

Year C Geography Curriculum

Class structure: YR | Y1/2 | Y2/3 | Y4/5 | Y6

Purpose

This document brings together the Year C Geography overview and end points for each class. The unit titles are drawn from the school Year C rolling programmes. Suggested learning and end points provide coherent progression through the mixed-age structure.

Year C whole-school overview

Class	Autumn	Spring	Summer
Y1/2	Local coastal study: Is Cornwall the best county?	The Seas and Oceans of the World	Hot and Cold Places
Y2/3	Local coastal study: Is Cornwall the best county?	The Seas and Oceans of the World	Hot and Cold Places
Y4/5	Natural Disasters	North and South America	Sustainability and the Future
Y6	Natural Disasters	North and South America	Sustainability and the Future

Class overview: Y1/2/3

Term	Unit	Key Learning and Substantive Knowledge	END POINTS AND KEY VOCABULARY		
Autumn	Local coastal study Why is our Cornwall coastline special and what is it like?	Lesson 1: Where is Cornwall's coastline and what is it like? Y1 Cornwall is surrounded by sea on three sides. The coastline is where land meets the sea. Cornwall has many beaches. Y2 Cornwall has a long coastline with different features. Maps can help us locate coastal places. Y3 Cornwall is a peninsula. Coastal landscapes include beaches, cliffs, coves and headlands. Lesson 2: What physical features can we find along the Cornish coastline? Y1 Beaches, rocks and the sea are physical features. Physical features occur naturally. Y2 Coastal features include beaches, cliffs and harbours. Features may look different around Cornwall. Y3 Cliffs, caves, bays and headlands are coastal landforms. Different landforms have different characteristics. Lesson 3: How do people use Cornwall's coastline? Y1 People visit beaches to play, swim and relax. Fishing boats can be seen at the coast. Y2 Tourism brings visitors to Cornwall. Harbours support fishing and other businesses. Y3 Coastal areas support tourism, fishing and transport. Human activity changes coastal environments. Lesson 4: Why is Cornwall's coastline important to people and wildlife? Y1 Many animals live along the coast. Coastal habitats provide food and shelter. Y2 Coastal habitats include rock pools, beaches and cliffs. Different habitats support different plants and animals. Y3 Biodiversity means a variety of living things. Coastal ecosystems depend on balanced habitats. Lesson 5: How does the coastline change? Y1	Y1: Identify Cornwall and a local coastal feature; describe one way people use or affect the area. Key vocabulary coast, coastline, sea, beach, sand, pebble, rock, wave, map, habitat, wildlife, litter	Y2: Locate Cornwall; describe human and physical features; explain one human impact and communicate fieldwork or map findings. Key vocabulary (All Year 1 vocabulary plus) cliff, harbour, tourism, visitor, fishing, environment, rock pool, pollution, protect, natural feature	Y3: Use maps, fieldwork and geographical vocabulary to explain relationships between the coast, weather, rivers, higher land, resources and human activity; suggest a justified response to a local issue. (All Year 1 and 2 vocabulary plus) peninsula, bay, cove, headland, landform, erosion, weathering, biodiversity, conservation, ecosystem, coastal management

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		Waves move water onto the beach. Storms can change the shape of beaches. Y2 Wind and waves can move sand and pebbles. Coastal features change over time. Y3 Erosion is the wearing away of rock by waves and weather. Weathering helps break down coastal rocks. Lesson 6: How can we protect Cornwall's special coastline? Y1 We can help by putting litter in bins. Looking after nature keeps places beautiful. Y2 People share responsibility for protecting coastal environments. Pollution can harm wildlife and habitats. Y3 Conservation protects coastal habitats and species. Coastal management helps reduce erosion and protect communities.			
Spring	The Seas and	Lesson 1: What are seas and oceans? Y1	Y1: Name an ocean and describe one reason	Y2: Name and locate the five oceans; explain two ways	Y3: Explain how oceans influence climate, trade,

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	Oceans of the World Why are seas and oceans important to our world?	Seas and oceans are large bodies of salt water. Oceans are larger than seas. Great Britain is an island surrounded by water. Maps and globes show land and water. Seas and oceans are different from rivers and lakes. Y2 The United Kingdom is surrounded by seas. Oceans can be found all around the world. Seas are smaller parts of oceans. Maps and globes can be used to locate oceans and seas. Oceans separate and connect different places. There are five oceans: Pacific, Atlantic, Indian, Arctic and Southern. Y3 Oceans cover most of the Earth's surface. Oceans connect continents and countries. Oceans are part of one interconnected global ocean system. Oceans can be located using world maps and globes. Lesson 2: What lives in seas and oceans? Y1 Many animals live in seas and oceans. Fish, crabs, seals and dolphins are sea animals. Some plants grow underwater. Animals need food and shelter to survive. Seas and oceans provide habitats for living things. Y2 Different ocean habitats support different animals. Habitats provide food, water and shelter. Some animals live near the surface and some live deeper underwater. Sea plants and animals depend on one another. Healthy habitats help animals survive. Y3 Oceans contain a variety of marine ecosystems. Ecosystems contain living and non-living features. Marine food chains show how living things depend on one another. Different species live in different ocean environments. Changes to habitats can affect entire ecosystems. Lesson 3: How do oceans help people? Y1 People catch fish from the sea for food. People visit beaches and coasts for recreation. Boats can travel on seas and oceans. Oceans provide resources that people use. Coastal areas are places where people live and work. Fishing provides food for many people.	oceans matter. Key vocabulary Coastline, beach, sea, wave, habitat	oceans are important and one way they can be protected. Key vocabulary Harbour, tourism, habitat, pollution, cliff	ecosystems or people; interpret maps or data and justify actions to reduce human impact. Peninsula, headland, biodiversity, erosion, conservation

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		Y2 Seas and oceans are used for travel and transport. Many jobs are linked to the coast. Tourism attracts visitors to coastal areas. Oceans support communities around the world. Y3 Oceans support global trade. Ships transport goods between countries. Fishing industries provide food and employment. Tourism contributes to local economies. Many communities depend on the ocean for their livelihoods. Lesson 4: How do oceans influence weather? Y1 Oceans contain large amounts of water. Water from oceans can become rain. Rain helps plants, animals and people. Water moves through the environment. Oceans play a role in the water cycle. Y2 Water from oceans evaporates into the air. Water vapour cools and forms clouds. Rain falls from clouds back to Earth. The water cycle happens continuously. Oceans are an important source of water in the water cycle. Y3 Oceans influence weather and climate. Warm and cold ocean waters affect temperatures. Oceans store and transfer heat around the planet. Weather patterns are influenced by oceans. Lesson 5: How does the coastline change? Y1 Waves move water onto the beach. Storms can change the shape of beaches. Y2 Wind and waves can move sand and pebbles. Coastal features change over time. Y3 Erosion is the wearing away of rock by waves and weather. Weathering helps break down coastal rocks. Lesson 6: How can we protect our Cornish coastline? Y1			

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		We can help by putting litter in bins. Looking after nature keeps places beautiful. Y2 People share responsibility for protecting coastal environments. Pollution can harm wildlife and habitats. Y3 Conservation protects coastal habitats and species. Coastal management helps reduce erosion and protect communities.			
Summer	Hot and Cold Places How are hot and cold places around the world different, and how do people, animals and plants adapt to live there?	Lesson 1: Where are the world's hot and cold places? Y1: Some places in the world are very hot and some are very cold. Hot places are often near the Equator. Cold places are found near the North Pole and South Pole. Y2: Globes and maps help us locate hot and cold places. The Equator is an imaginary line around the middle of the Earth. Temperature varies in different parts of the world. Y3: Climate zones help us describe areas of the world. Tropical regions are generally hotter than polar regions. Distance from the Equator influences temperature. Lesson 2: What are hot places like? Y1: Hot places are usually sunny and warm. Deserts are very hot and dry. Some plants and animals live in hot places. Y2: Hot places can have different climates, including deserts and tropical rainforests. Deserts receive very little rainfall. Rainforests are hot and wet throughout the year. Y3: Hot climates have distinct environmental characteristics. Temperature and rainfall influence vegetation and wildlife. Tropical and desert environments differ significantly. Lesson 3: What are cold places like? Y1: Cold places have ice and snow. Polar regions are very cold. Some animals are specially adapted to cold weather. Y2: The Arctic is in the north and Antarctica is in the south. Cold places experience very low temperatures. Some regions remain covered in ice for much of the year. Y3: Polar climates have long periods of cold weather.	Y1 Know that some places are hot and some are cold. Identify simple features of hot and cold places. Describe how animals and people live in different climates. Recognise ways to care for environments. Key vocabulary hot, cold, desert, polar, habitat	Y2 Locate hot and cold places on maps and globes. Describe the characteristics of deserts, rainforests and polar regions. Explain how people, plants and animals adapt to different climates. Understand the importance of protecting environments. Key vocabulary Equator, climate, rainforest, adaptation, Arctic	Y3 Explain how climate zones create hot and cold regions. Compare tropical, desert and polar environments. Explain how adaptations enable survival in extreme climates. Understand how human activity and climate change affect environments and why conservation is important. Key vocabulary climate zone, tropical, Antarctica, ecosystem, conservation

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		Seasonal variations affect daylight and temperature. Physical features such as glaciers and ice sheets shape polar landscapes. Lesson 4: How do animals and plants survive in hot and cold places? Y1: Animals need food, water and shelter. Different animals live in hot and cold places. Plants survive in different environments. Y2: Adaptation helps animals survive in their habitat. Desert animals have features that help them cope with heat. Polar animals have features that help them stay warm. Y3: Adaptations are physical or behavioural characteristics that improve survival. Plants and animals are suited to specific climates. Adaptations develop in response to environmental conditions. Lesson 5: How do people live in hot and cold places? Y1: People live in many different climates. Homes and clothing help people stay comfortable. People adapt to the weather where they live. Y2: People make choices about housing, clothing and activities based on climate. Daily life is affected by temperature and weather. Communities can be found in both hot and cold places. Y3: Climate influences settlement and lifestyles. Human activities are adapted to environmental conditions. Technology helps people live in extreme climates. Lesson 6: Why are hot and cold places important? Y1: Hot and cold places are homes for many living things. We can help care for environments around the world. Different places are special for different reasons. Y2: Hot and cold environments contain unique plants and animals. Human actions can affect these environments. People have a responsibility to care for the Earth. Y3: Climate change affects hot and cold environments. Environmental changes can threaten habitats and wildlife. Conservation helps protect important ecosystems for the future.			

Class overview: Y4/5/6

Term	Unit	Key Learning and Substantiative Knowledge	END POINTS AND KEY VOCABULARY
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Term	Unit	Key Learning and Substantiative Knowledge	END POINTS AND KEY VOCABULARY		
Autumn	Natural Disasters How and why do natural disasters happen, and what impact do they have on people and the environment? Which are more destructive – volcanoes or earthquakes?	Lesson 1: What is a natural disaster? Y4: A natural disaster is a major event caused by natural processes. Natural disasters can affect people, places and environments. Examples include earthquakes, volcanoes, floods and hurricanes. Y5: Natural disasters occur in different parts of the world. Some disasters happen more frequently in certain locations. The impact of disasters varies depending on their strength and location. Y6: Natural disasters are hazards that can threaten lives and property. The effects of disasters depend on both physical and human factors. Risk varies between different countries and communities. Lesson 2: Why do earthquakes and volcanoes happen? Y4 Earthquakes happen when the ground shakes. Volcanoes are openings in the Earth's surface where magma can escape. Earthquakes and volcanoes can occur suddenly. Y5: The Earth's crust is made up of tectonic plates. Plate movements can cause earthquakes and volcanic eruptions. Many earthquakes and volcanoes occur near plate boundaries. Y6: Different types of plate movement create different geological hazards. Constructive, destructive and conservative boundaries affect volcanic and seismic activity. The Ring of Fire is an area with frequent earthquakes and volcanoes. Lesson 3: How do weather-related disasters occur? Y4: Heavy rain can cause floods. Strong winds can create storms. Weather can sometimes become extreme. Y5: Hurricanes, cyclones and typhoons are powerful tropical storms. Flooding can result from prolonged rainfall or storm surges. Weather patterns influence the likelihood of disasters. Y6: Atmospheric conditions contribute to the formation of extreme weather events. Climate and geography influence the type and frequency of weather hazards. Some weather-related disasters may become more severe due to environmental change. Lesson 4: How do natural disasters affect people and places? Y4: Natural disasters can damage homes, roads and buildings. People may need help after a disaster. Communities work together during emergencies. Y5: Disasters can cause economic, social and environmental impacts. Some people are more vulnerable than others. Recovery can take a long time. Y6: The impacts of disasters can be short-term and long-term.	Y4 Know that natural disasters are caused by natural processes. Identify different types of natural disasters. Describe some of the effects disasters have on people and places. Explain simple ways communities stay safe. Key vocabulary Natural disaster Earthquake Volcano Flood Emergency	Y5 Explain how earthquakes, volcanoes and weather hazards occur. Describe how natural disasters affect communities. Understand the importance of preparation and emergency planning. Compare the impacts of different natural disasters. Key vocabulary Tectonic plate Eruption Hurricane Forecast Impact	Y6 Explain the physical processes behind major natural disasters. Analyse how impacts vary between locations and communities Evaluate strategies used to reduce disaster risk. Understand the importance of resilience and sustainable planning. Key vocabulary Plate boundary Hazard Resilience Risk reduction Sustainability

Term	Unit	Key Learning and Substantiative Knowledge	END POINTS AND KEY VOCABULARY		
		Development levels can affect a country's ability to respond and recover. The same hazard can have different impacts in different locations. Lesson 5: How can people prepare for natural disasters? Y4: People can be warned about some natural disasters. Emergency plans help keep people safe. Rescue services support communities during emergencies. Y5: Monitoring and forecasting help predict some hazards. Governments and organisations prepare communities for disasters. Preparation can reduce the impact of a disaster. Y6: Disaster risk reduction aims to minimise damage and loss of life. Early warning systems use scientific data to improve safety. Planning and education increase community resilience. Lesson 6: How can communities become more resilient to natural disasters? Y4: Communities can learn how to stay safe during disasters. People can help each other during difficult times. Rebuilding helps communities recover. Y5: Communities adapt to hazards in different ways. Buildings and infrastructure can be designed to reduce risk. Organisations support recovery after disasters. Y6: Resilience is the ability to prepare for, respond to and recover from hazards. Sustainable planning can reduce future disaster risks. International cooperation can support disaster recovery and preparedness			
Spring	North and South America How are North and South America similar and different, and how do their physical and human features shape life across the continents?	Lesson 1: Where are North and South America? Y4: North America and South America are continents. The continents are located in the Western Hemisphere. Countries are found within each continent. Y5: Maps and globes can be used to locate countries, oceans and major physical features. North America and South America are connected by Central America. The Americas contain a wide range of landscapes and climates. Y6: Latitude influences climate across the Americas. The Americas extend across several climate zones. Location affects human settlement and land use. Lesson 2: What physical features can be found across the Americas? Y4: Physical features occur naturally. The Americas contain mountains, rivers, forests and deserts. The Amazon River and Rocky Mountains are important physical features. Y5:	Y4 Locate North and South America on a world map. Identify key physical and human features. Describe different climates and environments. Recognise similarities and differences between places. Key vocabulary	Y5 Explain how climate and physical features influence life across the Americas. Describe key biomes and landscapes. Compare countries and regions using geographical evidence. Understand how people use natural resources.	Y6 Analyse how physical and human geography shape different regions of the Americas. Explain geographical similarities and differences between places. Evaluate environmental challenges and opportunities. Understand the importance of

Term	Unit	Key Learning and Substantiative Knowledge	END POINTS AND KEY VOCABULARY		
		The Andes Mountains are the longest continental mountain range in the world. The Amazon Rainforest is an important global ecosystem. Physical features influence how people live and travel. Y6: Physical geography shapes settlement, economic activity and transport networks. Major rivers and mountain ranges affect development. Landforms are connected to geological processes. Lesson 3: What are the climates and biomes of North and South America? Y4: Different places have different weather and climates. Some areas of the Americas are hot, cold, wet or dry. Plants and animals depend on their environment. Y5: Biomes are large regions with similar climates, plants and animals. The Americas include rainforest, desert, grassland and tundra biomes. Climate influences vegetation and wildlife. Y6: Climate zones are determined by factors such as latitude and elevation. Human activity can affect biomes. Environmental conditions influence biodiversity. Lesson 4: How do people live and work across the Americas? Y4: Millions of people live in cities, towns and rural areas across the Americas. People adapt to different environments. Human features include roads, cities and farms. Y5: Population is unevenly distributed across the continents. Natural resources support industries and trade. Human activities can alter landscapes. Y6: Economic activity is influenced by physical geography. Global trade links countries across the Americas and the wider world. Development varies between regions and countries. Lesson 5: How are North and South America similar and different? Y4: Both continents contain a variety of physical and human features. People live in diverse environments. Similarities and differences can be identified using maps. Y5: Countries across the Americas have different cultures and traditions. Climate and landscape vary greatly across the continents. Comparisons can be made using geographical evidence. Y6: Geographical similarities and differences can be explained using physical and human factors. Location and resources influence development. Global connections affect societies across the Americas. Lesson 6: What challenges and opportunities face the Americas today? Y4: Environments need to be cared for.	Continent Country Mountain Rainforest City	Key vocabulary Biome Climate Population Natural resource Deforestation	sustainable development. Key vocabulary Latitude Biodiversity Development Sustainability Ecosystem

Term	Unit	Key Learning and Substantiative Knowledge	END POINTS AND KEY VOCABULARY		
		Human actions can affect places and wildlife. Some areas are protected to conserve nature. Y5: Deforestation affects parts of the Amazon Rainforest. People use natural resources in different ways. Sustainable actions can help protect environments. Y6: Environmental challenges include deforestation, climate change and habitat loss. Decisions about land use involve balancing economic and environmental needs. Sustainable development aims to meet present needs while protecting the future.			
Summer	Sustainability and the Future How can the choices we make today help create a more sustainable future for our planet?	Lesson 1: What does sustainability mean? Y4: Sustainability means using resources carefully so they are available in the future. People depend on the Earth's resources every day. Resources include water, food and materials. Y5: Some resources are renewable and some are non-renewable. Human activities use large amounts of natural resources. Sustainable choices help reduce waste and protect resources. Y6: Sustainability balances environmental, social and economic needs. Resource use can have local and global impacts. Sustainable development aims to meet present needs without harming future generations. Lesson 2: Where do our resources come from? Y4: Many everyday items come from natural resources. Resources are found in different places around the world. People use resources to make products and provide services. Y5: Natural resources include minerals, forests, water and fossil fuels. Resources often travel long distances before reaching consumers. The demand for resources affects environments around the world. Y6: Global trade connects producers and consumers. Resource extraction can create environmental challenges. Sustainable resource management helps protect ecosystems. Lesson 3: How does energy affect the planet? Y4: Energy is needed for heating, lighting and transport. Electricity can be produced in different ways. Some energy sources produce pollution. Y5: Fossil fuels include coal, oil and natural gas.	Y4 Know that resources come from the Earth. Explain simple ways people use energy and create waste. Describe how climate change affects living things. Identify actions that help protect the environment. Key vocabulary Resource Energy Waste Recycle Environment	Y5 Explain the difference between renewable and non-renewable resources. Describe how energy use and waste affect the environment. Understand some causes and effects of climate change. Suggest sustainable actions for individuals and communities. Key vocabulary Renewable Non-renewable Fossil fuel Climate change Pollution	Y6 Explain the links between resource use, energy, waste and climate change. Analyse the impact of human activity on the environment. Evaluate different sustainable solutions. Understand the shared responsibility of creating a sustainable future. Key vocabulary Sustainability Greenhouse gas Carbon emissions Circular economy Sustainable development

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		Burning fossil fuels releases greenhouse gases. Renewable energy sources include solar, wind and hydroelectric power. Y6: Greenhouse gases contribute to climate change. Different energy sources have varying environmental impacts. Transitioning to renewable energy can reduce carbon emissions. Lesson 4: What happens to our waste? Y4: Waste is produced when people throw away unwanted items. Some materials can be reused or recycled. Reducing waste helps protect the environment. Y5: Landfill sites store large amounts of waste. Plastic pollution can harm wildlife and habitats. Recycling reduces the amount of waste sent to landfill. Y6: Waste management involves reducing, reusing and recycling resources. The circular economy aims to reduce waste by keeping materials in use. Consumer choices influence the amount of waste produced. Lesson 5: How is climate change affecting our world? Y4: Climate describes long-term weather patterns. The Earth's climate is changing. Changes in climate can affect plants, animals and people. Y5: Rising global temperatures affect environments around the world. Climate change can contribute to droughts, floods and extreme weather. Human activities are a major cause of increased greenhouse gases. Y6: Climate change has environmental, social and economic consequences. Different regions experience the effects of climate change differently. Global cooperation is important for addressing climate challenges. Lesson 6: How can we build a more sustainable future? Y4: Everyone can make choices that help the environment. Saving energy and reducing waste are positive actions. Communities can work together to care for local places. Y5: Sustainable lifestyles reduce environmental impact. Businesses, schools and governments can support sustainability. Small actions can contribute to larger changes. Y6: Sustainable solutions involve changes at local, national and global scales. Innovation and technology can support environmental protection. Individuals, communities and governments share responsibility for creating a sustainable future.			

Progression in disciplinary end points

Overview disciplinary knowledge content		
	MAP SKILLS	FIELDWORK
YEAR 1	- Follow directions (up, down, left, right, forwards, backwards) - Draw pictures of imaginary places and from stories - Use own symbols on imaginary map - Use a simple picture map to move around the school: recognise that it is about a place - Use relative vocabulary (e.g. bigger/smaller, like/dislike)	- Listen to an adult asking another child or adult about familiar environments - Draw simple features they observe in their familiar environment - Add colour and textures to prepared sketches - Recognise a photo taken by a teacher as a record of what they have seen - Use every day language to describe features i.e. bigger and smaller
YEAR 2	- Follow directions as Year 1 and include NSEW - Draw a map of a real or imaginary place (e.g add detail to a sketch map from aerial photograph) - Begin to understand the need for a key - Use class agreed symbols to make a simple key - Follow a route on a map - Use a plan view - Use an infant atlas to locate places - Begin to spatially match places (e.g recognise UK on a small scale and larger scale map)	- Ask a familiar person prepared questions about a familiar environment - Draw an outline of simple features they observe - Add colour, texture and detail to prepared field sketches - Join labels to correct features - Use a camera in the field to help to record what they have seen - Label the photo - Use everyday non standard units i.e. hands for length
YEAR 3 & 4	- Use 4 compass points with confidence and begin to use 8 compass points - Use letter/number co-ordinates to locate features on a map confidently - Make a map of a short route experienced, with features in correct order - Make a simple scale drawing - Know why a key is needed - Begin to recognise symbols on an OS map - Locate places on large scale maps (i.e. find UK or India on a globe) - Follow a route on a large scale map - Begin to match boundaries (i.e. find same boundary or a count on different scale maps)	- Suggest questions to ask as part of an investigation - Use appropriate geographical vocabulary - Use a data base to present findings - Pick out the key lines and features of a view in the field using a view finder to help - Annotate their own sketches with descriptive and explanatory labels - Add title, location and direction to a sketch - Suggest how photos provide useful evidence for investigations - Locate a photo on a map and annotate the photo - Use easy to read instruments - Count and record different types at the same time using a tally - Organise and present results
YEAR 5 & 6	- Use 8 compass points confidently and accurately - Use 4 figure co-ordinates confidently to locate features on a map - Begin to use 6 figure grid refs; use latitude and longitude on atlas maps - Draw a variety of thematic maps based on their own data - Begin to draw plans of increasing complexity - Use and recognise OS map symbols - Use atlas symbols and begin to use atlases to find out about other features of places - Compare maps with aerial photos - Select a map for a specific purpose - Follow a short route on an OS map. Describe features shown on an OS map - Find and recognise places on maps of different scales - Use a scale to measure distance	- Select the appropriate method for collecting evidence - Evaluate the quality of evidence - Interrogate and amend information collected - Select field sketching as an investigation technique - Evaluate their sketches against criteria and improve it - Annotate sketches to describe and explain geographical processes and patterns - Use photography as a technique if appropriate to their investigation - Select and use a range of measuring instruments in investigations - Organise and present results in a variety of ways

	• Draw/use maps and plans at a range of scales	
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