

# Brompton and Sawdon: Long term curriculum plan for Geography







## Key Stage 1 objectives from National Curriculum    Key Stage 2 objectives from National Curriculum

Class 1	A1	A2	Sp1	Sp2	Su1	Su2
<b>EY /Yr 1</b>	<b>Harvest Time/ Superheroes</b>	<b>The Polar Express/ Fairy tales and Castles</b>	<b>We're going on a safari/ Splendid Skies</b>	<b>Chocolate/ Springwatch in Brompton</b>	<b>Mad about mini- beasts/ Walking with dinosaurs</b>	<b>Enchanted Woodland/ Land Ahoy!</b>
<p><b>Key substantive Knowledge to be taught</b> (National Curriculum)</p> <p><b>Key skills</b> (Procedural knowledge)</p>	<p><b>1)Identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area. Use aerial photos to explore locations and identify features</b></p> <p><b>2)Use basic geographical vocabulary to refer to key physical and human features.</b></p> <ul style="list-style-type: none"> <li>• <b>key physical features</b>, including: beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation and weather.</li> <li>• <b>key human features</b>, including: city, town, village, factory, farm, house, office and shop.</li> </ul> <p><b>3)Identify seasonal and daily weather patterns in the United Kingdom</b></p>	<p><b>1)Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</b></p> <p><b>2)Use world maps, atlases and globes to identify the United Kingdom and its countries / Equator, North and South Poles</b></p> <p><b>3) Plot the position of castles/trainlines/bridges on a map</b></p>	<p><b>1)Ask and answer geographical questions such as: What is this place like? What or who will I see in this place? What do people do in this place?</b></p> <p><b>2)Identify seasonal and daily weather patterns in the United Kingdom</b></p> <p><b>3) Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</b></p>	<p><b>1)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</b></p> <p><b>2)Use aerial images and plan perspectives to recognise landmarks and basic physical features of Brompton</b></p> <ul style="list-style-type: none"> <li>• Identify land use around the school.</li> </ul> <p><b>3) Recognise where South America and Africa are (where cacao comes from)</b></p> <p><b>4)Identify seasonal and daily weather patterns in the United Kingdom</b></p>	<p><b>1)Use world maps, atlases and globes to identify the United Kingdom as well as the countries, continents and oceans</b></p> <p><b>2)Devise a simple treasure/woodland map.</b></p> <ul style="list-style-type: none"> <li>• Use simple fieldwork and observational skills to study the geography of the school and the key human and physical features of its surrounding environment.</li> </ul> <p><b>3)Construct basic symbols as a key.</b></p> <ul style="list-style-type: none"> <li>• Use simple grid references (A1, B1).</li> </ul>	<p><b>1)Use simple compass directions (North, South, East and West) and locational and directional language to describe the location of features and routes on a map</b></p> <p><b>2)Devise a simple treasure/woodland map.</b></p> <ul style="list-style-type: none"> <li>• Use simple fieldwork and observational skills to study the geography of the school and the key human and physical features of its surrounding environment.</li> </ul> <p><b>3)Construct basic symbols as a key.</b></p> <ul style="list-style-type: none"> <li>• Use simple grid references (A1, B1).</li> </ul>
<b>Vocabulary</b>	<p><b>Key physical features</b> including: beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation and weather.</p> <p><b>Key human features</b> including: city, town, village, factory, farm, house, office and shop.</p>	<p>United Kingdom</p> <p><b>Countries</b> England Scotland Northern Ireland Wales</p> <p><b>Capital Cities</b> London Edinburgh Belfast Cardiff Scarborough Castle Ayton Castle</p>	<p><b>Seasons:</b> Spring, Summer, Autumn, Winter</p> <p><b>Daylight hours</b> January, February, March, April, May, June, July, August, September, October, November, December.</p> <p><b>Weather:</b> Wind, rain, fog, sunshine,thunder, cloud,snow</p>	<p>South America, cacao, village, compare, similar, different, farming, crops, weather, seasons</p>	<p><b>Continents:</b> Europe, Asia, Africa, Antarctica, North America, South America, Oceania, Australia</p> <p><b>Oceans:</b>Pacific, Atlantic, Indian, Arctic, Southern</p>	<p><b>Maps</b></p> <p><b>Compass</b> North South East West Direction Near and Far Forward, Backward Left, Right</p>
	<b>Understanding the World</b>	<b>Understanding the World</b>	<b>Understanding the World</b> <i>The Natural World</i>	<b>Understanding the World</b>	<b>Understanding the World</b>	<b>Understanding the World</b>

Links to EY curriculum	<p><b>People, culture and communities</b> Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Explore the natural world around them.</p>	<p>Draw information from a simple map. Recognise some environments that are different to the one in which they live.</p>	<p>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. Understand some important processes and changes in the natural world around them, including the seasons.</p>	<p><b>People, culture and communities</b> Recognise and explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.</p>	<p>Recognise some environments that are different to the one in which they live. Draw information from a simple map.</p>	<p>Draw information from a simple map.</p>
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**All work in EYFS is underpinned by Communication and Language development**  
**Learn new vocabulary**  
 Make comments about what they have heard and ask questions to clarify their understanding.  
 Articulate their ideas and thoughts in well-formed sentences.  
 Describe events in some detail.  
 Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.  
 Use new vocabulary in different contexts.





Enrichment	Local walks Pumpkin Patch Harvest Festival	Scarborough / Ayton Castle, Train ride	Space Dome Zoo Trip	Local farm visit Community walks York Chocolate Story	Hidden Horizons Rotunda Trip	Forest Trip (Dalby, Falling Foss) Beach
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<b>Diversity</b>		- Know that different locations can be very different. - Recognise some features of Brompton
<b>Global awareness (throughout subject)</b>		- Know some local historical places - Know some historical sites in London
<b>Rural Aspirations</b>		-Know some special things about my country and village
<b>Inspired by Nature</b>		-We take every opportunity to be inspired by nature, whatever the subject.







**Key Stage 1 objectives from National Curriculum    Key Stage 2 objectives from National Curriculum**

Class2 Y2/3	A1	A2	Sp1	Sp2	Su1	Su2		
<b>Yr A</b>	<b>Anglo Saxons</b>		<b>Search for the Ring of Fire</b>		<b>Ancient Egypt</b>			
<b>Key substantive Knowledge to be taught</b> (National Curriculum)  <b>Key skills (Procedural knowledge)</b>	<b>Europe</b> 1)Where did the Anglo Saxons come from? • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features. 2) Which countries are in Europe? What are their capital cities? • Name and locate the countries of Europe and identify their main physical and human characteristics. 3) What other features of Europe can we recognise?– seas / climate / mountains / nature 4) What are the main features of modern Germany / Denmark? How could we get there? How are these similar / different to the UK? • Ask and answer geographical questions about the physical and human characteristics of a location. • Use a range of resources to identify the key physical and human features of a location. 5) What are the Counties of the UK? How do they compare with the Saxon Kingdoms? • Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, including hills, mountains, cities, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time. Start with (revision for some): 1)What are the four countries and capital cities of the United Kingdom 2)What seas surround it? • Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, including hills, mountains, cities, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time.		<b>Volcanoes</b> 1)What are the seven continents? 2)What are the five oceans? 3) How are Volcanoes formed? 4)Why do Earthquakes happen? 5) What is a tectonic plate? 6) What is the Earth's structure? 7) Where do we find volcanoes around the world? (Continents / countries) What is the Ring of Fire? • Use a range of resources including maps to identify the key physical and human features of a location.  8) How can we use 4 and 8 point compasses to describe where things are? 9) What happened at Pompeii? How is Naples similar and different to Scarborough? • Ask and answer geographical questions about the physical and human characteristics of a location.		<b>Local fieldwork</b> 1)What address, county, country, continent, hemisphere is Brompton in? 2) How can we use grid references to show where things are? 3) How can we use fieldwork to find out more about the village? • Use fieldwork to observe and record the human and physical features in the local area using a range of methods including sketch maps, plans and digital technologies. 4)How can we use compass directions or geographical language to describe Brompton's position in relation to other towns, cities and landmarks in North Yorkshire? • Use the eight points of a compass, four-figure grid references, symbols and key to communicate knowledge of the United Kingdom and the wider world.		<b>Egypt</b> 1) Where is Egypt? • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features. 2) How can we describe the main features of Egypt? (cities / capital / climate / farming / industries) • Ask and answer geographical questions about the physical and human characteristics of a location • Use a range of resources to identify the key physical and human features of a location.  3) How does Cairo compare to York/Scarborough? How does modern Egypt compare to the UK? • physical geography, including: rivers, mountains, volcanoes and earthquakes and the water cycle. • human geography, including: settlements and land use.  4) How could we travel to Egypt? 5) What is climate? How does the desert climate in Egypt affect how people live?/work? • human geography, including: settlements and land use.  6) What do we call the different parts of a river? (label these) 7)What is the water cycle? 8)What are the main UK rivers/canals? 9) What are the largest rivers globally? What are these used for? 10) Where does the Butts lead to? • physical geography, including: rivers /water cycle	
<b>Vocabulary</b>	Europe, Mediterranean, Climate Denmark Germany United Kingdom, Alps, Pyrenees habitat County Capital European		Continents tectonic plates dormant extinct active lava magma volcano tourism earthquake fault-lines		measure, scale record features sketch maps, plans graphs grid references,symbols,continents, northern hemisphere key		Estuary mouth source meander waterfall erosion tributary ox bow lake delta stream human physical Climate water cycle vegetation	
<b>Enrichment</b>	Visit to Murton Park		NPP Virtual visit to Pompeii		Local Fieldwork		Visits to Leeds city museum (Egypt) / Scalby Mills, Forge Valley, Butts / York flood defences	

<b>Diversity</b>		-Compare the characteristics of people from two different locations.	-Compare locations with Brompton
<b>Global awareness</b>		-Recognise and name the differences between our own location, Egypt and others (throughout subject)	
<b>Rural Aspirations</b>		-Recognise some of the career possibilities within the sphere of geography. (eg. Map creators / surveyors / teachers / Conservation Officer / Planner)	
<b>Inspired by Nature</b>		-We take every opportunity to be inspired by nature, whatever the subject.	



Class2 Yr 2/3	A1	A2	Sp1	Sp2	Su1	Su2	
<b>Year B</b>	<b>Around the World in 80 days</b>		<b>Robots and Inventors</b>		<b>Stone Age</b>		
<p><b>Key substantive Knowledge to be taught</b> (National Curriculum)</p> <p><b>Key skills (Procedural knowledge)</b></p>	<p><b>Global. Use maps to</b></p> <ol style="list-style-type: none"> <li>1)What are the seven continents?</li> <li>2)What are the 5 oceans?</li> <li>3) Where is the North and South Pole?</li> <li>4) What are lines of longitude and latitude</li> <li>5) What are the northern and southern hemisphere?</li> <li>6) What are the Arctic and Antarctic Circles?</li> <li>7) What are the Equator / tropics?</li> <li>7)What is climate?</li> <li>8)How does the climate change around the world? (similarities and differences)</li> <li>9) What are the compass points?</li> </ol> <ul style="list-style-type: none"> <li>• Use maps, atlases, globes and digital/computer mapping to locate countries and describe features.</li> <li>• Name and locate the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle and date time zones. Describe some of the characteristics of these geographical areas.</li> </ul>		<p><b>UK</b></p> <ol style="list-style-type: none"> <li>1)What are the four countries/capital cities of the United Kingdom</li> <li>• Use maps, atlases, globes and digital/computer mapping to locate countries and describe features.</li> <li>2)What seas surround it?</li> <li>3)What is a port? Where are the main UK ports?</li> <li>4)Where are the UK airports?</li> <li>5)What transport methods can we find on UK maps? How could we transport our inventions to different places around the UK (include canals)/ World?</li> <li>• Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, including hills, mountains, cities, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time.</li> <li>6)What is the difference between villages, towns and cities?</li> <li>7) Where are the main UK cities?</li> <li>8) Where are the National Parks? What are these? What are their key features?</li> <li>9) How can we use grid references to show where things are?</li> <li>• Use the eight points of a compass, four-figure grid references, symbols and key to communicate knowledge of the United Kingdom and wider world</li> <li>10) What are they key UK counties?</li> <li>11)How are settlements shaped by the need to buy things / resources / travel / transport things? (food shelter / historical springs- see villages along each side of the Vale of Pickering)</li> <li>12)What do you need to think about if you want to build a factory? (staff / resources / transport / national parks / shops)</li> <li>13) How is the UK similar or different to a country in Africa?</li> <li>• Use a range of resources to identify the key physical and human features of a location.</li> <li>• Ask and answer geographical questions about the physical and human characteristics of a location.</li> <li>• Describe key aspects of <b>human geography</b>, including: settlements and land use.</li> </ol>		<p><b>Local fieldwork</b></p> <ol style="list-style-type: none"> <li>1)How can fieldwork help us to draw our local area / or places (eg. cricket field / school/ forest?)</li> <li>• Use fieldwork to observe and record the human and physical features in the local area using a range of methods including sketch maps, plans and graphs and digital technologies.</li> <li>• Describe how the locality of the school has changed over time.</li> <li>2) How can we use 4 and 8 point compasses and grid references to describe where things are?</li> <li>3)What geographical features can we find on maps of our local area? Through fieldwork?</li> <li>4) How do satellite images differ from maps?</li> <li>• Use a range of resources to identify the key physical and human features of a location.</li> <li>5) How has land use in the UK changed over time since the Stone Age?</li> <li>6) What features would Stone Age people need for their settlements? What would make a good place?</li> <li>7) Where did the Stone Age people originate?</li> <li>8)How is Brompton similar or different to a village in Scotland?</li> <li>• Use fieldwork to observe and record the human and physical features in the local area using a range of methods including sketch maps, plans and graphs and digital technologies.</li> <li>• Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, including hills, mountains, cities, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time.</li> <li>• Describe key aspects of <b>human geography</b>, including: settlements and land use.</li> </ol>		
<b>vocabulary</b>	Europe Asia Africa Arctic North America South America Oceania / Australia Pacific Atlantic Indian Ocean Southern Longitude latitude, northern southern hemisphere, climate weather Arctic Antarctic Circles. tropics		Transport demand sell factory trade port harbour international national United Kingdom, North Sea, English Channel, Irish Sea resources		Transport resources protection river hill mountain spring lake, migration nomadic settled settlements		
<b>Enrichment</b>	Local walks / visits around village		Industrial estate visit		Murton Park trip / Local Fieldwork		
<b>Diversity</b>		<b>-Compare the characteristics of people from two different locations.</b>				<b>-Compare locations with Brompton</b>	
<b>Global awareness</b>		<b>-Recognise and name the differences between our own location, Egypt and others (throughout subject)</b>					
<b>Rural Aspirations</b>		<b>-Recognise some of the career possibilities within the sphere of geography. (Cartographer / surveyor / teacher / Conservation Officer / Planner)</b>					
<b>Inspired by Nature</b>		<ul style="list-style-type: none"> <li>• We take every opportunity to be inspired by nature, whatever the subject.</li> </ul>					





Class 3 Yr 4,5,6	A1	A2	Sp1	Sp2	Su1	Su2
<b>Year A</b>	<b>Vikings &amp; Dragons</b>		<b>Lights, Camera, Action</b>		<b>Keen to be Green</b>	
<p><b>Key substantive Knowledge to be taught</b> (National Curriculum)</p> <p><b>Key skills (Procedural knowledge)</b></p>	<p><b>Scandinavia</b></p> <p><b>1)What countries make up Scandinavia?</b></p> <ul style="list-style-type: none"> <li>Collect and analyse statistics and other information in order to draw clear conclusions about locations.</li> <li>Name and locate some of the countries and cities of the world and their identifying human and physical characteristics, including hills, mountains, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time.</li> <li>Understand some of the reasons for geographical similarities and differences between countries.</li> </ul> <p><b>2) Where did the Vikings trade? What affected these trade routes?</b></p> <ul style="list-style-type: none"> <li>Describe and understand key aspects of: <ul style="list-style-type: none"> <li><b>human geography</b>, including: settlements, land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals, and water supplies.</li> </ul> </li> <li>Use the eight points of a compass, four-figure grid references, symbols and a key (that uses standard Ordnance Survey symbols) to communicate knowledge of the United Kingdom and the world.</li> <li>Identify and describe how the physical features affect the human activity within a location.</li> </ul> <p><b>3) How has Yorvik / York grown over time? What has affected this?</b></p> <ul style="list-style-type: none"> <li>Identify and describe how the physical features affect the human activity within a location.</li> <li>Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location.</li> </ul>		<p><b>Greece and the Mediterranean</b></p> <p><b>1)What is life like around the Mediterranean Sea?</b></p> <ul style="list-style-type: none"> <li>Describe how countries and geographical regions are interconnected and interdependent.</li> <li>Identify and describe the geographical significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, and time zones (including day and night).</li> </ul> <p><b>2) Why do so many people travel to the Mediterranean for holidays?</b></p> <ul style="list-style-type: none"> <li><b>physical geography</b>, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle.</li> <li>Describe how locations around the world are changing and explain some of the reasons for change.</li> <li>Identify and describe how the physical features affect the human activity within a location.</li> </ul> <p><b>3) What are the key features of Modern Greece?</b></p> <ul style="list-style-type: none"> <li>Name and locate some of the countries and cities of the world and their identifying human and physical characteristics, including hills, mountains, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time.</li> <li>Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location.</li> </ul>		<p><b>Farming and green technology</b></p> <p><b>1)How much food grown in UK?</b></p> <p><b>2)What foods are grown here? How does this compare to other countries?</b></p> <p><b>3) Where does our food come from? How does it get here? How does it get to our plates? (what are the Carbon implications of this?)</b></p> <ul style="list-style-type: none"> <li>Collect and analyse statistics and other information in order to draw clear conclusions about locations.</li> </ul> <p><b>4)What is subsistence farming?</b></p> <p><b>5)What was the Green Revolution?</b></p> <ul style="list-style-type: none"> <li>Describe how locations around the world are changing and explain some of the reasons for change.</li> </ul> <p><b>6)How did the need to use bigger machines affect wildlife?</b></p> <p><b>7) What evidence can we find for land use on satellite images</b></p> <ul style="list-style-type: none"> <li>Analyse and give views on the effectiveness of different geographical representations of a location (such as aerial images compared with maps and topological maps - as in London's Tube map).</li> </ul> <p><b>8)Where is different farming / food production in UK? Any patterns? Are there any local patterns?</b></p> <ul style="list-style-type: none"> <li><b>Analyse and give views on the effectiveness of different geographical representations of a location (such as aerial images compared with maps and topological maps - as in London's Tube map).</b></li> <li><b>Use different types of fieldwork sampling (random and systematic) to observe, measure and record the human and physical features in the local area. Record the results in a range of ways.</b></li> </ul> <p><b>9)How can chopping down trees be a good thing? (local forestry working)</b></p> <ul style="list-style-type: none"> <li>Use the eight points of a compass, four-figure grid references, symbols and a key (that uses standard Ordnance Survey symbols) to communicate knowledge of the United Kingdom and the world.</li> <li>Create maps of locations identifying patterns (such as: land use, climate zones, population densities, height of land).</li> </ul> <p><b>10) What is Carbon Neutral? How are companies trying to be Carbon Neutral?</b></p> <p><b>11) How can we reduce our own Carbon Footprints?</b></p>	
Vocabulary	Scandinavia Denmark Germany, trade links, settlement, natural resources, topographical features		European Union, Mediterranean, Euros, Brexit, landmark, Isles, population		Biodiesel carbon footprint carbon neutral offset economy e-cycling recycling clean renewable hazardous COP27	
Enrichment	(Visit to Jorvik Viking Centre and The Dig Archaeological Museum)		Greek cultural experiences (History: Greek Plays / Leeds City Museum visit)		Visit Wykeham Forest / forestry workers visiting sch Visit to Eureka Science / Danby Moors Centre – green technology	





<b>Diversity</b>		<b>Discuss how and why society is different in different locations</b>
<b>Global awareness</b>		<b>Compare and contrast the different continents (throughout subject)</b>
<b>Rural Aspirations</b>		<b>Compare the skills needed within different careers within the sphere of Geography – eg. Conservation Officer / Planner</b>
<b>Inspired by Nature</b>		<b>We take every opportunity to be inspired by nature, whatever the subject.</b>

# Geography

Class 3 Yr4,5,6      A1      A2      Sp1      Sp2      Su1      Su2





**Year B      Space & Engineering      The Americas      World Cup/Olympics**

<p><b>Key substantive Knowledge to be taught</b> (National Curriculum)</p> <p><b>Key skills (Procedural knowledge)</b></p>	<p><b>USA, Russia</b></p> <p><b>1)What are the key features and Countries of North America?</b></p> <p><b>2)Why is Florida such a good place for a rocket launch?</b></p> <p><b>3) What are the key features of Russia?</b></p> <ul style="list-style-type: none"> <li>• <b>human geography</b>, including: settlements, land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals, and water supplies.</li> <li>• <b>physical geography</b>, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle.</li> <li>• Describe how countries and geographical regions are interconnected and interdependent.</li> </ul> <p><b>4) What are the similarities and differences between Russia and the USA?</b></p> <ul style="list-style-type: none"> <li>• Understand some of the reasons for geographical similarities and differences between countries.</li> </ul> <p><b>5)What was the Cold War?</b></p> <p><b>6) Why are they known as Superpowers?</b></p> <ul style="list-style-type: none"> <li>• Describe how locations around the world are changing and explain some of the reasons for change.</li> </ul> <p><b>7) What are the benefits and challenges of having such a big country and population?</b></p> <ul style="list-style-type: none"> <li>• Identify and describe how the physical features affect the human activity within a location.</li> </ul> <p><b>8) What time differences do these countries experience?</b></p> <ul style="list-style-type: none"> <li>• Use the eight points of a compass, four-figure grid references, symbols and a key (that uses standard Ordnance Survey symbols) to communicate knowledge of the United Kingdom and the world.</li> <li>• Identify and describe the geographical significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, and time zones (including day and night).</li> </ul>	<p><b>South America study</b></p> <p><b>1)Where did the Mayans live?</b></p> <p><b>2)What are the features of these countries today?</b></p> <ul style="list-style-type: none"> <li>• <b>physical geography</b>, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle.</li> </ul> <p><b>3) What other countries are in South America?</b></p> <ul style="list-style-type: none"> <li>• Name and locate the countries of North and South America and identify their main physical and human characteristics.</li> </ul> <p><b>4)What is the Amazon?</b></p> <p><b>5) What are the main parts of a river (Label these)</b></p> <p><b>6)What is the Rainforest?</b></p> <ul style="list-style-type: none"> <li>• <b>physical geography</b>, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle.</li> </ul> <p><b>7) What are the key pressures on the Amazon Rainforest? What can be done to help this?</b></p> <ul style="list-style-type: none"> <li>• Describe how locations around the world are changing and explain some of the reasons for change.</li> </ul> <p><b>8) identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature – Science revision as part of Amazon work</b></p>	<p><b>Dependent on location of Games/Cup / Event</b></p> <p><b>1)What are the key features of...</b></p> <p><b>2)What are the key industries of...</b></p> <p><b>3) How would you be able to travel there?</b></p> <p><b>4) How much would it cost to get there? (dependent on location of event/cup.)</b></p> <ul style="list-style-type: none"> <li>• <b>physical geography</b>, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle.</li> <li>• <b>human geography</b>, including: settlements, land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals, and water supplies.</li> </ul>
vocabulary	migration, tundra, Taiga, plains, Ural, Volga, Moscow, basins, states, Statue of Liberty buck uninhabited/inhabited Cherokee, settlement, time zones latitude, longitude	<i>Chichen Itza</i> , Mexico, Guatemala Belize Amazon Logging ecosystem Rainforest tropics	distribution natural resources industry
Enrichment	Space Dome Visit NPP – Space experience	Forest Schools – Powwows and Tipis Conservation / publicity project	Visit to sport event, Pupils to develop own championship / event

<b>Diversity</b>		<b>Discuss how and why society is different in different locations</b>
<b>Global awareness</b>		<b>Compare and contrast the different continents (throughout subject)</b>
<b>Rural Aspirations</b>		<b>Compare the skills needed within different careers within the sphere of Geography – eg. Conservation Officer / Planner</b>
<b>Inspired by Nature</b>		<ul style="list-style-type: none"> <li>• We take every opportunity to be inspired by nature, whatever the subject.</li> </ul>

# Geography

Class 3 Yr4,5,6	A1	A2	Sp1	Sp2	Su1	Su2
Year B	<b>Witches &amp; Wizards</b>		<b>War: What is it Good For?</b>		<b>Brompton &amp; Beyond</b>	
	<b>Italy (plus Europe and Roman Empire)</b>	<b>Britain (Impact of Romans)</b>	<b>key geographical locations of WW2 topic</b>		<b>Local locational knowledge (incl. physical and human geography) and comparison to: another UK location, European location and non-European location</b>	
<p><b>Key substantive Knowledge to be taught</b> (National Curriculum)</p> <p><b>Key skills (Procedural knowledge)</b></p>	<p><b>1)What are the key features of Italy? (cities / industry / transport / topography)</b></p> <ul style="list-style-type: none"> <li>physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle.</li> </ul> <p><b>2)What are the similarities and differences between Italy and the UK?</b></p> <ul style="list-style-type: none"> <li>Understand some of the reasons for geographical similarities and differences between countries.</li> </ul>	<p><b>1)What evidence can we see on UK maps of Roman settlement (place names / straight roads)</b></p> <p><b>2)Use 6 figure grid references and 8 figure compass points to describe locations and distances between these</b></p> <ul style="list-style-type: none"> <li>Use the eight points of a compass, four-figure grid references, symbols and a key (that uses standard Ordnance Survey symbols) to communicate knowledge of the United Kingdom and the world.</li> <li>Analyse and give views on the effectiveness of different geographical representations of a location (such as aerial images compared with maps and topological maps - as in London's Tube map).</li> <li>human geography, including: settlements, land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals, and water supplies.</li> </ul>	<p><b>1) Where are the key locations of WW2: Normandy, Dunkirk, Hiroshima, Flanders Fields, London</b></p> <p><b>2)Where are the key countries of WW2: Axis: Germany, Italy, and Japan / Allies: France, Great Britain, United States, Soviet Union, Canada, Australia.</b></p> <ul style="list-style-type: none"> <li>Describe how countries and geographical regions are interconnected and interdependent.</li> </ul> <p><b>3)Where did the Gurkhas come from?</b></p> <p><b>4)What is Nepal famous for?</b></p> <p><b>5)How are the Himalayas formed?</b></p> <ul style="list-style-type: none"> <li>physical geography, mountains,</li> </ul> <p><b>6) How far did the British bombers have to travel to drop their bombs on enemy locations (use scales)</b></p> <ul style="list-style-type: none"> <li>Use the eight points of a compass, four-figure grid references, symbols and a key (that uses standard Ordnance Survey symbols) to communicate knowledge of the United Kingdom and the world.</li> <li>Create maps of locations identifying patterns (such as: land use, climate zones, population densities, height of land).</li> </ul> <p><b>7) Where did the 'Windrush' generation migrate to the Uk from? Why?</b></p>	<p><b>1)Why has Brompton developed as it has?</b></p> <p><b>2)What is similar or different to a village in Africa? / Yorkshire Dales / Greece</b></p> <ul style="list-style-type: none"> <li>analyse and give views on the effectiveness of different geographical representations of a location (such as aerial images compared with maps and topological maps - as in London's Tube map).</li> <li>Use the eight points of a compass, four-figure grid references, symbols and a key (that uses standard Ordnance Survey symbols) to communicate knowledge of the United Kingdom and the world.</li> <li>Create maps of locations identifying patterns (such as: land use, climate zones, population densities, height of land).</li> </ul> <p><b>3)How might the village change in future? (housing, land use, population, demographic...)</b></p> <ul style="list-style-type: none"> <li>Analyse and give views on the effectiveness of different geographical representations of a location (such as aerial images compared with maps and topological maps - as in London's Tube map).</li> <li>Use the eight points of a compass, four-figure grid references, symbols and a key (that uses standard Ordnance Survey symbols) to communicate knowledge of the United Kingdom and the world.</li> <li>Create maps of locations identifying patterns (such as: land use, climate zones, population densities, height of land).</li> </ul>		
vocabulary	European Union, Mediterranean, Euros, Brexit, landmark		symbol, hemisphere, scale Nepal Himalayas range axis allies		trade links, Ordnance survey	
Enrichment	NPP – The Romans / Pizza and pasta making York Museum Gardens trip		Forest Schools Trip to York Castle Museum		Forest Schools – local geographical significance / orienteering and map reading/drawing	

<b>Diversity</b>		Discuss how and why society is different in different locations
<b>Global awareness</b>		Compare and contrast the different continents (throughout subject)
<b>Rural Aspirations</b>		Compare the skills needed within different careers within the sphere of Geography – eg. Conservation Officer / Planner
<b>Inspired by Nature</b>		<ul style="list-style-type: none"> <li>We take every opportunity to be inspired by nature, whatever the subject.</li> </ul>





## Where is the National Curriculum for Geography covered in our curriculum?

Key Stage 1 Objectives	Y1	Y2/Y3
<b>Locational knowledge</b>		
name and locate the world's seven continents and five oceans	<ul style="list-style-type: none"> <li>Dinosaurs</li> </ul>	<ul style="list-style-type: none"> <li>Search for the Ring of Fire</li> <li>Around the World in 80 days</li> </ul>
name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas	<ul style="list-style-type: none"> <li>The Polar Express/ Fairy tales and Castles</li> </ul>	<ul style="list-style-type: none"> <li>Anglo Saxons</li> <li>Robots and Inventors</li> </ul>
<b>Place knowledge</b>		
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	<ul style="list-style-type: none"> <li>Springwatch</li> </ul>	<ul style="list-style-type: none"> <li>Ancient Egypt</li> <li>Around the World in 80 days</li> </ul>
<b>Human and physical geography</b>		
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	<ul style="list-style-type: none"> <li>Springwatch</li> <li>Harvest time</li> <li>Polar Express</li> <li>We're going on Safari</li> </ul>	<ul style="list-style-type: none"> <li>Around the World in 80 days</li> </ul>
use basic geographical vocabulary to refer to: -key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather -key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop	<ul style="list-style-type: none"> <li>Springwatch</li> <li>Fairytales and castles</li> </ul>	<ul style="list-style-type: none"> <li>Robots and Inventors</li> <li>Stone Age</li> <li>Ancient Egypt</li> <li>Search for the Ring of Fire</li> <li>Stone Age</li> </ul>
<b>Geographical skills and fieldwork</b>		
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	<ul style="list-style-type: none"> <li>The Polar Express/ Fairy tales and Castles</li> <li>Mad about mini-beasts/ Walking with dinosaurs</li> </ul>	<ul style="list-style-type: none"> <li>All topics</li> </ul>
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	<ul style="list-style-type: none"> <li>Enchanted Woodland</li> <li>Land Ahoy!</li> </ul>	<ul style="list-style-type: none"> <li>Stone Age</li> <li>Search for the Ring of Fire</li> </ul>
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	<ul style="list-style-type: none"> <li>Harvest time</li> <li>Springwatch in Brompton</li> </ul>	<ul style="list-style-type: none"> <li>Volcano (Part of History topic on local area)</li> <li>Around the World in 80 days (part of History project on Cayley)</li> <li>Stone Age</li> </ul>
use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.	<ul style="list-style-type: none"> <li>Ongoing village walks as part of Curriculum / Wild school: year-round</li> </ul>	<ul style="list-style-type: none"> <li>Volcano (Part of History topic on local area)</li> <li>Around the World in 80 days (part of History project on Cayley)</li> </ul>



# Where is the National Curriculum for Geography covered in our curriculum?

Key Stage 2 objectives	Class 2	Class 3
<b>Locational knowledge</b>		
locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities	<ul style="list-style-type: none"> <li>• Anglo Saxons</li> <li>• Around the world in 80 days</li> </ul>	<ul style="list-style-type: none"> <li>• Space Race</li> <li>• Lights camera action</li> <li>• The Americas</li> <li>• Witches and Wizards</li> </ul>
name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time	<ul style="list-style-type: none"> <li>• Anglo Saxons</li> <li>• Around the world in 80 days</li> <li>• Robots and Inventors</li> </ul>	<ul style="list-style-type: none"> <li>• Vikings</li> <li>• Witches and Wizards</li> </ul>
identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)	<ul style="list-style-type: none"> <li>• Search for the Ring of Fire</li> <li>• Around the world in 80 days</li> </ul>	<ul style="list-style-type: none"> <li>• Space Race</li> <li>• War- what is it good for?</li> </ul>
<b>Place knowledge</b>		
understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America	<ul style="list-style-type: none"> <li>• Ancient Egypt</li> <li>• Robots and Inventors</li> </ul>	<ul style="list-style-type: none"> <li>• World Cup / Olympics</li> <li>• Brompton and Beyond</li> <li>• The Americas</li> </ul>
<b>Human and physical geography</b>		
physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle	<ul style="list-style-type: none"> <li>• Volcanos</li> <li>• Ancient Egypt (link to science)</li> </ul>	<ul style="list-style-type: none"> <li>• Keen to be green</li> <li>• The Americas</li> </ul>
human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water	<ul style="list-style-type: none"> <li>• Anglo Saxons</li> <li>• Around the world in 80 days</li> <li>• Robots and Inventors</li> <li>• Ancient Egypt</li> </ul>	<ul style="list-style-type: none"> <li>• Space Race</li> <li>• Lights camera action</li> <li>• The Americas</li> <li>• Witches and Wizards</li> <li>• Vikings</li> </ul>
<b>Geographical skills and fieldwork</b>		
use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied	<ul style="list-style-type: none"> <li>• Search for the Ring of Fire</li> <li>•</li> <li>• Around the World in 80 days (part of History project on Cayley)</li> </ul>	<ul style="list-style-type: none"> <li>• Keen to be green</li> <li>• War- what is it good for</li> <li>• Brompton and Beyond</li> </ul>
☑ use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world	<ul style="list-style-type: none"> <li>• Search for the Ring of Fire</li> <li>• Around the World in 80 days (part of History project on Cayley)</li> </ul>	<ul style="list-style-type: none"> <li>• Keen to be green</li> <li>• War- what is it good for</li> <li>• Brompton and Beyond</li> </ul>
☑ 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	<ul style="list-style-type: none"> <li>• Volcano (Part of History topic on local area)</li> <li>• Around the World in 80 days (part of History project on Cayley)</li> </ul>	<ul style="list-style-type: none"> <li>• Keen to be green</li> <li>• War- what is it good for</li> <li>• Brompton and Beyond</li> </ul>