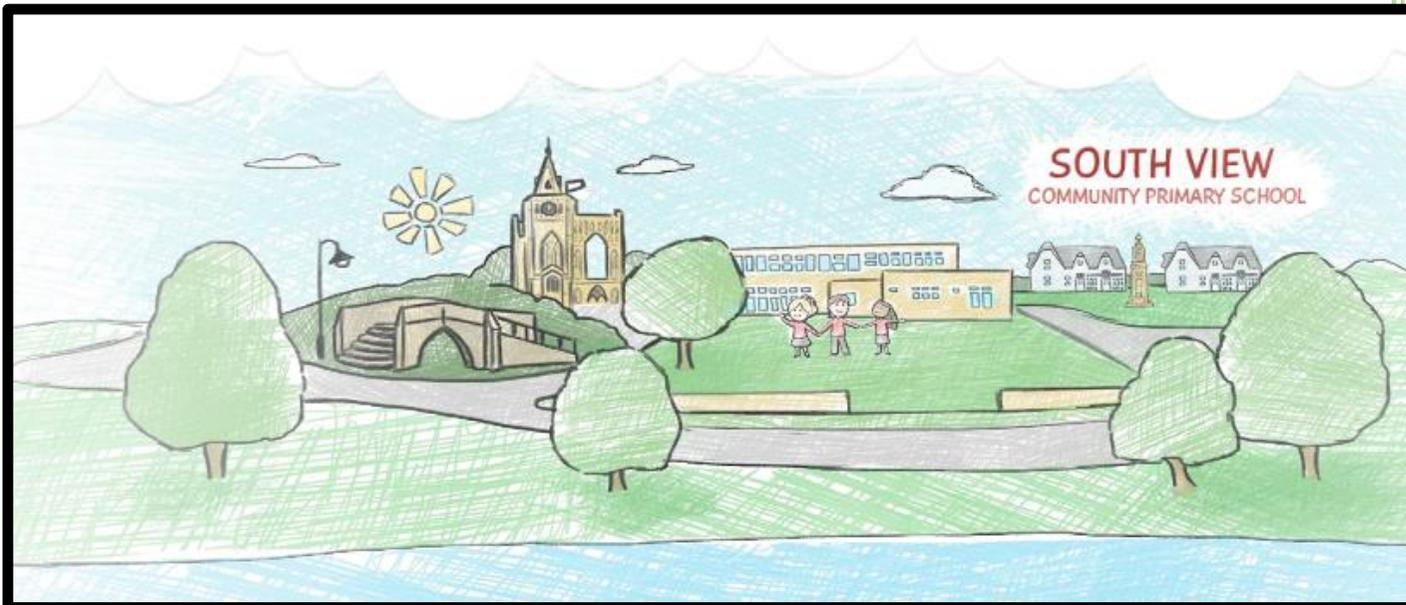


South View Community Primary School

Our Geography Curriculum



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Reviewed September 2023

Next Review: October 2024

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1. THE BASIC PRINCIPLES OF OUR CURRICULUM

Learning is a change to long term memory.

Our aims are to ensure that our children experience a wide breadth of study and have, by the end of each Key Stage, long -term memory of an ambitious body of procedural and semantic knowledge.

2. OUR CURRICULUM INTENT

Curriculum Drivers shape our curriculum breadth. They are derived from an exploration of the backgrounds of our children, our beliefs about high quality education and our values. They are used to ensure we give our children appropriate and ambitious curriculum opportunities. Our curriculum drivers, enabling us to ensure OUR children get what THEY need from us are that:

- ❖ Our children will develop vocabulary so that they are able to speak and understand spoken language, access more complex texts and write with eloquence.
- ❖ Our children will leave South View as successful readers. They will 'learn to read' and consequently 'read to learn'.
- ❖ Our children will explore their own cultures, surroundings and emotions and those of others, to gain a wider understanding of the world and their place within it.

3. GEOGRAPHY INTENT

Key Strand: Curriculum – Intent. Our Geography curriculum inspires –

- a love of/ passion for *Geography*
- provide children with knowledge, skills and strategies
- encourage outdoor learning through fieldwork and trips
- that allow them to develop the children's curiosity, fascination and respect about the world and its people that will remain with them now and for the rest of their lives.

The Essential Characteristics of Geographers –

- An excellent knowledge of where places are and what they are like.
- An excellent understanding of the ways in which places are interdependent and interconnected and how much human and physical environments are interrelated.
- An extensive base of geographical knowledge and vocabulary.
- Fluency in complex, geographical enquiry and the ability to apply questioning skills and use effective analytical and presentational techniques.
- The ability to reach clear conclusions and develop a reasoned argument to explain findings.
- Significant levels of originality, imagination or creativity as shown in interpretations and representations of the subject matter.
- Highly developed and frequently utilised fieldwork and other geographical skills and techniques.
- A passion for and commitment to the subject, and a real sense of curiosity to find out about the world and the people who live there.
- The ability to express well-balanced opinions, rooted in a very good knowledge and understanding about current and contemporary issues in society and the environment.

4. MEETING THE NEEDS OF ALL CHILDREN IN GEOGRAPHY

Supporting children with Special Educational Needs and Disabilities.

| Cognition and Learning | | Communication and Interaction | |
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| <u>Subject Challenges for SEND</u> | <u>Provision for SEND</u> | <u>Subject Challenges for SEND</u> | <u>Provision for SEND</u> |
| <p>Retaining information/meaning of vocabulary</p> <p>Literacy skills – ability to read information e.g. in atlas, difficulties with writing</p> | <ul style="list-style-type: none"> • Retrieval questions to be used at the beginning of each lesson and within lessons where suitable • Pre-teach to understand vocabulary or subject content • Key words dual coded on display boards and in knowledge organisers • Writing frames to be used | <p>Difficulties using language/expressing themselves</p> <p>Difficulties with processing language.</p> | <ul style="list-style-type: none"> • Sentence starters/modelled language • Repetition/stem sentences • Opportunities to express ideas in various way- not just verbal • Simplified step by step instructions • Chunking, learning mats |

| Physical and sensory | | Social Emotional and Mental Health | |
|---|--|---|--|
| <u>Subject Challenges for SEND</u> | <u>Provision for SEND</u> | <u>Subject Challenges for SEND</u> | <u>Provision for SEND</u> |
| Visual difficulties Recording information Other sensory needs | <ul style="list-style-type: none"> • Ensure documents are enlarged • Magnifier used • Online resources to zoom in and out • ICT resources to be used so children can record online • Talking tins • Use of physical resources e.g. maps, compasses, globes | Low self-esteem – often withdraw from challenges Distressed by new experiences or triggered by specific topics | <ul style="list-style-type: none"> • Adapt lessons appropriately with clear instruction, scaffolding accordingly, to ensure lessons are accessible. • Children to be introduced to area/environment e.g. through photos or social story before trips/visits • Ensure content being used in lesson is considered and approached in a sensitive manner. |

Non-Negotiables that need to be in place in all lessons/classrooms when teaching Geography:

1. Dual coded knowledge organisers and key words displayed
2. Various ways to record information – videos, voice notes, drawings
3. Physical resources for children to explore – globes, maps etc

Challenging and Extending Children to achieve Greater Depth.

The 3 key aspects of pupil's achievement: -

- **Contextual world knowledge**
- **Understanding of the conditions**
- **Competence in geographical enquiry**

Key skills

1) Levels of independence: Children should show initiative when answering pertinent geographical questions without adult support. If research/ map reading causes further questions or lines of enquiry children will independently have a go at answering them and take ownership of their thoughts and learning.

2) Confidence: Children should be more than willing to use a range of resources E.G globe/atlas/ reading material to answer geographical questions in order to broaden their knowledge and deepen their understanding. They will not deter easily and shall only draw on teacher support as a last resort or to confirm their independent research.

3) Explanation: Children must be able to correctly use a wide range of key vocabulary and geographical terms when conversing. This will enable the children to make in depth comparisons regarding human and physical geography and be as accurate as possible when discussing the location of continents, countries and oceans.

4) Communicate: Children must be able to confidently share their geographical learning in a way that is coherent and clear. A wide range of mediums will be demonstrated over the course of the year and children should choose how they wish to present their information in order to achieve this: such as writing, drawing, symbols and keys. The children should offer insight, reasoning and justifications for the opinions or conclusions they form as a result of their perceptions and learning.

5) Re-Visit: Children will not only show a secure understanding and obtain fluent knowledge of the UK and wider world but will also readily and actively draw on previous learning to form deeper connections, justifications and reasoning as well as to enhance their own understanding.

Dimensions of Progress

- Demonstrating greater fluency with world knowledge by drawing on increasing breadth and depth of content and contexts.
- Extending from the familiar and concrete to the unfamiliar and abstract. –
- Making greater sense of the world by organising and connecting information and ideas about people, places, processes and environments
- Working with more complex information about the world, including the relevance of people's attitudes, values and beliefs
- Increasing the range and accuracy of pupils' investigative skills, and advancing their ability to select and apply these with increasing independence to geographical enquiry

The national curriculum for geography aims to ensure that all pupils: Develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes

At greater depth children should be able to:

1. Ask and answer a **good range** of pertinent geographical questions.
2. Have a **fluent knowledge** of the countries within the UK, the world's continents, oceans as well as a range of European countries
3. There is a **good awareness** of the countries studied in year group, which they can **confidently discuss and explain**.
4. Be able to recognise the type of place somewhere is based on its characteristics and discuss its features
5. There is an **in depth understanding** of and some **excellent descriptions** of the significance of geographical features and zones

Understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time

At greater depth children should be able to:

1. Have a **clear understanding** and be **able to explain** the difference between human and physical geography
2. Use **key language accurately and consistently** within their written and verbal work
3. Have a **fluent knowledge** of how these physical features contribute to a place
4. Compare places using the careful and correct terminology to offer **reason and explanation** when looking at similarities and differences to **create insightful comparisons**
5. Have a **secure understanding** of how climate change is influenced by human behaviour (deforestation, plastic pollution, global warming) and be able to **confidently and independently discuss** in detail the cause and effect this has to our planet

5. GEOGRAPHY LONG TERM PLAN

| Year Group | Term One | Term Two | Term Three | Term Four | Term Five | Term Six |
|---|--|---|---|--|---|---|
| Whole school events relating to geography and Equity (Cultural Capital) | Black History Month Harvest Festival National Poetry Day Roald Dahl Day | Children in Need Diwali Remembrance Road Safety Nativity Christingle | Chinese New Year Fairtrade Shove Tuesday Holi Orienteering Safer Internet Day NSPCC | World Book Day Science Week Comic Relief Easter Orienteering Mother's Day Easter | May Day Ramadan Orienteering | Sports Day World Art Week World Music Day Transition Orienteering |
| Foundation Stage | <p>Understanding of the World</p> <ul style="list-style-type: none"> • Talk about the lives of the people around them and their roles in society. • Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. • Understand the past through settings, characters and events encountered in books read in class and storytelling. • Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. • Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. • Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, nonfiction texts and (when appropriate) maps. • Explore the natural world around them, making observations and drawing pictures of animals and plants. • 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>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p> | | | | | |
| Cultural Capital/Equity | Outdoor Learning Forest School Harvest Festival | Outdoor Learning Forest School Trip to play town | Outdoor Learning Forest School | Outdoor Learning Forest School <i>Looking after baby chicks/ducklings</i> | Outdoor Learning Forest School Bring up a butterfly | Outdoor Learning Forest School |

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| | Trip around local environment | Visitors People who help us PCSO, Nurse, Fireman, Cranes etc). | Forest School Den Building Take part in food activity days | <i>Bird watching</i> <i>Bikeability</i> <i>Trip to Moor farm</i> <i>Newborough-Lambing</i> | <i>Watch a Pantomime</i> <i>Performing on a stage to an audience</i> <i>Scavenger Hunt</i> <i>Johnsons of Old Hurst Farm trip</i> | Camping experience day Take part in a race Trip to Ferry meadows/Forest visit - Picnic |
| Year One | Crowland Street Detectives | | Castles and Kings | | Under the Sea | |
| | <u>Local Area Study (The School and Crowland)</u> <u>Geography</u> Location Knowledge Fieldwork and observational skills | | <u>UK Study</u> Location Knowledge- Countries & Capital cities of U.K. | | <u>World Study</u> Continents and Oceans of the World – Location Knowledge Human and Physical Features – The Seaside | |
| Cultural Capital/Equity | Outdoor Learning Tour of School/Meet the teachers | Outdoor Learning Abbey Visit Walk around Crowland | Outdoor Learning | Outdoor Learning Visit Castle | Outdoor Learning | Outdoor Learning Seaside Theme Day |
| Year Two | Lost in London | Fire! Ferocious Fire! | World Explorers | | On Safari | |

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| | <p>Where is London?</p> <p><u>Geographical skills and fieldwork</u></p> <p>- 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> | | <p><u>Antarctic Study (Human & Physical)</u></p> <p>-Use maps, atlases & globes to locate continents and oceans of the World</p> <p>- 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> <p>-Use basic geog vocab</p> <ul style="list-style-type: none"> • Antarctic landscapes (Cross - curricula) • Biographies about famous explorers <p><u>Geographical skills and fieldwork</u></p> <p>- 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> <p>-use simple compass directions (north, south, east and west) and locational and directional language [for example, near and far, left and right], to describe the location of features and routes on a map</p> <p><u>Locational knowledge</u></p> <p>- Name and locate the world's 7 continents</p> <p>- Name and locate the world's 5 oceans</p> | <p><u>Contrasting Locations Study (Place Knowledge)</u></p> <p><u>Geographical skills and fieldwork</u></p> <p>- 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</p> <p><u>Place knowledge</u></p> <p>- 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 - Nairobi and London?</p> |
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| Cultural Capital/Equity | Outdoor Learning | Outdoor Learning | Outdoor Learning | Outdoor Learning | Outdoor Learning Zoo Trip | Outdoor Learning African Activity Day |
| Year Three | Stone Age | Iron Age (including Farming) | Rainforest | | Romans | European Study - Italy |
| | | Looking at change to farming Skara Brae <u>Local Area</u> How farming has changed in local area. Sim/Diff human & physical geog. Human-settlement/land-use/ trade/food. Land-use patterns over time. | <u>World Study</u> Sim/Diff human and physical geog. Climate zones, use of maps, atlases, globes, computer mapping to locate countries and describe features. | <u>UK Study-</u> Woodlands Sim/Diff thru human and physical geography. | <u>European Study- Italy</u> Physical geog mountains, volcanoes earthquakes. Topographical features Climate Zones Uses of maps, atlases, globes and digital computer mapping to locate countries and describe features. Key physical characteristics, countries and major cities. | |
| Cultural Capital/Equity | Outdoor Learning | Outdoor Learning | Outdoor Learning | Outdoor Learning Visit Snowden Fields (Woodland) | Outdoor Learning Roman Day | Outdoor Learning In House Italian Day |

| | | | | | Flag Fen | |
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| Year Four | Smashing Saxons (History) | Walk Like an Egyptian (History) | Rivers | All Around the World | Victorians (History) | Fantastic Fens Local study |
| | Why did they settle in Britain? Anglo Saxon Villages. | <u>Locational Knowledge</u> Where Egypt is. | <u>Physical and Human Geography</u> Where Egypt is. Land, Nile and people. Rivers -Famous rivers -How they are formed - Importance of rivers (Human) | Biomes Longitude and latitude, Tropics and polar regions Prime Meridian Time Zones | | Environmental studies History of the Fens Brazilian Pantanal Similarities and differences to British fenland Ordnance Survey maps |
| Cultural Capital/Equity | Outdoor Learning | Outdoor Learning Ancient Egyptian Day | Outdoor Learning | Outdoor Learning | Outdoor Learning | Outdoor Learning Ferry Meadows and sleepover at school |

| Year Five | The Amazing UK | The Vicious Vikings | Our Wonderful World and Beyond? | | The Groovy Greeks | |
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| | <p>Where is UK? Land uses link to imports and exports.</p> <p>Which county is Peterborough in?</p> <p>How can maps and atlases help us learn about the UK?</p> <p>Geographical regions, coasts and rivers. Study of local area. Link to previous learning in Y3/4</p> <p>Grid references and compass directions, 8 points of the compass</p> | | Space topic (Science) (including Time Zones) | <p>Natural disasters- Human impacts including pollution, deforestation, earthquakes, volcanoes tornadoes, drought, flooding.</p> <p>Sustainability</p> <p>Climate Change Digital mapping, Google Earth.</p> | <p>Continents</p> <p>Map of Europe, Locate capital cities</p> <p>Temperature Contrast with Greece and UK climate. (Climate Zones).</p> <p>Mountains- How they were formed?</p> <p>Different types of mountains.</p> | |
| Cultural Capital/Equity | Outdoor Learning | Outdoor Learning | Outdoor Learning | Outdoor Learning | Outdoor Learning | Outdoor Learning |

| | | | Young Voices in London | PGL (Caythorpe) | | Ancient Greek Day (In House) |
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| Year Six | Fallen Fields WW1 (History) | A Child's War WW2 (History) | Brazil | Global Trade | Exploring Antarctica (English) | Hola Mexico! |
| | Locating countries part Of British Empire WW1 (capital cities) Trench locations Using 8 point compass Plot 6 figure grid references, key and symbols | Maps of Europe – locating allies Axis | Where is Brazil? Id human and physical features. Urbanisation- Indigenous people of Amazon Life in Brazil Physical geography | How did trade get global? Food and Global Supply chain UK exports- What we export and where Investigate Fairtrade Highest valued exports | Antarctica on map Specific physical geog Daily life in Antarctica | Where did the Mayans live? Exploring Mesoamerica Physical geography Modern Maya |
| Cultural Capital/Equity | Outdoor Learning | Outdoor Learning Houses of Parliament | Outdoor Learning Young Voices in London | Outdoor Learning | Outdoor Learning Fairtrade - Global Trade Trading Game | Outdoor Learning Mexico- Day of the Dead (In house topic day) Wicksteed Park Sleepover at School |



Geography Knowledge Progression

South View Primary School

| Location and Place Knowledge | | | | | | |
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| EFYS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| <p>To know:</p> <ul style="list-style-type: none"> • That positional language and directions can tell us where to go. • That directions can be followed and lead to different places • That directions can be verbal, pictorial or written • Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. • The surroundings where they live and talk about it. • Place is a particular position, point, or | <p>To know:</p> <ul style="list-style-type: none"> • a continent is a large area of land made of many countries. • 7 continents are: Europe, North America, South America, Antarctica, Asia, Australasia and Africa. • that the ocean is one of 5 very large areas of sea on the Earth's surface. • the 5 oceans are: Southern, Pacific, Atlantic, Indian and Arctic. • A sea is a large body of water that is larger than a lake but smaller than an ocean. • a country is an area of land that the World is divided into. • World maps and globes show all the countries in the World. • The UK is made of 4 countries- England, | <p>To know:</p> <p>LONDON STUDY</p> <ul style="list-style-type: none"> • That Human geography is how human activity affects the Earth's surface. Human features include: city, town, village, factory, farm, house, road, bridge, bungalow, flat, building, house, harbour etc church, street, office, port, harbour and shop. • Physical features are deals with natural features. • That physical geography deals with natural features include: Beach, cliff, coast, forest, hill, mountain, sea, ocean, river, lake, soil, wild, valley, plants, vegetation, season, pond, desert, field and weather. | <p>To know:</p> <ul style="list-style-type: none"> • Europe is a continent, made up of many countries. England is a country in Europe. • Where the countries of Europe (inc Russia) are located on a map/globe or digital map (Google Earth) • Cardinal points – The four main points of the compass: (North, South, East and West) <p>ITALY</p> <p>To know</p> <ul style="list-style-type: none"> • Italy is bordered by France, Switzerland, Austria, Slovenia. • Southern Europe • Rome is its capital city • Vatican City walled state (Pope lives). | <p>To know:</p> <p>EGYPT</p> <ul style="list-style-type: none"> • Egypt is in North Eastern Africa. • Egypt is bordered by 2 key deserts (Western, Eastern). • The River Nile runs through Egypt and its delta in the Mediterranean Sea. • The River Nile is the longest river in the world. It covers 11 countries. • The Nile runs south to North - the only River in the world to do this. • The Severn is the longest river in the UK. <p>FANTASTIC FENS (WORLD KNOWLEDGE)</p> <ul style="list-style-type: none"> • The Equator is an imagery line around the middle of the | <p>To know:</p> <p>GROOVY GREEKS</p> <ul style="list-style-type: none"> • Revisit continents • Where the countries of Europe (inc Russia) are located on a map/globe or digital map (Google Earth) • Locate capital cities of Europe using map, globe or digital map. • Greece is in South Eastern Europe • The temperature contrast between (Greece and UK. Revisit Yr3 Climate Zones) • Different parts of the world experience different climates. • Climate is based on temperature and rainfall. | <p>To know:</p> <p>WW1</p> <ul style="list-style-type: none"> • Countries and their capital cities that were part of British Empire – Britain, India, Australia, Canada, New Zealand, South Africa, Rhodesia, Hong Kong, Gibraltar, parts of West Indies, various colonies in Africa. • Trench locations in France and Belgium <p>WW11</p> <ul style="list-style-type: none"> • Major countries involved and their capital cities and locations– Allied powers are UK, France, USA, Russia Axis- Germany, Japan, Italy |

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| <p>area in space; a location.</p> <ul style="list-style-type: none"> • Use appropriate words, e.g. 'town', 'village', 'road', 'path', 'house', 'flat', 'abbey' and 'temple', to help make distinctions in their observations. • Different is not the same as another or each other • Everyone lives differently and is different (not the same). • Understand that some places are special to members of their community. • Everyone has a different opinion on where they live and what they like. • Recognise that people have different beliefs and celebrate special times in different ways. • Recognise some similarities and differences between life in | <p>Scotland, Wales and Northern Ireland.</p> <ul style="list-style-type: none"> • The capital of a country is the city where its government/parliament meet. • The capital cities of UK are London, Edinburgh, Cardiff and Belfast. • Navigate their way around the classroom and school using directions- A course along which someone or something moves e.g. Down, up, left, right forward, backwards, side-to-side. | <ul style="list-style-type: none"> • Similarities means not the same as another or each other • Difference means not the same as another or each other. • Physical features of London including River Thames, Epping Forest, Victoria Park Lakes, Hampstead Heath. • Human features of London including Hyde park, Big Ben, Buckingham Palace, Gherkin, London Underground. • Europe is a continent and England is a country in Europe. • World maps and globes show all the countries in the World. • World maps and globes show all the countries in the World. • The UK is made of 4 countries- England, Scotland, Wales and Northern Ireland. • The capital of a country is the city where its government/parliament meet. • The capital cities of UK are London, Edinburgh, Cardiff and Belfast. • 7 continents are: Europe, North America, | <ul style="list-style-type: none"> • Peninsula – mostly surrounded by water, with only some land connecting mainland. Looks like a boot. • 5 seas surrounding it -Mediterranean, Ionian, Adriatic, Tyrrhenian, Ligurian. • North/South climate divide in Winter due to southern Italy close to African winds. • Italy 20 regions • Two mountain ranges- Alps and Apennines. • River Po longest river- 652km • the 5 oceans are: Southern, Pacific, Atlantic, Indian and Arctic. • North and South America are two continents made up of many countries. Use map/globe or digital map (Google Earth) <p>FORESTS/RAINFORESTS To know:</p> | <p>Earth at an equal distance from the North and South Pole.</p> <ul style="list-style-type: none"> • The northern/southern hemisphere is the half of the globe lying north/south of the Equator. • Latitude of a place is its distance from the Equator. • Longitude of a place is its distance to the west or east of a line passing through Greenwich. • Tropic of Cancer /Capricorn are lines of latitude that relate to the position of the sun overhead during the June and December solstice. • The Arctic/Antarctic circle mark the northern/southern points where they have 24 hours of daylight June/December and 24 hours of night in December/June solstices. • The summer/winter solstice is the day of the year with the | <ul style="list-style-type: none"> • The 6 major climate zones are: polar, temperate, tropical, arid, mountainous, and Mediterranean. • Temperate - warm in summer, cool in winter and have moderate rainfall. E.g. UK • Mediterranean - Dry, hot summers and mild winters E.g. Greece <p>AMAZING UK TOPIC</p> <ul style="list-style-type: none"> • Counties are a specific region of a country (UK) used for administration, geographical and political boundary. • City is a large town usually with a cathedral but needs to be granted city status by a monarch. • UK is in the continent of Europe is 242,500km squared. • Population of UK 66million. • The UK is made of 4 countries- England, Scotland, Wales and Northern Ireland. • The capitals are London, Edinburgh, | <p>GLOBAL TRADE (Y3/Y4 introduced)</p> <ul style="list-style-type: none"> • 5 major circles of latitude around the Earth- Arctic, tropic of cancer, Equator, Tropic of Capricorn, Antarctic circle. • (Y5 introduced) Prime (Greenwich) meridian is an imaginary horizontal line that divides Earth longitudinally Eastern hemisphere and Western hemisphere. It is used as a basis for the World's time zones. Greenwich meridian is the 0 degrees of longitude. • (Y5 Introduced) Time zones give specific areas on the Earth a time of day that is earlier or later than the neighbouring time zones. <p>ANTARCTICA (Cross curricula through English (Y3/Y4 introduced)</p> |
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| <p>this country and life in other countries.</p> <ul style="list-style-type: none"> • The natural world (nature) where they live and talk about it. • Explore the natural world around them. • Describe what they see, hear and feel whilst outside. • Use appropriate words, e.g. 'field', 'garden', 'trees', 'river', 'pond'. • Encourage the use of words that help children to express opinions, e.g. 'busy', 'quiet' and 'pollution'. • Recognise some environments that are different to the one in which they live. | | <p>South America, Antarctica, Asia, Australasia and Africa.</p> <ul style="list-style-type: none"> • that the ocean is one of 5 very large areas of sea on the Earth's surface. • the 5 oceans are: Southern, Pacific, Atlantic, Indian and Arctic. • A sea is a large body of water that is larger than a lake but smaller than an ocean. • Antarctica is a continent around the South Pole, situated mainly within Antarctic Circle and almost entirely covered by ice. • South Pole is southernmost point on Earth. • The Antarctic covers the continent of Antarctica and ice shelves and islands in the Southern Island. • Antarctic Circle is an imaginary circle around the Earth around the southernmost point. <p>AFRICAN STUDY (KENYA)</p> <ul style="list-style-type: none"> • Africa is a continent and the republic of Kenya is a country in East Africa. | <ul style="list-style-type: none"> • Many are situated in South America. • All are between Tropic of Cancer and Capricorn along the equator. Equator- an imaginary line circling the Earth's latitude equidistant from North and South poles. • Around the equator is a tropical climate zone that is hot and humid. • Other climate zones are temperate and polar. • Tropic of Cancer is an imaginary latitudinal line north of and parallel to the equator. • Tropic of Capricorn is an imaginary latitudinal line south of and parallel to the equator. • Introduce 5 major circles of latitude around the Earth- Arctic, tropic of cancer, Equator, Tropic of Capricorn, Antarctic circle. • Introduce Prime (Greenwich) meridian is an | <p>most/fewest hours of daylight.</p> <ul style="list-style-type: none"> • The UK is in the Northern Hemisphere. • Brazil is in the southern Hemisphere. <p>FANTASTIC FENS</p> <ul style="list-style-type: none"> • To know Fenlands are a marshy low-lying area in East of England. • To know the Fens cover parts of Lincolnshire, Cambridgeshire and Norfolk. • Holme Fen is the lowest point in England. • To know that Lincoln is the county town of Lincolnshire, it is the ONLY city in the county. • To know Lincoln and Peterborough both have cathedrals which make them cities. • To know Lincoln has a castle. • To know that Lincolnshire is a | <p>Cardiff and Belfast respectively.</p> <ul style="list-style-type: none"> • UK is split into 100 geographical counties. 40 in England, 33 in Scotland, 13 in Wales and 6 in Northern Ireland. • Where counties and cities of UK are located. • The largest counties by population are: Greater London 8.8 million; West Midlands 2.9 million; Greater Manchester 2.8 million; West Yorkshire 2.3 million; Essex 1.8 million. • Most populated cities are London 9.75 million; Birmingham 2.5 million; Manchester 1.9 million; Glasgow. 1.1 million; Newcastle 837,500 • Topography describes the physical features of an area of land such as hills, mountains, coasts and rivers. (Visited in Y4 | <p>5 major circles of latitude around the Earth- Arctic, tropic of cancer, Equator, Tropic of Capricorn, Antarctic circle.</p> <ul style="list-style-type: none"> • The Arctic Circle is the most northern of the five major circles of latitude that mark maps of the Earth • The Antarctic Circle is the most southerly of the five major circles of latitude that mark maps of the Earth. • Almost 98% covered by ice with the average thickness 1.9km. • Lakes are hidden under the ice • Contains about 70% of world's fresh water is • Transantarctic is the mountain range that extends over 2000 miles • South pole is found in Antarctica • Surrounded by Southern Ocean • Population is around 2000-temporary |
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| | <ul style="list-style-type: none"> • A locality is a small area of a country /city. • Compare London to Nairobi and/or Maasai Mara Reserve. (During African Study) • Nairobi is the capital of Kenya. • Population is all the inhabitants of a place. • Kenya has a population of 44 million (2015) • Kenya is a developing country with half the population in poverty. • The Maasai tribe live in the Maasai Mara National Reserve is in the African savannah. • Maasai Mara is only 115 miles from Nairobi. • Maasai Mara National Reserve is in the Rift Valley Province, in South west Kenya. • The Great Rift Valley is an enormous valley of mountains which runs from the north to south of Kenya. The valley has a chain of volcanoes which are still 'active' (alive). • Volcanoes are usually mountains with a hole in the Earth from which molten (melted) rock and gas erupt. | <p>imaginary horizontal line that divides Earth longitudinally Eastern hemisphere and Western hemisphere. It is used as a basis for the World's time zones.</p> <ul style="list-style-type: none"> • Rainforests are found in Ecuador, Mexico, Peru, Brazil, Venezuela, Bolivia, Guyana, Malaysia, India, Australia, Indonesia. • Amazon rainforest is in Brazil, Peru, Colombia, Venezuela, Ecuador, Bolivia, Guyana, Suriname and French Guiana. • Amazon rainforest covers 5.5 million square kilometres. • Amazon previously covered a much larger area. • The differences between a UK Forest and the Amazon rainforest- size, types of trees, rivers, animals, visitors. • For Example, Sherwood is in Nottingham;4.23 | <p>coastal county. Its coastline is 50 miles long.</p> <ul style="list-style-type: none"> • UK has 17,800 km (11,000 miles) of coastline. • The names and location (on a map) of 4 seas/oceans surrounding UK – North Sea is to the East; English Channel to the south which separates it from continental Europe; Irish Sea and Atlantic Ocean to the west. • Lincolnshire's coastline is on the North Sea. • The main rivers in the Fens are the River Glen, Ouse, Nene and Welland. • Longest UK rivers (and their locations on a map) are Severn- 354km; Thames- 346km; Trent- 297km; Great Ouse- 230km; Wye 215km; Ure- 208km. <p>THE PANTANAL (SIMILARITIES & DIFFERENCES)</p> <ul style="list-style-type: none"> • Brazil is the largest country in South | <p>Mountains and Fens topic).</p> <ul style="list-style-type: none"> • Features of a coastline include: coast, bay, beach, headland, dune, cave, cliff, arch, stack, stump, spit. • Weathering is the process of wearing away rocks- physical, chemical and biological. • Physical Weathering rainwater collects in a crack in the rock. It freezes and forces the crack to widen. This freeze-thaw cycles repeats. • Chemical weathering is acidic rainwater falls onto rocks such as limestone. Over time it will dissolve some of the rock. • Biological weathering- roots from trees and other plants may grow into or under rocks with such force that they can cause damage or even split the rock in two. • Erosion is a process where water, wind and ice wear away | <p>scientists and research teams</p> <ul style="list-style-type: none"> • 5th largest continent 14.2 million km² – double the size of Australia • Coldest, driest and windiest continent. <p>HOLA MEXICO</p> <ul style="list-style-type: none"> • North America is 3rd largest continent covering 24.7 million km² • North America has 23 countries. The largest (in size) are Canada, USA, Greenland, Mexico and Nicaragua • Mexico is in the southern section of North America • Shares its borders with United States, Guatemala and Belize • It has long coastlines on Caribbean Sea, Pacific Ocean and Gulf of Mexico • Capital is Mexico City, one of the largest cities in the World • Population 129.2 million people |
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| | | <ul style="list-style-type: none"> • Export means to send goods to another country for sale. • Most people's job is farming. • Kenya grows tea, coffee and flowers to export. • River Tana is the longest river in Kenya 1000km. • Mount Kenya is the highest mountain- 5199m • Two main languages spoken are English and Swahili but there are more than 60 other languages. • Kenya has over 50 national parks and game reserves. • A national park is a protected area of land where only tourism and research is allowed. No humans can live there. • A game reserve allows humans to live there and they can also fish, mine, gather wood and build roads • Tourism is travel for pleasure. The people who take part are called tourists. • Tourists enjoy safaris and visiting the Maasai tribe. • Africa's big 5 safari animals are: elephant, | <p>square km; 500,000 visitors.</p> <ul style="list-style-type: none"> • Amazon 2 million tourists. <p>FARMING IN LINCOLNSHIRE</p> <ul style="list-style-type: none"> • Counties are a specific region of a country (UK) used for administration, geographical and political boundary. • Lincolnshire is a county in the East Midlands of England • Lincolnshire is the second largest county in England. • It has area of 6959km squared • Consists of several distinct areas- Lincolnshire Wolds, the fens and marshes. • Lincolnshire Wolds is an area in north east of the county with rolling hills. Designated an area of outstanding natural beauty. • Fens are in south east quarter of the county. • Marshes run along the coastline of the county. | <p>America, its capital city is Brasilia.</p> <ul style="list-style-type: none"> • Brazil is the 5th largest country in the world. • The Amazon flows through Brazil it is the second longest river in the world (6400 km). • About 60% of the Amazon rainforest is in Brazil. • Pantanal means wetland or marsh. • Pantanal is the world's largest wetland. • Fens are 3,900 km squared; the Pantanal 70,000 is km squared. <p>RIVERS</p> <ul style="list-style-type: none"> • A path water takes as it flows downhill to another river, lake, sea or ocean. • Rivers offer a source of water therefore plants, animals and humans live near or in them. • Famous rivers include: Nile, Amazon, Yangtze, Thames and Mississippi. | <p>rocks and soil. The particles are then moved elsewhere.</p> <ul style="list-style-type: none"> • Bay and Headland If a coastline is made of sections of harder and softer rock, these will erode at different speeds when attacked by waves. • Where the softer rock has eroded more quickly, bays form. • The harder rock erodes more slowly, and forms headlands surrounding bays. • A crack in at the base of a cliff will weather into a cave, then larger cave. Eventually it will erode into an arch, then stack and finally a stump. • Peterborough is in the county of Cambridgeshire not Lincolnshire. • Peterborough is a city and has a cathedral. • Land use is a term used to describe the function of the land. Land use can vary from place to place. | <ul style="list-style-type: none"> • Mexico has either tropical or desert climate. • Mayans lived in southern Mexico, Belize, Honduras, El Salvador and Guatemala. <p>BRAZIL</p> <ul style="list-style-type: none"> • South America is a continent. Brazil is its largest country, 5th largest in the World • Covers 8.51million km² • Its coastline is on the Atlantic Ocean • Contains 60% of Amazon rainforest meaning it has a tropical climate • 60% of Amazon river is in Brazil • Also has large bustling cities like Rio de Janeiro, San Paulo • Brasilia is the capital • Population is 209 million people. • Equator runs through Northern Brazil • It has a varied landscape including |
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| | | <p>black and white rhino, lion, leopard and cape buffalo.</p> <ul style="list-style-type: none"> • Habitat means the natural home or environment of an animal, plant, or other organism. • Endangered means a species or plant that is at risk of becoming extinct because their habitat is being destroyed by humans, hunting or climate change. • Extinct means a species will never be alive again. • There are many different types of habitats- wetlands, grasslands, forests, savannahs, desert, mountains and marine. • Wetland is land consisting of marshes or swamps. • Savannahs/Grasslands are a large open area of country covered by grass with few trees • Forests are a large area mainly covered by trees. • Marine is a habitat in the sea. | <ul style="list-style-type: none"> • Population means all the inhabitants of a particular place. • Population is small compared to size of county 1,088,000. • Pastoral farming involves rearing animals for meat, milk, eggs or even their hides to produce leather. Many animals need large amounts of land to graze on. • Arable farming involves cultivating the land to grow crops. • Lincolnshire is the largest producer of wheat, cereals and potatoes in the UK. • Lincolnshire has flat land and good drainage. This makes it good for arable farming. • The farmer rotates the crops grown on it over a three-year period. • Land on a steep slope without good drainage is only suitable for pastoral farming. • Migration is the movement of people from one | | <ul style="list-style-type: none"> • Urban is towns and cities. • Rural is countryside / farmland. Rural areas, land can be used for farming and forestry. • Greenbelt rural land surrounding a town or city which cannot be built upon. • Different land uses are: enclosed farming, mountains and moorlands, grasslands, woodlands, urban, freshwater and wetlands, coastal margins. • Different reasons why land use may change over time include improved transport links (HS2); Housing crisis; Energy- wind farms; Coastal erosion; Artificial reservoir due to increase in demand- e.g. Kielder forest, Rutland water. • Economic activity how money is made and used in UK. • Import – Goods or services purchased from one country | <p>rainforest, desert, grasslands and mountains.</p> <ul style="list-style-type: none"> • Highest mountain is Pica de Neblina at 2994m |
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| | | | <p>place to another to live or to work.</p> <ul style="list-style-type: none"> Lincolnshire relies heavily on migrant workers to pick/harvest their crops. | | <p>and brought into the UK.</p> <ul style="list-style-type: none"> Export – Goods or services made in the UK and sold to another country. Many goods and services are imported and exported including coffee, medicines, aircraft parts, scrap iron, bananas, kilts, whisky, oil, gas, cars, computers. <p>SPACE TOPIC (Science)</p> <ul style="list-style-type: none"> Prime (Greenwich) meridian is an imaginary horizontal line that divides Earth longitudinally Eastern hemisphere and Western hemisphere. It is used as a basis for the World's time zones. Greenwich meridian is the 0 degrees of longitude. Time zones give specific areas on the Earth a time of day that is earlier or later than the neighbouring time zones. | |
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| | | | | | <p>MOUNTAINS</p> <ul style="list-style-type: none">• British terrain is roughly split into highland and lowland by Tees-Exe line. An imaginary line. North and West of the line are the highlands (inc Ben Nevis and Mount Snowdon). South and East of the line are lowlands (inc Fens).• How to identify higher land using a map. (Key vocab: mountain, hill, height, range, peak, legend).• Some of the uses of mountains and hills:• Skiing, cycling, rearing livestock, climbing, walking, camping, growing trees, generating electricity, storing water, building houses. | |
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Human and Physical Geography

| EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
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| <p>To know:</p> <ul style="list-style-type: none"> • Talk about members of their immediate family and community and their roles in society. • To show interest in different occupations. • Name and describe people who are familiar to them. • Recognise some environments that are different to the one in which they live. • Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. • Explain some similarities and differences between life in this country and life in other countries, | <p>To Know:</p> <p>Crowland Street Detectives</p> <ul style="list-style-type: none"> • Environment is the natural or physical surroundings where people, plants and animals live. • Human features are how human activity affects or is influenced by the earth's surface (school) • Physical features are deals with natural features. • Where different areas of the school are: Foundation, KS1, KS2, Offices, Hall, toilets, first aid, outside play areas and field. <p>SEASIDE</p> <p>To Know:</p> <ul style="list-style-type: none"> • Physical features, including: beach, cliff, coast, forest, hill, mountain, sea, river, ocean. • Human features including: city, | <p>To Know:</p> <p>LONDON TOPIC (History based Great Fire of London)</p> <ul style="list-style-type: none"> • River Thames runs through London • The beginning of a river is called source sometimes known as headwater. • The River Thames is one of the longest rivers in UK 346km • River Thames source is Thames Head in Gloucestershire. • The mouth is the endpoint of a river, at which it reaches a lake, sea or ocean. • River Thames mouth is at the North Sea called the Thames Estuary. • Most inland settlements were originally formed near rivers. So they can be used for drinking, bathing and also using | <p>To know:</p> <p>RAINFORESTS</p> <ul style="list-style-type: none"> • Different types of forest- temperate deciduous, temperate, coniferous, boreal, tropical rainforest. • Environment is the natural or physical surroundings where people, plants and animals live. • Ecosystem is a community of plants and animals that depend on each other to survive. • A biome is a large region of Earth that has a certain climate and certain types of living things adapted to live in that habitat or environment • Major biomes include tundra, forests, grasslands, and deserts. • Habitat is the natural home of an | <p>To know:</p> <p>EGYPT</p> <ul style="list-style-type: none"> • Due to annual flooding the area around the Nile is richly fertile and this area is key farming land. • The Nile was used to transport key resources, such as bricks, papyrus and linen. It is still an important transportation route today. • Nile is a natural resource providing water and fishing. • Aswan Dam provides hydro-electricity, water storage, irrigation and flood control. • Aswan dam provides renewable energy. • The Nile is also key for tourism now. • The Pyramids were built from natural resources to the local area. | <p>To know:</p> <p>WONDERFUL WORLD?</p> <ul style="list-style-type: none"> • A disaster is a sudden incident or natural catastrophe that causes great damage or loss of life. Either immediately or the result of human activity over time that lead to 'natural' disasters. • Human caused disasters include pollution, deforestation, using Earth's resources. • Pollution occurs when something is added to the environment that is harmful to living things. • Water pollution from chemicals, sewage or waste getting into water supply. • Air pollution from burning fossil fuels.(Definition in sustainability.) | <p>To know:</p> <p>WW1 and WW11</p> <p>LAND-USE and SETTLEMENTS</p> <ul style="list-style-type: none"> • Various different land uses: agriculture, housing, industrial, business, leisure and retail. • Recognise different land uses by using digital/computer mapping and on aerial maps. • Community is a group of people living in the same place or having a particular characteristic in common. • Settlement is a place, typically one which has previously been uninhabited, where people establish a community. • Settlements can be permanent or temporary. E.g. refugee camp. |

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| <p>drawing on knowledge from stories, non-fiction texts and (when appropriate) maps</p> <ul style="list-style-type: none"> Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Observation is the action or process of closely observing or monitoring something or someone. Different is not the same as another or each other. Similar is having a resemblance in appearance, character, or quantity, without being identical. To understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. | <p>town, village, factory, farm, house, office, port, harbour and shop.</p> <ul style="list-style-type: none"> Seasons are Spring, Summer, Autumn, Winter Weather is rain, wind, snow, sun, cloud, storm, thunder, lightning, hail, frozen, freezing. Weather patterns that accompany each season in UK. | <p>waterways for trade.</p> <p>ANTARTIC STUDY</p> <ul style="list-style-type: none"> There is an imaginary circle around Earth called the equator. It divides Earth into two equal parts: The Northern Hemisphere and the Southern Hemisphere. It runs east and west halfway between the North and South poles. The Earth is round and not flat, the Sun's rays don't fall evenly on the land and oceans. The Sun shines more directly near the equator bringing these areas more warmth. The polar regions are at such an angle to the Sun that they get little or no sunlight during the winter, causing colder temperatures. Climate is usually defined as the weather conditions | <p>animal, plant or organism.</p> <ul style="list-style-type: none"> Tropical rainforest biome characteristics- v. high annual rainfall, v. high average temperatures, nutrient-poor soil, high level of biodiversity (species richness), consistent climate, no seasons. Deforestation is cutting/clearing rainforest to use space for farming; wood; access to or dig mines for precious minerals, metals and oil; flood areas to dam and generate electricity. Impact of deforestation- an area the size of 20 football pitches is destroyed every minute; 50% of all tropical rainforests have gone; 28000 species of animals are expected to become extinct in next 25years; local people (indigenous) have homes destroyed; Levels of | <ul style="list-style-type: none"> The Great Pyramid of Giza was the tallest building in the world at the time. The Great Pyramid of Giza is one of the seven original Wonders of the World. <p>FANTASTIC FENS</p> <ul style="list-style-type: none"> The Fens have been artificially drained and are protected from floods by drainage banks and pumps. The Fens has become a major arable region in Britain. There are estimated to be about 4000 farms in the fenlands. In south Lincolnshire the most common crops include potatoes, cabbages, cauliflowers, and onions. Threats to Fens: flooding, rising sea levels. The Fens have been referred to as the "Holy Land of the English" because of | <ul style="list-style-type: none"> Pollution causes disease, global warming and acid rain. Deforestation is permanent removal of trees to make space for housing, agriculture. Trees absorb carbon dioxide and provide a habitat for millions of animals. Lost forests harm biodiversity and increase CO2. Industrial accidents caused by industry as a result of negligence or incompetence – oil spills, fire, nuclear explosions. Nuclear radiation causes death or acute and serious long-term illnesses. Can be an accidental or a deliberate bomb. Natural disasters include volcanoes, earthquakes, tsunamis and extreme weather- floods, drought, fire, hurricanes etc. <p>Earthquakes</p> <ul style="list-style-type: none"> Earth's crust made up of moving sheets | <ul style="list-style-type: none"> Starting with smallest settlement: Isolated - Difficult to reach. Far from other places. Hamlet- a group of houses usually without a church. Village- a group of houses, a church, sometimes a school and usually situated in a rural area. Small/Large Town- larger than village with fixed boundaries, schools, shopping area, businesses and local government. City-large human settlement with a large population, sophisticated transport system and sometimes a cathedral. Metropolis- Is a large city. Conurbation- Is a region with a number of cities and large towns that have merged to form one continuous urban area. |
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| <ul style="list-style-type: none"> • Seasons are Spring, Summer, Autumn, Winter • Understand the effect of changing seasons on the natural world around them. • Weather is rain, wind, snow, sun, cloud, storm, thunder, lightning, hail, frozen, freezing. • Families are a group of people consisting of 1 or 2 parents and their children living together as a unit. • Community is a group of people living in the same place or having a particular characteristic in common. • Traditions are the handing down of information, beliefs or customs from one generation to another. • To talk about members of their immediate family, name and describe those familiar to them. Talk about similarities and | | <p>in an area over a long period of time</p> <ul style="list-style-type: none"> • Antarctica is the coldest continent on earth, and has a climate of extremes. The continent is snow- and ice-covered, with freezing temperatures all year round. • No one has their permanent home in the Antarctic. • Only Scientists and other people working at research stations stay there. Scientists work there to discover new things, measure the ice and study animals <p>AFRICAN TOPIC (KENYA)</p> <ul style="list-style-type: none"> • Kenya is located in the continent of Africa. In the East. • Kenya lies on the equator so the climate is hot, sunny and dry for most of the year. • Kenya lies on the Equator, which means the climate is hot, sunny and dry for most of the year. | <p>co2 are increasing and oxygen decreasing. Rainforests are lungs of World; stores 20% World's water.</p> <ul style="list-style-type: none"> • Trade links are buying and selling goods and services internationally. • Many things we have are imported from rainforests – chocolate, sugar, rubber, bamboo, many fruits, palm oil, many medicines • Fairtrade is a way of buying and selling products that allow farmers to be paid a fair price and better working conditions. <p>CLIMATE ZONES</p> <ul style="list-style-type: none"> • Different parts of the world experience different climates. • Climate is based on temperature and rainfall. • Biome is based on types of vegetation. Climate can determine what biome is present. • The 6 major climate zones are: polar, | <p>the former monasteries of Crowland, Ely, Peterborough, Ramsey and Thorney.</p> <ul style="list-style-type: none"> • The Fen ecosystem is home to approximately 200 bird species, 50 fish species and 29 mammal species. <p>PANTANAL</p> <ul style="list-style-type: none"> • Brazil's official language is Portuguese. • The Pantanal ecosystem is home to 463 bird species, 269 fish species, more than 236 mammal species, reptile and amphibian species. • Natural resource is something that is found in nature and can be used by people. Including light, air, water, plants, animals, soil, stone, minerals and fossil fuels. • Fossil fuels are fuels from the remains of plants or ancient life. • Minerals are a solid, naturally occurring | <p>of rocks, called tectonic plates.</p> <ul style="list-style-type: none"> • Where plates meet is called a fault line. As they rub each other the pressure can cause the plates to slip, causing shock waves. • The large amount of energy released creates seismic waves that travel around the earth but are strongest nearest the event. • Tsunamis are earthquakes that take place under or near water and trigger a tsunami (huge wave). <p>Volcanoes (Introduced in Year 3 – Italy)</p> <ul style="list-style-type: none"> • Tectonic plates pull/pushed apart. • Melted magma rises to surface. If it cannot easily escape, pressure builds and it erupts as lava (hot, molten rock) through openings in the earth's crust. • Over time as the volcano continues to erupt, it will get bigger and bigger. | <p>Megalopolis- several cities whose total population exceeds 10 million.</p> <ul style="list-style-type: none"> • Land use is a term used to describe the function of the land. Land use can vary from place to place. • Urban is towns and cities. • Rural is countryside / farmland. Rural areas, land can be used for farming and forestry. • Greenbelt rural land surrounding a town or city which cannot be built upon. • Different land uses are: enclosed farming, mountains and moorlands, grasslands, woodlands, urban, freshwater and wetlands, coastal margins. • Different reasons why land use may change over time relating to WW1 and WW11. • Border changes in Europe after WW1 and WW11(Maps) |
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| <p>differences between them and their friends</p> <ul style="list-style-type: none"> • Environment is the natural or physical surroundings where people, plants and animals live. • And talk about similarities and differences about their own environment and places around the World • To beginning to understand the need to respect and care for the natural environment and all living things. • To develop positive attitudes about the differences between people. • There are different countries in the world and talk about the differences they have experienced or seen in photos. • Know some similarities and differences between the natural world around them and contrasting environments, | | <ul style="list-style-type: none"> • Desert is arid/dry land with little vegetation with less than 250mm rain annually. • In the north it is hot and dry with arid deserts. In the west it is hot and humid and the rainfall can be highest here. If there is no rainfall for a long time, droughts can occur. • Drought is A long spell of dry weather resulting in a serious water shortage. • Mount Kenya is high enough to have snow all year round. It is very cold in the mountains. In the highlands it is cool. | <p>temperate, tropical, arid, mountainous, and Mediterranean.</p> <ul style="list-style-type: none"> • Polar- Very cold and dry all year round E.g. Antarctica • Temperate - warm in summer, cool in winter and have moderate rainfall. E.g. UK • Arid - Dry and hot all year round E.g. Sahara Desert • Tropical - Hot and wet all year round E.g. Brazil. • Mountainous - Very cold, sometimes wet, all year round E.g. Himalayas • Mediterranean - Dry, hot summers and mild winters E.g. Italy <p>LAND USE</p> <ul style="list-style-type: none"> • The ownership and modification of natural environment into built environment such as settlements and semi-natural habitats such as arable fields, pastures, and managed woods. • Recognise changes to farming through | <p>substance.</p> <ul style="list-style-type: none"> • Pollution is the presence in or introduction into the environment of a substance which has harmful or poisonous effects. Noise, dirt and other harmful substances produced by people and machines which spoil an area. • Threats to the Pantanal ecosystems are: fishing, cattle-ranching, hunting, poaching, and smuggling of endangered species, tourism and overuse of natural resources, deforestation, pollution from gold mining. <p>Biomes/Vegetation Belts</p> <ul style="list-style-type: none"> • A biome is a large region of Earth that has a certain climate and certain types of living things adapted to live in that habitat or environment • Major biomes | <p>Hurricanes/Tornadoes</p> <ul style="list-style-type: none"> • Hurricanes and tornadoes are examples of extreme weather. • Both involve extremely strong winds that can uproot trees, throw cars and buildings. • They also cause huge storms which can cause flooding. <p>Drought and Flooding</p> <ul style="list-style-type: none"> • Droughts occur when places do not receive an adequate or decreased rainfall. • Flooding is an overflow of water that submerges land that is usually dry. Destroying environment but also causing contamination and spreads disease. <p>SUSTAINABILITY (Introduced in Yr3, Yr4)</p> <ul style="list-style-type: none"> • To avoid a reduction of natural resources in order to maintain an ecological balance. • Natural resources are materials or substances that | <ul style="list-style-type: none"> • Requisition of land WW11 for essential purposes. • Changes of women’s lives due to WW2. Women played an important role learning new skills to work in factories, mechanics, air force and farming etc. <p>GLOBAL TRADE</p> <ul style="list-style-type: none"> • Economic activity how money is made and used in UK. • Import – Goods or services purchased from one country and brought into the UK. • Export – Goods or services made in the UK and sold to another country. • Some countries the UK imports goods from. • Some countries the UK exports goods to. • Trade links between El Salvador and the UK. • El Salvador was part of Mexican Empire (Link to Mexico). |
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| <p>drawing on their experiences and what has been read in class.</p> <ul style="list-style-type: none"> • Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. | | | <p>Stone Age Topic – Skara Brae. The land was good for arable farming.</p> <ul style="list-style-type: none"> • Settlers came to the UK and saw that plants to be used for food and raising animals were made easier by the temperate climate and healthy soil. • Farming developed, communities started to settle rather than continue to roam. • Humans change the way that land is used to produce more food. • Farmers cannot normally use their land in the same way year after year. They need to change crops or move livestock around to prevent long-lasting damage to their land and to the environment. • The land in southern Italy is mountainous and hilly. There is not enough flat land for farming of larger animals like cattle | <p>include tundra, forests, grasslands, and deserts.</p> <ul style="list-style-type: none"> • Vegetation Belts also called Vegetation or hardiness zones, are smaller, more detailed vegetation regions. Vegetation zones divide land according to temperature and precipitation. <p>SMASHING SAXONS (As part of History Topic)</p> <ul style="list-style-type: none"> • Anglo Saxons and Vikings invaded because their landed often flooded/difficult to grow crops, so they found new and less harsh places to settle. • They settled in many different parts of England near to rivers/sea or easily reached by boat. • Settlement is a place, typically one which has previously been uninhabited, where people establish a community. | <p>occur in nature. Not man-made.</p> <ul style="list-style-type: none"> • Non-renewable is a natural resource that will run out one day. Examples of Non-renewable Natural Resources are coal, oil, natural gas, iron, metals, soil, minerals. • Renewable is a natural resource that can be replaced when used. • Humans do not create natural resources. • Animals could be considered an example of both a renewable and non-renewable natural resource. They can reproduce to produce young offspring, but some animals could be hunted and become extinct. • The UK has a lot of natural resources, including fossil fuels for energy, crops for food, and livestock for food as well as clothes. • Some resources from across the | <ul style="list-style-type: none"> • Where El Salvador on a world map. • The climate and landscape of El Salvador. • El Salvador is located between the equator and the Tropic of Cancer. • Hot and humid with very heavy rainfall at times. (Tropical) • By looking at a physical map that the area in mountainous. • Some goods exported from El Salvador to the UK – Coffee, cotton, shrimp, fruit, nuts, sugar. • Some issues facing people living in El Salvador - water supplies need improvement. Diversify the crops they grow as a wider range of crops will reduce the impact of disease. Choosing varieties of crops suited to the landscape. • Fair trade is a way of buying goods designed to ensure that producers in |
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| | | | <p>so sheep and goats graze the hills.</p> <ul style="list-style-type: none"> Italian farmers also grow vines and trees that enjoy the Mediterranean climate and can be planted on the hillsides E.g. orchards, groves, vineyards growing: olives, grapes, tomatoes, dates, lemons and many other fruits. In UK temperate climate is not ideal for growing many Italian foods so farmers either use huge greenhouses or grow something more suited to the weather and their land. <p>ITALY</p> <ul style="list-style-type: none"> Topographical features of Italy- hills, mountains, coasts and rivers. See place knowledge. Introduce volcanoes through English – story of Pompeii. Volcano is a rupture in the Earth’s crust where molten lava, ash and gases from below the earth’s crust escape into the air. Active volcano has erupted recently | <ul style="list-style-type: none"> The land they invaded was used for farming, growing crops and rearing animals. Much of England was forest, huts were made of wood With thatch rooves. Cleared space in forest to build villages and make new fields to farm. Recognise many place names indicate the original village was Viking/Anglo Saxon <p>WATER CYCLE (Via Science)</p> <ul style="list-style-type: none"> Precipitation is liquid or solid particles that fall from a cloud as rain, sleet, hail or snow. Condensation is a gas turning to a liquid. Evaporation is a liquid turning into a gas. Water from lakes, puddles, rivers and seas are evaporated by the sun’s heat and turned into water vapour. | <p>World – energy, minerals and water.</p> <ul style="list-style-type: none"> Green energy comes from natural sources such as sunlight, wind, rain, tides, plants, algae and heat. They are renewable. Fossil fuels are oil, coal and natural gas. Formed from the remains of plants, animals and other living things a long time ago. A non-renewable natural resource. Renewable energy is an important aspect for global sustainability. These include: biomass, geothermal, tidal, hydro-electric, solar and wind. <p>UK IMPORTS AND EXPORTS</p> <p>See locational and place knowledge</p> <p>MOUNTAINS</p> <ul style="list-style-type: none"> A mountain is usually defined as a part of the landscape with steep slopes that | <p>developing countries are paid a fair and stable price for the goods that we buy from them.</p> <ul style="list-style-type: none"> Some of the products that are fairly traded to UK include: coffee, tea, bananas, cotton, fruit, chocolate, leather, rubber, oranges, herbs, spices, nuts, pineapples, flowers, gold. The fair-trade process for some products starts with the farmer, picker, exporter, importer and retailer, each get paid a fair price. Fair trade is important because it guarantees producers are fair price for their crops. A global supply chain is the different places a product and its parts come from, and travel to, on its way to the consumer. Globalisation means companies can operate all around |
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| | | | <p>and is likely to erupt again.</p> | <ul style="list-style-type: none"> This water vapour cools down and form condenses to form water droplets in clouds. When the water droplets get too heavy they fall back to earth as rain, sleet, hail and snow (precipitation). <p>RIVERS (EGYPT)</p> <ul style="list-style-type: none"> Most water is taken from a river and then cleaned to make it drinkable. Source or headwaters is the beginning of a river Rivers are formed by underground springs, mountain rainfall or snow. Tributary is a river or stream that feeds into another river. Watershed is an area of land that drains into a specific river. Flow is the amount of water a river holds and is season dependent. Floodplain is an area of land which floods when the river overflows. | <p>rise over 300m some geographers say 600m.</p> <ul style="list-style-type: none"> Some mountains are in groups called ranges, others are isolated summits. A valley is an area of low land between mountains A summit is the top of a mountain. The foot is the bottom of a mountain. The slope is an area of ground increasing in height. Outcrop is a rock formation visible from the surface. A ridge is a long, narrow, high section of land. Tree line is the highest point forests are found. Snow line is above here snow and ice cover the mountain all year. Plateau is an area of flat, high ground. Volcanoes are one-way mountains are formed. There are 5 different ways mountains are formed: Fold, fault | <p>the world E.g. Coke Cola, Nike, McDonalds.</p> <ul style="list-style-type: none"> Globalisation has positive and negative impacts. E.g. Positive-increases awareness of events all over the world (deforestation). Negative-Multinational companies may drive local companies out of business. How trading has changed due to transport, different tastes and requirements, exploration of the World. <p>BRAZIL</p> <ul style="list-style-type: none"> An urban area is a built-up area such as a town or city. Migration is the movement of people from one place to another to live or to work. In recent years many people from rural areas have moved to urban |
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| | | | | <ul style="list-style-type: none"> • Channel is the path the river takes and depends on amount of water, how long it's been flowing and types of rock it flows over. • Riverbank is the land alongside the river, often fertile. • Mouth is the endpoint of the river, when it reaches a lake, sea or ocean. • Confluence is junction of 2 rivers. • Erosion is when rivers flow too quickly they take bits of earth off the banks. • Silt is earth or minerals carried by the river • Too much silt can be deposited and form new land called a delta. (Nile) | <p>block, volcanic, dome and plateau.</p> | <p>areas. This is called urbanisation.</p> <ul style="list-style-type: none"> • Urbanisation occurs for a number of reasons: lack of employment (only farming), get a better job with more money in the cities; no electricity, poor education, poor healthcare in villages, more resources in the cities • Push Factors (Encourage people to move away from an area): Natural disasters damage homes and farmland; Mechanisation of agriculture leads to unemployment; Desertification and over-use of farmland can make it infertile. Conflict or war • Pull Factors (Attract people to an urban area): More jobs; Better paid jobs; Access to better healthcare; Access to better education; Access to better amenities (Healthcare, |
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| | | | | | | <p>education, housing, electricity; To join family members.</p> <ul style="list-style-type: none">• Urbanisation and population growth causes problems as the cities grow too rapidly and resources such as housing cannot keep pace with the increasing population.• The Amazon rainforest is the largest tropical rainforest in the world with over half located in Brazil.• Tribes of people still live here with no contact to the outside world.• These people are in indigenous population are the original or earliest inhabitants of an area.• Differences in the way of life between the indigenous people and Urban Brazil.• Brazil exports many products including; soy beans, coffee, orange juice, fruit, sugar, iron ore, beef and oil. |
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| | | | | | | <p>MEXICO</p> <ul style="list-style-type: none">• Mesoamerica is an historical and cultural region in North America where the Mayans lived. Countries included are Mexico, Honduras, Guatemala and El Salvador.• Top exports of Mexico are motor vehicles, oils, fruit, electronics, silver, vegetables plastics manufactured goods and coffee.• US is main importer |
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Geographical Skills and Fieldwork

| EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
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| <p>To know:</p> <ul style="list-style-type: none"> Use a range of sources such as simple maps, photographs, magnifiers. To draw information from a simple map. A map is a representation of an area of land or sea showing physical features, cities, roads, etc. Photos can be used during observations. By observing plants and animals why some things occur and/or change The seasonal changes by focussing on changes to plants and animals To use all their senses in hands-on | <p>To Know:</p> <p>Crowland Street Detectives</p> <ul style="list-style-type: none"> An area is a region or part of a town, a country, or the world. Different areas of the school and grounds A map is a representation of an area of land or sea showing physical features, cities, roads, etc An atlas is a book of maps or charts A globe is the Earth/World shown in 3d as a spherical/round object. Aerial view is a view taken from an aircraft or other flying object. A diagram is a simplified drawing showing the appearance, structure, or workings of something; a schematic/simple representation. A compass is an instrument used for navigation or orienteering. | <p>To Know:</p> <ul style="list-style-type: none"> An atlas is a book of maps or charts A globe is the Earth/World shown in 3d as a spherical/round object. On maps, the Pacific Ocean often looks as if it is in two separate parts). A compass is an instrument used for navigation or orienteering. A compass has 4 main cardinal points- North, South, East and West. Locational and directional language: near, far, left, right, forwards and backwards A map key is included with a map to unlock it. It gives you the information needed for the map to make sense. Maps often use symbols or colours to represent things, | <p>To Know:</p> <p>RAINFORESTs</p> <ul style="list-style-type: none"> How to use an atlas, map, globe, digital/computer mapping to locate countries and their capital cities. Countries that have rainforests. Some of the major cities of Europe. How to read a map and plan a route before visiting the zoo. A map key is included with a map to unlock it. It gives you the information needed for the map to make sense. Maps often use symbols or colours to represent things, and the map key explains what they mean. A symbol is a mark or character used as a conventional representation of an object, function, or process. <p>PE ORIENTEERING</p> | <p>To know:</p> <p>FANTASTIC FENS</p> <ul style="list-style-type: none"> How to use an atlas, map, globe, digital/computer mapping to locate countries and their capital cities. Eight points on a compass - N, NE, E, SE, S, SW, W, NW. How to locate a place from a 4-figure grid. How to give a 4-figure grid reference for a place on the map. The symbols on an Ordnance Survey map. How to identify higher land using a map. (Key vocab: mountain, hill, height, range, peak, legend). <p>To know:</p> <ul style="list-style-type: none"> Crowland is in South Lincolnshire. Where Lincolnshire is on map? How to locate the bordering counties | <p>To Know:</p> <p>AMAZING UK (Build on Y3 and Y4)</p> <ul style="list-style-type: none"> How to use an atlas, map, globe, digital/computer mapping to locate countries and their capital cities. Landmark is something (building, tree, statue etc) that is easy to see and can help a person find the way to a place nearby. Landmarks across the UK. Eight points on a compass - N, NE, E, SE, S, SW, W, NW. How to locate a place from a 4-figure grid. How to give a 4-figure grid reference for a place on the map. The symbols on an Ordnance Survey map. How to present information collected through graphs and tables. | <p>To Know:</p> <p>WW1 and WW2 Allied, axis and Commonwealth countries. BRAZIL ANTARCTICA</p> <p>MEXICO</p> <ul style="list-style-type: none"> How to use an atlas, map, globe, digital/computer mapping to locate countries, their capital cities and describe features. On a world map, locate the main countries in Europe and Asia and identify their main environmental regions, key physical and human characteristics, and major cities. Use maps to compare borders WW1, WW11 and present day. How to give a 4-figure grid reference for a place on the map. |

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| <p>exploration of natural materials.</p> <ul style="list-style-type: none"> To describe what they see, hear and feel whilst outside. To explore collections of materials with similar and/or different properties. To talk about what they see, using a wide vocabulary Explore the natural world around them, making observations and drawing pictures of animals and plants. | <ul style="list-style-type: none"> A compass has 4 main cardinal points- North, South, East and West. Locational and directional language: near, far, left, right, forwards and backwards A map key is included with a map to unlock it. It gives you the information needed for the map to make sense. Maps often use symbols or colours to represent things, and the map key explains what they mean. A symbol is a mark or character used as a conventional representation of an object, function, or process. | <p>and the map key explains what they mean.</p> <ul style="list-style-type: none"> A symbol is a mark or character used as a conventional representation of an object, function, or process. Aerial view is a view taken from an aircraft or other flying object. Landmark is something (building, tree, statue etc) that is easy to see and can help a person find the way to a place nearby. | <ul style="list-style-type: none"> A compass is an instrument used for navigation or orienteering. A compass has 4 main cardinal points- North, South, East and West. Introduce the children to the four intercardinal/ordinal directions (NE, SE, SW, NW). How to read a map and symbols of the school grounds. <p>ITALY</p> <ul style="list-style-type: none"> How to identify mountains and higher ground on a map. The different countries bordering Italy – France, Switzerland, Austria, San Marino and Slovenia. That Italy is divided into 20 different regions. | <p>of Lincolnshire by using a map.</p> <ul style="list-style-type: none"> How to identify significant areas of settlement in the Fens by using a map. How to describe the location of Lincoln, Peterborough, London, Cardiff, Edinburgh and Dublin in relation to Crowland. How to use a map of Crowland to describe the location of Trinity Bridge, The Abbey, School, Library, Co-op, Spar, Snowdon playing field etc. To mark the key features of Crowland by using OS symbols on a hand drawn map. To describe the key features of Lincoln using OS symbols on a map inc. cathedral, castle, market A map is drawn to scale but a sketch is a rough drawing form observation with main features. To sketch map of school and grounds | <p>(Population, amenities or imports/exports).</p> <ul style="list-style-type: none"> A map is drawn to scale but a sketch is a rough drawing form observation with main features. To sketch map the local area. Using the following classifications for buildings: Residential, retail, professional/commercial, industrial and storage, entertainment/leisure and public authorities. <p>SPACE TOPIC (Science)</p> <ul style="list-style-type: none"> Use iPads Night Sky 2 app to locate planets and stars. Use iPads to locate International Space Station and satellites through ISS Spotter app Locate Russia and USA The Space Race was a competition to achieve first space flight capability. Recognise different land uses by using digital/computer | <ul style="list-style-type: none"> The symbols on an Ordnance Survey map. Eight points on a compass - N, NE, E, SE, S, SW, W, NW.in PE during orienteering. <p>Global Trade</p> <ul style="list-style-type: none"> How to use an atlas to find countries. How create a key to show import and export links with the UK. <p>ROAD SAFETY WEEK (Secondary Transition)</p> <ul style="list-style-type: none"> Sketch map the local area A map is drawn to scale but a sketch is a rough drawing form observation with main features. Undertake local traffic survey, tally counting, types of vehicle observed, comparing the traffic flow at different times of the day. Ask Geographical questions e.g. How is traffic controlled? What are the main problems? Any |
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| | | | | <ul style="list-style-type: none"> To create a questionnaire for the local community relating to why they live in Crowland or surrounding areas, reflecting work, leisure and quality of life. To summarise and present information collected through graphs and tables. | <p>mapping and on aerial maps.</p> <p>MOUNTAINS</p> <ul style="list-style-type: none"> To use a legend to identify higher areas on a map. Legend shows us the height of each area above sea level – the more orange/ brown an area is, the higher it is above sea level. | <p>parking problems?</p> <ul style="list-style-type: none"> To consider various needs of different high street users - shopkeepers, children, senior citizens, Businesses. To analyse evidence, summarise, draw conclusions and present information collected through graphs and tables. |
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KEY:

Autumn 1- Green

Autumn 2 – Yellow

Spring 1 – Light blue

Spring 2 – Pink

Summer 1 – Grey

Summer 2 -Red

7. APPENDIX

Action Plan

General Geographical Glossary/Vocabulary