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|  | **Year 5** | **Year 6** | **Year 7** | **Year 8** |
| **Autumn** |
| **Area of study**  | **Map skills** Where is the United Kingdom and what are its Geographic features? Recap continents/oceans and the UK’s location in relation to the rest of the world. Map skills: cardinal directions, map symbols, 4 and 6 figure grid references, spot heights, contouring and layer colouring.**Case study:** Map skills that focus on Wooler and the surrounding areas **Fieldwork:** map skills in the local area. **Assessment:** Summative assessment, create a map that contains all the above features.  | **Weather and Climate** How does weather affect us? How do we measure weather? What are the different types of clouds? How does weather affect us? What are the different types of clouds and rain? A closer look at air pressure. The different types of storms and a closer look at the impacts. **(Case Study, Storm Arwen 2021 and Hurricane Katrina, 2005)** Climate, Biomes and Climate Zones. Climate Graphs (Contrasting zones) Climate change **(Case study COP26)** **Fieldwork:** measuring and recording in our local area. **Assessment:** Summative assessment, write a letter to your local MP detailing the impact of climate change on our local area and how we could act.  | **Map skills** Different types of Geography recap: Human, Physical and Environmental What different types of maps are there and how are they used? How do we use OS maps? Cardinal points of a compass; four, eight and sixteen. Four and six figure grid references.Scale. Contour Lines. Sketch maps. Digital mapping techniques, applying all of the above skills. **Fieldwork:** Thrunton Woods and WAA orienteering. **Assessment:** summative test style assessment  | **Earthquakes, Volcanoes and Tsunamis: focus on Japan** Location of Japan Investigation of the hazards vs opportunities of living in Japan Climatic variations and species variations Population change and distributionVolcanic eruptions (Positives/negatives) Tsunami **(Case study: Tohuku 2011)** Earthquake proof design, building structures. Structure of the earth Plate movement: how to earthquakes, volcanoes and tsunamis form and occur Fieldwork: Dynamic Earth Edinburgh **Assessment:** Summative essay and test style questions.  |
| **Spring** |
| **Area of study**  | **Year 5: World climate.** A study of the different biomes.What are the names and locations of the world’s key biomes? What are the key physical aspects of biomes and climate zones? What plants and animals can be found in particular climates? What is an ecosystem and how do living things depend on each other to survive? How do humans interact with the natural world in different areas of the biome? How does latitude and longitudinal positive affect biome type? **Case study:** ‘The Americas,’ a study of the different biomes of North and South America. **Assessment:** Written report on one chosen biome and the relevant features. **Fieldwork: Local area study – compare it to N/S America**  | **Year 6: Mountain environments** Case study:Mount Everest. How is it used and by who? The first people to climb: Tenzing Norgay and Sir Edmund Hilary Where are the world mountain regions located? What are the features of a mountain? How are mountains formed? (Fault, fault block and dome). How are volcanoes formed and where are they located? Why do people live near volcanoes? Case study: Iceland and the Eyjafjallajökull Eruption 2010. Where are earthquakes located, why do they happen, how they happen and what is the aftermath? Case study: Haiti, 2010 How and why do people choose to settle in mountainous areas? How do tourists use these areas? Is it sustainable and what is the potential impact. **Assessment:** Written essay discussing the positive and negatives of tourism in mountain environments  | **Year 7: Population matters** How is the population of the world growing? How do we measure this growth and what has changed in the last 250 years? Case study: The UK and China (One child policy). Population distribution: how does this differ across the earth? How does population growth rate vary? What is the impact of the rising population on earth’s resources? Resources wars, migration and war and conflict. What does the future hold? Population models. **Case studies:** UK, India and China**Assessment:** summative end of unit test  | **Year 8: Rainforests**Where are the world’s tropical rainforests?What is the climate like in the Amazon Rainforest? What are the layers of the rainforest like? How do plants and animals adapt to live in the rainforest? Could you survive in the rainforest? Who lives in the rainforest? How do indigenous tribes use the rainforest? How do humans use the rainforest? How do humans impact upon the rainforest? What is sustainable management? How can humans manage the rainforest sustainably?**Case study:** The Amazon and the Congo **Assessment:** Essay style assessment discussion into why we need to protect the TRFs.  |
| **Summer** |
|  | **Summer** **Year 5: Rivers** – from source to sea. A study of global rivers, the human impacts of river management and the physical processes that form rivers. Where do rivers begin and end? How do rivers form? What erosional and depositional processes impact a river? How to rivers move and do they change over time? How do humans use rivers? **Case study:** The River Breamish.**Case study:** The Zambezi and the Nile river. **Fieldwork:** Breamish Valley. Measuring depth, width, speed and field study sketching. **Assessment:** Non-chronological report on Rivers that details Geographically all of the features covered, diagrams and vocabulary. | **Summer** **Year 6: Our changing world** Weathering and erosion Physical, chemical and biological weathering. Coastal erosion; bays and headlands, arches, stacks, stumps and spits. The impact of coastal erosion on humans. Why do boundaries change? (Human, political and natural activity). **Case study:** Prisoners of Geography (Russia and Ukraine) Changing landscapes Assessment: formative assessment throughout the unit **Trade and economics** What does the UK trade? **Case study:** El Salvador Globalisation and its impacts (The Global Economy) Fair trade and how it works How has trading changed throughout history? **Assessment:** Fair Trade report on the impacts in one chosen country | **Summer** **Year 7: Coasts**  Coastal processes.Waves and tidesErosional processes (Longshore drift and deposition)Landforms created by waves The coast and human use (tourism) **Case study**: Holderness Coastline and Happisburgh Coastal erosion (Stacks, stumps, caves and arches)Coastal protectionClimate change and the coastlineSea Defences and coastal protection **Case study:** Ecology of the Galapagos islands**Fieldwork** Coastal fieldtrip to visit a site of coastal erosion (Supported by the Environment Agency) **Assessment:** Formative test  | **Summer** **Year 8: China** China today: Where is China and what is it like? Made in China: What products does China make for export? Who does China trade with and why? Why are so many foreign firms relocating? Bought by China: How many potential consumers are there in China? What is the impact of standards of living in consumerism? Mobile China: What is the scale and impact of rural to urban migration? How have China’s megacities changed overtime? Contrasting China: Why are the rural people being left behind? Differences in wealth. What is life like for the ‘newly rich?’ Sustainable China: What is the impact on development on the environment? What is the global impact of rapid Chinese development? One in a billion: population growth and China’s One Child Policy.**Assessment:** Report on China  |
|  | **Curriculum Coverage and Skills**  |
|  | **Year 5** | **Year 6** | **Year 7** | **Year 8** |
| **Locational knowledge** | Locate the world’scountries, using maps tofocus on Africa, **South****America and North****America** concentrating ontheir **environmental****regions, key physical and****human characteristics and****countries.** Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and **rivers**), and land-use patterns; and understand how some of these aspects have changed over timeIdentify 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) | Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including **hills**, **mountains**, **coasts** and rivers), and **land-use patterns; and understand how some of these aspects have changed over time**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) | 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, key physical and human characteristics, countries and major cities** | 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, key physical and human characteristics, countries and major cities** |
| **Place knowledge** | Understand geographical similarities and differences through the study of human and physical geography of a region of the UK and a region or area in a non-European country, and a region or area within **Africa, North America and South America.**  | Understand geographical similarities and differences through the study of human and physical geography of a region of the UK and a region or area in a non-European country, and a region or area within **Asia, South America and Europe.**  | Understand geographical similarities, differences and links between places through the study of the human and physical geography of a region in **Africa**  | Understand geographical similarities, differences and links between places through the study of the human and physical geography of a region in **Asia** |
| **Physical geography**  | Describe and understandkey aspects of: physical geography, including: **climate zones, biomes** and **vegetation belts**, **rivers,** mountains, volcanoes and earthquakes, and the **water cycle** | Describe and understandkey aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, **mountains, volcanoes and earthquakes,** and the water cycle | Physical geography relating to: geological timescales and plate tectonics**; rocks, weathering** and **soils**; **weather and climate**, including the change in climate from the Ice Age to the present; and glaciation, **hydrology** and **coasts** | Physical geography relating to: **geological timescales** and **plate tectonics**; rocks, weathering and soils; weather and climate, including the change in climate from the Ice Age to the present; and glaciation, hydrology and coasts |
| **Human Geography** | *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 | *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** | Human geography relating to: **population and urbanisation; international development; economic activity in the primary, secondary, tertiary and quaternary sectors**; and the use of natural resourcesUnderstand 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 | 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**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 |
| **Geographical skills and fieldwork** | Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studiedUse 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 worldUse 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. | Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studiedUse 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 | Build on their knowledge of globes, maps and atlases, and apply and develop this knowledge routinely in the classroom and in the fieldInterpret Ordnance Survey maps in the classroom and the field, including using grid references and scale, topographical and other thematic mapping, and aerial and satellite photographsUse Geographical Information Systems (GIS) to view, analyse and interpret places and dataUse fieldwork in contrasting locations to collect, analyse and draw conclusions from geographical data, using multiple sources of increasingly complex information. | Interpret Ordnance Survey maps in the classroom and the field, including using grid references and scale, topographical and other thematic mapping, and aerial and satellite photographsUse Geographical Information Systems (GIS) to view, analyse and interpret places and dataUse fieldwork in contrasting locations to collect, analyse and draw conclusions from geographical data, using multiple sources of increasingly complex information. |