


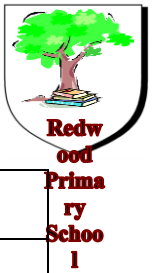







Geography Curriculum Coverage: EYFS and KEY STAGE ONE

Expected Vocabulary. NC Objectives. Intended activities. Additional knowledge for prior learning for KS2

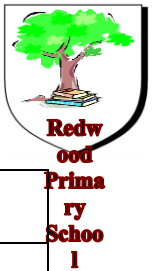
Nursery	Curriculum Objective/Knowledge/Activity	Vocab
<p>Autumn Term</p> 	<p><u>Understanding The World:</u></p> <ul style="list-style-type: none"> • I will talk about all the things that make me unique, like how I look, the things I am great at, the things I find tricky, the people that look after me, my school family and my home family. • I will learn about the things that make me similar to my friends and celebrate those that are unique to me. • I will think about things that I might like to do or try one day. 	<p>Same, different, skin colour, hair colour, freckles, glasses, long, short</p>
<p>Spring Term</p> 	<ul style="list-style-type: none"> • When we go on our weekly adventures onto the field, I will use my senses to explore the changes I see. This will help me to develop a love for the natural world around me. • By taking care of our nursery garden and vegetable patch, I will understand what plants need to help them grow. I will also plant my own seeds and seedlings and watch how they grow. • By taking care of Frank, the nursery pet goldfish, and making feeders for the birds I will begin to understand how living things need to be looked after and cared for. • I will explore different materials as I build the things I need to be able to travel in space! 	<p>Soil, mud, seed, plant, water, look after, care for, push, pull, squeeze, squash, twist, flatten, roll</p>
<p>Summer Term</p> 	<ul style="list-style-type: none"> • I will use a globe to help me to explore different environments around the world like the jungle, the ocean and the arctic. • I will think about things we could all do together to help protect our world. • I will explore collections of materials with similar and/or different properties to help me invent things, just like 'Mrs Armitage'. • I will explore how things work so that I can improve my inventions. 	<p>Same, different, touch, smell, see, hard, soft, smooth, rough Near, far, old, new, train, bus, car, bicycle, aeroplane, ship</p>

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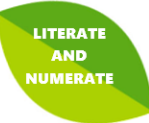





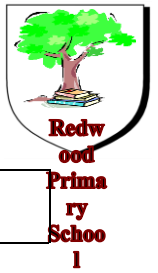
Foundation Stage 2	Curriculum Objective/Knowledge/Activity	Vocab
<p>Autumn Term</p> 	<ul style="list-style-type: none"> I will learn about Autumn I will explore the natural world around me and look at the effects of changing seasons I will describe my immediate environment, school grounds and park during Field Friday sessions. 	<p>playground, hall, garden, field, trim trail, entrance, route summer, autumn, season, change</p>
<p>Spring Term</p>  	<ul style="list-style-type: none"> Journeys and maps in real life and books Using maps to describe a journey using different types of transport linked to the class texts. Old and new ways of travelling and how they are the same and different 	<p>Vehicle, transport, travel, destination, journey, similar, different, old, new, past, present, plan, map, route</p>
<p>Summer Term</p>  	<p>I will talk about different environments - specifically a farm I will learn about animals that live on farm I will make maps of a farm I will learn about seasonal change and what happens in winter I will learn about different jobs on the farm</p>	<p>Seed, grow, petal, stem, leaf, roots, soil, sunlight, weather, spring, growth, grow, change</p>
	<ul style="list-style-type: none"> Similarities and differences between life in this country and life in other countries. Talk about different parts of the world where children may have family members. Invite in parents and other family members to talk about it. Ask families to send in photos and objects linked to family in UK and wider world. Food festival with foods from different communities 	<p>Far, world, country, ocean, near far</p>

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Year One	Curriculum Objective	Knowledge/Activity	Vocab
<p>Topic One</p> <div style="display: flex; flex-direction: column; align-items: center;"> <div style="display: flex; justify-content: space-around; width: 100%;"> <div style="text-align: center;"></div> <div style="text-align: center;"></div> </div> <div style="text-align: center; margin: 10px;"></div> <div style="text-align: center;"></div> </div>	<p>My World and Where I live</p> <p>☑ use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</p> <p>☑ use simple compass directions (North, South, East and West) and locational and directional language e.g. near and far; left and right, to describe the location of features and routes on a map</p> <p>☑ use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key</p> <p>☑ use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment</p>	<p>Y1 My World – Prior Learning</p> <p>In FS1, children visit their local library & discuss where they live. In FS2, children look at how their local environment changes from autumn to winter. They have a local walk to find leaves and trip on a bus to identify features they see on their way to school.</p> <ol style="list-style-type: none"> 1. Use simple compass directions 2. Taking pictures of areas around the school environment and placing them on a simple aerial view map. 3. Creating their own map of the school, using drawings and photographs from the previous lesson. 4. Going on an Autumn walk around the local area. 5. Drawing a map of the local area (outside of school) using knowledge from the previous two lessons, as well as Google Maps / Google Earth. 6. Making comparisons between Derby in the past and present by looking through photographs 	<p>Journey, travel, natural, manmade, features, map, title, key, labels,</p> <p>Looking at our school & the local area - Using maps Identifying human and physical features Comparing & contrasting localities: Derby & India Looking at weather patterns</p>
<p>Topic Two</p>	<p><u>The Four Seasons</u> identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</p>	<p><u>The Four Seasons Prior Learning</u></p> <p>In FS I have explored the environment around me using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>I have explored the 4 seasons.</p>	<p>Seasons, Spring, Summer, Autumn, Winter, rainfall, sleet, wind, snow, sun, temperature, Equator, local.</p>





 		<p>I have discussed some similarities and differences between life where I live and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.</p> <p>I will be able to identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</p>	
<p>Topic Three</p>    	<p>London and The UK</p> <p>Name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding areas.</p> <p>understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom.</p> <p>use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage</p> <p>use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</p> <p>use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features;</p>	<p>Y1 To Sinfin & Beyond – Prior Learning</p> <p>In FS1, children visit their local library & discuss where they live.</p> <p>In FS2, children look at how their local environment changes from autumn to winter</p> <ol style="list-style-type: none"> 1. Knowing where England is on a map by looking at items in a bag representing different English traditions. 2. Identifying the four countries of the UK by looking at different characteristics of cities and countryside. 3. Learn about Scotland, its cities, rivers, coasts and highlands. 4. Learn about Wales and its cities, mountains and hills. 5. Learn about Northern Ireland by labelling a map and drawing arrows to different features. 	<p>England, Scotland, Wales, Northern Ireland and UK.</p> <p>Modern, old, changed, the same.</p> <p>Features, city, river, cathedral & shops.</p> <p>Country, English, map, labelling and flag.</p> <p>Village, cities, countryside and differences.</p> <p>Highlands, mountains, coasts and rivers, hills.</p>

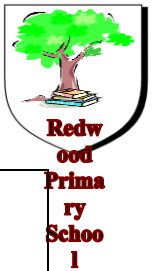


	devise a simple map; and use and construct basic symbols in a key		
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<p>Year Two</p> <p>Topic One</p> <div style="display: flex; flex-direction: column; align-items: center;"> <div style="background-color: #c8e6c9; border-radius: 50%; padding: 5px; margin-bottom: 10px;">KNOWLEDGEABLE AND SKILLFUL</div> <div style="background-color: #c8e6c9; border-radius: 50%; padding: 5px; margin-bottom: 10px;">LITERATE AND NUMERATE</div> <div style="background-color: #c8e6c9; border-radius: 50%; padding: 5px; margin-bottom: 10px;">CREATIVE</div> <div style="background-color: #c8e6c9; border-radius: 50%; padding: 5px;">RESILIENT AND REFLECTIVE</div> </div>	<p>Map It Out! (Similar to Year 1 local study but includes mapwork)</p> <p>Use simple compass directions (north, south, east and west) and locational and directional language [for example, near and far, left and right], to describe the location of features and routes on a map.</p> <p>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.</p> <p>Use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil,</p>	<p>Y2 Map It Out – Prior Learning In FS2, children look at how their local environment changes from autumn to winter. They have a local walk to find leaves and trip on a bus to identify features they see on their way to school. In FS2, children create own maps using stories as a stimulus. In Y1 children study their local area.</p> <ol style="list-style-type: none"> 1. What is a compass and how do we use them on a map? 2. What is an aerial view and a plan perspective and how can we use them? 3. What are the symbols on a key? 4. How can I read a map to help me find places? 5. How can I make a map of Sinfin? 6. What are human and physical features? 	<p>Use basic geographical vocabulary to refer to key <u>physical</u> features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</p> <p>Use basic geographical vocabulary to refer to key <u>human</u> features, including: city, town, village, factory, farm, house, office, port, harbour and shop</p> <p>Compass, north, south, east, west, bird’s-eye view, symbol.</p>
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	<p>valley, vegetation, season and weather</p> <p>Use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</p>		
<p>Topic Two</p>	<p>My Local Area and Tulum, Mexico</p> <p>understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom.</p> <p>☑ use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage</p> <p>☑ use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</p> <p>☑ use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</p> <p>☑ use simple compass directions (North, South, East and West) and locational and directional language e.g. near and far; left</p>	<p>Y2 My Local Area and Tulum, Mexico Prior Learning</p> <p>In FS2, children noticed the difference between the coastline and their homes.</p> <p>In Y1, children create own maps using stories as a stimulus.</p> <p>In Y2, children read maps in Map It Out units.</p> <ol style="list-style-type: none"> 1. Can I use atlases and globes to discover the continents and oceans of the world? 2. What is the effect of the equator and the poles on the climate across the world? 3. What are the countries, capital cities and surrounding seas of the UK? 4. Where is Mexico? 5. How do the physical features of Tulum compare to my local area? 6. How do the human features of Tulum compare to my local area? 7. How can we present the information we have gathered to answer the question 'What are the similarities and differences between my local area and Tulum, Mexico?' 	<p>aerial photograph, atlas, beach, capital. characteristics, city, cliff, climate, coast, compass, continent, country, equator, factory, farm, fieldwork, forest, harbour, hill, house, key, landmark, locality, location, map, mountain, North Pole, ocean, office, port, river, sea, season, shop, soil, South Pole, symbol, temperate, town, valley, vegetation, village, weather</p>

	<p>and right, to describe the location of features and routes on a map</p> <p>☑ use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment</p>		
<p>Topic Three</p>   	<p>Seas and Coasts</p> <p>This unit will look at seas and coasts of Great Britain. Children will locate and identify oceans and continents, find out about British beaches and seas, use fieldwork skills and compare and contrast a British beach with that from another country.</p> <p>name and locate the world's seven continents and five oceans.</p> <p>name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</p> <p>understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country.</p> <p>use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.</p> <p>use basic geographical vocabulary to refer to key human features, including: city, town, village,</p>	<p>In Year 1, children have identified the capital cities and countries of the UK. They will have identified what a sea is.</p> <p>In Foundation Stage, children will have been made aware of a range of different countries and continents through stories and transport.</p> <ol style="list-style-type: none"> 1. To locate and identify oceans and continents. 2. To find out about British beaches. 3. To find out about British seas 4. To use fieldwork skills to find out about a place. 5. To compare a British beach with one from another country. 6. To use compass points to move around a map 	<p>Sea, ocean, coast, beach, country, continent</p>
















	<p>factory, farm, house, office, port, harbour and shop</p> <p>use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage</p> <p>use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map</p> <p>use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment</p>		
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Geography Curriculum Coverage: Key Stage Two

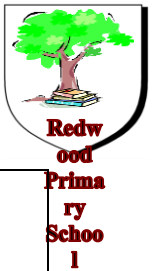
Expected Vocabulary. NC Objectives. Intended activities. Additional knowledge for upper year groups


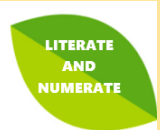


Year Three	Curriculum Objective	Knowledge/Activity	Vocab
Topic One	<p>The Stone Age</p> <p>To locate the world’s countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</p>	<p>Y3 The Stone Age Prior Learning</p> <p>In Y1, children read and create maps of the local area and UK.</p> <p>In Y2, children name and locate the world’s seven continents and five oceans and use globes and atlases.</p> <ol style="list-style-type: none"> To ask relevant questions about the Stone Age To know what a hunter gatherer is. Discuss the role of hunter gatherers and search the playground and school field for items to use. 	<p>Britain, Europe, Britons, Neolithic man, Neolithic woman, mammoth, fur pelt, house, jewelry, tools, Skara Brae, weapons, spears, throwing stones, borer, hammerstone, antler,</p>

  	<p>To 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</p> <p>To describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p>	<ol style="list-style-type: none"> 3. I know how and where hunter gatherers lived. Investigate the changes that happened to their shelters over time. 4. I can research information about Skara Brae, Cheddar Gorge and the Stonehenge using YouTube clips to discover why they are significant. 5. I can complete a non-chronological report about Skara Brae, Cheddar Gorge and the Stonehenge 6. I can draw a Stone Age cave painting inspired by what can be found at Cheddar Gorge. <p>Enrichment visit to Cresswell Crags</p>	<p>hand axe, cave paintings, Stonehenge, Cheddar Gorge</p>
<p>Topic Two</p>     	<p>Rainforests & Biomes</p> <p>To locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</p> <p>To identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)</p> <p>To 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</p>	<p>Y3 Rainforests & Biomes Prior Learning In Y1, children read and create maps of the local area and UK. In Y2, children name and locate the world's seven continents and five oceans and use globes and atlases.</p> <ol style="list-style-type: none"> 1. Where are the rainforests? Locate areas of the world containing rainforests using maps and atlases 2. The rainforest climate. Describe aspects of a tropical climate 3. Layers of the rainforest. Research to find out about the features of the layers of the rainforest 4. Life in the rainforest. Describe the plants and animals living in the rainforest 5. The Amazon. Compare the Amazon rainforest to Sherwood forest. 	<p>Biome, Climate, Deforestation, Tropical, Tundra, Continents, Tiaga, Deciduous forest, Rainforest, Desert, Tropical/Savanna</p>

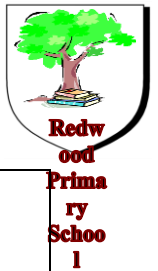
	<p>country, and a region within North or South America.</p> <p>To describe and understand key aspects of: physical geography, including: <u>climate zones</u>, <u>biomes</u> and <u>vegetation belts</u>, <u>rivers</u>, <u>mountains</u>, volcanoes and earthquakes, and the water cycle</p> <p>To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>To 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 UK and the wider world.</p>	<p>6. Protecting the rainforests. To understand why tropical rainforests are important and the impact humans are having on them.</p>	
<p>Topic Three</p>    	<p>I Do Like To Be Beside The Seaside (Coasts)</p> <p>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 & rivers), and land-use patterns; and understand how some of these aspects have changed over time</p> <p>Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</p> <p>Use fieldwork to observe, measure, record and present the human and physical</p>	<p>Y3 Seaside Prior Learning</p> <p>In FS1, children are aware of features of the seaside after 'seaside day'</p> <p>In Y1, children read and create maps of the local area and UK.</p> <p>In Y2, children name and locate the world's seven continents and five oceans and use globes and atlases.</p> <p>1: What are coasts and how are they formed? Using Google Maps to explore some of the different coastal areas around Britain.</p> <p>2: What are the physical features of coasts and what is erosion? Explain what happened to the Holbeck Hotel in Scarborough in 1993.</p> <p>3: Why do we need to manage our coasts? Become familiar with coastal management strategies including sea walls, revetments, gabions and groynes.</p> <p>4: What are the human and physical features of beaches in the UK? Identify different physical and human features of beaches.</p>	<p>Coast</p> <p>Erosion landforms</p> <p>Depositional landforms</p> <p>Shingle</p> <p>Sand</p> <p>Cliffs</p> <p>Caves</p> <p>Stacks</p> <p>Arches</p> <p>Instability</p> <p>Sea walls</p> <p>Revetments</p> <p>Gabions</p> <p>Groynes</p> <p>Coastal management</p> <p>Flooding</p> <p>Land damage</p> <p>Physical features</p> <p>Human features</p> <p>Pier</p>

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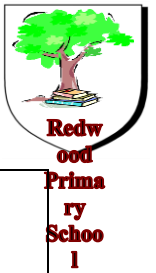
	<p>features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p> <p>To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>To use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey Maps) to build their knowledge of the UK and the wider world.</p>	<p>5: How can I persuade someone to visit a beach destination? Learning how to use maps, holiday brochures, internet & atlases.</p> <p>6: How does change in the use of land affect the environment? Children to debate a fictional proposal for a new hotel to be built on the coast.</p>	<p>Beach Promenade Scenic Remote Low tide High tide Chalet Brochure Travel agent</p>
<p>Year Four</p>	<p>Curriculum Objective</p>	<p>Knowledge/Activity</p>	<p>Vocab</p>
<p>Topic One</p>   	<p>Rivers</p> <p>To locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</p> <p>☑ human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</p> <p>☑ use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p>	<p>Y4 Rivers Prior Learning</p> <p>In Y2, children became aware of other countries whilst comparing Derby & Mexico</p> <p>In Y3, children studies rainforests in foreign countries.</p> <p>In Y3, children read maps, globes and atlases during all topics.</p> <ol style="list-style-type: none"> 1. What are rivers and how are they formed? To introduce rivers, ascertain children's prior knowledge and learn different sections of rivers. 2. To describe the journey of a river. To learn about the various features of rivers. 3. Where are the world's rivers? Use atlases to find and name major world rivers 4. To learn about rivers local to us. To learn about the River Derwent and map its course across the region. 	<p>Source, delta, lower course, middle course, upper course, altitude, channel growth, water speed, erosion, river mouth, irrigation, meander, waterfalls, interlocking spurs, valley, oxbow lake, channel, tributary, confluence, estuary, levee, floodplain</p>






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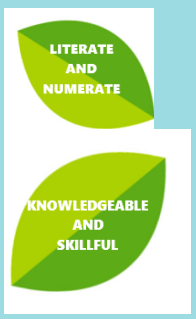


	<p>To use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey Maps) to build their knowledge of the UK and the wider world.</p> <p>To describe and understand key aspects of: <input type="checkbox"/> physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p>	<ol style="list-style-type: none"> To understand the causes and effects of floods. To learn about the build up to flooding including storms of the past How do we prevent rivers from flooding? Learn about preventative measures and create a poster to inform. 	
<p>Topic Two</p> <div style="display: flex; flex-direction: column; align-items: center;"> <div style="display: flex; justify-content: space-around; width: 100%;"> <div style="background-color: #90EE90; border-radius: 50%; padding: 5px; text-align: center;">LITERATE AND NUMERATE</div> <div style="background-color: #90EE90; border-radius: 50%; padding: 5px; text-align: center;">KNOWLEDGEABLE AND SKILLFUL</div> </div> <div style="background-color: #90EE90; border-radius: 50%; padding: 5px; text-align: center; margin: 5px 0;">CREATIVE</div> <div style="background-color: #90EE90; border-radius: 50%; padding: 5px; text-align: center; margin: 5px 0;">ASPIRATIONAL</div> <div style="background-color: #90EE90; border-radius: 50%; padding: 5px; text-align: center; margin: 5px 0;">RESILIENT AND REFLECTIVE</div> </div>	<p>Carnival! (South America, Brazil)</p> <p>To locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</p> <p>To 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 UK and the wider world.</p> <p>To identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)</p> <p>To 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</p>	<p>Y4 Carnival! Prior Learning</p> <p>In Y2, children became aware of other countries whilst comparing Derby & Mexico.</p> <p>In Y3, children studies rainforests in foreign countries.</p> <p>In Y3, children read maps, globes and atlases during all topics.</p> <ol style="list-style-type: none"> Where is Brazil? An identification of the human and physical features. Identify the climates of South America and understand the significance of the equator. Also Northern & Southern hemispheres. Research the country of Brazil and make connections between South America and the UK, for instance that they both have major cities. Identify differences between rural and urban Brazil. Identify the differences of Rio de Janeiro Understand what life is like for the Indigenous people of the Amazon Rainforest. Explain what life in like in Brazil. Class research, discussion and presentation. 	<p>Location Climate zone, Capital, equator, northern hemisphere, southern hemisphere, tropics, topic of Capricorn, tropic of cancer, median, longitude, latitude,</p>

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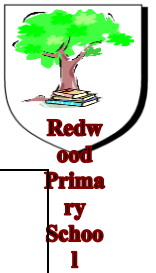


	<p>country, and a region within North or South America.</p> <p>☑ human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</p> <p>To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p>		
<p>Topic Three</p>     	<p>Russia</p> <p>locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</p> <p>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</p> <p>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</p>	<p>Y4 Russia Prior Learning</p> <p>In Y2, children became aware of other countries whilst comparing Derby & Mexico.</p> <p>In Y3, children studies rainforests in foreign countries.</p> <p>In Y3, children read maps, globes and atlases during all topics.</p> <ol style="list-style-type: none"> 1: Russia, Europe, Asia and the Ural Mountains 2: Russia's big biome map 3: What is Moscow like? 4: Russia is a powerful place - culture 5: Russian resources and the impact on the climate 6: Russia traditions 	<p>Continent, border, boundary, Eurasia, Ural Mountains, physical geography, landmass, hemisphere, latitude, longitude, Russia, Europe, Asia, region, territory, landscape, Kremlin, Red Square, Biome, tundra, taiga, steppe, temperate forest, climate zone, permafrost, vegetation, ecosystem, wildlife, habitat, Arctic, Siberia, natural environment</p>
<p>Year Five</p>	<p>Curriculum Objective</p>	<p>Knowledge/Activity</p>	<p>Vocab</p>

<p>Topic One</p> 	<p>Volcanoes & Earthquakes</p> <p>To describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, <u>volcanoes and earthquakes</u>, and the water cycle</p> <p>To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>To 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 UK and the wider world.</p>	<p>Y5 Volcanoes and Earthquakes Prior Learning</p> <p>In Y4, children studied human and physical geography</p> <p>In Y3&4, they studied different parts of the world eg South America, Egypt & rainforests.</p> <p>In all Y4 units, children used maps, atlases and globes</p> <ol style="list-style-type: none"> 1. Use maps & atlases to locate the worlds’ volcanoes and place them on a map. 2. Discover how volcanoes and formed and how often they erupt. 3. Learn the process of how a volcano erupts. 4. How do people prepare for a volcanic eruption? 5. Discover how earthquakes occur and investigate the Earth’s plates, their movements and the subsequent effects 6. Reasearch the NZ earthquake in 2011 7. Investigate famous earth-quakes in history from all over the world. 8. To under-stand why and how tsunamis occurs and their effects. 	<p>Magma, Ring of Fire, mantle, fault, eruption, sill, vent, volcano, lava, crust, extinct, core, conduit, ash, active, dormant & crater.</p> <p>Aftershock, epicentre, fault line, magnitude, Richter scale, seismic, tectonic plates, tremor & tsunami.</p>
<p>Topic Two</p> 	<p>Where We Live: Europe</p> <p>To identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)</p> <p>To name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical</p>	<p>Y5 Where We Live: Europe Prior Learning</p> <p>In Y4, children studied human and physical geography</p> <p>In Y3&4, they studied different parts of the world eg South America, Egypt & rainforests.</p> <p>In all Y4 units, children used maps, atlases and globes</p> <p>Physical Geography</p> <ol style="list-style-type: none"> 1. To find hot, cold & temperate European countires and place them on a blank map. 2. To locate highest mountains & largest mountain ranges in Europe. 3. To locate the longest and most important rivers in Europe. 4. To research the purpose and benefits of the European Union . 	<p>Climate zone, temperate, hot, cold, equator, north pole, regions, mountain range, peak, height, above sea-level, human geography, physical geography, trade, cities, landmarks, money, the European Union, politics, time zones, GMT (Greenwich Mean Time) & settlement</p>

<p>ASPIRATIONAL</p> <p>CREATIVE</p> <p>AWARE</p>	<p>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</p> <p>To locate the world’s countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</p> <p>To 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.</p> <p>Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</p> <p>To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>To 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 UK and the wider world.</p>	<p>Human Geography:</p> <ol style="list-style-type: none"> 5. Research population, trade, cities, landmarks, money (Euros and the countries who do not use it) , the European Union and politics 6. To understand GMT & the time zones across Europe. 7. To understand differences in human geography around Europe through investigating and comparing 8 European cities. 8. To understand how the borders of countries can change through conflict. <p>Map work</p> <p>At the end of each lesson, children will place that day’s learning on their own blank map of Europe, to build up into their own version over the term.</p>	
<p>Topic Three</p> <p>Theme: Food</p>	<p>Trade & Agriculture</p>	<p>Y5 Trade & Agriculture Prior Learning</p> <p>In Y4, children studies human geography during the Ancient Egypt and South American topics.</p>	<p>Wholesaler, profit, supply chain.</p> <p>Tax, utilities.</p>

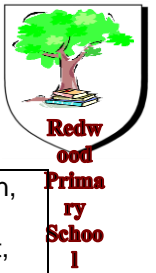
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	<p>To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>To use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey Maps) to build their knowledge of the UK and the wider world.</p> <p>☑ human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</p>	<ol style="list-style-type: none"> 1. Understand how businesses make money. To create a shopping market place in class, where children try to make profit from selling goods. 2. Learn about tax, profit, utilities, rent etc – how businesses have to pay for overheads which impinges on their profits. 3. Investigate where the UK imports its food from and why 4. Learn about supply chains of goods that we buy in supermarkets 5. Learn about Fair Trade and why it is important at the beginning of the supply chain. 6. Learn where the UK exports to and the reasons why. 	<p>Trade, import, export & product</p> <p>Raw materials, supplier, manufacturer, distributor, retailer & consumer</p> <p>Plantation, consumer, raw materials, distributor, retailer & cooperative</p> <p>Import & export</p>
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Year 6	Curriculum Objective	Knowledge/Activity	Vocab
Topic One	<p>Commotion in the Ocean</p> <p>Climate change, pollution, energy, recycling</p> <p>To identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)</p>	<p>Y6 Commotion in the Ocean Prior Learning</p> <p>In Y3 – coasts and rainforests</p> <p>In Y4- rivers</p> <p>In Y5 – Trade & Agriculture</p> <ol style="list-style-type: none"> 1. To know what and where oceans are using a carousel activity 2. Develop and awareness of how plastic is becoming a problem to wildlife and research ways to reduce the amount of plastic we use. 3. Develop an awareness of changes that can be made to stop pollution put across a viewpoint persuasively and clearly. 	<p>Pollution, plastic pollution, climate change, ice caps, melting, overfishing, fishing quota, Epipelagic Zone, Mesopelagic Zone, Bathypelagic Zone, Abyssopelagic Zone.</p>

	<p>Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</p> <p>To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>To 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 UK and the wider world.</p>	<p>4. To understand how deep the oceans are and that they contain different habitats and creatures.</p> <p>5. Understand negative consequences of climate change on the ocean</p> <p>6. Learn how to prevent climate change and protect the oceans.</p> <p>7 & 8 To understand how overfishing affects our oceans and recognise the impact of unsustainable fishing.</p> <p>9 & 10 Learn how oil pollutes and harm the ocean and recognise a further man-made impact / threat to the ocean's habitats.</p>	
<p>Topic Two</p>	<p>Summit Up - Peaks of the UK, mountains, linked to life goals and moving on</p> <p>To name and locate counties and cities of the United Kingdom, geographical regions</p>	<p>Y6 Summit Up Prior Learning In Y4, children studied physical geography In Y3&4, they studied different parts of the world eg South America, Egypt & rainforests. In all Y4 units, children used maps, atlases and globes</p>	<p>Mountain, mountain range, summit, slopes, face, sides, ridge, valley, dormant, summit, sea-level, latitude, longitude,</p>



	<p>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</p> <p>To describe and understand key aspects of: ☑ physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p> <p>To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>To 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 UK and the wider world.</p> <p>☑ use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p>	<ol style="list-style-type: none"> 1. To identify the features of a mountain and how they are formed through investigating tectonic plates and investigating volcanoes. 2. To identify the world's major mountain ranges. Including England, Wales and Scotland's highest peaks 3. Locating famous mountain ranges using latitude and longitude 4. Research famous world mountains through ordering them using different characteristics. 5. Research famous world mountains. Write about Mount Everest and Everest climbers 6. Investigating the climate of mountain environments by seeing climbers different mountains around the world. 	<p>Equator, Prime Meridian, North Pole, South Pole. Location, position, point, coordinate tectonic plates, adjacent, collide, force/pressure, fault lines, fold, height mountaineer, thermals, ascent, altitude & monsoon</p>
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KS2 NC Objectives

Locational Knowledge

To locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities

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

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)

Place Knowledge

To 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.

Human & Physical Knowledge

To describe and understand key aspects of:

☐ physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle

☐ human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water

Geographical Skills & Fieldwork

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

To 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 UK 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.