



Orchard Academy

Geography Curriculum Overview



Why Teach Geography?

Reflecting the importance of global changes affecting the world in which we live, it is our intention that our geography curriculum will:

- help pupils to raise and answer questions about the natural and human worlds.
- enable pupils to think critically about the impact human activity has on the natural world, cities and population.
- spark pupils' curiosity about places and people
- promote knowledge, interest and fascination about diverse places, their differing natural geography, human environments and resources.
- help pupils to become knowledgeable citizens, concerned about the future of the world, able to understand key geographical concepts and skills and aware of the connections that exist between people and places.

Geography's Big Ideas

Key Concepts		Space – location, distribution, pattern, interaction and distance
		Place – character, identity, home, community, landscape, sense of place and diversity
		Earth Systems – physical processes and cycles, dynamic biological, chemical and physical changes
		Environment – interactions between physical and human geography, ecosystems, environmental change and impact, resources and sustainability
Organisational Concepts		Time – dimensions of past, present and future, over which processes operate and lives unfold. Stability, dynamism, continuity and change.
		Scale – local, regional, national, continental, global
		Diversity – similarities, difference, comparison and contrast, cultures and identities.
		Interconnections – links between features, places, events, species, cycles and people
		Interpretation – different values, a range of viewpoints and interpretations, and contrasting imaginations

Substantive Knowledge Content

Locational Knowledge	Place Knowledge	Human and Physical Geography		Skills and Fieldwork
Developing contextual knowledge of the location of globally significant places	Understanding geographical similarities and differences through the study of human and physical geography	Studies of resources, settlements, trade and agriculture etc.	The processes causing volcanoes and earthquakes, rivers and lakes, and weather and climate.	Geographical enquiry and the application of skills in observing, collecting, analysing, evaluating and communication geographical information.

Disciplinary Knowledge

Geographical key concepts	Geographical practice	Geographical application
'knowing that'	'knowing how'	'knowing how to apply'
How geographers think and know – thinking like a geographer <ul style="list-style-type: none">• Includes learning how key concepts and conceptual frameworks help us make sense of the world and allow us to generate new ideas; clarifying the distinctiveness of geographical thought.• Place, Space, Earth Systems, Environment• Time, Scale, Diversity, Interconnection, Interpretation	How geographers find out – working like a geographer. <ul style="list-style-type: none">• Includes undertaking the skills methods and approaches of geographical enquiry; the argumentation/analysis involved in confirming how we know what we know; recognition of the values and moral/ethical dimensions involved in any enquiry and development of one's own moral and ethical stance.• Qualitative and quantitative enquiry in the classroom and field; personal development.	How geographers apply knowledge – making use of geography. <ul style="list-style-type: none">• Applying knowledge, understanding and skills to real-world challenges and issues – living peacefully and productively with others and ensuring our future on the planet.• Learning about application and young people learning to apply for themselves.



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Geography Curriculum Term by Term Overview



Topic Overview

		Autumn Term 1	Spring Term 1		Summer Term 1
		 What is our local area like?	 What is our county like?	 Do I like living in the UK?	
KS1	Year 1				
	Year 2	 What is our local area like?	 What is our county like?	 Do I like living in the UK?	
KS2	Year 3	 Would I like to live in Italy?	 What are mountains and volcanoes?	 How would it feel to live in a tourist hotspot?	Summer Term
	Year 4	 How do humans interact with the water cycle?	 How does land use differ across the UK?		Summer Term
	Year 5	 How diverse are the Earth's environments?	 How diverse is Mexico compared to here?	 Do earthquakes affect places differently?	Summer Term 2
	Year 6	 How do we react to the biggest dilemma our planet has ever faced?	 Why do humans move?	 Can humans exist without exchanging goods and food?	Summer Term 2
	Year 3				
	Year 4				

Key Concept Overview

	Place	Scale	Earth Systems	Environment
Year 1	<ul style="list-style-type: none"> Sense of place Home Character Identity Community Similarities/differences 	<ul style="list-style-type: none"> Location Distribution/zonation Pattern 	<ul style="list-style-type: none"> Weather 	<ul style="list-style-type: none"> Physical and human features Emotional responses and opinions Impact on community
Year 2	<ul style="list-style-type: none"> Sense of place Physical and human characteristics Landscape Culture Variety and multiple perspectives of a single place 	<ul style="list-style-type: none"> Location Patterns (hot/cold) Distribution Globalisation 	<ul style="list-style-type: none"> Weather and Climate 	<ul style="list-style-type: none"> Deforestation Global warming Sustainability Environmental stewardship and citizenship
Year 3	<ul style="list-style-type: none"> Sense of place Physical and human characteristics Landscape Culture Variety and multiple perspectives of a single place 	<ul style="list-style-type: none"> Location Patterns Distribution Globalisation Interaction 	<ul style="list-style-type: none"> Plate Tectonics Mountain building and Volcanoes) 	<ul style="list-style-type: none"> Physical/human interaction Effects of tourism Physical/human Resources
Year 4	<ul style="list-style-type: none"> Sense of place Physical and human characteristics Landscape Culture Variety and multiple perspectives of a single place Social, economic and political processes 	<ul style="list-style-type: none"> Location Patterns Distribution Globalisation Interdependence Interconnection 	<ul style="list-style-type: none"> Water Cycle Landform (transportation, erosion and deposition) 	<ul style="list-style-type: none"> Change in the environment Flood plains/flooding Ecosystems Water supply Food supply
Year 5	<ul style="list-style-type: none"> Sense of place Physical and human characteristics Landscape Culture Variety and multiple perspectives of a single place Social, economic and political processes National Identity Migration 	<ul style="list-style-type: none"> Location Patterns Distribution Globalisation Interdependence Interconnection 	<ul style="list-style-type: none"> Climate Photosynthesis Plate Tectonics (Earthquakes) 	<ul style="list-style-type: none"> Human impact on and sustainable management of Biomes (e.g. deforestation) Physical diversity
Year 6	<ul style="list-style-type: none"> Sense of place Physical and human characteristics Landscape Culture Variety and multiple perspectives of a single place Social, economic and political processes Migration Geopolitics 	<ul style="list-style-type: none"> Location Patterns Distribution Globalisation Interdependence Interconnection Changes in distribution/flows 	<ul style="list-style-type: none"> Climate Carbon Cycle 	<ul style="list-style-type: none"> Environmental Change Sustainability Environmental stewardship and citizenship Responses of humans to environmental change