

South Darley C.E Primary School Geography Overview

EYFS	<p>Understanding the World (People and Communities)</p> <p>Children know about similarities and differences between themselves and others, and among families, communities and traditions.</p>	<p>Understanding the World (The World)</p> <p>Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another.</p>
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	KS1	LKS2	UKS2
Locational Knowledge	<p>Building on EYFS knowledge of their own environment, children start to learn the names of key places in the UK beyond their immediate environment. Children also learn the names of the world's oceans and continents.</p> <p>KS1 Geography National Curriculum</p> <p>Pupils develop contextual knowledge of the location of globally significant places. They should develop knowledge about the world, the United Kingdom and their locality.</p> <p>Children can:</p> <ul style="list-style-type: none"> a name and locate the world's seven continents and five oceans; b name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas; <p>use key vocabulary to demonstrate knowledge and understanding in this strand: United Kingdom, England, Scotland, Wales, Northern Ireland, town, city, village, sea, beach, hill, mountain, London, Belfast, Cardiff, Edinburgh, capital city, world map, continent, ocean, Europe, Africa, Asia, Australasia, North America, South America, Antarctica.</p>	<p>Building on KS1 knowledge of the UK, children begin to explore more of the world, understand how the world has zones and the significance of those zones. Locating places and features accurately on maps also becomes a focus.</p> <p>KS2 Geography National Curriculum</p> <p>Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America.</p> <p>Children can develop contextual knowledge of the location of globally significant places – both terrestrial and marine.</p> <p>Children develop their understanding, recognising and identifying key physical and human geographical features.</p> <p>Children can:</p> <ul style="list-style-type: none"> a locate the world's countries, using maps to focus on South America, concentrating on environmental regions and key physical and human characteristics; b name and locate counties and cities of the United Kingdom, identifying human and physical characteristics including hills, mountains, rivers and seas, and how a place has changed; c identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern 	<p>Children begin to explore Eastern Europe and South America using maps to find these locations. Children use their knowledge of longitude, latitude, coordinates and indexes to locate places. Compared to Lower KS2, children focus more on finding locations outside of the UK.</p> <p>KS2 Geography National Curriculum</p> <p>Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. They will begin to explore the concept of tourism and its impact. Children can develop contextual knowledge of the location of globally significant places – both terrestrial and marine.</p> <p>Children develop their understanding of recognising and identifying key physical and human geographical features of the world; how these are interdependent and how they bring about spatial variation and change over time.</p> <p>Children can:</p> <ul style="list-style-type: none"> a use maps to locate the world's countries with a focus on Eastern Europe and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities; b name and locate counties and cities of the United Kingdom, identifying their physical features,

		<p>Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones;</p> <p>d use key vocabulary to demonstrate knowledge and understanding in this strand: county, country, town, coast, physical features, human features, mountain, hill, river, sea, climate, tropics, tropical, of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle.</p>	<p>including mountains, and rivers, and land-use patterns; showing change over time;</p> <p>c identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere and use longitude and latitude to find locations on a map;</p> <p>d use key vocabulary to demonstrate knowledge and understanding in this strand: atlas, index, coordinates, latitude, longitude, contour, altitude, peaks, slopes, continent, country, city, North America, South America, border, key.</p>
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Place Knowledge	<p>Children begin to compare places in the UK with a place outside of the UK. This builds on EYFS knowledge and understanding of the world, people and communities. Children can apply the skills of observing similarities and differences to places as well as people.</p> <p>KS1 Geography National Curriculum</p> <p>Pupils develop contextual knowledge of the location of globally significant places. They should develop knowledge about the world, the United Kingdom and their locality. Children begin to understand basic vocabulary relating to human and physical geography.</p> <p>Children can:</p> <p>a compare the UK with a contrasting country in the world;</p> <p>b compare a local city/town in the UK with a contrasting city/town in a different country;</p> <p>use key vocabulary to demonstrate knowledge and understanding in this strand: South America, London, Brasilia, compare, capital city, China, Asia, country, population, weather, similarities, differences, farming, culture, Africa, Kenya, Nairobi, river, desert, volcano.</p>	<p>Children develop vocabulary relating to physical and human geographical features from KS1. They begin to develop the skills of comparing regions, by focusing on specific features. Children focus on comparing regions of the UK in depth and start to look at an area outside of the UK.</p> <p>KS2 Geography National Curriculum</p> <p>Children can 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>Children can:</p> <p>a understand geographical similarities and differences through the study of human geography of a region of the United Kingdom;</p> <p>b explore similarities and differences, comparing the human geography of a region of the UK and a region of South America;</p> <p>c understand geographical similarities and differences through the study of physical geography of a region of the United Kingdom;</p> <p>d explore similarities and differences comparing the physical geography of a region of the UK and a region of South America;</p>	<p>Children develop their analytical skills by comparing areas of the UK with areas outside of the UK. They will have a deeper knowledge of diverse places, people, resources, natural, and human environments. They can make links to places outside of the UK and where they live. Children are encouraged to conduct independent research, asking and answering questions.</p> <p>KS2 Geography National Curriculum</p> <p>Children can 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>Children can:</p> <p>a understand geographical similarities and differences through the study of human geography of a region of the United Kingdom, a region of Eastern Europe and South America;</p> <p>b understand geographical similarities and differences through the study of physical geography of a region of the United Kingdom, a region of Eastern Europe and South America;</p> <p>a use key vocabulary to demonstrate knowledge and understanding in this strand: latitude, Arctic Circle,</p>
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		<p>a use key vocabulary to demonstrate knowledge and understanding in this strand: Amazon rainforest, Sherwood Forest, Sheffield, city, Yorkshire, physical features, human features, landscape, feature, population, land use, retail, leisure, housing, business, industrial, agricultural.</p>	<p>physical features, climate, human geography, land use, settlement, economy, natural resources.</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Human and Physical Geography</p>	<p>Building on EYFS knowledge of how environments may vary. Children begin to learn about the physical and human features of geography.</p> <p>KS1 Geography National Curriculum</p> <p>Children will understand key physical and human geographical features of the world. They identify seasonal and daily weather patterns.</p> <p>Children can:</p> <p>a 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>b 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>Children have a stronger understanding of the difference between physical and human geography. They use more precise vocabulary, explaining the processes of physical and human geography and their significance. They learn more about extreme weather, the processes involved in the causes and effects of extreme weather, as well as beginning to understand the impact of humans on the earth.</p> <p>KS2 Geography National Curriculum</p> <p>Children locate a range of the world's most significant human and physical features. Explain how physical features have formed, why they are significant and how they can change.</p> <p>Explain the impact of humans on the earth in terms of land use, settlements and their direct connection to physical changes.</p> <p>Children can:</p> <p>describe and understand key aspects of:</p> <p>b physical geography, including: climate zones, biomes, volcanoes, tornadoes, tsunamis, earthquakes and the water cycle;</p>	<p>Children deepen their understanding of the difference between physical and human geography. They can explain the terminology of both aspects of geography with a range of examples. They spend time exploring human geography and the impact humans have on the world. They focus on trade links, resources and the distribution of resources around the world. Children also learn about the different types of mountains.</p> <p>KS2 Geography National Curriculum</p> <p>Children will locate a range of the world's most significant human and physical features. Explain how physical features have formed, why they are significant and how they can change. Children can understand how these are interdependent and how they bring about spatial variation and change over time. Children will deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments.</p> <p>Children can:</p> <p>describe and understand key aspects of:</p> <p>b physical geography, including: climate zones, biomes and vegetation belts, mountains and the water cycle;</p>

		<ul style="list-style-type: none"> c human geography, including: types of settlement and land use; d use key vocabulary to demonstrate knowledge and understanding in this strand: mantle, outer core, inner core, magma, volcano, active, dormant, extinct, earthquake, epicentre, shock wave, magnitude, tsunami, tornado, climate, tropics, deforestation, evaporation, water cycle, evaporation, condensation, precipitation, cooling, filter, pollution, settlement, settler, site, need, shelter, food. 	<ul style="list-style-type: none"> c 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; d use key vocabulary to demonstrate knowledge and understanding in this strand: environmental disaster, settlement, resources, services, goods, electricity, supply, generation, renewable, non-renewable, solar power, wind power, biomass, origin, import, export, trade, efficiency, conservation, carbon footprint, peak, plateau, fold mountain, fault-block mountain, dome mountain, volcanic mountain, plateau mountain, tourism, positive, negative, economic, social, environmental.
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Building on EYFS knowledge of their own environment, children begin to use maps to locate places and name features using keys and symbols. Children also begin to look at how the environment has changed over time.

KS1 Geography National Curriculum

Children can interpret geographical information from a range of sources. They can communicate geographical information in a variety of ways.

Children can:

- a use world maps, atlases and globes to identify the countries, continents and oceans studied at this key stage;
- b use simple compass directions and locational and directional to describe the location of features and routes on a map;
- c devise a simple map; and use and construct basic symbols in a key;
- d use simple fieldwork and observational skills to study the geography of the surrounding area, including key human and physical features, using a range of methods;
- e use key vocabulary to demonstrate knowledge and understanding in this strand: compass, 4-point, direction, North, East, South, West, plan, record, observe, aerial view, key, map, symbols, direction, position, route, journey, the UK, changes, tally chart, pictogram, world map, country, continent, human, physical.

Children begin to develop their map skills. They will be able to identify features on a map through the use of symbols and keys. Children begin to use fieldwork skills to monitor and explain patterns in human and physical features.

KS2 Geography National Curriculum

Children collect, analyse and communicate a range of data gathered through fieldwork that deepens their understanding of geographical processes. They interpret a range of sources of geographical information including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS).

Children can:

- a use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied;
- b use symbols and keys (including the use of Ordnance Survey maps), to build their knowledge of the United Kingdom and the wider world;
- c use fieldwork to observe and present the human and physical features in the local area using sketch maps, plans and digital technologies;
- d use key vocabulary to demonstrate knowledge and understanding in this strand: sketch map, map, aerial view, feature, annotation, landmark, distance, key, symbol, land use, urban, rural, population, coordinates.

Children build on their map skills by communicating locations through grid references and coordinates. They also explain what makes a good map symbol and why. Children focus on observing and recording the changes of human features over time, for example trade patterns.

KS2 Geography National Curriculum

Children will become confident in collecting, analysing, and communicating a range of data. Children can explain how the Earth's features at different scales are shaped, interconnected and change over time.

Children can:

- a use maps, atlases, globes and digital/computer mapping to locate countries and describe features;
- b 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;
- c use fieldwork to observe, measure, record and present human features using a range of methods, including sketch maps, plans and graphs, and digital technologies;
- d use key vocabulary to demonstrate knowledge and understanding in this strand: atlas, index, coordinates, latitude, longitude, key, symbol, Ordnance Survey, Silva compass, legend, borders, fieldwork, measure, observe, record, map, sketch, graph.

	KS1 Cycle A	KS1 Cycle B	KS2 Cycle A	KS2 Cycle B
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	Lest We Forget: No Place like home / Remembrance																							
	Staying Alive: Nurturing Nurses	x																						
	No Stone Left Unturned: Great Explorers / Beside the Seaside	x																						
	Best of British?: Famous Brits / Gunpowder Plot	x	x																					
	World on a Plate: Beautiful India? / Living off the Land	x	x																					
	All the World's a Stage: Cinderella and Fairy Tales of the World																							
	Our DNA: Incredible Me! / Towers and Turrets: Norman Conquest	x																						
	Plague! : Pirates and the Great Fire of London	x	x																					
	Travel Through Time: Travel and Transport	x																						
	Industrial Age: Queen Victoria and Elizabeth II	x	x																					
	Treasure Hunters: Special Toys Through Time / Superheroes Rule	x																						
	Hooray for Habitats: Paws, Claws and Whiskers / Jack and the Beanstalk																							
	Lest We Forget: World Wars	x																						
	Staying Alive: Survival	x																						
	No Stone Left Unturned: Stone Age to Iron Age	x	x																					
	Best of British?: Romans	x																						
	World on a Plate: Enterprise Unit – Foods from around the world	x																						
	All the World a Stage: Greeks / Olympics	x	x																					
	Our DNA: Vikings and Anglo Saxons	x																						
	Plague! : Eyam and the Plague	x																						
	Travel Through Time: Space	x																						
	Industrial Age: Industrial Revolution – Local History	x																						
	Treasure Hunters: Egyptians	x	x																					
	Hooray for Habitats: Rainforests	x																						
Locational Knowledge			x	x	x	x	x	x	x	x	x		x	x	x	x	x	x	x	x	x	x	x	x
Place Knowledge	x			x	x			x		x														
Human and Physical Geography	x	x		x	x		x	x			x		x	x	x	x	x				x	x	x	
Geographical Skills and Fieldwork	x	x	x	x	x		x	x	x	x	x										x			

	KS1	LKS2	UKS2
Lest We Forget	<p>No Place Like Home: Look at aerial pictures and maps of our local area. Identify distinguishing human and physical features and how it might differ from a larger town or city or somewhere coastal.</p> <p>What is it like to live here? Find out what children like best about where they live and what other features they might like the area to have. How might an estate agent persuade someone to move here?</p> <p>Use a range of pictures and stories to compare our homes to those in other countries (A Country Far Away. The Village of Round and Square Houses, photos of houses on stilts in Thailand). Why are they designed differently/ made from different materials? What is it about the local climate/ environment that make these designs the best?</p>	<p>World Wars: Identify the Locations of Countries fighting WW1 and 2 (including Russia) Use a key to highlight the countries on a world map, differentiating colors to show allies and axis.</p> <p>Identify significant places in the world war within the UK, identifying key uk towns and cities – were they bombed? If so, why? Use Google Earth to locate cities and streets within cities where bombings took place.</p>	<p>World Wars: Compare how countries’ borders have changed and why. Look at a series of maps over time. Identify significant places in the world war within Europe and the rest of the world. Use a key to highlight the countries on a world map, differentiating colors to show allies and axis as well as highlight neutral, allied forces and central powers for WW1.</p> <p>Identify the Western Front Line of WW1 and key battle and bombing sites of WW2 including Hiroshima and Nagasaki. Use Google Earth to locate cities and streets within cities where bombings took place.</p>
Staying Alive	<p>Nurturing Nurses: Use local maps to find out where Florence Nightingale lived and what her life was like- what human and physical features have changed/ stayed the same in our local area?</p> <p>Use maps to find out where Florence Nightingale/ Mary Seacole were in Crimea. How did they travel there and how long would it take?</p>	<p>Survival: Identify Environmental Regions of different parts of the world including Arctic / Antarctic Circle Research and create fact files for the Arctic and Antarctica.</p> <p>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;</p> <p>Colour coded climate for different countries. Located the equator and lines of longitude and latitude and all of the above.</p> <p>Use symbols and keys (OS Maps) to build knowledge of UK and Wider World. Use 4 points of the compass and 4 figure grid reference</p>	<p>Survival: Identify different environmental parts of the world and their key features, including the Arctic / Antarctic and the correct equipment to survive there Research and create fact files for the Arctic and Antarctica.</p> <p>identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere and use longitude and latitude to find locations on a map;</p> <p>Colour coded climate for different countries. Located the equator and lines of longitude and latitude and all of the above.</p> <p>Use symbols and keys (OS Maps) to build knowledge of UK and Wider World</p> <p>Use 8 points of the compass and 6 figure grid reference,</p>

No Stone Left Unturned	<p>Great Explorers: Use maps and a globe to follow the journey of Ellen Macarthur (add local link). What would be the quickest way to travel around the world from the UK? Add the continents and oceans and the major events of the journey to our maps as we mark her route, using a key and compass points. Consider the environmental impact of global travel and why that lead Ellen Macarthur to give up her professional racing career and work to find renewable alternatives.</p> <p>Track and compare the routes and transport methods of other explorers over time; Ibn Battuta, Matthew Henson, Christopher Columbus (including ethical issues with this!). Felicity Aston.</p> <p>Beside the Seaside: Identify seasonal weather patterns in the UK and when seaside holidays are more appealing.</p> <p>Look at pictures and maps of a seaside location (possibly a visit?) and mark the human and physical features, focusing on those that are coastal/ tourism related but also considering what it would be like to live in this town. What attracts tourists? How is this similar to and different from our own locality?</p>	<p>Stone Age to Iron Age: Look at Counties and Geographical regions of the UK including the main hills and mountains, and the location of the Jurassic Coast Highlight on a map the key counties with the locations of important prehistoric sites.</p> <p>Use fieldwork to observe, measure, record and present human and physical features of the Matlock area Create maps of the Matlock area using digital technologies use Google Earth or street view to explore prehistoric sites within the local area such as Nine Ladies.</p>	<p>Stone Age to Iron Age: Learn the main Counties and Geographical regions of the UK including the key hills, mountains, coasts and rivers Highlight on a map key counties with the locations of important prehistoric sites</p> <p>Independently use fieldwork to observe, measure, record and present human and physical features of the Matlock area Create plans and graphs of the Matlock area using digital technologies use Google Earth or street view to explore prehistoric sites within the local area such as Nine Ladies.</p>
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Best of British?	<p>On a UK map mark the different countries, capitals and surrounding seas. Put ourselves on the map and work outwards in order to write the school address and understand what each line signifies. Match each nation to the correct flag. Look at where the UK fits onto a world map and introduce compass points.</p> <p>Learn about the key landmarks of London and the political and national events that happen there.</p> <p>Compare our location with the fictional Isle of Struay (and the real Isle of Coll) in the Katie Morag stories. What is it like to live here? What are the human and physical features of this place and how and why do they change during the building of the new pier?</p> <p>Celebrate different traditional UK cultures, dress, foods etc and invite children to talk about either their own families and cultures or other ways that we see other cultural influences within the UK. Emphasize how this diversity enriches and adds to our collective identity as British and celebrate that by sharing our favourite foods together.</p>	<p>Romans: Identify key Roman settlements in the UK. Using the example of an old Roman Town e.g. Chesterfield, consider how land use patterns have changed over time. Visit to the Grosvenor Museum to see excavations showing changes over time.</p> <p>Know different types of settlement and how land was used by the Romans Comparisons between cities and countryside. Explore similarities and differences.</p> <p>Using Pompeii as an example, understand what volcanoes are and the process of eruption Create an explanation text of how volcanoes erupt.</p> <p>Know how and why Earthquakes happen Create a non-chronological report on how and why Earthquakes happen.</p>	<p>Romans: Identify key Roman settlements in the UK and other parts of the world, and their Roman names. Using the examples of an old British Roman Town e.g. Chesterfield, and Pompeii, consider how land use patterns have changed over time. Visit to the Grosvenor Museum to see excavations showing changes over time.</p> <p>Compare the types of settlement and land use in Roman times to the modern day. Comparisons between cities and countryside. Make comparisons looking at the similarities and differences. Explore where Roman advances are still influenced today.</p> <p>Using Pompeii as an example, further develop understanding about volcanoes, knowing sites of major eruptions and the effects they had. Locate the 'Ring of Fire' and understand location of volcanoes links to tectonic plates. Know the impact of Earthquakes on the world Create a non-chronological report based on research.</p>
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Beautiful India?

Use an atlas, map and globe to locate India and add interesting information we have found out- key cities, rivers, flag, climate information. Talk about what it might be like to live in India, including at Hastings School, Kollata (reassuring that this is not a universal experience, although not unusual).

Use a world map (and the Horrible Histories empire song!) to explain about the British Empire, looking how far it reached during the time of Queen Victoria and compare with those countries now. Discuss the Commonwealth and why it exists.

Celebrate Indian cultural experiences such as dress, food, music, Bollywood, dance, festivals etc. Annotate a picture of Britain and a picture of India to demonstrate some of the similarities/ differences.

Discuss what makes a place 'beautiful' and why there might be a question mark in the title of this topic. DO we think India is beautiful? Why?

Living off the Land:

Use maps to look at land use in our local area and consider how that impacts the local economy, employment etc. How might this be different in a city? Consider the UK and local climate and how that affects what lives and grows here.

Visit a local farm and look and how they care for the land and animals and what takes place there, including how and why farms have diversified (meat, farm shops, ice-cream parlours, B&B etc). How are our farms different to farms in other locations eg arable farms in Lincolnshire and what is it about the local landscape that makes different places suitable for different purposes?

Use maps to compare land use here over time, including the causes and implications of new roads, housing developments and businesses.

Foods From Around the World:

Identify on maps the countries of the world where commonly eaten foods come from e.g. curry, pizza. Identify why certain foods come from those places by looking at key physical and human geography. Look how farms organize their land in regions of the UK. Research project.

Identify the position and significance of Longitude, Latitude, Equator, Northern / Southern Hemisphere, Using display map recap these as part of discussion.

Understand how different foods are produced, what raw materials they need and where these come from. Choose a type of food to research its journey.

Understand the distribution of natural resources including food minerals and water around the world. Know some key countries we buy food from. Do we have Fair Trade links between countries? Search for fairtrade labels on foods, highlight where we get our food from on a map.

Know how the Water Cycle works

Foods From Around the World:

Identify on maps the countries of the world where commonly eaten foods come from e.g. curry, pizza. Consider the environmental impact of Food Miles. Identify why certain foods come from those places by looking at key physical and human geography. Land use in regions of the UK and comparing it to Kolkata and West Bengal, India. Research project.

Identify the position and significance of Longitude, Latitude, Equator, Northern / Southern Hemisphere, Tropics of Cancer / Capricorn, Arctic / Antarctic Circle, Prime/Greenwich Meridian. Using display map recap these as part of discussion.

Consider how food production impacts land use and economic activity. Understand why Veganism is popular and how what we eat affects Climate Change. Understand how distribution of natural resources including food, minerals and water, links into the different types of food we get from different countries. Choose a type of food to research its journey comparing how food is produced in two different countries.

Know how the Water Cycle works and how different climates effect weather systems.

Understand key trade links between countries – where does our food come from and is it fair? Search for fairtrade labels on foods, highlight where we get our food from on a map. Find out how far food travels.

	<p>Look at maps and pictures of our National Parks and their features and discuss why it is important to preserve and care for our open spaces, eg through the work of the National Trust.</p>		
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Greeks / Olympic:

Use maps to identify key world countries on a map, their key physical human characteristics, including their major cities.

Know that the Time is different in different countries of the world

Understand Geographical similarities and differences through the study of human and physical geography of a region of Greece compared to the UK

Research and produce a comparison booklet.

Look at physical geography of different countries of the world – climate zones, rivers, mountains,

Identify locations of where rocks / fossils are found in the UK

Compare an area of the UK with a country in Europe identifying key geographical features.

Greeks / Olympics:

Use maps to identify key world countries on a map, their key physical human characteristics, including their major cities, currencies, populations, religions.

Understand Time Zones and how we can calculate the time in different parts of the world.

Understand Geographical similarities and differences through the study of human and physical geography of a region of Greece compared to the UK

Research and produce a comparison booklet.

Look at physical geography of different countries of the world – climate zones, biomes, vegetation belts, rivers, mountains,

Identify locations of where rocks / fossils are found in the World

Compare an area of the UK with a country in Europe identifying key geographical features.

Incredible Me!

Look at aerial pictures and maps of our local area and identify distinguishing human and physical features and how it might differ from a larger town or city or somewhere coastal.

What is it like to live here? Find out what children like best about where they live and what other features they might like the area to have. Which of the local facilities do we use the most?

Create a map of their ideal place to live and label human and physical features, justifying their planning decisions.

Mark our world map with places that our families have links with. Can family members come in to tell us about different places and their customs?

Towers and Turrets

Place some castles on a UK map using a simple key. What made it necessary to build them there? What made the geographical features of those sites suitable? Use atlases to identify UK countries, capitals and surrounding seas.

Use aerial photographs to study castle designs and compare how/ why they changed. Label parts of a castle.

Vikings and Anglo Saxons:

Use maps to identify parts of Europe where the Vikings came from.

Look at and annotate world maps to identify the journey the Vikings took to reach the UK.

Locate and name cities and counties of the UK, relating them to the location of the Viking invasion. Identify main hills and mountains in the UK,

Know different types of settlement and how land was used by the Vikings / Saxons and Celts

Research and create fact files on key sites e.g.

Lindisfarne

Vikings and Anglo Saxons:

Learn the main Counties and Geographical regions of the UK including the key hills, mountains, coasts and rivers, knowing which of these were Viking / Saxon / Celt settlements. Compare modern counties to the geographical and political regions / towns of the UK in Viking / Saxon times.

Look at and annotate world maps to identify the journey the Vikings took to reach the UK.

Compare the types of settlement and land use in Viking / Saxon / Celt times to the modern day.

Research and create fact files on key sites e.g. Lindisfarne

Plague	<p>Pirates</p> <p>Draw aerial view map of school using own symbols for objects/ places with a key. Mark on treasure and write about what we did.</p> <p>Make own pirate treasure map with written/ numbered directions/ instructions to get to the treasure. Use language: North, South, East and West.</p> <p>Look at a world map together. Ask children if they know where we live. Ask what country we live in. Explain the term ‘continents’, explaining that lots of children make up a class, lots of countries make up a continent. Label continents and oceans on a map.</p> <p>Explain that pirates were most commonly found in the Carribbean. Show the Carribbean on a world map. Zoom in to show Carribbean islands and explain that we are going to learn a little bit about some of these. Show pictures of Carribbean weather. What do we think the weather is like there? Watch video about tropical climates. Read weather information for Jamaica together. Read online information about the weather in the Carribbean.</p> <p>Compare similarities and differences between where we live and Jamaica, under the headings of ‘Weather’, ‘Landscape’, ‘Animals’, ‘Food’ and ‘People and Culture’. Give picture prompts for each heading.</p> <p>London’s Burning</p> <p>Look at the geography of London. Look at the main features and buildings that make up the London skyline. Talk about other cities in the UK and discuss why London is the capital. When the children have done work on London give them pictures and see if they can pick out the pictures that are of buildings and landmarks of London.</p> <p>Compare London, a city, with the country. Discuss the differences and similarities. Get the children to think of where they would rather live, and why.</p>	<p>Eyam and the Plague:</p> <p>Use fieldwork to observe, measure, record and present human and physical features of Eyam</p> <p>Use symbols and keys (OS Maps) to build knowledge of Eyam and the surrounding area</p> <p>Use 4 points of the compass, and 4 figure grid reference.</p> <p>Trip to Eyam, use maps to go on a walk to the boundary stone.</p> <p>Look at land use patterns in Eyam and the surrounding area and how they have changed over time</p> <p>Look at what the buildings were used for during the plague compared to modern day. Comparison charts to show use.</p>	<p>Eyam and the Plague:</p> <p>Independently use fieldwork to observe, measure, record and present human and physical features of Eyam</p> <p>Further develop knowledge and use of symbols and keys (OS Maps) to build knowledge of Eyam and the surrounding area.</p> <p>Use 8 points of the compass and 6 figure grid reference, Trip to Eyam, use maps to go on a walk to the boundary stone.</p> <p>Using the examples of Eyam, and London, consider how land use patterns have changed over time. Look at what the buildings were used for during the plague compared to modern day. Comparison charts to show use.</p>
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	<p>Use a Map of where the Great Fire blazed to find what landmarks were affected then, and which ones would be affected now if the fire happened in the same place today.</p>		
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Travel Through Time</p>		<p>Space: Locate cities in North America – key places in the space program e.g Houston, Florida (Cape Canaveral), New York Use digital maps to locate key places.</p> <p>Understand the time is not the same in all parts of the USA. Know that the world is split into Time Zones and that astronauts in space can see day and night on earth at the same time. Watch video footage (live webcams, timelapse videos). Day in the life of an astronaut.</p>	<p>Space: Locate key cities in North America – key places in the space program e.g Houston, Florida (Cape Canaveral), New York. Understand that the USA is split into states and what this means. Use digital maps to locate key places.</p> <p>Use Time Zones to calculate the time in different parts of the world. Understand how and why it is day and night at different times in different places on earth. Watch video footage (live webcams, timelapse videos). Day in the life of an astronaut.</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Industrial Age</p>	<p>Kings and Queens On a map, look at the countries that Queen Victoria ruled and contrast with those that our Monarch rules. Create our own contrasting maps and practice finding our own and other countries. Add key features of some of them to the map. Learn the names of the continents and oceans.</p> <p>How did we get such an empire? Why did we have to give it back? What are the lasting implications for those countries? (Horrible Histories are helpful!)</p> <p>Find out about Russia and place it on a map. Which continent is it? Compare Russia with the UK and observe similarities and differences. What is the capital city? What is it like? Where to the majority of Russian people live? Find out some key elements of Russian culture. (There is a Twinkl unit on this!)</p>	<p>Industrial Revolution: Locate counties and cities of UK, geographical regions and human and physical characteristics – where did the industrial revolution take place? What did this mean for these places? Research why people moved from the countryside to live in towns and what pros and cons there were to moving. Understand how wealth is created by Economic Activity and Trade Links. Know how the slave trade worked in the 18th/19th centuries and the impact it had on our local area Create maps of the Derwent Valley using digital technologies</p>	<p>Industrial Revolution: Locate counties and cities of UK, geographical regions and human and physical characteristics – why was the Derwent Valley chosen to be the start of the industrial revolution. Using maps explore the benefits of using the local area to develop mills. What was the implication of the industrial revolution on the way people lived? Research why people moved from the countryside to live in towns and what pros and cons there were to moving.</p> <p>Understand how wealth is created by Economic Activity and Trade Links. Understand that the slave trade played a key part in the wealth created by the industrial revolution. Know our key trade links today. Consider how modern slavery exists. Create plans and graphs of the Derwent Valley using digital technologies</p>

Treasure Hunters	<p>Superheroes Rule</p> <p>Think about the environments of superheroes we have read about. Why do we think they tend to live in cities? What facilities do they need for their stories? Create a map of one of these cities using a key and labelling the human and physical features.</p> <p>Would a superhero want to live in our area? How might they use the human/ physical features of our environment? Could they have a secret den? Would it blend in? Could they access everything they would need? Design a map of our local area with our features for superheroes marked. How might we entice them to live here?</p>	<p>Egyptians:</p> <p>Study the physical geography of Egypt – climate zones and features of the River Nile. Link this to identifying major Rivers of the world. Use Google Earth to locate these.</p> <p>Know the main countries of Africa – identify some physical and human characteristics of these countries Highlight main countries on a map. Use digital maps e.g. Google Earth to locate and look at characteristics</p>	<p>Egyptians:</p> <p>Study the physical geography of Egypt – climate zones and features of the River Nile. Compare the Nile to other major Rivers of the world. Use Google Earth to locate these.</p> <p>Increase knowledge of the countries of Africa – identify in greater depth physical and human characteristics of contrasting countries within Africa Highlight main countries on a map. Use digital maps e.g. Google Earth to locate and look at characteristics.</p>
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Rainforests:

Know the Countries of South America, their capital cities. Highlight these on a map. Use Atlases to locate the countries.

Identify Climate Zones, key rivers and mountains of South America

Using Popocatepetl as an example, understand what volcanoes are and the process of eruption Create an explanation text of how volcanoes erupt.

Know how natural resources, including energy, food, minerals and water are distributed around the world.

Know how and why Earthquakes happen

Know how the Water Cycle works

Create a non-chronological report on how and why Earthquakes happen.

Identify the position and significance of Longitude, Latitude, Equator, Northern / Southern Hemisphere, Tropics of Cancer / Capricorn

Understand Geographical similarities and differences through the study of human and physical geography of a region of South America compared to the UK

Compare a Peak District National Park compared to the Rainforest.

Rainforests:

Know the Countries of South America and their key towns and cities. Highlight these on a map.

Identify Climate Zones, Biomes, Vegetation Belts key rivers and mountains of South America

Know how natural resources, including energy, food, minerals and water are distributed around the world. What does the rest of the world want from rainforests? What are the causes of deforestation?

Know the impact of Earthquakes on the world Know how the Water Cycle works and how this is important to the sustainability of rainforests. Consider how Climate Change affecting this?

Using Popocatepetl as an example, further develop understanding about volcanoes, knowing sites of major eruptions and the effects they had. Locate the 'Ring of Fire' and understand location of volcanoes links to tectonic plates Create a non-chronological report.

Identify the position and significance of Longitude, Latitude, Equator, Northern / Southern Hemisphere, Tropics of Cancer / Capricorn Arctic / Antarctic Circle, Prime/Greenwich Meridian Understand Geographical similarities and differences through the study of human and physical geography of a region of South America compared to the UK Compare a Peak District National Park compared to the Rainforest.

