

Geography Overview Year 5 - 8

Y5	Driving Question	Disciplinary Knowledge	Substantive Knowledge	Language
Year 5 Aut1	How can we compare China, India and South Africa?	<ul style="list-style-type: none"> I can locate China, India, and South Africa. I can begin to compare China, India and South Africa. I can effectively research China, India and South Africa. I can explain the need to look after the chosen places for future generations. I can describe a range of physical (natural) and human (man-made) attractions. I can compare my chosen country with others. 	<ul style="list-style-type: none"> I know the location of China, India and South Africa on a world map. I know some facts about each country. I know some of the differences between the three countries. I know some of the similarities between the three countries. I know some physical characteristics of the three countries. 	India. South Africa. China. Human Geography. Physical Geography. Development indicator
Aut2	How do rivers change the landscape?	<ul style="list-style-type: none"> I can locate rivers across the world I can collect data about a local river and suggest what this means. I can look at the uses of a river and how it can change our landscape through erosion and deposition. 	<ul style="list-style-type: none"> I know the names of some rivers local and worldwide. I know specific information about a local river and make suggestions about the environment. I know different uses of rivers. I know and can explain the words erosion and deposition. I know how rivers can change the landscape. 	Tributary Deposition Contour Pollution Transport Meander Ox bow lakes.
Year 5 Spr1	How does flooding effect people around the world?	<ul style="list-style-type: none"> I can state effects on people and places. I can compare different places. I can use human and physical Geography I can explain how flood defences can affect the environment. I can explain the impact of flood defences. I can explain the sustainability of the defences chosen. 	<ul style="list-style-type: none"> I know the effects of flooding. I know how flooding effects people. I know how flooding effects places. I can give examples of weather and the effect it has on the human and physical environment. 	Human geography Physical geography Flooding Short term and long term responses and effects

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Spr2	Where would you rather live, South America or UK? Why?	<ul style="list-style-type: none"> I can locate UK and South America including some countries in South America. I can collect and begin to analyse data for a range of topics. I can describe how areas are similar and different. I can describe and explain the physical and human attractions of Brazil. I can compare Brazil to the UK. 	<ul style="list-style-type: none"> I know where the UK and South America is and can name some countries in South America including Brazil. I know key information about South America and can say how this is similar and different to the UK. I know some weather facts about North and South Brazil. I know how animals and plants have adapted to survive in the Amazon rainforest. 	Economic social and environment impacts Economic activity Deforestation Adaptation Nocturnal Camouflage. Climate graphs. Favelas
Year 5 Sum1	What skills are needed to plan a route?	<ul style="list-style-type: none"> I can use an atlas to answer questions. I can pupils develop maps. I can describe how areas are similar and different. 	<ul style="list-style-type: none"> I know how to use the contents and index in an Atlas. I know the symbols used on an ordnance survey map. I know the eight points of a compass. I know how to use four grid references confidently and successfully. I know why six grid references are more specific. I know how to use u six grid references with guidance. I know how to use a range of map skills together to create a route. 	Atlas Index
Sum2	How is our world separated?	<ul style="list-style-type: none"> I can use atlases and maps to find out about how the world is separated into continents, counties and counties. 	<ul style="list-style-type: none"> I know the counties in the midlands. I know the different continents and can locate them. I know some countries across the globe. I know the position and significance of latitude, longitude and Equator lines. I know where the Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn are. I know why we have different times zones and can identify some. I can give similarities and differences between countries. 	Time Zones, Tropic of Cancer, Tropic of Capricorn Antarctic Circle Arctic Circle
Y6	Driving Question	Disciplinary Knowledge	Substantive Knowledge	Language

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Year 6 Aut1	How easy is it to live in an extreme climate?	<ul style="list-style-type: none"> I can use an atlas to locate certain countries. I can use a range of skills to present data collected and answer questions. I can compare the similarities and differences of deserts. I can describe and explain the sustainability of deserts over time. I can describe the human and physical adaptations to the deserts. 	<ul style="list-style-type: none"> I know where the Arctic and Antarctic is. I know what it is like in these regions. I know where some deserts are across the world. I know what the weather is like in the Polar Regions and deserts. I know how climate change is affecting the Polar Regions and deserts. I know about the different biomes found in these regions. 	Biomes Climate change
Aut2	What makes a good place to live?	<ul style="list-style-type: none"> I can use maps to identify accurately where different settlements are. I can describe human and physical features of settlements, why have places settled where they are. I can compare my settlement location to other places. 	<ul style="list-style-type: none"> I know what a settlement is. I know why some settlements grow bigger than others. I know the names of settlement shapes. I know the types of shops. I know why shopping habits change. 	Settlement Rural Urban Convenience Comparison Service Habits
Year 6 Spr1	How do National Parks benefit us?	<ul style="list-style-type: none"> I can use correct geographical skills and knowledge to say how and why places are different. 	<ul style="list-style-type: none"> I know what a national park is. I know the location of national parks in England and Wales. 	Country code National parks Conflict
		<ul style="list-style-type: none"> I can describe and explain factors effecting human and physical Geography. 	<ul style="list-style-type: none"> I know what contours are. I know what the Countryside Code is. I know what a quarry is. 	
Spr2	Why would people want to visit Canada?	<ul style="list-style-type: none"> I can locate Canada and its neighbouring countries. I can explore the human and physical characteristics of Canada. I can compare Canada with the UK. 	<ul style="list-style-type: none"> I know where Canada is. I know countries that boarder Canada. I know physical and human characteristics of Canada. I know what is different and what is similar between Canada and the UK. 	Physical and human characteristics Sustainability in the future Data analysis
Year 6 Sum1	How and why is our coastline changing?	<ul style="list-style-type: none"> I can locate coastlines and understand what makes a coastline. I can describe and explain factors effecting human and physical Geography. 	<ul style="list-style-type: none"> I know the work that waves do. I know examples of erosion, transportation and depositional processes. I know the formation of caves, arches, stacks and stumps. I know the benefits and drawbacks of hard and soft engineering. 	Weathering Coastal features

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Sum2	How does natural Geography shape the world?	<ul style="list-style-type: none"> I can describe the location of plate tectonics. I can describe the different layers of the Earth. I can provide appropriate advice in the event of an earthquake. 	<ul style="list-style-type: none"> I know examples of plate tectonics. I know how volcanoes form. I know how earthquakes happen. I know how to prepare for earthquakes. 	Core Mantle Crust Richter Scale Volcanic bombs
Y7	Driving Question	Disciplinary Knowledge	Substantive Knowledge	Language
Year 7 Aut 1	Which causes more destruction: weather or climate?	<ul style="list-style-type: none"> I can explain the term weather and climate. I can describe and explain weather in terms of air masses, anticyclone and depression. 	<ul style="list-style-type: none"> I know the difference between weather and climate. I know the difference between weather and extreme weather. I know the instruments we use to measure weather. I know the units we record weather in. I know what an air mass is. I know the difference between an anticyclone and a depression. 	Anticyclone Depression Air masses Front Occluded front
Year 7 Aut 2	What makes a climate extreme?	<ul style="list-style-type: none"> I can compare extreme weather across the world. I can identify what makes a place dry climate. I can explain and describe a hurricane and the impact it has the human and physical environment. I can compare flood defences I can describe the impact of flood defences 	<ul style="list-style-type: none"> I know what extreme weather is and how it is different to weather. I know a case study of a desert I know a case study of a hurricane. I know a case study of a flood. 	Hurricane (Katrina) Desert (Atacama)
		<ul style="list-style-type: none"> I can discuss the sustainability of flood defences. 		

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Year 7 Spring 1	How can you aid sustainability?	<ul style="list-style-type: none"> • I can explain what is meant by sustainability. • I can discuss different sustainable agendas. • I can look at sustainability in detail across the world. • I can describe the human and physical attractions of my sustainable town. • I can explain how sustainable my town is. • I can explain the impacts of my sustainable town changes on people. 	<ul style="list-style-type: none"> • I know what sustainable development is. • I know what Agenda 21 is. • I know Agenda 30 is • I know why the Sumatra rainforest is endangered. • I know why The Great Barrier Reef is endangered. • I know how cars may change in the future. • I know that deforestation has advantages and disadvantages. 	Agenda 21 and Agenda 30 Carbon footprint
Year 7 Spring 2	How fair is Fair Trade?	<ul style="list-style-type: none"> • I can explain what Fairtrade is. • I can explain the benefit of fair trade. • I can locate countries that use fair trade. • I can explain how buying Fairtrade products helps sustainability • I can compare Fairtrade and non-Fairtrade products. • I can explain the positive and negative impacts of buying Fairtrade products. 	<ul style="list-style-type: none"> • I know what Fairtrade is. • I know why Fairtrade is important. • I know real examples of Fairtrade products. • 	Fairtrade Production
Year 7 Sum 1	How does Russia contribute to the world?	<ul style="list-style-type: none"> • I can locate Russia. • I can explain the different biomes in Russia. • I can discuss the differences between Russia and the UK. • I can research and explain Russia resources. • I can explain how Russia supports the local economy. 	<ul style="list-style-type: none"> • I know where Russia is located. • I know what a biome is and can explain the different ones found in Russia. • I know some differences between Russia and the UK. • I know the resources Russia produce. • I know how Russia supports other economies. 	Natural resources Urban rural migration Development Migration Urbanisation

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Year 7 Sum 2	What makes a place 'fantastic'?	<ul style="list-style-type: none"> I can use map skills to find places. I can describe what makes somewhere fantastic. I can compare places. 	<ul style="list-style-type: none"> I know why some places are 'fantastic!' I know why it's important to protect places. I know that other people's actions can affect places. I know the difference between UK and Somalia. I know some development indicators. 	Inequality Development indicators
Y8	Driving Question	Disciplinary Knowledge	Substantive Knowledge	Language
Year 8 Aut 1	How developed is India?	<ul style="list-style-type: none"> I can list a range of development indicators. I can compare the development of India with other countries. I can give examples of diversity within India I can describe India's climate. 	<ul style="list-style-type: none"> I know the Geographical location of India. I know the importance of India. I know some facts about India. I know what it might be like in Indian cities. I know examples of diversity in India. 	Inequality Diversification High-income countries (HICs) Low-income countries (LICs) Buddhism
		<ul style="list-style-type: none"> I can explain the advantages and disadvantages of globalisation. 	<ul style="list-style-type: none"> I know some climate information relating to India. I know what Globalisation. 	Globalisation Development indicators
Year 8 Aut 2	Why would people need different types of maps?	<ul style="list-style-type: none"> I can describe a range of maps and their specific uses. I can use four and six-figure grid references. I can read a map at a range of scales. I can apply a scale. 	<ul style="list-style-type: none"> I know the different types of maps and their uses. I know the difference between four and six-figure grid references. I know how to use four figure and six-figure grid references. I know why scale is important. I know examples of scale. I know why satellites are important. 	Satellite images Topographical Areal Scale
Year 8 Spring 1	Africa, a diverse continent?	<ul style="list-style-type: none"> I can identify the key human and physical geographical features. I can give examples of diversity in Africa. I can compare and contrast with other continents. I can explain what life is like in Sudan. 	<ul style="list-style-type: none"> I know a range of human and physical features of Africa. I know some of the countries that make up Africa. I know that countries within Africa are different. I know some of the data that relates to countries in Africa. I know facts about what life is like in Sudan. 	Biodiversity Infrastructure Relief Gross domestic product Gentrification

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Year 8 Spring 2	What is the quality of our school environment?	<ul style="list-style-type: none"> • I can use a range of fieldwork skills. • I can present data found and answer a hypothesis. • I can read fieldwork data and reach a conclusion. 	<ul style="list-style-type: none"> • I know how to carry out fieldwork. • I know different methods, their uses and the advantages and disadvantages. • I know how to record and present information collected on fieldwork skills independently. • I know how to use a range of fieldwork methods including sketch maps, plans and graphs, and digital technologies. 	Enquiry question Formulate Environmental quality survey Analyse data
Year 8 Sum 1	How has industry developed? Including a local industry case study.	<ul style="list-style-type: none"> • I can describe the main types of industry. • I can describe the changing shape of industry in the UK. • I can use a case study of a car industry. • I can describe how industry has changed in a local area. • I can work independently on a local history project. 	<ul style="list-style-type: none"> • I know the types of industry. • I know examples of industries around the UK. • I know a case study of BMW. • I know different land use models. • I know how Stoke-on-Trent has changed. • I know how a local industry can impact it's local and wider community. 	Quaternary industry Research and development Urban land use models Burgess Model Hoyt Model CBD
Summer 2	What are the benefits of a multicultural Britain?	<ul style="list-style-type: none"> • I can use maps to plot journeys. • I can use human Geography to report on population. • I can accurately use more complex Geographical words. 	<ul style="list-style-type: none"> • I know how to use Atlas skills to plan a journey. • I know what is meant by human Geography and how it effects us. • I know the meaning of more complex Geographical words. 	Multicultural Britain Immigration Emigration Refugee Economic migrant Citizenship