Nursery - Preparing for Geography

Curriculum Objectives

Talk about the lives of the people around them and their roles in society;
Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;

To understand what a map is.
To look at the school map to see the different land uses
To understand where they live and the land uses in the city.
To compare and contrast the city land use wit a coastal one.
To carry out surveys around the school to see the land use and buildings there.
To understand the types of weather conditions we have and why this changes.

Vocabulary

map	It shows where features are.	countryside	A natural environment.
coast	Where the land meets the sea.	weather	The different conditions that we can get.
city	A built up urban area.	Land use	How the land is used in a particular place.

Links Across the Curriculum

Science rocks and soils
Safeguarding. To always realise that the sea is dangerous.

Lessons Sequence	Substantive Knowledge / Key Knowledge	Disciplinary Knowledge / Skills
1. What is a map? Mapwork	1.Children will learn what a map is. They can be shown a map of the school which shows the different buildings and land use. Children will learn that the school buildings are used for different purposes and functions.	1.Children will be able to realise what a map is and to identify features on a school map.
2. What is a coast? Coastline (physical geography)	2.The children will learn what the word coast means and that it is where the land meets the sea. The children leaern what sand is and through stories will understand what happens on the beach. Children will learn that some beaches are sandy and some are rocky. Children will leaern what creatures can be found on the coast.	2.Children will be able to understand what the term coast means. To compare life in Leicester to life at the coast.
3. What is a city? Locational knowledge	3.Children will learn that they live in a city but to realise other places are not the same. To look at a seaside place. How does it change from where they live	3.Children will be able to understand they live in a city but that other locations are different
4. What buildings are around us? Human geography	4.Children will learn to observe and analyse different land uses by walking round our school. Children will learn that land uses can be different.	4.Children will be able to know what buildings are on the school
5. How has land been used in our school? Fieldwork	5.Children will learn to observe and analyse how different buildings used by walking around our school. What else do we do on the school site? eg playground.	5.Children will be able to look at how our school site is used and top compare and contrast types of land use
6. What is weather? Misty Mountain, Winding River (daily weather patterns)	6.Children will learn that weather conditions vary and that the weather can change very quickly.	6/Children will be able to understand that weather changes on a daily basis.
7. What are the 4 seasons? Seasonal Weather	7.Children will learn to name the weather that happens in every season and to understand why this changes..	7.Children will be able to name the types of weather we can experience.

Geographical Themes

Locational	To identify Leicester on a map. To compare and contrast Leicester with a sea sides location
Place	To identify places where they live and the features found on the school site.
Human and Physical	To realise that some features are natural and that others are made by man.
Geographical Skills	To identify features on a simple map.

Diversity in the Curriculum

Outcome

To understand about the place where they live
To appreciate that other places are different

Character Traits

Curiosity Resilient
Ambitious Kind
Articulate Respectful

Stickability

Google docs assessment, kahoots quizzes, starters to recap, working wall,

WOW

A walk round the school
To visit the local streets around the school.

F2 - Preparing for Geography

Curriculum Objectives

Talk about the lives of the people around them and their roles in society;
Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;

- To understand where they live.
- To Identify features on a simple map.
- To understand they live in Leicester.
- To compare and contrast Leicester to a coastal location.

Vocabulary

map	To show you how the land is used.	mountains	A very large hill.
coastline	Where the land meets the sea.	coasts	Where the land meets the sea.
Leicester	The city where we live.		

Links Across the Curriculum

Science - links with temperature - hot and cold
Safeguarding– Always be careful near water and to realise that the sea is dangerous.

Preparing for...

1. What are maps used for? Mapwork
2. What can we find at the coastline? Coastline (physical geography)
3. Which city do we live in? Locational knowledge
4. What features can be found in our local area? Human geography
5. What features are in our school? Fieldwork
6. Does the weather change? Misty Mountain, Winding River (daily weather patterns)
7. How do we dress in each season? Seasonal Weather

Substantive Knowledge / Key Knowledge

1. Children will learn that maps can be different, both real and fictional. Children will have used Google Maps on the IWB and found their school, Leicester and will have worked with support to locate other countries of study or of the pupils' class origins. Children will learn to use devise routes from A to B using themselves, simple technology (obstacle course, in PE, using a beebot etc.) or through Forest School sessions using sticks to make arrows.

2. Children will have played with sand. Children will have built sandcastles and dug in the sand. Children will have played in water and will have seen that the UK is surrounded by water. During their 'On the Beach' topic, children will learn about the seashore is an area of sandy, rocky or stony land level with the sea. Children will learn about rock-pools and how they are habitats for particular animals (preparing for science)

3. Children should know that they live in Leicester and some will be able to give more specific detail to where they live e.g. Rushey Mead. Children will know the name of the school they attend. Children will be able to say that Leicester is in England. If children are originally from another country, they will be able to name that place too e.g. India.

4. Children to walk around the local area and be able to identify some simple features e.g. house, shop, road, restaurant etc supporting language development and preparing them for vocabulary required in KS1.

5. Children to have thoroughly explored their school environment and be able to name different places e.g. the playground, the Forest School area, the DSP, the office, the hall, the field, the running track etc.

6. Children to have made observations about the weather as part of their daily routine. Children to be able to say when it might rain based on the fact there are lots of clouds. This will support later learning about the water cycle.

7. Children to have a basic understanding of different seasons and how they dress differently depending on the weather. As part of normal practice, children will be told to put their coats on 'because it is cold during the winter' and reasoning behind choices will be explicitly shared. Children will extend this knowledge through cross curricular learning e.g. make art with snow and hats and scarves and snowmen etc during the winter.

Disciplinary Knowledge / Skills

1. Children will be able to understand that there are many different types of maps. To locate where they live and the school on a map. To use technology to identify places.
2. Children will be able to understand that the Uk is an island and that we are surrounded by sea.
   To realise what creatures can be found on the seashore
3. Children will be able to identify that we live in Leicester and to locate their homes on a map. To identify their country of birth if it is different.
4. Children will be able to be able to identify key local features on a map. To identify different land uses in the local area.
5. Children will be able to identify features on a map of the school and to realise the different land uses there are.
6. Children will be able to realise that weather changes on a regular basis ands this affects what happens in day to day life
7. Children will be able to appreciate why we have different seasons and the weather that is associated with each one.

Geographical Themes

Locational	To identify Leicester on a map. To compare and contrast Leicester with a sea sides location
Place	To identify places where they live and the features found on the school site.
Human and Physical	To realise that some features are natural and that others are made by man.
Geographical Skills	To identify features on a simple map.

Outcome

To create a class weather diary.

Character Traits

Curiosity Resilient
Ambitious Kind
Articulate Respectful

Stickability

Google docs assessment, kahoots quizzes, starters to recap, working wall,

WOW

Diversity in the Curriculum

Year 1 - Geography - Our wonderful world

Curriculum Objectives

Physical features are naturally-created features of the Earth.
Physical features include a beach, cliff, coastline, forest, hill, mountain, sea, ocean, river, soil, valley and lake.
Human features are made by people. They include a city, town, village, factory, farm, road, bridge, house, office, port, harbour and shop.
Use basic geographical vocabulary to identify and describe physical features, such as beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley and vegetation
Name and locate the four countries of the UK and their capital cities on a map, atlas or globe.
Use simple compass directions (North, South, East and West) and locational and directional language (e.g. near and far; left and right), to describe the location of features and routes on a map.
Positional language includes behind, next to and in front of. Directional language includes left, right, straight ahead and turn
The compass points north, south, east and west can be used when giving directions.
Draw or read a simple picture map.
A map is a picture or drawing of an area of land or sea that can show human and physical features. A key is used to show features on a map. A map has symbols to show where things are located.

Vocabulary

Human feature	Something made by a man	North, south, east, west	The four cardinal directions	Continents	A large mass of land
Physical feature	A natural feature	Settlement	A place where people live	Oceans	A continuous body of salt water
Location	The place where a particular point or object exists	Southern Hemi-sphere	Half of the Earth between the South Pole and the Equator	Globe	The earth
Compass	A device that indicates direction	Northern Hemi-sphere	Half of the Earth between the North Pole and the Equator	Equator	An imaginary circle around the earth everywhere equally distant from the north pole and the south pole
cardinal points	One set of directions that people use around the world. (North, South, East and West.	Earth	The planet on which we live; the world	rural	Rural areas *are areas which are not towns or cities*
Land	The surface of Earth (not water)	Urban	Areas where many people live and work		

Links Across the Curriculum

Science
Maths
English

Lessons Sequence

1. What do physical and human features mean? (ENGAGE—L1)
2. What is a map and how do we use it? What features can be found on a map? (ENGAGE—L2)
3. What does location mean? How can we describe where something is? (ENGAGE—L3)
4. What are directions? (ENGAGE—L4)
5. How is the Earth divided? (DEVELOP 1—L1)
6. What is the equator? Why is the equator important? (DEVELOP 1—L2)
7. What countries make up the United Kingdom? DEVELOP 2—L1
8. What is a settlement? DEVELOP 2—L2
9. What human and physical features exist in our local area? INNOVATE

Substantive Knowledge / Key Knowledge

1 Children will learn that geography helps us to learn about the world and its people. Children will be able to name and describe each human and physical feature. 'a bridge is a human feature that helps people to cross a river'. Human feature—man made. Physical feature—natural.

2. Children will learn what a map is and how they are used? Adult to explain that maps are used for two primary purposes; to plan a route or find a location.

3. Children will learn that location describes a place or the position of something. Children will learn the meaning of: next to, beside, near to, far from and between.

4. Children will learn the meaning of directional word language cards (words listed in the NC) and explain and model what each word means.

5. Children will learn that the earth is our home. Children will learn that the earth is covered in land and water. Children to learn that the land is divided into seven continents and the water into five oceans.

6. Children to learn that some places are hot and other places are cold. Children to learn what the equator is (an imaginary line going around the centre of the earth), the suns heat is concentrated there. The closer you are to the equator the hotter the country is.

7. Children will learn that the United Kingdom is made up of 4 countries. (England, Northern Ireland, Scotland and Wales). Children will learn that the capital city of England is London; Northern Ireland is Belfast; Scotland is Edinburgh and Wales is Cardiff.

8. Children will learn what a settlement is. (Where people live). Children will learn different types of settlements and compare/contrast them. (city, towns and villages). Children will learn to locate settlements in the local area. (houses, flats, caravan, Rushey Mead, Thurmaston, Leicester)

9. Children will learn about the human and physical features in their local area. (Children will learn key landmarks in their local area - building on knowledge from walk in EYFS: identify churches/religious landmarks, parks - different routes mapped for different year groups)

Disciplinary Knowledge / Skills

1. To understand what human and physical features are. Then use this to group different features.

2. To understand that features can be found on a map and to understand where they should be placed. Children will be able to draw their map that they have physically constructed. Children will be able to identify features on a map.

3. To understand how to describe the location of features using a range of positional language. To understand how to sketch a map of the classroom.

4. To understand how to follow instructions which include directional words.

5. To understand how to use a globe to identify continents and oceans.

6. To understand and be able to recap names and locations of the continents and oceans. To understand which countries are located closer to the equator and to know how that affects weather in that country.

7. To understand how to use world maps, atlases and globes to identify the UK and its countries, as well as the countries, continents and oceans.

8. To understand how to use a local map to identify local settlements. To understand how to compare and contrast settlements.

9. To understand which features are human and which are physical in our local area. To be able to name human and physical features. To be able to use a map for directions.

Geographical Themes

Locational	Name and locate the four countries of the UK and their capital cities on a map, atlas or globe
Place	To understand how the Earth is divided and to understand what the equator is.
Human and Physical	To compare and contrast human settlement to physical environment.
Geographical Skills	Use simple compass directions (North, South, East and West) and locational and directional language (e.g. near and far; left and right), to describe the location of features and routes on a map.

Outcome

Sentences on the capital cities of the UK.
Definitions of a village, town and city
Definition of a city – AA chn. Writing sentences
London mind map – notes of information
London information fact-file
Sentences on the similarities and differences between different types of London buildings.
Sentences on the comparisons between types of transport used in London and Leicester.
Factual sentences on London landmarks.

Character Traits

Curiosity Resilient
Ambitious Kind
Articulate Respectful

Stickability

Google docs assessment, kahoots quizzes, starters to recap, working wall,

WOW

Fieldwork:

School and the area around it

Diversity in the Curriculum

Year 1 - Geography - *Bright Lights, Big City*

Curriculum Objectives

Can name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.

Understands 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.

Can 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 and; **key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.**

Vocabulary

Transport	take or carry (people or goods) from one place to another by means of a vehicle, aircraft, or ship.	Map	To show where features are.
King	The monarch of a country	Landmarks	A notable physical feature
London	The capital city of the uk	Key	To identify features on a map.
Town	A place without a cathedral	City	A place with a cathedral.

Links Across the Curriculum

Design and technology—create landmarks/ souvenirs
English—creating a leaflet about London.

Lessons Sequence

1. How are the buildings in London similar or different?
2. How do people travel around London city?
3. What are the famous landmarks in London?
4. What is a map and how can they be used ?
5. How are maps similar or different?
6. How can we use a map to direct us around Leicester?
7. How can we create a map?
8. What can we see for the day in London? (2 lessons)

Substantive Knowledge / Key Knowledge

1. Children will learn about the uses of different London buildings. Provide chn with pictures from cornerstones. Big Ben, St Pauls, The Shard, Buckingham Palace, The Gherkin, Westminster Abbey, Tower of London, Houses of Parliament, Tower Bridge, London Eye, Royal Albert Hall, Monument to the Great Fire of London. Children will learn how each building used? Eg, Buckingham Palace—where the King lives. London Eye—tourist attraction to provide an aerial view of London. Royal Albert Hall—music. Why is it important? Children will learn that each building has a different purpose. What can you do there?
2. Children will learn about the different ways in which people can travel around London. Children will learn that some forms of transport in London can be bus, train, underground (tubes), taxi, car, bike, tram. Children will learn that you do not necessarily need a car to travel around London as there are many
3. Children will learn to research some different London landmarks and know a fact about each one. Big Ben, St Pauls, The Shard, Buckingham Palace, The Gherkin, Westminster Abbey, Tower of London, Houses of Parliament, Tower Bridge, London Eye, Royal Albert Hall, Monument to the Great Fire of Lon-
4. Children will learn to read labels and use simple keys to identify landmarks, such as stations, harbours, parks, markets, factories, schools and churches. Children will learn to answer questions using a map of London, such as: What is the river called that runs through London? What type of buildings are located along the river? How are roads or railway lines shown on the maps? How many bridges cross the river?
5. Children will learn to identify features of maps and to understand that not all maps look the same. Children will be able to identify human features and physical features. Children will learn to look at a range of different maps of London and compare them. How are they similar? How are they different?
6. Children will learn to look at a map of Leicester online and use it to plan which Leicester landmarks they want to visit in which order.
Children will learn that there are quicker and longer routes that can be taken and how to use a map efficiently.
7. Children will learn to create their own map using a key. Children will learn to include human features (Houses, buildings, roads) and physical features (river, hills, forest) in their key. Following on from previous lesson, children to create their own map of Leicester.
8. Children to present learnt knowledge about London including landmarks, transport etc. Big Ben, St Pauls, The Shard, Buckingham Palace, The Gherkin, Westminster Abbey, Tower of London, Houses of Parliament, Tower Bridge, London Eye, Royal Albert Hall, Monument to the Great Fire of London. Lon-

Disciplinary Knowledge / Skills

1. To understand that buildings have different purposes because they are used in different ways.
2. To understand that the transport links in London are very varied and that people do not need to own a car when living in London.
3. To understand which landmarks can be found in London and to know that they are all very different.
4. To understand what a map is and how to use a key.
5. To understand that there are different types of maps.
6. To understand the features on a map and interpret what they mean.
7. To understand which features are needed on a map of Leicester .
8. To understand what a leaflet is and why we use them.
Children to gather/research information about London.
Children to create a leaflet.

Geographical Themes

Locational	Can name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas
Place	Understands 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
Human and Physical	Can 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 and; **key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop**
Geographical Skills	Use world maps, atlases and globes. Use aerial photos and construct simple maps.

Diversity in the Curriculum

Outcome

To create an information leaflet/fact file about the main features in London.

Character Traits

Curiosity Resilient
Ambitious Kind
Articulate Respectful

Stickability

Google docs assessment, kahoots quizzes, starters to recap, working wall,

WOW

Treasure hunt— use clues/maps to find the final treasure. Treasure to be clues related to topic. Red bus, black taxi, maps, pictures of landmarks.

Year 2 - Geography - Coastline

Curriculum Objectives

Name and locate the world's seven continents and five oceans.
Name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas.
Name and locate seas surrounding the UK, as well as seas, the five oceans and seven continents around the world on a world map or globe.
Physical features of the coastline include headlands, caves, arches, stacks, bays, beaches, cliffs, sandbanks and sand dunes.
Understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time.
Use world maps, atlases and globes to identify the UK and its countries, as well as the countries, continents and oceans studied at this key stage.
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.
The four cardinal points on a compass are north, south, east and west. A route is a set of directions that can be used to get from one place to another.
Use simple compass directions (North, South, East and West) and locational and directional language (e.g. near and far; left and right), to describe the location of features and routes on a map.
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.
Industries are businesses that make things, sell things and help people live their everyday lives. Land can be used for recreational, transport, agricultural, residential and commercial purposes, or a mixture of these.

Vocabulary

Porbandar	A coastal	Dunes	A hill or ridge of sand piled up by the wind.
Coast	Where the land meets the sea	Pier	A raised walkway across water.
Coastal town	A town on the coast eg Skegness	Promenade	A place for walking near the coast

Links Across the Curriculum

Safeguarding—keeping safe at the seaside

Lessons Sequence

1. Where is Porbandar located and where is Skegness located?
2. Which human features can be found in Porbandar and Skegness coastlines?
3. Which physical features can be found in Porbandar and Skegness coastlines?
4. How do we stay safe at the coastline?
5. Create a factfile comparing Porbandar and Skegness.

Substantive Knowledge / Key Knowledge

1. Children will learn that Porbandar is a coastal town in Gujarat, India, located on the Arabian Sea, while Skegness is a coastal town in Lincolnshire, England, situated on the North Sea. Children will learn that the weather in Skengess differs to the weather in Porbandar.
2. Children will learn to compare the human features of Porbandar and Skegness. Porbandar: Homes, schools, markets, parks, temples, beaches, hospitals. Skegness: Pier, promenade, seafront attractions, shops and cafes, hotels and guesthouses.
3. Children will learn to compare the physical features of Porbandar and Skegness. Porbandar: caostline , sea, revers and lakes, hills, vegetation. Skegness: Beach, sea, Dunes, coastal cliffs, nature reserves, ponds and lakes
4. children will learn how to stay safe at the coastline. These include –swim with an adult, stay in shallow water, follow lifeguard instructions, watch out for waves, don't go too far out into the sea, wear a life jacket, don't dive headfirst, tell an adult if you see a problem, stay hydrated.
5. Children will learn to collate the information gathered from previous lessons and create a factfile comparing Porbandar and Skegness.

Disciplinary Knowledge / Skills

1. children will be able to use their prior knowledge on the equator and use this to describe the difference in climates in both Skegness and Porbandar. Children will be able to use their prior knowledge of cardial points to describe the location of Skegness and Porbandar.
2. Children will build on their prior knowledge of human features and use this to identify human features in Skegness and Porbandar. Children will be able to compare the human features of Skegness and Porbandar and comment on how they are similar or different and give reasons why.
3. Children will build on their prior knowledge of physical features and use this to identify physical features in Skegness and Porbandar. Children will be able to compare the physical features of Skegness and Porbandar and comment on how they are similar or different and give reasons why.
4. children will be able to apply their knowledge on how to stay safe at the coastline to create an informative poster.
5.

Geographical Themes

Locational	Can name and locate the world's seven continents and five oceans Can name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas
Place	Understands 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
Human and Physical	Can 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 Can 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 and; key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop
Geographical Skills	Use world maps, atlases and globes, Use simple compass directions , Use aerial photos and construct simple maps, Undertake simple fieldwork within school locality

Outcome

To write an informative letter about staying safe at the coastline.
Recount of trip to Skegness.

Character Traits

Curiosity Resilient
Ambitious Kind
Articulate Respectful

Stickability

Google docs assessment, kahoots quizzes, starters to recap, working wall,

WOW

Fieldwork:

Trip to Skegness

Diversity in the Curriculum

Year 2—Geography—Let's explore the world

Curriculum Objectives

Name and locate the world's seven continents and five oceans.
Name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas.
Identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.
Use world maps, atlases and globes to identify the UK and its countries, as well as the countries, continents and oceans studied at this key stage.
Use simple compass directions (North, South, East and West) and locational and directional language (e.g. near and far; left and right), to describe the location of features and routes on a map.
The four cardinal points on a compass are north, south, east and west. A route is a set of directions that can be used to get from one place to another.
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.
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.

Vocabulary

Temperate	A moderate climate neither hot or cold.	Northern hemi-sphere	The norther n half of the earth
North pole	The very tip of the northern hemisphere	Southern hemi-sphere	The Southern half of the earth
South pole	The very tip of the Southern hemisphere.	Equator	The imaginary line around the centre of the earth.
Sustainability	To maintain the earths eco system.		

Links Across the Curriculum

Maths—collecting data using a tally chart

Lessons Sequence

1. What is an atlas and why are symbols on a map important? ENGAGE—L1
2. Why are symbols on maps important? ENGAGE—L2
3. What is the equator? How does the equator divide the 2 hemispheres of the earth? DEVELOP 1—L1
4. How does the location of the equator affect the countries climate? DEVELOP 1—L2
5. What are the 7 continents and which seas and oceans surround the United Kingdom?

Substantive Knowledge / Key Knowledge

1. Children will learn that an atlas is a book of maps and charts. Children will learn that an ocean is a large sea and that there are five oceans on our planet called the Arctic, Atlantic, Indian, Pacific and Southern Oceans. Seas include the Black, Red and Caspian Seas. Children will learn that the United Kingdom is an island surrounded by the Atlantic Ocean, English Channel, Irish Sea and North Sea. Children will learn the world's seven continents are Africa, Antarctica, Asia, Australia, Europe, North America and South America. Children will learn that an atlas includes larger physical features, such as continents, countries, oceans and seas and smaller physical features, such as

2. Children will learn that a map is a picture or drawing of an area of land or sea. Children will learn a wider range of human and physical features and symbols that can be found on a map. Children will learn that maps use symbols and a key —The key is the information needed to read a map and a symbol is a picture or icon used to show a geographical feature.—places of worship, parks and local attractions.

3. Children will learn what the term 'equator' means. Children will learn what a globe is and learn to identify the equator, the North and South Poles and the Northern and Southern Hemispheres on it. Children will learn which countries are located on the equator (South America, Africa and Asia), which countries are far away from the equator and which countries are in the Northern/southern Hemisphere.

4. Children will learn that hot places are close to the equator and cold places are far away from the equator. They will learn that temperate places are between the hot and cold places. Children will learn that South America, Africa and Asia are on the equator—these continents have a hot climate. Children will learn that the North and South Poles are far away from the equator -They have a cold climate. Children will learn that Europe is in between the equator and the poles.—It has a temperate climate. Children will learn that a weather

5. Children will learn that an ocean is a large sea. They will learn that there are five oceans on our planet called the Arctic, Atlantic, Indian, Pacific and Southern Oceans. Children will learn that the United Kingdom is an island surrounded by the Atlantic Ocean, English Channel, Irish Sea and North Sea. Children will learn the world's seven continents are Africa, Antarctica, Asia, Australia, Europe, North

Disciplinary Knowledge / Skills

1. To understand that the UK is surrounded by seas. To understand that there are five oceans and seven continents around the world on a world map or globe.
2. To understand that a key is used to identify human and physical features on a map. To understand that a map can be used to describe how to get from one location to another using compass directions.
3. To understand that the equator is an imaginary line that goes around the middle of the Earth. To understand that the North and South Poles on a world map or globe.
4. To understand that weather patterns of hot and cold places depend on their relation to the equator. To understand and sort locations into three groups—hot, temperate and cold.
5. To understand that there are seas surrounding the UK, and as well as seas, the five oceans and seven continents around the world on a world map or globe.

Geographical Themes

Locational	Can name and locate the world's seven continents and five oceans Can name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas
Place	Understands 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
Human and Physical	Cann 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 Can 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 and; Key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop
Geographical Skills	Use world maps, atlases and globes , Use simple compass directions , Use aerial photos and construct simple maps , Undertake simple fieldwork within school locality

Diversity in the Curriculum

Outcome

Character Traits

Curiosity Resilient
Ambitious Kind
Articulate Respectful

Stickability

Google docs assessment, kahoots quizzes, starters to recap, working wall,

WOW

Fieldwork:

Year 3 - Geography - Rocks, Relics and Rumbles

Curriculum Objectives

- Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.
- 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).
- Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.

Vocabulary

Layers	The bands of different rocks and soils in the earth.	Tectonic plate	Pieces of the Earth's crust
Rock	The material the land is made of	Latitude	How far north or south on the globe you are.
Fossils	A preserved animal in limestone rock.	Longitude	How far East or West on the globe you are.
Volcanoes	Erupting mountain with magma	Tsunami	A Tidal wave caused by a sudden earth movement.
Pacific ring	The plate in the pacific with active volcanoes and earthquakes occur		

Links Across the Curriculum

E.g.
Science - rocks
History—Mary Anning—links to yr 2 movers and shakers
Pompeii—History

Lessons Sequence

1. Name and describe what are the 4 main layers in the Earth?
(Introductory knowledge)
2. How are rocks used? ENGAGE—L1
3. What are fossils? ENGAGE—L2
4. What are the three basic types of soil? ENGAGE—L4
5. What are plates tectonics? DEVELOP 1—L1
6. What is the pacific ring of fire? DEVELOP—L2
7. What is a volcano and why do they form? DEVELOP—L3
8. Are all volcanoes the same? DEVELOP 1—L5 (This will take 2 lessons)
9. What unusual event happened at Pompeii? DEVELOP 1—L8
10. What is a earthquake? DEVELOP 2—L1
11. What is the impact of an earthquake?
12. What is a tsunami? What damage does it do?

Substantive Knowledge / Key Knowledge

1. Children will learn that the Earth is made of four different layers. Children will learn that the inner core is made mostly of hot, solid iron and nickel, and the outer core is made of liquid iron and nickel. Children will learn that the mantle is made of solid rock and molten rock called magma. Children will learn that the crust is a thin layer of solid rock that is broken into large pieces called tectonic plates. These pieces move very slowly across the mantle.

2. Children will learn that there are three main rock types: sedimentary, igneous and metamorphic. Children will learn that Sedimentary rocks form from mud, sand and particles that have been squashed together over a long time to form rock. Examples include sandstone and limestone. Children will learn that Igneous rocks are made from cooled magma or lava. They usually contain visible crystals. Examples include pumice and granite. Children will learn that Metamorphic rocks are formed when existing rocks are heated by the magma under the Earth's crust or squashed by the movement of the Earth's tectonic plates. They are usually very hard. Examples include slate and marble.

3. Children will learn that fossils form over millions of years and are the remains of a once-living organism, preserved as rock. Children will learn that Scientists can use fossils to find out what life on Earth was like in prehistoric times. Children will learn that the fossils form when a living thing dies in a watery environment. The body gets covered by mud and sand and the soft tissues rot away. Over time, the ground hardens to form sedimentary rock and the skeletal or shell remains turn to rock.

4. Children will learn that soils are made from tiny pieces of eroded rock, air and organic matter. Children will learn that there are a variety of naturally occurring soils, including clay, sand and silt. Children will learn to identify the different types of soil types in the Uk and where they are located and to understand why they are found there.

5. Children will learn that the crust of the Earth is divided into tectonic plates that move. Children will learn that the place where plates meet is called a plate boundary. Children will learn that the plates can push into each other, pull apart or slide against each other. Children will learn that the these movements can create mountains, volcanoes and earthquakes. Children will learn that over 200 million years ago, all the Earth's continents were joined together as one supercontinent called Pangaea. Continental drift caused the supercontinent to break up and move apart to create the continents we have today. Children will learn that the convergent tectonic plates push together and divergent tectonic plates pull apart. Children will learn that transform tectonic plates slide past each other.

6. Children will learn that significant volcanoes include Mount Vesuvius in Italy, Laki in Iceland and Krakatoa in Indonesia. Children will learn that significant earthquake-prone areas include the San Andreas Fault in North America and the Ring of Fire, which runs around the edge of the Pacific Ocean and is where many plate boundaries in the Earth's crust converge. Children will learn that over three-quarters of the world's earthquakes and volcanic eruptions happen along the Ring of Fire.

7. Children will learn that a volcano is an opening in the Earth's surface from which gas, hot magma and ash can escape. Children will learn that they are usually found at meeting points of the Earth's tectonic plates. Children will learn that the when a volcano erupts, liquid magma collects in an underground magma chamber. Children will learn that the magma pushes through a crack called a vent and bursts out onto the Earth's surface. Children will learn that the lava, hot ash and mudslides from volcanic eruptions can cause severe damage.

8. Children will learn that a volcano is a physical feature, typically a conical mountain or hill, that has a crater or vent through which lava, rock fragments, hot vapour, and gas erupt or have erupted. Children will learn that a volcano can be active, dormant or extinct.

9. Pompeii was an ancient Roman city that perished when Mount Vesuvius erupted in AD 79. The archaeological site of Pompeii is historically significant because it provides a large amount of information about Roman life.

10. Children will learn that Volcanic eruptions and earthquakes happen when two tectonic plates push into each other, pull apart from one another or slide alongside each other. Children will learn that the centre of an earthquake is called the epicentre. Children will learn the causes and consequences of earthquakes.

11. Children will learn that earthquakes can cause short and long-term problems. Children will learn that short-term problems include fear, injury from falling debris and loss of personal items. Children will learn that the long-term problems include loss of homes, lack of water and sanitation, damaged roads and transport networks and loss of jobs and services.

12. Children will learn what a tsunami is. A tsunami is a series of waves in the sea or ocean, caused by an earthquake, volcanic eruption or other underwater explosion. Children will learn that in 2004, an earthquake off the coast of northern Sumatra triggered a series of tsunamis that travelled across the Indian Ocean causing widespread damage and destruction. A tsunami wave emits from where the shock occurs to all 8 points of the compass N, NE, E, SE,S, SW, W, NW. Children will learn to appreciate that these waves very fast and that in 2004 there was no early warning system to warn coastal locations in other lands about what had happened. Children will learn to realise that after 2004 warning systems now exist o prevent such catastrophic loss of life.

Disciplinary Knowledge / Skills

1. To understand and question the properties of the Earth's four layers.
2. To understand and question rocks based on their appearance, properties or uses.
3. To understand and question how fossils are formed, using words, pictures or a model.
4. To understand and question soils from the local environment, making comparisons and identifying features.
5. To understand and question the activity of plate tectonics and how this has changed the Earth's surface over time (continental drift).
6. To understand and question significant volcanoes and plate boundaries and explain why they are important.
7. To understand and question the parts of a volcano or earthquake.
8. To understand and question significant places using latitude and longitude.
9. Classify, compare and contrast different types of geographical feature.
10. To understand and question the cause and effect of a significant historical event.
11. To understand and question the physical processes that cause earthquakes and volcanic eruptions.
12. To understand and question how a significant geographical activity has changed a landscape in the short or long term.
13. To understand and question how to use the eight points of a compass to locate a geograph-

Geographical Themes

Locational	Can 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) Can 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
Place	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.
Human and Physical	Can describe and understands key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle
Geographical Skills	Is able to 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

Diversity in the Curriculum

Who will we include in our studies to ensure children see representation throughout the curriculum.

Mary Anning - significant woman in science discovering fossils

Marua Reiche—female archaeologist

Zulma Brandoni De Gasp—female Argentinian paleontologist

Outcome

Fact file about a specific volcano.

Diary Entry in role as Mary Anning discovering fossils.

Letter to family near Italy on how to stay safe in volcano.

Character Traits

Curiosity Resilient
Ambitious Kind
Articulate Respectful

Stickability

E.g. Google docs assessment, kahoots quizzes, starters to recap, working wall,

WOW

Hooks
Trips
Visitors

Year 3 - Geography - *One planet, our world*

Curriculum Objectives

Maps, globes and digital mapping tools can help to locate and describe significant geographical features.

Countries are located within continents. Countries have capital cities and geographical features.

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.

Analyse maps, atlases and globes, including digital mapping, to locate countries and describe features studied.

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

Vocabulary

map	To show where things are	Compass points	The 8 points on a compass (North, south, east, west, north east, south east, south west and north west.
globe	The Earth itself	Country	A nation with its own government
Human feature	A feature made by man	Europe	One of the seven continents
Physical feature	A natural feature.	Settlement	Where people live
Four figure grid references	Locating a specific place using 4figures.		

Links Across the Curriculum

Maths—direction
Computing—digital mapping sources

Lessons Sequence

1. How do we compare and contrast different countries and locate them on a map? ENGAGE—L1
2. How do we use four figure references to locate features? ENGAGE—L3
3. How do we use compass points to locate features on a map? ENGAGE—L5
4. Where are the capital cities in Europe? DEVELOP 1—L5
5. How is land used in different ways in the United Kingdom? DEVELOP 2—L4

Substantive Knowledge / Key Knowledge

1. Children will learn to use maps, globes and digital mapping tools can help to locate and describe significant geographical features. Children will learn that Countries are located within continents. Countries have capital cities and geographical features.

2.. Children will learn that a four-figure grid reference contains four numbers. The first two numbers are called the easting and are found along the top and bottom of a map. The second two numbers are called the northing and are found up both sides of a map. Children will learn that four-figure grid references give specific information about locations on a map.

3. Children will learn the eight points of a compass are north, south, east, west, north-east, north-west, south-east and south-west.

4. Children will learn that the Countries in Europe include the United Kingdom, France, Spain, Germany, Italy and Belgium. Russia is part of both Europe and Asia. Children will learn that Europe is a continent in the Northern Hemisphere. It has over 50 countries (including transcontinental countries).

5. Children will learn that services include banks, post offices, hospitals, public transport and garages. and use types include leisure, housing, industry, transport and agriculture. Children will learn that different types of settlement include rural, urban, hamlet, town, village, city and suburban areas. Children will learn that a city is a large settlement where many people live and work. Residential areas surrounding cities are called suburbs.

Disciplinary Knowledge / Skills

1. To understand and question maps, atlases and globes, including digital mapping, to locate countries and describe features studied.
2. To understand and question how to use four-figure grid references to describe the location of objects and places on a simple map.
3. To understand and question how to use the eight points of a compass to locate a geographical feature or place on a map.
4. To understand, question and locate countries and major cities in Europe (including Russia) on a world map.
5. To understand and question the type, purpose and use of different buildings, monuments, services and land, and identify reasons for their location. Children will be able to describe the type and characteristics of settlement or land use in an area or region.

Geographical Themes

Locational	Maps, globes and digital mapping tools can help to locate and describe significant geographical features. Countries are located within continents. Countries have capital cities and geographical features.
Place	Understands 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
Human and Physical	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.
Geographical Skills	Analyse maps, atlases and globes, including digital mapping, to locate countries and describe features studied.

Diversity in the Curriculum

Outcome

Debate—Which land use is the most important and why?

Character Traits

Curiosity Resilient
Ambitious Kind
Articulate Respectful

Stickability

Google docs assessment, kahoots quizzes, starters to recap, working wall,

WOW

Hooks
Trips
Visitors

Year 4 - Geography - Misty Mountain, Winding River

Curriculum Objectives

- To Understand how rivers change and develop through their stages of development.
- To understand how rivers have influenced the location throughout history.
- To appreciate how Tourism effects the life on Towns located on rivers eg Worcester.
- To understand why Mountains form and what affects their development.

Vocabulary

Deposition	Material that is deposited by the river in a new location	Mouth	This is where the river ends
Transportation	How material is moved by the river	Mountains	It is an elevation of the earths surface usually 300 metres
Traction	The transportation of large stones or boulders in a river	Contour lines	A line on a map that joins areas of equal height and shows the elevation of features in the landscape.
Solution	When minerals are dissolved and carried in the water	Water cycle	The process of which water circulates between the earths oceans, atmosphere and land.
Source	This is where the river begins	flooding	The covering or submerging of normally dry land with a large amount of water.
River	A natural stream of water flowing in a channel to the sea, a lake or another river.		

Links Across the Curriculum

Year 2 Greta Thunberg and David Attenborough in history, and building on learning from coastline topic.

Forest school link—littering, pollution and land development, or positive ways, such as garden ponds, bird boxes and wildflower areas.

Computing—digital technologies—google maps

Science—water cycle

Lessons Sequence

1. What is a river? ENGAGE 1—L1
2. How can a river change landscape? ENGAGE
3. Where are the major world rivers? Where
4. How does a river change along it's course
5. How can rivers be used in different ways?
6. Which river is local to us?
7. What are mountains? DEVELOP 1—L1
8. What are the different types of mountains?
9. What are contour lines? DEVELOP 1—L3
10. Which mountains are in the United Kingdom? DEVELOP 1—L4
11. Where are the worlds mountain ranges
12. What is the water cycle? DEVELOP 2—L1
13. How does the water cycle work in practice?
14. Does nature or humans have the biggest impact on our environment? DEVELOP 2—L4
15. How does flooding affect everyday life?

Substantive Knowledge / Key Knowledge

1. Children will learn the three stages of a river (upper, middle and lower). Children will learn the features of each stage. Rivers, and the landscape that surrounds them, have different characteristics. The upper course of a river is typically steep, narrow and rocky. The water is fast-flowing and turbulent. The middle course of a river is wider, deeper and curves in meanders. The water flows more slowly. The lower course of a river is flat and wide. The water runs into estuaries or creates deltas.
2. Children to learn that rivers transport materials in four ways. Solution is when minerals are dissolved and carried in the water. Suspension is when fine, light material is carried. Saltation is when small pebbles and stones are carried along the riverbed. Traction is when large boulders and rocks are rolled along the riverbed. Rivers, seas and oceans can transform a landscape through erosion, deposition and transportation.
3. Children will learn about the major world rivers. Children will learn to identify the world rivers in at atlas. (Amazon, Danube, Ganges, Mekong, Mississippi, Nile, Sepik, Volga, Yangtze and Zambezi).
4. Children will learn where the river's source is and how it flows and changes to it's mouth.
5. Children will learn that rivers are used for leisure, farming, generating energy, transportation and settlements.
6. Children will learn about the river soar. Children will learn to use google maps to identify the river soar. Children will learn where it starts and finishes. Starts as a puddle in Lutterworth and ends by joining River Trent at Kegworth and goes out to the sea. Children will visit local river soar and sketch a map of it. Bradgate park study of the River Lin?
7. Children will learn that a mountain is a natural elevation of the Earth's surface, rising to a summit. Mountains have an elevation greater than that of a hill, usually greater than 610m. Children will learn that a physical feature is one that forms naturally and can change over time due to physical processes, such as erosion and weathering. Children will learn that physical features include rivers, forests, hills, mountains and cliffs. Children will learn that an aspect of a physical feature might be the type of mountain, such as dome or volcanic, or the type of forest, such as coniferous or broad-leaved.
8. Children will learn that mountains form over millions of years. They are made when the Earth's tectonic plates (building on year 3 knowledge) push together or move apart. Children will learn that mountains are also formed when magma underneath the Earth's crust pushes large areas of land upwards. Children will learn that there are five types of mountain: fold, fault-block, volcanic, dome and plateau.
9. Children will learn that a contour line is a line on a map that joins areas of equal height and shows the elevation of features in the landscape.
10. Children will learn that there are four mountain ranges in the UK that are home to each country's highest mountain: Ben Nevis, in the Grampian Mountains, Scotland; Scafell Pike, in the Cumbrian Mountains, England; Snowdon, in the Snowdonia Mountains, Wales; and Slieve Donard, in the Mourne Mountains, Northern Ireland.
11. Children will learn the location of significant mountain ranges include the Himalayas, Urals, Andes, Alps, Atlas, Pyrenees, Apennines, Balkans and Sierra Nevada.
12. Children will learn that water cannot be made. It is constantly recycled through a process called the water cycle. Children will learn that the four stages of the water cycle are evaporation, condensation, precipitation and collection. During the water cycle, water changes state due to heating and cooling.
13. Children will learn that the water cycle has four stages: evaporation, condensation, precipitation and collection. Children will learn that water in lakes, rivers and streams is warmed by the Sun, causing the water to evaporate and rise into the air as water vapour. As the water vapour rises, it cools and condenses to form water droplets in clouds. The clouds become full of water until the water falls back to the ground as precipitation (rain, hail, snow and ice). The fallen water collects back in lakes, rivers and streams. Evaporation and condensation are caused by temperature changes.
14. Children will learn that humans can affect habitats in negative ways (link to Year 2 Greta Thunberg and David Attenborough in history, and building on learning from coastline topic), such as littering, pollution and land development, or positive ways, such as garden ponds, bird boxes and wildflower areas. (links to forest school learning)
15. Children will learn that flooding can happen for a wide variety of natural and human reasons including excessive rainfall, lack of river dredging, land use and the topography of the land. Children will learn that flooding can cause a wide range of problems including damaging property and equipment, contaminating farmland and cutting people off from vital services and supplies of food and water.

Disciplinary Knowledge / Skills

1. Children will be able to apply, study and draw conclusions about places and geographical features using a range of geographical resources, including maps, atlases, globes and digital mapping.
2. Children will be able to explain how the physical processes of a river, sea or ocean have changed a landscape over time. Describe and explain the transportation of materials by rivers.
3. Children will be able to name and locate significant rivers. Children will use an ordinance survey map.
4. Children will be able to research and gather information about a chosen river.
5. Children will be able to explain ways that settlements, land use or water systems are used in the UK and other parts of the world.
6. Children will be able to identify the river soar on google maps. Children will be able to explain the journey of the river soar.
7. Children will be able to describe and compare aspects of physical features. Children will answer the big questions—What is a mountain?
8. Children will be able to group the mountains according to their type.
9. Children will be able to identify contour lines on a map. Children will use an ordinance survey map.
10. Children will be able to create a detailed study of a mountain in the UK. Children will use an ordinance survey map.
11. children will be able to Name, locate and explain the importance of significant mountains or rivers using an atlas. Children will use an ordinance survey map.
12. children will be able to use specific geographical vocabulary and diagrams to explain the water cycle.
13. Children will be able to describe the water cycle using words or diagrams and explain the part played by evaporation and condensation.
14. Children will be able to describe how environments can change due to human and natural influences and the impact this can have on living things.
15. children will be able to Collect and analyse primary and secondary data, identifying and analysing patterns and suggesting reasons for them.

Geographical Themes

Locational	Can 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.
Place	Understands 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
Human and Physical	Can describe and understands key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle Can describe and understands 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
Geographical Skills	Can use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied Is able to use the eight points of a compass, four 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

Diversity in the Curriculum

Year 2 Greta Thunberg and David Attenborough in history, and building on learning from coastline topic.

Outcome

To create a leaflet about mountains.
Non- Chron report about rivers.
Short story about the journey of a raindrop.

Character Traits

Curiosity Resilient
Ambitious Kind
Articulate Respectful

Stickability

Google docs assessment, kahoots quizzes, starters to recap, working wall,

WOW

Fieldwork -
Visit a local river.

Year 4 - Geography - Interconnected worlds

Curriculum Objectives

- To understand that the world has a series of imaginary lines which are based on the position of the earth in relation to the sun. Eg the equator at 0 degrees, the tropic of cancer at 23.5 degrees and the tropic of Capricorn 23.5 degrees.
- To compare and contrast the different countries in the American continents including physical and human features.
- To understand the different uses of land there are within the UK.
- To understand that countries trade with each other that means to buy and sell goods.
-

Vocabulary

Tropic of cancer	The northerly line which represents the tilt of the Earth. 23.5 degrees.	Climate zone	The average weather conditions that a particular country gets.
Tropic of Capricorn	The southerly line which represents the tilt of the Earth. 23.5 degrees.	Climate	A countries long term weather over many years.
equator	The centre of the earth that separates the 2 hemispheres.		

Links Across the Curriculum

Lessons Sequence

1. What do the lines of Tropic of Cancer and Capricorn represent? DEVELOP 1—L1
2. Which countries can be found in North America and South America? DEVELOP 1—L2
3. How is land used in the UK? (ONE PLANET YR3 Develop 2 L4)
4. What trade links are there between UK and North America?

Substantive Knowledge / Key Knowledge

1. Children will learn the Tropic of Cancer is 23 degrees north of the equator and Tropic of Capricorn is 23 degrees south of the equator. The children will learn The tropics is an area of significance between the Tropic of Cancer and the Tropic of Capricorn.

2. Children will learn The North American continent includes the countries of the USA, Canada and Mexico as well as the Central American countries of Guatemala, Honduras, Nicaragua, Costa Rica and Panama. The South American continent includes the countries of Brazil, Argentina, Chile, Colombia, Peru, Venezuela, Uruguay, Ecuador, Bolivia and Paraguay.

3. Children will learn that Services include banks, post offices, hospitals, public transport and garages. Land use types include leisure, housing, industry, transport and agriculture. Different types of settlement include rural, urban, hamlet, town, village, city and suburban areas. A city is a large settlement where many people live and work. Residential areas surrounding cities are called suburbs.

4. Children will learn that countries buy and sell goods with each other and this depends on what each individual country has, often in terms of raw materials, which they sell to another.

Disciplinary Knowledge / Skills

1.The children will be able to identify the location of the Tropics of Cancer and Capricorn on a world map.

2.The children will be able to locate the countries and major cities of North, Central and South America on a world map, atlas or globe.

3. children will be able to describe the type, purpose and use of different buildings, monuments, services and land, and identify reasons for their location. Children will be able to describe the type and characteristics of settlement or land use in an area or region.

4. Children will be able to explain how countries trade with each other.

Geographical Themes

Locational	Name and locate counties and cities of the United Kingdom, geographical regions
Place	Understands 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
Human and Physical	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. Significant physical features of the UK include mountains, rivers, islands, lakes and forests. Human features can be interconnected by function, type and transport links.
Geographical Skills	Can use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied • Is able to 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

Diversity in the Curriculum

Outcome

Create a leaflet explaining how UK and North America have trade links.

Character Traits

Curiosity Resilient
Ambitious Kind
Articulate Respectful

Stickability

Google docs assessment, kahoots quizzes, starters to recap, working wall,

WOW

Hooks
Trips
Visitors

Year 5 - Geography - Olé ! (Sow, Grow and Farm unit)

Curriculum Objectives

- To understand how climate affects what you can grow in South America compared to the UK.
- To understand how farming differs between South America and the UK.
- To know why coffee is one of the major crops grown in Peru.
- To know how farming has changed over time.
- To know how food is transported across the world.

Vocabulary

seasonality	a time series in which the data experiences regular and predictable changes that recur every calendar year.	Native	Where you are from
Biomes	Regions of the world with similar climate (weather, temperature) animals and plants	Economy	the way people spend money and the way people make money

Links Across the Curriculum

Maths—Money, miles

Lessons Sequence

1. How does climates affect what could grow? Develop 2—L1
2. How does farming in the UK differ to farming in south America? Develop 2—L2
3. What is farming like in Peru? Develop 2—L4
How has farming changed over time?
4. How far has your food travelled? Develop 2—L5
5 & 6. fair trade debate—how do we ensure that farmers in south America receive fair pay for the crops that they grow? Develop 2—L6

Substantive Knowledge / Key Knowledge

1. Children will learn about how different climates can affect which crops grow. Children will learn what weather conditions crops need to grow. Children will learn that certain foods will only grow in certain climates. Children will learn that not all food that we eat can be grown in the UK. Children will learn which foods can be grown in south America.

2. Children will learn that South America has a vast variety of biomes, including desert, alpine, rainforest and grasslands. Children will learn that changes to the weather and climate (temperature, weather patterns and precipitation) can affect land use. Farmers living in different countries adapt their farming practices to suit their local climate and landscape.

3. Children will learn which crops are native to each country and why the economy of that country relies heavily on the product that is grown and then exported for the world market.

4. Children will learn that farming has changed from small areas to much larger areas now. It was more labour intensive but it now more mechanisms are used. Technological Advancements: Over the past decade, there has been a rapid integration of technology into farming practices. Sustainable Farming Practices: There is a growing emphasis on sustainable farming methods. Increased Mechanisation: Farm machinery has continued to evolve, with increased automation and advanced equipment. Environmental Awareness: There is greater awareness of the environmental impact of agriculture. Farmers are implementing conservation practices, such as planting cover crops to prevent soil erosion and improve soil health. Agroforestry and agroecology concepts are gaining traction, promoting the integration of trees and diverse crops to enhance sustainability and resilience.

4. Children will learn what problems might occur when transporting crops from South America to UK. EG, crops may get bruised/spoilt due to the long journey. Transportation of crops causes air pollution. More packaging is used—plastic which is bad for the environment. Children will learn that transport networks can be tangible, such as rails, roads or canals, or intangible, such as air and sea corridors. These networks link places together and allow for the movement of people and goods. Transport networks are usually built where there is a high demand for the movement of people or goods. They run between places where journeys start or finish, such as airports, bus stations, ferry terminals or railway stations. Children will learn that the journey that food travels from producer to consumer is measured in food miles.

5 & 6. Children will learn that pay across the world is not uniform. Some first world companies (Tesco) try to manipulate third world countries into getting the raw materials products cheaply so that they get maximum profit and the producers get as little as possible.

Disciplinary Knowledge / Skills

Children will be able to identify the major climate zones in the world and the types of products that are grown in each one.

Children will be able to identify and describe some key physical features and environmental regions of UK and South America and explain how these, along with the climate zones and soil types, can affect land use.

3. Children will be able to identify certain crops that are grown in specific countries (UK and South America) (Eg, coffee).

4. Children will be able to explain how farming has changed over time.

4. Children will be able to describe and explain the location, purpose and use of transport networks across the UK and other parts of the world.

5&6. Children will be able to articulate their thoughts and opinions.

Geographical Themes

Locational	Can 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 Can 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
Place	Understands 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
Human and Physical	Can describe and understands 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
Geographical Skills	Can use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied Is able to 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

Outcome

To have a debate about importation of food.

Character Traits

Curiosity
Ambitious
Articulate
Resilient
Kind
Respectful

Stickability

Google docs assessment, kahoots quizzes, starters to recap, working wall,

WOW

Hooks
Trips
Visitors

Diversity in the Curriculum

Year 5 - Geography - *Investigating our world*

Curriculum Objectives

- To understand how to use an OS map.
- To understand how to use 6 figure grid references.
- To know what time zones are.
- To understand how climate varies across the world.
- To know how vegetation, climate and biomes linked.

Vocabulary

OS map	A map used to locate specific places and objects using a grid.	Vegetation belt	an area with distinct plant types, determined by climate, soil, drainage and elevation.
Contour lines	These show the height of land on a map	Time zone	a geographic region within which the same standard time is used.
Continent	The worlds land mass consists of 7 continents.	Biome	Types of plants and animals that live in a particular climate

Links Across the Curriculum

Maths—geographical data, time, direction

Lessons Sequence

1. How do we use an OS map to find our way? ENGAGE—L1
2. How do you use 6 figure grid references to find specific features? ENGAGE—L2
3. What are time zones? DEVELOP 1—L1
4. How does climate vary across the world? DEVELOP 1—L2
5. How are vegetation, climate and biomes linked? DEVELOP 1—L4

Substantive Knowledge / Key Knowledge

1. Children will learn that aerial photography is used in cartography, land-use planning and environmental studies. Children will learn it can be used alongside maps to find out detailed information about a place, or places. Children will learn that compass points can be used to describe the relationship of features to each other, or to describe the direction of travel. Children will learn that accurate grid references identify the position of key physical and human features. Children will learn that Scale is the relationship between the size of an object on a map and its size in real life. For example, a scale of 1:25,000 means that 1cm on the map is equal to 25,000cm, or 250m, in real life. So 4cm on the map is equal to 1km.

2.Children will learn that Compass points can be used to describe the relationship of features to each other, or to describe the direction of travel. Children will learn accurate grid references identify the position of key physical and human features.

3.Children will learn that aerial photography is used in cartography, land-use planning and environmental studies. It can be used alongside maps to find out detailed information about a place, or places. Children will learn that The Prime (or Greenwich) Meridian is an imaginary line that divides the Earth into eastern and western hemispheres. The time at Greenwich is called Greenwich Mean Time (GMT). Children will learn that each time zone that is 15 degrees to the west of Greenwich is another hour earlier than GMT. Each time zone 15 degrees to the east is another hour later.

4.Children will learn that the Earth has five climate zones: desert, Mediterranean, polar, temperate and tropical. Mountains have variable climates depending on altitude. Children will learn that a biome is a large ecological area on the Earth's surface, such as desert, forest, grassland, tundra and aquatic. Biomes are often defined by a range of factors, such as temperature, climate, relief, geology, soils and vegetation. Children will learn that climate zones have the same average weather conditions, such as temperature, rainfall and seasons. The climate determines the vegetation, or plants, of an area.

5.Children will learn that biomes are large areas that share similar climates, vegetation belts and animal species. They also include aquatic areas.

Disciplinary Knowledge / Skills

1. Children will be able to analyse and compare a place, or places, using aerial photographs. atlases and maps. Children will be able to use compass points, grid references and scale to interpret maps, including Ordnance Survey maps, with accuracy.

2.Children will be able to use compass points, grid references and scale to interpret maps, including Ordnance Survey maps, with accuracy.

3.Children will be able to Analyse and compare a place, or places, using aerial photographs. atlases and maps. Children will be able to dentify the location and explain the function of the Prime (or Greenwich) Meridian and different time zones (including day and night)

4.Children will be able to Name and locate the world's climate zones and explain their common characteristics.

5.Children will be able to Name and locate the world's biomes and explain their common characteristics.

Geographical Themes

Locational	Can 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 Can 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 Can 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)
Place	Understands 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
Human and Physical	Can describe and understands key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle Can describe and understands 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
Geographical Skills	Can use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied Is able to 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

Outcome

Write a persuasive letter to local manufacturers to encourage the company to make sustainable changes.

Character Traits

Curiosity Resilient
Ambitious Kind
Articulate Respectful

Stickability

Google docs assessment, kahoots quizzes, starters to recap, working wall,

WOW

Fieldwork: Data – importation of food vs local produce (visit a local shop)

Diversity in the Curriculum

Year 6 - Geography - Our changing world

Curriculum Objectives

- To know what the main geo graphical features are on Earth.
- To know why we have different time zones.
- To be able to locate places using line of latitude and longitude
- To know why we have different scales on maps.
- To know how to locate places using grid references, contours and symbols.
- To know how climate change affects climate zones and biomes across the world.
- To understand how climate change and extreme weather affecting people's lives around the world

Vocabulary

Prime Meridian	The imaginary line from the North Pole to the South Pole that passes through Greenwich in England and marks 0° longitude	Longitude	The distance east and west around the globe
Climate change	How long term climate changes in one particular place	Latitude	The distance north and south from the equator
Settlement	Where people choose to live	Satellite	A small object that orbits, or revolves around, a larger object in space
GMT	Greenwich Mean time is where the line of longitude starts.		

Links Across the Curriculum

History— links to settlements throughout history
Maths—measuring distance

Lessons Sequence

1. what are the main geographical features on Earth? ENGAGE—L1
2. Why do we need to have different time zones? ENGAGE—L2
3. How can we locate places using line of latitude and longitude? ENGAGE—L3
4. Why do we have different scales on maps? ENGAGE—L4
5. How can we locate places using Grid references, contours and symbols? ENGAGE—L6
6. How is climate change affecting climate zones and biomes across the world? DEVELOP 1—L1
7. How are climate change and extreme weather affecting people's lives around the world? DEVELOP 1—L2
8. How can humans protect and preserve our natural world? DEVELOP 1—L3

Substantive Knowledge / Key Knowledge

1. Children will learn that the Tropic of Cancer and the Tropic of Capricorn are at 23.5° north and south of the equator. The Arctic Circle and Antarctic Circle are 66.5° north and south of the equator. Children will learn that the Northern Hemisphere is the part of Earth that is to the north of the equator. The Southern Hemisphere is the part of Earth that is to the south of the equator. The Prime Meridian is the imaginary line from the North Pole to the South Pole that passes through Greenwich in England and marks 0° longitude, from which all other longitudes are measured.
2. Children will know that Greenwich Mean Time, or GMT, is taken from the Prime Meridian. There are 24 time zones around the world because there are 24 hours in a day. The times are calculated from GMT. Children will learn that times to the east of the Prime Meridian are ahead of GMT (GMT+), times to the west are behind GMT (GMT-).
3. Children will learn that invisible lines of latitude run horizontally around the Earth and show the northerly or southerly position of a geographical area. Children will learn that invisible lines of longitude run vertically from the North to the South Pole and show the westerly or easterly position of a geographical area.
4. Children will learn that satellite images are photographs of Earth taken by imaging satellites. Children will learn that maps are smaller than the places they represent, so they have to be drawn to scale. A scale on a map is written as a ratio, for example, 1cm:800km. Children will learn that small scale maps show larger areas with less detail. Large scale maps show smaller areas with more detail. The scale on a map is used for measuring the size or distance between features.
5. Children will learn that a 6 figure grid reference is a set of numbers that describes a position on a map. Contour lines join points of equal height above sea level and show
6. Children will learn that climate change is the long-term change in expected patterns of weather that contributes to the melting of polar ice caps, rising sea levels and extreme weather. Climate change is caused by global warming. Human activity, such as burning fossil fuels, deforestation, habitat destruction, overpopulation and rearing livestock, all contribute to global warming. Children will have previously learnt about climate (Year 3) and compared climate with biomes (Year 5) but they have not learnt about climate change and the causes of it.
7. Children will learn that physical processes that can affect a landscape include erosion by wind, water or ice; the deposition of stone and silt by water and ice; land movement, such as landslides and tectonic activity, such as earthquakes or volcanic eruptions. Children will learn that climate and extreme weather can affect the size and nature of settlements, shelters and buildings, diet, lifestyle (settled or nomadic), jobs, clothing, transport and transportation links and the availability of natural resources. Children will have previously learnt about erosion in year 2—coastlines. They will now be learning about extreme weather and making links with this to erosion.
8. Children will learn that Natural Resource Management (NRM) manages natural resources, including water, land, soil, plants and animals. It recognises that people rely on healthy landscapes to live and aims to create sustainable ways of using land now and in the future.

Disciplinary Knowledge / Skills

1. children will be able to identify the position and explain the significance of latitude, longitude, equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, the Arctic and Antarctic Circles, the Prime (or Greenwich) Meridian and time zones (including day and night).
2. children will be able to explain the importance of having different time zones (including day and night).
3. children will be able to use lines of longitude and latitude or grid references to find the position of different geographical areas and features.
4. children will be able to use satellite imaging and maps of different scales to find out geographical information about a place.
5. children will be able to use grid references, lines of latitude and longitude, contour lines and symbols in maps and on globes to understand and record the geography of an area.
6. children will be able to Explain how climate change affects climate zones and biomes across the world.
7. children will be able to describe the physical processes, including weather, that affect two different locations. Children will be able to Evaluate the extent to which climate and extreme weather affect how people live.
8. children will be able to explain the significance of human-environment relationships and how natural resource management can protect natural resources to support life on Earth

Geographical Themes

Locational	Name and locate counties and cities of the United Kingdom, geographical regions
Place	North America, Europe and East Asia are the main industrial regions of the world due to a range of factors (access to raw materials, transportation, fresh water, power and labour supply).
Human and Physical	Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cyclePhysical processes that can affect a landscape include erosion by wind, water or ice; the deposition of stone and silt by water and ice; land movement, such as landslides and tectonic activity, such as earthquakes or volcanic eruptions.
Geographical Skills	Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied

Diversity in the Curriculum

Outcome

To write about how climate change might affect how and where people may live in the future.

Character Traits

Curiosity Resilient
Ambitious Kind
Articulate Respectful

Stickability

Google docs assessment, kahoots quizzes, starters to recap, working wall,

WOW

Fieldwork:

Environmental impact using secondary sources

Year 6 - Geography - Frozen Kingdoms

Curriculum Objectives

- To know the similarities and differences between the Arctic and Antarctica.
- To know why daylight change in summer and winter months in the polar regions.
- To understand how polar oceans are different to other oceans on Earth.
- To know the features of polar landscapes.
- To know how is climate change effecting the eco systems of polar regions
- To know why natural resources so important in the exploration in the arctic.
- To know how traditional life in the arctic changing.

Vocabulary

Arctic	The polar region located in the northern most part of the earth.	Tourism	The movement of people to places for holidays.
Antarctic	The polar region located in the southern most part of the earth.	Climate	The long terms weather pattern in a region averaged over 30 years.
Polar	The two main polar regions in the world. (Arctic and Antarctic)	Natural resources	Materials or substances which are found in nature and can be used for economic gain.
Glaciers	An ice sheet that spreads down from the mountains.	Icebergs	An area of floating ice
Polar icecaps	The area of ice on top of the poles.	Boreal forest	Coniferous forests
Minerals	Inorganic substances, meaning that they do not come from an animal or a plant	Global warming	The general warming of the earths climate.
		Indigenous people	A race of people who have always lived in one place.

Links Across the Curriculum

Science—weather and climate
Computing—graphs

Lessons Sequence

1. What are the similarities and differences between the Arctic and Antarctica? Engage—L1
2. Why does daylight change in summer and winter months in the polar regions? Engage—L2
3. How are polar oceans different to other oceans on Earth? Engage—L3
4. What are the features of polar landscapes? Engage—L4
5. How is climate change effecting the eco systems of polar regions? Engage—L5
6. Why are natural resources so important in the exploration in the arctic? Engage—L6
7. How is traditional life in the arctic changing? Engage—L7

Substantive Knowledge / Key Knowledge

1. Children will learn that the Arctic region has cold winters and cool summers. Average Arctic temperatures range from -43°C to 13°C depending on the season and location. Children will learn that the Antarctic region has cold winters and cool summers. Antarctica is the coldest, windiest and driest place on Earth. Average temperatures range between -60°C and -20°C .
2. Children will learn the boundaries of the polar regions are marked by the Arctic and Antarctic Circles. The polar regions experience the largest differences in daylight, as the effect of Earth's tilt is much more pronounced. It is the tilt towards the Sun that creates near-constant daylight, known as polar day or Midnight Sun. Children will learn that the tilt away from the Sun creates near constant darkness, known as polar night.
3. Children will learn that the polar oceans are significantly colder than other world oceans. This influences the presence of sea ice, glaciers and icebergs.
4. Children will learn that icebergs are large pieces of frozen freshwater that have calved from glaciers, ice shelves or larger icebergs. Children will learn that glaciers are slow-moving masses of ice that are made of compacted snow. Children will learn that mountains are raised pieces of land that are usually covered in snow and ice. Ice fields are large areas of connected glaciers. Children will learn that tundra is land where it is too cold for trees to grow as the ground is permanently frozen (permafrost). Children will learn that boreal forests are large areas of land just south of the Arctic Circle where coniferous trees grow.
5. Children will learn that climate change is the long-term change in expected patterns of weather that contributes to the melting of polar ice caps, rising sea levels and extreme weather. Children will learn that climate change is caused by global warming. Children will learn that human activity, such as burning fossil fuels, deforestation, habitat destruction, overpopulation and rearing livestock, all contribute to global warming.
6. Children will learn that natural resources in the Arctic include oil, gas, metals, minerals, fish, wood and freshwater. Children will learn that combinations of these natural resources can be found in every country in the Arctic Circle and under the Arctic Ocean.
7. Children will learn that traditionally, indigenous people in the Arctic adapted to the cold, harsh conditions by hunting and eating animals native to the area, such as seals, whales and walruses and using reindeer skins to keep warm. Many lived nomadic lifestyles following reindeer herds. Children will learn that Today, many indigenous people in the Arctic live in permanent settlements and have a modern lifestyle, but some still follow traditional ways of life.

Disciplinary Knowledge / Skills

1. Describe the climatic similarities and differences between two regions.
2. Identify the position and explain the significance of latitude, longitude, equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, the Arctic and Antarctic Circles, the Prime (or Greenwich) Meridian and time zones (including day and night).
3. children will be able to ask and answer geographical questions and hypotheses using a range of fieldwork and research techniques. Children will be able to explain how the presence of ice makes the polar oceans different to other oceans on Earth. Representing, analysing, concluding, communicating, reflecting and responding are helpful strategies to answer geographical questions.
4. children will be able to Compare and describe physical features of polar landscapes.
5. Explain how climate change affects climate zones and biomes across the world.
6. Describe the distribution of natural resources in an area or country.
7. Children will be able to explain how humans function in the place they live.

Geographical Themes

Locational	Identify the position and explain the significance of latitude, longitude, equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, the Arctic and Antarctic Circles, the Prime (or Greenwich) Meridian and time zones (including day and night). The Northern Hemisphere is the part of Earth that is to the north of the equator. The Southern Hemisphere is the part of Earth that is to the south of
Place	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.
Human and Physical	Understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time.
Geographical Skills	Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.

Diversity in the Curriculum

Outcome

Provocation: Write a magazine article for 'Pole to Polar', a company specialising in Arctic Circle cruises. Use knowledge of the polar region and further online research to ensure that your article is interesting and informative.

Character Traits

Curiosity
Ambitious
Articulate
Resilient
Kind
Respectful

Stickability

Google docs assessment, kahoots quizzes, starters to recap, working wall,

WOW

Hooks
Trips
Visitors