



## Geography Curriculum

Y1					
Year One		Term 1	Term 2	Term 3	
Year One		Our Local Area- Shirebrook	The UK and its weather	Coastal Comparisons	
NC Obj.	Locational knowledge	✓	✓	✓	
	Place knowledge		✓	✓	
	Human and physical Geography	✓	✓	✓	
	Geographical skills and fieldwork	✓	✓	✓	
Key Learning / concepts		<ul style="list-style-type: none"> <li>Understanding what makes a place special or unique.</li> <li>Identifying human and physical features in the local area.</li> <li>Developing basic map and fieldwork skills.</li> <li>Building a sense of place and community.</li> <li>Observing, discussing, and recording real-world geography.</li> <li>Introduction to directional language and simple maps.</li> </ul>	<ul style="list-style-type: none"> <li>The UK is made up of four countries.</li> <li>Each country has its own capital city and characteristics.</li> <li>Weather in the UK changes daily and across seasons.</li> <li>We can observe, record and talk about weather.</li> <li>Our clothes, activities and environment are shaped by the weather.</li> </ul>	<ul style="list-style-type: none"> <li>What and where is the coast.</li> <li>Differences between seaside and home (Shirebrook).</li> <li>Physical and human features of the seaside</li> <li>How people have fun at the seaside.</li> <li>Why we need to look after the seaside.</li> </ul>	
Key Vocabulary		<ul style="list-style-type: none"> <li>Map</li> <li>Local</li> <li>School</li> <li>Grounds</li> <li>Human / Physical</li> <li>Near</li> <li>Next to</li> <li>Building</li> <li>Community</li> </ul>	<ul style="list-style-type: none"> <li>Country</li> <li>Capital City</li> <li>United Kingdom</li> <li>Weather</li> <li>Season</li> <li>Rain, Wind, Sunshine</li> <li>Map</li> <li>Observation</li> </ul>	<ul style="list-style-type: none"> <li>Coast</li> <li>Beach</li> <li>Sea, Waves</li> <li>Cliff</li> <li>Sandcastle</li> <li>Seaside</li> <li>Shell</li> <li>Litter</li> <li>Clean</li> </ul>	
Lesson Objectives (six lessons per unit)		<ol style="list-style-type: none"> <li>What is geography and what can we find in our school grounds?</li> <li>What human and physical features can we find around our school?</li> <li>How can we use maps to show where things are?</li> <li>What is near our school and how do we get there?</li> <li>Who helps us in our local area and what buildings do we see?</li> <li>What do I like about Shirebrook and how can we show it?</li> </ol>	<ol style="list-style-type: none"> <li>Can you name and locate the four countries of the United Kingdom?</li> <li>Can you name the capital cities of the UK and say which country they belong to?</li> <li>What kinds of weather do we experience in the UK?</li> <li>How do the seasons affect weather in the UK?</li> <li>How do people prepare for and live with different weather in the UK?</li> <li>What is the weather like in our local area, and how can we observe it?</li> </ol>	<ol style="list-style-type: none"> <li>What is the coast and where can we find it on a map?</li> <li>What do beaches and cliffs look like?</li> <li>What do people do at the seaside?</li> <li>How is the seaside different from where we live?</li> <li>What is the weather like at the seaside?</li> <li>Why is it important to look after the seaside?</li> </ol>	
End of unit assessment		Can you show or tell me what you've learned about our school and the area around it? What do you like about where you live, and what makes it special?	Can you describe what the weather is like in the UK, how it changes, and how people get ready for it?	Can you tell me what the seaside is like, how it's different from where we live, and how we can help look after it?	



## Geography Curriculum

Y2					
		Term 1	Term 2	Term 3	
Year Two		Continents, Oceans and World Adventures!	Comparing Places – Our world and beyond!	Maps, Routes and Directions.	
NC Obj.	Locational knowledge	✓			
	Place knowledge	✓	✓		
	Human and physical Geography		✓	✓	
	Geographical skills and fieldwork	✓	✓	✓	
Key Learning / concepts / People		<ul style="list-style-type: none"> <li>The world is made up of continents and oceans</li> <li>Maps and globes help us find places and understand where we are in the world</li> <li>The Equator and Poles affect temperature and weather around the world</li> <li>There are many differences—and some similarities—between life in the UK and countries in other continents</li> <li>Weather, clothing, and daily life can vary depending on where people live in the world</li> <li>We can describe places using simple language and geographical terms</li> </ul>	<ul style="list-style-type: none"> <li>Comparing two places: one local, one international</li> <li>Understanding different ways people live</li> <li>Using geographical vocabulary to describe similarities and differences</li> <li>Identifying physical and human features in different locations</li> <li>Recognising that different environments meet different needs</li> <li>Introducing global citizenship and respect for diversity</li> </ul>	<ul style="list-style-type: none"> <li>Maps help us describe and explore our surroundings</li> <li>Features on a map represent things in the real world</li> <li>Maps use keys, symbols, and compass directions</li> <li>We use directional language to give and follow routes</li> <li>Maps help us find the best way from one place to another</li> <li>We can make our own maps to help others understand a place</li> </ul>	
Key Vocabulary		<ul style="list-style-type: none"> <li>Continent</li> <li>Ocean</li> <li>Globe</li> <li>Equator</li> <li>Pole</li> <li>Hot / Cold</li> <li>Country</li> <li>Map</li> <li>Similarity/Difference</li> </ul>	<ul style="list-style-type: none"> <li>Country</li> <li>Town</li> <li>Village</li> <li>World</li> <li>Same / Different</li> <li>Weather</li> <li>School</li> <li>Home</li> <li>Map</li> </ul>	<ul style="list-style-type: none"> <li>Country</li> <li>Town</li> <li>Village</li> <li>World</li> <li>Same / Different</li> <li>Weather</li> <li>School</li> <li>Home</li> <li>Map</li> </ul>	
Lesson Objectives (six lessons per unit)		<ol style="list-style-type: none"> <li>What is a continent, and where are they in the world?</li> <li>What are the world's oceans, and what do they look like on a map?</li> <li>Where is it hot and where is it cold in the world?</li> <li>What is it like to live in a hot country near the Equator?</li> <li>How can we use maps and globes to find places?</li> <li>What would it be like to go on an adventure around the world?</li> </ol>	<ol style="list-style-type: none"> <li>What is it like where I live?</li> <li>What is it like in a place far away? (e.g., village in Kenya or India)</li> <li>How are these two places the same and different?</li> <li>What is the weather like in each place?</li> <li>How do people live, learn and work in different parts of the world?</li> <li>Why is it important to learn about different places and people?</li> </ol>	<ol style="list-style-type: none"> <li>What is a map and what can it show us?</li> <li>What are compass points and how do we use them?</li> <li>How can we describe routes using direction words?</li> <li>What do symbols and keys mean on a map?</li> <li>Can we use a map to follow a route in our school grounds?</li> <li>Can we make our own map with symbols and directions?</li> </ol>	
End of unit assessment		Can you name some of the world's continents and oceans, and tell me how places around the world are different in weather, people or nature?	Can you describe some ways our town is the same or different to another place in the world? What have you learned about how people live in different places?	Can you use a map to describe a place and give directions using symbols and compass points?	



## Geography Curriculum

Y3					
Year Three		Term 1	Term 2	Term 3	
Year Three		Forests – What are they and why do they matter?	Settlements – comparing UK to Europe – location and positioning.	Weather and how it affects people.	
NC Obj.	Locational knowledge	✓	✓		
	Place knowledge	✓	✓		
	Human and physical Geography	✓	✓	✓	
	Geographical skills and fieldwork	✓	✓	✓	
Key Learning / concepts		<ul style="list-style-type: none"> <li>• What is a biome and what is a forest biome?</li> <li>• Temperate forests vs tropical rainforests</li> <li>• Layers of the forest and life within them</li> <li>• Why forests are important to people and animals</li> <li>• How forests are changing and how they are used</li> <li>• Our responsibility to protect forest environments</li> </ul>	<ul style="list-style-type: none"> <li>• What is a settlement?</li> <li>• Why do people choose to live in different places?</li> <li>• How do physical features influence towns and cities?</li> <li>• What is life like in a UK town compared to one in Europe?</li> <li>• What do maps tell us about places?</li> <li>• How can we describe places using human and physical geography?</li> </ul>	<ul style="list-style-type: none"> <li>• Weather and climate</li> <li>• Human-environment interaction</li> <li>• Seasonal patterns and daily weather</li> <li>• Observing and interpreting change</li> <li>• Vocabulary building and comparative thinking</li> </ul>	
Key Vocabulary		<ul style="list-style-type: none"> <li>• Forest</li> <li>• Biome</li> <li>• Habitat</li> <li>• Canopy</li> <li>• Rainforest</li> <li>• Temperate</li> <li>• Climate</li> <li>• Conservation</li> <li>• Resources</li> <li>• Equator</li> </ul>	<ul style="list-style-type: none"> <li>• Settlement</li> <li>• Village</li> <li>• Town</li> <li>• City</li> <li>• Human feature</li> <li>• Physical feature</li> <li>• Region</li> <li>• Europe</li> <li>• Land use</li> <li>• Compare</li> </ul>	<ul style="list-style-type: none"> <li>• Weather</li> <li>• Climate</li> <li>• Forecast</li> <li>• Temperature</li> <li>• Rainfall</li> <li>• Season</li> <li>• Effect/Impact</li> <li>• Shelter</li> <li>• Adaptation</li> <li>• Daily/Weekly Pattern</li> </ul>	
Lesson Objectives (six lessons per unit)		<ul style="list-style-type: none"> <li>• What is a forest biome, and where can we find forests in the world?</li> <li>• What's the difference between a tropical rainforest and a temperate forest?</li> <li>• What lives in a forest, and how are animals and plants suited to life there?</li> <li>• How do people use forests, and what do we get from them?</li> <li>• What problems are forests facing, and how can we protect them?</li> <li>• Why do forests matter to us and the planet?</li> </ul>	<ul style="list-style-type: none"> <li>• What is a settlement, and what different kinds are there?</li> <li>• What makes people settle in a certain place?</li> <li>• What is it like in a town in the UK?</li> <li>• What is it like in a town in Europe?</li> <li>• How are UK and European towns similar and different?</li> <li>• How can we use maps to describe and compare places?</li> </ul>	<ul style="list-style-type: none"> <li>• What is weather and how do we measure it?</li> <li>• What are climate zones and how are they different around the world?</li> <li>• How does the weather affect where and how people live?</li> <li>• What happens during extreme weather?</li> <li>• How do we adapt to different types of weather?</li> <li>• How does understanding the weather help us?</li> </ul>	
End of unit assessment		What makes forests important places in the world? How are they different, and how do people and animals depend on them?	Can you compare two towns – one in the UK and one in Europe – and explain how they are similar and different in terms of their people, places and features?	Can you explain how different types of weather and climate affect how people live around the world? Why is it important to understand weather?	



## Geography Curriculum

Y4					
Year Four		Term 1	Term 2	Term 3	
Year Four		What are rivers and how are they used?	Why are rainforests important to us?	Where does our food come from?	
NC Obj.	Locational knowledge	✓	✓		
	Place knowledge	✓	✓		
	Human and physical Geography	✓	✓	✓	
	Geographical skills and fieldwork	✓	✓	✓	
Key Learning / concepts / People		<ul style="list-style-type: none"> <li>• Weather's role in the water cycle.</li> <li>• River ecosystems and interdependence.</li> <li>• Why rivers attract human settlement.</li> <li>• Locate rivers, trace routes, identify features.</li> </ul>	<ul style="list-style-type: none"> <li>• Focus on tropical rainforest ecosystems.</li> <li>• More detailed use of world maps and biomes.</li> <li>• Impact of trade and globalisation.</li> </ul>	<ul style="list-style-type: none"> <li>• Responsible sourcing and global food production.</li> <li>• How climate affects what can grow where</li> <li>• Tracking food journeys (map reading)</li> </ul>	
Key Vocabulary		<ul style="list-style-type: none"> <li>• River</li> <li>• Source</li> <li>• Mouth</li> <li>• Meander</li> <li>• Erosion</li> <li>• Deposition</li> <li>• Tributary</li> <li>• Estuary</li> <li>• Water cycle</li> <li>• Flood Plain</li> </ul>	<ul style="list-style-type: none"> <li>• Rainforest</li> <li>• Equator</li> <li>• Tropics</li> <li>• Canopy</li> <li>• Biodiversity</li> <li>• Humid</li> <li>• Deforestation</li> <li>• Resources</li> <li>• Climate zone</li> <li>• Ecosystem</li> </ul>	<ul style="list-style-type: none"> <li>• Agriculture</li> <li>• Trade</li> <li>• Import</li> <li>• Export</li> <li>• Climate</li> <li>• Producer</li> <li>• Consumer</li> <li>• Food miles</li> <li>• Fair trade</li> <li>• Global</li> </ul>	
Lesson Objectives (six lessons per unit)		<ol style="list-style-type: none"> <li>1. What is a river and where can we find them in the UK and the world?</li> <li>2. What are the features of a river from source to mouth?</li> <li>3. How does the water cycle link to rivers?</li> <li>4. How do rivers change the land? (Erosion and Deposition)</li> <li>5. How do people use rivers?</li> <li>6. What are the challenges and risks of rivers?</li> </ol>	<ol style="list-style-type: none"> <li>1. Where are the world's rainforests and what are they like?</li> <li>2. What is it like inside a rainforest?</li> <li>3. What kinds of plants and animals live in the rainforest?</li> <li>4. How do people use the rainforest and what do we get from it?</li> <li>5. Why is the rainforest under threat and what is deforestation?</li> <li>6. How can we protect the rainforest and why should we?</li> </ol>	<ol style="list-style-type: none"> <li>1. Where does our food come from?</li> <li>2. Why do different foods grow in different places?</li> <li>3. How is food produced in the UK?</li> <li>4. What is trade and what are food miles?</li> <li>5. What is Fair Trade and why does it matter?</li> <li>6. How can we make good choices about the food we eat?</li> </ol>	
End of unit assessment		Can you explain how rivers form, what features they have, how people use them and what challenges they can cause?	Why are rainforests important to people and the planet, and what can we do to help protect them?	Where does our food come from, and how can we make choices that are fair and good for the planet?	



## Geography Curriculum

Y5					
		Term 1	Term 2	Term 3	
Year Five		Peak District: Mountains	N. America: Mountains, Volcanoes & Earthquakes	Scarborough: Oceans & Climate Change	
NC Obj.	Locational knowledge	✓	✓	✓	
	Place knowledge			✓	
	Human and physical Geography	✓	✓	✓	
	Geographical skills and fieldwork	✓	✓	✓	
Key Learning / concepts / People		<ul style="list-style-type: none"> <li>• Uplift and erosion of mountain landscapes.</li> <li>• How elevation affects weather and biomes.</li> <li>• Settlement patterns and tourism in mountain areas.</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction to tectonics and global mountain ranges.</li> <li>• Human responses to physical hazards (volcanoes, quakes)</li> </ul>	<ul style="list-style-type: none"> <li>• Coastal erosion and sea-level rise.</li> <li>• Impact of overfishing and pollution.</li> <li>• Responsibility in tackling climate change.</li> <li>• Coastal risks and long-term environmental threats.</li> <li>• Adaptations to sea level rise and storm surge threats</li> </ul>	
Key Vocabulary		<ul style="list-style-type: none"> <li>• Mountain</li> <li>• Peak</li> <li>• Range</li> <li>• Uplift</li> <li>• Erosion</li> <li>• Elevation</li> <li>• Contour</li> <li>• National Park</li> <li>• Tourism</li> <li>• Summit</li> </ul>	<ul style="list-style-type: none"> <li>• Tectonic plates</li> <li>• Fault line</li> <li>• Earthquake</li> <li>• Volcano</li> <li>• Crater</li> <li>• Magma</li> <li>• Eruption</li> <li>• Ring of Fire</li> <li>• Hazard</li> <li>• Evacuation</li> </ul>	<ul style="list-style-type: none"> <li>• Coast</li> <li>• Cliff</li> <li>• Tide</li> <li>• Erosion</li> <li>• Sea defences</li> <li>• Climate change</li> <li>• Global warming</li> <li>• Ocean current</li> <li>• Carbon footprint</li> <li>• Pollution</li> </ul>	
Lesson Objectives (six lessons per unit)		<ol style="list-style-type: none"> <li>1. What are mountains and where are they found in the world?</li> <li>2. How are mountains formed?</li> <li>3. What is the Peak District and what is it like?</li> <li>4. What is life like in mountain areas?</li> <li>5. How do we use maps to understand mountain landscapes?</li> <li>6. Why is it important to protect places like the Peak District?</li> </ol>	<ol style="list-style-type: none"> <li>1. Where is North America and what is it like?</li> <li>2. How are volcanoes formed and where are they found?</li> <li>3. What happens during a volcanic eruption and how does it affect people?</li> <li>4. What causes earthquakes and where do they happen?</li> <li>5. How do people prepare for and respond to earthquakes and volcanoes?</li> <li>6. What's the impact of tectonic activity on daily life?</li> </ol>	<ol style="list-style-type: none"> <li>1. What is the coast and where is Scarborough?</li> <li>2. What physical processes shape the coastline?</li> <li>3. How do people use and protect the coast?</li> <li>4. What are oceans and how do they affect climate?</li> <li>5. What is climate change and how does it affect Scarborough and the oceans?</li> <li>6. What can we do to protect our coasts and oceans?</li> </ol>	
End of unit assessment		What are mountains, how are they formed, and why is the Peak District important to people and the environment?	How do tectonic forces shape the land and affect people's lives in North America?	How are places like Scarborough affected by climate and the sea, and what can we do to protect them and the oceans?	



## Geography Curriculum

Y6					
		Term 1	Term 2	Term 3	
Year Six		Latitude and longitude and time zones.	Comparison study – Derbyshire and an area of Mexico (inc Yucatan peninsula in prep for Maya topic).	Climate change (visit to recycling facility) Fieldwork: Collect data and mapwork.	
NC Obj.	Locational knowledge	✓	✓	✓	
	Place knowledge		✓		
	Human and physical Geography		✓	✓	
	Geographical skills and fieldwork	✓	✓	✓	
Key Learning / concepts / People		<ul style="list-style-type: none"> <li>Understanding coordinates, hemispheres and tropics.</li> <li>Adding precision to understanding global variation.</li> <li>Understanding how time zones affect global connections.</li> </ul>	<ul style="list-style-type: none"> <li>Understanding of Derbyshire’s geography.</li> <li>Biomes, climate zones, time zones, applied when studying the Yucatán Peninsula in Mexico.</li> <li>Global mapping, latitude and longitude</li> <li>Human impact, land use, economy</li> <li>tourism, agriculture, urban/rural patterns</li> </ul>	<ul style="list-style-type: none"> <li>global warming, flooding, and sea-level rise.</li> <li>Human impact on environment: pollution, carbon footprints, sustainability.</li> <li>Mapping work, field skills and action planning.</li> </ul>	
Key Vocabulary		<ul style="list-style-type: none"> <li>Latitude</li> <li>Longitude</li> <li>Equator</li> <li>Prime Meridian</li> <li>Hemisphere</li> <li>Tropic</li> <li>Time zone</li> <li>Coordinates</li> <li>Greenwich Mean Time (GMT)</li> <li>International Date Line</li> </ul>	<ul style="list-style-type: none"> <li>Peninsula</li> <li>Biome</li> <li>Climate zone</li> <li>Tourism</li> <li>Settlement</li> <li>Agriculture</li> <li>Urban</li> <li>Rural</li> <li>Economy</li> <li>Region</li> </ul>	<ul style="list-style-type: none"> <li>Climate change</li> <li>Global warming</li> <li>Carbon footprint</li> <li>Greenhouse gases</li> <li>Sustainability</li> <li>Renewable energy</li> <li>Pollution</li> <li>Deforestation</li> <li>Fieldwork</li> <li>Data collection</li> </ul>	
Lesson Objectives (six lessons per unit)		<ol style="list-style-type: none"> <li>What is latitude and how does it help us locate places?</li> <li>What is longitude and how does it help us measure time?</li> <li>What are time zones and why do we have them?</li> <li>How do latitude and longitude affect weather and climate?</li> <li>How do we use coordinates to find places on Earth?</li> <li>How does understanding time and place help us in the modern world?</li> </ol>	<ol style="list-style-type: none"> <li>Where are Derbyshire and the Yucatán Peninsula, and how can we locate them?</li> <li>What is the climate like in both regions?</li> <li>What are the key physical features of each region?</li> <li>How do people live and work in each place?</li> <li>What challenges and opportunities do both regions face?</li> <li>What is similar and different about Derbyshire and the Yucatán Peninsula?</li> </ol>	<ol style="list-style-type: none"> <li>What is climate change and why is it happening?</li> <li>How does climate change affect people and places?</li> <li>What can we find out about the environment in our local area? (Fieldwork Prep)</li> <li>Fieldwork — What is the environmental impact of our school or local area?</li> <li>What can we learn from our fieldwork?</li> <li>How can we take action and make better choices for the future?</li> </ol>	
End of unit assessment		How does understanding latitude, longitude and time zones help us understand our world better—and how do people use this information in real life?	How are Derbyshire and the Yucatán Peninsula similar and different, and what does this teach us about how people live in different parts of the world?	How is climate change affecting our world and our local area—and what actions can we take to make a difference?	

# Geography Curriculum

