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| D:\Blyton School Logo.jpgD:\Blyton School Logo.jpgBlyton cum Laughton Church of England Primary School  Reading-Inspired Curriculum    CURRICULUM KNOWLEDGE & SKILLS PROGRESSION: GEOGRAPHY  Subject Responsibility: Mrs Geraghty | | | | | | | | | |
| Ivy  Year 1/2  Cycle 1 | **Autumn 1** | **Autumn 2** | | **Spring 1** | | **Spring 2** | | **Summer 1** | **Summer 2** |
| * Children should be use a variety of simple maps and atlases including interactive apps (e.g. Google Earth) to explore the world and specific geography covered in the NC2014 * Use secondary sources of information, eg pictures, photographs, stories, information texts, videos, artefacts to enhance geographical learning and understanding * Encourage children to express their own views about people, places and environments * Communicate knowledge and understanding through discussion, drama/role play and writing | | | | | | | | |
| **Title: We’re All Wonders** | **Title: To Infinity and Beyond** | | **Title: Expedition Ice** | | **Title: Tropical** | | **Title: The Secret of Black Rock** | **Title: Dinosaur Park** |
| **Focus: Countries of the United Kingdom**  See the source imageBook Reviews for Maps of the United Kingdom By Rachel Dixon | Toppsta  **Linked texts:**  **Beegu**  **Maps of the United Kingdom** | **Focus: Islands: geographical human and physical vocabulary**  https://images-na.ssl-images-amazon.com/images/I/61W3J7Iqt5L._SY498_BO1,204,203,200_.jpg  **Linked texts:**  **The Katie Morag Treasury & Maps of the United Kingdom**  **(In Year 2 the children will focus on St Kilda and The Galapagos)** | | **Additional geographical knowledge**  **Focus: Cold Climates**  **Leaf by Sandra Dieckmann | Waterstones**  **Linked text: Leaf**  **\*Use as an introduction to the North and South Poles for the cold element of geography in Spring 2** | | **Focus: Weather patterns in the UK compared with hot and cold areas of the world**  **Investigate the ideal conditions to grow crops**  See the source image  **Linked text: The Great Kapok Tree** | | **Focus: Locality: The human and physical features of the school**  [Image result for the dinosaurs of waterhouse hawkins](https://www.google.co.uk/url?sa=i&rct=j&q=&esrc=s&source=images&cd=&cad=rja&uact=8&ved=0ahUKEwjs_4Xn9cjYAhWEaRQKHcCcCrEQjRwIBw&url=https://www.amazon.co.uk/Dinosaurs-Waterhouse-Hawkins-Caldecott-Honor/dp/0439114942&psig=AOvVaw2IF2fxTeQzRRt1RMmLCcu5&ust=1515519882342662)See the source image  **Linked texts: The Dinosaurs of Waterhouse Hawkins & The Mystery of the Golden Wonderflower** |  |
| Extraordinary Lives | **EXPLORER: Tim Peake**  **EXPLORER: Chris Hadfield** |  | |  | | **EXPLORER: Christopher Colombus** | |  |  |
| Geographical Enquiry |  | * Teacher-led enquiry: Is the UK an island? | |  | | * Teacher-led enquiry: Is it always hot in the Amazon rainforest? * Can we compare the temperatures of the rainforest to the North and South Poles using a simple graph? | | * Teacher-led enquiry: Where would be a good place to position a sculpture so more people could see it? |  |
| Locational Knowledge | * Name, locate and identify the four countries of the UK and their relative position * Locate the position of Blyton and Laughton on a map of the UK and know that the villages are in Lincolnshire * Name and locate the capital cities of the UK (in context with the Queen of England and where she lives) – and show Beegu other key landmarks of the capital cities * Use locational language, e.g. near and far, left, and right * Follow directions | * Recap on the UK’s countries and name the surrounding seas and the sea closest to Lincolnshire: the North Sea * Use locational language to direct Katie around Struay, e.g. near and far, left, right, opposite * Understand that some places are isolated, e.g. the islands around Scotland and the UK itself * Identify how people can travel to the island of Struay, e.g. boats, harbour | | * Know that the Earth is a globe made up of land and sea * Name and locate the North and South Poles and their relative position to the countries of the UK | | * Name and locate the continents of South America, Africa and their relative position to the UK and the North and South Poles * Know that the Amazon rainforest is in South America and the Amazon River runs through Brazil * Understand geographical similarities and differences through studying the physical geography of the Amazon Rainforest compared with Laughton and Struay * Know environmental changes are happening in contrasting locations, e.g. deforestation in the Amazon and melting ice caps at the North and South Poles | | * Name, describe and compare familiar places in Laughton and Blyton * Make connections between where they live and surrounding places in their local community, e.g. What do you see on your journey to school? (human or physical geography) Where do people buy food? * Apply locational language when exploring and discussing the school grounds in readiness for deciding on locations for a Dinosaur Sculpture Park |  |
| Place Knowledge | * Explore the characteristics of the four countries using still and moving images and know what is similar in each country, e.g. rivers, mountains, hills, coasts, villages, towns and cities. | * Using information books/pictures as sources of information, know and understand the characteristics of an island, e.g. coastline, surrounded by the sea * Investigate Katie’s surrounding and know what Katie Morag can see on her journey to school on the Island of Struay? | | * Know that the North and South Pole are covered in snow and ice and that temperatures are below freezing | | * Know that the Amazon is hotter than the UK because it is closer to the equator * Know that a river can run through different countries * Know that rainforests are found in hot countries * Know that places have different weather conditions | | * Know the human and physical features of the school environment, including: classroom, fence, flowers, trees and plants around the school. * Know how these features can impact on the placing of the sculptures (e.g. next to/under) |  |
| Human and Physical Geography | Use basic geographical vocabulary to refer to:   * Key physical features, including: coast, hill, forest, mountain, sea * Key human features, including: country, city, town, village, church and other significant landmarks | Using prior vocabulary also to refer to:   * Key physical features, including: beach, cliff, ocean, river, soil, season and weather * Key human features, including farm, house, office, port, harbour and shop | |  | | Using prior vocabulary and also to refer to:   * Key physical features, including: rainforest, waterfall * Key human features, including: waterhole, hut * Compare seasonal and daily weather patterns e.g. the temperature differences between Laughton/Blyton and the Amazon rainforest (link to Science using BBC weather app) | | Using prior vocabulary and also to refer to:   * Key human features, including: toilets, cafes, education area, first aid, sculpture trails |  |
| Geography Skills and Fieldwork | * Look at a simple map to locate countries and capital cities of the UK   **Maps & Representation**   * Connect a jigsaw map of the UK correctly | * Identify the types of buildings and their purpose on the Island of Struay * Consider why buildings are positioned where they are on the Isle of Struay   **Maps & Representation**   * Create an island map (whole class) of where Katie’s cousin lives using the vocabulary of human and physical geographical features learned this term | |  | | * Identify and use weather symbols used in weather forecasts in their own reports * Understand the language of weather, eg sun, rain, drizzle, wind, fog, hail, sleet, snow and locations which would generally see these conditions   **Maps & Representation**   * Draw and label a map of South America, including Brazil and the Amazon | | * Identify and record the names of trees and plants in the school grounds * Use geographical vocabulary verbally and in writing * Observe an aerial view of the school to understand why we draw maps from an aerial perspective * Know that symbols are used to identify key features on a map * Use leaflets, interactive zoo and safari park maps as sources of information for park planning   **Maps & Representation**   * Draw a map of a Dinosaur Sculpture Park after walking the school grounds. Begin to use symbols |  |
| Ivy Year 1/2  Cycle 2 | **Autumn 1** | **Autumn 2** | | **Spring 1** | | **Spring 2** | | **Summer 1** | **Summer 2** |
| * Children should be using a variety of simple maps and atlases including interactive apps such as Google Earth to understand the simple conventions of a map * Use aerial photographs and plan perspectives to recognise landmarks and basic symbols in a key * Children should be encouraged to ask simple geographical questions: Where is it? What is it like? * Utilise secondary sources of information, eg non-fiction books, stories, maps, pictures/photos, and the internet * Encourage children to express their own views about people, places, and environments * Children should use simple compass directions (North, South, East & West) * Use directional language, left and right, backwards, and forwards to describe the location of features and routes on a map * Communicate knowledge and understanding through discussion, drawing and annotating maps, drawing pictures, drama/role play, making models, ICT and writing | | | | | | | | |
| **Title: We Are Architects** | **Title: Passport to the World** | | **Title: Florette** | | **Title: Robin Hood** | | **Title: Animal Island** | **Title: Animal Island** |
|  | **Focus: Naming and locating the world’s seven continents and five oceans**  **The Kalahari**  [Image result for meerkat mail](https://www.google.co.uk/url?sa=i&rct=j&q=&esrc=s&source=images&cd=&cad=rja&uact=8&ved=0ahUKEwjh5PPxxf3YAhVD1xQKHSEnATUQjRwIBw&url=https://www.amazon.co.uk/Meerkat-Mail-Emily-Gravett/dp/1405090758&psig=AOvVaw3fIGsrHUWj74gbJLQwFlep&ust=1517328125146866)  **Linked Text: Meerkat Mail** by Emily Gravett | | **Focus: Paris, France**  **Use aerial photographs and plan perspectives to devise a simple map using compass directions (N,S,E,W), landmarks and human & physical features**  A Lion in Paris: 1: Amazon.co.uk: Beatrice Alemagna: 9781849761710: BooksSee the source image  **Linked Text: A Lion in Paris by Beatrice Alemagna**  **Florette by Anna Walker** | | No Geography content | | No Geography content | **Focus: Understand the contrast between a once habited British island (St Kilda) and the Galapagos Islands (then make links to the Lincolnshire Coast**  **\* Class Trip – Lincolnshire coast**  **Child of St Kilda (Child's Play Library): Amazon.co.uk: Beth ...Island: A Story of the Galápagos eBook: Chin, Jason, Chin, Jason ...**  **Linked Texts: Child of St Kilda by Beth Waters**  **Island: A Story of the Galapagos by Jason Chin** |
| Extraordinary Lives |  | **EXPLORER:** Amy Johnson  **EXPLORER:**  Amelia Earhart | |  | |  | |  |  |
| Geographical Enquiry |  | * How are we able to travel around the world? * Are all continents hot or cold or can they be both? * Would you like to live near the equator? | | * How do we ensure that the natural environment flourishes in a city? | |  | |  | * What are the benefits and hardships of living on a remote island? * Debate: Is human habitation good or bad for nature? (destroying and exploiting habitats vs preserving species) |
| Locational Knowledge |  | * Name and locate the world’s seven continents and five oceans * Know that the Kalahari Desert is in Africa which is in the Southern Hemisphere * Know that the Kalahari is in Botswana, Namibia and South Africa * Know that the globe has an equator and a Southern and Northern hemisphere * Begin to understand how the equator impacts on the Kalahari Desert | | * Consolidate understanding of the world’s seven continents and five oceans to locate the setting for Florette * Name and locate Paris on a world map and know that it is the capital city of France, which is in the continent of Europe and in the Northern Hemisphere. | |  | |  | * Know that the Galapagos Islands are in the Pacific Ocean, in South America and near to the country of Ecuador * Know that the Galapagos are in both the Northern and Southern Hemisphere * Know that St Kilda is an island of the coast of Scotland in the North Atlantic Ocean and similar to the fictional island of Struay (Y1’s focus on Morag) |
| Place Knowledge |  | * Know that the area surrounding Blyton/Laughton is not a desert by comparing the physical features of the Kalahari and the environment they inhabit * Know that the climate in Africa makes growing crops more of a challenge compared to the UK * Know the features of a desert landscape and the animals which inhabit it | | * Know some of the key landmarks of Paris, e.g. The Eiffel Tower, The River Seine, The Louvre, The Metro, Gare du Nord * Know that people visit Paris for the culture (food, music, architecture, theatre) * Know that the UK and France are very similar in climate and their human and physical geography | |  | |  | * Know that the Galapagos Islands are an archipelago and were formed following a volcano eruption * Know that there are similarities and differences between St Kilda and the Galapagos as they are uniquely inhabited by animals and wildlife |
| Human and Physical Geography |  | * Identify seasonal and daily weather patterns for the UK and the Kalahari Desert   Use prior geographical vocabulary in addition to:   * Key physical features, including: sand, dune, surface water, grasses, shrubs (and even forests), river, soil, valley, vegetation, season and weather * Key human features, including: city, town, houses, farms, market, shops, roads * Name and identify the human geographical differences between the Kalahari Desert (and the countries it covers) and Blyton and Laughton * Make simple comparisons between features of different places e.g. temperature and rainfall in the desert | | Use prior geographical vocabulary in addition to:   * Key physical features, including: fields, woodland, river, * Key human features, including: buildings, parkland, landmarks, transport links: road, train, aeroplane, boat * Name, identify and discuss the human geography of a city, e.g. concrete buildings, churches, architecture, noise, vehicles, pollution * Name, identify and discuss the physical geography relating to a greener city, e.g. precise nouns linked to gardens, fields, trees, greenery, wildlife, fruits, vegetables, flowers, wildlife noises, fresh air, animals, farmland | |  | |  | * Compare seasonal weather patterns for the Galapagos Islands and St Kilda   Use prior geographical vocabulary in addition to:   * Key physical features, including: volcano, volcanic, tide, wave, archipelago * Key human features, including: harbour, pier, dock * Understand the physical geographical similarities between the Galapagos Island & St Kilda (make links to the Lincolnshire Coast -rugged coastline, cliffs, specific wildlife and vegetation) * Identify the human geographical differences between the Galapagos Islands & St Kilda (make links to Skegness on the Lincolnshire Coast, e.g. Galapagos uninhabited, St Kilda once was habited and the Lincolnshire Coast: a tourist destination) * Begin to describe the differences human beings make to an environment (linked to Florette in Spring 1) |
| Geography Skills and Fieldwork |  | * Use compass points NSEW to navigate the Kalahari Desert   **Maps & Representation**   * Add detail to a sketch map from an aerial photograph * Locate and label places of significance * Begin to understand the need for a key and use agreed symbols | | * Plan a route around Paris inspired by A Lion in Paris   **Maps & Representation**   * Devise and label a simple map including landmarks and features * Use a key with basic symbols to help with the reading of a map | |  | |  | * Use compass points NSEW to navigate locations on St Kilda (as featured in the text and online)   **Maps & Representation**   * Devise and label a simple map using a key which includes landmarks and features of St Kilda |
| Willow Year 3/4  Cycle 1 | **Autumn 1** | **Autumn 2** | | **Spring 1** | | **Spring 2** | | **Summer 1** | **Summer 2** |
| * Children to use globes, maps and plans at a range of scales including interactive apps such as Google Earth to understand the simple conventions of a map * Use non-fiction books, stories, maps, pictures/photos, and the internet as sources of information * Use secondary resources, e..g satellite images, aerial photographs to support investigations * Refer to time zones when comparing countries * Begin to ask/initiate geographical questions and respond with their own ideas * Begin to collect and record evidence or collect and record evidence with some support * Use 4 compass points confidently (North, South, East & West) and begin to use the 8 compass points & use letter and number coordinates to locate features on a map * Use the conventions of map making, e.g. North identified, all labels printed horizontally apart from rivers which can be written along the river, capital letters for city names * Analyse evidence and draw conclusions with more confidence * Make detailed fieldwork sketches/diagrams with labels * Use fieldwork instruments * Communicate knowledge and understanding through discussion, drawing and annotating maps, drawing pictures, drama/role play, making models, ICT and writing | | | | | | | | |
| **Title: Stone Age Investigators** | **Title: The Legend of Podkin**  **One-Ear** | | **Title: The Legend of Podkin**  **One Ear** | | **Title: The Roman Empire** | | **Title: Vikings & Dragons** | **Title: Vikings & Dragons** |
|  | **Focus: Topographical features of the UK and the River Trent**  Book Reviews for Maps of the United Kingdom By Rachel Dixon | Toppsta  **Linked text: Maps of the United Kingdom by Rachel Dixon & Livi Gosling** | | **Focus: The River System and a Journey on the River Nile**  Image result for River storiesNile-River-Adventures-by-Manning-Paul-Book-The-Cheap-Fast-Free-Post  **Linked text: River Stories by Timothy Knapman, Ashling Lindsay & Irene Montano**  **River Adventures: Nile by Paul Manning** | | **Additional geography knowledge**  **Short Focus (History led): Exploring Italy introduction**  Book Reviews for MAPS: Deluxe Edition By Aleksandra and Daniel Mizielinski  and Aleksandra and Daniel Mizielinski | Toppsta  **Linked text: Maps** | | **Focus: Exploring Italy with a focus on Rome and the West Coast**  Book Reviews for MAPS: Deluxe Edition By Aleksandra and Daniel Mizielinski  and Aleksandra and Daniel Mizielinski | Toppsta  **Linked text: Maps** |  |
| Extraordinary Lives |  |  | |  | |  | |  |  |
| Geographical Enquiry |  | * Using model satellite images or aerial photographs, how do hills/mountains impact on the flow of a river? * Why did people live close to rivers in the past? Are new houses built with the same consideration? * What journey does the Trent take? * How important is the Trent? | | * What role do mountains and hills play in a river’s journey? * How has the Nile influenced the development of Egypt? * What differences can be found between the Trent and the Nile? Have they been used in the same way? | | * How far away is Italy from the UK? * How long did it take for the Romans travel to England? * How did the soldiers get here if they could not fly? * Begin to use satellite images, aerial photographs, eg to show the geography of Italy and Rome | | * How do the great lakes and Mediterranean Sea influence the lives of Italians? * Why is Italy a popular tourist destination? * How does religion influence human geography in Italy? * What are the effects of tourism on its physical geography and human population? |  |
| Locational Knowledge |  | * Recap on the countries of the UK * Know that the source of the River Trent is Biddulph Moor in Staffordshire * Know and locate the counties that the River Trent flows through: Staffordshire, Derbyshire, Leicestershire, Nottinghamshire, Lincs and North Lincs to the Humber Estuary * Know where Blyton and Laughton are in relation to the Trent * Know that the River Trent runs through Gainsborough, Nottingham and that places ending ‘on Trent’ or ‘upon Trent’ are located next to the river | | * Know that Egypt is in Africa, its capital city is Cairo and it is in the Southern Hemisphere * Know the position of Egypt in relation to the Equator, the Mediterranean Sea and the Red Sea * Know that the River Nile runs through Egypt and is the longest river in Africa * Know some of the towns and cities which the River Nile runs through in Egypt | | * Name and locate Italy, the Mediterranean Sea and its location compared to the UK * Name and locate surrounding countries to understand Italy’s place in the continent of Europe * Name and locate Rome and other key cities of Italy * Know where Vesuvius and Etna are located | | * Know key regions, cities, lakes and rivers across Italy |  |
| Place Knowledge |  | * Recap on the historical significance of rivers for settlers across the UK (link to learning in Autumn 1) * Know that Gainsbrough has developed because the River Trent runs through it | | * Know the historical and geographical significance of the Nile to Egypt * Know that there are time zone differences between the UK and Egypt | | * Know how being located on the Mediterranean Sea was significant in Italy’s development * Recognise the differences in Italy’s land heights from mountain to sea level and how this was used productively by the Romans | | * Know that Italy has 20 regions * Know that the West coast of Italy is a holiday destination due to its history, climate and culture * Know that the Mediterranean climate of Italy impacts on its popularity with tourists |  |
| Human and Physical Geography |  | Use basic geographical vocabulary to refer to:   * Key physical features of the river system: source, tributary, meander, confluence, oxbow lake, levee, delta, channel, waterfall, estuary, mouth, contour; mountain terminology and water cycle * Key human features: types of settlement and land use - recognising why people have settled around the Trent including Gainsborough * Explain the different uses of the River Trent from the past to present day: transportation of goods to leisure pursuits * Outline how the UK weather (global warming) impacts upon our physical geography, e.g. recent flooding in the local area | | Use basic geographical vocabulary to refer to:   * Key human and physical features: desert, location, transport, settlement, ocean, valley, vegetation, soil types, port, contour, erosion, deposition, transportation and headland. * Recognise and identify why some towns/cities are more developed along the Nile (e.g. Luxor) * Explain the life of the Nile up to the present day * Know that the River Nile has helped people to survive by using its natural resources * Outline how and why usage of the Nile has changed? e.g. worldwide move to transport goods via air/road for speed and now used for tourism (cruises) | |  | | Use basic geographical vocabulary to refer to:   * Key physical features: volcanoes * Key human features: types of settlement and land use, economic activity (tourism) * Know that volcanic eruptions can impact on the fertility of land and therefore on agriculture whilst changing the physical landscape; it is abundant in fresh produce, (e.g. fruits, vegetables, oils, wine) * Consider why Italy has become a tourist destination |  |
| Geography Skills and Fieldwork |  | * Analyse evidence and draw conclusions, e.g. Why would our ancestors have needed a water source near to their dwellings? * Debate: What is the most important use of a river: for the transportation of goods, to help a community survive or for leisure?   Drawing maps   * Begin to recognise river related symbols on an OS map   Representation   * Locate and label features of a river * Use the conventions of a key to help the reader | | Drawing maps   * Draw a river’s journey using the geographical terms e.g. meander, oxbow lake, etc, using a key   Representation   * Locate and label places of significance on a map of the River Nile | |  | | * Research and find reasons why Italian soil is rich and fertile * Use geographical vocabulary linked to the West coast of Italy e.g.: archipelago, Etna, volcanic, Med. Sea, agriculture, arable land   Drawing maps   * Draw or annotate a map of Italy including its key cities, rivers and mountains surrounded by its neighbouring countries using a key to help the reader   Representation   * Locate and label the specific tourist locations |  |
| Willow Year 3/4  Cycle 2 | **Autumn 1** | **Autumn 2** | | **Spring 1** | | **Spring 2** | | **Summer 1** | **Summer 2** |
| * Children to use globes, maps and plans at a range of scales including interactive apps such as Google Earth to understand the simple conventions of a map * Use non-fiction books, stories, maps, pictures/photos, and the internet as sources of information * Use secondary resources, e..g satellite images, aerial photographs to support investigations * Refer to time zones when comparing countries * Begin to ask/initiate geographical questions and respond with their own ideas * Begin to collect and record evidence or collect and record evidence with some support * Use 4 compass points confidently (North, South, East & West) and begin to use the 8 compass points & use letter and number coordinates to locate features on a map * Use the conventions of map making, e.g. North identified, all labels printed horizontally apart from rivers which can be written along the river, capital letters for city names * Analyse evidence and draw conclusions with more confidence * Make detailed fieldwork sketches/diagrams with labels * Use fieldwork instruments * Communicate knowledge and understanding through discussion, drawing and annotating maps, drawing pictures, drama/role play, making models, ICT and writing | | | | | | | | |
| **Title: Everest** | **Title: Into the Jungle** | | **Title: River Journeys** | | **Title: Iron Age** | | **Title: Sci Fi** | **Title: Anglo-Saxon** |
| **Focus: Mountains**  **Asia: Nepal – the land of Everest**  See the source image  See the source image  **Linked texts: Everest** by Alexandra Stewart & Joe Todd-Stanton  **Atlas of Adventures: Wonders of the World** by Ben Handicott & Lucy Leatherland | **Focus: Jungle**  **Asia: India – linking the Brahmaputra River and Assam**  The Boy Who Grew a Forest: The True Story of Jadav Payeng: Gholz ...  Atlas of Adventures: A collection of natural wonders, exciting ...  **Linked texts: The Boy Who Grew A Forest (Jadav Payeng)** by Sophia Gholz & Kayla Harren  **Atlas of Adventures** by Lucy Letherland | | **Focus: Mississippi River**  See the source imageRiver Stories: Amazon.co.uk: Knapman, Timothy, Lindsay, Ashling ...  **Linked texts: The Rhythm of the Rain** by Grahame Baker-Smith  **River Stories** by Timothy Knapman, Ashling Lindsay & Irene Montano | | No Geography content | | **Focus: Name and locate counties and cities of the UK**  **East coast of England (following on from Year 2 geography)**  See the source image  Andersen Press  **Linked texts: Maps of the United Kingdom**  **Peter’s Place** by Sally Grindley & Michael Foreman | No Geography content |
| Extraordinary Lives |  | **EXPLORER:**  Vasco da Gama  **CARER:** Yadav Payeng | |  | |  | | **EXPLORER:** Matthew Flinders |  |
| Geographical Enquiry | * What is the difference between a hill and a mountain? * Why are the Himalayas home to the tallest mountains in the world? * Why does the top of a mountain have such cold temperatures if it is closer to the sun? | * How is a jungle different to a forest/woodland? * Begin to collect and record evidence, e.g. population size, structure of India’s regions, religions, landmarks, etc * Why is there a difference in temperature from the Bay of Bengal to the mountains of the Himalayas? | | * Where in America is the Mississippi River located? * Why was the Mississippi River so significant and well known around the world? (trade links, slavery, Huckleberry Finn stories) * Debate: Have humans always used the Mississippi River with the best of intentions? * How much hydro-electrical power does water provide for the USA? | |  | | * How does its position impact on Lincolnshire’s climate? * What protects the coastline from erosion? * Analyse evidence and begin to draw conclusions, e.g. If there were no sea defences how would this impact on people’s lives and the wildlife of the area? |  |
| Locational Knowledge | * Know that Mount Everest is in Nepal in the continent of Asia (Google Earth) * Know that Nepal’s capital city is Kathmandu. * Know the names of Nepal’s neighbouring countries (China, India, Bangladesh) | * Know that India is in the continent of Asia in the Southern Hemisphere * Know that New Delhi is India’s capital city and name its main rivers: Ganges, Brahmaputra * Know the names of India’s surrounding countries (Bangladesh, Pakistan, Sri Lanka, Bhutan) and its position in relation to Nepal * Know the Brahmaputra River runs through India, China and Bangladesh * Use satellite images, aerial photographs, e.g. to compare the vastness of India with the UK * Ask and respond to geographical questions,e.g. How does population of India compare to the UK? | | * Know that the United States of America are in the continent of North America. * Know that the Mississippi River is one of the longest rivers in the US and that it bisects the USA * Know that the Mississippi River flows through a number of states * Know the name of significant places and ports along the Mississippi route * Ask and respond to geographical questions, e.g. How many tributaries feed into the Mississippi River? | |  | | * Recap on the countries which make up the UK * Know and locate the counties on the East coast of England (Yorkshire, Lincolnshire, Norfolk, Suffolk, Durham) * Know where Blyton and Laughton are in relation to the East coast * Name and locate the main seaside towns on the east coast of England: Skegness, Mablethorpe, Cleethorpes, Scarborough, Whitby and understand their attraction |  |
| Place Knowledge | * Know that the Himalayas is hugely significant due to its height * Know that the seasons and extreme weather impact on the challenges of life in Nepal | * Know the significance of the River Brahmaputra and the jungle of the Assam region * Know that the seasons of extreme weather (monsoons, floods) create challenges in India | | * Know the significance of the Mississippi to fishing, travel across the USA and transportation * Know the climate for this part of the world | |  | | * Know that Lincolnshire is known for its agriculture and fishing * Know that the East Coast has developed by: Hull/Grimsby trading food sources; Skegness for tourism |  |
| Human and Physical Geography | * Understand and use a widening range of physical features and geographical terms: fold mountain, fault-block mountain, volcanic mountain, dome mountain, plateau mountain, altitude, height, summit, peak, range, crag, glacier, ledge, pass, sea level, water cycle * Know mountains are 1/5 of the world’s landscape, are over 600m tall and 80% of our water originates from them * Compare aspects of the physical geography of Nepal, e.g. height from sea-level compared to the UK and Everest’s height in comparison to UK mountains * Understand how the Nepalese people have been able to adapt to their environment | * Key human features, including: types of settlement and land use * Understand and use a widening range of geographical terms: tropical, undergrowth, swamps,   copse, remote, mountainous   * Name and identify the general physical features of India, e.g. Himalayas, Northern Plains, Indian desert, Peninsula Plateau, coastal plains and the islands. * Understand that people live in a range of different settlements * Know that India produces a range of food, grain and minerals | | * Know the physical geography of the states of the Mississippi River, e.g. mountain systems feed the first part which then flows on to the lower floodplains carrying silt * Recognise how humans have changed the shape and flow of the Mississippi River over time * Explain how the extremes of weather and the three major rivers (Rivers – Missouri, Ohio and Arkansas) that feed into the Mississippi River have resulted in flooding on the Delta Plain * How have different cultures contributed to the life of the Mississippi? (named by the Chippewa Tribe, Spanish and French occupation & slavery use) | |  | | * Key physical features: shore, coast, coastline, sandbar, tide pool, beach, cliff, delta, estuary, headland, dune, plain, offshore reef, mud flat. * Key human features, including types of settlement and land use, trade and tourism: harbour, pier, fishing * Name and identify the physical geography of the East Coast, e.g. rugged cliffs, pebble beaches, shallow waters (the Humber Estuary and the Wash) * Recognise how the east coast has changed over time and the impact this has had on coastal communities |  |
| Geography Skills and Fieldwork | * Analyse evidence and draw conclusions, e.g. Is global warming impacting upon Mt Everest / the Himalayas? Focus on the change in seasons and how the thaw fills the rivers and valleys below | * Analyse evidence and draw conclusions, e.g. How does the Himalayas provide for the Indian people living next to the Ganges?   Drawing maps   * Annotate a map of India locating the Brahmaputra river, provinces, and cities using the conventions of a key | | * Analyse evidence and draw conclusions, e.g. How will global warming impact on the Mississippi River/Brahmaputra?   Drawing maps   * Draw and label a map of the route of the Mississippi River * Use standard symbols   Representation   * Use the conventions of a key to help the reader | | **`** | | * Make detailed fieldwork sketches and use fieldwork instruments, e.g. iPad camera/ iMovie * Analyse evidence/draw conclusions, e. g. Why are there conservation sites on east coast?   Drawing maps   * Draw or annotate a map of the East Coast of England with features and significant places using a key |  |
| Fig Year 4/5  Cycle 1 | **Autumn 1** | **Autumn 2** | | **Spring 1** | | **Spring 2** | | **Summer 1** | **Summer 2** |
| * Children to use globes, maps and plans at a range of scales including interactive apps such as Google Earth to understand the simple conventions of a map * Use non-fiction books, stories, maps, pictures/photos, and the internet as sources of information * Begin to use primary resources that give a first-hand account, e.g. a diary, letter, ships log, biographies, speeches, interviews, manuscripts * Begin to use secondary sources that give an interpretation of events, e.g. textbooks, journal articles, dictionaries, encyclopaedias, biographies, and political comment * Ask/initiate geographical questions and respond with their own ideas * Collect and record evidence * Use 8 compass points confidently (N, NE, E, SE, S, SW, W, NW) & Use four figure coordinates to locate features on a map * Analyse evidence and draw conclusions with more confidence * Make detailed fieldwork sketches/diagrams with labels * Use fieldwork instruments * Find, select and organise geographical information * Communicate knowledge through discussion, role play, hot seating, drawing pictures/artwork, model making, writing through a variety of text types with cross curricular links and writing at a greater length | | | | | | | | |
| **Title: The Age of Technology** | **Title: The Age of Technology** | | **Title: The Malamander** | | **Title: The Explorer** | | **Title: Secrets of The Sun** | **Title: Secrets of the Sun** |
| Additional geographical knowledge  **Locational knowledge: Paris, France (short unit)**  See the source imageBook Reviews for MAPS: Deluxe Edition By Aleksandra and Daniel Mizielinski  and Aleksandra and Daniel Mizielinski | Toppsta  **Linked texts: The Invention of Hugo Cabret** by Brian Selznick  **Maps** | No Geography content | | **Human and Physical Geography; Describe and understand key aspects of economic activity including trade links - Lincolnshire East Coast (e.g. Skegness)**  See the source image  **Linked text: Maps of the United Kingdom** | | **Place knowledge: Understand geographical similarities and differences through the study of human and physical geography of a region within North and South America: South America – The Amazon Rainforest**  **River Stories: Amazon.co.uk: Timothy Knapman, Ashling Lindsay: Books**Great Rivers of the World: Amazon.co.uk: Volker Mehnert, Martin Haake,  Martin Haake: Books  **Linked text: River Stories** by Timothy Knapman, Ashling Lindsey & Irene Montano (Amazon)  **Great Rivers of the World** by Volker Mehnert & Martin Haake | | No Geography content | **Human and physical geography: describe and understand key aspects of physical geography: Volcanoes**  **Volcano Wakes Up!: Amazon.co.uk: Lisa Westberg Peters: Books**  https://images-na.ssl-images-amazon.com/images/I/612i8h7OhqL._SX419_BO1,204,203,200_.jpg  **Linked texts: Volcano Wakes Up** by Lisa Westberg Peters & Steve Jenkins  **Everything Volcanoes & Earthquakes** by National Geographic |
| Extraordinary Lives |  | |  | |  | | |  |  |
| Geographical Enquiry | * Where is France in relation to the Uk? * Where is Paris located? * Use satellite images, aerial photographs, eg to show and locate landmarks in central Paris | |  | | * Suggest questions to investigate – mind-map topic * Use satellite images, aerial photographs, e.g. to explore the differences in colours and reasons for them on the Lincolnshire coast and agricultural areas (Spring 1) and the Amazon Rainforest (Spring 2) | | |  | * How are volcanoes created? * Why does a volcano erupt? * Are volcanoes all over the world? * Use satellite images, aerial photographs, e.g. to show volcano locations around the world |
| Locational Knowledge | * Recap on the location of Paris, France within Europe and in relation to the UK * Name and locate the Gare du Nord, the Eiffel Tower, the Siene on a map/atlas/ Google Earth |  | | * Recap on locations on the East Coast of England * Recognise that people have differing qualities of life living in different locations and environments * Name and locate significant places and ports in all localities | | * Locate the Amazon Rainforest on a map/atlas/ Google Earth * Know the location of the Equator, the Arctic Circle and the Antarctic Circle | |  | * Locate and label volcanoes (Pacific Ring of Fire) to show where they relate to each other in the world * Recognise that people have differing qualities of life living in different locations and environments: living close to the location of an active volcano |
| Place Knowledge | * Know the wider context of places, e.g. county, region, country or town, arrondissement, munipaux, region |  | | * Know the wider context of places, e.g. the main seaside resorts, fishing regions and key towns/cities in Lincolnshire * Understand why there are similarities and differences between places, e.g. climate, resources, financial situation, politics, trade links | | * Understand that the Amazon Rainforest is in danger from deforestation * Recognise the importance of water in biomes | |  | * Know the wider context of places: Volcanic areas including Pompeii * Understand why there are similarities/differences between places: Climate |
| Human and Physical Geography | Use basic geographical vocabulary to refer to:   * Key physical features, including train station, city, clock tower, cinema |  | | Use basic geographical vocabulary to refer to:   * Key human features: types of settlement/land use and economic activity including trade links (fishing and farming industry) * Recognise why humans have settled on the East coast * Understand how humans affect the environment over time: fish stocks on the East Coast of England | | Use basic geographical vocabulary to refer to:   * Key physical features, including biomes (rainforest) vegetation belts (plant-life of the Amazon) rivers * Recognise how humans have settled in the Amazon * Understand how humans affect the environment over time: deforestation of the Amazon * Know about changes to the world environments over time, e.g. exploitation of the world’s natural resources (palm oil) * Know that human societies have been able to harness their environment, living simple and traditional lives, e.g. the native tribes of the Amazon | |  | Use basic geographical vocabulary to refer to:   * Key physical features: volcanoes, composite volcano, compound volcano, vent, ashfall, conduit, crater, dormant, fault, eruption, fissures, geysers, lava, Ring of Fire, Vulcan (Roman god of fire and the forge after whom volcanoes are named), Vesuvius * Key human features, e.g. Pompeii, forum, amphitheatre (linked to Y3 Geog/History) |
| Geography Skills and Fieldwork | Use basic geographical vocabulary to refer to:   * Key human features, including types housing, poverty, heating, food, family, Gare du Nord, train station   Drawing maps   * Locate, label and annotate a map of central Paris to show the Gare du Nord   Representation   * Begin to use/recognise OS map symbols |  | | * Use fieldwork to observe, measure and record information to then analyse and present (Class trip) * Identify coastal wildlife and vegetation using a range of resources   Drawing maps   * Draw and label a map of the route along the East coast of England using symbols and a key * Use standard symbols * Use symbols on an OS map | | * Develop decision-making skills, e.g. What measures can be put in place to encourage and increase Fairtrade? * Compare the wildlife and vegetation belt of the Amazon with the coast of the UK   Drawing maps   * Draw thematic maps of the hemispheres/tropics (colour coded for temperatures) * Locate, label and annotate a map of the Amazon River * Use standard symbols | |  | * Develop decision-making skills, e.g. What measures can be put in place to give an early warning of volcanic eruption? * Identify where the world’s volcanoes are situated and why.   Drawing maps   * Locate, label and annotate a map to show volcanoes/ring of fire * Use standard symbols   Representation   * Draw or sketch a map using symbols and a key |
| Fig  Year 4/5  Cycle 2 | **Autumn 1** | **Autumn 2** | | **Spring 1** | | **Spring 2** | | **Summer 1** | **Summer 2** |
| * Children to use globes, maps and plans at a range of scales including interactive apps such as Google Earth to understand the simple conventions of a map * Use non-fiction books, stories, maps, pictures/photos, and the internet as sources of information * Begin to use primary resources that give a first-hand account, eg a diary, letter, ships log, biographies, speeches, interviews, manuscripts * Begin to use secondary sources that give an interpretation of events.eg textbooks, journal articles, dictionaries, encyclopaedias, biographies, and political comment * Ask/initiate geographical questions and respond with their own ideas * Collect and record evidence * Use 8 compass points confidently (N, NE, E, SE, S, SW, W, NW) & Use four figure coordinates to locate features on a map * Analyse evidence and draw conclusions with more confidence * Make detailed fieldwork sketches/diagrams with labels * Use fieldwork instruments * Find, select and organise geographical information * Communicate knowledge through discussion, role-play, hot seating, artwork, model making, writing through a variety of text types and with cross curricular links and writing at a greater length | | | | | | | | |
| **Title: Outlaw** | **Title: A Christmas Carol** | | **Title: World Wide Web of Sound** | | **Title: World Wide Web of Sound** | | **Title: The Mayans** | **Title: Journey to Space** |
| No Geography content | No Geography content | | **Locational and Place knowledge: The United States of America**  50 Adventures in the 50 States (7): Amazon.co.uk: Siber, Kate, Hill, Lydia:  Books50 Cities of the U.S.A.: Explore America's cities with 50 fact ...  **Linked texts: 50 Adventures in the 50 States** by Kate Siber & Lydia Hill  **50 Cities of the USA** by Gabrielle Balkan & Sol Linero | | **Place knowledge: Agriculture- Understand geographical similarities & differences through the study of human & physical geography of a region in the UK (Lincolnshire), and a farming region in a North America (Wisconsin)**  **Human and physical geography: describe and understand key aspects of physical geography, including:** Agriculture and weather activity within the three world climate zones: tropical, temperate (Lincolnshire) and polar  See the source image  **Guitar Genius: Les Paul** by Kim Tomsic & Brett Helquist | | Additional geographical knowledge to support history focus  **Locational knowledge: Central America countries linked with the Mayan civilisation**  Image result for atlas of adventures wonders of the world  **Linked text: Atlas of Adventures – Wonders of the World** by Ben Handicott & Lucy Letherland | No Geography content |
| Extraordinary Lives |  |  | |  | |  | |  |  |
| Geographical Enquiry |  |  | | * Suggest questions to investigate – mind-map topic; Where are the most populated places in the USA? Are there reasons for this? | | * Is farming the same in Wisconsin as it is in Lincolnshire? * Analyse evidence and draw conclusions, e.g. Wisconsin and Lincolnshire are important farming areas and producers of farming machinery * Use satellite images, aerial photographs to show the similarities and differences in the landscapes of Wisconsin and Lincolnshire and the climate zones of the two areas | | * Where are the sites in Mexico where the Mayans lived? * Use satellite images, aerial photographs, e.g. to consider the former use of the ruins * What kind of land did the Mayans live on? |  |
| Locational Knowledge |  |  | | * Identify where the USA is in terms of the Hemispheres, Equator, Northern Hemisphere, Southern Hemispheres, Tropic of Cancer, Tropic of Capricorn * Know that the United States is made up of 50 states * Know a selection of the key cities within the USA, e.g. Washington * Focus on a specific area of the USA, e.g. New York, California * Recognise the importance and impact of Native Americans within the population * Know that the population of the USA increased due to settlers from other areas of the world, including the UK (place names) | | * Locate Wisconsin and Lincolnshire on a map/atlas/Google Earth * Identify and name the towns and cities of Lincolnshire and Wisconsin * Know that Wisconsin borders two lakes: Lake Michigan and Lake Superior * Recognise that people have differing qualities of life living in different locations and environments | | * Locate Central America then Mexico * Know where Mexico is in relation to the Equator, Hemispheres, Tropic of Cancer, Tropic of Capricorn * Identify the Mayan settlement locations * Know that this part of Mexico is a rainforest (abundance of vegetation) |  |
| Place Knowledge |  |  | | * Know that the USA is made up of counties, towns, cities and states * Know that the USA has 5 regions: the Northeast, Southwest, West, Southeast and Midwest * Know some of the key features and landmarks of specific areas of the USA * Know the wider context of places historically, e.g. slavery, tragedies (floods/tornadoes), immigration (movement of people) | | * Understand why there are similarities and differences between places, e.g. climate, agriculture, food sources * Recognise the importance of industry in both locations 3 | |  |  |
| Human and Physical Geography |  |  | | Use basic geographical vocabulary to refer to:   * Key physical features, including climate zones, biomes, canyons, valleys, bays, peninsulas, rivers, lakes, mountain range, desert, Great Plains, Interior plains, Death Valley, Appalachian Mountains * Know that the USA is physically diverse ranging from forest to desert and from plains to Rocky Mountains. | | * Recognise why people have settled in both localities * Key human features: land use and the distribution of natural resources e.g. food, minerals, water, farming produce and machinery; water supply, precipitation, irrigation, temperature, acidity, alkalinity, permeable, arable, flat land, climate, rainfall * Outline how people affect the environment over time, e.g. farming land, producing machinery | | * Recognise how the Mayans settled around Mexico * Key human features, including types of settlement and land use: cocoa |  |
| Geography Skills and Fieldwork |  |  | | Representation   * Locate, label and annotate a map * Draw or sketch maps using symbols and a key | | Drawing maps   * Draw comparison maps of Wisconsin and Lincolnshire * Begin to draw a variety of thematic maps of the hemispheres   Representation   * Locate, label and annotate a map * Use symbols and a key | |  |  |
| Clover Year 5/6    Cycle 1 | **Autumn 1** | **Autumn 2** | | **Spring 1** | | **Spring 2** | | **Summer 1** | **Summer 2** |
| * Children to use globes, maps and plans at a range of scales including interactive apps such as Google Earth to understand the simple conventions of a map * Use primary sources (diary, letter, ships log, biographies, speeches, interviews, manuscripts) and secondary sources (textbooks, journal articles, dictionaries, encyclopaedias, biographies, and political comment) * Use non-fiction books, stories, maps, pictures/photos, and the internet as sources of information * Ask/initiate geographical questions and respond with their own ideas * Collect and record evidence * Use 8 compass points (N, NE, E, SE, S, SW, W, NW), six figure grid references and OS symbols confidently * Analyse evidence and draw conclusions with more confidence * Make detailed fieldwork sketches/diagrams with labels * Use fieldwork instruments * Find, select and organise geographical information and begin to use double-page spreads for outcomes * Communicate knowledge through discussion, role-play, hot-seating, artwork, model making, writing through a variety of cross-curricular text types and at a greater length | | | | | | | | |
| **Title: Arrivals & Departures** | | **Title: Arrivals & Departures** | | **Title: Letters from the Lighthouse** | | **Title: Letters from the Lighthouse** | **Title: Adventures in Asia** | |
| No Geography content | | **Focus: Human and physical geography**  Human geography, including: migration, economic activity including: types of settlement and land use, trade links  A Port Through Time: Amazon.co.uk: Anne Millard, Steve Noon ...  **Linked text: A Port Through Time** by Dr Anne Millard & Steve Noon | | **Focus: Which countries were involved in World War 2?**  **Locational knowledge:**  Locate countries in Europe (linked to WW2 history focus) concentrating on their key physical and human characteristics  Image result for london through timrBook Reviews for MAPS: Deluxe Edition By Aleksandra and Daniel Mizielinski  and Aleksandra and Daniel Mizielinski | Toppsta  **Linked texts: London Through Time** by Richard Platt & Manuela Cappon  **Maps** | | No Geography content | **Short Focus: Locational knowledge -** Russia (linked to Wolf Wilder)  **Short Focus: Locational knowledge -** China (linked to the Shang Dynasty)  Image result for china through time  **Linked texts: Maps**  **China Through Time by Du Fei**  **Focus: How has the local area developed over time?**  **Geographical skills and fieldwork**  Use the eight points of a compass, four and six-figure grid references, symbols and key (including OS)  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. | **Focus: How do earthquakes happen?**  **Human and physical geography:** describe and understand key aspects of physical geography, including:  Earthquakes  cid:f92942b6-01e6-4429-9ebc-606640ecddb6@GBRP123.PROD.OUTLOOK.COM  **Linked text: Earth Shattering Events** by Robin Jacobs & Sophie Williams |
| Extraordinary Lives |  | |  | |  | |  |  |  |
| Geographical Enquiry |  | | * Suggest questions for investigating, e.g. How have ports changed over time? * How do Lincolnshire’s ports compare with those worldwide? * Analyse evidence and draw conclusions, e.g. Is it important to a country to have a wealth of natural resources? * What measures are needed to ensure that resources are distributed fairly across the world? | | * How did the location of countries impact on their involvement in WW2? Which locations did countries target during the Blitz on Britain and Germany? * Why were children evacuated from city locations to rural locations? * How did the bombing of German reservoirs impact on the country’s ability to produce ammunition, aircraft and military machinery? | |  | * How do Russia/China compare to the UK?: size, population, industries, food, language, weather, religions? * Use fieldwork techniques, e.g. labelled field sketches of Blyton and instruments, e.g. camera * Collect and record evidence unaided, e.g. Population of Blyton, significant landmarks, businesses and recreational facilities? | * Suggest questions for investigating, e.g. How do tectonic plates move? How are fault lines and tectonic plates key to the occurrence of earthquakes? * Why are some countries more vulnerable to earthquakes than others? * Develop decision-making skills, e.g. What measures are needed to ensure that buildings can withstand strong earthquakes? |
| Locational Knowledge |  | | * Recap on the naming and locating of coastal areas within the United Kingdom and know the names of its major ports * Debate: Does the location of the UK make it easier or harder to trade with other countries? * Compare land use maps from past and present times | | * When considering the countries involved in WW2, identify the position and significance of latitude, longitude, the Prime/Greenwich Meridian and time zones * Know the location of a selection of key European countries involved in WW2 and their capital cities * Name and locate counties in the United Kingdom known for their airfields and know why the human and physical characteristics of the areas determined their construction * Compare land use maps from past and present, e.g. How did these uses change during the war? | |  | * Know where Russia/China are located in relation to the UK and using maps to focus on the environmental regions and key physical and human characteristics * Know that Russia links Western Europe with South and Central Asia * Know the location of a range of villages in the local area * Know the key topographical features of the local area and land-use patterns; and understand how some of these aspects have changed over time, e.g. How has industrialisation/technology/travel changed the landscape of Lincolnshire? | * Know the location of major earthquakes over the last century |
| Place Knowledge |  | | * Understand the geographical similarities and differences through the study of physical geography of the East coast of UK | | * Know that Lincolnshire played a key role in WW2 due to its physical geography | |  | * Know that Russia and China are two of the largest countries * Know the reasons why Blyton and Laughton have expanded | * Know why Lincolnshire is less likely to experience a strong earthquake than countries around the world including China and Japan |
| Human and Physical Geography |  | | * What are the reasons for migration and why do people come to the UK? * How did the Industrial Revolution impact on ports in the UK? * How has human settlement developed around the ports of Lincolnshire (including Trent Port)? Understand and use a widening range of geographical term relating to ports: urban, rural, land use, import, export, sustainability, trade links | | * Understand and use a widening range of geographical terms, e.g. European Theatre, Pacific Theatre, Med. Basin, Middle East, North Africa, invasion * Understand the human and physical geography of Lincolnshire with a focus on Blyton Airfield * Know why specific coastal locations were identified for significant landings in WW2, e.g. Dunkirk * Understand how humans affect the environment over time, e.g. rebuilding communities after WW2 * Describe and understand key aspects of human geography: Why were specific locations identified for bombing in WW2 for maximum impact? | |  | * Describe and understand aspects of the physical geography of Russia/China, including: climate zones, rivers, mountains. * Describe and understand key aspects of the human geography of Russia/China, including: types of settlement and land use * Understand how humans have impacted on and develop the local environment over time * Know why the physical geography of the local area is suitable for farming | * Describe the events that lead to an earthquake * Know some of the causes of earthquakes, e.g. groundwater extraction, heavy rain, high CO2 * Know why fault lines play a key role in earthquakes |
| Geography Skills and Fieldwork |  | | * Use maps, charts etc. to support decision making about the location of places, e.g. How are goods transported across the world? * Consider the different views that people hold about topical geographical issues, e.g. Should the port of Grimsby be extended to attract more business?   Drawing maps   * Draw a thematic map to plot the world’s ports and their trades   Representation   * Draw a sketch map using symbols and a key * Use atlas symbols | | * Consider the different views that people hold about topical geographical issues, e.g. How were bombing locations key to stopping WW2?   Drawing maps   * Draw a variety of thematic maps based on their own data, e.g. How was Dunkirk planned? * Begin to draw plans of increasing complexity   Representation   * Draw a map using own symbols and a key * Use atlas symbols | |  | * Understand and use a widening range of geographical terms: urban, rural, land use, housing development, * Compare land use in the local area using maps (including digital maps) from past and present   Drawing maps   * Draw a variety of thematic maps based on their own data, e.g. use of land (farm, forest, airfield)   Representation   * Use OS map symbols when creating their own maps * Use atlas symbols when locating Russia/China and key physical and human geographical features | * Understand and use a widening range of geographical terms, e.g. specific topic vocabulary – urban, rural, fault lines, earthquake zones, tremors * Use maps, charts etc. to support decision making about the location of places, e.g. How are Asian countries prepared for future earthquake activity? * Consider different views that people hold about topical geographical issues, e.g. Should the position of fault lines determine where people choose to live? |
| Clover Year 5/6  Cycle 2 | **Autumn 1** | | **Autumn 2** | | **Spring 1** | | **Spring 2** | **Summer 1** | **Summer 2** |
| * Children to use globes, maps and plans at a range of scales including interactive apps such as Google Earth to understand the simple conventions of a map * Use primary sources (diary, letter, ships log, biographies, speeches, interviews, manuscripts) and secondary sources (textbooks, journal articles, dictionaries, encyclopaedias, biographies, and political comment) * Use non-fiction books, stories, maps, pictures/photos, and the internet as sources of information * Ask/initiate geographical questions and respond with their own ideas * Collect and record evidence * Use 8 compass points N, NE, E, SE, S, SW, W, NW, OS grid references and digital technology e.g. What3Words * Analyse evidence and draw conclusions with more confidence * Make detailed fieldwork sketches/diagrams with labels and use fieldwork instruments * Find, select and organise geographical information using double page spreads for outcomes * Communicate knowledge through discussion, role play, hot seating, artwork, model making, writing through a variety of text types and with cross curricular links and writing at a greater length | | | | | | | | |
| **Title: The Origin of the Species** | | **Title: The Origin of the Species** | | **Title: The Storm Keeper’s Island** | | **Title: The Storm Keeper’s Island** | **Title: Who Let the Gods Out?** | **Title: Who Let the Gods Out?** |
| **Focus: The study of a region in South America - Galapagos Islands**  Island: A Story of the Galápagos eBook: Chin, Jason, Chin, Jason ...  **Text: Island: A Story of the Galapagos by Jason Chin**  **\* Tropical Butterfly Park** | | **Focus: Why do volcanoes erupt?**  Island: A Story of the Galápagos eBook: Chin, Jason, Chin, Jason ...cid:f92942b6-01e6-4429-9ebc-606640ecddb6@GBRP123.PROD.OUTLOOK.COM  **Text: Island: A Story of the Galapagos by Jason Chin**  **Earth Shattering Events by Robin Jacobs & Sophie Williams** | | **Using maps of the UK and Europe**  **Focus: Cornwall and Arranmore Island, Ireland**  Book Reviews for Maps of the United Kingdom By Rachel Dixon | Toppsta  **Text: Maps of the United Kingdom by Rachel Dixon & Livi Gosling** | | No Geography content | Additional geographical knowledge  **Focus: Greece**  **Locational Knowledge:** Residential focus | **Human and physical geography: describe and understand key aspects of physical geography:** Earthquakes  cid:f92942b6-01e6-4429-9ebc-606640ecddb6@GBRP123.PROD.OUTLOOK.COM  **Text: Earth Shattering Events by Robin Jacobs & Sophie Williams**  **Geographical skills and fieldwork**  Focus: Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of OS maps) |
| Extraordinary Lives |  | |  | |  | |  |  |  |
| Geographical Enquiry | * Suggest questions for investigation, e.g.Which factors enable wildlife to thrive in the Galapagos? * How are the Galapagos different to the island of the UK? * What measures are needed to ensure that Galapagos stays unaffected by humans? | | * Suggest questions to investigate, e.g. How are volcanoes formed? * How did the Pacific Ring of Fire get its name? Why are volcanoes located around the edge of the Pacific Ocean? * What measures are needed to ensure that populated places near volcanoes are as safe as possible? | | * Investigate places with more emphasis on the larger scale: Cornwall and Arranmore Island * Are the coastal areas of Cornwall and Arranmore Island similar? * What measures are needed to ensure that isolated communities are connected to 21st Century technologies? | |  |  |  |
| Locational Knowledge | * Locate South America and the Galapagos and know that they are a province of Equador * Identify the position of the Galapagos in relation to latitude, longitude and the Tropics of Cancer and Capricorn * Know that South America has three physical regions: mountains and highlands, river basins and coastal plains | | * Locate the world’s volcanoes in: Europe, Asia, Africa, Australasia and North and South America * Locate the Pacific Ring of Fire and the countries it includes * Compare land use maps from past and present to consider how some volcanic lands have changed over time | | * Locate the region of Cornwall and the island of Arranmore and focus on their environmental regions, key physical and human characteristics * Identify the key topographical features of Cornwall/Arranmore (including hills, mountains, coasts and rivers) and land-use patterns; and understand how some of these aspects have changed over time | |  | * Locate Greece and focus on the environmental regions, key physical and human characteristics and major cities and landmarks * Know why Greece is now a popular holiday destination | * Understand the significance of the Prime/Greenwich Meridian and time zones (including night and day) |
| Place Knowledge | * Know South America has many climates: tropical dry, tropical wet, arid, highlands, humid subtropical, Mediterranean, semiarid * Know that the Galapagos Islands are an archipelago of islands * Understand that as the Galapagos Islands are situated where three oceans meet and are subject to a variety of weather patterns | | * Identify and recognise the dangers that volcanoes can pose to local areas * Consider how volcanoes have contributed to areas becoming tourist locations | | * Compare the physical and human features of Cornwall/Arranmore with Lincolnshire * Compare the communities of island and coastal locations and those of village and town life * Know that coastal areas and islands can be isolated | |  | * Know that Greece’s popularity as a holiday destination is partly due to its history * Recognise the position of Greece in Europe in relation to surrounding countries and the UK |  |
| Human and Physical Geography | * Understand aspects of the physical geography of the island and that they were formed by volcanoes * Know that the physical geography of the Galapagos provides habitats for a range of animals/vegetation * Compare maps from past and present: Darwin’s hand-drawn illustrations to modern-day satellite images * Compare the physical and human features of the UK and the Galapagos Islands, identifying similarities and differences * Understand why people seek to manage and sustain their environment, e.g. to preserve natural life | | * Know about changes to the world environments over time: global warming and rising sea levels * Understand why people seek to manage and sustain their environment, e.g. Why do people choose to live on volcanic land? * Know how volcanoes are formed and why they may remain dormant for many years | | * Know about the physical features of coasts and begin to understand erosion and deposition and how this affects the communities * Understand how people affect the environment over time through land use and community building * Recognise that isolation can build strong communities * Know about changes to the world environments over time, e.g. migration – people moving from isolated coastal/island communities for better work/life opportunities * Understand why people seek to manage and sustain their environment, e.g. legacies of families through the generations | |  | * Know about changes to the world environments over time, e.g. tourism * Describe and understand key aspects of human geography, including: types of settlement, land use and economic activity |  |
| Geography Skills and Fieldwork | * Understand and use a widening range of geographical terms: archipelago, uninhabited, oceanic, marine reserve, confluence * Use fieldwork techniques, e.g. labelled field sketches of creatures at the Tropical Butterfly Park * Use maps, charts to support decision making about the location of places, e.g. How far apart are the Galapagos Islands from Ecuador? * Consider different views that people hold about topical geographical issues, e.g. Should the Galapagos Islands be used for further scientific study or left untouched by humans?   Drawing maps   * Draw a variety of thematic maps based on their own data, e.g. locations of habitats or climate information * Begin to draw plans of increasing complexity   Representation   * Draw a sketch map using symbols and a key * Use atlas symbols | | * Understand and use a widening range of geographical terms: volcano, eruption, magma, lava, tectonic plates, Pacific Ring of Fire, Pacific Ocean * Use maps, charts etc. to support decision making about the location of places, e.g. Is there are pattern to where the volcanoes are located?   Drawing maps   * Draw a variety of thematic maps based on their own data: e.g. land temperatures, Pacific Ring of Fire * Begin to draw plans of increasing complexity   Representation   * Use atlas symbols | | * Understand and use a widening range of geographical terms: island, urban, rural, land, use, tidal, sustainability, tributary, port, cargo, trade links etc * Use maps, charts etc. to support decision making about the location of places, e.g. How far apart are Cornwall and Arranmore Island? * Investigate how coastal erosion/ sea pollution can impact on coastal life   Representation   * Draw a sketch map using symbols and a key of Arranmore Island * Use atlas symbols | |  | * Use maps, charts etc. to support decision making about the location of places, e.g. How long does it take to travel to Greece? | Drawing maps   * Draw a variety of thematic maps based on their own data, * Draw plans of increasing complexity   Representation   * Draw a sketch map using symbols and a key * Use atlas symbols |