



Claverling
PRIMARY SCHOOL



GEOGRAPHY

Geography: The Big Ideas

At Clavering, we believe geography is an adventure that takes children beyond the classroom and into the world around them. Our geography curriculum is designed to spark curiosity, encourage exploration, and help students develop a strong sense of place—both locally here in Hartlepool and globally. Through hands-on activities, engaging lessons, and exciting real-world experiences, we aim to make geography fun and meaningful for every child!



We focus on the 'Big Ideas' that run through all of geography. We constantly relate what we learn back to these in order to keep geography relevant to our children and give them a framework and purpose to order to help deepen their understanding.

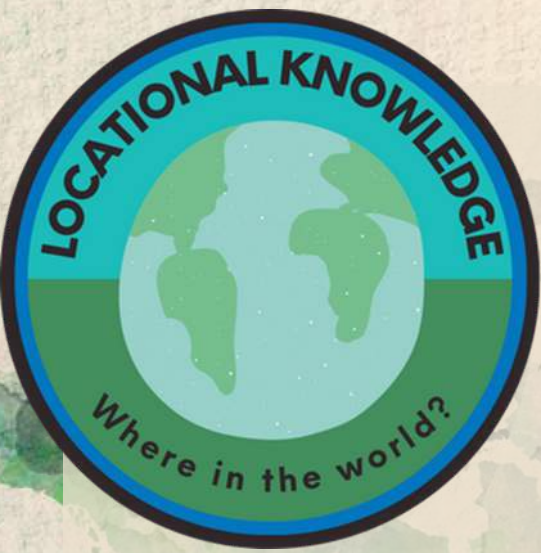
Fieldwork and Mapping

Use maps, atlases, globes and digital computer mapping to locate countries and describe the features studied.

Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of ordnance survey maps) to build their knowledge of the United Kingdom and the wider world.

Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.





LOCATIONAL KNOWLEDGE

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.

Name and locate countries 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.

Identify the position and significance of latitude, longitude, equator, southern hemisphere, northern hemisphere, the tropics of Cancer and Capricorn, Arctic and Antarctic circle, northern hemisphere, the Prime/Greenwich Meridian and Time Zones (including day and night)



HUMAN AND PHYSICAL GEOGRAPHY

Describe and understand key aspects of:

Physical Geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle

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



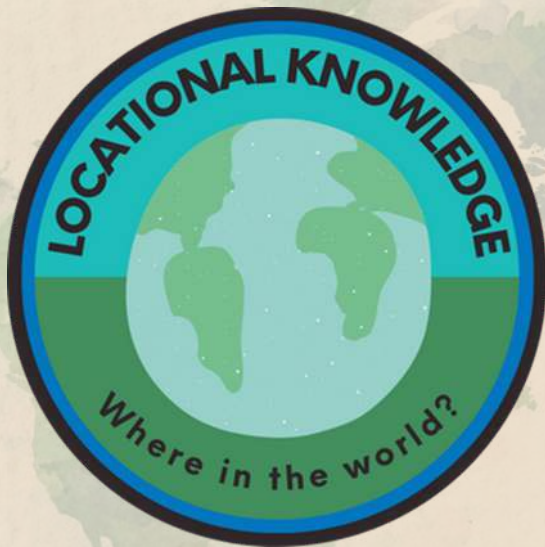


PEOPLE AND PLACE

Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region of the United Kingdom, a region in a European country, and a region within North or South America.



What does this look like in our curriculum?



Locational Knowledge:

Where in the world are we? Our students will embark on a journey to explore their local area of Hartlepool, understand where it fits within the UK, and then expand their knowledge to the world beyond. They'll discover where different countries are, learn about continents, oceans, and major landmarks, and develop a strong understanding of how locations relate to one another. Whether it's finding Hartlepool on a map or identifying the world's tallest mountains, students will feel confident navigating the globe!



People and Place:

What makes a place special? We'll help our students explore how different communities live and thrive around the world. From the bustling streets of big cities to the remote villages of the Amazon, students will learn about how people adapt to their environments, and they'll even get to compare how life in Hartlepool is similar or different to life in places near and far. Through this, they'll appreciate the diversity of cultures and landscapes, understanding the unique characteristics that make each place special.

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What does this look like in our curriculum?



Fieldwork and Mapping:

How do we explore the world around us? Fieldwork and mapping are at the heart of geography! Students will have the chance to get out of the classroom and into their environment, whether it's mapping the coastline of Hartlepool, conducting surveys in their local neighbourhood, or exploring natural features during outdoor activities. They'll learn how to read maps, use compass directions, and create their own maps based on real-world observations. These hands-on experiences will help them see geography in action and develop essential skills for navigating the world!



•Human and Physical Features:

What's the difference between a mountain and a city? A river and a road? Students will dive into the geography of the natural world (rivers, forests, mountains) and human-made environments (cities, roads, buildings). Through exploring Hartlepool's own physical features, like its coastline, and human features, such as its port and town centre, students will develop a strong understanding of how these two aspects of geography work together to shape the world we live in. They'll also compare these features with those in other countries and regions, building a rich understanding of the planet's landscapes.

What does this look like in our curriculum?

Through this exciting and interactive curriculum, we aim to make geography a subject that sparks adventure and discovery. Whether students are studying the local features of Hartlepool or learning about far-off places like the Amazon Rainforest, they'll develop a deep understanding of how people and places are connected.

Our goal is to help students become confident explorers who appreciate the diversity of the world around them, understand how people interact with their environments, and are ready to face the challenges and opportunities of the future. Whether it's learning to read a map, understanding global trade, or studying the natural world, geography at Clavering is all about inspiring curiosity and making connections that last a lifetime.



WHAT DOES THIS LOOK LIKE IN EACH YEAR GROUP?

	Autumn Term		Spring Term		Summer Term	
Y6	Extreme Earth		Exploring business potential in my local area <i>Local study/Fieldwork: What sort of business could be successfully launched in our local area?</i>		South America	
Y5		United Kingdom		Rivers <i>Fieldwork: Why does a river take the course that it does?</i>		Power and Trade
Y4	North America		Rainforests		Coasts <i>Fieldwork: How are humans damaging our local coastal area?</i>	
Y3		Our European neighbours		Deserts		Settlements <i>Fieldwork: Are all settlements the same?</i>
Y2	Exploring London		Continents and Oceans		Exploring Kenya	
Y1		Where do I live? (Local Area) <i>Fieldwork: Where is the best place to play on my school site?</i>		Hartlepool		What is the United Kingdom?
EYFS						



WHAT DOES THIS LOOK LIKE IN YEAR 1?

Where Do I Live?

- Children to understand what an address and postcode is and that there are different types of houses
- Children use aerial photos to look at our school building and understand that the view is from above
- Fieldwork – Where is the best place to play on my school site? Children to explore the grounds and create their own simple sketch maps
- Children to use aerial photos of the local area to plan a route to our local playground
- Children to describe what it is like in our local areas. To identify human and physical features and understand the difference
- Children to begin to understand a simple key and why they are used

Hartlepool

- Using their atlases, children to understand that Hartlepool is a town in the UK
- Children to begin to understand the 4 compass points and that Hartlepool is in the North of the UK
- Using maps/aerial images, children to understand that Hartlepool is on the coast. Compare different parts of the coast in Hartlepool (Seaton and Headland)
- Children to look for key symbols on a map of Hartlepool
- Children can identify different landmarks in Hartlepool and understand if they are human or physical features.

What is the United Kingdom?

- Children can name and locate the countries of the UK
- Children can name and locate the capital cities of the UK
- Children can name and locate the oceans and seas surrounding the UK · Children can use maps to identify some rivers in the UK and places that are local to Hartlepool
- Children can describe the seasons and weather in the UK
- Children understand that are different modes of transport around the UK and find out how long journeys can take



WHAT DOES THIS LOOK LIKE IN YEAR 2?

Exploring London	Continents and Oceans	Exploring Kenya
<ul style="list-style-type: none">• Children to understand what a city is and how it is different from a town.• Children can identify why London is important• Children can identify the River Thames on a map.• Children to explore aerial photos and tourist maps.• Children can identify human and physical features in London – including key landmarks.• Children can explore how people travel in a city – look at tube maps etc.• Children to discuss where they would like to go if they visited London.• Fieldwork – virtual tour	<ul style="list-style-type: none">• Children can name and locate the world's seven continents and recognise which continent they live on.• Children can name and locate the world's five oceans.• Children can locate the equator, north and south poles, northern and southern hemispheres.• Children can use compass points to describe the location of different continents.• Children to explore how the climate/temperature on different continents, depending on how close they are to the equator. They will identify countries that are close to the equator. · Children to use maps to identify where mountains are across the world. · Compare Hartlepool and Quito?	<ul style="list-style-type: none">• Children can locate Kenya on a map, understanding that it is in the continent of Africa.• Children to identify which ocean it is near and which countries surround it.• Children to describe the climate in Kenya using locational knowledge.• Children to name animals that live in Kenya and use 4 compass points to navigate around a safari park map. · Children can describe different landscapes in Kenya (savannah, coast, mountains, cities, villages).• Children to discuss life and culture in Kenya.• Children to compare Kenya and England.



WHAT DOES THIS LOOK LIKE IN YEAR 3?

Our European Neighbours

- Children can use atlases to locate European countries and capital cities on a map.
- Children to begin to use 4-figure grid references to locate places on a map.
- Children can identify which countries in Europe are coastal and which are landlocked.
- Children to label the tropics of Cancer and Capricorn on a map and explore the weather/climate changes across Europe.
- Using scale on a map, children to explore the distances between countries in Europe.
- Children to look at lines of longitude on a map and investigate time zones across Europe.
- Children to compare London and Paris by researching the human and physical geography – landmarks, rivers, mountains, language, houses of parliament etc.

Deserts

- Children can name and locate the world's seven continents and recognise which continent they live on.
- Children can name and locate the world's five oceans.
- Children can locate the equator, north and south poles, northern and southern hemispheres.
- Children can use compass points to describe the location of different continents.
- Children to explore how the climate/temperature on different continents, depending on how close they are to the equator. They will identify countries that are close to the equator.
- Children to use maps to identify where mountains are across the world.
- Compare Hartlepool and Quito?

Settlements – Are they all the same?

- Children to understand what a settlement is and explain the differences between a village, town and city.
- Fieldwork – What is it like to live in a village? Children to visit Hart Village and gather data. (Human features, traffic, number of streets/houses etc.)
- Children to find out about Hartlepool so that they can compare. Using useful websites, maps and aerial photos, research population, human and physical features/landmarks etc.
- Children to find out more about a local city (Durham). Using useful websites, maps and aerial photos, research population, human and physical features/landmarks etc. (university, cathedral).
- Children to use ordinance survey maps and choropleth maps to compare the three areas they have researched (Hart, Hartlepool, Durham).
- Children to highlight the similarities and differences that they can see from the maps. Children to use all of the research completed to answer the unit question – Are all settlements the same, giving clear examples.



WHAT DOES THIS LOOK LIKE IN YEAR 4?

North America

- Children to use atlases to locate countries on a detailed map of North America (showing equator, topics, latitude and longitude).
- Children to use 4-figure grid references. Children to identify different states in America and understand that each state has its own government and laws. Children to investigate whether the climate is the same throughout North America using climate maps.
- Children to use maps showing lines of longitude to explore time zones across North America.
- Children to explore population density in North America and consider why some countries might be more populated than others.
- Children to compare two countries in North America.

Rainforests

- Children to label the equator, tropics and Brazil on a map of South America.
- Children to use maps to explore the geography of Brazil (capital city – addressing misconception that Brazil is all rainforest, rivers, mountain ranges, population etc).
- Children to explore the scale of the rainforest, relevant to the UK, and the climate in the Amazon rainforest using climate maps and rainfall data.
- Children to explain what a rainforest is by exploring each layer and researching the vegetation/animals found in each layer.
- Children to explore trade - map out the resources that are found in the resources and find out where they go.
- Children to consider how this impacts on the landscape/ the effects of deforestation.
- Children to consider why we should protect the rainforest.

Coasts

- Children to use a map of the UK to locate areas of the UK that are on the coast.
- Children to understand how coasts are formed by describing erosion and deposition.
- Children to identify the features of the coast (bay, cave, cliff, coast, headland, beach, dune, arch, stack, stump, spit) and explore how they are formed.
- Children to identify different types of rock and plant that are found on the coast and understand how the plants have adapted.
- Fieldwork – Why should we keep our coasts clean?



WHAT DOES THIS LOOK LIKE IN YEAR 5?

United Kingdom	Rivers (River Tees focus)	Power and Trade
<ul style="list-style-type: none">• Children to locate the UK's countries, capital cities and surrounding seas (retrieval)• Children to identify towns and cities in the UK and compare population. · Children to locate counties in the UK. · Children to identify and locate major rivers in the UK (including River Tees, Tyne and Wear).• Children to use scaled maps to investigate the length of the major rivers in the UK.• Children to investigate how mountains are distributed in the UK and locate ranges on a map. (Wainwrights and Monroes)	<ul style="list-style-type: none">• Children to describe the water cycle (Y4 Science revisit) and investigate rainfall in the UK by comparing rainfall in the east and the west• Children to identify and label the key features of a river.• Children to use OS maps to locate the source and mouth of the River Tees and to explain what the contour lines tell us about the source and mouth.• Children to begin to use 6 figure grid references to identify some human features close to the River Tees.• Children to compare these to aerial photographs. ·• Children to investigate how some of the features along a river are formed (waterfall, meander, tributary, oxbow lake).• Children to define erosion and deposition and understand how it changes the shape of a river.• Children to consider why the River Tees is useful.• Fieldwork (Teesmouth) – Why does a river take the course it takes?	<ul style="list-style-type: none">• Children to be aware of different ways that we can get energy and to consider the advantages/disadvantages of using coal / oil• Children to describe different types of renewable energy (wind, solar, wave) and consider where they might have seen them in our local area.• Children to understand the difference between import and export.• Children to investigate where our food comes from and how many miles it travels.• Children to consider whether we it is best to get our food globally or locally and explain why (considering the environment and economy – Fairtrade links).• Children to research local trade. Children to research the biggest exports in the North East and find out where they go.



WHAT DOES THIS LOOK LIKE IN YEAR 6?

Extreme Earth

- Children to understand that the Earth was once a supercontinent (Pangea).
- Children to use maps and diagrams to explore the layers of the Earth and what tectonic plates are. · Children to explain how earthquakes are caused and look at maps of where they have occurred. (compare them to maps of tectonic plates).
- Children to complete a case study of an earthquake that has happened recently and consider the devastation.
- Children to explain how tsunamis are caused and use maps to show where that have happened worldwide.
- Children to complete a case study of an tsunami that has happened recently and consider the devastation. Children to use diagrams to explain how different volcanos are formed and to understand the difference between active and dormant.
- Children to complete a case study of a volcano that has erupted recently and to research dormant volcanoes (which is closest to us, map with grid references).
- Children to consider which they found most interesting and complete their own research to create a double page spread (include maps, data, diagrams and information about the impact).

Local Area Study

- Children to use digital maps/ OS maps to research existing businesses in the local area.
- Children to choose an area to investigate in more detail.
- Children to plan their fieldwork study and create questionnaires to interview customers at the shops. · Children to visit a local business area and collect data. (Questionnaires, foot fall etc.)
- Children to consider their findings and create a presentation to explain what business could be successfully added in the local area.

South America

- Children to use a scaled map find the area of South America and compare it with the UK.
- Children to locate the countries of South America on a map.
- Children to utilise a range of maps (including temperature, rainfall, climate regions) to research climate variation in South America.
- Children to research population and consider why certain areas are more/less populated. (Does it link to climate?).
- Children to locate major mountains and rivers in South America.
- Children to complete and present a research project about a country in South America (Could consider trade, mountains, rivers, energy, population, culture, comparisons to UK etc).

