

GEOGRAPHY Curriculum Outline 2025-26:

This document summarises the content to be delivered over the course of the year.

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Year 5</b>	<b>Mapskills: The world in which we live.</b> Continents and Oceans, Countries, The British Isles, UK countries and cities, Compass Points, Grid References,	<b>Settlement</b> Site and situation Settlement type and function settlement change.	<b>Local Studies: Whitley Bay</b> Location Settlement change	<b>The Lake District</b> Location, National Parks, Tourism	<b>Italy</b> Location, culture, differences	<b>USA</b> location, culture, differences
<b>Extended Literacy opportunities:</b>	Proper nouns, spellings and key terms Writing instructions to describe a route using imperative verbs.	Writing to inform and make a decision.	Proper nouns, spellings and key terms Writing a persuasive letter.	Proper nouns, spellings and key terms Creative writing about the Lake District	Proper nouns, spellings and key terms Writing a persuasive postcard	Proper nouns, spellings and key terms Writing a persuasive postcard
<b>NUMERACY:</b>	<b>Maps, Coordinates, Scale</b>	<b>Scale and maps</b>	<b>Coordinates, Graphs, Scale</b>	<b>OS maps, Graphs, Scale</b>	<b>Coordinates, Graphs</b>	<b>Coordinates, Graphs</b>
<b>SMSC/Creativity/ Careers Focus</b>	Knowing the locations of places whilst appreciating scale. Give opportunities for problem-solving and discovery. Encourage the enjoyment and excitement of learning.  World leaders, travel agents, politicians, town planners, pilots, air traffic Controller	Having an appreciation for change and renewal. Understanding why people first choose to live somewhere.  Town planner, council member, surveyor, developer	Learning about how things have changed over the years/appreciation for what was there before.  MP. town planner,	Learning about the National Parks and why they should be protected. Having an understanding for people who live there and the opinions they may have regarding tourism.  Conservationist, Town Planner, Forestry commission.	Learning about Italian culture and comparing Italy to the UK.  Travel agent, tour guide, seismology, volcanologist	Learning about the USA and the location and culture. Having an understanding for peoples opinions.  Travel agent, tour guide, seismology, volcanologist

<p>Year <b>6</b></p>	<p><b>Rainforests: A global treasure under threat.</b> World Biomes Tropical Rainforests - climate. The causes and effects of deforestation on the Amazon Rainforest</p>	<p><b>Hazards</b> Tectonic Plates Volcanoes Why people live near volcanoes? Icelandic volcanic eruption</p>	<p><b>Rivers</b> Processes, Erosional landforms, despositional landforms.</p>	<p><b>Flooding</b> Causes, effects and repsonses Case study</p>	<p><b>Resources</b> Food, Water and Energy Energy mix Sustainability.</p>
<p>Extended Literacy opportunities:</p>	<p>Proper nouns, spellings and key terms Writing to describe a location Writing a letter (persuasive writing)</p>	<p>Proper nouns, spelling and key terms. Writing a diary account.</p>	<p>Proper nouns, spellings and key terms</p>	<p>Researching, planning and writing a newspaper report about a flood in Carlisle</p>	<p>Proper nouns, spellings and key terms Researching, planning and writing a leaflet.</p>
<p><b>NUMERACY:</b></p>	<p><b>Climate graph, Pie chart construction and interpretation of data (TEAM).</b></p>	<p><b>Maps and interpretation of data</b></p>	<p><b>Scales and dates Rainfall amounts</b></p>	<p><b>Maps and interpretaion of data</b></p>	<p><b>Pie Charts, Graphs, Interpretation</b></p>
<p><b>SMSC/Creativity/ Careers Focus</b></p>	<p>Learning about the Amazon Rainforest and its characteristics and adaptations. Encourage students to see issues from another's perspective. Listen to the views of others</p> <p>Travel agent, travel writer, international relations, chocolate/food industry, environmental activist, politician.</p>	<p>Having a sense of wonder about the scale of the Earth's layers. How natural processes move and create volcanoes and earthquakes.</p> <p>Volcanologist</p>	<p>Appreciating rivers and the processes that occur to create landforms. Mindfulness.</p> <p>River catchment restoration manager, MP, damn construction and maintenance, environmentalist</p>	<p>Having an understanding of the impacts of natural disasters on people and the environment.</p> <p>River catchment restoration manager, MP, damn construction and maintenance, environmentalist</p>	<p>Having an appreciation of where our food comes from and what can impact the supply chain to our plates.</p> <p>Farmer, factory worker, entrepreneur, supply chain manager</p>

Year 7

**Urbanisation:  
Manmade  
communities**

Causes of Urbanisation  
Urban Change  
The Burgess Model  
Urban decline and regeneration  
Urban Sprawl

**Map Skills**

Physical and Human Features, Compass Points, map Symbols, Grid References, Scale and Relief, Describing routes.

**Weather & climate**  
Watercycle, types of rainfall, weather instruments,

**Microclimate  
Fieldwork**

Location of solar panels on site  
Fieldwork around the school  
Collecting data and interpretation  
Conclusion and evaluation.

**Extreme Weather**

What is extreme weather?  
Formation of Hurricanes.  
Tracking a hurricane  
Measuring hurricanes  
Hurricane case study  
HIC/LIC's

**Trade**

What is trade?  
World trade  
MNC's  
Sweatshops,  
Fairtrade

Extended Literacy opportunities:

Exam Style Questions  
Regeneration of Stratford London  
Olympics

Describing routes

Writing an exam answer

Completing a project

Exam Style Questions  
Hurricane Michael

Exam Style Questions

**NUMERACY:**

Line Graph construction and interpretation (Team)

Scale, Coordinates and maps

Measuring rainfall, climate graphs, interpretation of graphs and data (TEAM)

Creating graphs, interpreting data

Coordinates, maps and interpretation

Graphs and interpretation

<p>SMSC/Creativity/ Careers Focus</p>	<p>Provide knowledge and opportunities to understand other people. Having an appreciation for change and renewal and how this affects people..</p> <p>Town planner, council member, surveyor, developer</p>	<p>Having an appreciation for change and renewal. Understanding why people first chose to live somewhere.</p> <p>Town planner, council member, surveyor, developer</p>	<p>Appreciating that weather is a force to be reckoned with. There are many forms of weather and they can cause multiple impacts.</p> <p>Weather forecaster,</p>	<p>Understand how the weather can affect people locally</p> <p>Meteorologist Town Planner</p>	<p>Having an appreciation of where our food comes from and what can impact the supply chain to our plates.</p> <p>Farmer, factory worker, entrepreneur, supply chain manager</p>	<p>Having an appreciation of where our necessities comes from and what impact it can have on people, the economy and the environment Farmer, factory worker, entrepreneur, supply chain manager</p>
<p>Year 8</p>	<p><b>Sustainability: Our future, our planet.</b> What is sustainability? Causes of Climate Change: The Greenhouse Effect. Impacts of climate change, Renewable energies, Sustainable cities</p>	<p><b>Population</b> Population densities,</p>	<p><b>Migration</b> Migration push and pull factors Migration in an LIC Migration in a HIC</p>	<p><b>Hazards</b> <b>Eathquakes</b> Plate tectonics causes , effects using comparative case studies (HIC/LIC). Preparing for an earthquake.</p>	<p><b>Coasts</b> Preocesses Erosional, Transportational and depositional features. Coastal Management</p>	<p><b>Coastal Enquiry</b> Fieldwork, coastal features and management.</p>
<p>Extended Literacy opportunities:</p>	<p>Extended questions using Case Study examples.</p>	<p>Extended questions using case study examples</p>	<p>Extended questions using case study examples</p>	<p>Extended questions using case study examples</p>	<p>Writing an answer/opinion to a controversial question</p>	<p>Enquiry based project</p>
<p>NUMERACY:</p>	<p>Maps, Pie Charts, Graphs and interpreting data (TEAM))</p>	<p>Choropleth Maps, interpreting data (TEAM)</p>	<p>Choropleth Maps, interpreting data (TEAM)</p>	<p>Maps, interpreting data (TEAM)</p>	<p>Costs of coastal defences Distances of coastal recession</p>	<p>Graphs, data interpretation</p>

SMSC/Creativity/  
Careers Focus

Having an appreciation for our environment and how we help to protect our planet.

Environmental consultant or scientist, environmental activist, Offshore/renewable energy

Promoting the discussion of ethical issues and encouraging students to see from another's perspective.

Data analyst, social researcher, town planner, transport planner

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Data analyst, social researcher, town planner, transport planner

Having a sense of wonder about the scale of the earth layers. How natural processes move and create volcanoes and earthquakes. Volcanologist

Learning about coasts in finer detail. Being mindful about how we treat coasts and being aware of how precious they are for human survival. Coastal environmental specialist, council member, environmental activist

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