NORTHWOOD
PRIMARY SCHOOL
...growing success

Northwood Primary School

Our Geography Curriculum

Our Curriculum – Asking the right questions...

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn	 Where in Darlington do I live?	 Where in the world do I live?	 What is the geography of the UK?	 What is the geography of the world?	 What do maps tell us about our locality?	 Which region of Iceland has the most volcanoes?
Spring	 Where in the UK do I live?	 How are places in the world different?	 How does the North East compare to London?	 Why are mountains magnificent?	 What do maps tell us about our world?	 How are Earth's natural resources distributed?
Summer	 What is the difference between a town and the countryside	 What are the features of the seaside?	 Why are rivers important?	 What is special about the Rocky Mountains?	 What is special about the rainforest?	 How sustainable is the UK?

Year 1

Autumn

Where in Darlington do I live?

Key Substantive Knowledge

The Key Substantive Knowledge that children will gain throughout this topic includes:

- Darlington is a town in England.
- Their address and postcode.
- There are different types of houses e.g. detached, semi-detached, terraced, bungalow etc.
- Natural features are called physical features and man-made features are called human features.
- Some of the physical and human features within their school and local area.

Disciplinary Skills and Knowledge

The disciplinary skills and knowledge that children will develop throughout this topic include:

- Investigate their surroundings using simple directional and locational language e.g. near/far.
- Make observations about where things are e.g. within the school and local area.
- Use simple picture maps to move around school.
- Recognise some human and physical features.
- Add detail to a map linked to school and/or home.

Year 1

Spring

Where in the UK do I live?

Key Substantive Knowledge

The Key Substantive Knowledge that children will gain throughout this topic includes:

- Darlington is a town in England and that England is part of the United Kingdom.
- The United Kingdom is divided into four countries (nations): England, Scotland, Wales and Northern Ireland and each country has its own capital city: London, Edinburgh, Cardiff and Belfast.
- The world is made up of land and water. Seas are found where the land and water meet.
- There are three main seas that surround the United Kingdom: North Sea, Irish Sea and the English Channel.
- The UK has warm summers and cool winters. January and February are the coldest months and July and August are the warmest months. In the UK it rains throughout the entire year.

Disciplinary Skills and Knowledge

The Key Substantive Knowledge that children will gain throughout this topic includes:

- Talk about the difference between a world map and a globe.
- Understand that maps and the globe are used to locate key places around the world.
- Use information books as sources of information.
- Use simple atlases to locate some places within the United Kingdom.
- Recognise some human and physical features.
- Begin to appreciate different weather patterns within the United Kingdom.

Year 1

Summer

What is the difference between a town and the countryside?

Key Substantive Knowledge

The Key Substantive Knowledge that children will gain throughout this topic includes:

- The countryside is land which is away from towns and cities.
- There are less people so therefore less houses; villages are often located in the countryside.
- Physical features might include: streams, hills, grasslands and human features might include houses, a pub, roads, small shops.
- A town is larger than a village and more people live there so they need more homes and shops.
- In towns there are many human features such as roads, buildings: schools, places of worship and often leisure facilities too.

Disciplinary Skills and Knowledge

The Key Substantive Knowledge that children will gain throughout this topic includes:

- Investigate their surroundings using simple directional and locational language e.g. near/far.
- Make observations about where things are.
- Use simple compass directions and locational language to describe where features are on a simple map.
- Recognise some human and physical features.
- Devise a simple map and use and construct a symbol in a key.

Year 2

Autumn

Where in the world do I live?

Key Substantive Knowledge

The Key Substantive Knowledge that children will gain throughout this topic includes:

- The equator is an imaginary line that runs around the centre of the Earth and is always closest to the sun.
- The equator marks the different parts of the Earth: the northern and southern hemisphere.
- The names of the world's seven continents and that the United Kingdom is in Europe.
- Europe and therefore the United Kingdom are in the Northern Hemisphere.
- The names of the world's five oceans.

Disciplinary Skills and Knowledge

The Key Substantive Knowledge that children will gain throughout this topic includes:

- Ask simple geographical questions such as, ‘Where is it?’ and ‘What is it like?’
- Use books, stories, maps, pictures and photographs, as well as the Internet, as sources of information.
- Understand that an atlas is a collection of maps in one book.
- Understand that a globe represents the Earth as it is and that maps are a 2D representation of parts of the Earth.
- Classify features within the local environment as physical or human features.
- Make simple comparisons between features of different places.

Year 2

Spring

How are places in the world different?

Key Substantive Knowledge

The Key Substantive Knowledge that children will gain throughout this topic includes:

- Durham is a city in the country of England, which is located in the Northern Hemisphere, North of the Equator.
- Rio De Janeiro is a city in the country of Brazil which is located in the Southern Hemisphere, South of the Equator.
- Weather is what it is like outside each day, whereas climate is worked out by looking at weather patterns in one area over a long time.
- The United Kingdom has a temperate climate which means it has four seasons with cool winters and warm summers. Rio De Janeiro has a tropical climate which means that it is hot all year round but also very wet.
- Durham and Rio De Janeiro have very different climates but they both are hilly, have strong religious connections and are places that people choose to live in or come and visit.

Disciplinary Skills and Knowledge

The Key Substantive Knowledge that children will gain throughout this topic includes:

- Ask simple geographical questions such as, 'Where is it?' and 'What is it like?'
- Ask simple questions to evaluate 'How did it get like this?'
- Use books, stories, maps, pictures and photographs, as well as the Internet, as sources of information.
- Understand that an atlas is a collection of maps in one book.
- Contrast Durham with Rio De Janeiro using maps, photographs and videos to help make comparisons.
- Appreciate how weather patterns are different in different parts of the world.
- Make simple comparisons between features of different places.
- Understand how different weather patterns in different parts of the world impact on the way of life for different people.

Year 2

Summer

What are the features of the seaside?

Key Substantive Knowledge

The Key Substantive Knowledge that children will gain throughout this topic includes:

- There are many beaches in each country of the United Kingdom, including England. Seaham is a harbour town and Saltburn is a seaside town and both are close to Darlington.
- Cliffs, rocks, sea, sand and grass are all physical features that might be found at the seaside.
- Harbours, piers, shops, funfair, cable car/cliff lift and lifeguard stations are all human features that might be found at the seaside.
- More people went on holiday to seaside resorts in the UK in the past because it was too expensive to fly abroad and the railways had expanded. Beaches were cleaner in the past because there was less packaging from food and snacks.
- Protecting our sea, beaches and coastlines is very important to the future of the planet.

Disciplinary Skills and Knowledge

The Key Substantive Knowledge that children will gain throughout this topic includes:

- Ask simple geographical questions such as, ‘Where is it?’ and ‘What is it like?’
- Ask simple questions to evaluate such as, ‘How did it get like this?
- Observe and record information about the local area.
- Take photographs of locally interesting geographical features.
- Study aerial photographs of coastal areas close to the locality.
- Use Google Earth to find features within the locality.
- Make simple comparisons between features of different places.
- Make appropriate observations about why things might happen.

Year 3

Autumn

What is the geography of the UK?

Key Substantive Knowledge

The Key Substantive Knowledge that children will gain throughout this topic includes:

- Darlington is in the North-East of England and England is part of the United Kingdom, Great Britain and the British Isles.
- There are 9 regions of England: Greater London, the North East, North West, Yorkshire, East Midlands, West Midlands, South East, East of England and the South West. Wales, Scotland and Northern Ireland are individual regions.
- A county is a smaller area of England and contains many towns and villages.
- A city is larger than a town and usually has a high concentration of buildings and is home to many people.
- How to use an atlas to identify and locate key geographical features of the UK such as rivers, mountain ranges, coastlines and land-use patterns.

Disciplinary Skills and Knowledge

The Key Substantive Knowledge that children will gain throughout this topic includes:

- Ask simple geographical questions such as, ‘What is it like?’ ‘How did it get like this?’ ‘How has it changed?’
- Begin to collect and record evidence linked to a local area study.
- Talk about features within their local community.
- Use atlases and maps to locate, regions, counties and cities within the UK.
- Use atlases and maps to identify key human and physical characteristics of the UK e.g. rivers, mountains, land-use.
- Draw simple sketch maps to show land use within the local area.
- Understand that countries have defined borders and that each country has its own government or equivalent.
- Recognise how human geographical features are determined by location and may change over time.

Year 3

Spring

How does the North East compare to London?

Key Substantive Knowledge

The Key Substantive Knowledge that children will gain throughout this topic includes:

- Regions within the United Kingdom have different human and physical features and therefore use land in different ways.
- Land can be used in different ways: natural land (open land and forests); built on land (towns and cities); farmland.
- Urban areas are towns or cities where many people live and work. There are more houses, buildings, roads and other human-made features.
- Rural areas are places where there are more natural spaces and fewer people. You would find more farmland, forests and open land.
- Over half the land in the United Kingdom is farmland and only one-tenth of the UK is urban.

Disciplinary Skills and Knowledge

The Key Substantive Knowledge that children will gain throughout this topic includes:

- Ask simple geographical questions such as, ‘What is it like?’ ‘How did it get like this?’ ‘Why is it changing?’
- Use atlases and maps to locate, regions, counties and cities within the UK.
- Use atlases and maps to identify key human and physical characteristics of the UK e.g. rivers, mountains, land-use.
- Use photographs, charts, atlases and the Internet to compare the geographical features of different regions in England.
- Recognise how human geographical features are determined by location and may change over time.

Year 3

Summer

Why are rivers important?

Key Substantive Knowledge

The Key Substantive Knowledge that children will gain throughout this topic includes:

- A river is a moving body of water that drains the land. It flows from its source on high ground, across land, and then into another body of water (river mouth). This could be a lake, the sea, an ocean or even another river.
- There are hundreds of rivers and streams across the UK. The River Severn and the River Thames are the longest rivers in the UK.
- Major towns and cities are along the route of rivers like these, this is because historically people built settlements near to rivers for easy access to water.
- Rivers are home to a whole host of plant and animal species. People love to live near rivers too but floods can be a problem; river defences are built to reduce the risk.
- Rivers are an important part of the water cycle and responsible for transferring water to oceans.

Disciplinary Skills and Knowledge

The Key Substantive Knowledge that children will gain throughout this topic includes:

- Ask simple geographical questions such as, ‘What is it like?’ ‘How did it get like this?’ ‘Why is it changing?’ ‘Why is it important?’
- Use atlases and maps to identify key human and physical characteristics of the UK e.g. rivers, mountains, land-use.
- Use satellite images and aerial photographs to study the geographical features and routes of major UK rivers.
- Create a report focusing on geographical features such as rivers.
- Recognise how living things, including humans, adapt to their environment.

Year 4

Autumn

What is the geography of the world?

Key Substantive Knowledge

The Key Substantive Knowledge that children will gain throughout this topic includes:

- World maps display lines of latitude and longitude and use degrees as the unit of numbering. They show the exact location of a places around the world.
- The Equator is at the centre of lines of latitude and is at 0° latitude.
- The Tropic of Cancer is a line of latitude above the equator and the Tropic of Capricorn is a line of latitude below the equator.
- The Arctic Circle (also a line of latitude) is an area of landmasses that surrounds the North Pole and the Antarctic Circle (also a line of latitude) circles the Earth near the South Pole. Both regions are very cold all year round.
- Places near the Equator are hot all year round, but places further away such as the UK are cooler, as they receive less sunlight.

Disciplinary Skills and Knowledge

The Key Substantive Knowledge that children will gain throughout this topic includes:

- Use maps, atlases and globes to locate lines of latitude, longitude, poles and the continents and countries that they pass through.
- Use a globe to gain a better understanding of a country's exact location within the world.
- Begin to appreciate why physical features such as climate will be different around the world.
- Explain what a place is like and why.
- Read weather and climate data.

Year 4

Spring

Why are mountains magnificent?

Key Substantive Knowledge

The Key Substantive Knowledge that children will gain throughout this topic includes:

- Mountains are areas of land that are much higher than the land surrounding them. They are higher and usually steeper that a hill and are generally over 600 metres high.
- They are often found together in a group called a mountain range. The Himalayas in Asia is the tallest mountain range in the world and The Andes in South America is the longest range on land in the world.
- The highest mountain ranges are created by tectonic plates pushing together and forcing the ground up where they meet. Tectonic plates are also at work under the Atlantic Ocean. Instead of forcing the ground up, the two plates in the middle of the Atlantic Ocean are actually moving apart in opposite directions. This causes lava to erupt and as it cools down the lava creates a long line of mountains under the ocean called the mid-ocean ridge.
- The highest mountains in the UK are: Ben Nevis in Scotland (also the highest in the UK) Scafell Pike in England Slieve Donard in Northern Ireland Snowdon in Wales.
- In Europe the most famous mountains are Mount Elbrus, Mont Blanc, Monte Rosa, Mount Etna, Mount Olympus, Mount Pico, and Ben Nevis.

Disciplinary Skills and Knowledge

The Key Substantive Knowledge that children will gain throughout this topic includes:

- Ask and respond to questions and offer their own ideas to questions such as ‘How did it get like this?’
- Use ordnance survey maps to locate and identify mountains within the UK using six-figure grid references.
- Map major mountain ranges and identify mountains on each continent and link to latitude and longitude.
- Investigate mountains using Google Earth and satellite, aerial images.
- Investigate places and themes at more than one scale, collecting and recording evidence with some aid. For example, investigate major physical features and mountain ranges of the UK, map and compare to global ranges.

Year 4

Summer

What is special about the Rocky Mountains?

Key Substantive Knowledge

The Key Substantive Knowledge that children will gain throughout this topic includes:

- North America is the third largest continent in the world and located in the Northern Hemisphere. The climate is very cold in the North, near the Arctic Circle however, it is very warm in the South close to the Equator.
- There are five environmental regions of North America: Mountainous West, Great Plain, Canadian Shield, Eastern Region and Caribbean.
- The Rocky Mountains are part of The Mountainous West and are North America's largest range. These Rockies stretch from the province of British Columbia, Canada to the U.S state of Mexico.
- Biomes are areas of the planet with similar climates, landscapes, animals and plants. There are six types of biomes: Rainforest, Desert, Savannah, Woodland, Grasslands, Tundra. The biomes of the Rocky Mountains vary due to the differences in elevation of the mountains.
- The Rocky Mountains are an important habitat for a great deal of wildlife. The Rockies are also rich in minerals. Mines provide copper, gold, silver, lead, and zinc. There are also supplies of oil, natural gas, and coal.

Disciplinary Skills and Knowledge

The Key Substantive Knowledge that children will gain throughout this topic includes:

- Investigate places and themes at more than one scale-how do does North America's largest mountain range compare to the mountain ranges within the UK?
- Use maps, atlases and globes to locate continents, countries and regions and describe features studied.
- Begin to appreciate why physical features such as climate will be different around the world.
- Understand what a biome is and describe some of the major biomes around the world.
- Explain what a place is like and why.
- Recognise how living things adapt to their environment and why habitats may need protection.

Year 5

Autumn

What do maps tell us about our locality?

Key Substantive Knowledge

The Key Substantive Knowledge that children will gain throughout this topic includes:

- Some maps have only numbers, these are called the Easting and Northing numbers; four-figure grid references (Year 3) allow a grid square to be identified and six-figure grid references enable a particular feature to be located within in it.
- Ordnance survey is Britain's mapping agency. Ordnance survey uses different shapes, colours and symbols to show roads, buildings, rivers and other features of a landscape.
- Landscape features and places (both human and physical) can be located on an Ordnance survey map through the use of grid references and grid squares.
- OS maps allow you to accurately plan a journey, giving an indication of landmarks and features you will pass along the route, as well as how far you will be travelling.
- How to orientate a map with a compass and use all 8 compass points.

Disciplinary Skills and Knowledge

The Key Substantive Knowledge that children will gain throughout this topic includes:

- Use maps, atlases, globes and computer mapping apps to locate.
- Recognise ordnance survey symbols.
- Be familiar with topographical maps and know about contours etc.
- Use six-figure grid references to locate places and features.
- Use the eight compass points to know the direction of travel.
- Use fieldwork to observe and record features in the local area including sketch maps and graphs.
- Use OS symbols and create a key.
- Use OS maps to create routes using grid references and compass directions.

Year 5

Spring

What do maps tell us about our world?

Key Substantive Knowledge

The Key Substantive Knowledge that children will gain throughout this topic includes:

- Invisible lines of latitude and longitude form a grid over the Earth. These lines help to create a coordinate to locate a place accurately.
- As latitude increases towards the north or south away from the equator, then temperatures become cooler. This is because as latitude increases, the Sun's rays are shining on the planet less directly.
- This creates three main climate zones across our planet:
    - Polar-within the Arctic and Antarctic circles-much colder as receive least sun exposure.
    - Temperate-areas between tropical and polar-experience a wide variety in climate and usually have 4 seasons.
    - Tropical-from the Equator to the tropics-receives most sun exposure so hot all year round.
- Time is different depending on where you are in the world. Midday (12 noon) is the time when the sun is highest in the sky. The sun is highest in the sky at different times in different places in the world. So for every place in the world to have midday when the sun is highest, we have to divide the world into time zones.

Disciplinary Skills and Knowledge

The Key Substantive Knowledge that children will gain throughout this topic includes:

- Use maps, atlases, globes and computer mapping apps to locate.
- Use lines of latitude and longitude to locate European cities using coordinates.
- Use maps to locate different time and climate zones.
- Describe the location of a European city using lines of latitude and longitude coordinates.
- Use key geographical vocabulary to explain different time zones and climate zones around the world.

Year 5

Summer

What is special about the rainforest?

Key Substantive Knowledge

The Key Substantive Knowledge that children will gain throughout this topic includes:

- A rainforest is a tall, dense forest that receives lots of rain every year. There are two types of rainforests: tropical rainforests and temperate rainforests. Tropical rainforests lie along the equator, mainly between the Tropics of Cancer and Capricorn.
- A tropical rainforest biome has four major characteristics:
  - Very high annual rainfall.
  - High average temperatures
  - Nutrient-poor soil
  - High levels of biodiversity.
- The UK has a temperate forest biome. Its characteristics are:
  - It often rains
  - Most are the trees are deciduous because we live in a deciduous forest vegetation belt.
  - Rotted leaves and other decaying matter provide rich, deep, fertile soil for trees to grow strong roots.
- Different plants and animals can be found living within the different layers of the rainforest. They have different physical features that enable them to survive in a particular area of the rainforest.
- Deforestation is the removal of trees. It fuels climate change and threatens the health of the whole planet.

Disciplinary Skills and Knowledge

The Key Substantive Knowledge that children will gain throughout this topic includes:

- Initiate geographical enquiry questions and answer questions offering relevant explanations.
- Use and interpret graphs and charts to identify key characteristics such as species of trees and plant life.
- Use maps, atlases, globes and computer mapping apps to locate.
- Describe a tropical rainforest biome using key geographical vocabulary.
- Evaluate the impact of human processes on the rainforest and debate the impact of deforestation.

Year 6

Autumn

Which region of Iceland has the most volcanoes?

Key Substantive Knowledge

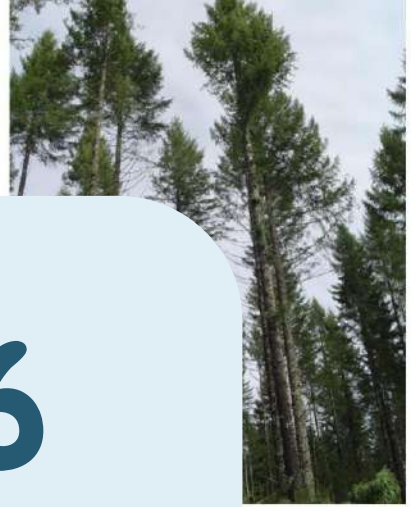
The Key Substantive Knowledge that children will gain throughout this topic includes:

- The Earth is made up of different layers; the crust (together with the upper layer of the mantle) is made up of different pieces called tectonic plates. Earthquakes are caused when the Earth's tectonic plates slide together or move apart creating friction and causing energy to build up and be released.
- A volcano is an opening in the Earth's crust that allows magma, hot ashes and gases to escape. Most volcanic eruptions are caused by tectonic plates moving towards each other.
- Why regions of Iceland and its islands are geologically unstable and understand how human and physical features are impacted in active volcanic areas/regions.
- The benefits of volcanic eruptions on the economy of a country due to tourism and the natural resources that they can lead to e.g. geothermal heat.
- How living things, including humans adapt in order to live in places near to active volcanoes.

Disciplinary Skills and Knowledge

The Key Substantive Knowledge that children will gain throughout this topic includes:

- Initiate geographical enquiry questions and offer explanations for observations or judgements about places.
- Use and interpret graphs to record features such as volcanoes or earthquakes.
- Use maps, atlases, globes and computer mapping apps to locate and describe features studied e.g. volcanic areas.
- Know how to identify human and physical characteristics and land use patterns.
- Appreciate why people would choose to live where they do, despite a place having physical features that can make living there challenging.
- Recognise how living things, including humans, adapt in order to live near to active volcanoes or within earthquake zones.



Year 6

Spring

How are Earth's natural resources distributed?

Key Substantive Knowledge

The Key Substantive Knowledge that children will gain throughout this topic includes:

- A natural resource is something that is found in nature and can be used by people. Earth's natural resources include light, air, water, plants, animals, soil, stone, minerals, and fossil fuels.
- Every place on Earth has its own unique group of natural resources. Some countries have lots of oil or diamonds. Natural resources are distributed on the Earth unevenly, which means that there are different amounts of them in different places.
- Trade is an agreement between two countries to buy and sell goods. Fair trade is an arrangement to help producers in developing countries achieve a 'fair' price for the items that they source, to help them to improve their social and environmental situations.
- Natural resources that are limited and will run out eventually are known as non-renewable. Other natural resources can be replaced and these are known as renewable.
- Extractions of natural resources can have a negative impact on the environment through pollution, deforestation, climate change and soul degradation.

Disciplinary Skills and Knowledge

The Key Substantive Knowledge that children will gain throughout this topic includes:

- Use and interpret a range of graphs and charts to record features such as natural resources and their uses.
- Use maps, atlases, globes and computer mapping apps to locate and describe features studied e.g. natural resources.
- Know how to identify human and physical characteristics and consider the impact of human-environment interaction.
- Understand what is meant by being environmentally friendly.
- Reflect on key changes that have occurred in the use and extraction of natural resources.
- Understand the issues associated with human use of natural resources.

Year 6

Summer

How sustainable is the UK?

Key Substantive Knowledge

The Key Substantive Knowledge that children will gain throughout this topic includes:

- The economy is crucial to a country and the people that live in it. It is how much money a country generates by making and selling goods and services. It determines how much people will pay for things and how much money they will pay in taxes
- There are three main sectors of economic activity in the UK: Primary, Secondary and Tertiary sectors.
- According to experts, water supply crises are among the three greatest threats facing the planet. Without interventions, water demand in England and Wales is forecast to rise from 16.6 billion litres of water per day to 24.8 billion by 2050.
- Reliance on gas has increased over the years, as has the UK's use of renewable sources, which positively impacts climate change issues like ice caps melting and rising sea levels.
- The need for natural resources and energy is increasing. To protect the Earth, people are exploring new, more sustainable ways of sourcing energy.

Disciplinary Skills and Knowledge

The Key Substantive Knowledge that children will gain throughout this topic includes:

- Initiate geographical enquiry questions and offer explanations for observations or judgements about places.
- Use and interpret a range of graphs and charts to record features such as natural resources and their uses.
- Know how to identify human and physical characteristics and consider the impact of human-environment interaction.
- Understand what is meant by being environmentally friendly.
- Reflect on how sustainable the United Kingdom's generation of energy, food and water production is.