GEOGRAPHY

OUR AIMS

"The study of geography is about more than just memorising places on a map. It's about understanding the complexity of our world, appreciating the diversity of cultures that exists across continents. And in the end, it's about using all that knowledge to help bridge divides and bring people together." - Barack Obama

Geography plays a crucial role in helping students at The Gillford Centre make sense of their place in the world. Studying geography starts a lifelong 'conversation' about Earth as the home of humankind, and is therefore an essential part of a balanced education for every young person. Thinking and decision making with geography helps pupils to live their lives as informed citizens, conscious of their own local communities in a global setting. Analysing and interpreting maps, mediated images of people and place, numerical data and graphical modes of communication, helps make our geographers skilful and employable. Whilst at the same time, studying the beauty of Earth and the tremendous power of Earth-shaping forces can fascinate and inspire our young people.

Each stage of the Geography curriculum prepares students for the next step and beyond through the development of a range of key Geographical skills. As pupils progress through the curriculum from KS1 to KS3 their growing knowledge about the world will help them to deepen their understanding of the interaction between physical and human processes. Each key stage supports students to expand their knowledge and understanding of the varying scales of Geography that affects both them and the rest of the world.

Within our studies of Geography, we work to enhance our student's cultural capital through the wide range of topics and themes studied. We also tackle difficult issues which give the students an opportunity to discuss and debate social, moral, cultural and spiritual questions.

Primary: Year 1

Term	Topic	Key Skills Learning
Autumn	America	• To name and locate the world's seven continents and five oceans • To understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country • To use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage • To use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map2 • To use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key
	Fire of London	• To name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas • To identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles • To use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage
Spring	China	• To understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country • To use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage
Summer	Carlisle – Past and Present Local Geography	• To use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map2 • To use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.

Primary: Year 2

Term	Topic	Key Skills Learning
Autumn	Climates around the world	• To name and locate the world's seven continents and five oceans • To identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles • To use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage
Spring	Inventors – Map skills	• To use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage • To use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map3 • To use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key • To use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.
	Under the sea – Seaside	• To name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas • To use basic geographical vocabulary to refer to: -key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather -key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop • To use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage • To use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map3 • To use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key
Summer Term	Carnival of Animals – Geography of Australia	• To name and locate the world's seven continents and five oceans • To understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country • To use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage • To use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key

Primary: Year 3

Term	**Topic**	**Key Skills Learning**
Autumn	North America	• To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied • To locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities • To understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America
Spring	Rainforests	• To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied • To locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities • To identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) • To describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle
Summer	Landscapes of the world (mountains, rivers and coasts)	• To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied • To describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle • To name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time

Primary: Year 4

Term	**Unit of Study**	**Key Skills Learning**
Autumn 1	Europe	• To locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities • To understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America • To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
Autumn 2	Extreme Weather	• To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied • To locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities • To name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time
Summer 1	Carlisle – Local Geography	• To name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time
Summer 2	Extreme Earth	• To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied • To locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities • To describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle

Primary: Year 5

Term	Topic	Key Skills Learning
Autumn 1	America	• To locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities • To understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America • To describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle • To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
Autumn 2	Ancient Egypt	• To describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle • To describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water • To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
Spring 1	Earth Matters	• To locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities • To describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle • To describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water • To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
Spring 2	Food	• To name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time • To describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water

Summer 1	World War 2	• To locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities • To understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America
Summer 2	Ancient Greece	• To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied • To understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America

Primary: Year 6

Term	**Topic**	**Key Skills Learning**
Autumn 1	Mayans	• To locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities • To understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America • To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
Autumn 2	Rivers	• To locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities • To name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time • To describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle • To describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water • To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied

Spring 1	Benin	• To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied • To locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities
Spring 2	Eastern Europe	• To locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities • To understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America • To describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water • To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
Summer 1	World War 2	• To locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities • To name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time
Summer 2	Carlisle: past and present	• To name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time

KS3

Rotation 1

Term	Unit of Study	Key Questions
Autumn 1	Tectonics	• What is inside our Earth and how do we know? • What are the names and characteristics of the 4 key layers of the Earth? • Who was Alfred Wegener and what was his theory about the continents? • How and why did the continents move? • What causes the tectonic plates to move? • What happens at different types of plate boundary? • What landforms do we get at different types of plate boundary? • What happens at constructive, destructive, conservative and collision plate boundaries? • Can I annotate a diagram to show what happens at each type of plate boundary? • What hazards are found at each type of plate boundary? • How do we use latitude and longitude to pinpoint features on the Earth's surface? • Where do we find volcanoes and earthquakes? • Are all volcanoes and earthquakes found at plate boundaries? • What causes earthquakes? • What do the terms focus, epicentre and seismic waves mean? • What is it like to experience an earthquake? • What is a seismograph and what do they do? • What might be happening to people at different points along a seismic trace? • How can we measure earthquakes? • How useful are these scales of measurement? • Why is it useful to be able to measure earthquakes? • Why are earthquakes so destructive? • What is the difference between primary and secondary waves? • How do earthquakes affect people? • What are the direct and indirect con sequences of earthquakes? • Why were there comparatively so fewer casualties in Christchurch's quake? • Is there a link between economic development and the effects earthquakes can have? • Why was Haiti's earthquake so deadly? • What action can individuals take to help survive AFTER an earthquake? • What items should go into an earthquake survival kit? • What is a volcano? • Where are volcanoes and why do they erupt?

		• Are there different types of volcano? • What would the inside of a volcano look like? • What comes out of a volcano? • What sorts of hazards do volcanoes present?
Autumn 2	Russia and Ukraine	• Can I identify the location of Russia on a map? • Can I identify the location of Ukraine on a map? • Can I identify the physical geographical features of Russia & Ukraine? • Can I understand that Russia has a range of different climates, and that Ukraine has two different climates? • Can I describe the population distribution of Russia & Ukraine? • Can I describe what life is like in rural Russia & Ukraine – how similar are they? • Can I identify the environmental problems Russia faces? • Can I identify how Russia plays a significant role in Global Energy Resources? • Can I identify and list differing types of tourist destinations in Russia?
Spring 1	Geography of Africa	• Where is Africa and what are the physical and human features of the continent? • How is the population distributed in Africa and what factors influence this? • How have historical factors influenced different countries in Africa? • Why is the Nile so amazing? • Why are there disputes over the use of the River Nile? • Where is Mount Nyiragongo, and why is it important for the DRC? • What were the causes and impacts of the 2002 eruption of Mount Nyiragongo? • What were the responses to the 2002 eruption of Mount Nyiragongo? • What is Kenya like? • What are the issues of urbanisation in Kenya? • How can issues of urbanisation in Kenya be managed?
Spring 2	Weather and climate	• What is the weather forecast? • What are the factors that affect climate? • Why does it rain? • How do air masses influence the climate of the UK? • How do we use climate graphs? • How do high pressure events affect the UK? • How do low pressure events affect the UK? • What was the 'Beast from the East'? • What are tropical storms and how do we measure them? • What is New Orleans like and why is it vulnerable to tropical storms?

		• What were the impacts of Hurricane Katrina?
Summer 1	World of work	• How do we classify different types of employment? • How do employment structures differ around the world? • What are the factors which influence the location of different industries? • What are quaternary industries? • What are the impacts of different industries? • Why is tourism an important tertiary industry? • How do the impacts of tourism change over time? • What is ecotourism? • Why is tourism a growing industrial sector in Kenya? • What have been the impacts of tourism in the Maasai Mara National Reserve? • How can tourism in the Maasai Mara National Reserve be managed?
Summer 2	Geology	• What are the UK's main rock types? • How does geology influence the UK? • What is the rock cycle? • How does weathering affect rocks? • How do we use the different types of rock? • What is the Peak District like? • How do limestone pavements form? • How do caverns form in limestone areas? • What are the impacts of quarrying in the Peak District? • How can quarrying be made more sustainable?

Rotation 2

Term	Unit of Study	Key Questions
Autumn 1	Map skills	• Map making • Locational knowledge of the world • Map projections • What are OS maps? • What are grid references? • Can I read distances on a map? • Can a read direction on a map? • Can I represent height on a map? • Can I use aerial and satellite images with a map? • Can I use maps to write directions?
Autumn 2	Rivers	• Why are rivers important? • What are the features of a drainage basin? • How does the river drainage basin system work? • What are the features of a river's long profile? • Erosion and transportation • How do waterfalls form? • What are the processes operating across meanders? • What are floodplains and how do they form? • What are the causes of flooding within drainage basins? • How can we manage the flood risk? • An example of a flood event in the UK • How can we respond to flood events? • An example of a flood event in a developing country?
Spring 1	Population	• What are the factors that influence population distribution? • What is the population explosion? • What are the potential consequences of overpopulation? • How do population structures change over time? • How does the population structure change as a country develops? • What do population pyramids show? • What strategies have been used to try and control population growth? • What are the impacts of an ageing population? • How is the UK managing the ageing population? • What is migration? • How are Mexico and the USA linked? • What factors influence migration?

		• The impacts of migration
Spring 2	Coasts	• What are the features of a coastline? • What are the factors which influence waves? • How do waves shape the land? • How do headlands and bays form? • What are the processes that lead to the formation of Stacks? • What is longshore drift? • How do spits form? • How do we prevent coastal erosion? • Should managed retreat have been used at Happisburgh? • Should hard engineering have been used at Mappleton? • What are the conflicts related to coastal management along the Holderness coast?
Summer 1	Issues of urbanisation	• Where do people live within the UK? • What can OS maps and GIS maps tell us about cities? • Do cities in the UK have a common structure? • What is deindustrialisation and how has it had an impact on cities in the UK? • What are the opportunities associated with living in urban areas? • What is urban sprawl and what are the impacts of it? • Why is counter-urbanisation taking place in the UK? • How can we make cities more sustainable? • How can we manage the housing crisis? • How successful was the regeneration of Salford Quays? • Where is Dubai and why did it grow? • Is Dubai an example of a sustainable city?
Summer 2	The geography of the Middle East	• Where is the Middle East and what are some of its key human and physical features? • What is the climate like in the Middle East? • How is population distributed in the Middle East? • How developed is the Middle East? • What factors have influenced development in Yemen? • What strategies can be used to support the development of Yemen? • How is the UK connected to the Middle East? • What is the importance of oil in the development of the Middle East? • Is tourism a benefit to the UAE?

Rotation 3

Term	Unit of Study	Key Questions
Autumn 1	Ecosystems	• Where are the major biomes of the world located? • What are the features of the major biomes of the world? • How can we use climate graphs to compare rainforests and deserts? • How do high and low-pressure systems influence the world's biomes? • What is the structure of the Amazon rainforest? • Why is the nutrient cycle important in the rainforest? • How have plants and animals adapted to survive in the Amazon? • What are the causes of deforestation in the Amazon? • What are the impacts of deforestation in the Amazon? • How can the Amazon be conserved? • How have plants and animals adapted to deserts? • What are the opportunities for northern Africa due to the Sahara Desert?
Autumn 2	Climate change	• What evidence do we have to show that the climate is changing? • What are the natural causes of climate change? • What is the greenhouse effect? • What are the possible effects of climate change? • How could climate change affect Bangladesh? • Why are future predictions about climate change uncertain? • How can humans adapt to climate change? • How has Bangladesh adapted to the threat of climate change? • How can humans mitigate the effects of climate change?
Spring 1	Life in an emerging country	• Where are the emerging countries? • What are the features of an emerging country? • How has the employment structure changed over time in emerging countries? • Where is China and what is it like? • What has led to China's success? • What are the advantages and disadvantages of TNCs in China? • Why is rural to urban migration a key feature of emerging countries? • What are megacities and where are they located? • What are the opportunities in Mumbai? • What are the challenges in Mumbai?
Spring 2	Glaciation	• What are glaciers? • How do corries form? • How do arêtes and pyramidal peaks form?

		• How do glacial troughs form? • What landforms are formed by glacial deposition? • What are the impacts of glacial retreat? • What are the opportunities associated with glacial landscapes? • What are the challenges associated with glacial landscapes? • How can glacial landscapes be managed?
Summer 1	Energy	• What is the global distribution of energy use and production? • What is energy security and energy poverty? • How has the UK's energy mix changed over time? • What are the advantages and disadvantages of non-renewables? • What are the advantages and disadvantages of renewables? • Should wind turbines be developed on the Isle of Lewis? • What is fracking and why is it controversial? • What are the likely impacts of fracking in Lancashire? • What are the advantages and disadvantages of nuclear energy?
Summer 2	Development	• What is development? • How do we measure development? • What is the human development index? • Where is the Democratic Republic of Congo and what is it like? • What are the causes of uneven development? • How can bottom-up projects promote development? • How can top-down projects promote development? • Where is Nigeria and what is it like? • How important is Nigeria? • How sustainable is oil extraction in Nigeria?

Enrichment opportunities

Geography week within school (Primary)

How to support your child's learning

Discuss with them what they think about geographical events in the news. What has happened? Why has it happened? What is the impact? Encourage them to watch documentaries and read books about geographical events that capture their interest and imagination.

Where to go:

The Lake District to appreciate glaciated scenery. White Scar Caves, North Yorkshire and the Blue John Cavern in Derbyshire to enjoy the wonder of the subterranean world. Blackpool Zoo, Chester Zoo or the Sea Life Centres of Blackpool or Chester to appreciate the diversity of creatures on our planet and to see rare and endangered species. The Museum of Science and Industry in Manchester.

What to watch:

- National Geographic Channel
- Country file
- David Attenborough – Planet Earth, Our Planet, Blue Planet, Seven worlds, One planet.
- Michael Palin – Around the world in 80 days, Full circle, Pole to Pole, Himalaya, Sahara,
- The Impossible, Madagascar

What to read:

- Prisoner of geography – Tim Marshall
- Triumph of the cities – Edward Glaeser
- Survivor, Escape from Pompeii – Jim Eldridge
- Where on earth – DK
- No one is too small to make a difference – Greta Thunberg
- What a wonderful world by Leisa Stewart- Sharpe and Lydia Hill