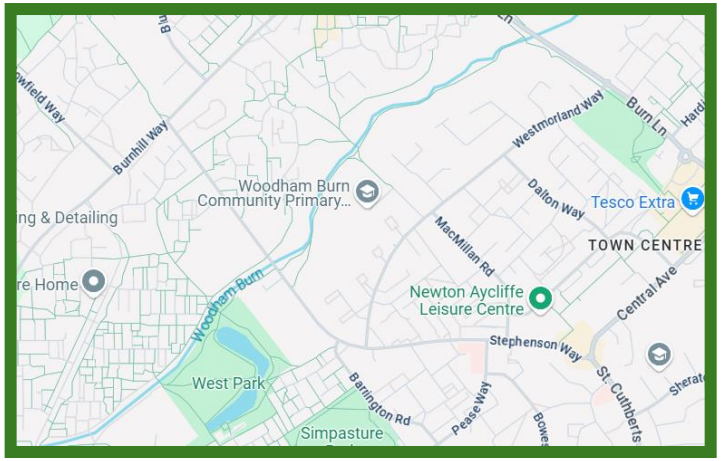
Woodham Burn Primary School

Geography Curriculum



Geography Curriculum Intent:

As Geographers at Woodham Burn Primary School, our children will develop the skills to navigate and engage with the world they live in. We aspire to teach them about their home, address, school, village and locality. They will learn about the impact that human and physical geography has, and will continue to have on their local area. We want them to know "What is on their doorstep?" as well as having an appreciation of life in other parts of the UK and other cultures around the world- with settlement being at the heart of the curriculum. We are committed to providing children with opportunities to investigate and make enquiries about their local area of Newton Aycliffe, County Durham and The North East so that they can develop a real sense of who they are, their heritage and what makes our local area unique and special.

We also strive to ensure our pupils have a strong sense of curiosity and fascination about the world around them and its people. Our aim is for our children to know their place in the world through locational knowledge and how this relates to the wider world. The Geography curriculum at Woodham Burn is enriched with many outdoor experiences both near and far. We also want our children to know "What is on the doorstep of others in the UK and in other continents?" Geographical skills and fieldwork are woven into lessons and include many transferable skills, such as research, observation, measurement and recording.

It is imperative that our young people grow up respecting the local, national and international environment. They will develop an understanding of how the Earth is changing rapidly and the impact humans are having on the planet. We endeavour to prepare them for the next stage in their learning journey by ensuring they have an understanding of what being a global citizen means - at best encouraging them to take an active role in their community and work alongside others to make our planet more sustainable.

Our geography curriculum has been organised so that it fits the context of our school. Due to the lack of worldly lived experiences of many of our pupils, we have tried to bring in as many opportunities as possible for them to connect with our locality, linking this up with learning within History to deepen knowledge and understanding. We have endeavoured to organise our topics of study to ensure that key information is taught in a sequential order and that there are lots of opportunities to re-cap learning. The disciplinary skills provide progression for our children so that they learn substantive topic knowledge through developing their skills in working and thinking like a geographer.

Curriculum Knowledge and Skills

Geography

Substantive Knowledge Concepts

Location	Place and Regions	Human-Environment Interaction	Movement
Where places are: their unique location. Helps us to gain an understanding and order of the world.	Characteristics including the names of places, within a location such as the historical significance of it; how it is situated in the world; its climate, as well as the population and culture that inhabits the place.	The ways in which humans interact, adapt, depend on and modify the environment. For example, how they might **adapt** to drought/earthquakes; **modify** the environment positively or negatively; **depend** on it for its natural resources.	How humans, and the products they create, travel around the globe. Transportation of people (migration), resources and trade.

Disciplinary Knowledge and Skills
How we 'think' and 'work' like a Geographer

Enquiry	Collecting, Analysing and Interpreting	Interpreting Sources	Analysing and Communicating	Evaluating and Debating
Asking and answering Geographical-enquiry questions	Collecting, analysing and interpreting data through fieldwork.	Interpreting sources such as, maps, diagrams, globes, aerial photographs, charts and graphs.	Analysing and communicating geographical information e.g. constructing maps, charts or graphs or responding to questions orally and in written form.	Critically evaluating and debating the impact of geographical processes.

	Autumn	Spring	Summer
EYFS	**Marvellous Me : Local Area** **Who made it so dark?: Weather and Seasons**		
Year 1	**Where is our school?** *Local area* *Mapping*	**What is special about the United Kingdom?** *Human and Physical features*	**Is the United Kingdom always rainy and windy?** *Seasonal and daily weather patterns*
Year 2	**What is special about Newton Aycliffe?** *Local area: human and physical features* *Mapping*	**Where in the World do we live?** *Continents and oceans.* *Hot and Cold Places of the world.*	**How are places in the world different?** *Contrasting localities: The city of Durham, England and The city of Durham, USA.*
Year 3	**What is the geography of the United Kingdom?** *Regions and Counties*	**What makes a mountain a mountain?**	**What is special about the Rocky Mountains in North America's Mountainous West?** ***Place Study**: a region of North America* *Biomes*
Year 4	**What and where are our forests and rainforests?** *Local area fieldwork* *Biomes*	**What is the geography of the world?** *Lines of latitude including the equator* *Lines of longitude including the Greenwich Meridian.*	**Why are rivers important?** *The Water cycle* *Ecosystems*
Year 5	**What is the geography of Europe?** *Physical and human features* *Climate and migration*	**What Eruptions occur in Europe?** *Earthquakes* *Volcanoes*	**Why is Iceland known as the land of ice and fire?** Why do people choose to live on the Icelandic Island of Heimay after the Eldfell disaster? ***Place Study:** a region of a European country.*
Year 6	**What do maps tell us about our village?** *Mapping* *Local area fieldwork*	**What is the true cost of trade?** *Natural Resources* *Trade*	**What can we learn about the River Tees through fieldwork?**

Year 1

Geography Sequences of Learning

Where is our school?	Term: Autumn	Year: 1

National Curriculum	Key Substantive Knowledge
Pupils should be taught about: ***Locational knowledge*** ***All pupils should:*** *Use simple compass directions and locational and directional language to describe the location of features and routes on a map.* *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.*	• Woodham Burn Primary School is in the urban area of Woodham within the town of Newton Aycliffe. • Maps are about place; both maps and plans are views from above or a 'bird's-eye view' of a place and use symbols and a key which shows what the symbols mean. Maps include both human and physical features and they include a compass to show direction. • All places have different features: natural features are called physical features and man-made features are known as human features. • A compass is used to navigate direction. There are four main points on a compass: North, East, South, West. • A route is a journey that takes you from one place or feature to another. It is helpful to identify landmarks and use compass direction, when planning and explaining a route.

Disciplinary Skills-Year 1

Enquiry

*Ask and respond to simple closed questions (teacher-led).

Collecting, Analysing and Interpreting

* Begin to use simple fieldwork and observational skills to study the geography of the local area.

*Make observations about where things are e.g. within the school and local area.

Interpreting Sources

*Understand that maps are used to locate places and their features.

*Use photographs as sources of information.

*Use aerial photographs and maps to learn about the local area.

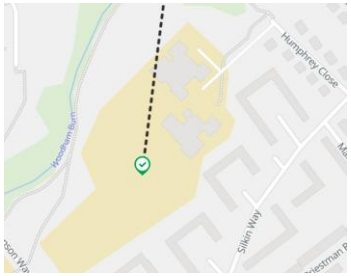
*Use 4 points of a compass in the context of the local area.

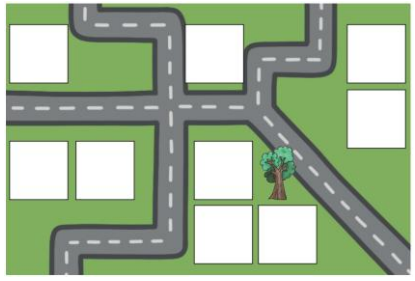
Analysing and Communicating

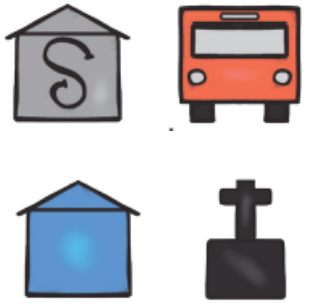
*Recognise some human and physical features.

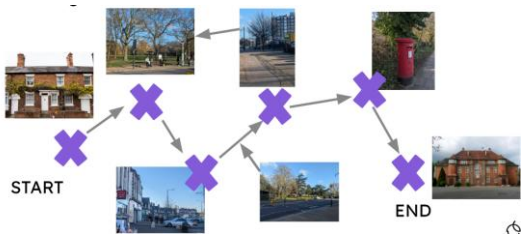
*Begin to construct simple plans.

Example Atlases and Maps









Year 1: Our Locality					
Where is our school?					
Session 1	**Session 2**	**Session 3**	**Session 4**	**Session 5**	**Session 6**
Key Question	**Key Question**	**Key Question**	**Key Question**	**Key Question**	**Key Question**
Where is Woodham Burn Primary School?	*What surrounds my school?*	*What would a simple plan of this space look like?*	*What makes this space a place?*	*Can we add these to our plan and use a key?*	*Can we plan simple routes using our plan?*
Key Knowledge	**Key Knowledge**	**Key Knowledge**	**Key Knowledge**	**Key Knowledge**	**Key Knowledge**
• Our school is located in the **urban area of Woodham within the town of Newton Aycliffe.** • A plan of the school and its surrounding environment will include different symbols to show human and physical features.	• **Woodham Burn Primary School is located in the urban area of Woodham within the town of Newton Aycliffe.** • A town is larger than a village and more people live there so they have more roads and houses. • Places have street names so that they can be located. • Postcodes are needed because there is usually more than one street/road with the same name in the UK.	• **Maps are about place.** • A map of the school will show its exact location and the streets/roads that are near it. • **Maps include a compass to show direction.** • **A compass is used to navigate direction. There are four main points on a compass: North, East, South, West.** An aerial photograph is a photograph taken from above. They help people to draw maps.	• **All places have different features: natural features are called physical features and man-made features are known as human features.** • Four physical features of the area around my school are: • Four human features of the area around my school are:	• **Maps are about place; both maps and plans are views from above or a 'bird's-eye view' of a place and use symbols and a key which shows what the symbols mean.** • **Maps include both human and physical features.**	• **Maps also include a compass to show direction.** • **A compass is used to navigate direction. There are four main points on a compass: North, East, South, West.** **A route is a journey that takes you from one place or feature to another.** It is helpful to identify landmarks and use compass direction, when planning and explaining a route.
Vocabulary	**Vocabulary**	**Vocabulary**	**Vocabulary**	**Vocabulary**	**Vocabulary**
Location, plan, map, urban, area, town, human features, physical features, symbols.	**Town, village, city, street, place, road, located, postcode.**	**Place, exact, location, map, compass, direction, position, grid, navigate, aerial, points.**	**Place, space, feature, natural, man-made, physical, human, characteristics.**	**Plan, map, bird's-eye' view, symbol, key, human features, physical features.**	**Route, plan, map, journey, compass, direction, position, place, features, landmarks.**

Year 1 Disciplinary Skills	Year 1 Disciplinary Skills	Year 1 Disciplinary Skills	Year 1 Disciplinary Skills	Year 1 Disciplinary Skills	Year 1 Disciplinary Skills
Enquiry Ask and respond to simple closed questions (teacher-led). ***Interpreting Sources*** Use photographs as sources of information. Use aerial photographs and maps to learn about the local area.	***Enquiry*** Ask and respond to simple closed questions (teacher-led). ***Interpreting Sources*** Use photographs as sources of information. Use aerial photographs and maps to learn about the local area.	***Collecting, Analysing and Interpreting*** Make observations about where things are e.g. within the school and local area. ***Analysing and Communicating*** **Begin to construct simple plans.**	***Collecting, Analysing and Interpreting*** Begin to use simple fieldwork and observational skills to study the geography of the local area. Make observations about where things are e.g. within the school and local area. ***Analysing and Communicating*** Recognise some human and physical features.	***Collecting, Analysing and Interpreting*** Make observations about where things are e.g. within the school and local area. ***Interpreting Sources*** Use photographs as sources of information. ***Analysing and Communicating*** **Begin to construct simple plans.**	***Collecting, Analysing and Interpreting*** Make observations about where things are e.g. within the school and local area. ***Interpreting Sources*** Begin to use 4 points of a compass in the context of the local area.
Prior Learning	**Prior Learning**	**Prior Learning**	**Prior Learning**	**Prior Learning**	**Prior Learning**
EYFS-*children will have been on frequent walks within the local area.*	**EYFS-***children will have been on frequent walks within the local area.*	**EYFS-***children will be familiar with simple plans/maps through stories/discussion*	**EYFS-***children will have been on frequent walks within the local area and identified key landmarks such as letterboxes shops etc.*	**EYFS-***children will be familiar with simple plans/maps through stories/discussion*	**EYFS-***children will be familiar with North, East, South, West through stories and rhymes.*

What is special about the United Kingdom?	Term: Spring	Year: 1

National Curriculum	Key Substantive Knowledge
Pupils should be taught about: *Locational Knowledge* *Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.* *Identify seasonal and daily weather patterns in the United Kingdom.* ***All pupils should:*** *Interpret a range of sources of geographical information including maps.*	• Woodham is an urban area in Newton Aycliffe. Newton Aycliffe is a town in England and England is part of the United Kingdom. • The United Kingdom is divided into four countries: England, Scotland, Wales and Northern Ireland. • The world is made up of land and water. Seas are found where the land and water meet. • There are three main seas that surround the United Kingdom: North Sea, Irish Sea and the English Channel. • A capital city is where a country's government has its headquarters and where it makes important decisions. England's capital is London, Scotland's is Edinburgh, Wales' is Cardiff and Northern Ireland's is Belfast.

Disciplinary Skills-Year 1

Enquiry

*Ask and respond to simple closed questions (teacher-led).

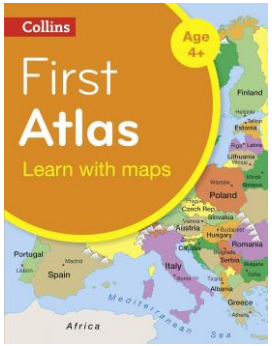
Interpreting Sources

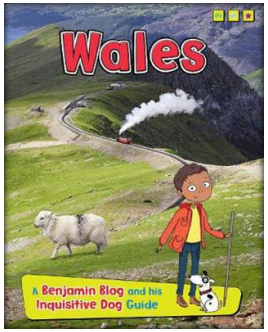
*Understand that maps and the globe are used to locate key places around the world.
*Use reference books as sources of information.
*Use simple atlases to locate some places within the United Kingdom.

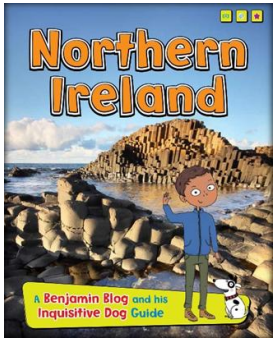
Analysing and Communicating

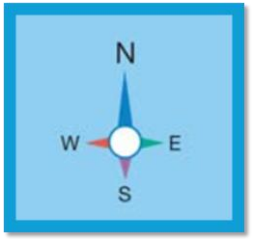
*Recognise some human and physical features.

Example Atlases and Maps









Year 1: The United Kingdom					
What is special about the United Kingdom?					
Session 1	**Session 2**	**Session 3**	**Session 4**	**Session 5**	**Session 6**
Key Question	**Key Question**	**Key Question**	**Key Question**	**Key Question**	**Key Question**
What countries and seas make up the United Kingdom?	*What is special about England?*	*What is there to learn about London?*	*What is special about Northern Ireland?*	*What is special about Scotland?*	*What is special about Wales?*
Key Knowledge	**Key Knowledge**	**Key Knowledge**	**Key Knowledge**	**Key Knowledge**	**Key Knowledge**
• **Woodham is an urban area in Newton Aycliffe. Newton Aycliffe is a town in England and England is part of the United Kingdom.** • **The United Kingdom is divided into four countries: England, Northern Ireland, Scotland and Wales.** • **The world is made up of land and water. Seas are found where the land meets the water.** • **There are three main seas that surround the United Kingdom: North Sea, Irish Sea and English Channel.**	• **England is one of the four countries that makes up the United Kingdom.** • **England is the biggest country in the UK.** • **The world is made up of land and water. Seas are found where the land meets the water.** • The North Sea, English Channel and Irish Sea all border different parts of England. • **A capital city is where a country's government has its headquarters and where it makes important decisions.** • **England's capital city is London.**	• England is the biggest country in the UK. • **Its capital city is London.** • London has many human features such as Tower of London, The Houses of Parliament and Buckingham Palace. • London also has many physical features such as The River Thames which runs through London.	• **Northern Ireland is one of the four countries that makes up the UK.** • It is located across the Irish Sea. • **A capital city is where a country's government has its headquarters and where it makes important decisions.** • **Northern Ireland's capital city is Belfast** which is home to the Titanic museum that tells the story of the famous ship. • The Giant's causeway is also in Northern Ireland which was formed when the lava from a volcano cooled making columns.	• **Scotland is one of the four countries that makes up the United Kingdom.** • Scotland has lots of lakes called Lochs. The most famous is Loch Ness. • **A capital city is where a country's government has its headquarters and where it makes important decisions.** • **Scotland's capital city is Edinburgh** which has a famous castle. • Ben Nevis is the highest mountain in Scotland and in the UK.	• **Wales is one of the four countries that makes up the UK.** • **A capital city is where a country's government has its headquarters and where it makes important decisions.** • **Wales' capital city is Cardiff** which has a large railway station that was built to handle all the trains coming in and out of the city. • Wales has many mountains too. Mount Snowdon is the highest mountain in Wales.
Vocabulary	**Vocabulary**	**Vocabulary**	**Vocabulary**	**Vocabulary**	**Vocabulary**
Town, country, land, sea, island, atlas, map, globe.	**Biggest, capital city, human features, landmarks, physical features, government, headquarters,**	**Capital city, government, headquarters, landmarks, physical features, human features.**	**Border, human features, castle, physical features, lakes, lochs, high ground, area.**	**Border, human features, railway, physical features, mountains, Mount Snowdon atlas, map, globe**	**Tourists, Titanic, museum, human/physical features, Giant's Causeway, natural, volcano.**

Year 1 Disciplinary Skills	Year 1 Disciplinary Skills	Year 1 Disciplinary Skills	Year 1 Disciplinary Skills	Year 1 Disciplinary Skills	Year 1 Disciplinary Skills
Interpreting Sources Use simple atlases to locate the four countries of the United Kingdom and the seas that surround the UK.	***Enquiry*** Ask and respond to simple closed questions-teacher-led. ***Interpreting Sources*** Use simple atlases to locate places. Use information books as sources of information (teacher read). ***Analysing and Communicating*** Recognise some human and physical features.	***Enquiry*** Ask and respond to simple closed questions-teacher-led. ***Interpreting Sources*** Use simple atlases to locate places. Use information books as sources of information (teacher read). ***Analysing and Communicating*** Recognise some human and physical features.	***Enquiry*** Ask and respond to simple closed questions-teacher-led. ***Interpreting Sources*** Use simple atlases to locate places. Use information books as sources of information (teacher read). ***Analysing and Communicating*** Recognise some human and physical features.	***Enquiry*** Ask and respond to simple closed questions-teacher-led. ***Interpreting Sources*** Use simple atlases to locate places. Use information books as sources of information (teacher read). ***Analysing and Communicating*** Recognise some human and physical features.	***Enquiry*** Ask and respond to simple closed questions-teacher-led. ***Interpreting Sources*** Use simple atlases to locate places. Use information books as sources of information (teacher read). ***Analysing and Communicating*** Recognise some human and physical features.
Prior Learning	**Prior Learning**	**Prior Learning**	**Prior Learning**	**Prior Learning**	**Prior Learning**
EYFS-*Learnt about the differences between sea and land..* **Y1:** learnt how to use and construct maps in the context of the local area.	**EYFS-***Learnt about London through stories.*	**EYFS-***Learnt about London through stories.*	**EYFS-***Looked at simple maps and drawn own plans. Know what a museum is.*	**EYFS-** *know the word mountain and lake.*	**EYFS-** *Know what a railway station is.*

Is the United Kingdom always rainy and windy?	**Term:** Summer	**Year:** 1

National Curriculum	Key Substantive Knowledge
Pupils should be taught about: *Identify seasonal and daily weather patterns in the United Kingdom.* **All pupils should:** *Use simple compass directions (North, South, East and West) and locational and directional language.* *Use simple fieldwork and observational skills to study the weather.*	• There are 7 continents in the world: Africa, Antarctica, Australasia, Asia, Europe, North America, South America. • The United Kingdom is an island in the continent of Europe. • There are five oceans in the world: Pacific, Atlantic, Southern, Arctic and Indian. These are large areas of water that separate the seven continents. • The Equator is an imaginary line that runs around the centre of the Earth and is always closest to the sun. It marks the different parts of the Earth: the northern and southern hemisphere. • Places near to the equator are very hot, places far away such as the North and South Pole, are very cold. • Antarctica is the coldest continent on Earth. It is a large continent covered by ice in the southern hemisphere and the South Pole is near the middle of it.

Disciplinary Skills-Year 1

Enquiry

*Ask and respond to simple closed questions (teacher-led).

Collecting, Analysing and Interpreting

*Use basic equipment to collect information.
*Record weather daily and make observations about seasonal weather.

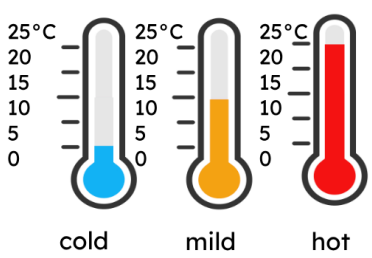
Interpreting Sources

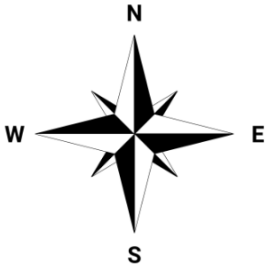
*Use reference books as sources of information.
*Use simple atlases to locate some places within the United Kingdom.

Analysing and Communicating

*Recognise some human and physical features.
*Begin to appreciate different weather patterns within the United Kingdom.

Example Maps/Sources





Day	Rain
Monday	*Yes*
Tuesday	*No*
Wednesday	*Yes*
Thursday	*No*
Friday	*Yes*

Rainy days	Dry days
III	II

Year 1: UK Seasonal and Daily Weather Patterns				
Is the United Kingdom always rainy and windy?				
Session 1	**Session 2**	**Session 3**	**Session 4**	**Session 5**
Key Question	**Key Question**	**Key Question**	**Key Question**	**Key Question**
How can we identify different types of weather?	*How can we measure the direction the wind is coming from?*	*How can measure how hot or cold the air outside is?*	*Is the weather always the same across the UK?*	*What have we learnt through science about the weather in different seasons?*
Key Knowledge	**Key Knowledge**	**Key Knowledge**	**Key Knowledge**	**Key Knowledge**
• **Weather describes the current state and conditions of the sky and the air outside.** • There are different types of weather: rainy and windy are two of the types. • The weather can change very quickly for minute to minute. • Climate is about weather patterns so what we expect the weather to be like.	• When the wind blows it blows moving air from different directions. • The wind direction is the direction that the wind is coming from, not the direction it is blowing towards. • **A compass is a tool we use to find directions.** • **There are four main points on a compass: North, East, South, West.** • A weather vane can be used to see the direction the wind is blowing from.	• **Temperature is a measure of how hot or cold something is.** • **Temperature is measured in degrees Celsius using a thermometer.** • Freshwater that falls to the ground from clouds can take different forms such as rain, snow, hail or sleet. • The temperature of the air changes the form e.g. rain usually falls in warm, mild or cool temperatures but snow falls in temperatures that are colder than 2°C.	• **The United Kingdom is divided into four countries: England, Northern Ireland, Scotland and Wales.** • **The weather is different in different parts of the UK.** • In the north of England and Scotland, winters are colder and it is more likely to snow there too. • In the south of England and near the coast, winters are milder and it is less likely to snow. • The sunniest place in the UK is the south. • Scotland has the most rain.	• **The UK has warm summers and cool winters. January and February are the coldest months and July and August are the warmest months. In the UK it rains throughout the entire year.**
Vocabulary	**Vocabulary**	**Vocabulary**	**Vocabulary**	**Vocabulary**
Weather, state, current, conditions, patterns, climate, expect.	**Measure, equipment, wind vane, direction, compass, points, from, towards, air.**	**Measure, equipment, temperature, degrees, thermometer, freshwater, form, colder, hotter, mild, usually, cool.**	**Countries, weather, parts, colder, likely, coast, milder, sunniest, place, same, different.**	**Seasons, types, summer, autumn, winter, spring, year, throughout, temperature, entire.**

Year 1 Disciplinary Skills	Year 1 Disciplinary Skills	Year 1 Disciplinary Skills	Year 1 Disciplinary Skills	Year 1 Disciplinary Skills
Enquiry Ask and respond to simple closed questions (teacher-led). ***Interpreting Sources*** Understand that symbols can be used to record information on maps.	***Enquiry*** *Ask and respond to simple closed questions (teacher-led). ***Collecting, Analysing and Interpreting*** *Use basic equipment to collect information. *Record weather daily.	***Enquiry*** *Ask and respond to simple closed questions (teacher-led). ***Collecting, Analysing and Interpreting*** *Use basic equipment to collect information. *Record weather daily.	***Enquiry*** *Ask and respond to simple closed questions (teacher-led). ***Interpreting Sources*** *Use simple atlases to locate some places within the United Kingdom. ***Analysing and Communicating*** *Begin to appreciate different weather patterns within the United Kingdom.	***Collecting, Analysing and Interpreting*** * Make observations about seasonal weather.
Prior Learning	**Prior Learning**	**Prior Learning**	**Prior Learning**	**Prior Learning**
EYFS- *Learnt about different types of weather. Used symbols to record daily weather.*	**EYFS-** *Learnt about different types of weather. Know the vocabulary rainy and windy and experienced rainy and windy weather.* **Y1:** *Used compass points and related directional language during autumn local area unit.*	**EYFS-** *Learnt about different types of weather. Know the vocabulary linked to temperature e.g. hot, cold and experienced hot or cold weather.*	**Y1:** *Learnt about the different countries of the United Kingdom and some of their human and physical features.*	**EYFS:** *Learnt key vocabulary relating to the seasons. Know that changes happen during the seasons.* **Y1:** *Observed seasonal changes including the weather throughout the year, as part of their work in science.*

Year 2

Geography Sequences of Learning

What is special about Newton Aycliffe?	Term: Autumn	Year: 2

National Curriculum	Key Substantive Knowledge
Pupils should be taught about: *Locational Knowledge* ***All pupils should:*** *Use simple compass directions and locational and directional language to describe the location of features and routes on a map.* *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.*	• Maps are about place; both maps and plans are views from above or a 'bird's-eye view' of a place and use symbols and a key which shows what the symbols mean. Maps include both human and physical features and they include a compass to show direction. • All places have different features: natural features are called physical features and man-made features are known as human features. • A compass is used to navigate direction. There are four main points on a compass: North, East, South, West. • Settlements are where groups of people live and can be grouped into hamlets, villages, towns or cities. • Humans can have a positive and negative effect on the environment.

Disciplinary Skills-Year 2

Enquiry

* Ask and answer simple geographical questions e.g. 'Where is it?' (some open-ended) e.g. 'What is it like?'

Collecting, Analysing and Interpreting

*Use simple fieldwork and observational skills to study the human and physical geography of an aspect of the local area (e.g. note taking, videoing, taking photos, data collection, sketches, suggesting reasons for the causes of similarities and differences.

Interpreting Sources

*Use books, stories, maps, pictures and photographs, as well as the Internet, as sources of information.

Analysing and Communicating

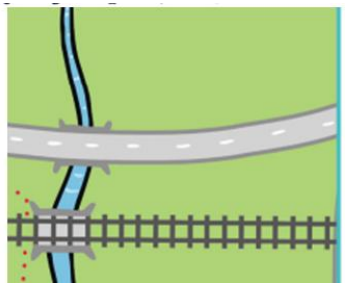
*Identify features of different places

* Begin to construct simple maps and plans and use and construct basic symbols in a key.

Evaluating and Debating

*Make appropriate observations about why things might happen. *Is our local area always cared for? How do we know?*

Example Maps and Sources



Year 2: Our Locality			
What is special about Aycliffe Village?			
Session 1	**Session 2**	**Session 3**	**Session 4**
Key Question	**Key Question**	**Key Question**	**Key Question**
What is a map and where am I on it?	*What physical features does Aycliffe village have? Mapping*	*What human features does Aycliffe village have? Mapping*	*Do we enough to care for our local area?*
Key Knowledge	**Key Knowledge**	**Key Knowledge**	**Key Knowledge**
• **Woodham is an urban area within Newton Aycliffe. Newton Aycliffe is a town in North-East England which is part of the United Kingdom.** • **Maps are about place; both maps and plans are views from above or a 'bird's-eye view' of a place.** • **Maps use symbols and a key which shows what the symbols mean.** • **Maps include a compass to show direction.** • **There are four main points on a compass: North, East, South, West.**	• **Settlements are where groups of people live and can be grouped into hamlets, villages, towns or cities.** • Aycliffe Village is situated to the south of Newton Aycliffe. • **Maps include both human and physical features and they include a compass to show direction.** • **All places have different features: natural features are called physical features and man-made features are known as human features.** • Physical features include rivers, mountains, waterfalls, mountains, farms.	• **Maps include both human and physical features and they include a compass to show direction.** • **All places have different features: natural features are called physical features and man-made features are known as human features.** • Human features include, churches, roads, houses, schools, shops.	• **Settlements are where groups of people live and can be grouped into hamlets, villages, towns or cities.** • **Humans can have a positive and negative effect on the environment.**
Vocabulary	**Vocabulary**	**Vocabulary**	**Vocabulary**
Place, space, location, position, direction, key, view, settlement, area, village, town.	**North, south, east, east, map, symbols, physical features, construct, compass, grid, settlement, area, village, town.**	**North, south, east, east, map, symbols, human features, construct, compass, grid, settlement, area, village, town.**	**Environment, respect, wildlife, remain, generations, positive, negative, action.**

Year 2 Disciplinary Skills	Year 2 Disciplinary Skills	Year 2 Disciplinary Skills	Year 2 Disciplinary Skills
Enquiry Ask and answer simple geographical questions. ***Where do I live?*** ***Which other places are close by?*** ***Interpreting Sources*** Use simple atlases and maps to identify own location.	***Interpreting Sources*** Use books, stories, maps, pictures and photographs, as well as the Internet, as sources of information. ***Analysing and Communicating*** Identify features of different places. **Begin to construct simple maps and plans and use and construct basic symbols in a key.**	***Interpreting Sources*** Use books, stories, maps, pictures and photographs, as well as the Internet, as sources of information. ***Analysing and Communicating*** Identify features of different places. **Begin to construct simple maps and plans and use and construct basic symbols in a key.**	***Evaluating and Debating*** Make appropriate observations about why things might happen. *Is our local area always cared for? How do we know?*
Prior Learning	**Prior Learning**	**Prior Learning**	**Prior Learning**
Y1: *Learnt about maps linked to the United Kingdom and their school grounds. Know that Woodham is an area in the town of Newton Aycliffe and have located this on a map with their teacher.*	**Y1:** *Learnt about physical features as part of their work on the United Kingdom. Will have knowledge of features such as rivers, lakes and mountains. Will have constructed simple plans and routes using photographs of local landmarks. Will know about symbols and keys on maps*	**Y1:** *Learnt about human as part of their work on the United Kingdom. Will have knowledge of features such as buildings, churches, roads etc Will have constructed simple plans and routes using photographs of local landmarks. Will know about symbols and keys on maps*	**EY and Y1:** *will have some awareness of environmental issues linked to the local area such as traffic and litter.*

Where in the world do we live?	Term: Autumn	Year: 2

National Curriculum	Key Substantive Knowledge
Pupils should be taught about: *Locational Knowledge- name and locate the seven continents and five oceans of the world. Identify the location of hot and cold places of the world in relation to the Equator and the North and South Poles.* . ***All pupils should:*** *Use world maps, atlases and globes to identify the countries, continents and oceans studied at this key stage.*	• There are 7 continents in the world: Africa, Antarctica, Australasia, Asia, Europe, North America, South America. • The United Kingdom is an island in the continent of Europe. • There are five oceans in the world: Pacific, Atlantic, Southern, Arctic and Indian. These are large areas of water that separate the seven continents. • The Equator is an imaginary line that runs around the centre of the Earth and is always closest to the sun. It marks the different parts of the Earth: the northern and southern hemisphere. • Places near to the equator are very hot, places far away such as the North and South Pole, are very cold. • Antarctica is the coldest continent on Earth. It is a large continent covered by ice in the southern hemisphere and the South Pole is near the middle of it.

Disciplinary Skills-Year 2

Enquiry

* Ask and answer simple geographical questions e.g. 'Where is it?' (some open-ended) e.g. 'What is it like?'

Interpreting Sources

*Use books, stories, maps, pictures and photographs, as well as the Internet, as sources of information.

* Use simple atlases to locate continents and oceans and describe locational features.

***** Use google Earth as well as world maps and globes to identify key features of the world.

Analysing and Communicating

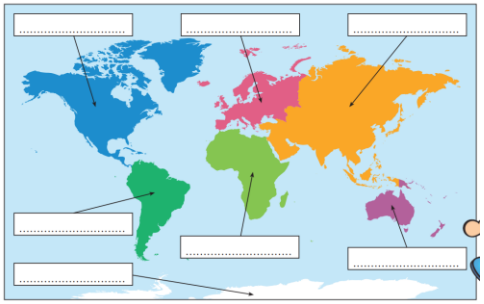
*Make simple comparisons between features of different places.

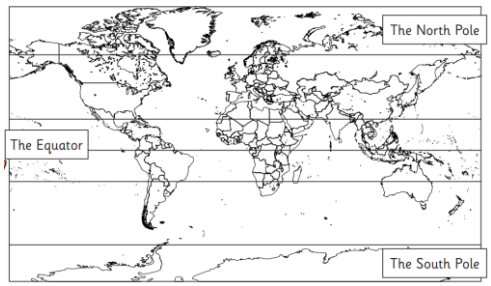
*Appreciate how weather patterns are different in different parts of the world.

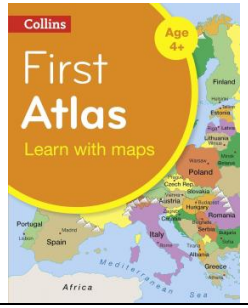
Evaluating and Debating

*Make appropriate observations about why things might happen. *Is our local area always cared for? How do we know?*

Example Maps and Sources







Year 2: Location					
Where in the world do we live?					
Session 1	**Session 2**	**Session 3**	**Session 4**	**Session 5**	**Session 6**
Key Question	**Key Question**	**Key Question**	**Key Question**	**Key Question**	**Key Question**
Where am I on the map?	*What are the continents that make up our planet?*	*What and where are the five oceans of the world?*	*What is the hottest continent on Earth?*	*What is the coldest continent on Earth?*	*How is climate around the Earth changing?*
Key Knowledge	**Key Knowledge**	**Key Knowledge**	**Key Knowledge**	**Key Knowledge**	
• Woodham is an urban area of Newton Aycliffe. • Newton Aycliffe is a town in England. • England is a country in the United Kingdom. • The United Kingdom is an island. • There are three main seas that surround the United Kingdom: North Sea, Irish Sea and English Channel.	• A continent is a large area of land that includes all of the islands and continents within it. • **There are 7 continents in the world: Africa, Antarctica, Australasia, Asia, Europe, North America, South America.** • **The United Kingdom is an island in the continent of Europe.**	• Over two thirds of the Earth's surface is covered in water and most of it is held within oceans. • An ocean is a large area of saltwater. • **There are five oceans in the world: Pacific, Atlantic, Southern, Arctic and Indian.** • **These are large areas of water that separate the seven continents.**	• **The Equator is an imaginary line that runs around the centre of the Earth and is always closest to the sun.** • **The equator marks the different parts of the Earth: the northern and southern hemisphere.** • Africa is the hottest continent in the world because the equator cuts across it. • Countries near to the equator are very hot, places far away such as the North and South Pole, are very cold.	• **Antarctica is the coldest continent on Earth.** • **Antarctica is in the southern hemisphere. It is a large continent covered by ice.** • No one lives permanently in Antarctica but scientists and explorers stay there for short periods of time. • More than 100 years ago explorers tried to reach **the South Pole** which **is near the middle of Antarctica.** •	• The Earth is getting warmer. • The Earth's temperature is slowly rising due to gases in the atmosphere that trap heat, like a greenhouse • Climate change affects the weather, the seasons and plants and animals.
Vocabulary	**Vocabulary**	**Vocabulary**	**Vocabulary**	**Vocabulary**	
Village, town, country, island, sea, main, surround.	**Area, land, island, continent, above, below, next to, near, largest, smallest.**	**Surface, Earth, held, ocean, saltwater, separate, continent, land, surround, near, above.**	**Mark, imaginary, centre, closest, part, near, far, poles, equator, hemisphere, continent, oceans.**	**Continent, southern, northern, poles, hemisphere, equator, permanently, explorer, middle.**	**Climate, weather, affect, temperature, rising, atmosphere, greenhouse, seasons, plants and animals.**

Year 2 Disciplinary Skills	Year 2 Disciplinary Skills	Year 2 Disciplinary Skills	Year 2 Disciplinary Skills	Year 2 Disciplinary Skills	Year 2 Disciplinary Skills
Enquiry Ask and answer simple geographical questions. ***Where do I live?*** ***Where is my nearest town?*** ***What country is it in?*** ***What kingdom is it part of?*** ***Interpreting Sources*** Use simple atlases and maps to identify own location.	***Collecting, Analysing and Interpreting*** Use **Google Earth** as well as world maps and globes to identify key features of the world. ***Interpreting Sources*** Use simple atlases to locate continents and describe locational features.	***Collecting, Analysing and Interpreting*** Use google Earth as well as world maps and globes to identify key features of the world. ***Interpreting Sources*** Use simple atlases to locate oceans and describe locational features.	***Collecting, Analysing and Interpreting*** Use **Google Earth** as well as world maps and globes to identify key features of the world. ***Analysing and Communicating*** Make simple comparisons between features of different places including climate.	***Collecting, Analysing and Interpreting*** Use **Google Earth** as well as world maps and globes to identify key features of the world. ***Analysing and Communicating*** Make simple comparisons between features of different places including climate.	***Evaluating and Debating*** *Make appropriate observations about why things might happen. *Why is the earth warming up and can we do more to help?*
Prior Learning	**Prior Learning**	**Prior Learning**	**Prior Learning**	**Prior Learning**	**Prior Learning**
EYFS-*know that a globe can be used to find places in the world.* **Y1:** *Know where Newton Aycliffe is on a map and know that it is a town in England and that England is part of the United Kingdom.*	**EYFS-***know that blue represents areas of water and that green areas of land.* **Y1:** *know the different countries that make up the United Kingdom.*	**EYFS-***know that blue represents areas of water and that green areas of land.* **Y1:** *know the different seas that surround the UK.*	**EYFS-***Learnt about hot and cold places and some of the animals that live in them.* **Y1:** *know the term weather and climate and know about weather patterns within the UK.*	**EYFS-***Learnt about hot and cold places and some of the animals that live in them.* **Y1:** *know the term weather and climate and know about weather patterns within the UK.*	**EYFS and Y1-***Learnt about looking after the environment.*

How are places in the world different?	**Term:** Summer	**Year: 2**

National Curriculum	Key Substantive Knowledge
Pupils should be taught about: ***Place knowledge-*** *understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country.* ***All pupils should:*** *Use world maps, atlases and globes to identify the countries, continents and oceans studied at this key stage.*	• Globes or maps can be used to find out where places in the world are. • Settlements are places where groups of people live and work. Settlements come in all different types of shapes and sizes. Some are large and others are small. • Weather found in a certain place for a long period of time is known as the climate. Climate can give us clues about what a place is like. The location of a place in the world tells us what its climate might be like. • Digital maps and aerial photographs are useful for finding out about the human and physical features of places such as Durham in North Carolina. • People choose to settle in different places for many different reasons e.g. because of human features such as healthcare, schools and industry.

Disciplinary Skills-Year 2

Enquiry

* Ask and answer simple geographical questions e.g. 'Where is it?' (some open-ended) e.g. 'What is it like?'

Interpreting Sources

*Use books, stories, maps, pictures and photographs, as well as the Internet, as sources of information.

* Use simple maps and photographs to find and describe different places in the world.

***** Use aerial maps as well as world maps and globes to identify key features of the world.

Analysing and Communicating

*Make simple comparisons between features of different places.

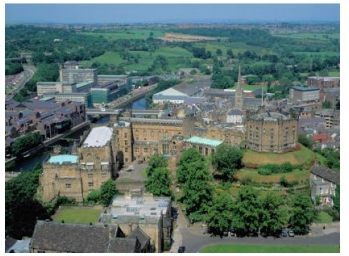
*Appreciate how weather patterns are different in different parts of the world.

Evaluating and Debating

*Make appropriate observations about why things might happen. *Is our local area always cared for? How do we know?*

Example Maps/Sources

Durham City, UK



Durham City, USA

Year 2: Contrasting Localities				
How are places in the world different?				
Session 1	**Session 2**	**Session 3**	**Session 4**	**Session 5**
Key Question	**Key Question**	**Key Question**	**Key Question**	**Key Question**
Where are the cities of Durham, UK, and Durham, USA?	*What are some of the physical and human features of Durham, UK?*	*What are some of the physical and human features of Durham, USA?*	*How are the two cities the same or different to each other?*	*Would you rather live in the city of Durham, UK or USA?*
Key Knowledge	**Key Knowledge**	**Key Knowledge**	**Key Knowledge**	**Key Knowledge**
• **Settlements are places where groups of people live and can be grouped into villages, towns and cities. (Y1)** • Durham is a city in North-East England which is part of the UK and in the continent of Europe. It is located in the Northern Hemisphere. • Durham is also a city in North Carolina in the USA which is in the continent of North America. It is located in the Northern Hemisphere. • **Globes or maps can be used to find out where places in the world are.**	• **Settlements are places where groups of people live and work. Settlements come in all different types of shapes and sizes. Some are large and others are small.** • Durham has lots of human features because lots of people live and work there. • Durham is an old city with lots of historical features such as its cathedral and castle. • It is built on high ground so its known for its hilly landscape. • The River Wear loops around the cathedral, castle and university. • Durham is in the North of England so it has cold winters where it is more likely to snow. • Like the rest of the UK, rain falls all year round in Durham.	• **The location of a place in the world tells us what its climate might be like. Climate can give us clues about what a place is like.** • Durham USA is a large city with a big population. • It has two famous universities and is known for its healthcare and technology industries. • The city is located along the Eno River. • Although it is in the North Hemisphere, it still has a warm climate and experiences hot and humid summers.	• Both cities are located within the Northern Hemisphere which means they both experience all 4 seasons. • Both have lots of human features such as buildings because lots of people work and live there. • Both cities are located around a river. • The cities do not have the same kind of weather because of their location in the world. • Durham UK is a smaller city than Durham USA. • There is more industry in Durham USA and more history in Durham UK.	• **People choose to settle in different places for many different reasons e.g. because of human features such as healthcare, schools and industry** Use their knowledge of the two places to debate and discuss.
Vocabulary	**Vocabulary**	**Vocabulary**	**Vocabulary**	**Vocabulary**
Settlement, village, town, city, part, group, continent, located, hemisphere, country, continent.	**Settlement, type, human features, physical features, city, historical, loops, cathedral, university.**	**Settlement, type, human features, physical features, city, location, climate, famous, technology, industry, humid.**	**Same, different, compare, both, experience, seasons, human features, physical features, weather, smaller, larger, population.**	**Same, different, positive, negative, benefit, advantage, settlement, reason, healthcare, industry, expensive, population.**

Year 2 Disciplinary Skills	Year 2 Disciplinary Skills	Year 2 Disciplinary Skills	Year 2 Disciplinary Skills	Year 2 Disciplinary Skills
Interpreting Sources Use maps and globes to locate places around the world.	***Interpreting Sources*** Use aerial maps as well as digital maps to identify key features of Durham, UK. Use books, stories, maps, pictures and photographs, as well as the Internet, as sources of information.	***Interpreting Sources*** Use aerial maps as well as digital maps to identify key features of Durham, USA Use books, stories, maps, pictures and photographs, as well as the Internet, as sources of information.	***Analysing and Communicating*** Make simple comparisons between features of different places. ***Enquiry*** Ask and answer simple geographical questions **What is it like compared to…?**	***Analysing and Communicating*** Make simple comparisons and connections between features of different places. ***Evaluating and Debating*** *Make appropriate observations about why things might happen.
Prior Learning	**Prior Learning**	**Prior Learning**	**Prior Learning**	**Prior Learning**
Y1: *know where they live in the United Kingdom. Know about different types of settlements.* **Y2:** *Know the continents of the world. Know that the UK is in Europe and know that North America is a continent. Know that the equator is an imaginary line around the centre of the earth that divides the Northern and Southern Hemispheres.*	**Y1:** *know some of the geographical features of the local area and the UK.* **Y2:** *know that places in the northern hemisphere tend to be colder as they are further away from the equator.*	**Y1:** *know some of the geographical features of the local area and the UK.* **Y2:** *know that places in the northern hemisphere tend to be colder as they are further away from the equator.*	**EYFS:** *know some of the language of comparison e.g. the same, different.* **Y1:** *compared the weather across different parts of the United Kingdom and during different seasons.*	**Y1:** *debated whether we do enough to look after or local area.* **Y2:** *debated whether we could do more to prevent climate change.*

Year 3

Geography Sequences of Learning

What is the geography of the United Kingdom?	**Term:** Autumn	**Year:** 3

National Curriculum	Key Substantive Knowledge
Pupils should be able to: *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).* *Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom* **All pupils should:** *Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied*	• Newton Aycliffe is in the county of Durham in the region of North-East of England and England is part of the United Kingdom, Great Britain and the British Isles. • The UK, GB and the British Isles cannot be used interchangeably as they refer to different boundaries and include different land masses. • There are 9 regions of England: Greater London, the North East, North West, Yorkshire, East Midlands, West Midlands, South East, East of England and the South West. Wales, Scotland and Northern Ireland are individual regions. • A county is a smaller area of England and contains many towns and villages. • A city is larger than a town and usually has a high concentration of buildings and is home to many people. • How to use an atlas to identify and locate key geographical features of the UK such as rivers, mountain ranges, coastlines and land-use patterns.

Disciplinary Skills-Year 3

Enquiry

*Begin to ask and initiate geographical questions e.g. What is it like? How did it get like this? Why is it changing?

Interpreting Sources

*Use maps to locate countries and major cities within the United Kingdom.
*Use alphanumerical grids on an atlas to identify the exact location of places.
*Use the eight points of the compass to identify the position of counties.
*Use map symbols to identify human and geographical features.

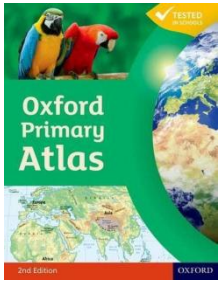
Analysing and Communicating

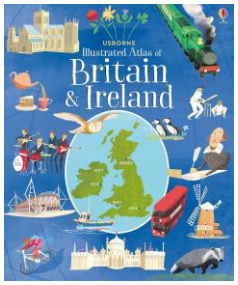
*Begin to appreciate why some physical and human features will be different from region to region.
*Analyse sources and begin to draw conclusions between two regions.

Evaluating and Debating

*Recognise how human geographical features are determined by location and may change over time.

Example Atlases and Maps





Year 3: Location					
What is the geography of the United Kingdom?					
Session 1	**Session 2**	**Session 3**	**Session 4**	**Session 5**	**Session 6**
Key Question	**Key Question**	**Key Question**	**Key Question**	**Key Question**	**Key Question**
What are the regions of England?	*Where are the counties of England? Which county is Newton Aycliffe in?*	*What is a city and where are the major cities of the UK?*	*What do we know about our region of England?*	*What can we learn about the region of Greater London?*	*Where would you rather live: The North East or Greater London?*
Key Knowledge	**Key Knowledge**	**Key Knowledge**	**Key Knowledge**	**Key Knowledge**	**Key Knowledge**
• **Newton Aycliffe is in the county of Durham in the region of North-East of England and England is part of the United Kingdom, Great Britain and the British Isles.** • **The UK, GB and the British Isles cannot be used interchangeably as they refer to different boundaries and include different land masses.** • **There are 9 regions of England: Greater London, the North East, North West, Yorkshire, East Midlands, West Midlands, South East, East of England and the South West. Wales, Scotland and Northern Ireland are individual regions.**	• **Villages are small settlements with a small number of houses for a few hundred people.** • **Towns are larger settlements than villages and because more people live in them they have more homes and facilities.** • Roads, railways and pathways connect them all. • **A county is a smaller area of England and contains many towns and villages.** • **Newton Aycliffe is a town located in the county of Durham.**	• **A city is larger than a town and usually has a high concentration of buildings and is home to many people. Cities are the largest settlement.** • Roads, railways and pathways connect villages, towns and cities. • Cities have features such as transport links, places of worship, businesses and office spaces. • Most types of maps have evenly spaced horizontal and vertical lines that form a grid. • Grid lines enable us to locate a place or feature precisely on the map.	• **England is divided into 9 regions.** • **Newton Aycliffe is a town located in North-East region.** • The North and West of the region are more rural and land in this area is high and hilly. • The South and East of the region are more urban. • The main longest rivers in the region are the Tweed, Tees and Ure. • Over 2.5 million people live in the region. • Popular human features include: Hadrian's Wall, Durham Castle and the Millennium Bridge	• Greater London is another region of England. It is split into 32 boroughs and the city of London. • Most of the region is low-lying and flat and mainly urban. • The second longest river in the UK runs through the region-The Thames. • Over nine million people live in the Greater London region. • Many of the United Kingdom's most famous landmarks are located within Inner London.	• Geographers learn about the location and geographical features of places. • They compare the similarities and differences between places in terms of their geographical features. • Geographers then use their knowledge to evaluate and debate.
Vocabulary	**Vocabulary**	**Vocabulary**	**Vocabulary**	**Vocabulary**	**Vocabulary**
mass, boundary, interchangeable, land.	**County, located, settlement, connect.**	**Grids, symbols, city, settlement.**	**Features, landmark, region, rural, urban.**	**Region, borough, urban, population.**	**Location, place, compare, evaluate, debate.**

Year 3 Disciplinary Skills	Year 3 Disciplinary Skills	Year 3 Disciplinary Skills	Year 3 Disciplinary Skills	Year 3 Disciplinary Skills	Year 3 Disciplinary Skills
Interpreting Sources *Use maps to locate countries that are part of the UK, Great Britain and the British Isles.	***Interpreting Sources*** *Use maps to locate counties within England. * Use the eight points of a compass to identify the location and position of counties. *e.g. The county of..... is in the North-East of England.*	***Interpreting Sources*** *Use maps to locate major cities within the United Kingdom. *Use alphanumerical grids on an atlas to identify the exact location of cities. e.g. Newcastle-upon-Tyne is located within F4.	***Enquiry*** *Begin to ask and initiate geographical questions e.g. What is it like? How did it get like this? Why is it changing? ***Interpreting Sources*** *Use map symbols to identify some human and physical features of a region.	***Enquiry*** *Begin to ask and initiate geographical questions e.g. What is it like? How did it get like this? Why is it changing? ***Interpreting Sources*** *Use map symbols to identify some human and physical features of a region.	***Analysing and Communicating*** *Begin to appreciate why some physical and human features will be different from region to region. *Analyse sources and begin to draw conclusions between two regions.
Prior Learning	**Prior Learning**	**Prior Learning**	**Prior Learning**	**Prior Learning**	**Prior Learning**
KS1--*Learnt about the countries and seas that make up the UK.*	**KS1-***Learnt about different settlement and know that Newton Aycliffe is a town. Used 4 main compass points to plan routes in the local area.*	**KS1-***Learnt to locate physical and human features cities and local area using map symbols and keys.*	**KS1-** *Learnt about the geographical features of England as a country in the UK.*	**KS1-***Learnt about the city of Durham and some of its human and physical features.*	**KS1:** *made comparisons between the UK and where they live and Durham USA.*

What makes a mountain a mountain?	Term: Spring	Year: 3

National Curriculum	Key Substantive Knowledge
Pupils should be able: *Use maps, atlases and globes to locate countries and describe features studied. Locate the world's countries, using maps to focus on Europe, including Russia, concentrating on key physical features.* ***All pupils should:*** *describe and understand key aspects of physical geography such as mountains.*	• Mountains are areas of land that are much higher than the land surrounding them. They are often found together in a group called a mountain range. • The Earth's surface is called the crust. It is made up of different rocky sections called tectonic plates, which fit together like a puzzle covering earth. • The highest mountain ranges are created by tectonic plates pushing together and forcing the ground up where they meet. • The approximate location of a physical feature such as a mountain, can be given using alphanumerical grid references. The exact location can be given using lines of longitude and latitude coordinates. Lines of latitude run in an east-west direction across Earth. Lines of longitude run in a north-south direction. They are measured in degrees and the two numbers together are called coordinates. • A topographical map is one that shows the physical features of the land.

Disciplinary Skills-Year 3

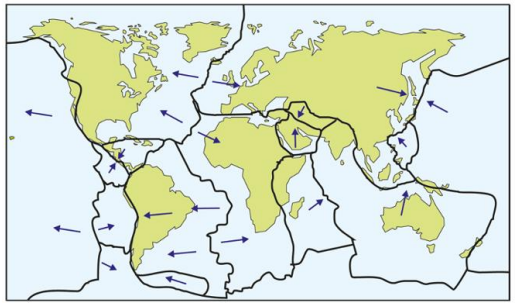
Interpreting Sources

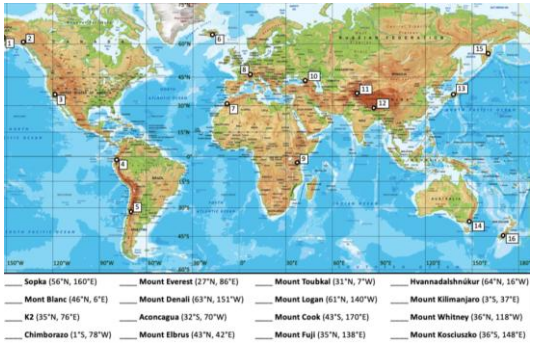
*Use maps to locate physical features of places such as mountains and mountain ranges.
*Use alphanumerical grids on an atlas to identify the location of mountains.
*Identify the alphanumerical grid reference of physical features such as mountains.
* Use map symbols to identify geographical features.

Analysing and Communicating

*Explain what a feature is like-mountains.

Example Atlases and Maps





Year 3: Physical Geography				
What makes a mountain a mountain?				
Session 1	**Session 2**	**Session 3**	**Session 4**	**Session 5**
Key Question	**Key Question**	**Key Question**	**Key Question**	**Key Question**
What are mountains and how are they formed?	*How can we locate mountains and mountain ranges on atlases and maps?*	*Where are the highest mountains in the United Kingdom?*	*Where are the highest mountains in Europe?*	*Where are the world's largest mountain ranges?*
Key Knowledge	**Key Knowledge**	**Key Knowledge**	**Key Knowledge**	**Key Knowledge**
• **Mountains are areas of land that are much higher than the land surrounding them.** • They are higher and usually steeper that a hill and are generally over 600 metres high. • **They are often found together in a group called a mountain range.** • **The Earth's surface is called the crust. It is made up of different rocky sections called tectonic plates, which fit together like a puzzle covering earth.** • **The highest mountain ranges are created by tectonic plates pushing together and forcing the ground up where they meet.**	• **A topographical map is one that shows the physical features of the land**. • A topographical map shows the highest and lowest point of landmass using shading, spot heights and contour lines. • On an atlas the symbol for a mountain is a black, solid triangle. • An atlas will use this symbol to show the location of the mountain or mountain range and give its name as well as its height in metres.	• On an atlas the symbol for a mountain is a black, solid triangle. • An atlas will use this symbol to show the location of the mountain or mountain range and give its name as well as its height in metres. • It also uses different colours to show the height of the land above and below sea level. • The highest mountains in the UK are: Ben Nevis in Scotland (also the highest in the UK) Scafell Pike in England Slieve Donard in Northern Ireland Snowdon in Wales.	• **The approximate location of a mountain can be given using alphanumerical grid references.** • **The exact location of a mountain can be given using lines of longitude and latitude coordinates.** • **Lines of latitude run in an east-west direction across Earth. Lines of longitude run in a north-south direction.** • **They are measured in degrees and the two numbers together are called coordinates.** • Mount Elbrus, Mount Blanc and Monte Rosa are a few of the highest mountains in Europe.	• Some well-known mountain ranges in the world include: ➢ the Himalayas in Asia, the tallest mountain range in the world ➢ the Andes in South America, the longest range on land in the world ➢ the Alps in Europe ➢ the Urals, a natural border between Europe and Asia ➢ the Rocky Mountains, the longest range in North America ➢ the Atlas Mountains in North Africa • **Lines and of longitude and latitude together can describe the exact location of places and features.**
Vocabulary	**Vocabulary**	**Vocabulary**	**Vocabulary**	**Vocabulary**
Surrounding, land, steeper, range, crust, sections, tectonic plates, summit, peak, foothills.	**Topography, physical, features, landmass, symbol, location, height, contour lines.**	**Symbol, location, height, sea level, metres, atlas, key, physical features.**	**Approximate, exact, location, coordinates, latitude, longitude, direction, run, degrees.**	**Well-known, border, mountain range, continent, countries, longest, tallest.**

Year 3 Disciplinary Skills	Year 3 Disciplinary Skills	Year 3 Disciplinary Skills	Year 3 Disciplinary Skills	Year 3 Disciplinary Skills
Analysing and Communicating Explain what a feature is like- mountains.	***Interpreting Sources*** Use maps to locate physical features of places such as mountains and mountain ranges. Use map symbols to identify geographical features.	***Interpreting Sources*** Use maps to locate physical features of places such as mountains and mountain ranges. Use alphanumerical grids on an atlas to identify the location of mountains. Identify the alphanumerical grid reference of physical features such as mountains. Use map symbols to identify geographical features.	***Interpreting Sources*** Use maps to locate physical features of places such as mountains and mountain ranges. Use alphanumerical grids on an atlas to identify the location of mountains. Identify the alphanumerical grid reference of physical features such as mountains. Use map symbols to identify geographical features.	***Interpreting Sources*** Use maps to locate physical features of places such as mountains and mountain ranges. ***Analysing and Communicating*** Explain what a few mountain ranges are like.
Prior Learning	**Prior Learning**	**Prior Learning**	**Prior Learning**	**Prior Learning**
KS1- *Learnt about some of the mountains within the United Kingdom.* **Y3:** *Learnt more about mountains in the United Kingdom.*	**KS1-** *Use atlases and keys with symbols to locate physical features.* **Y3:** *Used different atlases and maps as part of their work on the geography of the UK.*	**KS1-** *know that the North of England, Wales and Scotland have many mountains and used atlases to locate.* **Y3:** *Used different atlases and maps as part of their work on the geography of the UK.*	**KS1-** *know that places around the world are different because of their position on Earth and their physical features. Know that Europe is a continent.*	**KS1-** *know the continents of the world.*

North America's Mountainous West	Term: Summer	Year: 3

National Curriculum	Key Substantive Knowledge
All pupils should: *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.* *Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.*	• **Earth is divided up into climate zones. These are regions with similar climates.** There are several different climate zones in North and South America. • North America is the third largest continent in the world and located in the Northern Hemisphere. The Rocky Mountains are part of North America's Mountainous West and are the longest mountain range in the continent, because it is so long it is divided up into different zones. • **Biomes are areas of the planet with similar climates, landscapes, animals and plants.** They are not the same thing as climate zones. **What lives in each biome depends on: how warm or cold it is: how dry or wet it is: how fertile the soil is.** • **There are six types of biomes**: the biomes of the Rocky Mountains vary due to the differences in elevation of the mountain. This means that the wildlife that lives there varies from zone to zone. • The Rocky Mountains are an important habitat for a great deal of wildlife and they have picturesque landscapes, which makes them a popular tourist attraction. **The Rockies are also rich in minerals, oil, natural gas and coal-all natural resources.**

Disciplinary Skills-Year 3

Enquiry

*Begin to ask and initiate geographical questions e.g. What is it like? How did it get like this? Why is it changing?

Interpreting Sources

*Use maps to locate countries within North America.

*Use map symbols and aerial photographs to identify human and geographical features.

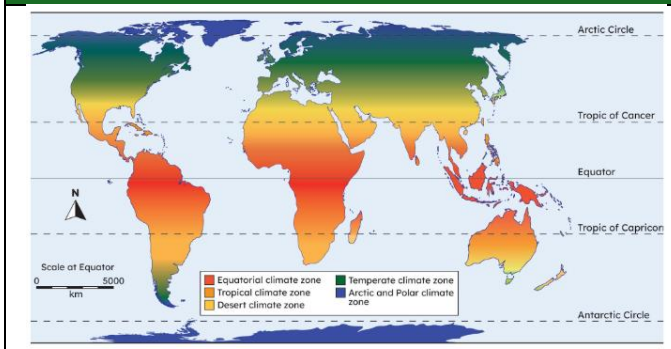
Analysing and Communicating

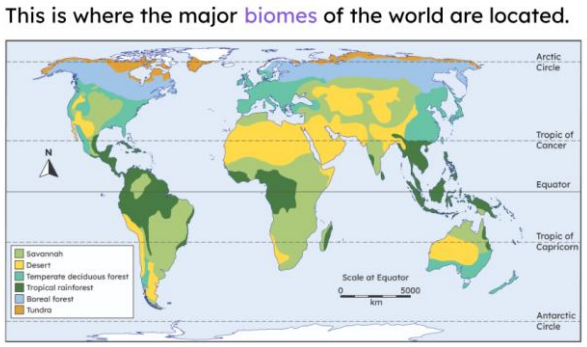
*Begin to appreciate why some physical and human features will vary across different places in the world.

Evaluating and Debating

*Recognise how living things adapt to their environment.

Example Atlases and Maps





Year 3: Place Study				
What is special about the Rocky Mountains?				
Session 1	**Session 2**	**Session 3**	**Session 4**	**Session 5**
Key Question	**Key Question**	**Key Question**	**Key Question**	**Key Question**
Where is North America located and what is special about it?	*How is North America organised and what countries are within it?*	*Where are the Rocky Mountains located?*	*What biomes can be found in the Rockies?*	*What do the Rocky Mountains give us?*
Key Knowledge	**Key Knowledge**	**Key Knowledge**	**Key Knowledge**	**Key Knowledge**
• **Earth is divided up into climate zones. These are regions with similar climates.** There are several different climate zones in North and South America. • North America is the third largest continent in the world and located in the Northern Hemisphere because of its size and where it is positioned, it has a number of different climate types. • The North of the continent is between the Arctic Circle and the Tropic of Cancer passes through the south of North America. • This means that the climate is very cold in the North, near the Arctic Circle however, it is very warm in the south close to the Equator.	• There are five environmental regions of North America: Mountainous West, Great Plain, Canadian Shield, Eastern Region and Caribbean. • Compass point directions can be used to describe the location of a one feature/region with another. For example: From the east, North America is surrounded by the North Atlantic Ocean. Canada is the largest country and is located in the north of North America.	• **The Rocky Mountains are part of The Mountainous West and are North America's largest range.** • These Rockies stretch from the province of British Columbia, Canada to the U.S state of Mexico. • Over 100 individual mountain ranges make up the Rockies. These are split into 4 zones: The Canadian Rockies, The Middles Rockies, The Southern Rockies and The Colorado Plateau	• **Biomes are areas of the planet with similar climates, landscapes, animals and plants.** • What lives in each biome depends on: how warm or cold it is; how dry or wet it is; how fertile the soil is. • **There are six types of biomes: Rainforest, Desert, Savannah, Woodland, Grasslands, Tundra.** • The biomes of the Rocky Mountains vary due to the differences in elevation of the mountains. • This means that the wildlife that lives there varies from zone to zone.	• The Rocky Mountains are an important habitat for a great deal of wildlife. • This along with picturesque landscapes means that the Rockies are a popular tourist attraction. • **The Rockies are also rich in minerals, oil, natural gas and coal-all natural resources.** • Much of the mountain range has been given National Park status so that its wildlife will remain protected from development and building work.
Vocabulary	**Vocabulary**	**Vocabulary**	**Vocabulary**	**Vocabulary**
Climate zone, type, located, positioned, equator, hemisphere, continent.	**Region, environmental, compass, compare, position, direction, locate, points.**	**Mountainous, mountain range, province, state, zones.**	**Biome, similar, landscape, climate, wildlife, fertile, depend, vary, elevation.**	**Habitat, depend, wildlife, picturesque, landscape, attraction, rich, natural resource, remain, protect.**

Year 3 Disciplinary Skills	Year 3 Disciplinary Skills	Year 3 Disciplinary Skills	Year 3 Disciplinary Skills	Year 3 Disciplinary Skills
Enquiry Begin to ask and initiate geographical questions e.g. What is it like? ***Interpreting Sources*** Use maps to locate countries within North America.	***Enquiry*** Begin to ask and initiate geographical questions e.g. What is it like? ***Interpreting Sources*** Use maps to locate countries within North America. Use the four points of a compass to describe position.	***Interpreting Sources*** Use different types of maps and symbols to identify geographical features.	***Analysing and Communicating*** Begin to appreciate why some physical and human features will vary across different places in the world.	***Analysing and Communicating*** Begin to appreciate why some physical and human features will vary across different places in the world. ***Evaluating and Debating*** Recognise how living things adapt to their environment.
Prior Learning	**Prior Learning**	**Prior Learning**	**Prior Learning**	**Prior Learning**
KS1- *learnt about the 7 continents of the world. Will know that the earth is divided into the northern and southern hemispheres. Know about the climate of North America compared to The United Kingdom.*	**KS1-** *Will know that a compass is used to show position and direction. Will know the eight points of a compass.* **Y3-** *used a junior atlas to identify places as well as physical and human features.*	**KS1-** *learnt about mountains in the UK.* **Y3:** *learnt about mountains and mountain ranges in previous unit. Used a range of different atlases, maps and a globe to identify location of places.*	**KS1-** *learnt that climate affects the animals that live in and around the North and South Pole.* **Y3:** *will have learnt about weather and climate in different places across the UK and the world.*	**KS1-** *Know that humans and interact positively and negatively with the environment. Know that we have to look after our planet as it is precious.*

Year 4

Geography Sequences of Learning

What and where are our forests and rainforests?	Term: Autumn	Year: 4

National Curriculum	Key Substantive Knowledge
All pupils should be able to: *use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies;* *describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.*	• Biomes are areas of the planet with similar climates, landscapes, animals and plants. What lives in each biome depends on how warm or cold it is; how dry or wet it is; how fertile the soil is. • There are six types of biome: forest, desert, savannah, woodland, grassland and tundra. Great Britain is overall a temperate deciduous forest. • One of the main differences between temperate forests and tropical rainforests is that temperate forests have seasons. • There is a link between climate, vegetation and biomes. The tropical rainforests of the world are located close to the Equator, between the Tropic of Capricorn and the Tropic of Cancer. • Tropical rainforests are hot and wet all year round. They are home to half of all the different types of plants and animals on the planet. • Rainforests like the Amazon have lots of natural resources and are also a source of medicines and food. These forests store carbon too, but they are threatened by deforestation and climate change.

Disciplinary Skills-Year 4

Enquiry

* Ask and answer questions and offer their own ideas e.g. Why do you think it is like this?

Collecting, Analysing and Interpreting

* Investigate places and themes at more than one scale, collecting and recording evidence with some support (Guisborough Forest and The Amazon Rainforest).

Interpreting Sources

*Use maps to locate different biomes around the world and identify trends and patterns.

Analysing and Communicating

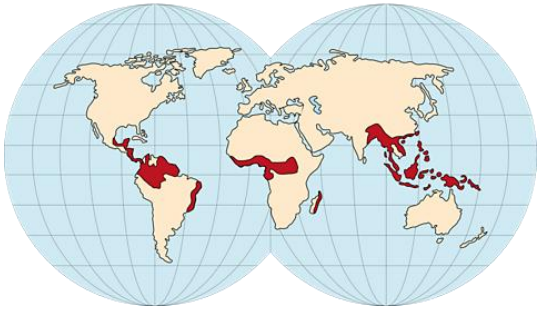
*Explain what a place is like and why.

Evaluating and Debating

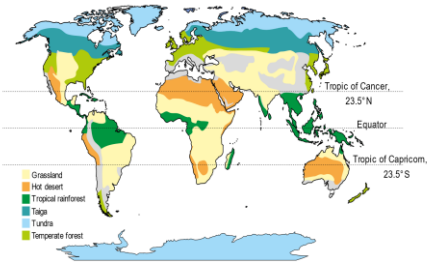
* Recognise how humans can impact the environment through their interactions with it.

*Recognise that people have differing views about environmental issues.

Example Atlases, Maps or Sources



The location of rainforest biomes across the world



Year 4: Local Area and Physical Geography					
What and where are our forests and rainforests?					
Session 1	**Session 2**	**Session 3**	**Session 4**	**Session 5**	**Session 6**
Key Question	**Key Question**	**Key Question**	**Key Question**	**Key Question**	**Key Question**
What are biomes and what are the 6 different types?	*What plants and animals live within our local forest biome? What information can we collect through* ***fieldwork?***	*Where do we find tropical rainforest biomes around the world and what plants and animals live there?*	*How can we use our* ***fieldwork*** *to compare a temperate and tropical forest biome? Why are they so different?*	*Why do biomes like the rainforest matter?*	*Are humans doing enough to tackle the issue of deforestation?*
Key Knowledge	**Key Knowledge**	**Key Knowledge**	**Key Knowledge**	**Key Knowledge**	**Key Knowledge**
• **Biomes are areas of the planet with similar climates, landscapes, animals and plants.** • **What lives in each biome depends on how warm or cold it is; how dry or wet it is; how fertile the soil is.** • **There are six types of biome: forest, desert, savannah, woodland, grassland and tundra.** • **Great Britain is overall a temperate deciduous forest.** Temperate deciduous forests are dominated by trees that lose their leaves every year, and are found in areas with warm, moist summers and mild winters.	• Hamsterley Forest is situated in County Durham and is the largest forest in the area. • It is a temperate deciduous forest looked after by Forestry England. • **One of the main differences between temperate forests and tropical rainforests is that temperate forests have seasons.** • Qualitative fieldwork is when we collect data that can give us in-depth information about specific things. • Quantitative fieldwork is when we collect data which involves numerical information e.g. counting, timing and measuring.	• **There is a link between climate, vegetation and biomes.** • Tropical hot wet climates are found close to the Equator where the energy from the Sun is more concentrated. • **The tropical rainforests of the world are located close to the Equator, between the Tropic of Capricorn and the Tropic of Cancer.** • **Tropical rainforests are hot and wet all year round.** • **They are home to half of all the different types of plants and animals on the planet.**	• Tropical rainforests are hot and wet all year round and temperate forests have moist summers and mild winters. This means that the ecosystems that live within them are very different. • More than 50% of the Earth's tropical rainforest has been destroyed by logging or cleared to make way for agriculture or urban development. By contrast Forestry England woodlands, like Guisborough Forest, are managed sustainably.	• Healthy rainforest biomes are rich in biodiversity. It means lots of different plants and animals live there. **Rainforests like the Amazon have lots of natural resources and are also a source of medicines and food.** • **These vast forests store carbon too, but they are threatened by deforestation and climate change.** Scientists say that unless we manage this rainforest more carefully, we will lose it.	• Deforestation is the removal of trees. It fuels climate change and threatens the health of the whole planet. • The way that humans have interacted with the rainforest has had a negative impact on the environment. • Scientists believe that we need to be doing more to protect the rainforests. • Steps are being taken to restore the rainforests and to manage them more sustainably.
Vocabulary	**Vocabulary**	**Vocabulary**	**Vocabulary**	**Vocabulary**	**Vocabulary**
Biome, landscape, climate, fertile, dominated, deciduous, moist.	**Situated, forestry, temperate, tropical, qualitative, quantitative.**	**Climate, vegetation, biome, concentrated, ecosystems.**	**Tropical, temperate, ecosystem, agriculture, urban, sustainable.**	**Biome, biodiversity, resources, vast, threatened, climate change.**	**Deforestation, fuels, climate, interacted, impact, restore.**

Year 4 Disciplinary Skills	Year 4 Disciplinary Skills	Year 4 Disciplinary Skills	Year 4 Disciplinary Skills	Year 4 Disciplinary Skills	Year 4 Disciplinary Skills
Interpreting Sources Use maps to locate different biomes around the world and identify patterns or trends.	***Enquiry*** Ask and answer questions and offer their own ideas e.g. Why do you think it is like this? ***Collecting, Analysing and Interpreting*** Investigate places and themes at more than one scale, collecting and recording evidence with some support Hamsterley Forest and The Amazon Rainforest).	***Interpreting Sources*** Use maps to locate different biomes around the world and identify key geographical features. ***Collecting, Analysing and Interpreting*** Investigate places and themes at more than one scale, collecting and recording evidence with some support (Hamsterley Forest and The Amazon Rainforest).	***Analysing and Communicating*** Explain what a place is like, identify similarities and differences between two places and explain why.	***Enquiry*** * Ask and answer questions and offer their own ideas e.g. **Do you think tropical rainforests are more important than temperate forests?** ***Evaluating and Debating*** Recognise that people have differing views about environmental issues.	***Evaluating and Debating*** Recognise how humans can impact the environment through their interactions with it. Recognise that people have differing views about environmental issues.
Prior Learning	**Prior Learning**	**Prior Learning**	**Prior Learning**	**Prior Learning**	**Prior Learning**
KS1- *Will know that climate refers to weather patterns. They will also know that the location of a place in the world is linked to its climate. Learnt that the UK has a temperate climate.* **Y3:** *will know what a biome is and the different types.*	**KS1-** *know that the climate of a place affects the plants and animals that can live there.* **Y3:** *will know the biomes that can be found within the Rocky Mountains in North America.*	**KS1-** *Learnt about the Equator and the Tropics. Will have learnt that animals adapt to live in cold and hot places.* **Y3:** *will know the biomes that can be found within the Rocky Mountains in North America.*	**KS1:** *compared city of Durham, UK with Durham, USA.* **Y3:** *compared two regions of the United Kingdom.*	**KS1-** *learnt about climate change and global warming.* **Y3:** *know that The Rocky Mountains are protected and that they are a source of natural resources.*	**KS1**-*debated whether we do enough to look our local area and help to prevent climate change. Debated whether it is better to live in one place than another.*

What is the geography of the World?	Term: Autumn	Year: 4

National Curriculum	Key Substantive Knowledge
Pupils should be able to: *Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night).* ***All pupils should:*** *Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.*	• World maps display lines of latitude and longitude and use degrees as the unit of numbering. They show the exact location of a places around the world. • The Equator is at the centre of lines of latitude and is at 0° latitude. • The Tropic of Cancer is a line of latitude above the equator and the Tropic of Capricorn is a line of latitude below the equator. • The Arctic Circle (also a line of latitude) is an area of landmasses that surrounds the North Pole and the Antarctic Circle (also a line of latitude) circles the Earth near the South Pole. Both regions are very cold all year round. • Places near the Equator are hot all year round, but places further away such as the UK are cooler, as they receive less heat energy from the sun.

Disciplinary Skills-Year 4

Enquiry

* Ask and answer questions and offer their own ideas Why do you think it is like this?

Interpreting Sources

*Use globes to locate lines of latitude and longitude and interpret some of the geographical information represented.
*Use maps to locate the exact position of continents and some of the countries within them.
*Use alphanumerical grids on an atlas to identify the exact location of places.
*Use aerial photographs to identify geographical features.

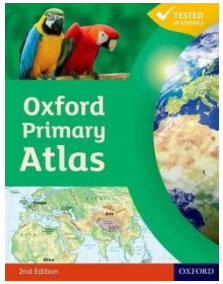
Analysing and Communicating

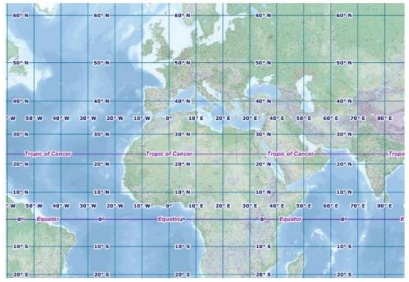
*Explain why physical features of countries within the same continent will be different.

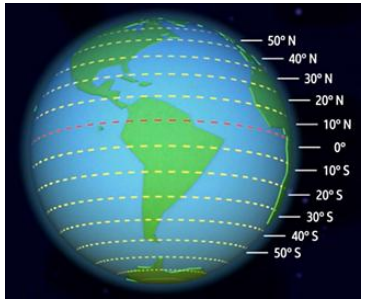
Evaluating and Debating

*Understand how and why ideal settlements may have changed over time.

Example Atlases and Maps







Year 4: Location				
How is the world divided and organised?				
Session 1-*Re-cap from Y2*	**Session 2**	**Session 3**	**Session 4**	**Session 5**
Key Question	**Key Question**	**Key Question**	**Key Question**	**Key Question**
What and where are the continents, oceans, poles and equator?	*What are the 5 major lines of latitude?*	*What are the lines of longitude?*	*How does life in the Arctic compare to that in Antarctica?*	*Where exactly are the continents positioned and how does this affect their climate?*
Key Knowledge	**Key Knowledge**	**Key Knowledge**	**Key Knowledge**	**Key Knowledge**
Re-cap prior learning on continents & oceans. • **World maps display lines of latitude and longitude and use degrees as the unit of numbering. They show the exact location of a places around the world.** • **The Equator is at the centre of lines of latitude and is at 0° latitude.** • Anything south of the Equator is in the Southern Hemisphere and labelled °S and anything north of the Equator is in the Northern Hemisphere and labelled °N. • The North Pole is 90°N and the South Pole is 90°S	• Lines of latitude are imaginary lines that circle the Earth parallel to the equator. They run in an east-west direction around the Earth. • **The Equator is at the centre of lines of latitude and is at 0° latitude.** • **The Tropic of Cancer is a line of latitude above the equator and the Tropic of Capricorn is a line of latitude below the equator.** • **The Arctic Circle (also a line of latitude) is an area of landmasses that surrounds the North Pole and the Antarctic Circle (also a line of latitude) circles the Earth near the South Pole.**	• Lines of longitude run in a north-south direction around the Earth. • The line labelled 0° longitude is called the Greenwich Meridian and runs through London. • Anything east of the Greenwich Meridian is in the Eastern Hemisphere and labelled °E and anything west of the Greenwich Meridian is in the Western Hemisphere and labelled °W. • Time in countries to the east of the Prime Meridian is always in front of that in the UK. Time in countries to the west of the Prime Meridian is always behind that of the UK.	• The Arctic is an area of frozen ocean mostly surrounded by land and the Antarctic is an area of frozen land surrounded by ocean. • **The Arctic Circle (also a line of latitude) is an area of landmasses that surrounds the North Pole and the Antarctic Circle (also a line of latitude) circles the Earth near the South Pole. Both regions are very cold all year round.** • Antarctica is the world's southernmost continent. It is the location of the South Pole. There are no countries. It is the coldest continent- 98% ice. • Millions of years ago, Antarctica resembled a tropical forest with huge trees and diverse wildlife.	• **Places near the Equator are hot all year round, but places further away such as the UK are cooler, as they receive less heat energy from the sun.** • Asia is the largest continent in the world. - It is mainly located in the Eastern and Northern hemispheres. Africa is the 2nd largest continent. The continent straddles the Equator. Europe is the 2nd smallest continent. It is located in the northern hemisphere. South America is the 4th largest continent. It is located in the western hemisphere. Australia is the smallest continent in the world. It is located within the southern and eastern hemisphere.
Vocabulary	**Vocabulary**	**Vocabulary**	**Vocabulary**	**Vocabulary**
Equator, hemisphere, degrees, poles, unit.	**Circle, landmasses, poles, direction, parallel, surrounds.**	**Circle, landmasses, zone, direction, parallel.**	**Area, surrounded, region, southernmost, location, inhabitable, permanently.**	**Affect, receive, climate, straddles.**

Year 4 Disciplinary Skills	Year 4 Disciplinary Skills	Year 4 Disciplinary Skills	Year 4 Disciplinary Skills	Year 4 Disciplinary Skills
Interpreting Sources *Use globes to locate lines of latitude and longitude and interpret some of the geographical information represented.	***Interpreting Sources*** *Use globes to locate lines of latitude and longitude and interpret some of the geographical information represented.	***Interpreting Sources*** *Use globes to locate lines of latitude and longitude and interpret some of the geographical information represented.	***Enquiry*** * Ask and answer questions and offer their own ideas Why do you think it is like this? ***Interpreting Sources*** *Use aerial photographs to identify geographical features. ***Evaluating and Debating*** *Understand how and why ideal settlements may have changed over time.	***Enquiry*** * Ask and answer questions and offer their own ideas Why do you think it is like this? ***Interpreting Sources*** *Use maps to locate the exact position of continents and some of the countries within them. ***Analysing and Communicating*** *Explain why physical features of countries within the same continent will be different.
Prior Learning	**Prior Learning**	**Prior Learning**	**Prior Learning**	**Prior Learning**
KS1-*Learnt about the 7 continents and 5 oceans of the world. Know about the equator and northern and southern hemisphere.* **Y3:** *North America is the third largest continent in the world and located in the Northern and Western Hemispheres.*	**KS1-** *Learnt about the 7 continents and 5 oceans of the world. Know about the equator and northern and southern hemisphere.*	**KS1-** *Learnt about the 7 continents and 5 oceans of the world. Know about the equator and northern and southern hemisphere.*	**Y3:** *Compared life in different regions of the UK as well as temperate forests and rainforests.*	**KS1-***Learnt about the differences between Durham in the USA and our own locality in terms key geographical features inc weather. Learnt about tropical and temperate climates.* **Y3:***North America's climate varies due to its size and changes in latitude.*

Why are rivers important?	Term: Summer	Year: 4

National Curriculum	Key Substantive Knowledge
Pupils should be able to: *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.* ***All pupils should:*** *Describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle*	• A river is a moving body of water that drains the land. It flows from its source on high ground, across land, and then into another body of water (river mouth). This could be a lake, the sea, an ocean or even another river. • There are hundreds of rivers and streams across the UK. The River Severn and the River Thames are the longest rivers in the UK. • Rivers can be identified on OS maps • Major towns and cities are along the route of rivers like these, this is because historically people built settlements near to rivers for easy access to water. • People love to live near rivers too but floods can be a problem; river defences are built to reduce the risk. • Rivers are an important part of the water cycle and responsible for transferring water to oceans.

Disciplinary Skills-Year 4

Enquiry

* Ask and answer questions and offer their own ideas Why do you think it is like this? Why is it important?

Interpreting Sources

*Use atlases and OS maps to locate major rivers and to identify the route they follow.

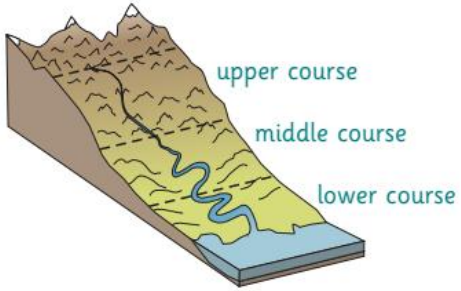
Analysing and Communicating

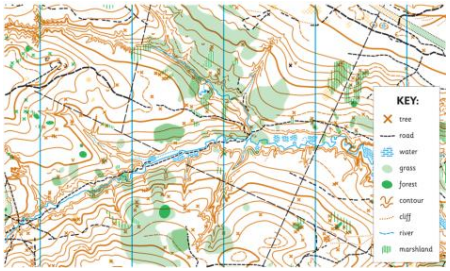
*Identify reasons why some physical features will be different from region to region.
*Explain what a feature is like and why-rivers.

Evaluating and Debating

*Understand how and why settlements may have changed over time.

Example Atlases and Maps





Year 4: Physical Geography					
Why are rivers important?					
Session 1	**Session 2**	**Session 3**	**Session 4**	**Session 5**	**Session 6**
Key Question	**Key Question**	**Key Question**	**Key Question**	**Key Question**	**Key Question**
What is a river and how are they formed?	*What are the key features of the River Tees?*	*Which other major rivers are in our region?*	*Which are the major rivers within the United Kingdom?*	*What part do rivers play in the water cycle?*	*What are the advantages and disadvantages of living near rivers?*
Key Knowledge	**Key Knowledge**	**Key Knowledge**	**Key Knowledge**	**Key Knowledge**	**Key Knowledge**
• **A river is a moving body of water that drains the land. It flows from its source on high ground, across land, and then into another body of water (river mouth). This could be a lake, the sea, an ocean or even another river.** • Rivers usually begin in upland areas, when rain falls on high ground and begins to flow downhill. They always flow downhill because of gravity.	• The River Tees begins at Cross Fell in the northern Pennines and flows 70 miles East to the North Sea. • High Force is a waterfall in County Durham on the River Tees. Anglers use the River Tees to fish. • Teesport, near the mouth of the River Tees is now one of the busiest ports in the UK. • Despite the heavy industry nearby, the estuary is an important habitat for animals, including seals and plant life.	• **There are hundreds of rivers and streams across the UK.** • An **ordnance survey map** can be used to identify the location of local rivers-**new learning.** • OS maps show physical and human features as symbols. This makes the maps easier to read. Each OS map has a key to show what the symbols mean. • Rivers and streams are shown as blue lines. • By following the route of the river, it is possible to describe the main physical features. • When describing river features, we mean natural features not man-made.	• **There are hundreds of rivers and streams across the UK.** • **The River Severn and the River Thames are the longest rivers in the UK.** • **Major towns and cities are along the route of rivers like these, this is because historically people built settlements near to rivers for easy access to water.**	• The water cycle is the continuous journey of water from oceans and lakes, to clouds, to rain, to streams, to rivers and back into the ocean again. • **Rivers are an important part of the water cycle and responsible for transferring water to oceans.**	• Rivers are home to a whole host of plant and animal species. • **People love to live near rivers too but floods can be a problem; river defences are built to reduce the risk.** • Rivers are important for habitats for wildlife; freshwater for settlements, agriculture, and other industries; resources for leisure and tourism; energy for hydroelectric power.
Vocabulary	**Vocabulary**	**Vocabulary**	**Vocabulary**	**Vocabulary**	**Vocabulary**
River, formation, water, drains, land, flows, source, high ground, land, body of water, upper course, lower course, mouth, upland, high ground, rain, downhill, gravity, confluence.	**Pennines, flows, North Sea, waterfall, anglers, port, industry, estuary, habitat, wildlife.**	**OS maps, route, river, stream, access, water, source, mouth, wider, narrower, passage, direction.**	**Map, route, river, stream, access, water, source, mouth, wider, narrower, passage, settlements.**	**Water, cycle, oceans, lakes, clouds, rain, rivers, sea, evaporation, condensation, continuous.**	**Wild life, scenery, nature, habitats ecosystems, plants, animals, species, flooding, defences, risk, freshwater, settlements, agriculture, energy, environment, adaptation.**

Year 4 Disciplinary Skills	Year 4 Disciplinary Skills	Year 4 Disciplinary Skills	Year 4 Disciplinary Skills	Year 4 Disciplinary Skills	Year 4 Disciplinary Skills
Enquiry * Ask and answer questions and offer their own ideas Why do you think it is like this? Why is it important? ***Analysing and Communicating*** *Explain what a feature is like and why-rivers.	***Interpreting Sources*** *Use atlases and OS maps to locate major rivers and to identify the route they follow. ***Analysing and Communicating*** *Explain what a feature is like and why-rivers.	***Interpreting Sources*** *Use atlases and OS maps to locate major rivers and to identify the route they follow. ***Analysing and Communicating*** *Explain what a feature is like and why-rivers.	***Analysing and Communicating*** *Identify reasons why some physical features will be different from region to region.	***Enquiry*** * Ask and answer questions and offer their own ideas Why do you think it is like this? Why is it important?	***Evaluating and Debating*** *Understand how and why settlements may have changed over time. ***How and why might it have become <u>more</u> challenging to live near a river?***
Prior Learning	**Prior Learning**	**Prior Learning**	**Prior Learning**	**Prior Learning**	**Prior Learning**
KS1- *know that a river is a physical feature and how to identify them using atlas symbols and a key.* **Y3:** *know what mountains are and have identified some rivers across the UK.*	**Y3:** *through their study of two regions within the UK, they will have identified the River Tees as being one of the major rivers in our region.*	**Y3:** *through their study of two regions within the UK, they will have identified the location and names of some of the rivers within the North East.*	**KS1-** *Learnt about the geographical features of each country within the UK including their largest rivers.* **Y3:** *through their study of the UK, they will have identified location and names of some of the rivers in the UK.*	**Y4:** *will have learnt about the water cycle within their science lessons.*	**KS1:** *will have debated whether we do enough to for our locality and planet* **Y3:** *will have evaluated and debated whether it is better to live in the North East or Greater London.*

Year 5

Geography Sequences of Learning

What is the geography of Europe?	**Term:** Autumn	**Year:** 5

National Curriculum	Key Substantive Knowledge
Pupils should be able to: *Locate the world's countries, using maps to focus on Europe (including the location of Russia). This will include the location and characteristics of a range of the world's most significant human and physical features, countries and major cities. Describe and understand aspects of climate zones.* ***All pupils should:*** *Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.*	• Europe is the second-smallest continent and is located in the Northern Hemisphere. It is above the Equator and the very north of the continent is within the arctic circle. It has over 40 countries. • Europe's largest river is the Volga, which flows through Russia; its second largest river is the Danube, which flows through ten countries. The Alps mountain range also spans across eight different countries in Europe. • There are five different categories of climate zone: tropical, desert, temperate, continental and polar. Much of Europe has a temperate climate, meaning there are warm summers and colder winters. Some Northern areas have a polar climate and some southern areas have a much warmer climate. • There is a link between the food grown in a country, as well as other forms of economic activity, and its climate and topography. • Europe has a high population density compared to other continents; this means it has a high number of people per square km of land. • Migration of humans is the seasonal or long-term movement of humans from one area of the Earth to another. People choose to move within and between countries for both economic, social and physical reasons.

Disciplinary Skills-Year 5

Enquiry

* Initiate geographical enquiry questions and answer questions offering relevant explanations.

Interpreting Sources

* Use a range of maps including topographic.

*Use lines of longitude and latitude to locate some geographical features.

Analysing and Communicating

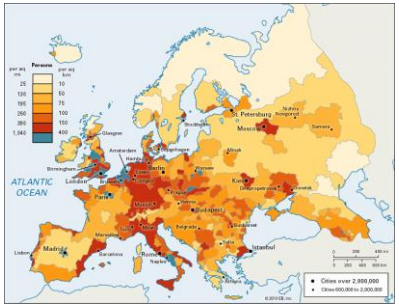
*Use diagrams to support writing short descriptions of geographical features.

* Explain that one feature can be caused by another.

Evaluating and Debating

*Express their own views about the people, places and environments studied, giving reasons. Compare their views with others.

Example Atlases and Maps



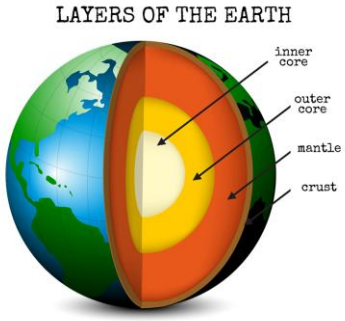
Year 5: Human Geography				
What is the geography of Europe?				
Session 1	**Session 2**	**Session 3**	**Session 4**	**Session 5**
Key Question	**Key Question**	**Key Question**	**Key Question**	**Key Question**
Where is Europe and which countries/cities are within it?	*What are Europe's most significant physical features?*	*What do we want to find out about Europe's capitals?*	*How are climate and industries in Europe linked?*	*Why do people move and is migration always positive?*
Key Knowledge	**Key Knowledge**	**Key Knowledge**	**Key Knowledge**	**Key Knowledge**
• **Re-cap** A continent is a large area of land that includes all the islands and countries that are within it. There are seven continents in the world. • **Europe is the second-smallest continent and is located in the Northern Hemisphere. It is above the Equator and the very north of the continent is within the arctic circle. It has over 40 countries.** • The largest country in Europe by both land size and population is Russia. Russia is another unusual country because it also a part of Asia. After Russia, the three European countries with the largest populations are Germany, the United Kingdom, then France.	• Europe's most significant physical features are rivers as these were useful for farming trade, and transport of supplies, when the cities of Europe were first established • **Europe's largest river is the Volga, which flows through Russia; its second largest river is the Danube, which flows through ten countries.** • **The Alps mountain range also spans across eight different countries in Europe.** • A topographical map shows the physical shape, including rivers, valleys, hills, of a particular area.	• A profile of a place includes information about its location, as well as human and physical features. • Landmarks can be both human and physical. • **A topographical map shows the physical shape, including rivers, valleys, hills, of a particular area.**	• **There are five different categories of climate zone: tropical, desert, temperate, continental and polar.** Much of Europe has a temperate climate, meaning there are warm summers and colder winters. Some Northern areas have a polar climate and some southern areas have a much warmer climate. • **There is a link between the food grown in a country, as well as other forms of economic activity, and its climate and topography.** • Cheese has been made for thousands of years in France because the climate in large parts of the country is ideal for farming cattle.	• **Migration of humans is the seasonal or long-term movement of humans from one area of the Earth to another.** • **People choose to move within and between countries for both economic, social and physical reasons.** • **Europe has a high population density compared to other continents; this means it has a high number of people per square km of land.** • Migration can have positive and negative effects on both the host country and the country losing the people.
Vocabulary	**Vocabulary**	**Vocabulary**	**Vocabulary**	**Vocabulary**
Population, characteristic, located, land size, population,	**Significant, trade, transport, established, spans, range.**	**Geographical, culture, heritage, population, landmark.**	**Continental, desert, tropical temperate, polar.**	**Seasonal, long-term, economic, density, host.**

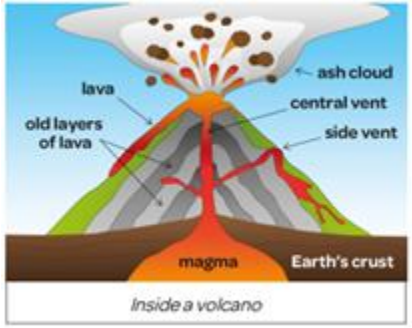
Year 5 Disciplinary Skills	Year 5 Disciplinary Skills	Year 5 Disciplinary Skills	Year 5 Disciplinary Skills	Year 5 Disciplinary Skills
Interpreting Sources *Use lines of latitude and longitude to locate exact places.	***Interpreting Sources*** * Use a range of maps including topographic. *Use lines of longitude and latitude to locate some geographical features.	***Enquiry*** * Initiate geographical enquiry questions and answer questions offering relevant explanations. ***Analysing and Communicating*** *Use diagrams and maps to support writing short responses to geographical questions.	***Analysing and Communicating*** *Use diagrams to support writing short descriptions of geographical features. * Explain that one feature can be caused by another.	***Evaluating and Debating*** *Express their own views about the people, places and environments studied, giving reasons. Compare their views with others.
Prior Learning	**Prior Learning**	**Prior Learning**	**Prior Learning**	**Prior Learning**
KS1-*Learnt about the 7 continents and 5 oceans of the world. Know about the equator and northern and southern hemisphere. Compared cities in the UK and the USA.* **Y3:** *Geography of the UK-know what a city is and have located cities within the UK.* **Y4:** *What is the geography of the world. Know the exact location of different continents.*	**Y3:** *Geography of the UK-used maps and aerial photographs to locate physical features within the UK.* **Y3:** *learnt about mountains and mountain ranges.* **Y4***: Rivers-identified major rivers within different regions and cities of the UK.*	**KS1-***Learnt about the capital cities of the UK including identifying some of their human and physical features.* **Y3:** *Used topographic maps through their studies of rivers and mountains. Identify human and physical features of two regions of the England.*	**KS1:** *Some awareness of the term industry through their study of Durham, USA. Also know that climate is linked to where a place is located in the world.* **Y4:** *Geography of the world know that the location of places impacts the climate.*	**KS1-***Looked at the difference between Durham city UK and Durham city USA* **Y3:** *Evaluated and debated whether it would be better to live in the North East or Greater London. Evaluated the impact of humans on the Rocky Mountains.*

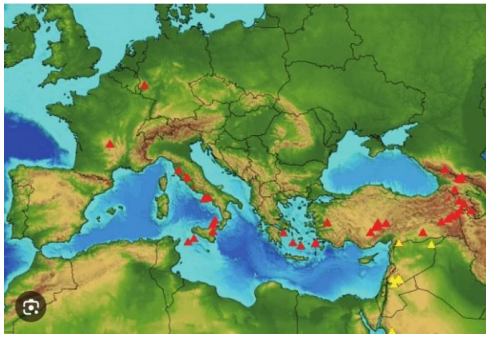
What eruptions occur in Europe?	Term: Spring	Year: 5

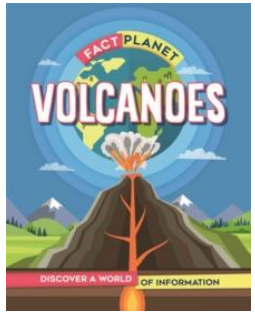
National Curriculum	Key Substantive Knowledge
Pupils should be able to: *Locate the world's countries, using maps to focus on Europe, concentrating on their key human and physical characteristics, countries and major cities.* *Describe and understand key aspects of physical geography including volcanoes and earthquakes* ***All pupils should:*** *Interpret a range of sources of geographical information and communicate geographical information in a variety of ways.*	• The Earth is made up of different layers; the crust (together with the upper layer of the mantle) is made up of different pieces called tectonic plates. • Mountains are areas of land that are much higher than the land surrounding them. The highest mountain ranges are created by tectonic plates pushing together and forcing the ground up where they meet ***(prior learning Year 3).*** • Earthquakes are caused when the Earth's tectonic plates slide together or move apart. • A volcano is an opening in the Earth's crust that allows magma, hot ashes and gases to escape. Most volcanic eruptions are caused by tectonic plates moving towards each other. • Both volcanoes and earthquakes occur due to movement of the Earth's tectonic plates. • They are both caused by the heat and energy releasing from the Earth's core. **Disciplinary Skills-Year 5** ***Interpreting Sources*** *Use maps, atlases, globes and computer mapping to confidently locate. *Use and interpret a range of diagrams and data. ***Analysing and Communicating*** *Use diagrams to support writing short descriptions of geographical features. * Explain that one feature can be caused by another.

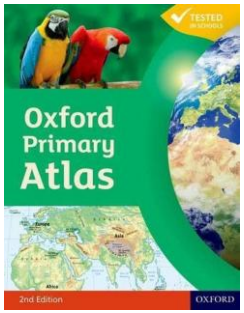
Example Atlases and Maps











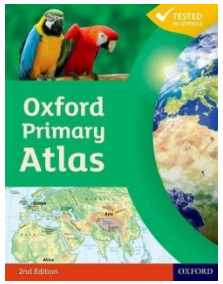
Year 5: Physical Geography				
What eruptions occur in Europe?				
Session 1	**Session 2**	**Session 3**	**Session 4**	**Session 5**
Key Question	**Key Question**	**Key Question**	**Key Question**	**Key Question**
What is inside the Earth?	*What makes a mountain a mountain?*	*What causes Earthquakes?*	*What are volcanoes and how do they erupt?*	*Which countries in Europe have the most active volcanoes?*
Key Knowledge	**Key Knowledge**	**Key Knowledge**	**Key Knowledge**	**Key Knowledge**
• **Earth is made up of different layers; the crust (together with the upper layer of the mantle) is made up of different pieces called tectonic plates.** • Tectonic plates move a few centimetres each year in different directions and at different speeds.	• **Mountains are areas of land that are much higher than the land surrounding them.** • They are higher and usually steeper that a hill and are generally over 600 metres high • The highest mountain ranges are created by tectonic plates pushing together and forcing the ground up where they meet. • Tectonic plates are also at work under the Atlantic Ocean. Instead of forcing the ground up, the two plates in the middle of the Atlantic Ocean are actually moving apart in opposite directions. This causes lava to erupt and as it cools down the lava creates a long line of mountains under the ocean called the mid-ocean ridge.	• **Earthquakes are caused when the Earth's tectonic plates slide together or move apart creating friction and causing energy to build up.** • This becomes so great that the energy is released causing a shockwave-an earthquake.	• **A volcano is an opening in the Earth's crust that allows magma, hot ashes and gases to escape.** • Most volcanic eruptions are caused by tectonic plates moving towards each other. • **Both volcanoes and earthquakes occur due to movement of the Earth's tectonic plates.** • **They are both caused by the heat and energy releasing from the Earth's core.** • Earthquakes can trigger volcanic eruptions through severe movement of tectonic plates.	• Maps can be used to identify inactive and active volcanoes within a country. • Lines of latitude and longitude help to create a coordinate to locate a place accurately. • Numbers and letters are used to create this coordinate. • Within the coordinate, the ° stands for degrees and the ' stands for minutes. • The letters relate to north, south, east or west and are shown as capitals. • The latitude is always given first.
Vocabulary	**Vocabulary**	**Vocabulary**	**Vocabulary**	**Vocabulary**
Crust, layer, tectonic plates, mantle, core.	**Ridge, plate, erupt, ridge, tectonic, mid-ocean.**	**Tectonic plates, energy released, shockwaves, friction.**	**Erupt, occur, releasing, trigger, tectonic plates, severe, core**	**Active, inactive, latitude, longitude, coordinates, location.**

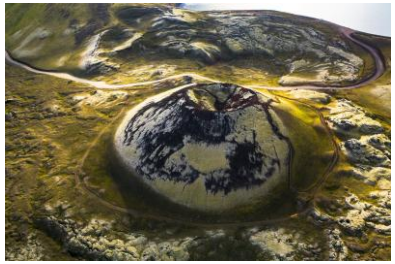
Year 5 Disciplinary Skills	Year 5 Disciplinary Skills	Year 5 Disciplinary Skills	Year 5 Disciplinary Skills	Year 5 Disciplinary Skills
Interpreting Sources *Use and interpret a range of diagrams.	***Interpreting Sources*** *Use and interpret a range of diagrams. ***Analysing and Communicating*** *Use diagrams to support writing short descriptions of geographical features.	***Interpreting Sources*** *Use and interpret a range of diagrams. ***Analysing and Communicating*** *Use diagrams to support writing short descriptions of geographical features.	***Interpreting Sources*** *Use and interpret a range of diagrams. ***Analysing and Communicating*** *Explain that one feature can be caused by another.	***Interpreting Sources*** *Use maps, atlases, globes and computer mapping to confidently locate. *Use and interpret a range of data linked to volcanic activity.
Prior Learning	**Prior Learning**	**Prior Learning**	**Prior Learning**	**Prior Learning**
Science: learnt about Earth Science. The Earth and other planets orbit the sun in the solar system; day and night are caused by the Earth's rotation.	**Y3: *Mountains and North Americas Mountainous West Study.*** *Learnt about how mountains are formed but will need to revisit this to learn about volcanoes.*	**Y3 *Science:*** *learnt about heat and energy transfer. Learnt about friction as a force. Forces are the things that allow the movement of all objects around us. Friction force acts between two surfaces.*	***Science*** *learnt about heat and energy transfer. The sun is a source of heat and light energy which will transfer to the facing Earth's surface or will reflect of the moon to the Earth's surface.*	**Y4: *What is the geography of the world?*** World maps display lines of latitude and longitude and use degrees as the unit of numbering. They show the exact location of a places around the world.

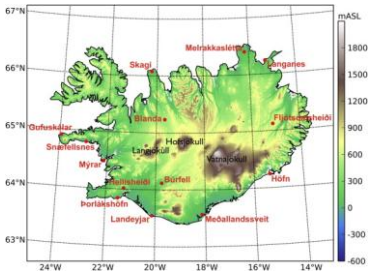
What makes Iceland the land of fire and ice?	**Term:** Summer	**Year:** 5

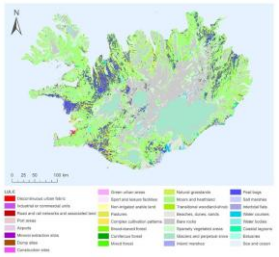
National Curriculum	Key Substantive Knowledge
Pupils should be able to: *Locate the world's countries, using maps to focus on Europe, concentrating on their key human and physical characteristics, countries and major cities.* *Describe and understand key aspects of physical geography including volcanoes and earthquakes.*	• Iceland sits on top of the Mid-Atlantic Ridge, a long crack in the ocean floor caused by the separation of the Northern American and Eurasian tectonic plates, which is one of the reasons why it is one of the most volcanically active places on Earth. • Iceland is home to some of the largest glaciers in Europe but due to climate change, it is predicted that these glaciers will have disappeared within the next 200 years. • The Eldfell eruption in 1973 was a significant event in Iceland's history, as it was unexpected and lasted for nearly 6 months. All the island's buildings were destroyed and its inhabitants evacuated to mainland Iceland. • Despite the devastating impact of the eruption, many of the residents chose to return and rebuild their homes and community; there were benefits of the eruptions in terms of tourism and the fertile soils left behind. • There are advantages and disadvantages to living in areas like Iceland, as natural disasters such as volcanic eruptions can bring benefits and risks.
All pupils should: *Interpret a range of sources of geographical information and communicate geographical information in a variety of ways.*	**Disciplinary Skills-Year 5** ***Interpreting Sources*** * Use a range of maps including topographic, to identify the exact location and some of the geographical features of Iceland. *Use lines of longitude and latitude to locate some of the country's volcanoes. ***Analysing and Communicating*** *Use diagrams to support writing short descriptions of geographical features. * Explain that one feature can be caused by another. ***Evaluating and Debating*** *Express their own views about the people, places and environments studied, giving reasons. Compare their views with others.

Example Atlases and Maps









Year 5: European Region: Physical and Human Geography				
What makes Iceland the land of fire and ice?				
Session 1	**Session 2**	**Session 3**	**Session 4**	**Session 5**
Key Question	**Key Question**	**Key Question**	**Key Question**	**Key Question**
Why are volcanoes a fact of life for Iceland?	*What is the physical geography of Iceland and how does this impact the human features?*	*What happened on the Icelandic Island of Heimay and why did it rock the nation?*	*How did the eruption change the lives of the inhabitants and impact the economy?*	*Would you want to live in Iceland?*
Key Knowledge	**Key Knowledge**	**Key Knowledge**	**Key Knowledge**	**Key Knowledge**
• Iceland is located between the Greenland Sea and the North Atlantic Ocean. • Iceland sits on top of the Mid-Atlantic Ridge, a long crack in the ocean floor caused by the separation of the Northern American and Eurasian tectonic plates. • This makes it one of the most volcanically active places on Earth. It experiences a volcanic event at least once every five years. • Iceland's Reykhanes Peninsula is currently experiencing a series of small eruptions, which it hasn't experienced for hundreds of years.	• Iceland is home to some of the largest glaciers in Europe. • More land is covered by glaciers in Iceland than in all European countries combined. • All glaciers in Iceland have been retreating since the 1930s due to climate change. It is expected that they will all have disappeared within the next 200 years. • Iceland is one of the most sparsely populated countries in the world due to its location across two tectonic plates.	• The Eldfell eruption in 1973 was a significant event in Iceland's history. • The island of Heimay is actually a mountain; most of it sits under the ocean so it is the top of the island that is visible. • In 1973 a crack formed on one side of the island and hot lava began spurting out. Everyone was evacuated and all buildings were destroyed. • The eruption lasted for nearly **6 months** until finally the lava cooled off forming into volcanic rock called Basalt.	• Despite the devastating impact of the eruption, many of the residents chose to return and rebuild their homes and community. • The harbour was vital to the island's economy so during this time, the residents developed a network of pipes to spray tonnes of seawater onto the lava, in order to preserve it. • The global awareness of the impact of this eruption has brought many visitors to the island, which residents, have made a living from.	• Iceland is a global leader in sustainable energy as nearly 100% of the electricity consumed comes from renewable energy and 90% of homes are heated with geothermal energy. • In summer, daylight hours last almost all day and it never gets really dark however winters can be bleak, with long hours of cold and darkness. • There is a greater likelihood of natural hazards, including storms, floods, earthquakes, volcanic eruptions, landslides, and avalanches.
Vocabulary	**Vocabulary**	**Vocabulary**	**Vocabulary**	**Vocabulary**
Location, ridge, fissure, tectonic plates, active, series, eruptions, experienced.	**Glacier, home to, combined, retreating, sparsely.**	**Significant, visible, formed, spurting, evacuated, forming, Basalt.**	**Impact, community, vital, network, preserve, awareness.**	**Global, sustainable, renewable, consumption, bleak, hazards, geothermal.**

Year 5 Disciplinary Skills	Year 5 Disciplinary Skills	Year 5 Disciplinary Skills	Year 5 Disciplinary Skills	Year 5 Disciplinary Skills
Interpreting Sources * Use a range of maps including topographic, to identify the exact location and some of the geographical features of Iceland. *Use lines of longitude and latitude to locate some of the country's volcanoes.	***Interpreting Sources*** * Use a range of maps to identify physical features of Iceland, including **land use** maps. *Use lines of longitude and latitude to locate some of the country's physical and human features.	***Analysing and Communicating*** *Use diagrams to support writing short descriptions of geographical features. * Explain that one feature can be caused by another.	***Analysing and Communicating*** * Explain that one feature can be caused by another. * Appreciate how people would choose to live where they do despite the place having physical features that can make it challenging to live there.	***Evaluating and Debating*** *Express their own views about the people, places and environments studied, giving reasons. Compare their views with others. **Would you want to live in Iceland?**
Prior Learning	**Prior Learning**	**Prior Learning**	**Prior Learning**	**Prior Learning**
Y3: *Mountains-learnt about tectonic plates.* **Y5:** *Know what a volcano is and what happens when a volcano erupts. Will have identified the most volcanic countries in Europe at the end of the previous unit.*	**Y4:** *Geography of the World: learnt more about how the world is divided into lines of longitude and latitude. Also know the impact of climate change in term of their work on Rainforests.*	**Y3 and Y5:** *knowledge of islands, mountains and volcanoes.*	**Y3 Science** *studied Rocks.* **Y3 Geography**- *Mountainous West-learnt about the impact of tourism on the Rockies and the natural resources that it provides.*	**Y3:** *considered if they would rather live in the North-East of England or in the region of Greater London.* **Y4: Forest and Rainforests:** *Evaluated and debated the causes of deforestation.*

Year 6

Geography Sequences of Learning

What do maps tell us about our town?	**Term:** Autumn	**Year:** 6

National Curriculum	Key Substantive Knowledge
Pupils should be able to: *Describe and understand key aspects of-human geography: types of settlements and land use.* ***All pupils should:*** *Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world. Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.*	• Ordnance survey maps are covered in blue lines that make up a grid. The lines have numbers accompanying them that allow you to accurately pinpoint location on a map. This series of numbers is known as a grid reference. • A compass is an important tool for map reading. The 4 Cardinal points on a compass are North, East, South and West. Halfway between these are four other points: north-east, south-east, south-west and north-west. These are called Ordinal points. This makes an eight-point compass. • Ordnance survey maps use different shapes, colours and symbols to show roads, buildings, rivers and other features of landscape. • Land use is how we take a piece of natural land and use it. There are five major types of land use: recreational, residential, commercial, agricultural and transport. • Geographers view space as location, distance, direction, pattern, shape, and arrangement. Geographers view place as a space with human and physical components that interact dynamically.

Disciplinary Skills-Year 6

Enquiry

* Initiate geographical enquiry questions and offer explanations for observations or judgements about places.

Collecting, Analysing and Interpreting

*Use fieldwork to observe, record, present and explain information about the locality using a range of graphs and written media, including, population data, use of land in the school locality.

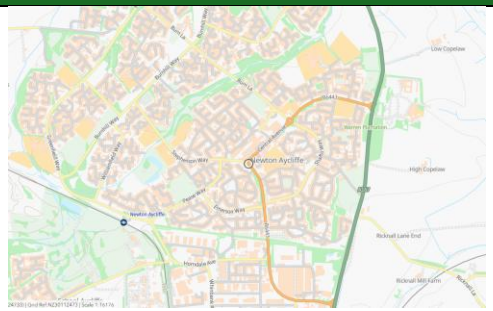
Interpreting Sources

* Use a range of maps including OS maps.
*Recognise and use ordnance survey symbols.
* Use six-figure grid references to locate features and to identify the grid references for features.
*Use the eight points of a compass to build their knowledge of location and place.

Analysing and Communicating

*Create own detailed maps and sketch maps to show what they have learnt about aspects of the locality.

Example Atlases and Maps



Magic Map Application (defra.gov.uk)

Year 6: Local Area and Mapping					
What do maps tell us about our town?					
Session 1	**Session 2**	**Session 3**	**Session 4**	**Session 5**	**Session 6**
Key Question	**Key Question**	**Key Question**	**Key Question**	**Key Question**	**Key Question**
What are the basic features of an ordnance survey map? How do we identify and plot six-figure references using them?	*Where on earth are we? What can we learn about the location of Newton Aycliffe from maps?*	*How is land used in our town?* ***Can I draw a sketch map to record my findings?***	*Can we use a compass and OS map to plot a short route and mark it on an OS map of our town?*	*Can we make our own map of the school grounds?*	*Can we plot the main geographical features of our school onto the map?*
Key Knowledge	**Key Knowledge**	**Key Knowledge**	**Key Knowledge**	**Key Knowledge**	**Key Knowledge**
• **Ordnance survey maps are covered in blue lines that make up a grid.** • **The lines have numbers accompanying them that allow you to accurately pinpoint location on a map. This series of numbers is known as a grid reference.** • The numbers going across the face of the map are called eastings: up the face of the map from the bottom to the top are called northings. • To pinpoint a place, you take the eastings number first, then the northing.	• **A compass is an important tool for map reading. The 4 Cardinal points on a compass are North, East, South and West. Halfway between these are four other points: north-east, south-east, south-west and north-west. These are called Ordinal points. This makes an eight-point compass**. • Newton Aycliffe is located in the county of Durham, North East England. It is about 10 miles south of the city of Durham and 30 miles south of Newcastle-upon-Tyne.	• **Land use is how we take a piece of natural land and use it.** • **There are five major types of land use: recreational, residential, commercial, agricultural and transport** (areas used for transportation such as roads and paths). • **Ordnance survey maps use different shapes, colours and symbols to show roads, buildings, rivers and other features of landscape.**	• Four-figure/six-figure references and compass points can be used to plan a route using a map. • Landmarks can be identified along the route using four-figure/six-figure grid references. • The direction of travel between each point can be recorded using compass directions. • Ordnance survey maps allow you to accurately plan a journey, giving indication of landmarks and features you will pass along the route, as well as how far you will be travelling.	• There are a number of parts to a physical map: a title, cardinal directions, legend or key scale. • **Geographers view <u>space</u> as location, distance, direction, pattern, shape, and arrangement.** <u>Steps to map making:</u> 1. Look at the school grounds laid out on paper maps and aerial photographs. 2. Go outside and use metre sticks, tape measures, paper and drawing tools to create rough maps showing the space of the school grounds. 3. Back inside refine the rough maps using resources from step 1 and squared paper.	• **Geographers view <u>place</u> as a space with human and physical components that interact dynamically.** <u>Steps to map making:</u> 4. Use resources studied and own photographs taken of the grounds to add features to their map to show the current human and physical characteristics of the school grounds. 5. Legends for the symbols and features should be included on the map and all details should be labelled. 6. Share your map with someone else and guide them through it. Compare it to their map.
Vocabulary	**Vocabulary**	**Vocabulary**	**Vocabulary**	**Vocabulary**	
Accompanying, pinpoint, grid reference, location.	**Compass, map-reading, located, cardinal, ordinal.**	**Natural, recreational, commercial, transportation.**	**Route, direction, landmark, grid references, navigate.**	**Physical map, space, refine, distance, direction, arrangement.**	**Place, space, interact, dynamically, component, characteristics.**

Year 6 Disciplinary Skills	Year 6 Disciplinary Skills	Year 6 Disciplinary Skills	Year 6 Disciplinary Skills	Year 6 Disciplinary Skills	Year 6 Disciplinary Skills
Interpreting Sources Use a range of maps including OS maps. Use six-figure grid references to locate features and to identify the grid references for features. Mapzone | Ordnance Survey	***Interpreting Sources*** Use the eight points of a compass to build their knowledge of location and place. ***How could we describe the exact location of Newton Aycliffe in relation to other places we know using geographical language? (Distance and Direction).***	***Collecting, Analysing and Interpreting*** Use fieldwork to observe, record, present and explain information about the locality using a range of graphs and written media, including, population data, use of land in the school locality. ***Interpreting Sources*** Use a range of maps including OS maps. Recognise ordnance survey symbols.	***Interpreting Sources*** Use a range of maps including OS maps. Recognise and use ordnance survey symbols. Use six-figure grid references to locate features and to identify the grid references for features. Use the eight points of a compass to build their knowledge of location and place.	***Analysing and Communicating*** Create own detailed maps and sketch maps to show what they have learnt about aspects of the locality.	***Analysing and Communicating*** Create own detailed maps and sketch maps to show what they have learnt about aspects of the locality.
Prior Learning	**Prior Learning**	**Prior Learning**	**Prior Learning**	**Prior Learning**	**Prior Learning**
Y3: *What is the geography of the UK-used four-figure grid references to locate features of Durham city.*	**KS1**: *Used four points of a compass to describe the direction of features on simple maps and to create own map of Saltburn.* **Y3:** *Used eight points of a compass to describe the location of counties in relation to each other.*	**KS1:** *Created own map of the local area and school grounds.* **Y3/4/5:** *Used a range of different maps at different scales.*	**Y3/4:** *Used a range of different maps at different scales. Learnt about features of the local area including closest forests etc.*	**Y3/4/5:** *Used a range of different maps at different scales. Used map symbols.* **Through KS1 and LKS2:** *studied aspects of the local area.*	**Y3/4:** *Used a range of different maps at different scales. Located through their study of different cities, countries and regions, a range of different human and physical characteristics of places. Used map symbols.*

What is the true cost of trade?	Term: Spring	Year: 6

National Curriculum

Pupils should be taught to:

describe and understand key aspects of human geography, including: economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water;

locate the world's countries, using maps to focus on Europe;

use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.

Key Substantive Knowledge

- Trade is an agreement between two countries to buy and sell goods. An import is a good or service brought into one country from another. An export is a good or service sent to another country for sale.
- A natural resource is something that is found by nature and can be used by people. The natural resources available, land mass, and climate of a country determine what types of food they export and import.
- A supply chain is the different stages that manufactured goods go through on their journey. A global supply chain is where this is across different countries around the world. Manufactured goods go through more stages before they reach our shops than unprocessed and unpackaged products like fruit and vegetables.
- Fairtrade is when people who make the things we buy are treated fairly and paid properly for their hard work. These products often cost more to purchase but buying fair trade has a positive impact on communities of farmers and manufacturers in less developed countries, for example through better working conditions and a fair working wage.

Disciplinary Skills-Year 6

Enquiry

* Initiate geographical enquiry questions and offer explanations for observations.

Interpreting Sources

* Use a range of sources including maps to identify links between places around the world.

*Use a wider range of geographical sources to learn more about human features studied.

Collecting, Analysing and Interpreting

*Understand and interpret a range of diagrams and data linked to geographical features studied.

Analysing and Communicating

*Use diagrams to supports writing short descriptions including explanation, of geographical features.

* Explain how one feature can be caused by another.

Evaluating and Debating

*Express their own views about the people, places and environments studied, giving reasons. Compare their views with others and understand that some geographical knowledge is open to debate, challenge and discussion.

Example Atlases and Maps

Export destination	Money from trade link
Switzerland	£45.5 billion
United States	£40 billion
Germany	£30.8 billion
Netherlands	£24.1 billion
France	£22.5 billion
Ireland	£18.2 billion
Belgium	£13.6 billion
China	£11.6 billion
United Arab Emirates	£10 billion
Hong Kong	£9 billion

Type of export	Amount of Money (Billions of pounds)
Aircrafts and space crafts	4.6
Petrol	12.4
Scientific instruments	4.8
Other oils	9.9
Alcoholic drinks	4.6
Cars	11.8
Communication technologies	5.6
Chemicals	5.3
Engines	9.6
Medicines	16.9

Year 6: Human Geography					
What is the true cost of trade?					
Session 1	**Session 2**	**Session 3**	**Session 4**	**Session 5**	**Session 6**
Key Question	**Key Question**	**Key Question**	**Key Question**	**Key Question**	**Key Question**
What is trade?	*Where does our food come from?*	*What is the global supply chain?*	*What does the UK export and where to?*	*Why pay more?*	*How are natural resources extracted and what problems does this create?*
Key Knowledge	**Key Knowledge**	**Key Knowledge**	**Key Knowledge**	**Key Knowledge**	**Key Knowledge**
• **Trade is an agreement between two countries to buy and sell goods.** • **An import is a good or service brought into one country from another.** • **An export is a good or service sent to another country for sale.** • Industries are groups of people or activities that make or sell similar products or provide similar services. • There are three different types of industries: primary, secondary and tertiary. • Primary industries collect natural resources, secondary industries take these and turn them into products and tertiary industries provide services.	• **An import is a good or service brought into one country from another.** • **An export is a good or service sent to another country for sale.** • **A natural resource is something that is found by nature and can be used by people.** • **The natural resources available, land mass, and climate of a country determine what types of food they export and import.** • Global trade enables us to have access to many foods that cannot be obtained within the national borders of the UK.	• **A supply chain is the different stages that manufactured goods go through on their journey.** • **A global supply chain is where this is across different countries around the world.** • **Manufactured goods go through more stages before they reach our shops than unprocessed/unpackaged products like fruit and vegetables.** • Food miles measure the distance between where a food is grown or made to where it is eaten. • Items with very large food miles are worse for the environment; they produce greenhouse gasses which leads to global warming.	• **An import is a good or service brought into one country from another.** • **An export is a good or service sent to another country for sale.** • The UK's top trading partners are the countries it makes the most money from through trade. • The physical and human geography of the UK determines what we export. The climate, land mass available for growing, and natural resources (physical) and skills, wealth and education/skills of population (human). • A key skill in geography is presenting geographical data in graph form.	• There are huge benefits to global trade however it needs to be done in a way that benefits the workers in the early stages of the supply chain e.g. farmers, miners etc. • **Fairtrade is when people who make the things we buy are treated fairly and paid properly for their hard work.** • **These products often cost more to purchase but buying fair trade has a positive impact on communities of farmers and manufacturers in less developed countries, for example through better working conditions and a fair working wage.**	• A natural resource is something that is found by nature and can be used by people. • The majority of natural resources are obtained through farming, logging and mining. • All of these process create problems for the environment and contribute to climate change. Children work in groups to investigate one of these processes, the problems it creates and what is being done to reduce environmental impact.
Vocabulary	**Vocabulary**	**Vocabulary**	**Vocabulary**	**Vocabulary**	**Vocabulary**
Industry, service, product, exchange, natural resources, import, export.	**Import, export, service, product, natural. Determine, global, access.**	**Raw material, processing, supply chain, global company, manufactured.**	**Import, export, geographical features, climate, trade, data.**	**Benefit, products, fairly, impact, communities, developed, less developed**	**Natural resources, consumption, extraction, deforestation, pollution.**

Year 6 Disciplinary Skills	Year 6 Disciplinary Skills	Year 6 Disciplinary Skills	Year 6 Disciplinary Skills	Year 6 Disciplinary Skills	Year 6 Disciplinary Skills
Interpreting Sources Use a wider range of geographical sources to learn more about human features studied.	***Interpreting Sources*** Use a range of sources including maps to identify links between places around the world. ***Collecting, Analysing and Interpreting*** Understand and interpret a range of diagrams and data linked to geographical features studied. ***Where do some of our most popular food products come from and why?***	***Enquiry*** Initiate geographical enquiry questions and offer explanations for observations. ***Children to develop their enquiry questions linked to the previous session and this session. For example: Which of our most popular food products have the most food miles?***	***Collecting, Analysing and Interpreting*** Understand and interpret a range of diagrams and data linked to geographical features studied. ***Pupils interpret data and create graphs linked to the top 10 exports of the UK.*** *Pupils offer explanations linked to the physical and human features of the UK.*	***Evaluating and Debating*** Express their own views about the people, places, environments and themes studied, giving reasons. Compare their views with others and understand that some geographical knowledge is open to debate, challenge and discussion. **Should we persuade people to buy fair trade products or are there other ways to readdress the balance?**	***Collecting, Analysing and Interpreting*** Understand and interpret a range of diagrams and data linked to geographical features studied. ***Analysing and Communicating*** Use diagrams to supports writing short descriptions including explanation, of geographical features.
Prior Learning	**Prior Learning**	**Prior Learning**	**Prior Learning**	**Prior Learning**	**Prior Learning**
LKS2: *will have learnt a lot about trade during their studies in history.*	**Y3/4:** *will have learnt a lot about climate and climate zones around the world.* **Y3:** *will have learnt about natural resources during their unit of work on The Rockies.* **Y5:** *learnt about natural energy resources linked to volcanoes.*	**LKS2:** *learnt about processed foods in DT. Learnt how rivers were use for farming trade and transport of supplies in history.* **Y5:** *will have learnt about rivers and transportation of supplies through Geography of Europe.*	**LKS2 and Y5:***learnt how to interpret different types of data in maths and how to present data using graphs and charts.*	*Children will have had numerous opportunities to apply what they have learnt in geography to evaluate and debate: For example:* *Impact of litter/traffic* *Risks of living in Iceland* *How we care for our locality.* *If it has become more challenging to live near rivers.*	**Y3:** *know about the natural resources available from The Rockies and why this area needs to be protected.* **Y4/5:***learnt about deforestation, natural resources produced by volcanoes and the benefits of living in these areas for geothermal energy.*

What can we learn about the River Tees through fieldwork?	**Term:** Summer	**Year:** 6

National Curriculum	Key Substantive Knowledge
Pupils should be: *competent in the geographical skills needed to: collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes* ***All pupils should:*** *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.*	• Visiting a location and carrying out different tests and observations is called fieldwork. Fieldwork enables you to learn about the human and physical features of the environment. • During fieldwork, geographers collect data by measuring things or using tools like maps, compasses, or cameras to help them record what they observe. • When a geographer returns from fieldwork, they can present their data using charts and graphs and feedback what they have found. • In order to stay safe in and around a river follow the safety guidance provided by your adults and listen to adult instructions at all times. • For ease of study, rivers are divided into three sections: the upper, middle and lower courses.

Disciplinary Skills-Year 6

Enquiry

* Initiate geographical enquiry questions and offer explanations for observations or judgements linked to fieldwork studies.

Interpreting Sources

* Use a range of maps including OS maps.

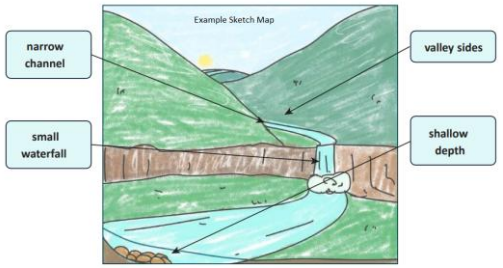
Collecting, Analysing and Interpreting

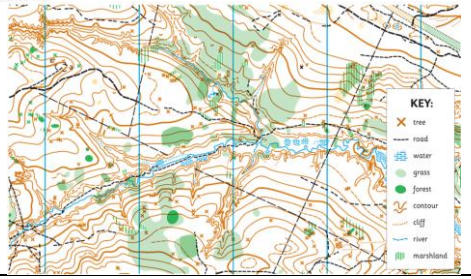
*Use fieldwork to observe, record, present and explain information about the locality using a range of graphs and written media.

Analysing and Communicating

* Collect quantitative data from fieldwork and present data using simple tables and charts.
* Explain what the data is showing and how you know.

Example Atlases and Maps





Year 6: River Tees: Local Area Fieldwork		
What can I learn about the River Tees through fieldwork investigations?		
Session 1	**Session 2**	**Session 3**
Key Question	**Key Question**	**Key Question**
What can I learn about the River Tees?	*How can I collect data from the River Tees in our North East region?*	*How can I present and analyse data collected from fieldwork?*
Key Knowledge	**Key Knowledge**	**Key Knowledge**
• Sketch maps are used by geographers to support fieldwork. They can be created using regional maps, OS maps and photographs. • River sketch maps will only show the section/course of the river being studied and should include annotations. • **For ease of study, rivers are divided into three sections: the upper, middle and lower courses.**	• **Visiting a location and carrying out different tests and observations is called fieldwork.** • **Fieldwork enables you to learn about the human and physical features of the environment.** • **During fieldwork, geographers collect data by measuring things or using tools like maps, compasses, or cameras to help them record what they observe.**	• **When a geographer returns from fieldwork, they can present their data using charts and graphs and feedback what they have found.**
Vocabulary	**Vocabulary**	**Vocabulary**
River course, narrow, shallow, steep, mouth, source, counties, upper, middle, lower course,	**Data, field sketch, observe, OS map, numerical, river course, quantitative, equipment, measuring, recording.**	**Fieldwork, observations, data, evidence, conclusion, feedback, human/physical features, locality, River Tees.**
Year 6 Disciplinary Skills	**Year 6 Disciplinary Skills**	**Year 6 Disciplinary Skills**
Enquiry Initiate geographical enquiry questions and offer explanations for observations or judgements linked to fieldwork studies. . ***Interpreting Sources*** Use a range of maps including OS maps. Create detailed annotated sketch maps linked to fieldwork. ***Use maps of your region and OS maps to see if you can sketch the part of the River Tees that you will be investigating.***	***Interpreting Sources*** Use a range of maps including OS maps. Create detailed annotated sketch maps linked to fieldwork. ***Collecting, Analysing and Interpreting*** Use fieldwork to observe, record, present and explain information about the locality using a range of graphs and written media.	***Analysing and Communicating*** Present data using simple tables and charts. Explain what the data is showing and how you know.
Prior Learning	**Prior Learning**	**Prior Learning**
KS1-*created simple maps and sketch plans linked to the area around their school. Created simple plans of Seaton Carew beach on location as part of fieldwork.*	**KS1-***collected data linked to weather patterns and also measured and collected rainfall linked to a further geography unit. Used simple charts and graphs to record their data.*	**KS1-***Anaylsed the data collected linked to weather and discussed what it tells us about the weather in the UK. Used simple charts and graphs to record their data.*