



Geography Curriculum Map

Year Group: Reception

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic of the term	<u>Ourselves and Families</u>		<u>Food</u>			<u>The Next Step</u>
Geography unit	This is our house		Food from different cultures			The Great Explorer
Links to National Curriculum	<ul style="list-style-type: none"> ■ Drawing information from a simple map ■ Understanding that some places are special to members of their community ■ Recognising some similarities and differences between life in this country and life in other countries ■ Recognising some environments that are different to the one in which they live ■ Exploring the natural world around them ■ Understanding the effect of changing seasons on the natural world around them 					



Geography Curriculum Map

Year Group: 1

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic of the term	<u>Investigate places- School environment Poole</u>			<u>There's no place like home</u>		<u>A Toy's Story</u>
<u>Geography unit</u> <u>Year Group: 1</u> <u>Geography Curriculum Map</u>	<p>Introduce Poole using photos and maps. What can they see? Children will identify human and natural features in Poole using Barnaby programme.</p> <p>To investigate patterns (identify land use around school) Children to walk around immediate school environment identifying human and natural features. To compare these features with the ones we identified in Poole.</p> <p>To investigate places (the use of transport in different locations) Children will use Barnaby Bear IWB</p>			<p>Children to go on a walk around the local area looking specifically at features and their purpose working with a partner.</p> <p>To investigate patterns (land use around the school) -Children to use information/pictures from their walk to sort features into likes/dislikes and explain why.</p> <p>To investigate patterns (land use around the school) Children to visit local park, noting likes/dislikes of existing features and deciding how the area/park could be improved.</p> <p>To investigate patterns (land use around the</p>		<p>Begin by using KWL board. To investigate places (name and locate 4 countries of the UK) Children will begin the unit by identifying and labelling the countries that make up the UK.</p> <p>To investigate patterns (comparing two locations) The children will locate two contrasting places on the world map – London and Zanzibar and discuss what they think will be different about the two.</p> <p>To investigate patterns (comparing two locations) They will identify human and physical features of London and Zanzibar and compare them sort and label pictures.</p>



	<p>Programme to investigate forms of transport.</p> <p>To investigate patterns (identify seasonal and daily weather patterns in Poole) To look at daily weather patterns and plan what would be put into a suitcase for a trip to Poole in the Summer and Winter – can children compare the two?</p> <p>To investigate places (compare land use in London and Poole) Look at London and the land use. Compare the city with the Harbour town of Poole. Return to KWL board. (extended writing) Complete assessment sheet.</p>			<p>school) Children to watch the main road. Work in groups to carry out traffic survey. (10mins) Children to use information collected to create pictogram.</p> <p>To investigate patterns (land use around the school) Children to walk the length of specified area recording purposes of buildings in the area.</p> <p>To communicate geographically (to devise a simple map) Use 'Google Earth' to obtain a birds eye view of area to label features and buildings. Children to use pictures to create their own birds' eye view incorporating any changes or improvements they feel would be beneficial to the area. Return to KWL board. Assessment sheet</p>		<p>To investigate patterns (identify seasonal and daily weather patterns in Zanzibar and London) The children will identify seasonal and daily weather patterns in the two places – children to write a weather report – extended writing.</p> <p>To return to KWL board-assessment sheet.</p>
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<p>Links to National Curriculum</p>	<p>Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness. Pupils should be taught to:</p> <p>Locational knowledge</p> <ul style="list-style-type: none"> ■ 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 United Kingdom and its surrounding seas ■ understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country ■ 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 ■ use basic geographical vocabulary to refer to: <ul style="list-style-type: none"> ■ key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather ■ key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop ■ use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage <p>use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map</p>					
<p>Skills</p>	<p><u>Autumn 1:</u> Human and physical features of an area To investigate places To investigate patterns To communicate geographically To investigate places (to use maps of the UK) To investigate patterns (identify land use around school) To investigate places (the use of transport in different locations) To investigate patterns (identify seasonal and daily weather patterns in Poole) To investigate places (compare land use in London and Poole)</p> <p><u>Spring 2:</u> Our local area To investigate places I can ask and answer geographical questions (such as: What is this place like?)</p>					



I can identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area.

I can use simple fieldwork and observational skills to study the geography of the school.

I can use aerial images and plan perspectives to recognise landmarks and basic physical features.

To investigate patterns

I can identify land use around the school.

To communicate geographically

I can use key human features, including: city, town, village, factory, farm, house, office and shop.

Summer 2:

Comparing two contrasting locations

Ask and answer geographical questions (such as: What is this place like? What or who will I see in this place? What do people do in this place?).

Identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area.

Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied.

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

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.



Geography Curriculum Map

Year Group :2

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic of the term		<u>To investigate places- London</u>		<u>To investigate places- UK North America</u>		<u>To investigate places- British Isles Spain Caribbean</u>
<u>Geography unit</u> <u>Year Group: 2</u> <u>Geography Curriculum Map</u>		<p>To use maps and coordinates to locate London landmarks Children will use maps and coordinates to locate London landmarks</p> <p>To communicate geographically – To use geographical vocabulary (North, East, South, West) to compare locations. Children to use geographical vocabulary (North, East, South, West) to compare locations of London landmarks.</p> <p>To understand chronology Timeline of FN's life Children to investigate and discover facts about Florence Nightingale (and the Crimean War) using a range of sources of information.</p>		<p>To investigate places -Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied.</p> <p>Children will investigate places. They will name and locate the world's continents.</p> <p>To investigate places - Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied.</p> <p>Children will investigate places. They will name and locate the world's oceans</p> <p>To investigate Places - Identify countries and</p>		<p>To investigate places - To identify the countries that make up the British Isles and their capital cities Children will investigate places. Children will identify the countries that make up the British Isles and their capital cities.</p> <p>To investigate places - Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied. Columbus's – route on map.</p> <p>Children will investigate places. Children will use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the</p>



		<p>Create a timeline of events in Florence Nightingale's life.</p> <p>To investigate places - Describing features of a location. Children will describe features of a location. Identifying areas on a map – site of Crimean War, Turkey, Russia etc Children will plot a map of the journey of Florence Nightingale.</p> <p>To communicate historically Investigate the differences between hospitals now and then, Children will investigate the differences between hospitals in the past and how Florence changed them. Scutari hospital WOW lesson in class.</p> <p>To communicate historically Investigate the differences between hospitals now and then, - Children will investigate how nurses' uniforms have changed over time</p>		<p>continents significant to certain dinosaurs. Children will investigate places. Children will identify countries and continents significant to certain dinosaurs.</p> <p>To investigate patterns - Look at place UK and another location e.g. North America. Compare what areas were like in the past to what they were like in the past to today. Label with key vocabulary. Children to investigate patterns Look at place UK and another location e.g. North America. Compare what areas were like in the past to what they were like in the past to today. Label with key vocabulary. Include vocabulary. What is similar/different?</p> <p>To communicate geographically - To identify key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley,</p>		<p>countries, continents and oceans studied. Columbus's – route on map. Map of his journey discoveries.</p> <p>Christopher Columbus WOW day.</p> <p>To investigate places - Name and locate the world's continents and oceans. locate seas/oceans & where different sea life live.</p> <p>Children will investigate places. They will name and locate the world's oceans. Locate seas/oceans & where different sea life live.</p> <p>To investigate patterns- Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom and of a contrasting non-European country. Children will investigate patterns. Children will understand geographical similarities</p>
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		<p>Florence Nightingale WOW day</p> <p>Evaluation of learning – KWL board and assessment grid</p>		<p>vegetation, season and weather during the dinosaur era. Children to identify key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather during the dinosaur era. Using maps and pictures. Return to KWL board. Assessment grid.</p>		<p>and differences through studying the human and physical geography of a small area of the United Kingdom and of a contrasting non-European country. Christopher Columbus Caribbean island comparison to UK (London).</p> <p>To investigate patterns - 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. seasonal/daily weather patterns of places Children will investigate patterns. They will look 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. seasonal/daily weather patterns. Looking at weather patterns of the UK and locations CC</p>
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						<p>travelled – Spain, Caribbean and UK.</p> <p>Return to KWL. End of unit assessment.</p>
<p>Links to National Curriculum</p>	<ul style="list-style-type: none"> ■ Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness. Pupils should be taught to: Locational knowledge ■ 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 United Kingdom and its surrounding seas Place knowledge ■ understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country Human and physical geography ■ 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 ■ use basic geographical vocabulary to refer to: <ul style="list-style-type: none"> ■ key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather ■ key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop Geographical skills and fieldwork ■ use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage ■ use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map 					
<p>Skills</p>	<p><u>Autumn 2:</u> To investigate places Use aerial images and plan perspectives to recognise landmarks and basic physical features.</p> <p>To investigate patterns Use compass directions (north, south, east and west) and locational language (e.g. near and far) to describe the location of features and routes on a map. Devise a simple map; and use and construct basic symbols in a key. Use simple grid references (A1, B1).</p> <p><u>Spring 2:</u> To investigate places Ask and answer geographical questions (such as: What is this place like? What or who will I see in this place? What do people do in this place?).</p> <ul style="list-style-type: none"> • Identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area. • Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied. • Use aerial images and plan perspectives to recognise landmarks and basic physical features. • Name and locate the world’s continents and oceans. 					



To investigate places

Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom and of a contrasting non-European country.

- Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.

To communicate geographically

Use basic geographical vocabulary to refer to:

- key physical features, including: beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation and weather.
- key human features, including: city, town, village, factory, farm, house, office and shop.

Summer 2:

To investigate places

- Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied.
- Use aerial images and plan perspectives to recognise landmarks and basic physical features.
- Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.
- Name and locate the world's continents and oceans.

To investigate patterns

- Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom and of a contrasting non-European country.
- 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.



Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic of the term		<u>To investigate places- Greece</u>		<u>To communicate geographically</u>		<u>Raging Rivers</u>
<u>Geography unit</u> <u>Year Group: 3</u> <u>Geography Curriculum Map</u>		<p>To investigate places (use maps to locate countries and describe their features)</p> <p>KWL board continued - To use a map/Atlas to locate Greece and its surrounding countries and describe their features.</p> <p>To investigate patterns (describe geographical similarities and differences between countries) To describe geographical similarities and differences between UK and Greece. – extended piece.</p> <p>To investigate places (ask and answer geographical questions about the physical and human characteristics of a location) To use maps to identify seaside locations and their physical features.</p> <p>To investigate places (explain own views about locations giving reasons)</p>		<p>To investigate places (use maps to locate countries and describe their features)</p> <p>KWL board. To know and locate countries where some of our food comes from and to know why food is transported by different methods.</p> <p>To communicate geographically (describing human geography)</p> <p>To investigate the cycle of some foods from producer to consumer.</p> <p>To communicate geographically (describing human geography)</p> <p>To know how Greenhouse gasses, affect the environment</p> <p>To communicate geographically (describing human geography)</p> <p>To understand what trade involves. To understand the pros and cons of international trade.</p>		<p>Begin with KWL board.</p> <p>To communicate geographically (describe key aspects of physical geography including the water cycle) children learn about how the water cycle works.</p> <p>To communicate geographically (to describe the key aspects and physical features of a river)</p> <p>To understand what a river is and label the key physical features.</p> <p>To investigate places (To name and locate physical characteristics including river)</p> <p>To locate the main rivers around the world and compare them with the Thames.</p> <p>To investigate places (to understand land use patterns of rivers) How do we use rivers today?</p> <p>Investigate different rivers</p>



		<p>To investigate what the seaside is like and why people go to the seaside.</p> <p>To investigate patterns (describe geographical similarities and differences between countries) To know how the seaside is similar and different to our own locality. Return to KWL board. End of unit assessment.</p>		<p>To communicate geographically (describing human geography)</p> <p>To begin to understand that we can make trade fairer and to know the journey from producer to consumer – problems linked to trade are they fair or not – Extended writing - Return to KWL board. End of unit assessment.</p>		<p>in UK and how they are used. Compare this to how the river Nile is used. – extended writing.</p> <p>To investigate places (to understand land use patterns of areas around rivers and how these have changed over time) Children to learn about flooding, the causes and effects of it. Return to KWL board. End of unit assessment.</p>
<p>Links to National Curriculum</p>	<p>Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world’s most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge. Pupils should be taught to:</p> <ul style="list-style-type: none"> 📍 locate the world’s countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities 📍 name and locate 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 📍 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 knowledge 📍 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 geography 📍 describe and understand key aspects of: <ul style="list-style-type: none"> 📍 physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle 📍 human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water 📍 Geography – key stages 1 and 2 4 Geographical 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 and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world 📍 use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. 					



Skills	<p><u>Autumn 2:</u> To investigate places (use maps to locate countries and describe their features) To investigate patterns (describe geographical similarities and differences between countries) To investigate places (ask and answer geographical questions about the physical and human characteristics of a location) To investigate places (explain own views about locations giving reasons)</p> <p><u>Spring 2:</u> To investigate places (use maps to locate countries and describe their features) To communicate geographically (describing human geography) To communicate geographically (describing human geography) *</p> <p><u>Summer 2:</u> Raging Rivers To communicate geographically (describe key aspects of physical geography including the water cycle) To communicate geographically (to describe the key aspects and physical features of a river) To investigate places (To name and locate physical characteristics including river) To investigate places (to understand land use patterns of rivers) To investigate places (to understand land use patterns of areas around rivers and how these have changed over time)</p>
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Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic of the term		<u>Earthquakes and Volcanoes</u>		<u>Changing Weather</u>		<u>Invaders and Settlers</u> <u>Anglo Saxons</u>
<u>Geography unit</u> <u>Year Group: 4</u> <u>Geography Curriculum Map</u>		<p>Begin with KWL board. To communicate geographically (describing the key aspects of Volcanoes) Children will identify the layers of the Earth and how Volcanoes are formed.</p> <p>To communicate geographically (describing the key aspects of Volcanoes) Children will describe the features of tectonic plates and extinct, dormant and active Volcanoes.</p> <p>To investigate places (to use maps to locate volcanoes around the world and compare them) Children will label volcanoes from around the world and compare them.</p> <p>To investigate places (focusing on key topographical features and land use patterns</p>		<p>Begin with KWL board. To investigate places (to use maps to locate countries and explain their own views on the locations chosen to travel to) Children to discuss places they have travelled to on holiday and why they have travelled there. Children to use globes and Atlases to mark locations destinations the class have travelled to. Discuss climates in these different zones.</p> <p>To investigate patterns and places (to know what a climate zone is and some of the characteristics of these geographical areas) Children to look at where hot and cold countries are in relation to the equator and explain that the world is split into climate zones – polar, temperate, desert, tropical, Mediterranean. Use atlases to find 5 countries in the different</p>		<p>To investigate places (to use maps to locate countries that the Anglo Saxons came from) Begin with KWL board. Children will understand why the Anglo Saxons invaded Britain – they will plot where the Anglo-Saxon invaders came from and where they settled. They will then explain why the Anglo Saxons settled in Britain.</p> <p>To investigate places (to use maps to locate counties and cities of the UK where Anglo Saxons settled) Children will learn the exact locations of the 7 Saxon kingdoms and settlements in the UK.</p> <p>To investigate places (to use a range of resources to identify the key physical and human features of Anglo-Saxon settlements and Roman settlements) The children</p>



		<p>when describing the risks and benefits if living near a Volcano) Children will plan and write an argument posing points for and against living near a Volcano – extended writing – children to take part in debate at the end of the lesson CCL Literacy.</p> <p>To communicate geographically (to be able to describe what causes an Earthquake and how they are measured) Children to label a cross section of an Earthquake and learn about how they are measured.</p> <p>To communicate geographically (the key aspects of Earthquakes) Children to carry out an Earthquake simulation experiment and explain what they noticed and the impact it would have on people – CCL -Science. Return to KWL board. End of unit assessment.</p>		<p>zones and record in a table.</p> <p>To investigate patterns - Children will learn about extreme weather conditions in climatic zones polar and arid – create a poster.</p> <p>To investigate weather patterns. Children will learn about the factors that make up climate including the Laws of climate. They will create mini fold books with definitions and diagrams for each factor of laws – Latitude, altitude, prevailing winds and distance from the sea.</p> <p>To investigate patterns (to compare the climate in the UK to Italy) Children will learn about the position of the UK, its distance from the equator and compare to Italy and the weather – rainfall, hours of sunshine, warmest and wettest months etc. Return to KWL board. End of unit assessment.</p>		<p>will understand where and how the Anglo Saxons lived. The children will discuss the difference between Roman towns and Anglo-Saxon villages. Use artefacts available to support – children to write a report explaining what they have learnt about Anglo Saxon homes and villages – extended writing.</p> <p>To build an overview of world history (to describe the characteristic features of experiences of men and women living in the Anglo-Saxon times) Children will learn about what everyday life was like for an Anglo-Saxon including jobs. Children will create a job advert for one of the jobs discussed.</p> <p>To build an overview of world history (to describe the cultural diversity of past society) To investigate and interpret the past (using evidence to ask questions and find answers to questions) Children will analyse and</p>
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						<p>describe Anglo Saxon artefacts and explain what they can teach us about Anglo Saxon culture. Archeological dig – What do you think it is? Who do you think has used it? What is it made of? What can it teach us about Anglo Saxon life?</p> <p>To investigate and interpret the past (using more than one source of evidence for historical enquiry in order to gain an understanding of a historical event) Children will use their enquiry skills to understand the mystery of Sutton Hoo looking at a variety of artefacts.</p> <p>To build an overview of world history (to describe the religious diversity of Anglo Saxons) Children will understand Anglo Saxons religion and beliefs.</p>
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<p>Links to National Curriculum</p>	<p>Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world’s most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge. Pupils should be taught to:</p> <p>Locational knowledge</p> <ul style="list-style-type: none"> ■ locate the world’s countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities ■ name and locate 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 ■ 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>Place knowledge</p> <ul style="list-style-type: none"> ■ 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 <p>Human and physical geography</p> <ul style="list-style-type: none"> ■ describe and understand key aspects of: <ul style="list-style-type: none"> ■ physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle ■ human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water <p>Geography – key stages 1 and 2</p> <ul style="list-style-type: none"> ■ use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied ■ use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world ■ use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.
<p>Skills</p>	<p>Autumn 2: Earthquakes and Volcanoes – links to Pompei To communicate geographically (describing the key aspects of Volcanoes) To communicate geographically (describing the key aspects of Volcanoes) To investigate places (to use maps to locate volcanoes around the world and compare them) To investigate places (focusing on key topographical features and land use patterns when describing the risks and benefits if living near a Volcano) To communicate geographically (to be able to describe what causes an Earthquake and how they are measured) To communicate geographically (the key aspects of Earthquakes)</p> <p>Spring 2: Changing weather To investigate places (to use maps to locate countries and explain their own views on the locations chosen to travel to) To investigate patterns (to know what a climate zone is and some of the characteristics of these geographical areas) To investigate patterns (to compare the climate in the UK to Italy)</p>



Summer:

History and Geography – overlapping lessons

Invaders and Settlers - Anglo Saxons and Scots and Somewhere to Settle (partially cross-curricular with History)

To investigate places (to use maps to locate countries that the Anglo Saxons came from)

To investigate places (to use maps to locate counties and cities of the UK where Anglo Saxons settled)

To investigate places (to use a range of resources to identify the key physical and human features of Anglo-Saxon settlements and Roman settlements)

To build an overview of world history (to describe the characteristic features of experiences of men and women living in the Anglo-Saxon times)

To build an overview of world history (to describe the cultural diversity of past society)

To investigate and interpret the past (using more than one source of evidence for historical enquiry in order to gain an understanding of a historical event)

To build an overview of world history (to describe the religious diversity of Anglo Saxons)

To communicate geographically (use the 4 figure grid reference to communicate knowledge of Anglo Saxon settlements)

To communicate geographically (to describe key aspects of human geography including settlements and land use of Anglo Saxons)



Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic of the term		<u>Mayans and the Rainforest</u>		<u>The Earth and Beyond</u>	<u>The Vikings and their settlements</u>	
Geography unit Year Group: 5 <u>Geography Curriculum Map</u>		<p>To investigate places (to name and locate some of the world's rainforests) Children will identify and label where the worlds rainforest are from around the world and explore the relationship with the equator. They will also plot the Mayan rainforests.</p> <p>To investigate places (to identify the physical characteristics of a rainforest) Children will be able to identify and label the 4 layers/strata you find in the rainforest, specific to the 4 layers and explain them - emergent, canopy, understory and forest floor. Explore plants and animals linked to this area (fold out booklet)</p> <p>To investigate patterns (describe the geographical diversity across the world and compare similarities and differences between different settlements)</p>		<p>Complete KWL board-To investigate places (to analyse and give views on the effectiveness of different geographical representation of a location) To be able to describe how the world might appear from space and how it can be represented. To explore one city in particular.</p> <p>To investigate places (to analyse and give views on the effectiveness of different geographical representation of a location) To understand how the map making process has developed – Children to create a map of where they live and compare it to the past and present.</p> <p>To investigate patterns (Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere,</p>	<p>Begin with KWL board. To investigate places (to name and locate where the Vikings settled) Children will understand the areas of Britain where the Anglo-Saxons settled. Children will plot on a map where the Vikings came from and where they raided in Britain.</p> <p>To investigate places and build an overview of world history (to describe characteristic features of the past and reasons for settling in a location) Children will study Viking settlements - weather, what they raided. Children will understand why the Vikings came to Britain and evaluate the reliability of sources. Children will write a letter to their brother Ulfketyl at home to convince their family</p>	



		<p>Children will be able to understand and explain why people have settled in the rainforest. Children will understand types of settlement and land use, economic activity including trade links, and the distribution of natural resources including food in the rainforest. Children will compare and contrast how their daily routine is different from ours, based on their environment.</p> <p>To investigate patterns (describe how locations around the world – rainforests are changing and explain some of the reasons for change) Children will be able to understand and explain what deforestation is. To be able to understand and describe the reasons for the destruction of the rainforest. To begin to understand the impacts deforestation can have both on the immediate environment and the wider world.</p>		<p>Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle) To locate features on a world map. To describe the location, significance and purpose of physical features on a world map -Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle.</p> <p>To communicate geographically (to describe and understand key aspects of human geography around the world) To describe the location, significance and purpose of human features on a world map. - including types of settlement, land use and economic activity.</p> <p>To communicate geographically (to create a map of the UK showing patterns) To create a map of the UK which shows key aspects of human</p>	<p>member/friend to come and join them in Britain. – Extended writing.</p> <p>To communicate geographically (to describe the human geography of Orkney and the advantages of settling there) To Children will learn about who the Vikings and understand why the location of Orkney was a great place to stay.</p> <p>To communicate geographically (to describe and understand key aspects of human geography including economic activity involving trade links and the distribution of resources by plotting river routes) To understand how rivers were used for travel and trade routes during the Viking period.</p>	
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		<p>To investigate patterns (describe how locations around the world – rainforests are changing and explain some of the reasons for change) To be able to draw from my knowledge and understand of deforestation to create a strong argument. Debate as part of Literacy CCL Literacy (evidence of debate) – To write a persuasive letter in Literacy on deforestation – extended writing.</p> <p>To communicate geographically (to describe the human and physical geography of rainforests) Children to complete an explanation text based on the rainforest (CCL Literacy) assessed writing piece – place in humanities folder too.</p>		<p>geography – land use, climate zone, height of land, population density.</p> <p>To communicate geographically (to use four figure grid references, symbols and key to communicate knowledge of the UK and the world) To use the 4 figure grid reference to locate a variety of continents and cities around the world – to support communicating knowledge of the UK and the world. Complete KWL and end of unit assessment.</p>	<p>To investigate places (locating places in the UK linked to Viking/Anglo Saxon origins) To understand the meaning of ‘Danelaw’ and Viking place names. Using a print out of the Jorvik site chn highlight place names which have originated from Viking/Anglo-Saxon times.</p> <p>To communicate geographically (to describe and understand the key human geography of Jorvik) To understand why Jorvik was an important Town in the Danelaw referring to its human geography.</p> <p>To investigate and interpret the past (use sources of evidence to deduce information about the past) To use artefacts to understand life in Jorvik and how people lived. Children to compare this with life</p>	
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					<p>today. Focus on Coppergate in York.</p> <p>To understand chronology (to use dates and terms accurately in describing events in the life of Athelstan and Constantine) research the life of Athelstan and Constantine and create a comic strip about his life.</p> <p>To understand chronology (to describe the main changes in a period of history) To understand the story of King Canute. -To explain what happened to the Vikings after Viking aged Britain.</p> <p>Residential trip – to include fieldwork and developing map skills.</p>	
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<p>Links to National Curriculum</p>	<p>Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world’s most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge. Pupils should be taught to:</p> <p>Locational knowledge</p> <ul style="list-style-type: none"> 📍 locate the world’s countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities 📍 name and locate 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 📍 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>Place knowledge</p> <ul style="list-style-type: none"> 📍 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 <p>Human and physical geography</p> <ul style="list-style-type: none"> 📍 describe and understand key aspects of: <ul style="list-style-type: none"> 📍 physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle 📍 human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water <p>Geography – key stages 1 and 2</p> <ul style="list-style-type: none"> 📍 4 Geographical 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 and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world 📍 use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.
<p>Skills</p>	<p>Autumn 2:</p> <p>To investigate places (name and locate the countries of South America)</p> <p>To understand chronology (understand the concepts of continuity and change over time and represent this on a timeline)</p> <p>To investigate and interpret the past (use sources of evidence to deduce information about the past)</p> <p>To build an overview of world history (to describe the characteristic features of Mayan city states)</p> <p>To communicate geographically (to describe key aspects of human geography in a Mayan and modern city).</p> <p>To investigate and interpret the past (understand that no single source of evidence gives the full answer to questions about the past when exploring why the Southern States disappeared)</p> <p>To investigate places (to name and locate some of the world’s rainforests)</p> <p>To investigate places (to identify the physical characteristics of a rainforest)</p> <p>To investigate patterns (describe the geographical diversity across the world and compare similarities and differences between different settlements)</p> <p>To investigate patterns (describe how locations around the world — rainforests are changing and explain some of the reasons for change)</p> <p>To communicate geographically (to describe the human and physical geography of rainforests)</p>



Spring 2:

Longitude and latitude (map skills)

To investigate places (to analyse and give views on the effectiveness of different geographical representation of a location)

To investigate patterns (Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle)

To communicate geographically (to describe and understand key aspects of human geography around the world)

To communicate geographically (to create a map of the UK showing patterns)

To communicate geographically (to use four figure grid references, symbols and key to communicate knowledge of the UK and the world)

Summer:

To investigate places (to name and locate where the Vikings settled)

To investigate places and build an overview of world history (to describe characteristic features of the past and reasons for settling in a location)

To communicate geographically (to describe the human geography of Orkney and the advantages of settling there)

To communicate geographically (to describe and understand key aspects of human geography including economic activity involving trade links and the distribution of resources by plotting river routes)

To investigate places (locating places in the UK linked to Viking/Anglo Saxon origins)

To communicate geographically (to describe and understand the key human geography of Jorvik)

To investigate and interpret the past (use sources of evidence to deduce information about the past)

To understand chronology (to use dates and terms accurately in describing events in the life of Athelstan and Constantine)

To understand chronology (to describe the main changes in a period of history)



Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic of the term		<u>Victorians</u>		<u>WW2</u>	<u>Pollution Solution</u>	<u>Memory box</u>
Geography unit <u>Geography Curriculum Map</u> <u>Year Group: 6</u>		<p><u>North America: geographical features</u></p> <p>To investigate places (To name and locate the world's countries, using maps to focus on and North America and the human and physical features of places George III colonies were)</p> <p>To investigate places and to communicate geographically (To plot where Queen Victoria travelled in Europe) - Then use the eight points of a compass, four-figure grid references, symbols and a key (that uses standard Ordnance Survey symbols) to communicate knowledge of the United Kingdom</p> <p>To investigate patterns (To describe how locations around the world are changing and explain some of the reasons for change. -</p>		<p><u>Britain at War</u></p> <p>Why was winning the Battle of Britain in 1940 so important?</p> <p>LK: 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>PK: 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</p> <p>F+S: use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p>	<p><u>Global warming</u></p> <p>Children to look at the causes of global warming and what greenhouse gases are. Look at human involvement. What evidence do we have to show that the climate is changing?</p> <p>Look at the natural causes of climate change. Children to learn about orbital change, solar variation and volcanic eruptions.</p> <p>Research the question, what is the greenhouse effect? Children to sketch a diagram of the earth and label what happens to the radiation. Write a paragraph on the question, 'how does the greenhouse effect impact the Earth's climate?'</p>	



		<p>Look at the industrial revolution in New York and London and how the cities changed and how they are developing today.</p> <p>To investigate patterns (To Understand some of the reasons for geographical similarities and differences between then and now <u>countries</u>) <u>(UK and USA)</u></p> <p>To communicate geographically Create maps of locations identifying patterns (such as: land use, climate zones, population densities, height of land). - Looking at maps in the past of New York in Victorian Era. Children to create map New York today.</p> <p>To investigate places Trip to London - land use today - London walk Green park to Holborn -</p>		<p>F+S: 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>Discuss the effects of climate change including environmental and human effects. Use a double page spread for this lesson and draw the world in the middle. On either side, list the human and environmental effects of climate change.</p> <p>Why are predictions about climate change uncertain? Discuss population growth and difficulties measuring emission rates. Look at different sources such as newspaper articles and explain why climate change predictions are uncertain.</p> <p>How can humans adapt to climate change? Write a persuasive letter to your local MP with changes we must make to reduce the effects of climate change and save the planet.</p>	
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		<p>Look closely at traffic in London and complete a survey</p> <p>To investigate places (To Collect and analyse statistics from survey taken on trip - draw conclusions using this information - write a report to explain findings.)</p>				
<p>Links to National Curriculum</p>	<p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <ul style="list-style-type: none"> ■ use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world ■ use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. 					
<p>Skills</p>	<p>Autumn 2:</p> <p>To investigate places (name and locate the countries of North America)</p> <p>To understand chronology (understand the concepts of continuity and change over time and represent this on a timeline)</p> <p>To investigate and interpret the past (use sources of evidence to deduce information about the past)</p> <p>To build an overview of world history (to describe the characteristic features of African city states)</p> <p>To communicate geographically (to describe key aspects of human geography in an African city).</p> <p>To investigate and interpret the past</p> <p>To investigate places (to name and locate some of the world's rivers)</p> <p>To investigate places (to identify the physical characteristics of the River Nile)</p> <p>To investigate patterns (describe the geographical diversity across the world and compare similarities and differences between different settlements)</p> <p>To investigate patterns (describe how Kenya is changing and explain some of the reasons for change)</p> <p>To communicate geographically (to describe the human and physical geography of rivers)</p> <p>Spring 2:</p> <p>Longitude and latitude (map skills)</p> <p>To study an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.</p> <p>To understand how our knowledge of the past is constructed from a range of sources.</p> <p>To understand the importance of the Battle of Britain in 1940.</p>					



To understand the significance the Battle of Britain had on different countries.
To read and discuss different sources of information
To discuss the effects of the second world war on landscape and countries.
To compare reasons given for growing their own food in the past and nowadays
To read and discuss other changes in food.
To compare and select historical sources.
To construct informed responses that involve thoughtful selection and organisation of relevant historical information.

Summer 1:

To investigate places (to use maps to locate countries and explain their own views on the locations chosen to travel to)
To investigate patterns (to know what a climate zone is and some of the characteristics of these geographical areas)
To investigate patterns (to compare the climate in the UK to other countries)