

Geography



Know more, remember more



Know yourself, grow yourself



Use your learning, develop your skills



Curriculum overview

Year		Autumn	Spring	Summer
1	Strand	Our Local Area		
	Termly Focus	Our Country / County	Newcastle-under-Lyme: our Town Where we live (our village) Travel and transport	
2	Strand	The UK		
	Termly Focus	UK vs the world	London vs Newcastle under Lyme	
3	Strand	Biomes Cycle B (2021-22)		
	Termly Focus	Brilliant Biomes	Rainforest Biome in South America	Local Biome Study
4	Strand	Europe (Cycle A)		
	Termly Focus	United Kingdom	Europe	Comparison study
5	Strand	Mountains, Rivers and Coasts (Cycle B 2021-22)		
	Termly Focus	Mountains	Rivers (including local Study)	Coasts
6	Strand	Study Abroad – Africa		
	Termly Focus	Locational and place knowledge	Human and physical geography	Fieldwork



GEOGROPHY (Year 1): Strand of learning – Our local area

Crucial Knowledge- Term 1 (Country/ county)	Expanded Knowledge	Apply/Prove
<ul style="list-style-type: none">The UK is made up of 4 different countries (England, Wales, Scotland and Northern Ireland).Each country has its own capital city.The capital cities of the UK are London, Cardiff, Edinburgh, Belfast.Know England is broken down into smaller areas call counties.Know that Newcastle-under-Lyme is in the county of Staffordshire.Know what human and physical geography is.Identify/sort some geographical features (human and physical) of England from photographic evidence, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, valley, city, town, village, factory, farm, house, office, port, harbour and shop.	<ul style="list-style-type: none">Carry out small surveys.Data collection.Drawing maps.Locate the 4 countries of the UK on a map.Name neighboring counties to Staffordshire.Read basic symbols on a map.	<ul style="list-style-type: none">Label the 4 different countries and capital cities on a map.Sort images of human and physical geography.
Crucial Knowledge- Term 2 (Newcastle-under-Lyme- our town)	Expanded Knowledge	Apply/Prove
<ul style="list-style-type: none">Know how Newcastle-under-Lyme got its name (from the new castle erected about 1145 by Ranulf de Gernons, 4th earl of Chester, in the proximity of the Lyme Forest).Know that Newcastle-under-Lyme is a town.Know some local towns, villages and cities close to Newcastle-under-Lyme (Wolstanton, Chesterton, Silverdale, Kidsgrove).Know that Bradwell is where Bursley Academy is located.Identify the geographical features of Newcastle-under-Lyme (through mainly photographic evidence) which include:<ul style="list-style-type: none">a) Physical - forest, hill, mountain, valley, streams, river Trent.b) Human - city, town, village, factory, farm, house, office, shop, canals.Know directional language and describe the location of features on a map.	<ul style="list-style-type: none">Know what the differences between: towns, villages and cities.Know simple compass directions to be able to describe the location of features on a map.Use simple fieldwork and observational skills to study the geography of the surrounding area, including key human and physical features, using a range of methods.	<ul style="list-style-type: none">A fact file on Newcastle-under-Lyme.Identify human and physical geography of Newcastle-under-Lyme.Use directional language to describe the location of geography features on a map.



GEOGRAPHY (Year 2): Strand of learning – The UK

Crucial Knowledge- Term 1 (UK vs the world)	Expanded Knowledge	Apply/Prove
<ul style="list-style-type: none"> • There are seven continents (Asia, Africa, North and South America, Antarctica, Europe, Australia). • Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. • Know the five oceans (Pacific, Atlantic, Indian, Southern, Artic). • Know the surrounding seas around the UK (Celtic, English Channel, Irish, North Sea). • Locate the UK on the world map. • Know the four counties (England, Wales, Scotland, Northern Ireland) and capital cities (London, Cardiff, Edinburgh, Belfast) of the UK. • Know basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. • Know basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop. • Identify similarities and differences through physical and human features of a small area of the UK (could be a capital city) and a small area of a contrasting non-European country (could be a capital city). 	<ul style="list-style-type: none"> • Seasonal weather. • Identify seasonal and daily weather patterns in the United Kingdom. 	<ul style="list-style-type: none"> • Name the seven continents of the world. • Explain why a location maybe hot or cold in relation to the Equator and the North and South Poles. • Name, locate and label the surrounding seas of the UK on a map. • Locate the UK on a world map. • Name and locate the four countries of UK and their capital cities. • Use basic geographical vocabulary (human and physical features) within their work. • Describe/ identify similarities and differences of a small area of the UK and c contrasting non-European country.

Crucial Knowledge- Term 2 (London vs Newcastle)	Expanded Knowledge	Apply/Prove
<ul style="list-style-type: none"> • Recap the four counties (England, Wales, Scotland, Northern Ireland) and capital cities (London, Cardiff, Edinburgh, Belfast) of the UK. • Recap the surrounding seas around the UK (Celtic, English Channel, Irish, North Sea). • Know that the England is broken down into smaller areas called regions. • Know that the England’s regions are broken up into counties and that Newcastle is in the county of Staffordshire and London is in the county of Greater London. • Create a simple map; and use and construct basic symbols in a key. • Use simple compass directions to describe the location of features and routes on a map. 	<ul style="list-style-type: none"> • Name the counties that the four capital cities of the UK are in. • Describe similarities and differences through physical and human features of Newcastle-under-Lyme and London. • Compare a local city/town in the UK with a contrasting 	<ul style="list-style-type: none"> • Label the surrounding seas of the UK on a map. • Locate the four countries of UK and name their capital cities. • Discus what a region is. • Explain what counties are and state which county the Newcastle –under-Lyme and London are in. • Create a simple map with a basic key. • Describe the location of features and routes using compass directions.



<ul style="list-style-type: none"> • Study the geography of the surrounding area, including key human and physical features, using a range of methods. • Use key vocabulary: compass, 4-point, direction, North, East, South, West, plan, record, observe, aerial view, key, map, symbols, direction, position, route, journey, the UK, changes, world map, country, continent, human, physical. 	<p>city/town in a different county.</p> <ul style="list-style-type: none"> • Draw maps using a basic key. • Read and follow a simple map. • Plan a route using directional language. 	<ul style="list-style-type: none"> • Describe/identify/label the human and physical features of the surrounding area (Newcastle-under-Lyme). • Use key vocabulary within their work.
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GEOGRAPHY (Year 3): Strand of learning – Biomes Cycle B (2021-22)

Crucial Knowledge- Around the world in half a term (Autumn)	Expanded Knowledge	Apply/Prove
<p><i>Contextual knowledge-</i></p> <ul style="list-style-type: none"> *A continent is made up of land of different countries. *There are 7 continents- North America, South America, Europe, Asia, Africa, Antarctica and Australia. *An ocean is a very large area of saltwater than surrounds the land. *There are 5 oceans-Arctic, Southern, Indian, Atlantic and Pacific. *The equator is an imaginary circle around Earth which divides the Earth into two equal parts; Northern Hemisphere and Southern Hemisphere. *Lines of latitude run parallel to the equator and show how far north or south a place is. *lines of longitude run from the top of the Earth to the bottom and how far east or west a place is. *The tropic of Cancer is in the Northern Hemisphere. *The tropic of Capricorn is in the Southern Hemisphere. * The imaginary line that circles around the top of the globe is called the Arctic circle and the line that circles the bottom of the globe is the Antarctic circle. *GMT stands for <i>Greenwich Mean Time</i>. 		



Crucial Knowledge- This is our Earth – Biomes (Spring)	Expanded Knowledge	Apply/Prove
<ul style="list-style-type: none">*A climate is the average weather condition of a place over a long period of time.*Climate zones are sections of the earth that are divided according to their climate.*There are six different climate zones- Polar (extremely cold), Temperate (mild summers and winters), Arid (extremely dry), Tropical (hot and humid), Mediterranean (hot summers and cold winters) and Mountainous (the weather gets colder the higher up the mountains)* A biome is a natural area with a similar climate and similar types of plants and animals that have adapted to suit a particular environment.*The world is divided into lots of different biomes, which are all different depending on their climate.		

Crucial Knowledge- Rainforests/Local Biomes Study (Summer)	Expanded Knowledge	Apply/Prove
<ul style="list-style-type: none">* A tropical rainforest occurs around the equator in hot, humid regions that get more than 180cm of rain per year.*The Amazon Rainforest is located in Brazil.*The climate in Brazil is mainly tropical (humid and wet)*The largest river in Brazil is the Amazon. *Temperate deciduous forests have a moderate climate and distinct seasons.*Forests local to us include Dimmingsdale, Cannock Chase and Delamere.*The climate in the UK is mainly temperate (mild summers and winters.*The largest river in the UK is the river Severn.	<ul style="list-style-type: none">*Parts of South and Central America, West and Central Africa, Southeast Asia and Australia have tropical rain forests.*The world's largest rainforest, the Amazon, is located in Brazil and covers more than half of the country.*In rainforests, the trees here are mostly evergreen and have large leaves to capture what little	



	sunlight penetrates down to the lower levels.	
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GEOGRAPHY (Year 4): Strand of learning – Europe Cycle A

GEOGRAPHY (Year 5): Strand of learning - Mountains, Rivers and coasts Cycle B (2021-22)

Crucial Knowledge- Mountains	Expanded Knowledge	Apply/Prove
<ul style="list-style-type: none"> Know where the main mountain regions are in the UK Identify the location of the World's mountain ranges and name some of the ranges and their highest peaks Describe how fault lines in the Earth's crust move to create mountains To define the geographical features of mountains (peak or summit, steep sloping sides, sharp and rounded ridges etc.) Identify the risks associated with a mountain climate To know the difference between a hill and a mountain 	<ul style="list-style-type: none"> Identify the country a mountain range is in (including countries of the UK) To describe what a hill might look like based on its contours. Identify an outcrop, a treeline and a snowline Describe the difference in the weather and climate around mountain ranges To know that mountains can be used in tourism (climbing, skiing etc.) 	<ul style="list-style-type: none"> Use Google Earth and atlas' to locate a mountain range or mountain and identify the countries where the mountain ranges are.

Crucial Knowledge- Rivers	Expanded Knowledge	Apply/Prove
		<ul style="list-style-type: none"> To use Google Earth and Atlas' to locate a river and identify the countries.



<ul style="list-style-type: none"> • Know, name and locate the main rivers in the UK including local rivers. • Name and locate many of the world's major rivers, using maps. • Label the main features of a river. • To know that rivers have a source high up and that rivers grow in size, flowing downhill until they meet a large body of water (sea, ocean or large lake). • To know the difference between a river and a canal. • To know that rivers from different sources can join together on their journey to the mouth. • To know that some rivers can be tidal. 	<ul style="list-style-type: none"> • Know why most cities are located by a river. • To know the source of local rivers, and the journey it takes to the sea, including the counties/cities it flows through. • Explain why water is valuable. • Explain how rivers are used presently and in the past. • To understand the impact that flooding has on an area. • To know that rivers can be used for tourism and trade/transport. • To know what a delta is and give the example of one. 	<p>and places of interest and to follow the journey of rivers, etc.</p> <ul style="list-style-type: none"> • To conduct a study of a local river.
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Crucial Knowledge- Coasts	Expanded Knowledge	Apply/Prove
<ul style="list-style-type: none"> • Coastal regions are areas of the Earth where land meets the sea. • These are formed in different ways and support a wide variety of life forms • Coastal habitats are widely diverse, from shallow sea water, to dunes and beaches, to rock pools and coves. 	<ul style="list-style-type: none"> • To know the different types (coves and headlands) and zones (sublittoral, intertidal and splash zones) of coastal landscapes 	<ul style="list-style-type: none"> • To conduct a study of a coastal area in the UK and compare with an area from outside. <p>To observe (through images) pollution in coastal area and the impact upon wildlife.</p>



<ul style="list-style-type: none">• Tides are caused by the gravitational pull of the Sun and the Moon.• Coastal erosion is the gradual wearing away of the coastal land by the sea, ice and the wind. This means that coasts are always changing.• To explain what longshore drift is.• To know that over millions of years, coastlines have been affected by volcanic activity, ice ages and sea levels changes.• To understand and explain the water cycle.• To know that coastal regions can be dangerous due to poor weather and the tides.	<ul style="list-style-type: none">• To know that in the UK, nobody lives more than 80 miles from the coast.• To explain how beaches are formed.• To know that historically, coastal communities started as people who lived by the sea, so that they could trade overseas.• That many historical battles have taken place near the coast, as invaders often came by boats. For this reason, there are many castles and forts near coasts which were used for defence.• To know the importance of coasts in tourism and the boom of coastal resorts during the Victorian period.	
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GEOGRAPHY (Year 6): Strand of learning – Study Abroad – Africa Cycle A



Bursley Academy Curriculum document

