



WHOLE SCHOOL SUBJECT OVERVIEW

SUBJECT: GEOGRAPHY

SUBJECT LEADER: Mrs Donna Bamforth

YEAR GROUP	Early Learning Goals	Routines	Core Books & Experiences	Continuous Provision	Themes for Learning
EYFS	<p>ELG: People, Culture and Communities Children at the expected level of development will: - Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps; 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.</p> <p>ELG: The Natural World Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class;</p>	Greetings in different languages at register time	Weekly Welly Walk in the Nature Reserve- comparing different places Visit to the seaside	Map books in construction. Small world animals/people from different places	Autumn 1- Marvellous Me Summer 2- Around the World



Y R/1, 1 & 2

DELIVERY METHOD: During the Autumn Term we have a whole school geography focus where geographical knowledge, skills and enquiry are planned and delivered through the context of meaningful thematic topics. Teachers and subject leaders carefully plan out a sequence for learning to ensure progression coverage and challenge for pupils as they move through school. Where geographical objectives can't be covered thematically skills and enquiry work may be taught discreetly throughout the year. Where possible geographical vocabulary, knowledge and cross-curricular links and concepts are made explicit to pupils throughout the curriculum.

ENRICHMENT/EXTRA-CURRICULAR OPPORTUNITIES: May include opportunities such as: outdoor learning opportunities, celebration assemblies, class presentations, teacher suitcase creative geography workshop, walks in the locality, educational visits and opportunity for geographical investigation in the nature reserve and school grounds.

OUTLINE OF TERMLY LEARNING THEMES – Description of historical content and context	NC CONTENT: CONTENT, KNOWLEDGE AND SKILLS What pupils will be taught to do, know and understand	LEARNING OUTCOMES:	KEY VOCABULARY CLASS TEXTS
YEAR A: AUTUMN <u>YA What is weather like around the world?</u> Weather and seasons. Comparing weather around the world. Designing and creating weather stations to investigate the weather in our locality to compare with other places. Designing and creating weather soundscapes. Creating survival kits and leaflets about the climate and weather of different places.	LOCATIONAL KNOWLEDGE <ul style="list-style-type: none"> To name and locate the world's 7 continents and 5 oceans PLACE KNOWLEDGE <ul style="list-style-type: none"> To 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 <ul style="list-style-type: none"> To 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. GEOGRAPHICAL SKILLS AND FIELDWORK <ul style="list-style-type: none"> To 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 To use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key To use simple compass directions(NSEW) and locational and directional language to describe the location on routes and maps GEOGRAPHICAL SKILLS AND FIELDWORK <ul style="list-style-type: none"> To use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment. 	BY THE END OF KS 1 <u>GEOGRAPHICAL KNOWLEDGE</u> UK AND LOCALITY <ul style="list-style-type: none"> I can name and locate on the 4 countries of the UK I know about my local area and can name key land marks I can name and locate on a map the 4 countries of UK and the capital cities I can identify physical and human landmarks in my local area WORLD AND CONTINENTS <ul style="list-style-type: none"> I can recognise some continents and oceans on a globe or atlas I can point out the Equator, North and South Pole I can name and locate the seven continents and five oceans <u>GEOGRAPHICAL UNDERSTANDING FOR YEAR A</u> PHYSICAL UK: I can talk about the day to day weather and some of the features of the seasons in my locality WORLD: I can show awareness that weather may vary in different parts of the UK and around the world UK: I can identify seasonal and daily weather patterns in the UK WORLD: I can describe which continents have significant hot or cold areas and relate these to the Poles and the Equator HUMAN <ul style="list-style-type: none"> I can suggest suitable clothing for different kinds of weather I can suggest how weather can impact on day to day life for people UNDERSTANDING PLACES AND MAKING LINKS <ul style="list-style-type: none"> I can describe an aspect of the physical and human geography in a distant place (non- European country) I can describe an aspect of the physical and human geography in a distant place (non-European country) and say how it is different and similar to my locality FIELDWORK AND INVESTIGATION <ul style="list-style-type: none"> I can assist in keeping a weekly weather chart based on first hand observations using picture symbols I can keep my own weekly weather chart <u>GEOGRAPHICAL UNDERSTANDING FOR YEAR B</u>	year far left right map plan globe journey travel long transport summer winter autumn spring seasons short wind snow rain hail fog hurricane blizzard wet dry hot cold wide England Scotland Northern Ireland Eire Wales North South east
SPRING <u>YA What was life like in a castle?</u> map work, google maps, aerial photos using simple fieldwork and observational skills to study the geography of a given location			
SUMMER <u>YA How do plants grow? Plants and lifecycles.</u> Exploring physical geography of different habitats. Focus on using simple compass directions and locational directions. Develop map skills and language to describe a location			
YEAR B: AUTUMN <u>YB What is it like in different parts of the UK?</u> Walk through Wombwell to explore and describe our local area. Compare with other parts of the UK. Finding out about a range of human and physical geographical features and	LOCATIONAL KNOWLEDGE <ul style="list-style-type: none"> To name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas 		



<p>carrying out geographical enquiries. Class display of learning to be created and celebration tea party representing what pupils have learnt about all four home nations.</p> <p>SPRING YB <u>Why are these people famous? Linked to Great Fire of London and Samuel Pepys</u> Use a world map atlases and globes to identify the UK and its countries as well as location other countries, continents and oceans studied at this phase.</p> <p>SUMMER YB <u>Which animals live at the seaside</u> Develop locational knowledge by locating and naming the 7 continents and 5 oceans. Develop human and physical geographical knowledge by learning about key physical features: soil, vegetation, seasons and weather.</p>	<p>PLACE KNOWLEDGE</p> <ul style="list-style-type: none"> To 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 <p>HUMAN AND PHYSICAL GEOGRAPHY</p> <ul style="list-style-type: none"> To use basic geographical vocabulary to refer to key physical (forest, hill, mountain, sea, ocean, river) and human (town, village, shop, houses, office, harbour) features. <p>GEOGRAPHY SKILLS AND FIELDWORK</p> <ul style="list-style-type: none"> To use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key To use simple fieldwork and observation skills to study the geography of their school and its grounds <p>GEOGRAPHICAL SKILLS AND FIELDWORK</p> <ul style="list-style-type: none"> 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>LOCATIONAL KNOWLEDGE</p> <ul style="list-style-type: none"> name and locate the world's 7 continents and 5 oceans <p>HUMAN AND PHYSICAL GEOGRAPHY</p> <ul style="list-style-type: none"> Key physical features: soil, vegetation, season and weather Key human features: farm, town 	<p>PHYSICAL</p> <ul style="list-style-type: none"> I can name key features of a natural environment I can recognise and describe a natural environment using key vocabulary appropriately <p>HUMAN</p> <ul style="list-style-type: none"> I can talk about a human environment such as the local area or a UK city, naming some features using some key vocabulary I can identify human environments, such as the local area and contrasting settlement, describe and compare them and some of the activities that occur there using key vocabulary <p>UNDERSTANDING PLACES AND MAKING LINKS</p> <ul style="list-style-type: none"> I can make observations about and describe the local area and my the nearest local green space I can make observations about and describe the local area and its physical and human geography <p><u>GEOGRAPHICAL SKILLS AND ENQUIRY</u> FIELDWORK AND INVESTIGATION</p> <ul style="list-style-type: none"> I can use aerial photographs to identify features of my locality. I can draw simple maps I can draw a simple map with a basic key of places showing landmarks <p>MAP AND ATLAS WORK</p> <ul style="list-style-type: none"> I can use an atlas to name and locate on a map the 4 countries of UK I know about my local area and can name key land marks I can use an atlas to name and locate on a map the 4 countries of UK and the capital cities I can identify physical and human landmarks in my local area 	<p>west location route aerial view landscape environment London Edinburgh Cardiff Belfast smaller Dublin Equator North Pole South Pole Irish Sea North Sea English Channel local distant behind rain gauge anemometer thermometer weather vane</p> <p>TEXTS:</p>
<p><u>CONCEPTUAL/CROSS-CURRICULAR LINKS:</u> HISTORY How settlements have changed over time. How food production and distribution has changed over time. How homes and houses have developed over time. Development of leisure linked to locality (coast, rural city) SCIENCE Ecosystems, food chains, living things, biodiversity, environmental issues, the movement and position of the Earth, sun and moon. Rocks and geology. RE/PHSE Festivals around the world linking to food and harvest. MATHS Link to data and statistics LITERACY research, speaking and listening through class debate and discussion, exploring concepts through literature, using geographical themes as purpose for writing</p>			



Y 2/3 & 3

DELIVERY METHOD: During the Autumn Term we have a whole school geography focus where geographical knowledge, skills and enquiry are planned and delivered through the context of meaningful thematic topics. Teachers and subject leaders carefully plan out a sequence for learning to ensure progression coverage and challenge for pupils as they move through school. Where geographical objectives can't be covered thematically skills and enquiry work may be taught discreetly throughout the year. Where possible geographical vocabulary, knowledge and cross-curricular links and concepts are made explicit to pupils throughout the curriculum.

ENRICHMENT/EXTRA-CURRICULAR OPPORTUNITIES: May include opportunities such as: outdoor learning opportunities, celebration assemblies, class presentations, South American carnival celebration, walks in the locality, educational visits and opportunity for geographical investigation in the locality, nature reserve and school grounds.

OUTLINE OF TERMLY LEARNING THEMES – Description of historical content and context	NC CONTENT: CONTENT, KNOWLEDGE AND SKILLS What pupils will be taught to do, know and understand	LEARNING OUTCOMES:	KEY VOCABULARY CLASS TEXTS
<p>YEAR A: AUTUMN <u>YA How does where we live compare to South America?</u> Explore the locality of Wombwell and 4 countries of the UK to form the basis of comparison with a chosen country in South America. Compare and contrast human and physical features. Application of map and atlas skills.</p> <p>SPRING <u>YA What was life like in Britain from Stone Age to Iron Age?</u> <u>Who were the Romans and why did they invade Britain?</u> Explore within the historical context human and physical geography settlements, land-use and trade. Develop locational knowledge finding modern day locations and features using maps, globes and atlases. Exploration of geology whilst learning about rocks.</p> <p>SUMMER <u>YA What do plants and animals need to be healthy?</u> Embed geographical knowledge of physical features such as soil, vegetation, seasons and weather. Use</p>	<p>KS1 LOCATIONAL KNOWLEDGE</p> <ul style="list-style-type: none"> To name, locate and identify the four countries and capital cities of the United Kingdom and its surrounding areas. To name and locate the world's seven continents and 5 oceans <p>PLACE KNOWLEDGE</p> <ul style="list-style-type: none"> To understand geographical similarities and differences in the physical and human geography of an area of the UK with a contrasting non-European country <p>HUMAN AND PHYSICAL GEOGRAPHY</p> <ul style="list-style-type: none"> To 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. <p>GEOGRAPHICAL SKILLS AND FIELDWORK</p> <ul style="list-style-type: none"> To use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment. To use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key Use simple compass directions and locational directional language to describe the location of features on a map <p>KS2 LOCATIONAL KNOWLEDGE</p> <ul style="list-style-type: none"> Locate the world's countries, using maps to focus on North and South America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities. <p>PLACE KNOWLEDGE</p> <ul style="list-style-type: none"> To understand geographical similarities and differences through the study of human and physical geography of a region of the UK and a region within S. America. <p>HUMAN AND PHYSICAL GEOGRAPHY</p> <ul style="list-style-type: none"> To learn about human geography including types of settlements, land use, economic activity including trade links and the distributions of natural resources including food 	<p>Y2 <u>GEOGRAPHICAL KNOWLEDGE</u> UK AND LOCALITY</p> <ul style="list-style-type: none"> I can name and locate on a map the 4 countries of UK and the capital cities I can identify physical and human landmarks in my local area <p>WORLD AND CONTINENTS</p> <ul style="list-style-type: none"> I can point out the Equator, North and South Pole I can name and locate the seven continents and five oceans <p><u>GEOGRAPHICAL UNDERSTANDING</u> PHYSICAL UK: I can identify seasonal and daily weather patterns in the UK</p> <ul style="list-style-type: none"> WORLD: I can describe which continents have significant hot or cold areas and relate these to the Poles and the Equator I can recognise and describe a natural environment using key vocabulary appropriately <p>HUMAN</p> <ul style="list-style-type: none"> I can suggest how weather can impact on day to day life for people I can identify human environments, such as the local area and contrasting settlement, describe and compare them and some of the activities that occur there using key vocabulary <p>UNDERSTANDING PLACES AND MAKING LINKS</p> <ul style="list-style-type: none"> I can describe an aspect of the physical and human geography in a distant place (non-European country) and say how it is different and similar to my locality I can make observations about and describe the local area and its physical and human geography <p><u>GEOGRAPHICAL SKILLS AND ENQUIRY</u> FIELDWORK AND INVESTIGATION</p> <ul style="list-style-type: none"> I can draw a simple map with a basic key of places showing landmarks 	<p>VOCABULARY TO BE TAUGHT IN ADDITION TO KS1 LIST ABOVE YEAR 3 settlement community landscape relief map political map cliff ocean fieldwork sketch North East South West valley vegetation soil clay lake transport [carry] diagram South East mountain weathering erosion [within weathering] port harbour factory office industry compass North West Climate</p>



fieldwork to observe, measure and record the human and physical features	GEOGRAPHICAL SKILLS AND FIELDWORK <ul style="list-style-type: none"> To use maps, atlases, globes and digital/computer mapping to locate countries and describe the features studied. 	MAP AND ATLAS WORK <ul style="list-style-type: none"> I can use an atlas to name and locate on a map the 4 countries of UK and the capital cities <p>I can identify physical and human landmarks in my local area</p>	transportation meander [within rivers] floodplain source mouth tributary delta ox-bow lake spring [water cycle] groundwater runoff
<p>YEAR B: AUTUMN YB <u>What can we find out about rivers, mountains and oceans?</u> Locating and exploring the physical geography of rivers and mountains locally, nationally and internationally. Use of maps atlases and multimedia technology. Introduction to learning about the water-cycle</p> <p>SPRING YB <u>What was life like in Britain from Stone Age to Iron Age?</u> <u>Roman Britain: Who was Boudicca?</u> Naming and locating the countries and cities of the UK, geographical regions, and identifying their human and physical characteristics. Looking at how the environment proved to be a help or hindrance within the historical context. Exploring geology through science unit on rocks.</p> <p>SUMMER YB <u>What life can be found in the seas and oceans?</u> Exploration of climate zones within the marine section. Identify the position and significance of the Equator, Northern hemisphere, Southern Hemisphere, Arctic and Antarctic Circle. Chance to name and locate relevant oceans and seas.</p>	<p>KS1 LOCATIONAL KNOWLEDGE</p> <ul style="list-style-type: none"> To name and locate the world's 7 continents and 5 oceans name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas <p>PLACE KNOWLEDGE</p> <ul style="list-style-type: none"> To 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 <p>HUMAN AND PHYSICAL GEOGRAPHY</p> <ul style="list-style-type: none"> To use basic geographical vocabulary to refer to key physical (forest, hill, mountain, sea, ocean, river) and human (town, village, shop, houses, office, harbour) features. <p>GEOGRAPHICAL SKILLS AND FIELDWORK</p> <ul style="list-style-type: none"> To 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 To use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key To use simple compass directions(NSEW) and locational and directional language to describe the location on routes and maps <p>GEOGRAPHICAL SKILLS AND FIELDWORK</p> <ul style="list-style-type: none"> To use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment To use simple compass directions and locational direction language to describe location or features on routes and maps. To use maps, atlases, globes and digital/computer mapping to locate countries and describe the features studied. <p>KS2 LOCATIONAL KNOWLEDGE</p> <ul style="list-style-type: none"> To name and locate counties and cities of the United Kingdom, geographical regions including their topographical features (including hills mountains, coasts and rivers), land-use patterns and how they have changed over time Identify the position and significance of the Equator and Arctic regions. <p>PLACE KNOWLEDGE</p> <ul style="list-style-type: none"> To understand geographical similarities and differences through the study of human and physical geography of a region of the UK 	<p>Y3 <u>GEOGRAPHICAL KNOWLEDGE</u> UK/LOCAL AREA/EUROPE</p> <ul style="list-style-type: none"> I can relate the continent, county, country and town/city where I live I can relate continent, county, state using a map or atlas I can locate and name some of the main rivers in the UK I can locate and name some of the main hills/mountains in the UK <p>WIDER WORLD AND CONTINENTS</p> <ul style="list-style-type: none"> I can relate the continent, county, country and town/city where I live I can relate continent and country using a map or atlas <p><u>GEOGRAPHICAL UNDERSTANDING</u> PHYSICAL</p> <ul style="list-style-type: none"> I can indicate, tropical, temperate and polar climate zones on a globe or map I can describe key features of a rainforest using appropriate geographical vocabulary <p>HUMAN</p> <ul style="list-style-type: none"> I can recognise and order a range of settlements from a village to a city I can explain how people are trying to manage their environment <p>UNDERSTANDING PLACES AND MAKING LINKS</p> <ul style="list-style-type: none"> I can describe similarities and differences between some regions in South America and the UK I can find different views about and environmental issue <p><u>GEOGRAPHICAL SKILLS AND ENQUIRY</u> FIELDWORK AND INVESTIGATION</p> <ul style="list-style-type: none"> I can use the zoom function of a digital map to locate familiar places I can generate enquiry questions as part of my independent research on a chosen area of South America <p>MAP AND ATLAS WORK</p>	<p>TEXTS:</p>



	<p>HUMAN AND PHYSICAL GEOGRAPHY</p> <ul style="list-style-type: none">• To describe and understand physical geography including climate zones, biomes, rivers, mountains and the water cycle. <p>GEOGRAPHICAL SKILLS AND FIELDWORK</p> <ul style="list-style-type: none">• To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied• To use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps and digital technologies	<ul style="list-style-type: none">• I can use a map or atlas to identify countries and cities in South America• I can give direction instructions with up to 8 compass points	
<p><u>CONCEPTUAL/CROSS-CURRICULAR LINKS:</u></p> <p>HISTORY How settlements have changed over time. How food production and distribution has changed over time. How homes and houses have developed over time. Development of leisure linked to locality (coast, rural city).</p> <p>SCIENCE Ecosystems, food chains, living things, biodiversity, environmental issues, the movement and position of the Earth, sun and moon. Rocks and geology.</p> <p>RE/PHSE Festivals around the world linking to food and harvest.</p> <p>MATHS Link to data and statistics</p> <p>LITERACY research, speaking and listening through class debate and discussion, exploring concepts through literature, using geographical themes as purpose for writing</p>			



Y 4, 4/5 & 5

DELIVERY METHOD: During the Autumn Term we have a whole school geography focus where geographical knowledge, skills and enquiry are planned and delivered through the context of meaningful thematic topics. Teachers and subject leaders carefully plan out a sequence for learning to ensure progression coverage and challenge for pupils as they move through school. Where geographical objectives can't be covered thematically skills and enquiry work may be taught discreetly throughout the year. Where possible geographical vocabulary, knowledge and cross-curricular links and concepts are made explicit to pupils throughout the curriculum.

ENRICHMENT/EXTRA-CURRICULAR OPPORTUNITIES: May include opportunities such as: outdoor learning opportunities, celebration assemblies, class presentations, Eurovision celebration, walks in the locality, educational visits (Whitby SWP) and opportunity for geographical investigation in the locality, nature reserve and school grounds.

OUTLINE OF TERMLY LEARNING THEMES – Description of historical content and context	NC CONTENT: CONTENT, KNOWLEDGE AND SKILLS What pupils will be taught to do, know and understand	LEARNING OUTCOMES:	KEY VOCABULARY CLASS TEXTS
<p>YEAR A: AUTUMN <u>YA Where would you like to visit in Europe?</u> Locate and explore key physical and human characteristics of different countries in Europe. Understand how certain features have changed over time. Make comparisons with the UK and within and between countries.</p> <p>SPRING <u>YA Who were the Anglo Saxons and Vikings?</u> <u>Ancient Greeks Culture and Beliefs</u> Exploring rivers, mountains, oceans seas, settlements and land use. Use 8 points of the compass, grid references and map symbols to build their knowledge of the UK.</p> <p>SUMMER <u>YA What on Earth is beyond our planet?</u> Use satellite images to explore the geography of the Earth. Use four and six figure grid references, symbols and keys including the use of Ordnance survey maps.</p>	<p>LOCATIONAL KNOWLEDGE</p> <ul style="list-style-type: none"> To locate the world's countries, using maps to focus on Europe (including the location of Russia) key physical and human characteristics, countries, and major cities To locate counties and cities key topographical features (including hills, mountains, coasts and rivers) and understand how some of these aspects have changed over time <p>PLACE KNOWLEDGE</p> <ul style="list-style-type: none"> To understand geographical similarities and differences through the study of human and physical geography of a region of the UK and European countries. <p>HUMAN AND PHYSICAL GEOGRAPHY</p> <ul style="list-style-type: none"> To learn about physical geography including rivers, mountains and water cycle To learn about human geography including types of settlements, land use, economic activity including trade links and the distributions of natural resources including food and wealth <p>GEOGRAPHICAL SKILLS AND FIELDWORK</p> <ul style="list-style-type: none"> To use fieldwork to observe measure and record and present the human and physical features in the local areas including plans and graphs. To use the 8 points of a compass, 4- and 6-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>GEOGRAPHICAL KNOWLEDGE UK AND LOCAL AREA/EUROPE</p> <ul style="list-style-type: none"> I can describe where the UK is located and name and locate major urban areas using locational terminology I can name and locate some of the major rivers in Europe I can name and locate some of the main mountain ranges in Europe <p>WIDER WORLD AND CONTINENTS</p> <ul style="list-style-type: none"> I can locate and describe some European cities using a map or atlas. I can identify the position of the Prime/Greenwich Meridian and understand the significance of latitude and longitude <p>GEOGRAPHICAL UNDERSTANDING PHYSICAL</p> <ul style="list-style-type: none"> I can describe characteristics of the world's climate zones using appropriate vocabulary I can describe the water cycle in sequence using appropriate vocabulary and name some of the processes associated with rivers and mountains <p>HUMAN</p> <ul style="list-style-type: none"> I can use appropriate vocabulary to describe the main land uses within urban and rural settlement I can explain why people may prefer to live in a city or in a village <p>UNDERSTANDING PLACES AND MAKING LINKS</p> <ul style="list-style-type: none"> I can describe similarities and differences between some regions in Europe and the UK I can explain how physical processes can cause hazards to people <p>GEOGRAPHICAL SKILLS AND ENQUIRY FIELDWORK AND INVESTIGATION</p> <ul style="list-style-type: none"> I can use the zoom function on a digital map to explore places at different scales and add annotations I can generate enquiry questions as part of my independent research on a chosen area of Europe <p>MAP AND ATLAS WORK</p> <ul style="list-style-type: none"> I can use a map or atlas to identify countries and cities in Europe I can use four/six-figure grid references 	<p>Ordnance Survey distance scale grid reference satellite settlement patterns inland/ coastal urban/ rural valley contour height erosion [within rivers] deposition warm humid natural resources man-made materials hemisphere tropical polar trade</p>



<p>YEAR B: AUTUMN YB How does Whitby compare to Wombwell? Explore localities using a range of maps. Use of 8 point compass and 4-6 grid references, symbol and key. Creating maps and plans. Contrasting the physical, human social, economic and industrial heritage of the two locations</p> <p>SPRING YB What was life like in Wombwell during WW1? Who were the Ancient Greeks – innovation and legacy? Developing locational knowledge of countries and cities involved with WW1 exploring the impact of the physical and human geography of different areas in the historical context. Linking to knowledge of continents, rivers, land features, seas and oceans</p> <p>SUMMER YB Which plants and habitats can be found in different habitats around the world? Developing place knowledge and the importance of habitat locations in relation to the Equator, arctic regions, Northern and Southern hemisphere and the impact it has on conditions.</p>	<p>LOCATIONAL KNOWLEDGE</p> <ul style="list-style-type: none"> 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 To 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"> To understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom <p>HUMAN AND PHYSICAL GEOGRAPHY</p> <ul style="list-style-type: none"> To learn about physical geography including rivers, mountains and water cycle To learn about human geography including types of settlements, land use, economic activity including trade links and the distributions of natural resources including food and wealth <p>GEOGRAPHICAL SKILLS AND FIELDWORK</p> <ul style="list-style-type: none"> To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied To use the 8 points of a compass, 4- and 6-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 To 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>GEOGRAPHICAL KNOWLEDGE UK AND LOCAL AREA/EUROPE</p> <ul style="list-style-type: none"> I can locate and describe several physical environments in the UK, e.g. coastal and mountain environments, and describe how they change <p>WIDER WORLD AND CONTINENTS</p> <ul style="list-style-type: none"> I can locate USA and Canada on a World Map I can describe key physical and human characteristics and environmental regions of Europe and South and North America I can locate many of the world's major rivers and deserts I can locate places studied in relation to the Equator, Tropics of Cancer and Capricorn and their latitude and longitude and relate these to their time zone, climate, seasons and vegetation <p>GEOGRAPHICAL UNDERSTANDING PHYSICAL</p> <ul style="list-style-type: none"> I can explain what the climate of a region is like and how plants and animals adapt to it I can describe the physical features of a coastal location and potential changes over time <p>HUMAN</p> <ul style="list-style-type: none"> I know what life is like in cities and villages and in a range of settlement sizes I can explain how different types of industry have changed over time <p>UNDERSTANDING PLACES AND MAKING LINKS</p> <ul style="list-style-type: none"> I can understand how a region has changed and how it is different from another region of the UK I can explain and describe several threats to wildlife/habitats <p>GEOGRAPHICAL SKILLS AND ENQUIRY FIELDWORK AND INVESTIGATION</p> <ul style="list-style-type: none"> I can make a sketch map with symbols, a key and a scale I can present information gathered in fieldwork using a range of graphs I can plan a journey to a place in the UK <p>MAP AND ATLAS WORK Year 5:</p> <ul style="list-style-type: none"> I can use four-figure and six-figure grid references. I can recognise key symbols on an Ordnance Survey map I can read and compare map scales 	<p>climate/ weather climate zones biomes vegetation belts river mountain arid Prime/ Greenwich Meridian Time zones surface Sea level Grid reference terrain features Contour lines natural man-made population deposition transportation sustainable unsustainable resources products industrial Continent Sub-continent development irrigation Canopy [trees] Ordnance Survey grid reference symbols</p>
<p>CONCEPTUAL/CROSS-CURRICULAR LINKS: HISTORY How settlements have changed over time. How food production and distribution has changed over time. How homes and houses have developed over time. Development of leisure linked to locality (coast, rural city). SCIENCE Ecosystems, food chains, living things, biodiversity, environmental issues, the movement and position of the Earth, sun and moon. Rocks and geology. Link with geography and our position in the solar system and movement of the Earth in space. Exploration of invention and innovation. RE/PHSE Festivals around the world linking to food and harvest. MATHS Link to data and statistics. Link to position and direction. Money work whilst looking at economy of Wombwell and Whitby. LITERACY research, speaking and listening through class debate and discussion, exploring concepts through literature, using geographical themes as purpose for writing</p>			



Y6			
<p>DELIVERY METHOD: During the Autumn Term we have a whole school geography focus where geographical knowledge, skills and enquiry are planned and delivered through the context of meaningful thematic topics. Teachers and subject leaders carefully plan out a sequence for learning to ensure progression coverage and challenge for pupils as they move through school. Where geographical objectives can't be covered thematically skills and enquiry work may be taught discreetly throughout the year. Where possible geographical vocabulary, knowledge and cross-curricular links and concepts are made explicit to pupils throughout the curriculum.</p> <p>ENRICHMENT/EXTRA-CURRICULAR OPPORTUNITIES: May include opportunities such as: outdoor learning opportunities, celebration assemblies, class presentations, journey of chocolate project with chocolate making day, walks in the locality, educational visits and opportunity for geographical investigation in the locality, nature reserve and school grounds</p>			
OUTLINE OF TERMLY LEARNING THEMES – Description of historical content and context	NC CONTENT: CONTENT, KNOWLEDGE AND SKILLS What pupils will be taught to do, know and understand	LEARNING OUTCOMES:	KEY VOCABULARY CLASS TEXTS
<p>AUTUMN <u>Extreme Earth: What causes natural disasters?</u> Exploration of plate tectonics and cause and impact of natural disasters. Use of map, atlases, globes, aerial photographs and digital technology to explore the geography of the pacific rim. Exploration of technology and how human geography has been impacted upon. Pupils carry out research and create a presentation to share with another class, Plan and cost a trip to Japan. Exploration of pros and cons of living near a volcano.</p> <p>SPRING <u>Who were the Ancient Egyptians?</u> <u>What was life like in Wombwell in Victorian Times?</u> Exploration of the geography of Egypt and importance of the river Nile. Explore origins of farming and early settlements and land-use. Find out about natural resources and socio economic history of Barnsley – links to coal mining .</p> <p>SUMMER <u>What is the story behind chocolate?</u> <u>Who were the Mayans?</u> Geography around the process of chocolate production from Equatorial regions and small scale independent farmers to multi-national corporation in Europe. Trade, geography and development of global networks.</p>	<p>LOCATIONAL KNOWLEDGE</p> <ul style="list-style-type: none"> To locate the world's countries, using maps to focus on Europe and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities To 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"> To understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom <p>HUMAN AND PHYSICAL KNOWLEDGE</p> <ul style="list-style-type: none"> To describe and understand the physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle <p>GEOGRAPHICAL SKILLS AND FIELDWORK</p> <ul style="list-style-type: none"> use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied 	<p>GEOGRAPHICAL KNOWLEDGE UK AND LOCAL AREA/EUROPE</p> <ul style="list-style-type: none"> I can locate the UK's major urban areas, knowing some of their distinct characteristics and how some of these have changed over time. I can recognise broad land-use patterns in the UK <p>WIDER WORLD AND CONTINENTS</p> <ul style="list-style-type: none"> I can locate cities, countries and regions of Europe and North and South America on physical and political maps I can name and locate the world's main mountain ranges on a map I can name and locate some of the world's most famous volcanoes I can locate places studied in relation to the Equator, Tropics of Cancer and Capricorn and their latitude and longitude and relate these to their time zone, climate, seasons and vegetation <p>GEOGRAPHICAL UNDERSTANDING PHYSICAL</p> <ul style="list-style-type: none"> I can understand how vegetation and climate are connected in biomes. I can explain how food production is influenced by climate I can understand how a mountain region was formed I can describe how volcanoes are created. I can describe how earthquakes are created. <p>HUMAN</p> <ul style="list-style-type: none"> I understand where our energy and natural resources come from I understand shopping choices impact on the lives of others <p>UNDERSTANDING PLACES AND MAKING LINKS</p> <ul style="list-style-type: none"> I know information about a region of Europe and North or South America its physical environment and climate and economic activity I can explain why a biome may be under threat and suggest ways it may be protected <p>GEOGRAPHICAL SKILLS AND ENQUIRY FIELDWORK AND INVESTIGATION Year 6:</p> <ul style="list-style-type: none"> I can use digital maps to identify and investigate human and physical features I can plan a journey to a worldwide destination 	volcano earthquake tremor migrate disperse sustainability natural disaster natural resources distance scale urban rural land use water cycle convection evaporation precipitation condensation naturalised indigenous immigrant survey questionnaire latitude longitude Greenwich/Prime Meridian Time zone Northern hemisphere Southern hemisphere Tropic of Capricorn Tropic of Cancer



		MAP AND ATLAS WORK <ul style="list-style-type: none"> I can use globes and atlases to locate places studied in relation to the Equator, Tropics of Cancer and Capricorn and their latitude and longitude and time zones I can use thematic maps for specific purposes I can use atlases to identify the distinct characteristics of some regions of Europe or other areas of the world 	Equator Arctic Antarctic renewable population biomes vegetation belts climate zones conservation pollution export import tropical equatorial
CONCEPTUAL LINKS: GEOGRAPHY: Trade, exploration, importance of key human geographical features to people through time (Nile to Egyptians). Industrial, economic heritage. Political and geographical links between countries impacting on world events. Geology how the makeup of the Earth has impacted on people over time. Historical impact of tectonic plate boundaries SCIENCE: links to geology, plate tectonics, famous scientist and their discoveries. Linking to environmental link between climate change and extreme weather. Adaptation and evolution linked to geographical environment. PSHE: How society has changed as a result of trade and wealth and the geographical reasons for this. ARTS: Landscapes urban and rural as a stimulus for art. Art as a means to document geographical changes through time. LITERACY: research, speaking and listening through class debate and discussion, exploring concepts through literature, using geographical themes as purpose for writing MATHS: Dates, chronology, time zones, working out travel budgets			