational Knowledge</li> <li>Place Knowledge.</li> <li>Geographical skills and fieldwork</li> <li>•</li> </ul>
<b>Skills:</b> <ul style="list-style-type: none"> <li>Extend their locational knowledge and deepen their spatial awareness of the world's countries</li> <li>Understand geographical similarities, differences and links between places through the study of the human and physical geography</li> <li>physical geography relating to: geological timescales and plate tectonics; rocks, weathering and soils; weather and climate</li> <li>human geography relating to: population and urbanisation; international development; economic activity in the primary, secondary, tertiary and quaternary sectors; and the use of natural resources</li> <li>understand how human and physical processes interact to influence and change landscapes, environments and the climate; and how human activity relies on the effective functioning of natural systems</li> <li>build on their knowledge of globes, maps and atlases, interpret Ordnance Survey maps in the classroom and the field, use Geographical Information Systems (GIS), use fieldwork in contrasting locations to</li> </ul>	<b>Skills:</b> <ul style="list-style-type: none"> <li>Extend their locational knowledge and deepen their spatial awareness of the world's countries using maps of the world to focus Kenya</li> <li>understand geographical similarities, differences and links between places through the study of human and physical geography of a region within Africa</li> <li>human geography relating to: population and urbanisation; international development; economic activity in the primary, secondary, tertiary and quaternary sectors; and the use of natural resources</li> <li>understand how human and physical processes interact to influence, and change landscapes, environments and the climate; and how human activity relies on effective functioning of natural systems</li> </ul>	<b>Skills:</b> <ul style="list-style-type: none"> <li>Extend their locational knowledge and deepen their spatial awareness of the world's countries using maps of the world to focus on Africa, Russia, Asia (including China and India), and the Middle East, focusing on their environmental regions, including polar and hot deserts</li> <li>Understand geographical similarities, differences and links between places through the study of human and physical geography of a region within Africa, and of a region within Asia</li> <li>Understand geographical similarities, differences and links between places through the study of human and physical geography of a region within Africa, and of a region within Asia</li> </ul>	

	collect, analyse and draw conclusions from geographical data.		
	<p><b>Outcome:</b></p> <ul style="list-style-type: none"> <li>• Map major rivers from the UK and around the world.</li> <li>• A3 Hydrological Cycle posters.</li> <li>• Draw a river as long profile with associated features of each course.</li> <li>• Explain the processes of change in a river system.</li> <li>• Tasks about human settlement around rivers as well as tourism.</li> <li>• Compare and contrast flooding in the UK and Bangladesh.</li> <li>• Fund raising decisions concerning flood defences.</li> </ul>	<p><b>Outcome:</b></p> <ul style="list-style-type: none"> <li>• Point, Evidence, Explanation exercise on one factor which causes inequality using keywords.</li> <li>• Mapwork on Africa</li> <li>• Match, describe and explain Millennium Development Goals</li> <li>• Describe the location of physical features in Kenya.</li> <li>• Tourism: Decide whether you are <b>for or against</b> the new hotel complex.</li> <li>• Design an advertisement for one of the jobs that people do in Kenya.</li> <li>• Points – Evidence – Explanations for drought in Kenya.</li> </ul>	<p><b>Outcome:</b></p> <ul style="list-style-type: none"> <li>• Use a key to show the different Biomes on a map of the world. Create posters to explain what is special about a biome.</li> <li>• Plot graph of typical rainforest climate-precipitation and temperature.</li> <li>• Draw an annotated diagram of the rainforest structure.</li> <li>• Write an essay about deforestation.</li> <li>• How can the Amazon Rainforest be managed sustainably?</li> </ul>