



Curriculum Overview – Geography

Geography	Autumn	Spring	Summer
<p>Reception</p>	<p>Local environment – my family and where we live.</p> <p>RRS: Article 13 - The right to have information. Article 17 – The right to honest and reliable information. Article 28 – The right to learn Article 29- Your right to be the best that you can be. Educate and Celebrate: Gender equality Eco: What can we do to look after our local environment? Local: Look at the geography of the local area. Career links: Local jobs within Spennymoor.</p>	<p>Artic/Antarctica – winter comparisons</p> <p>RRS: Article 13 - The right to have information. Article 17 – The right to honest and reliable information. Article 28 – The right to learn Article 29- Your right to be the best that you can be. Educate and Celebrate: Identify how different people live in the local area and compare these to other countries. Eco: How does the weather impact our environment? Local/international: Extreme environments around the world. Career links: Travel explorers Travel agents</p>	<p>Beach holidays, weather, countries on a map.</p> <p>RRS: Article 13 - The right to have information. Article 17 – The right to honest and reliable information. Article 28 – The right to learn Article 29- Your right to be the best that you can be. Educate and Celebrate: Disability – what provision is made for everyone to access the beach? Eco: Disability – what provision is made for everyone to access the beach? Local: Looking at local beaches and visiting one of them. Career links: Ice cream man Shop keeper in a seaside resort</p>
<p>Year 1</p>	<p>Why don't penguins need to fly?</p> <p>RRS: Article 13 - The right to have information. Article 17 – The right to honest and reliable information. Article 28 – The right to learn Article 29- Your right to be the best that you can be. Eco link: How are environments different when there aren't people? Local/international:</p>	<p>What is the geography of where I live?</p> <p>RRS: Article 13 - The right to have information. Article 17 – The right to honest and reliable information. Article 28 – The right to learn Article 29- Your right to be the best that you can be. Eco link: How can we look after our local environment? Local: We will look at the geography of the school and local area.</p>	<p>How does the weather affect our lives?</p> <p>RRS: Article 13 - The right to have information. Article 17 – The right to honest and reliable information. Article 28 – The right to learn Article 29- Your right to be the best that you can be. Eco link: How does the weather impact our environment? Local: Weather in the local area. Educate and Celebrate:</p>



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	<p>Extreme environments around the world.</p> <p>Educate and Celebrate:</p> <p>Culture – Focusing on different countries around the world.</p> <p>Careers:</p> <p>Environmentalist Zoologist Vet</p>	<p>Educate and Celebrate:</p> <p>Gender – How things have changed over time.</p> <p>Careers:</p> <p>Environmentalist Environmental consultant Web engineer (google maps) Engineer (building machines to photograph the Earth)</p>	<p>Disability – What provisions can be put in place for those with a disability?</p> <p>Careers:</p> <p>Environmentalist Meteorologist</p>
<p>Year 2</p>	<p>Why does it matter where my food comes from?</p> <p>Kenya and Sri Lanka links.</p> <p>RRS:</p> <p>Article 13 - The right to have information.</p> <p>Article 17 – The right to honest and reliable information.</p> <p>Article 24 – The right to clean water and food</p> <p>Article 28 – The right to learn</p> <p>Article 29- Your right to be the best that you can be.</p> <p>Eco Link:</p> <p>Fairtrade Sustainability</p> <p>Local/international:</p> <p>Local farms compared to tea coffee producers abroad</p> <p>Educate and Celebrate:</p> <p>Gender equality</p> <p>Career Links:</p> <p>Farmers Food production factories</p>	<p>How does the geography of Sri Lanka/Kenya compare with the geography of where I live?</p> <p>RRS:</p> <p>Article 13 - The right to have information.</p> <p>Article 17 – The right to honest and reliable information.</p> <p>Article 28 – The right to learn</p> <p>Article 29- Your right to be the best that you can be.</p> <p>Eco Link:</p> <p>Similarities and differences between locations</p> <p>Local/international:</p> <p>Links to partner schools</p> <p>Educate and Celebrate:</p> <p>Does a school child in Kenya/ Sri Lanka have their 9 protected characteristics protected? Focus on girls/ boys attending school</p> <p>Career Links:</p> <p>Travel agent Travel journalist</p>	<p>Why do we love being beside the sea so much?</p> <p>South Shields study.</p> <p>RRS:</p> <p>Article 13 - The right to have information.</p> <p>Article 17 – The right to honest and reliable information.</p> <p>Article 28 – The right to learn</p> <p>Article 29- Your right to be the best that you can be.</p> <p>Eco Link:</p> <p>Carbon footprint work (travelling abroad compared to a staycation)</p> <p>Local/international:</p> <p>Local study of North East Coast location –South Shields (Fieldwork)</p> <p>Educate and Celebrate:</p> <p>Disability – what provision is made for everyone to access the beach?</p> <p>Careers Links:</p> <p>Shop keeper in a seaside resort Travel agent Tour guide</p>
<p>Year 3</p>	<p>Why do some earthquakes cause more damage than others? – Link to Science.</p> <p>RRS:</p> <p>Article 13 - The right to have information.</p>	<p>Map skills – locally. Do they know what a compass is?</p> <p>4 grid reference.</p> <p>Symbols on a map.</p> <p>RRS:</p> <p>Article 13 - The right to have information.</p>	<p>Weather patterns compare to weather in Spain</p> <p>RRS:</p> <p>Article 13 - The right to have information.</p> <p>Article 17 – The right to honest and reliable information.</p> <p>Article 28 – The right to learn</p>



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	<p>Article 17 – The right to honest and reliable information.</p> <p>Article 28 – The right to learn</p> <p>Article 29- Your right to be the best that you can be.</p> <p>ECO links: How can we use the energy from earthquakes? Cleaning up after an earthquake.</p> <p>Local/International - Stockton Earthquake – link to Sri Lanka – in the sea and compare to North American fault line.</p> <p>Career links: Scientist: Geologist Seismologists Volcanologist</p>	<p>Article 17 – The right to honest and reliable information.</p> <p>Article 28 – The right to learn</p> <p>Article 29- Your right to be the best that you can be.</p> <p>ECO links: Map symbols for things like national parks, wind farms, solar farms...</p> <p>Local – Changes in Spennymoor - Railway</p> <p>Educate and Celebrate: Gender equality in the past – changes that have occurred.</p> <p>Career links: Cartographer Travel agent Tour guide Taxi driver Delivery driver</p>	<p>Article 29- Your right to be the best that you can be.</p> <p>ECO links: How can we use the weather to create energy – wind farms, solar farms and hydroelectric power plants. What is used by the two countries we are comparing? What would be best for each country? (e.g. solar for Spain as it is sunny for more of the year, wind for England as we can build them offshore and on higher land where it is often windier.) Why might one method be better for England/Spain?</p> <p>Local/International – Drawing comparisons between the UK and another European country</p> <p>Educate and Celebrate: Identify how different people live in the local area and compare these to another European country (Spain). All of these people are different (9 protected characteristics) but they all have the same access to our area and should have the same rights and respect.</p> <p>Career links: Meteorologists Travel agent Agriculture – Farming Biologist Landscape Gardener</p>
<p>Year 4</p>	<p>How and why is my local area changing? – Link to History – Romans Compare maps through time. Look at human and physical features.</p>	<p>Why do so many people in the world live in megacities? Link to South America - Rio/ South Paulo</p>	<p>How can we live more sustainably? RRS: Article 13 - The right to have information.</p>



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	<p>Changes in Spennymoor – Railway/mining.</p> <p>RRS:</p> <p>Article 13 - The right to have information.</p> <p>Article 17 – The right to honest and reliable information.</p> <p>Article 28 – The right to learn</p> <p>Article 29- Your right to be the best that you can be.</p> <p>Article: Gender Discrimination</p> <p>Local: identify, describe and give reasons why my local environment changes.</p> <p>Educate: Gender Equality</p> <p>Career links:</p> <p>Miner</p> <p>Railway worker</p>	<p>RRS:</p> <p>Article 13 - The right to have information.</p> <p>Article 17 – The right to honest and reliable information.</p> <p>Article 28 – The right to learn</p> <p>Article 29- Your right to be the best that you can be.</p> <p>International: Observe and describe key features of cities.</p> <p>Career links:</p> <p>Travel agent</p> <p>Tour guide</p> <p>Taxi driver</p> <p>Delivery driver</p>	<p>Article 17 – The right to honest and reliable information.</p> <p>Article 28 – The right to learn</p> <p>Article 29- Your right to be the best that you can be.</p> <p>International: Observe and describe key features of cities.</p> <p>ECO: Describe and explain using examples what living sustainably means. Identify, describe and explain the differences between renewable and non-renewable resources;</p> <p>Career links:</p> <p>Environmental worker</p> <p>Energy Company</p>
<p>Year 5</p>	<p>How do volcanoes affect the lives of people on Hiemaey - Iceland?</p> <p>RRS:</p> <p>Article 13 - The right to have information.</p> <p>Article 17 – The right to honest and reliable information.</p> <p>Article 28 – The right to learn</p> <p>Article 29- Your right to be the best that you can be.</p> <p>Eco:</p> <p>How do Volacanoes impact our ecosystem?</p> <p>Local/National:</p> <p>How are lives affected by volacanoes in other countries?</p>	<p>Why are mountains so important? – Link to 3 Peaks – link to North Yorkshire – Build upon in Yr 6.</p> <p>RRS:</p> <p>Article 13 - The right to have information.</p> <p>Article 17 – The right to honest and reliable information.</p> <p>Article 28 – The right to learn</p> <p>Article 29- Your right to be the best that you can be.</p> <p>Eco: Can mountains help us to produce more renewable energy?</p> <p>Local/National:</p> <p>Where are the three peaks in relation to us?</p>	<p>Physical and human features of Spennymoor</p> <p>RRS:</p> <p>Article 13 - The right to have information.</p> <p>Article 17 – The right to honest and reliable information.</p> <p>Article 24 - The right to clean water.</p> <p>Article 28 – The right to learn</p> <p>Article 29- Your right to be the best that you can be.</p> <p>Eco:</p> <p>What long-term impact has mining had on Spennymoor?</p> <p>Local/National:</p> <p>Local fieldwork of Spennymoor looking at changes over time.</p> <p>Educate and Celebrate:</p>



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	<p>Career Links: Geologist Volcanologist</p>	<p>Educate and Celebrate:</p> <p>How can we make the mountains more accessible for disabled people?</p> <p>Career links: Park/Forest ranger Biologist Geologist Tour guide Ski instructor</p>	<p>Gender discrimination- Why were only men allowed down the mines?</p> <p>Career links: Historian Teacher Town planner</p>
<p>Year 6</p>	<p>Rivers What is a river? Local study of River Wear Build on grid references and field work skills.</p> <p>RRS: Article 13 - The right to have information. Article 17 – The right to honest and reliable information. Article 24 - The right to clean water. Article 28 – The right to learn Article 29- Your right to be the best that you can be. ECO links: Explore the effects of pollution on our natural world.</p> <p>Local/International – Local fieldwork study at the River Wear.</p> <p>Educate and Celebrate: Race, Religion & Belief –</p>	<p>National Parks Who are Britain’s National Parks for? Lake District</p> <p>RRS: Article 13 - The right to have information. Article 17 – The right to honest and reliable information. Article 28 – The right to learn Article 29- Your right to be the best that you can be. ECO links: Explore the various ecosystems in the Lake District.</p> <p>Local/International – Researching the uses of the Lake District.</p> <p>Educate and Celebrate: Gender equality in the past – changes that have occurred.</p>	<p>Climate Change How is climate change affecting the world? Tsunami – Sri Lanka Flood plans. Link to South America</p> <p>RRS: Article 13 - The right to have information. Article 17 – The right to honest and reliable information. Article 27 - The right to an adequate standard of living. Article 28 – The right to learn Article 29- Your right to be the best that you can be. ECO links: Research the effects of climate change on different countries. Plan ways to slow climate change on a large and small scale.</p>



Rosa Street
Primary School

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	<p>Use of rivers in different races and religions.</p> <p>Career links: Wildlife preservation Ecologist Vet Fishermen Environment Agency</p>	<p>Career links: Land management Conservationist Farmer Park Guide Archaeologist Wildlife Firefighter Biologist</p>	<p>Local/International – International study of Sri Lanka and South America</p> <p>Educate and Celebrate: Religion- Do all religions support climate change?</p> <p>Career links: meteorologist environmental engineers Legislators Wind turbine technicians</p>
Key	Locally	Nationally	Globally

Early Years (exploring) / Year 1/Year 2 (Knowing, comprehending and recalling).	Lower KS2. – Year 3 and 4 Focus on knowledge rich experiences.	Upper KS2 – Year 5 and 6 Important content – less of content – to allow knowledge rich – deep knowledge to stretch.
Recognise Identify Describe observe, select categorise sequence compare and contrast, recall reason/speculate	Summarise Synthesise Explain Demonstrate understanding	Empathise reach informed conclusions make reasoned judgements justify apply evaluate critique hypothesise.