



Key Principles:

Intent

Intent

Geography is all about understanding the world we live in. It helps to provoke and provide answers to questions about the natural and human aspects of the world. At Kingsthorne, children are encouraged to develop a greater understanding and knowledge of the world, as well as their local environment. Our aims are to fulfil the requirements of the National Curriculum for Geography; providing a broad, balanced and differentiated curriculum; ensuring the progressive development of geographical concepts, knowledge and skills; and for the children to develop a love for geography. Furthermore, we aim to inspire in pupils a curiosity and fascination about the world and its people, as our pupils are from a diverse demographic and we want our differences to be celebrated. As children progress, their growing interest and understanding of diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes, will develop and remain with them for the rest of their lives.

Implementation

To ensure high standards of teaching and learning in Geography, we implement a curriculum that is progressive throughout the whole school. Geography is taught as a blocked topic during immersion weeks throughout the year (alongside History), so that children achieve depth in their learning. Teachers have identified the key knowledge and skills of each topic and consideration has been given to ensure progression across topics throughout each year group across the school. Through teaching Geography in an immersion week, we are able to utilise Literacy and reading time to establish cross-curricular links. Outcomes of work are regularly monitored to ensure that they reflect a sound understanding of the key identified knowledge and demonstrate skills. Within our knowledge-rich approach, there is a strong emphasis on adapting our lessons, giving children the opportunity to take part in educational visits, which give the teachers opportunity to plan for additional geography learning outside the classroom. The children have explored the local area (including within the school grounds) and conducting studies in our school grounds. Local museums also provide an opportunity to further geography learning, as well as trips to local environments and using map reading skills during residential trips. The Early Years Foundation Stage (EYFS) follows the 'Development Matters in the EYFS' guidance which aims for all children in reception to have an 'Understanding of the World; people and communities' by the end of the academic year.

Year Group	What we teach and why Highlight repeats / skills building up	Adaptations and experiences that are specifically chosen for our community and make links to the wider world. What do we hang the learning on to make it exciting? Include a variety of: charity work, cultural links, career opportunities, house
------------	---	--

				competitions, trips, cross curricular links, intervention work, displays, focus on local area, link with external agencies, visitors, themed days etc..				
	Autumn	Spring	Summer					
Knowledge Locational Knowledge Use all their senses in hands-on exploration of natural materials Talk about what they see, using a wide vocabulary. Human and physical geography Use all their senses in hands-on exploration of natural materials Show interest in different occupations Know that there are different countries in the world and talk about the differences they have experienced or seen in photos Place Knowledge Know that there are different countries in the world and talk about the differences they have experienced or seen in photos		Skills Geography skills and fieldwork Describe a familiar route Discuss routes and locations, using words like ‘in front of’ and ‘behind’. <table><tr><td>Field work opportunities</td><td>Field work techniques</td></tr><tr><td></td><td></td></tr></table> Geographical enquiry To explore natural materials, inside and outside. To explore and respond to different natural phenomena in their Setting and on trips. Sustainability in our world			Field work opportunities	Field work techniques		
Field work opportunities	Field work techniques							
Nursery	Topic Title Aut 1-All about Me Aut 2- Nursery Rhymes and Celebrations Links to DM Birth to Three Explore and respond to different natural phenomena in their setting and on trips. Make simple models which express their ideas. Three and Four Year olds	Topic Title Spr 1-People Who Help Us Spr 2-Colours and Patterns Links to DM Three and Four Year olds Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. Describe a familiar route. Discuss routes and locations, using words like ‘in front of’ and ‘behind’. Talk about what they see, using a wide vocabulary.	Topic Title Sum 1- Bears Sum 2- Seaside Links to DM Three and Four Year olds Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. Describe a familiar route. Discuss routes and locations, using words like ‘in front of’ and ‘behind’.	INSPIRE workshops, Autumn 2- the children share a stay and play session with their parents to show them their new environment, and to talk about what they like playing with in Nursery. Homework challenge Autumn 1 – children are set the challenge to design a room in their home from junk modelling and to talk				

<p>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. Describe a familiar route.</p> <p>Discuss routes and locations, using words like 'in front of' and 'behind'.</p> <p>Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.</p> <p>Talk about what they see, using a wide vocabulary.</p> <p><u>Key Knowledge & Vocabulary</u></p> <p>For the children to get to know their new environment and learn the names of the different areas.</p> <p><u>Sequence of Lessons</u></p> <p>To explore the Nursery and to familiarise themselves with the locations of different items in Nursery.</p> <p>To explore materials that are hard and soft when talking about houses and homes.</p> <p>To build towers and structures using a wide range of construction materials in Nursery.</p> <p>To explore where festivals are celebrated such as Diwali.</p>	<p><u>Key Knowledge & Vocabulary</u></p> <p>The children will learn about people who help us and their roles in the community</p> <p>The children will learn about different patterns and the places and countries they can be found.</p> <p><u>Sequence of Lessons</u></p> <p>To learn about the roles of people who help us in the local community, including where they work and what they do. Look at examples of people who help us from different countries, how are their uniforms the same/different?</p> <p>Describe their route to school.</p> <p>To explore patterns in the world around us.</p>	<p>Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.</p> <p>Talk about what they see, using a wide vocabulary.</p> <p><u>Key Knowledge & Vocabulary</u></p> <p>For the children to learn about contrasting localities such as Bear habitats and Seaside towns.</p> <p><u>Sequence of Lessons</u></p> <p>To draw maps for a bear hunt.</p> <p>To explore bear habitats and recreate these habitats. Look at where bears live- where in the world?</p> <p>To practise moving in different ways as we follow a route in our own bear hunt.</p> <p>Look at different seaside pictures (past and present and in different countries).</p> <p>To make pirate maps and go searching for treasure.</p> <p>To look at features of seaside towns.</p>	<p>about why it is their favourite.</p> <p>Trip to Sandwell Valley /Beacon park Lichfield Summer 2.</p> <p>Visits from people who help us in the community.</p> <p>Children observe the changes in the seasons and remark upon what they see in the nursery environment.</p>
--	---	--	--

Reception Threads

Knowledge

Locational Knowledge

Talk about the features of their own immediate environment and how environments might vary from one another.

Human and physical geography

Make observations of the environment and explain why some things occur and talk about changes.

Skills

Geography skills and fieldwork

To talk about some of the things they have observed, such as plants, animals, natural and found objects.

To be able draw and discuss information from simple maps.

Field work opportunities

Field work techniques

<div>Place Knowledge</div> <div>Begin to describe and name familiar places.</div>		<div>Geographical enquiry</div> <div>To comment and ask questions about aspects of their familiar world, such as the place where they live or the natural world.</div>		<div>Sustainability in our world</div>	
Reception	<div>Topic Title</div> <div>Aut 1- Local Environment</div> <div>Links to DM and ELG</div> <div><div>• Draw information from a simple map.</div></div> <div>Key Knowledge & Vocabulary</div> <div>For the children to get to know their new environment and learn the names of the different areas.</div> <div>Sequence of Lessons</div> <div>The children are new to school so go on a walk of school to find out where things are in their new environment. They will draw a map of the school and discuss the name of the road the school is on.</div> <div>Children will describe their local environment. They then talk about what they like about school and compare it with home.-</div> <div>Use a globe to see where America is when reading the story- Curious George and the Hot Air Balloon.</div> <div>How does this link build on previous learning?</div>	<div>Topic Title</div> <div>Spr 1- Changes</div> <div>Links to DM and ELG</div> <div>Recognise some similarities and differences between life in this country and life in other countries.</div> <div><div>- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.</div></div> <div>Key Knowledge & Vocabulary</div> <div>The children will learn about a variety of places and environments. Different country names.</div> <div>Sequence of Lessons</div> <div>The children learnt the story of The Gingerbread Man in Talk4Writing. They then receive postcards from around the world from the Gingerbread Man. We then look at where that place/country is on the map, discuss how it is similar/different to where we live.</div> <div>Look at African animals and where they live when reading the story- Elmer.</div>	<div>Topic Title</div> <div>Sum 2- Cooking and Growing</div> <div>Links to ELG</div> <div><div>- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;</div><div>- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class;</div><div>- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.</div></div> <div>Key Knowledge & Vocabulary</div> <div>For the children to learn about a very different environment and how lives can be different.</div> <div>Sequence of Lessons</div> <div>The children read the story- Handa's Surprise. They discuss how the environment differs and changes to that that we live in.</div> <div>They write letters to Handa asking about her life where she lives.</div> <div>How does this link build on previous learning?</div>	<div>INSPIRE workshops, Autumn 1- the children share a stay and play session with their parents to show them their new environment.</div>	

		<p>Australian animals and difference in climate when reading the book- Part of the Party.</p> <p><u>How does this link build on previous learning?</u></p>		
--	--	--	--	--

Year 1 Threads									
<p>Knowledge</p> <p>Locational Knowledge</p> <p>Name and locate the UK and its four countries.</p> <p>Name and locate a local town and city.</p> <p>Location of seaside towns.</p> <p>Human and physical geography</p> <p>Describe seasonal weather changes in the UK and their local environment.</p> <p>Use basic geographical vocabulary to refer to physical features of their school and its grounds and of the surrounding environment.</p> <p>Place Knowledge (K)</p> <p>Know about some present changes that are happening in the local environment e.g. at school.</p> <p>Name, describe and compare familiar places.</p> <p>Link their homes with other places in their local community.</p> <p>Suggest ideas for improving the school environment.</p>	<p>Skills</p> <p>Geography skills and fieldwork</p> <p>Use simple observational skills to study the geography of the school and its grounds.</p> <p>Use simple maps of the local area e.g. large-scale print, pictorial etc.</p> <p>Use locational language (e.g. near and far, left and right) to describe the location of features and routes make simple maps and plans e.g. pictorial place in a story.</p> <table><tr><th>Field work opportunities</th><th>Field work techniques</th></tr><tr><td>Investigating human and physical; features of the school and school ground</td><td>Map of the school. Take digital photos on the iPad. Katie Morag Literacy/ Geography. (Comparing localities and map work).</td></tr><tr><td>Investigating different weather conditions.</td><td>Weather chart – Whole class and individually in books during immersion weeks.</td></tr><tr><td>Observe seasonal changes</td><td>Seasonal walks around school grounds/</td></tr></table> <p>Geographical enquiry</p> <p>Teacher led enquiries, to ask and respond to simple closed questions.</p> <p>Use information books/pictures as sources of information.</p> <p>Investigate their surroundings.</p> <p>Make observations about where things are e.g. within school or local area.</p>	Field work opportunities	Field work techniques	Investigating human and physical; features of the school and school ground	Map of the school. Take digital photos on the iPad. Katie Morag Literacy/ Geography. (Comparing localities and map work).	Investigating different weather conditions.	Weather chart – Whole class and individually in books during immersion weeks.	Observe seasonal changes	Seasonal walks around school grounds/
Field work opportunities	Field work techniques								
Investigating human and physical; features of the school and school ground	Map of the school. Take digital photos on the iPad. Katie Morag Literacy/ Geography. (Comparing localities and map work).								
Investigating different weather conditions.	Weather chart – Whole class and individually in books during immersion weeks.								
Observe seasonal changes	Seasonal walks around school grounds/								

		<p>Sustainability in our world How to care for local environment How to care for a seaside environment.</p>		
Year 1	<p><u>Topic Title</u> All About Me</p> <p><u>Links to NC</u> Explain how weather changes throughout the year and name seasons</p> <p>Name 4 countries in the United Kingdom and locate them on a map</p> <p>Name some of the main town and cities in the United Kingdom</p> <p>Explain where I live and know my address</p> <p><u>Key Knowledge & Vocabulary</u> city, town, country, map, weather, seasons, homes, UK, capital city</p> <p>L.O. I am learning to observe the changes in the seasons – Autumn. (Not to be taught in immersion week)</p> <p>LO: I am learning to observe seasonal changes. Seasonal changes walk</p> <p><u>All About Me</u></p> <p>L.O. I am learning to discuss that I live in England and find it on a map of the UK.</p> <p>L.O. I am learning to identify and name the four countries in the UK and can locate them on a map.</p>	<p><u>Topic Title</u> Animals</p> <p><u>Links to NC</u> Explain how weather changes throughout the year and name seasons</p> <p>Explain some of the main things that are in hot & cold places and what clothes I would wear there</p> <p><u>Key Knowledge & Vocabulary</u> seasons, weather, hot, cold, habitats, globe, wildlife</p> <p><u>Sequence of Lessons</u> <u>Me & my Community and Local Environment</u> L.O. I am learning to observe the changes in the seasons – Winter.</p> <p>L.O. I am learning to identify and name some of the clothes I wear in the winter and explain why I wear them.</p> <p>L.O. I am learning to observe the changes in the seasons – Spring.</p> <p>(Not to be taught in immersion week)</p> <p>LO: I am learning to observe seasonal changes. Seasonal changes walk</p> <p><u>Animals</u></p>	<p><u>Topic Title</u> Seaside's & Holidays Plants</p> <p><u>Links to NC</u> Explain how weather changes throughout the year and name seasons</p> <p>Name some of the main town and cities in the United Kingdom</p> <p><u>Key Knowledge & Vocabulary</u> seasons, weather, hot, cold, beach, rural, urban, seaside, pier, promenade, rock pool, cliffs, sea, manmade, natural, physical, human, map</p> <p><u>Sequence of Lessons</u> <u>Me & my Community and Local Environment</u> L.O. I am learning to observe the changes in the seasons – Summer.</p> <p>L.O. I am learning to identify and name some of the clothes I wear in the summer and explain why I wear them.</p> <p>(Not to be taught in immersion week)</p> <p>LO: I am learning to observe seasonal changes. Seasonal changes walk</p> <p><u>Seaside & Holidays</u> L.O. I am learning to name some British seaside holiday locations. L.O. I am learning to use a map to find some British seaside holiday locations.</p>	<p><u>Curriculum Links through geography:</u></p> <p><u>All Year</u> <u>Science</u> – Seasons – Autumn/Spring/Summer walks to observe the changes - Seasons – daily weather chart and discussion using class wall chart</p> <p><u>Spring Term</u> <u>Science</u>- Animals – different habitats and how animals survive in them – verbal discussions (built on in Y2) e.g. polar bears have thick coats</p> <p><u>Literacy</u> – animal fact files – where animals live</p> <p><u>Additional Resources</u> <u>Autumn</u></p> <ul style="list-style-type: none"> • Pictures of Birmingham • Pictures of the local environment • Jobs day visitors • Map of the UK • video clips • Pictures of different types of weather • weather chart

	<p>LO. I am learning that London is our capital city.</p> <p>LO. I am learning to describe the features of London.</p> <p>LO: I am learning to talk about the city I live in (Birmingham)</p> <p>L.O. I am learning to use positional language to describe the locational features of Birmingham</p> <p>LO: I am learning to talk about the town I live in (Birmingham)</p> <p>L.O. I am learning to use positional language to describe the locational features of Kingstanding</p> <p>LO: I am learning to investigate my local surroundings.</p> <p>L.O. I am learning to label a simple map of my school.</p> <p>L.O. I am learning about potential dangers to my local environment.</p> <p>L.O. I am learning how to care for my local environment and can suggest ideas for improving it (school).</p> <p>End Point- Poster about where I live.</p> <p><u>How does this link build on previous learning?</u> In Reception, the children get to know their environment and name local areas - walking around the school to become familiar with their surroundings. In Year 1 we build on this and begin to outside of local community, exploring the countries of the UK, the city/town that we</p>	<p>L.O. I am learning about a desert habitat – weather, landscape and animals that live there.</p> <p>L.O. I am learning about a polar habitat - weather, landscape and animals that live there.</p> <p>L.O. I am learning about a rainforest habitat- weather, landscape and animals that live there.</p> <p>L.O. I am learning to identify different habitats within the school.</p> <p>L.O. I am learning to investigate my local environment and identify living things.</p> <p>L.O. I am learning to talk about the changes that are happening to the wildlife and animals.</p> <p>End point - L.O. I am learning to compare different habitats and talk about the differences in weather. I can explain what I would wear there and why.</p> <p><u>How does this link build on previous learning?</u> In reception, the children use stories to learn country names around the world. In Year 1, we use our animal topic to explore different habitats and find out about their climates and compare animals that live in our local community to animals that live in the wider world - we link these discussions to seasonal changes and weather. We use the class globe to locate habitats on a larger scale.</p>	<p>L.O. I am learning about the features of a seaside town.</p> <p>L.O. I am learning to use locational language to describe features of the seaside and talk about where they are positioned. (e.g. a pier is located near the sea; promenades are located next to and along the beach front.)</p> <p>L.O. I am learning to compare features (manmade/natural) of seaside towns and urban towns.</p> <p>L.O I am learning about the weather at different times of the year, at seaside towns.</p> <p>L.O. I am learning about how to stay safe at the seaside.</p> <p>L.O. I am learning about how to care for our seaside environment.</p> <p>End point: Holiday brochure.</p> <p><u>How does this link build on previous learning?</u> In Reception, the children talk about the features of their own immediate environment and how environments might vary from one another - they link this learning through stories. In Year 1, we build on this by exploring and comparing our local (urban) town with a seaside town, investigating human and physical geographical features. We build on map work from Autumn and Spring - using maps of the UK to locate seaside towns; we use locational language to describe features.</p>	<ul style="list-style-type: none"> Photographs of different animal habitats <p><u>Spring</u></p> <ul style="list-style-type: none"> Globes Season recourses Animal books animal lady Weather chart Maps IPads for research Fact cards Pictures Trip to Ash End House Farm video clips <p><u>Summer</u></p> <ul style="list-style-type: none"> Video clips Trip to the Butterfly farm Seaside pictures old and new Maps Globes Pictures IPads for research weather chart
--	--	--	--	---

	live in and we begin to use simple maps to locate features. We compare cities and learn our addresses.									
Year 2 Threads										
Knowledge		Skills								
Locational knowledge-		Geography skills and fieldwork-								
Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.		Use world maps, atlases and globes to identify the United Kingdom and its countries.								
Name and locate the world’s seven continents and five oceans.		Use simple compass directions (North, East, South and West), to describe the location of features and routes on a map.								
Human and physical geography-		Use aerial photographs and plan perspectives to recognize landmarks and basic human and physical features.								
Identify seasonal/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 fieldwork and observational skills to study the key human and physical features of the schools surrounding areas.								
Use basic Geographical vocabulary to refer to key physical features (beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season, weather) and human features (city, town, village, factory, farm, house, office, port, harbour) of a contrasting non- European country.		Use locational, directional and positional language.								
Place Knowledge (S)-		<table><tr><td>Field work opportunities</td><td>Field work techniques</td></tr><tr><td>Explore the local area of the school to investigate the range of buildings, roads, green spaces and other local features.</td><td>Making annotated drawings to show variations</td></tr><tr><td>Visit a local park/green space to observe its physical and human features and investigate how people use it and enjoy it. - investigate environment issues (lack of equipment, litter etc).</td><td>Collecting quantitative (tally) data to show the amount of play equipment/litter etc.</td></tr></table>			Field work opportunities	Field work techniques	Explore the local area of the school to investigate the range of buildings, roads, green spaces and other local features.	Making annotated drawings to show variations	Visit a local park/green space to observe its physical and human features and investigate how people use it and enjoy it. - investigate environment issues (lack of equipment, litter etc).	Collecting quantitative (tally) data to show the amount of play equipment/litter etc.
Field work opportunities	Field work techniques									
Explore the local area of the school to investigate the range of buildings, roads, green spaces and other local features.	Making annotated drawings to show variations									
Visit a local park/green space to observe its physical and human features and investigate how people use it and enjoy it. - investigate environment issues (lack of equipment, litter etc).	Collecting quantitative (tally) data to show the amount of play equipment/litter etc.									
Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a non-European country.		Geographical enquiry.								
		Children encouraged to ask simple geographical questions; Where is it? What's it like? Use NF books, stories, maps, pictures/photos and internet as sources of information.								

		<p>Investigate their surroundings</p> <p>Make appropriate observations about why things happen.</p> <p>Make simple comparisons between features of different places.</p> <p>Sustainability in our world</p> <p>How to make our homes energy efficient</p> <p>Looking after green spaces</p>		
Year 2	<p><u>Topic Title</u> Transport</p> <p><u>Links to NC</u></p> <p><u>Key Knowledge & Vocabulary</u></p> <p><u>Sequence of Lessons</u> N/A- our transport topic is History based in Autumn term</p> <p><u>How does this link build on previous learning?</u></p>	<p><u>Topic Title</u> Around the World</p> <p><u>Links to NC</u> Observe weather and seasonal changes.</p> <p>Name and locate world's seven continents & five oceans</p> <p>Name, locate & identify some characteristics of four countries & capital cities of UK & surrounding seas</p> <p><u>Key Knowledge & Vocabulary</u> Observe the weather daily – seasons, rain, cloud, fog, sun etc</p> <p>Continents, countries, oceans, seas, rivers, lakes, ponds, road, beach, cliff, cities, town, factory, farm, house, port, harbour, landmark,</p> <p><u>Sequence of Lessons</u></p> <p>L.O. I am learning to identify land and sea and explore this on a globe. (use google earth, look at world, zoom in to continents, countries etc)</p> <p>L.O. I am revising the four countries of the UK and identifying their seas.</p> <p>L.O. I am learning to identify the capital cities and flags of the countries in the UK.</p>	<p><u>Topic Title</u> Houses and Homes</p> <p><u>Links to NC</u> Human and Physical Geography – what are they? Explore these for different areas of the country / world</p> <p><u>Key Knowledge & Vocabulary</u> Continents, countries, oceans, seas, rivers, lakes, ponds, road, beach, cliff, cities, town, factory, farm, house, port, harbour, landmark,</p> <p><u>Sequence of Lessons</u> L.O. I am learning to recognise and name different types of houses/homes.</p> <p>L.O. I am learning to compare different types of houses using photos, pictures and internet sites.</p> <p>L.O. I am beginning to make observations about why things happen (e.g. why are there high-rise flats near city centers, why did they use certain materials to make houses)</p> <p>L.O. I can understand geographical similarities and differences in houses/homes through studying the human geography of an area in the UK.</p> <p>L.O. I am learning about how houses can save energy.</p> <p>LO: I can use simple compass directions when navigating on a map. (N,E,S,W)</p>	<p><u>Autumn</u> Christopher Columbus & his journey to discover the New World.</p> <p>Trip to Think Tank Museum</p> <p><u>Spring</u> Links to habitats in science. Make globes.</p> <p><u>Summer</u> TRIP to Avoncroft Museum of Buildings – Bromsgrove.</p> <p><u>Curriculum Links through Geography</u></p> <p>Harvest – where our food comes from</p> <p>Guy Fawkes – London / Houses of Parliament</p> <p>Chinese New Year - how it is celebrated</p> <p>Holi</p> <p><u>Additional Resources</u> <u>Spring</u></p>

		<p>L.O. I am learning to discuss reasons why capital cities are heavily populated.</p> <p>L.O. I am learning about the human and physical features of London.</p> <p>L.O. To understand what the seven continents of the world are and begin to identify this on a map.</p> <p>L.O. To understand what the five oceans of the world are and begin to identify this on a map.</p> <p>L.O. I am learning to recognise famous Landmarks of the UK and the world.</p> <p>LO: I can use aerial photos to recognise landmarks across the world.</p> <p>L.O. I am learning about the geographical features of Rio.</p> <p>L.O. I am learning to compare the geographical similarities and differences between Birmingham and Rio.</p> <p>L.O. I am learning to visit a local green space and investigate its human and physical features.</p> <p>L.O. I am learning to consider how make our green spaces accessible for all.</p> <p>End point - Round the world travel guide</p> <p><u>How does this link build on previous learning?</u> Say where I live (Birmingham) Where I live (town) Find it on a map. Identify 4 countries of UK.</p>	<p>LO: I am learning to use geographical questions to learn about the types of building in my local area.</p> <p>L.O. I am learning to use positional language to describe the locational features of Kingstanding (Walking tour and observation)</p> <p>Explore the local area of the school to investigate the range of buildings, roads, green spaces and other local features.</p> <p>End point- diagrams of Kingstanding houses.</p> <p><u>How does this link build on previous learning?</u> Where I live (House, flat) Compare seaside towns</p>	<ul style="list-style-type: none"> • Globes • Maps • IPads for research • Fact cards • Barnaby Bear Videos • Pictures <p><u>Summer</u></p> <ul style="list-style-type: none"> • Videos • Trip to Avoncroft • Compasses • Maps • Globes • Pictures
--	--	--	--	--

Year 3 Threads

Knowledge

Locational knowledge-

Name and locate countries and cities of the UK, geographical regions and their identifying human and physical characteristics.

Name and locate the worlds countries, using maps to focus on Europe (inc the location of Russia), concentrating on their key physical and human characteristics, countries and other major cities.

Human and physical geography-

Describe and understand key aspects of:

Physical geography including key topographical features (inc mountains, rivers and volcanoes) and land patterns; and understand how some of these aspects have changed over time.

Human geography- how land was used, focus on types of settlement and land use, economic activity including trade links, and the distribution of natural resources and food. (Do not link to Fair Trade).

Place knowledge

Understand geographical similarities and differences through studying the human and physical geography of a region in the United Kingdom and region in Europe.

Compare geographical similarities and differences through studying the human and physical geography of a region of the UK and Europe.

Skills

Geography skills and fieldwork

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

Use the eight points of a compass, four- figure grid references, symbols and key to build their knowledge of the United Kingdom and the wider world.

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

Field work opportunities	Field work techniques
Human geography-school grounds	Plant seeds and make annotations (photos and drawings).
Climate	Naming types and presenting information.
Vegetation belt	Study plants growing in an ecosystem. Create interview questions for Botanical Garden's people (about orange trees, cucumber, cherry trees). Botanical Gardens.
Field trip to distance place to investigate human geography	

Geographical enquiry.

Begin to ask/initiate geographical questions.

		<p>Use NF books, stories, atlases, pictures/photos and internet as sources of information.</p> <p>Investigate places and themes at more than one scale.</p> <p>Begin to collect and record evidence.</p> <p>Analyse evidence and begin to draw conclusions e.g. make comparisons between two locations using photos/ pictures, temperatures in different locations.</p> <p>Sustainability in our world</p> <p>Dairy farm and developing a simple method of recording how the feel about an observation.</p>		
Year 3	<p><u>Topic Title</u> Italy</p> <p><u>Links to NC</u> Describe and understand key aspects of physical geography, including volcanoes.</p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>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.</p> <p>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 in North or South America.</p> <p><u>Key Knowledge &</u></p>		<p><u>Topic Title</u> Farm to fork</p> <p><u>Links to NC</u></p> <p>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.</p> <p>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.</p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p><u>Key Knowledge & Vocabulary</u></p> <p>map, urban, rural, farming, transport, animals, plants.</p> <p><u>Sequence of Lessons</u> Week 1</p>	<p><u>Curriculum Links:</u></p> <p>RE: Used maps to locate where Hinduism was founded and locate countries where Hinduism is practiced today.</p> <p>Italy and the Romans: used google earth to locate the UK and Italy.</p> <p>Stone Age: used google earth to locate Stonehenge and Skara Brae.</p> <p>Literacy: In response to a text, we used the globe to locate continents, northern and southern hemisphere and the equator.</p> <p>Adaptions <u>Italy and the Romans</u></p> <p>Maps</p>

	<p><u>Vocabulary</u></p> <p>Volcano, magma, lava, tectonic plates, Britain, Italy, fact file, country, population, capital, climate</p> <p><u>Sequence of Lessons</u></p> <p>LO: To locate Europe on a map of the world.</p> <p>L.O. To know some of the countries inside Europe and identify them on a globe.</p> <p>L.O. To be able to identify Italy on a map and its capital city.</p> <p>L.O. I am learning to discover places of importance in Italy and locate them on a map.</p> <p>L.O. To investigate the physical geographical features of Italy.</p> <p>L.O. I am able to compare the physical features of Italy with a region of the UK and record my findings.</p> <p>L.O. I am learning to present my findings of the similarities and differences of Italy and the UK.</p> <p>L.O. I know what is meant by a volcano and understand how it is formed.</p> <p>LO: To begin to understand why volcanoes erupt.</p> <p>L.O. To become aware of live volcanoes in Italy and how this is different to the UK.</p> <p>L.O. To locate a volcano on a map of Italy.</p> <p>End point- Italian travel brochure.</p>		<p>L.O. I can identify which plants and animals' food comes from.</p> <p>L.O. I can investigate if food is produced in rural or urban areas within the UK.</p> <p>L.O. I can use maps to describe land use including identifying urban and rural areas in the UK.</p> <p>L.O. I can investigate why an area is more suited to crop or livestock farming.</p> <p>L.O. I can investigate how seasonality affects the availability of food.</p> <p>L.O. I can identify where different food comes from internationally on a map.</p> <p>L.O. I am learning about how different foods can influence economic trade. (End point)</p> <p>Week 2</p> <p>L.O. I am learning about the different climate zones of the world.</p> <p>L.O. I can explore why certain foods cannot be produced in the UK.</p> <p>L.O. I can compare food products from the UK to countries from different climate zones.</p> <p>L.O. I am learning how food is transported to my plate.</p> <p>LO: I am learning about sustainability and the impact of animal farming.</p> <p>L.O. I am learning about the impact of farming and transporting food on the environment.</p> <p>L.O. I can create a story map for the life of a strawberry/milk/bread. End point</p> <p><u>How does this link build on previous learning?</u></p> <p>Y1: Investigated changes in their environment.</p>	<p>VR google expeditions – Rome</p> <p>Ppt presentations</p> <p>Recipes and food</p> <p>Wroxeter Roman City trip</p> <p>Artefacts - Pompeii</p> <p>Photographs</p> <p>Youtube videos</p> <p><u>From field to fork</u></p> <p>Maps</p> <p>Youtube videos</p> <p>Ppt presentations</p> <p>Recipes and food</p> <p>Artefacts – litter and the environment</p>
--	--	--	--	--

	<p><u>How does this link build on previous learning?</u></p> <p>Y2: Identifying the four countries of the UK and learning their capital cities and flags.</p>			
--	--	--	--	--

Year 4 Threads

Knowledge

Locational Knowledge-

Locate the worlds countries, using maps to focus on South America, concentrating on their environmental regions, key physical and human characteristics, countries and other major cities.

Identify the position and significance of Equator, N. and S. Hemisphere, Tropics of Cancer and Capricorn.

Begin to locate the major towns and cities in the UK.

Human and Physical Geography-

Describe and understand key aspects of:

Physical geography, including: climate zones, biomes and vegetation belts (link to work on Rainforest).

Human geography, types of settlements in modern Britain: villages, towns, cities.

Place knowledge (K)-

Understand geographical similarities and differences through studying the human and physical geography of a region in the United Kingdom and region in South America.

Compare the United Kingdom and a region in South America focusing on its human and physical geographical differences.

Compare how land use has changed in the local area over time.

Skill

Geography skills and fieldwork-

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

Learn the eight points of a compass, and four- figure grid references.

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

Field work opportunities	Field work techniques
When learning about weather and climate, investigate & record different weather phenomena through observation and by using standard measurement devices (data loggers)	Making digital recordings Collecting, analysing & presenting data in charts and graphs Drawing maps
Learning about land use, to investigate local buildings, land use, and local facilities and explore issues of environmental quality & value (e.g. By investigating which spaces or places are valued by the local community)	Record selective geographic information on a map or large scale plan using colour or symbols and a key Relating large scale plan of the local area to the environment, identifying features relevant to the enquiry.

When learning about economic activities, to investigate local shops (e.g. To find out how far people travel to them and why) or investigate local journeys & routes, incl. Road safety, public transport provision and more sustainable travel choices

Using simple Sampling techniques appropriately e.g. time sampling traffic survey.

Designing & use a questionnaire to collect quantitative field work data e.g. to compare how far people travel to different shops

Using a simplified Likert scale to record their judgements of environmental quality e.g. in streets around the school

Geographical enquiry-

Ask and respond to questions and offer their own ideas.

Extend to satellite images, aerial photographs.

Investigate places and themes at more than one scale.

Collect and record evidence with some aid.

Analyse evidence and draw conclusions e.g. make comparisons between locations photos/pictures/ maps.

Sustainability in our world

Deforestation and its impacts.

Palm oil trade

<p>Year 4</p>	<p><u>Topic Title</u> Rainforests</p> <p><u>Links to NC</u> Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn.</p> <p>Describe and understand key aspects of: physical geography, including: climate zones, biomes.</p> <p>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</p> <p>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p><u>Key Knowledge & Vocabulary</u></p> <p>Where in the world Rainforests are located and their climate. Climate, weather, region, equator, deforestation, conservation, endangered, tropics</p> <p><u>Sequence of Lessons</u></p> <p>LO To know about the tropics of Capricorn, Cancer, the equator and locate them on a map.</p> <p>LO I know where in the world rainforests are located.</p> <p>LO I can describe the climate of the rainforest biome. (This is the first time 'biome' is used in school. It is then revisited in Year 5).</p>	<p><u>Topic Title</u> Ancient Greece</p> <p><u>Links to NC</u> Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>Know and understand physical geography, including: climate zones.</p> <p>Understand geographical similarities and differences through the study of human and physical geography of a region in a European country.</p> <p>Locate the world's countries, using maps to focus on Europe (-GREECE and countries that border it)- (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</p> <p><u>Key Knowledge & Vocabulary</u></p> <p>Where in the world Greece is. What climate Greece has. What its landscape is like and the key physical and human characteristics.</p> <p>Landscape, tourism, climate, Europe, country, border,</p> <p><u>Sequence of Lessons</u></p> <p>LO I can use an atlas or google map search to locate Greece and the countries that share a border with it.</p>	<p><u>Topic Title</u> Birmingham Past and Present</p> <p><u>Links to NC</u> 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.</p> <p>I can explain the difference between the British Isles, Great Britain and the United Kingdom.</p> <p>I can find at least six cities in the UK and can name and locate some of the main islands that surround the United Kingdom.</p> <p><u>Key Knowledge & Vocabulary</u></p> <p>How and why Birmingham became a Big city.</p> <p>How land use in Kingstanding has changed over time</p> <p>Rural, Urban, city, town, county, country, British Isles, UK, GB, farming, land use, built up, transport</p> <p><u>Sequence of Lessons</u></p> <p>LO I can explain the difference between the UK, GB and the British Isles.</p> <p>I can identify the county Birmingham is in and surrounding counties.</p> <p>LO I can locate the major towns and cities in the UK on a map.</p> <p>LO I can use photographs, pictures and maps to compare how land use in the local area has changed over time. Using the terms urban and rural</p> <p>I am learning to use compass points accurately.</p>	<p><u>Autumn Term</u></p> <p>English Use knowledge of climate to assist description of a rainforest setting</p> <p>Watch the Jungle book-live animation version</p> <p>Topic Watch DVD Orangutan Diary to see how deforestation effects the people and animals of the rainforest in Borneo and Sumatra</p> <p>You tube clips of rainforest sights and sounds</p> <p>Artefacts from the rainforest in the topic box displayed on the topic table</p> <p>Science How animals are adapted to their habitat incl Rainforest animals</p> <p>Twycross Zoo Visit to Twycross Zoo to learn about animals and the rainforest environment.</p> <p>Google expeditions guided tour of the rainforest</p> <p><u>Spring Term</u></p> <p>Visit from 'Greek Soldier'</p> <p>Google expeditions- searching for artefacts</p>
----------------------	---	--	---	---

	<p>LO I can identify the different layers of the rainforest and vegetation belts within them.</p> <p>LO: I can compare the geographical features of rainforests with a region in the UK.</p> <p>LO I can carry out research to discover features of villages towns or cities.</p> <p>LO I can collect and accurately measure information (e.g. rainfall, temperature, wind speed, noise levels etc.)</p> <p>L.O. I am learning about the impacts of deforestation.</p> <p>End Point</p> <p><u>How does this link build on previous learning?</u></p> <p>Y2: learnt of the various oceans and seas of the world.</p> <p>Y3: have focused on mountains when looking at volcanoes (physical characteristics).</p>	<p>L.O. I am learning to identify capital cities and landmarks within Greece.</p> <p>LO I can carry out research to discover features of the landscape of Greece including coastal regions, Mountains villages, towns or cities.</p> <p>LO I can research and describe the climate in Greece</p> <p>LO I can accurately read information (e.g. rainfall, temperature, wind speed, noise levels etc.)</p> <p>L.O. I can compare the climate of Greece with the climate of Greece.</p> <p>LO I can explain the reasons why Greece is an attractive tourist destination</p> <p>End Point</p> <p><u>How does this link build on previous learning?</u></p> <p>Y2: learnt of the various oceans and seas of the world.</p> <p>Y3: have researched and described the human and physical geography of a country in Europe-Italy</p>	<p>I am learning to plan a route using compass points.</p> <p>LO I can use field work (using a variety methods) to observe, measure and record the human and physical features in the local area.</p> <p><u>How does this link build on previous learning?</u></p> <p>Y1: begin to go outside of local community, exploring the countries of the UK, the city/town that we live in and we begin to use simple maps to locate features. We compare cities and learn our addresses.</p> <p>Y2: Identifying the four countries of the UK and learning their capital cities and flags.</p> <p>Y3: have done some field work using sketch maps, describing and understanding key aspects of human geography and comparing land use including identifying urban and rural areas</p>	<p>Chatter pics to explain buildings/artefacts/gods and goddesses</p> <p>You tube Greek tourism videos</p> <p>Food tasting of greek food</p> <p>Drama linked to writing own myths</p> <p><u>Summer Term</u></p> <p>Visit to Birmingham Display in Birmingham Art Gallery and museum</p> <p>Walking tour of Birmingham landmarks</p> <p>Historical photos and maps of Birmingham past and present</p> <p>Virtual tour of Birmingham landmarks using google maps</p> <p>Art</p> <p>Sketching Birmingham landscapes and creating a class cityscape.</p>
Year 5 Threads				
<p>Knowledge</p> <p>Locational knowledge-</p> <p>Name and locate counties in England, geographical regions and their identifying human and physical characteristics, key topographical features (in hills, mountains, coasts and rivers) and understand how some of these aspects have changed over time.</p> <p>Locate continents, countries, seas and oceans from around the world.</p>		<p>Skills</p> <p>Geography skills and fieldwork-</p> <p>Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied.</p> <p>Use the eight points of a compass, four- figure and six- figure grid references, symbols and key to build their knowledge of the United Kingdom in the past and present.</p>		

Be able to locate Egypt and surrounding countries

Human and Physical-

Describe and understand key aspects of:

Physical geography including coasts, rivers and the water cycle including; climate zones, biomes and vegetation belts.

Know about the physical features of coasts and begin to understand erosion and deposition.

Understand how humans affect the environment over time and know about changes to the world environments over time.

Understand why people seek to manage and sustain their environment.

Place Knowledge-

Compare the physical and human features of two different regions of the UK, identifying similarities and differences.

Compare how land use has changed over a period of time- river Thames.

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

Field work opportunities	Field work techniques
To use the school and its grounds as a site for studying aspects of physical and human geography by investigating how can our school reduce its plastic waste?	Making models of the water cycle.
When learning about rivers to visit a local stream or river to investigate its physical features, (e.g meanders, erosion, deposition) and its use by people now and in the past.	Relating large scale plans to a fieldwork site, identifying relevant features
Take field trips to unfamiliar environments to investigate the human and physical geography in those areas – river/ rural area.	Recording selected geographical data onto a map or large scale plan, using colour, symbols and a key.
	Taking digital photos and annotating them using captions and labels.
	Collecting analysing and presenting quantative data in charts and graphs.
	Use standard field sampling techniques appropriately, e.g taking water samples from a stream.
	Designing and using a tool to record their feelings about the advantages and disadvantages about a proposed development. (Egypt)
	Designing and using a questionnaire to collect qualitative data (e.g. to find out and compare pupils' views on plastic waste).

Geographical enquiry-

		<p>Begin to suggest questions for investigating.</p> <p>Begin to use primary and secondary sources of evidence in their investigations.</p> <p>Investigate places with more emphasis on the larger scale; contrasting and distant places.</p> <p>Collect and record evidence unaided.</p> <p>Analyse evidence and draw conclusions e.g. compare historical maps of varying scales e.g. temperature of various locations - influence on people/everyday life.</p> <p>Sustainability in our world</p> <p>Flood prevention.</p> <p>Water pollution, effects and ways of prevention</p> <p>Climate change and its effect on our water supplies and rising sea levels.</p>		
Year 5	<p><u>Topic Title</u> N/A</p> <p><u>Links to NC</u></p> <p><u>Key Knowledge & Vocabulary</u></p> <p><u>Sequence of Lessons</u></p> <p><u>How does this link build on previous learning?</u></p>	<p><u>Topic Title</u> Ancient Egypt (Aut 2- Spr 1)</p> <p><u>Links to NC</u> Name and locate geographical regions and their identifying human and physical characteristics, key topographical features.</p> <p>Describe and understand key aspects of human geography, including types of settlement and land use.</p> <p>Explain why many cities are situated on or close to rivers</p> <p>Explain why people are attracted to live by rivers</p> <p>Explain how a location fits into its wider geographical location with reference to human and economical features</p> <p><u>Key Knowledge & Vocabulary</u> Egypt, Pharaohs, River Nile, flooding, farmer, God Hapi, BC, papyrus, crocodiles, Cairo, the Valley of the Kings, the Valley of the Queens, Luxor, Africa, Mediterranean Sea, Libya, Alegria and Sudan.</p>	<p><u>Topic Title</u> Mysteries of the Deep (Sum 1-2)</p> <p><u>Links to NC</u> Describe and understand key aspects of physical geography, including- water cycle.</p> <p>Name and locate geographical regions and their identifying human and physical characteristics, key topographical features (coasts and rivers).</p> <p>Discuss erosion and deposition and how it affects the coastline.</p> <p>Explain the course of a river.</p> <p><u>Key Knowledge & Vocabulary</u> Collection, condensation, evaporation, precipitation, transpiration, water run-off, heats, vapor, heats, wind, clouds, erosion and deposition.</p> <p><u>Sequence of Lessons</u> Week 1 LO: I am learning to identify the main stages of the water cycle.</p>	<p><u>Ancient Egypt</u></p> <p>Artefacts</p> <p>Google Expeditions – VR and AR</p> <p>Newspaper clippings</p> <p>You tube videos of human and physical features.</p> <p>Green Screen – News cast of use of the river Nile.</p> <p>Ppt presentations</p>

		<p><u>Sequence of Lessons (Alongside History)</u></p> <p>LO: I am learning to locate Egypt on a map. LO: I am learning to discover places of importance in Egypt and identify them on a map.</p> <p>L.O. I am learning about what a biome is. L.O. I am learning to identify the different biomes of the world.</p> <p>LO: I am learning about which biome Egypt is part of and the resulting climate and species that can be found there. L.O. I am learning to accurately read and record information into graphs.</p> <p>LO: To discover some of the physical geographical features of Egypt.</p> <p>LO: To discover some of the human geographical features of Egypt.</p> <p>LO: I am learning to collect and record information about the Nile and route. route comic</p> <p>L.O. I am learning about the effect the Nile has on everyday life and compare how this has changed over time.</p> <p>End point- LO: To be able to use information about Egypt to plan a holiday taking into consideration human and physical geography.</p> <p><u>How does this link build on previous learning?</u></p> <p>Y3 and 4- have used eight points of a compass to describe the location of a geographical place.</p>	<p>L.O. I am learning to identify different bodies of water.</p> <p>LO: I am learning to describe the key features of rivers</p> <p>LO: I am learning to describe how the processes erosion and disposition can affect the river system. L.O: I am learning to use atlases and maps to identify the key features of a river system.</p> <p>L.O. I am learning to locate the key rivers of the world. L.O. I am learning to compare different rivers from around the world.</p> <p>L.O. I am learning to use a map to locate some of the counties of the UK.</p> <p>L.O. I am learning to name and locate the main rivers of the UK. L.O. I am learning to identify rivers on a map using an atlas.</p> <p>L.O. I am learning about the importance of the river Thames, and how its use has changed over time. (End Point)</p> <p>Week 2</p> <p>L.O. I am learning to identify the biggest oceans and seas from around the world.</p> <p>LO: I am learning about the different layers of the ocean.</p> <p>L.O. I am learning to identify coastal features. L.O. I am learning to understand how costal features are formed.</p> <p>L.O. I am learning to explain how water and weather have changed the UK coastline over time. L.O. I am learning to compare the coastline of the UK.</p> <p>L.O. I am learning about the impact of flooding. L.O. I am learning about flood prevention.</p> <p>L.O. I am learning about the impact of water pollution.</p>	<p>Egyptian Visitor</p> <p>Art- Mono prints of human/physical features. D & T – Egyptian object (pyramids)</p> <p>Science- How animals are adapted to their habitat animals.</p> <p><u>Mysteries of the deep</u></p> <p>Group design of litter picker for the business/charity 4 Ocean (sea pollution). Classroom Crime Scene and investigation</p> <p>Trip to Bewdley</p> <p>Photographs</p> <p>You tube videos</p> <p>D&T - models of the water cycle.</p> <p>Job opportunities – coast guard, 4 Ocean and environmentalist etc.</p>
--	--	---	---	---

		<p>Y4- have been introduced to the term ‘biomes’ and what how this links to the rainforest.</p>	<p>L.O. I am learning to understand and describe what climate change is and how it is affecting our world.</p> <p>End point- persuasive leaflet highlighting the dangers to the world’s water.</p> <p><u>How does this link build on previous learning?</u></p> <p>Y2- learnt of the various oceans and seas of the world.</p> <p>Y3- have focused on mountains when looking at volcanoes (physical characteristics).</p> <p>Y3- have learnt about trade links and the distribution of goods, such as food.</p>	<p>Opportunities to go on residential to look at different types of water, e.g. lakes.</p> <p>Literacy- Drama workshops with the Hippodrome that link towards our water topic.</p>
--	--	---	--	--

Year 6 Threads			
<p>Knowledge</p> <p>Locational knowledge-</p> <p>On a world map locate the main countries in Africa, Asia and Australasia/Oceania. Identify their main environmental regions, key physical and human characteristics, and major cities.</p> <p>Name and locate counties the England, geographical regions and their identifying human and physical characteristics, key topographical features (in hills, mountains, coasts and rivers).</p> <p>Linking with local History, map how land use has changed in local area over time.</p>		<p>Skills</p> <p>Geography skills and fieldwork-</p> <p>Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied.</p> <p>Extend to 6 figure grid references with teaching of latitude and longitude in depth.</p> <p>Expand map skills to include non-UK countries.</p> <p>Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p>	
		Field work opportunities	Field work techniques

<p>Name and locate the key topographical features including coast, features of erosion, hills, mountains and rivers. Understand how these features have changed over time.</p> <p>Human and Physical- Describe and understand key aspects of : Physical geography including Volcanoes and earthquakes, looking at plate tectonics and the ring of fire.</p> <p>Distribution of natural resources focussing on energy.</p> <p>Place Knowledge- Compare a region in UK with a region in North America with significant differences and similarities.</p>				
<div> <div> <p>When learning about the water cycle weather and climate, to investigate and record different weather phenomena through observation and by using standard measurement devices (e.g. thermometers, rain gauges, and anemometers).</p> <p>When learning about biomes and vegetation belts, to visit a woodland to study, trees, plants and animals as an eco system.</p> <p>Take field trips to unfamiliar environments to investigate the human and physical geography in those areas – river/ rural area.</p> </div> <div> <p>Recording selected geographical data on a map or large-scale plan, using colour symbols and a key.</p> <p>Making digital audio recordings (e.g. to create soundscapes).</p> <p>Collecting analysing and presenting quantitative data in charts and graphs.</p> <p>Designing and conducting fieldwork interviews (e.g. to establish the range of views local people hold on about proposed development.</p> <p>Conducting transect to observe changes and land use.</p> </div> </div>				
<p>Geographical enquiry Suggest questions for investigating</p> <p>Use primary and secondary sources of evidence in their investigations.</p> <p>Investigate places with more emphasis on the larger scale; contrasting and distant places</p> <p>Collect and record evidence unaided.</p> <p>Analyse evidence and draw conclusions e.g. from field work data on land use comparing land use/temperature, look at patterns and explain reasons behind it</p> <p>Sustainability in our world</p>				
Year 6	<p><u>Topic Title</u> Mountains</p> <p><u>Links to NC</u> Locate the world’s countries, using maps to focus on Europe (including the</p>	<p><u>Topic Title</u> Extreme Earth</p> <p><u>Links to NC</u> Locate the world’s countries, using maps concentrating on their environmental</p>	<p><u>Topic Title</u> UK Counties and North America.</p> <p><u>Links to NC</u> ? name and locate counties and cities of the United Kingdom, geographical regions and their identifying</p>	<p><u>Mountains</u></p> <p>Maps/atlases showing physical and political</p>

	<p>location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</p> <p>☐ 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</p> <p>☐ describe and understand key aspects of:</p> <p>☐ physical geography, including: climate zones, mountains, volcanoes and earthquakes, and the water cycle</p> <p>☐ human geography, including: types of settlement and land use</p> <p>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p><u>Key Knowledge & Vocabulary</u></p> <p>Answer questions by using a map</p> <p>Use maps, aerial photographs, plans and e-resources to describe what a locality might be like</p> <p>Describe how some places are similar and dissimilar in relation to their human and physical features</p> <p>altitude cliffs clouds crags craters foothills highlands hillside peaks ridges rocks slopes streams terrain trees weather, alpine, ascend, descend, avalanche, base, climate, base camp, contour, crevice, decline, expedition,</p>	<p>regions, key physical and human characteristics, countries, and major cities;</p> <p>☐ 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)</p> <p>☐ describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p> <p>☐ use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p><u>Key Knowledge & Vocabulary</u></p> <p>Answer questions by using a map</p> <p>Use maps, aerial photographs, plans and e-resources to describe what a locality might be like</p> <p>Describe how some places are similar and dissimilar in relation to their human and physical features</p> <p>Name the largest desert in the world and locate desert regions in an atlas</p> <p>Identify and name the Tropics of Cancer and Capricorn as well as the Arctic and Antarctic Circles</p> <p>Explain how time zones work and calculate time differences around the world</p> <p>Hurricane, cyclone, typhoon, flood, tornado, hail, blizzard, lightning, climate, volcano, magma, vent, erupt, extinct, crust, earthquake, shockwaves, ripples, magnitude, Richter scale, atmosphere, condensation, precipitation, evaporation.</p> <p><u>Sequence of Lessons</u></p>	<p>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</p> <p>☐ human geography, including: types of settlement and land use</p> <p>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>☐ 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</p> <p>☐ use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p> <p><u>Key Knowledge & Vocabulary</u></p> <p>Use Ordnance Survey symbols and 6 figure grid references</p> <p>Answer questions by using a map</p> <p>Use maps, aerial photographs, plans and e-resources to describe what a locality might be like</p> <p>Describe how some places are similar and dissimilar in relation to their human and physical features</p> <p>Compass, directions, co-ordinates, aerial, atlas, map, plot, route, physical, man made, county, city, feature, index, contents, Ordnance Survey, symbol.</p> <p><u>Sequence of Lessons</u></p> <p><u>Lesson 1</u></p> <p>LO: I am learning to locate countries, capital cities and famous landmarks in North and South America.</p> <p>LO: I am learning to use latitude and longitude to locate places on a map.</p> <p><u>Lesson 2</u></p>	<p>representations of mountains</p> <p>Photographs/images of mountains (including aerial photographs)</p> <p>Lesson powerpoints</p> <p>ICT tools including Google Earth and Maps</p> <p>Reading and writing activities set in mountainous locations</p> <p>Rock samples from different mountains/types of rocks</p> <p>Youtube clips e.g. time lapse of mountains, volcanic eruptions</p> <p>Youtube clips/newspaper articles related to mountain climbers, mountain climbing, etc.</p> <p>Scale models of different mountains.</p> <p>Artefacts/display materials</p> <p><u>Extreme Earth</u></p> <p>Drama activities through Birmingham Hippodrome</p>
--	--	---	---	---

	<p>face, fold, foot, incline, landscape, range, outcrop, plateau, ridge</p> <p><u>Sequence of Lessons</u></p> <p>LO: I am revising UK mountainous regions using an atlas.</p> <p>LO: I am learning to locate mountainous regions and identify specific mountains within them (Mount Elbert and the Rocky Mountains).</p> <p>LO: I am learning to compare mountainous regions (Rocky Mountains and Pennines).</p> <p>LO: I am learning to use maps, aerial photographs and e-resources to describe the key features of a mountain range.</p> <p>LO: I am learning to explain how mountains are formed.</p> <p>LO: I can use primary and secondary sources when investigating features of a mountain.</p> <p>LO: I am learning to describe key aspects of a mountainous climate.</p> <p>LO: I am learning to describe human settlement and land use.</p> <p>LO: I am learning to describe the impact of tourism on a mountain environment.</p> <p>LO: I am learning to describe and compare mountains in relation to their human and physical features.</p> <p><u>How does this link build on previous learning?</u></p> <p>This will build on the map and atlas work that has taken place in all previous year groups.</p> <p>Y3- have focused on mountains when looking at volcanoes (physical characteristics).</p>	<p><u>LO: I am learning to find out about the Earth's climate and areas of extreme temperatures.</u></p> <p>LO: I am revising the water cycle and learning about the distribution of water across the world.</p> <p>LO: I am learning to find out about extreme weather conditions across the world.</p> <p>LO: I am learning to find out about earthquakes and what causes them.</p> <p>LO: I am learning to find out about tsunamis and how they are caused.</p> <p>LO: I am learning to revise what volcanoes are and how they are formed.</p> <p><u>How does this link build on previous learning?</u></p> <p>Y3- have focused on volcanoes</p> <p>Y4- have focused on aspects of climate.</p> <p>Y5- have focused on the water cycle.</p> <p>Y6- have focused on mountains in Autumn term.</p>	<p><u>L.O. I am learning to use geographical terminology to describe the features and characteristics of a range of places across the Americas.</u></p> <p>LO: I am learning to use a key to describe features on an Ordnance Survey map.</p> <p><i>(Hemispheres, Equator, Tropics, Arctic, Antarctic circles, Meridians/timezones) - World map</i></p> <p><i>(Mountain ranges, rivers, coasts, rainforests, arctic regions, populations) – Continent map</i></p> <p><u>Lesson 3</u></p> <p>L.O. I am learning to identify links between the climates and biomes across the Americas.</p> <p>LO: I am learning to find information in an atlas using a key.</p> <p><u>Lesson 4</u></p> <p>L.O. I am learning to identify which of the wonders of the world can be found in the Americas.</p> <p>L.O. I am learning to identify where the wonders of the world are located, using latitude and longitude.</p> <p><u>Lesson 5</u></p> <p>L.O. I am learning to plan a route, using 8 compass points and grid references.</p> <p>L.O. I am learning to plan a survey.</p> <p><u>(Trip to Sutton Park)</u></p> <p><u>Lesson 6</u></p> <p>L.O. I am learning to identify the human and physical features of a UK Nature Reserve.</p> <p>L.O. I am learning to carry out a survey.</p> <p><u>(Trip to Sutton Park)</u></p> <p><u>Lesson 7</u></p> <p>L.O. I am learning to present my field work findings.</p> <p><u>(Graph work, write ups, etc...)</u></p> <p><u>Lesson 8</u></p>	<p>*Write and act a play script of people escaping a tornado</p> <p>*Interviewing witnesses</p> <p>*Freeze frame scenarios</p> <p>Writing imaginary first hand accounts of eyewitnesses/victims of natural disasters</p> <p>Photographs and Youtube clips of natural disasters and their aftermath</p> <p>Art work – Volcanoes</p> <p>News reports and newspapers relating to disasters</p> <p>DT/Science – making an exploding volcano</p> <p>Artefacts/display materials</p> <p><u>UK Counties and North America</u></p> <p>Maps/atlas showing location of different counties and countries</p> <p>Photographs to enable comparisons of different places</p> <p>Postcards from around the country</p>
--	--	---	---	--

	<p>Y3 and Y4- have focused on aspects of climate.</p> <p>Y5- have focused on how humans affect an environment.</p> <p>Y5- have focused on physical features on a map including features of a mountain.</p>		<p>L.O. I am learning to identify the human and physical features of an American National Park. (Death Valley)</p> <p>Lesson 9</p> <p>L.O. I am learning to compare the geographical features of a location in the Americas to my local area.</p> <p>How does this link build on previous learning?</p> <p>Y3 and 4- have used eight points of a compass to describe the location of a geographical place.</p> <p>Y5- have used maps to locate places of interest in Egypt.</p>	<p>Ordnance survey maps</p> <p>Google Earth/Maps</p> <p>Consider trips to another county</p>
--	--	--	---	--

Threads Locational knowledge (naming, locating and positioning). Place knowledge (understanding geographical similarities and differences). Human and physical geography. Geographical skills and fieldwork (use maps, compasses, observe and measure). Geographical enquiry.	
Adaptations for pupils: SEN? GD?	
Development since previous inspection: <ul style="list-style-type: none"> • Staff training • New resources • Changes • Art mark 	
Strengths	Areas for development

--	--