

**Key Stage 2 Curriculum Overview**

**Geography**

**Curriculum Intent**

Geography seeks to enable students to make sense of their world and to understand the processes, (both physical and human), and to recognise the interaction between them. Overall our main aim is to give our students the opportunity to develop a coherent understanding of what places are like and an appreciation of how the various geographical features of places are inter-related, using the core elements of the subject-place, space and environment.

Term	Year 5	Year 6
<p><b>Autumn term</b></p>	<p><b>Title of unit: Introduction to Geography</b>  <b>Main focus:</b> What is Geography?</p> <p><b>By the end of the unit, students will have learned:</b>            Where are the world's continents located?            What is Human Geography?            What is Physical Geography?</p> <p><b>By the end of the unit students will be able to:</b>            Use direction and compass skills            Use four figure grid references            Use six figure grid references            Use the scale in a map to calculate distance            Interpret photographs in a geographical manner            Interpret and analyse graphs to come to conclusions about the data            Read and create field sketches            Use OS Maps demonstrating the skills listed above.</p>	<p><b>Title of unit: Tropical Rainforests</b></p> <p><b>By the end of the unit, students will have learned:</b>            Where are the Rainforests located?            What is the structure of the Rainforest &amp; what are the similarities and differences between the layers?            How have plants adapted to the Rainforest?            How have animals adapted to the Rainforest?            Case Study: Amazon tribes            What are the uses of the Rainforest?            What is deforestation, why does it occur?            What are the short and long-term effects of deforestation?            How can we sustainably reduce deforestation?</p> <p><b>By the end of the unit students will be able to</b> Use a map to locate places            Analyse satellite photographs to see the reduction of rainforest over time.            Complete field sketches            Analyse a range of sources to determine the global importance of the rainforest            Compare stakeholders' views on deforestation.            Identify the local, national and international impacts of deforestation.</p>
<p>Evidence of learning</p>	<p>End of unit Map skills assessment            Understanding demonstrated in the lessons visible in books, demonstrated in verbal answers and questions, and the students' ability to peer and self-assess.            WWW/NSC</p>	<p>End of Unit assessment            Extended piece of persuasive writing about deforestation in the Amazon Rainforest            Understanding demonstrated in the lessons visible in books, demonstrated in verbal answers and questions, and the students' ability to peer and self-assess.            WWW/NSC</p>

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Links to prior learning	National curriculum in the previous schools: Population, Urbanisation and Map Skills	Year 5 Map Skills Year 5 Extreme Environments National curriculum in previous schools
Links to future learning	Year 7 Map Skills Unit, There will be links with all areas of Geography as interpreting maps is a key skill. GCSE – The Living World and The Physical Geography of the UK, Map skills are a required skill across all GCSE topics.	Year 6 – Population Year 7 Map Skills Unit, there will be links with all areas of Geography as interpreting maps is a key skill. Year 8 – Changing Climate GCSE – The Living World and Resources Management
Careers links	Town planner, Defra, GIS Technician, Cartographer.	Conservationist, Wildlife Campaigners, Biologist,
Sustainability	Environmental Survey of the School Grounds – Positive and Negative Aspects Instil pride in their local area – School	Importance of the Tropical Rainforest Local, global and international impacts of deforestation Sustainability projects to improve environment Biodiversity project
Protected characteristics	Tom Whittaker (from York) first disabled person to climb Mount Everest - Whittaker's right foot needed to be amputated following a car accident in 1979. Following this serious accident, he regained his strength and continued climbing.	How women are leading the way when protecting the rainforests. <a href="https://www.weforum.org/agenda/2022/08/congo-rainforest-women-reforestation/">Women of Rio Napo project</a> <a href="https://www.weforum.org/agenda/2022/08/congo-rainforest-women-reforestation/">https://www.weforum.org/agenda/2022/08/congo-rainforest-women-reforestation/</a>
Spirituality in Geography	Awe & Wonder – The different human and physical features of the world. Discussion of our place in the world.	To recognise our place in the world To understand that humans are having a detrimental effect on the Tropical Rainforest. Recognising that many of the products we use originate from the rainforest. Comparing the lives of pupils with tribes in the rainforest. Sustainable management of the rainforest – what will be there for future generations.
<b>Spring term</b>	<p><b>Title of unit: Extreme Environments</b>  <b>Main focus:</b> To learn about two extreme environments (Cold and Hot) using case studies to link learning to the real world.</p> <p><b>By the end of the unit, students will have learned:</b>            What is an extreme environment?            Antarctica – why doesn't anyone live there?            Deserts – what makes them so extreme?            Animal and plant adaptations – how do they survive in the extreme environments?            How to survive in Death Valley?            Mt Everest – how is the highest point on earth a challenge?</p>	<p><b>Title of unit: Rivers</b>  <b>Main focus:</b> To learn how the land is shaped by rivers and the physical processes which occur.</p> <p><b>By the end of the unit, students will have learned:</b>            Why are rivers important?            What are the main rivers around the world and where are they located?            What is the hydrological system and how does it work?            What is a drainage basin and what are the key features?            What are the physical processes such as erosion, transportation and deposition and how do they occur?</p>

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	<p><b>By the end of the unit students will be able to</b> Use Map Skills, locations, compass directions, interpreting photos, OS Maps, source evaluation</p>	<p>What landforms are created as a result of erosion, transportation and deposition and how? (Waterfalls, Oxbow lakes, Georges, Estuaries)</p> <p><b>By the end of the unit students will be able to</b> Locate river systems on a range of maps Use compass direction to describe the flow of a river. Interpret photographs of different points along a rivers course. Evaluate the validity of different sources.</p>
Evidence of learning	<p>End Of Unit Extended Writing Task WWW/NSC Regular Self &amp; Peer Assessment Extended writing Tasks</p>	<p>WWW/NSC Verbal Feedback Regular Self &amp; Peer Assessment Extended writing Tasks EOU Tests</p>
Links to prior learning	<p>Year 5 Map Skills – lines of longitude and latitude, climatic zones and biomes.</p>	<p>Year 5 Map Skills – lines of longitude and latitude, climatic zones and biomes. Year 5 – Oceans – uses of marine environments.</p>
Links to future learning	<p>Year 6 Science – Animals: Adaptations and Habitats Year 8 Climate Crisis – impacts of climate change on extreme environments Year 7 – Extreme Weather Year 6 - Animal adaptations to the Amazon environment GCSE – The Cold Environment</p>	<p>Year 8 Climate Crisis – impacts of climate change on extreme environments Year 8 – Coasts – Erosion, transportation and deposition. Year 7 – Extreme Weather Year 6 - Animal adaptations to the Amazon environment GCSE – Physical Features of the UK and Resource Management</p>
Careers links	<p>Scientist, wildlife conservationist, marine biologist</p>	<p>DEFRA, Coastal Management, Marine Biologists, Planning Officer, Flood Risk Analysis, Hydrogeologist, Water Resource Engineer</p>
Sustainability	<p>Impact of tourism on Mt Everest – Picture Comparison Salt Mining in Nepal Exploitation of Sherpas – Add in a little more detail Desertification – Before and after links to climate change (starter)</p>	<p>Flooding – Change in weather patterns River Thames – Importance of sustainability along the course of the river – renewable energy and nature reserves. Hydroelectric power – specific example</p>
Protected characteristics	<p>Youngest and oldest people to have climbed Mount Everest. <u>Deserts: Youngest person to complete the 254KM Marathon Des Sables Jack Davison</u> <a href="https://www.cbc.ca/news/canada/british-columbia/b-c-teen-the-youngest-competitor-in-race-across-the-sahara-desert-1.5090491">https://www.cbc.ca/news/canada/british-columbia/b-c-teen-the-youngest-competitor-in-race-across-the-sahara-desert-1.5090491</a></p>	<p><a href="#">Lonnie Bedwell First blind person to kayak the 226 miles of the Grand Canyon Kayaking when using a wheelchair (woman)</a></p>
Spirituality	<p>Awe &amp; Wonder – discovering some of the world’s true wilderness’ Survival – Discussing stories of survival in extreme environments Reflecting on humans’ right to travel to places in the world – what is the impact?</p>	<p>To recognise the importance of natural fluvial processes and they role they play in our everyday lives. To appreciate the power of water at shaping landforms and river systems</p>

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	<p>Sustainability – particularly in Antarctica Asking pupils to imagine what it would be like to live in different extreme environments. Links with History to explain the historical exploration of these environments – Edmund Hillary &amp; Tenzing Norgay</p>	<p>Sustainability – the power of water creating hydroelectricity. Discussion – Is it right that humans alter the flow of rivers – River Yangtze</p>
Summer term	<p><b>Title of Unit: Oceans</b> <b>Main focus:</b> To learn about the World’s Oceans and develop knowledge of physical processes, climate change and sustainability.</p> <p><b>By the end of the unit, students will have learned:</b> Where are the Oceans located? Why are Oceans important? What are the different layers of the Ocean and what similarities and differences are between them? Case study: The Atlantic Ocean Case study: The Pacific Ocean Case study: The Great Barrier Reef What Ocean animals are endangered and why? How and why are the Oceans polluted?</p> <p><b>By the end of the unit students will be able to</b> Use Maps, locations, interpreting photographs and satellite images, climate graphs, source analysis.</p>	<p><b>Title of Unit: Population</b> <b>Main focus:</b> To learn about the global variations in economic development and quality of life including various strategies for reducing the global development gap.</p> <p><b>By the end of the unit, students will have learned:</b> What is the development gap and how it is measured? What are development indicators? What factors affect the development of a country? Case study: LIC and HIC comparison What is Fairtrade and how does it improve quality of life? What is Aid including the opportunities and challenges it brings? What is Water Aid? Case study: India</p> <p><b>By the end of the unit students will be able to</b> Use Maps, locations, interpreting photographs and satellite images, climate graphs, source analysis.</p>
Evidence of learning	<p>End of Unit Renewable Energy vs Non-renewable energy task WWW/NSC Regular Self &amp; Peer Assessment Extended writing Tasks</p>	<p>End of Unit Renewable Energy vs Non-renewable energy task WWW/NSC Regular Self &amp; Peer Assessment Extended writing Tasks</p>
Links to prior learning	<p>Year 5 Map Skills</p>	<p>Year 5 Map Skills</p>
Links to future learning	<p>Year 6 – Rivers Year 8 – Coasts and Climate Change GCSE – The Physical Landscape of the UK and Resource Management</p>	<p>Knowledge will be used throughout KS3 Year 7 – Globalisation Year 8 – Natural Hazards GCSE – Climate and Resource Management</p>
Careers links	<p>Meteorologist, Climatologist, Wildlife Campaigner, Politics</p>	<p>Urban Planning, Landscape Architecture, Environmental Consultant, Social Researcher, Nature Conservation Officer, Sustainability Consultant</p>

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Sustainability	Plastics in the Ocean Bleaching Coral Rising sea levels – climate change	How sustainable are food and water resources? Growing population – energy demands Migration - Climate Change Refugees
Protected characteristics	<a href="#">Daniel Palacios (LGBTQ+) marine biologist</a> <a href="#">Other role models</a>	Ruchira Gupta – India. CEO of an NGO which is working to end modern day slavery.
Spirituality	Appreciating the sheer scale of the oceans – particularly how deep they can be. Sustainability – What is our role in protecting the oceans and how are we causing pollution. Wonder – The range of animals and marine life that live below the surface of the sea. Perspective – Understanding that humans are not as well adapted to life in the oceans as marine life are.	To identify the differences between different countries around the world. To imagine how life would be different if we were to live in a different country. To understand how a countries development can be impacted by its physical geography. Sustainability – How industrial development may affect a countries level of development but may have a negative effect on the environment.

### Reading in the curriculum (Literacy & Vocabulary)

New vocabulary is introduced to students through key terms in each lesson. Throughout the curriculum we use a range of different reading resources to add depth and knowledge to students understand. These include;

Year 5 – Information about the layers of the ocean and how they differ

Year 5 – Edmund Hillary’s account of reaching the summit of Mt Everest

Year 5 – Information of the dangers of the Sahara Desert.

Year 6 – A range of resources about the global importance of the Tropical Rainforest

Year 6 -

### Safeguarding including safety in the curriculum

We ensure that we approach certain topics such as migration or population with sensitivity. The course content is all age appropriate and links to other topics students have studied in other areas of the curriculum. The resources used are appropriate for KS3 pupils and all online resources used have been checked and are continually monitored.

### Values across the curriculum

Our curriculum supports the understanding of the school’s core values throughout all of our units of work.

### Spirituality in the curriculum

#### How does the curriculum reflect the schools Theological routed Christian vision? How is spiritual development an intrinsic part of the curriculum?

Our curriculum supports the spiritual development of students by creating an environment of curiosity, exploring interconnectedness, and fostering open-mindedness. By developing these key attributes, we hope to develop a sense of connection to something bigger than ourselves, to help students ‘Live life in all its fulness’, living our values; being the best we can be, in community.

Through the geography curriculum we aim to:

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1. Consider the Ethics – We discuss the moral side of studying societies and cultures around the world.
2. Boost Curiosity – We encourage pondering big questions while studying geographical concepts e.g. how did the earth form? How are rivers formed? Looking for meaning and purpose in natural and physical phenomena. Emotional drive to know more and to wonder about the world. Wonder at the beauty of natural objects.
3. Pause for Mindfulness Moments – We integrate short mindfulness exercises for self-awareness and focus.
4. Connect Concepts – We emphasize how different geographical ideas are interconnected and explore interconnectedness in other subjects across the curriculum.
5. Develop Open-Minded Learning – We foster an open-minded approach to geographical inquiry. Develop open mindedness to the suggestions of others.
6. Encourage Earth Respect – We relate geographical knowledge to caring for the environment and promoting sustainability.
7. Develop Social Education – We emphasize the social differences in a range of societies across the world and encourage students to understand the impacts that this can have on people and countries.
8. Promote Cultural Education – We encourage a deeper understanding of different cultures, practices and appreciation for the world around us.

A sense of connection to something bigger than ourselves.

A search for meaning in life.

- **Spiritual Capacities:** recognition that all human beings are capable of spiritual growth through capacities such as self-awareness, reflection, empathy, imagination and creativity
  - **Spiritual Experiences:** ways in which students can encounter the spiritual dimension of life
  - **Spiritual Understanding:** the need to have developed an understanding to make sense of the spiritual experiences encountered and capacities exercised
    - **Spiritual Responses:** how this experience and understanding impacts on our lives and shapes the way in which we live our lives.

Liz Mills summarises spirituality with reference to three relationships: with ourselves, with others and with the world. How does our curriculum enable our students to do just that?

### How we track your progress

Linking to the progress descriptors all students' progress is tracked through the work they produce and contribute to in class, homework, end of unit assessments and in class assessments/quizzes.

### Parents/Carers can support their child by:

Parents can support their child by checking Satchel One for homework that is being set and ensuring that it is completed. Encouraging students to take an active interest in current affair and engaging in discussions as a family. Help students to develop their independence and resilience. Encouraging students to read around the subject at home by selecting relevant non-fiction books or exploring relevant websites.