

OUR GEOGRAPHY CURRICULUM AND HOW WE HAVE ADAPTED AND REFINED BUILDING ON THE “INTERNATIONAL PRIMARY CURRICULUM” APPROACH



Our Assessment Overview linked to detailed adapted Schemes of Work Assessed using triangulated assessment three times a year and against end of year ARE						
Assessment strands	Strand 1	Strand 2	Strand 3	Strand 4	Strand 5	Strand 6
DT 1-2blocked	milepost skills	User and purpose	Design and make	Tools and skills	Safety	Big Ideas
History 1-2blocked	milepost skills	Chronological understanding	Historical depth and knowledge	Historical Enquiry Interpretations of history		Big Ideas
Geography 1-2 blocked	milepost skills	Locational Knowledge	Place Knowledge	Human and physical Geography	Fieldwork and geography skills	Big Ideas Linking concepts across multiple subjects
Art 1-2blocks	milepost skills	Colour Pattern Tone	Technique	Texture and form	Artists and Art from around the world	Big Ideas
Music Ongoing Skills focus	Singing /Play	Listen and appreciation History of music *Key composer knowledge linked to historical periods	Interrelated dimensions Rhythm Pulse Pitch Texture Timbre Dynamics *Chords	Composition and notation	Improvisation	Performance
Science 2-3 Per year	milepost skills	Working scientifically	Biology Anatomy Adaptation Botany	Physics and Chemistry	Materials, states rock and soil formation	Big Ideas
PSHE Ongoing	Changes	Relationships	Differences	Healthy me	Aspirations (dreams and goals)	RSE SEP: 2020
GAMES Ongoing Skills focus	Running /Jumping /Throwing /Catching				Participation and applying skills Competitive games Attack and defence	Health and fitness including mental health and lifestyle choices
GYM/ Dance Ongoing	Movement, pattern Balance		Agility Coordination and flexibility		Personal performance /Group performance Health, Fitness and Lifestyle	
Swim Blocked	Swimming to NC; stand-alone block					
MFL KS2 Ongoing	Oracy		Literacy		Intercultural understanding	
RE	Making sense of beliefs		Understanding the impact		Making connections	

Ongoing			
Computing Ongoing	Computer science online safety	Information technology online safety	Digital Literacy – including online safety
Our curriculum must: • Have International/SMSC/British values dimensions • Be cyclical • Build in first hand experiences • Reinforces the school's values: AFTER • Have a heavy focus on subject specific vocabulary, learning vocabulary (Blooms WoW) and expected vocabulary (related to spelling) Pupil Discussion in groups and 1:1 Because this is how we know our children learn best		Assessment methodology: • Ongoing assessment via short summative low stakes tests/tasks • Focussed practical activities and sequenced activities observed (FPTs) • Cumulative work individual or group piece, including project based on task centric • Collaborative work/Performance/Demonstration • 1:1 or group discussion -questioning • Ongoing assessment formative-including home study or targeted observation	

Geography INTENT:

The geography curriculum at The Valley has been adapted and refined from the International Primary Curriculum (IPC). All of the units are planned into a schematic web that is cyclical, builds up and layers understanding. The curriculum has been planned to ensure it meets the requirements of the national curriculum.

The geography curriculum starts in the EYFS where foundational knowledge is linked intrinsically to self, families, homes, environments, the real world and very importantly to vocabulary. Children develop their understanding of the immediate area around them (the classroom and school). Through the sharing of fiction and non-fiction books they are introduced to life and environments in the wider world.

In Key Stage 1 the children extend their knowledge of the local community and beyond.

In Year 1, pupils begin to describe simple physical and human features developing their knowledge of their locality and the United Kingdom including naming, locating and identifying characteristics of the four countries and capital cities and its surrounding seas

This is built upon in Year 2 where they further their understanding of geographical similarities and differences through studying a local holiday destination in the UK and comparing with a contrasting non-European holiday destination. This allows the children to start to understand the wider world, including naming and locating the world's seven continents and five oceans

In Key Stage 2 the children develop their knowledge of the world further.

Pupils in Year 3 build their knowledge of the physical and human features of the UK including farming types. They go on to study Italy which culminates in them making comparisons between Italy and the UK. They extend their knowledge of the continents by learning about the climate zones of the world. They make links between our climate and the type of farming in the UK. This is before a field trip visit to a local dairy farm. They study earthquakes and volcanoes and discuss why some people choose to live near a volcano.

Children in Year 4 revisit the UK and its location within Europe. They build upon their knowledge of the world's climate zones and focus on climate and the distribution of flora and fauna. They study the main biomes of the world with an in depth study of tropical rainforests. They learn to describe how features and places change and the links between people and environments. They debate the impact of economic activity on the world's rainforests.

Geography in Year 5 builds on the idea of settlement and land use (from Year 3) in the UK. Pupils begin by learning about the uneven distribution of water throughout the world and then focus on the major rivers in the UK, Europe and the world. They make links and reach

conclusions about why towns and cities are located around rivers. They also look at the reasons why rivers flood their banks and the impact this has on communities.

Finally, in Year 6, pupils use their geography knowledge acquired in previous year groups to research a global issue of interest to them (for example, deforestation, climate change). They study global trade and explain how places are linked through movement of goods and people. They begin this unit by looking at land use within the local area and then extend this to the UK before looking at the UK's major imports and exports. They discuss and debate a national or international issue of personal interest to them.

Each unit is vocabulary rich, emphasises first-hand experience, is highly visual, has an international dimension and builds in presenting skills (usually at the end of the topic). The unit begins by building factual knowledge using a direct instructional teaching approach. As the unit progresses, skills become more complex and the children start to apply, evaluate and reflect on their learning, utilising the ideas and concepts of Webb's Depth of Knowledge and Blooms Taxonomy.

Geography Curriculum Statement of Intent:

Rationale – why this curriculum design?

- Primarily, we want to be sure the curriculum meets the National Curriculum requirements and from this we have built an enhanced offer that goes beyond the requirements.
- Secondly, the adaptations we have made mean each year group has a set and specific set of objectives that also encompass linked learning, British Values and SMSC
- At The Valley Community Primary School, we are all **GEOGRAPHERS!**
- We want our children to love geography!
- We want to ensure that through Geography, pupils are able to explore the relationship between the Earth and its people through the study of place, space and environment.
- In Geography, pupils in our school will learn the skills of understanding locational knowledge; how and where people fit into its overall structure.
- We also intend for children to become passionate and knowledgeable about our local community and beyond, by learning through experiences in practical and fieldwork activities.
- Children will develop a sense of responsibility and care in their environment both locally, nationally and globally.

Structure of the curriculum:

- Subject goals-build towards each end of phase Mileposts.
Introduction-Milepost 1 Y2 end -Milepost 2 Y4 end –Milepost 3 Y6 end
- The Subject Goals, Learning Goals and Mileposts do provide a rubric outline for the end of Phase 1/2/3.
- These mileposts coincide with the end of Year 2, Year 4 and Year 6. Based around two year targets
- Build a structure of substantive and disciplinary knowledge, understanding and skills.

Key areas of the structured knowledge:

- Enquiry
- Places
- Environmental change and development
- Geographical Features
- Mapping
- Communicating

Adaptations:

- We felt our curriculum adaptations needed to add specific content knowledge that is more progressive and incremental.
- The additions also added requirements to learn about issues of relevance that we feel **are most significant for our children to learn**, here at The Valley Community School, specific to each unit and each year. These incremental programmes set out precise unit and end of phase teaching elements, with key knowledge to learn.

High-level concepts are central to a pupil's geographical education.

- place
- space
- scale
- interdependence
- physical and human processes
- environmental impact
- sustainable development
- cultural awareness

Curriculum progression

A high-quality geography education brings together careful selection of content, organisation of that content, choice of teaching approaches, assessment and other factors.

Our geography curriculum maps out the knowledge that pupils learn to gain geographical expertise. In planning the curriculum, the nature of the discipline should inform content and activity choices to ensure that pupils learn and can consider their own answers to geographical questions.

A clearly mapped journey starting in the early years and developing through the curriculum is critical.

Our curriculum therefore:

- Has sufficient breadth of content and ensures that pupils learn this in sufficient depth.
- Begins in the early years and builds year on year, developing pupils' expertise.
- Builds knowledge so that pupils can draw on it in future learning. Pupils are increasingly able to apply generalisations to understand the world around them.
- Uses strong subject knowledge to do this and take into account how pupils build their geographical knowledge over time.
- Identifies substantive geographical knowledge.
- Links common concepts
- Breaks down content they wish pupils to learn into component parts.

Locational knowledge:

- build their own identity and develop their sense of place
- develop an appreciation of distance and scale
- learn about the orientation of the world, including references such as the continents and oceans that they can navigate from

Place knowledge:

- Place knowledge is prioritised in the geography curriculum. It brings meaning to locations and processes studied.
- The curriculum and teachers' plans build pupils' knowledge of place by linking to places pupils already know or are familiar with. This may be from their personal experience as well as through what they have been taught.
- The curriculum gives pupils the knowledge they need to develop an increasingly complex understanding of place. Their understanding of place helps them to connect different aspects of geography. It also gives them different perspectives through which to consider the content studied.
- The curriculum builds pupils' place knowledge over time. This allows them to make meaningful comparisons.

Environmental

From the early years on, the curriculum should set out how pupils gain knowledge of environmental, human and physical processes so that pupils can:

- describe their own and others' environments

- recognise the similarities and differences between the world around them and contrasting environments
- understand important processes and changes in the world around them, including those affecting the land, bodies of water and the air, people, and wildlife

Fieldwork

In our high-quality geography curriculum, plans introduce pupils to different types of mapping, including topological and thematic mapping, as they progress through key stage 2 and secondary education. A high-quality geography curriculum also includes sufficient opportunity for pupils to practise:

- decoding information from maps
- constructing (or encoding) maps
- analysing distributions and relationships
- route-finding
- interpreting the information to draw conclusion

Geographical skills allows them to gather, analyse, present and interpret spatial information. In doing so, they are adept at identifying patterns and trends.

Pupils have the specific skills they need to represent and interpret geographical data. These skills are integrated into the curriculum so that pupils understand their application.

Repeated practice of geographical skills improves pupils' fluency and accuracy.

Fieldwork includes data collection, analysis and presentation. The experience of fieldwork draws together pupils' locational knowledge and that of human and physical processes. It supports pupils to appreciate the interplay between them.

Developing thinking like a geographer

- We make informed and careful choices about what is taught. This may go beyond the content prescribed in the national curriculum.
- The curriculum has examples and case studies to demonstrate each aspect being learned. These are always real and relevant to the content.
- When we introducing new component knowledge, teachers make sure that pupils can relate this to what they already know, so that they build a strong schema and so remember more.
- Teachers emphasise this interconnectedness between forms of knowledge to help pupils do this.
- Knowledge receives due consideration.
- Pupils build their knowledge both within the form and in how each form relates to others. Crucially, the interplay between each develops pupils' secure geographical thinking.
- We appreciate structure of the subject, so their curriculum plans are constructed effectively to ensure that pupils know more, remember more and are able to do more

Thematic approaches

Because the sequencing geographical content is complex. We have sequenced clearly and simply what pupils need to know. A clear progression 'map' for geography makes best use of the geography association guidelines.

Our geography education has the following features:

The curriculum is designed to allow pupils to see that geography is a dynamic subject where thinking and viewpoints change. In developing pupils' **disciplinary knowledge**, teachers' plans allow pupils to:

- Takes a holistic view of the content studied
- Establish whether the geographical questions posed, the methods used, and the answers found are valid
- Recognise the interconnectedness of different geographical content
- Appreciate what it means to be a geographer by asking geographical questions such as 'why is this place like this?', 'how is this place changing?' and 'how are other places affected?'
- Disciplinary knowledge ensures that pupils appreciate the context in which substantive knowledge was generated. This helps pupils to appreciate context and the perspective from which knowledge was created, different standpoints and how views have changed.

Schema

- We believe the knowledge pupils learn is well organised with clear connections between components, which means they are more likely to remember it in the long term.
- The curriculum builds on pupils' prior learning and re-visits the content, which supports pupils in developing strong schemata

Pedagogy

- Teachers avoid overloading pupils' working memory. They break larger concepts or ideas into smaller 'bite-size' chunks and teach a small number of these
- Pupils commit knowledge to their long-term memory through recalling and repeated practice
- Pupils are efficient at carrying out tasks such as using grid references because they practise their procedural knowledge regularly

Adaptations

- Pupils with SEND generally study the same curriculum scope as other pupils.

- Our teachers have the same level of ambition for all pupils. They use specialist advice to adapt their teaching approaches where necessary.
- Our teaching assistants are well briefed in the geography that is to be learned and the approaches taken. Teachers and specialists, including the SENCo, support them in their role.
- Classroom resources and fieldwork are adjusted as required to ensure that all pupils take part.

Geography Themes

Green = UK

Blue = World

Yellow=UK & The World

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
LITTLE LEARNERS Understanding the World	<u>Marvellous Me!</u> Knowing their immediate surroundings of nursery	<u>No Place Like Home</u> seasonal change, light and dark Observations of Autumn	<u>Food Glorious Food</u> Features of Winter Recycling	<u>Amazing Animals!</u> Know where animals live	<u>Come Outside!</u> know I need to care for the natural environment and all living things. I am beginning to know some features of a farm Features of Spring	<u>Let's Pretend</u> Features of Summer
NURSERY Understanding the World	<u>Fantastic Families, Fabulous Me</u> - Three Little Pigs The world – familiar world and where we live	<u>Local Heroes and Superheroes</u> different professions that can help us with our safety and health changes I can see in autumn.	<u>Our Wonderful World</u> – Through the story of Grandpa's Handkerchief: comparing and contrasting in relation to settings	<u>Let's Go On An Adventure</u> (growing plants and flowers) Care for growing plants	<u>If You Go Down To The Woods</u> Farm visit Familiar environments Know features of school environment and how they might vary from another	<u>All Creatures Great and Small</u> (Life cycles, farm animals) Changes in Summer
RECEPTION Understanding the World	<u>Our Place in Space:</u> Through the story 'We're Going On A Bear Hunt' familiar world and where we live, show care for the environment.	<u>Fantasy and Fairy Tales</u> Observing the weather	<u>Dinosaur Dig</u> (History) - Features of Earth during dinosaur era What is a volcano?	<u>Superheroes</u> (science) – understand the effect that humans have on the environment and planet	<u>Explorers</u> The world – What is this habitat/environment like? How is it different?	<u>Pirates</u> The world – Compare environments: seaside, islands

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Thread	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
YEAR 1 Where do I live?		<u>The UK</u> What do we mean by the UK?		<u>A to B</u> What are the key features of The Valley Community?		<u>Moses Gate Country Park</u> What are the key features of our local park?
YEAR 2 Why do people chose to visit other places?	Hot and cold places? Where can I see a penguin?			<u>India</u> Where in the world is India?		<u>Hooray..Let's Go On Holiday!</u> Why do people visit St Anne's and Mandrem Beach, Goa?
YEAR 3 How is land used?	<u>The UK/ Italy</u> What will I see on my travels?		<u>Let's investigate climate</u> How does weather affect land use?	<u>Active Planet</u> Natural disasters – why do they happen?		
YEAR 4 Where in the world are we?		<u>Save The World</u> Why are rainforests important?		<u>The UK</u> Which county do we live in? <u>Giving Directions</u> Which way is home?		<u>Europe</u> Who are our European neighbours?
YEAR 5 How do rivers change?	<u>The Great, the Bold and the Brave Greeks to Romans</u> What did the Romans leave behind?	<u>Water For Everyone</u> How does a river flow?		<u>Rivers and flooding</u> Why do rivers flood?	<u>Rivers and pollution</u> Where does the Dean Brook go?	
YEAR 6 How are we connected?	<u>Our Local Area</u> What can we find out about our local streets?		<u>The UK</u> What goods do we import and export and why?			<u>Going Global</u> What's happening around the world?

Coverage in Locational and Place Knowledge

	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
UK	<u>Fantastic Families, Fabulous Me</u> - Three Little Pigs The world – familiar world and where we live	<u>Our Place in Space:</u> Through the story 'We're Going On A Bear Hunt' familiar world and where we live, show care for the environment.	<u>A to B</u> Local area/UK Moss Bank Park countries and seas	<u>Hooray Let's Go On Holiday</u> UK coastal towns St Anne's	<u>UK Farming</u> Land use: Farming Smithill's Farm	<u>Directions</u> counties Fieldwork related to trip to Moses Gate Country Park and Williamson Park, Lancaster	<u>Water for everyone</u> UK's major rivers Counties Chester Barrow Bridge Burrs Country Park	<u>UK Energy</u> Land use: energy Local area Lytham St Annes Barrow Bridge imports and exports
The World	<u>Our Wonderful World</u> – Through the story of Grandpa's Handkerchief: – describing the world	<u>Explorers The world</u> – Children know about similarities and differences in relation to places. <u>Pirates</u> The world – Compare environments.		<u>Hooray Let's Go On Holiday</u> Continents and oceans India Mandrem Beach, India	<u>Different Places, Similar Lives</u> Italy World's Climate zones <u>Active Planet</u> World's volcanoes and earthquake regions	<u>Saving The World</u> Europe World's Biomes Tropical Rainforests Climate change	<u>Water for everyone</u> Distribution of water European and World Rivers flooding pollution	<u>Going Global</u> Globalisation Time zones

Year 1	Use world maps, atlases and globes to identify the United Kingdom and its countries Substantive Knowledge • Know the names of the four countries that make up the United Kingdom and name the three main seas that surround UK. • Know the name of and locate the four capital cities of England, Wales, Scotland and Northern Ireland • Know that we live in the town of Bolton • Know some key physical and human features of London • Know the names of some famous London landmarks 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 • Know and use simple compass directions (North, East, South, West) • Know and use the terminologies near, far, left and right • Know what a route is how to get somewhere • Know a map is a view from above a place and it can have a key with symbols Identify seasonal and daily weather patterns in the United Kingdom Substantive Knowledge • Know which is the hottest and coldest season in the UK Pupils should be taught to: 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. Substantive Knowledge • Know the key physical and human features of different areas within the school grounds • Know the key human and physical features within our local area • Know the difference between a city, town and village • Know our nearest city is Manchester
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Vocabulary	General: Map, area, local, city, town, village, house, factory, farm, office, shop, road, forest, hill, mosque, mountain, valley, sea, ocean, river, soil, vegetation, season and weather, landmark, simple map, direction, atlas, globe Specific: United Kingdom, Scotland, England, Northern Ireland, Wales, city, capital cities, Edinburgh, Cardiff, London, Belfast, North Sea, English channel, Irish Sea, Atlantic Ocean, route, environment, North, East, South, West, physical features, human features
Disciplinary	Observe and describe daily weather patterns in the UK Devise a simple picture map of Moss Bank Park (links with Art)
Fieldwork	Local Area 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. Relate a large scale plan (of the school or local street to the environment, identifying known features Follow directions (Up, down, left/right, forwards/backwards) Use a simple environmental survey to express their feelings about a specific place and explaining why they like/dislike some of its features Moss Bank Park Observe the park's physical and human features and investigate how people can use and enjoy it Use directional language [for example, near and far; left and right], to describe the location of these features in the park? Devise a simple picture map of the park

Year 2	Pupils should be taught to name and locate the world's seven continents and five oceans Substantive Knowledge • Know the names of and locate the seven continents of the world • Know the names of and locate the five oceans of the world • Know where the Equator, North & South Poles are on a globe • Know that the equator is an imaginary line drawn around the middle of the Earth • Know some facts about the continents e.g. Asia is the largest continent • Know that India is in the continent of Asia name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas Substantive Knowledge • Know the names of the four countries that make up the United Kingdom and name the three main seas that surround UK. • Know the name of and locate the four capital cities of England, Wales, Scotland and Northern Ireland • Know that we live in the town of Bolton • Name and locate popular holiday destinations within the UK 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 Substantive Knowledge • Know features of hot and cold places • Note that the hottest countries are located nearest to the Equator and the coldest are furthest away. • Know that India has 2 seasons • Know the names of and features of the four seasons of the UK • Know different weather conditions experienced in the UK through observation and by making simple measurement devices (e.g. to record the wind direction, to measure rainfall)
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	Pupils should develop knowledge about the world, the United Kingdom and their locality. 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 Substantive Knowledge • Know and identify the following features: beach, sea, coast, cliff, harbour, port • Know that St Annes is a seaside town in the northwest of England • Know that India is in the continent of Asia • Know that the capital city of India is New Delhi • Know the main differences between a city, town and village • Know the main physical features and human features of St Anne's • Know the main physical features and human features of Mandrem Beach, India • Know the main differences between St Annes and Mandrem Beach, Goa • Know that people can harm or improve the environment • Know that holiday places can be spoilt by visitors: the threat to turtle nesting sites in Goa, Beach litter survey at St Anne's 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 • Know which is North, East, South and West on a compass • Know that a map shows what different things and places can be found on a map • Know that a map shows a view from above a place and that there are various types of maps e.g. world map, map of the UK, street map
Vocabulary	General: map, atlas, globe, United Kingdom, river, season, weather, sea, India, North, South, East, West, map key symbols, simple map, local area, direction, compass, landmark Specific to unit: world, continent, country, town, city, resort, destination, oceans, equator, North Pole, South Pole, coast, sea, cliff, harbour, seaside (holiday), beach, port, physical/ human features, Antarctica, India, monsoon, Northern Hemisphere, Southern Hemisphere, Europe, Asia, Australasia/Oceania, South America, North America, Africa, Atlantic Ocean, Pacific Ocean, Southern Ocean, Arctic Ocean, Indian Ocean, village, city, climate,

Disciplinary	use aerial photographs and plan perspective to recognise popular landmarks and basic human and physical features
Fieldwork	St Annes Investigate environmental issues (where litter collects, lack of facilities for tourists, road safety) use simple fieldwork and observational skills at St Anne's to discuss what they can see, hear, touch or feel Devise a simple map, including basic symbols in a key (St Annes Beach Resort) Carry out a litter survey and beach clean Take digital photos of physical and human features at St Anne's Mark information on a large scale plan using colour or symbols to record observations Use the 4 compass points: North, East, South and West.

Year 3	Pupils should be taught to: describe and understand key aspects of: physical geography, including: climate zones Identify the significance of the Equator, North and South Hemispheres, Arctic and Antarctic Circle Substantive Knowledge • Know the name and location of the world's climate zones • Know the position and significance of the Equator • Know the terms North and South Hemisphere • Know the name and location of the Arctic and Antarctic Circle locate the world's countries, using maps to focus on Europe (including the location of Russia) concentrating on their environmental regions, key physical and human characteristics, countries, and major cities Substantive Knowledge • Know that Italy is a country in the continent of Europe • Know that the capital city is Rome • Know the names of other cities in Italy like Florence, Venice, Naples and Pompeii • Know some of the key physical and human characteristics of Italy describe and understand key aspects of: 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 • Know the main types of farming in England • Know that two thirds of the land in the UK is used for farming • Know some similarities and differences between the area of Smithill's Farm and the school's immediate vicinity describe and understand key aspects of: physical geography, including: mountains, volcanoes and earthquakes, Substantive Knowledge • Know that the Earth's crust is made up of slowly moving tectonic plates • Recognise the pattern of volcanoes and earthquakes around the 'ring of fire' • Know the different parts of a volcano
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	• Know that there are active volcanoes in Italy • Know what causes an earthquake • Know how particular localities have been affected by volcanoes and earthquakes • Know how the lives of people in particular localities have been affected by earthquakes and volcanoes use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied • Know that maps use symbols instead of words to label real-life features
Vocabulary	General: weather, Europe, continent, country, atlas, globe Specific to unit: Arctic, climate, climate zone, desert, Equator, equatorial, polar, poles, savannah, temperate, temperature, Tropic of Cancer, Tropic of Capricorn, tropical, tundra, General: investigate, sieving, soil, separate, pressure, weather, climate, impact, emergency, mountain Specific: Tectonic plates, crust, volcano, earthquake, metamorphic, igneous, bedrock, fossil, erupt, Vesuvius, Pompeii, convection, mantel, outer core, inner core, ash, core, molten, lava, crater, magma, magma chamber, vegetation, volcanic ash, dormant, Ring of Fire,
Disciplinary	Use a range of sources including digital maps, atlases, globes and satellite images to research and present geographical information. Ask and answer more searching geographical questions when investigating different places and environments
Fieldwork	Our Local Area/Smithill's Farm Take a field trip to Smithill's farm to find out about farming throughout the year. Make annotated drawings and field sketches to record observations Draw freehand map of route around the farm Take digital photos and annotating them with labels and captions Develop a simple method of recording their feelings about a place Relate a large scale plan of the farm to the environment, identifying features relevant to the enquiry. Recording selected geographical information on a map or large scale plan, using colour or symbols or a key Compare the human and physical features of Smithills Farm and the immediate vicinity around school.

Year 4	Pupils should be taught 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 Substantive Knowledge • Know the position of latitude, longitude, Equator and the Tropics of Cancer and Capricorn on a world map • Know the significance of latitude, Equator and the Tropics of Cancer and Capricorn 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 use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied • Name and locate some main cities of the United kingdom • Know some landmarks associated with UK cities • Know the largest mountain and longest river in each UK country • Know and locate the UK's mountain ranges and major rivers • Know that we live in Greater Manchester and are surrounded by the counties of Lancashire, Merseyside, Cheshire locate the world's countries, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities Substantive Knowledge • Know the location of tropical rainforests in the world, • Know that Europe is the world's second smallest continent • Know the names of and locate some European countries • Know and locate some European countries and capital cities on a European map • Know some famous landmarks in some European countries • Know some human and physical features of some countries of Europe • Know the location of Egypt and Greece and their bordering countries (links with history: Ancient Greece and Ancient Egypt)
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describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts

Substantive Knowledge

- Know what is meant by biomes and what are the features of a specific biome: tropical rainforests
- Know that rainforests cover approximately 6% of the Earth's surface and there are two types: Tropical and Temperate
- Know the Amazon Rainforest in South America is the largest tropical rainforest
- Know that the Amazon River runs through Brazil and is so named because it runs through the Amazon Rainforest
- Know that Brazil is home to a third of the world's rainforests
- Know that much of the life in the rainforest is found in the trees and to label the layers of a rainforest

describe and understand key aspects of: physical geography, including: rivers, mountains, and the water cycle

- Know and explain the features of a water cycle

describe and understand key aspects of: 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

Substantive Knowledge

- Know that many things we have in our homes come from the rainforests including: chocolate, sugar and rubber (link with DT unit: Create a mocktail promoting Fairtrade)
- Know the causes and impact of deforestation
- Know the human impact on indigenous people of deforestation
- Know how Fair trade and The Forest Alliance help producers in developing countries have more control over their lives
- Know why the River Nile was important to Ancient Egyptian civilisation
- Know that water is important for settlement now and in the past

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

	• Know there are 8 points on a compass • Know what some ordnance survey symbols stand for • Know how to use four-figure grid references • Know that maps use symbols instead of words to label real-life features • Know that Ordnance Survey maps are detailed maps of Great Britain where each square represents 1km squared
Vocabulary	General: climate, impact, environment, weather Specific to unit: rainforest, deforestation, tropical, Tropic of Cancer, Tropic of Capricorn, longitude, latitude, climate zone, biome, vegetation belt, adaptation, climate, deciduous, fauna, flora, humidity, ordnance survey map, ordnance survey symbols, four figure grid reference, eight compass points, compass, water cycle, natural resources
Disciplinary	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 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.
Fieldwork	Lancaster Designing and conducting a questionnaire Possible enquiry question: Who/what uses the park? Make links between features observed in the environment to those on maps and aerial photographs Recognise Ordnance Survey symbols on maps and locate features using four-figure grid references. Use eight compass points to locate and discuss features observed Draw freehand maps of route taken around the park Make annotated field sketches to record observations Relate a large scale plan of the park to the environment identifying features relevant to the enquiry Take digital photos and annotate them with labels and captions Designing and conducting a survey to find out who/what uses the park Use a simplified Likert Scale to record their judgements of environmental quality of the park
Adventure Service Challenge:	Road traffic and litter survey • Comparison of traffic at two points in the day or across two different days • Use simple sampling techniques appropriately to conduct a traffic survey at two points in the day or across two different days (time sampling when conducting the traffic survey) • Use a simple Likert Scale to record their judgements of environmental quality of the local streets • Collect, analyse and present quantitative data in charts and graphs: Travel survey: type of transport, Litter pick-where is most litter? Where does it come from? How can we improve the area?

Year 5	Pupils should be taught 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 describe and understand key aspects of: human geography, including: the distribution of natural resources including water Substantive Knowledge • Know the location of countries where water is a scarce commodity • Know that water is hard to access in some places • Know and locate the world’s major bodies of water: rivers, oceans, waterfalls, lakes describe and understand key aspects of: physical geography, including: rivers, mountains, and the water cycle Substantive Knowledge • Know there are different sources of water • Know the difference between an ocean, lake and river • Know that a river is a path that water takes as it flows downhill, normally towards another river, a lake, sea or ocean • Know and label the main features of a river • Know how a river changes from source to sea 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 use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied Substantive Knowledge • Know that we live in the county of Greater Manchester and are surrounded by the counties of Lancashire, Merseyside, Cheshire, Derbyshire and West Yorkshire • Know the name of and locate a number of the world’s longest rivers e.g. The Nile
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	• Know the name of and locate the longest rivers in Britain e.g The Severn, The Thames • Know the name of a local river and use Google Earth to follow its journey from source to mouth • Know why most cities are located by a river • Know why rivers flood • Know the impact climate change is having on our rivers, seas and oceans • Know what we are trying to do to prevent floods • Know how plastic waste is damaging our rivers and oceans 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 • Know which is N, NE, E, SE, S, SW, W and NW on a compass • Know how to use four and six figure grid references. • know what most of the ordnance survey symbols stand for on maps studied
Vocabulary	General: reservoir, canal, lake, spring, waterfall, natural/man-made, mountain, pollution, atlas, globe, map, geographer, bridge, Specific to unit: settlement, tributary, source, mouth, delta, course, channel, rivers, salt water, fresh water, erosion, deposition, estuary, meander, counties, oxbow lake, fertile, flood,
Disciplinary	Use a range of numerical and quantitative skills to analyse, interpret and present data collected from fieldwork observations, measurements and recordings in a variety of ways including charts and graphs. Use 6- figure grid references to describe and locate features
Fieldwork	Burrs Country Park Take a field trip to Burrs Country Park to study the River Irwell and Manchester Bolton and Bury Canal. Possible enquiry question: How is this river/canal used by people now and in the past? • Observe measure and record physical features of a river: • produce a sketch map of the landscape to record observations: showing the height of the river banks, the shape of the river, and the main features of the area around the river. • Test the speed of the water flow by marking a length on the bank and timing how long a twig or other object takes to float along the measured length. • Look at the river flow carefully to see if there are waterfalls, whirlpools, rapids, or other features. • Look at the way the river is depositing sediment. For example, water flows more slowly on the inside of bends and deposits sediment there. On the outside of bends, water flows more quickly and erodes the land

	• Consider any leisure use or other human activity that the river is being used for • Is there any way of crossing the river? Ask the children to sketch it or take photographs. • Look at the canal and compare its features to that of the river. • Study the area around the canal and the river. Can the children find any evidence of its industrial past? How has the land-use changed ? What is the area used for now? (leisure) • Relate large-scale plans to the river site, identifying relevant features • Collect, analyse and present quantitative data in charts and graphs
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Year 6	Pupils should be taught 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 Substantive Knowledge • Name the seven continents and five oceans and name and locate some countries within each continent • Know the names of some countries within the southern and northern hemispheres 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. Substantive Knowledge • Name and locate key physical and human features of Great Britain • Know that Bolton is a town in the North West of England • Know that we live in the county of Greater Manchester and are surrounded by the counties of Lancashire, Merseyside, Cheshire, Derbyshire and West Yorkshire • Know that Bolton is one of the biggest towns in the country that isn’t a city • Know that Bolton is a former mill town and is famous for its cotton industry. • Know that Barrow Bridge is a former industrial village and was once the home of three mills, and one chimney which still stands as a monument to the industrial past • Know that Lytham St Annes is a seaside town in Lancashire, England. It is on the Fylde coast, directly south from Blackpool 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 Substantive Knowledge • Know the distribution patterns of the UKs energy sources • Know the UK’s main import and exports • Know the UKs main trading partners • Know the term globalisation
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	identify the position and significance of the Prime/Greenwich Meridian and time zones (including day and night) • Know about time zones and work out differences 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 • Know which is N, NE, E, SE, S, SW, W and NW on a compass • Know how to use four and six figure grid references. • know what most of the ordnance survey symbols stand for • Know how to plan a journey using a road map and digital technology
Vocabulary	General: topography, region, country, continent, county, climate, physical features, human features, atlas, ordnance survey map, key, symbol, Specific to unit: Current affairs, nationalism, globalisation, economics, imports, exports, trade, Prime/Greenwich Meridian, time zones, ordnance survey, 8 compass points, settlement, land use, scale, residential, citizen, grid references
Disciplinary	Observe, measure, record, and explain physical and human features of the environment Interpret a wider range of geographical information: maps (Ordnance Survey maps 1:1250, 1:2500, 1:10 000, 1:25 000. 1:50 000), atlases, globes and digital maps to locate cities, counties, countries and features studied Follow a route on 1:50 000 Ordnance Survey map and describe and interpret relief features. • Develop their views and attitudes to critically evaluate responses to local geographical issues or global issues and events • Communicate geographical information in a variety of ways including through maps, diagrams, numerical and quantitative skills and writing at increasing length
Fieldwork	Identify land use along Blackburn Road and Waters Meeting Road on a map using colour or symbols and a key. Taking digital photos of key buildings, annotating them with labels or captions and linking them to a map of the local area Collect and present data on land use in the local area Possible link up with a local business and find out about their trade links: imports and exports
Activity Service Challenge	Plot and follow a route using digital mapping to track distance Use 8 compass points to describe and talk about the route Use 6 figure grid references to locate features on the route Identify ordnance survey symbols

	Observe, measure, record (take photos), and explain physical and human features of the environment along the route and relate the features to a map of the route.
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Geography National Curriculum: Knowledge that informs skills progression

An overview of the National Curriculum Expectations

Purpose of study

A high-quality geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives.

Teaching should equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments.

Geographical knowledge, understanding and skills provide the frameworks and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.

Aims

The national curriculum for geography aims to ensure that all pupils:

- ☐ develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes
- ☐ understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time
- ☐ are 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
 - ☐ interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
 - ☐ communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

Geography – key stages 1 and 2

Attainment targets

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

Schools are not required by law to teach the example content in [square brackets].

Subject content

Key stage 1

Pupils should develop knowledge about the world, the United Kingdom and their locality.

They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.

Pupils should be taught to:

Locational knowledge

- ☐ name and locate the world's seven continents and five oceans
- ☐ name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas

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

Human and physical geography

- ☐ 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
- ☐ use basic geographical vocabulary to refer to:
 - ☐ key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather
 - ☐ key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop

Geographical skills and fieldwork

□ 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

□ 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

Geography – key stages 1 and 2

□ 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

□ 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.

Key stage 2

Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features.

They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.

Pupils should be taught to:

Locational knowledge

□ 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

□ 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

□ 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

□ 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 and physical geography

Overview updated 26/08/25 CV

- 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

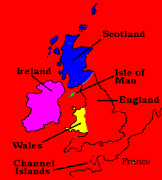
Geography – key stages 1 and 2

Geographical skills and fieldwork

- 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.

ASPECT	EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
LOCATIONAL KNOWLEDGE 	Describe the immediate environment using simple geographical vocabulary (S) Name the town and country in which they live. (S) Recognise a range of contrasting environments within the local region. (S)	Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas (S) *Locate Bolton on a simple map (where do we live in UK?)	Name and locate significant places in their locality and in the UK (S) •Name and locate the world's seven continents and five oceans (S) •Identify the location of hot and cold areas of the world in relation to the equator and poles (UK in relation to them) Focus on India and Antarctica	Name and locate the world's climate zones (S) •Locate Italy within Europe •Name and locate the main geographical regions of the UK •Identify the position and significance of Equator, N. and S. Hemisphere, Tropics of Cancer and Capricorn.	Name and locate the world's biomes (S) Name and locate the major tropical rainforests of the world. Focus on the Amazon Basin (S) Locate countries within Europe- environmental regions, key physical and human characteristics, countries and other major cities Identify the position and significance of latitude, longitude, Equator and the Tropics of Cancer and Capricorn (D/S)	Name and locate the major rivers of the UK, Europe and the world (S) •Name and locate countries, counties, cities and main geographical regions of the UK (link to Romans) •Name and locate an increasing range of places in the world including globally and topically significant features and events	Name and locate an extensive range of places in the world including globally and topically significant features and events. On world map locate the main countries of Africa. Identify their main environmental regions, key physical and human characteristics and major cities. •Identify the position and significance of the Prime/Greenwich Meridian and time zones (including day and night)

**PLACE
KNOWLEDGE**



Explain similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and where appropriate maps. (S)

Recognise and identify the main physical and human features of their locality through a study of 'Our Place' (S)

Recognise and identify the main physical and human features of a small area within the UK and a small contrasting non-European locality children can/could visit on holiday (S)

Describing and understanding key aspects of climate zones

Understand geographical similarities and differences through the study of human and physical geography of a region in the UK and in Italy

Developing an understanding of some of the world's main vegetation belts, how they link to climate zones and the meaning of the term 'biomes'

Understanding the importance of water and its impact on rivers and the landscape

The impact on flooding on people and the environment

Understand how land use changes over time (Romans link)

In depth study of one place in the world that is of significant interest (S)
Describe key aspects of physical and human geography, in relation to land use within the local area, UK, global trade and current global issues.(S)

Understand how land use changes over time

HUMAN & PHYSICAL GEOGRAPHY



*Model the use of geographical language to name specific features of the world both human and physical. (S) *Make observations about the daily weather and how the seasons change. (S) Vocabulary: Town, village, road, house, farm, world, globe, earth, map, hot, sunny, seasons, cold, snow, weather, manmade, natural	Use basic Geographical vocabulary to describe physical features of the school, grounds and surrounding environment *Express their views on some features of their environment e.g. what they do and do not like. (S) *Describe how people can harm their environment if they don't look after it. (S) *Identify seasonal and daily weather patterns in the United Kingdom. (S)	Accurately use basic geographical vocabulary to describe physical and human features of places e.g. town, village, river, beach (S) • Make observations about features that give places their character (S) • Identify daily weather patterns in the UK (S)	Describe and understand key aspects of physical geography including volcanoes and earthquakes.(S) • Describe the key human & physical features of locations e.g. topography, land use pattern • Use geographical language to describe some aspects of human and physical features and patterns • Make observations about places and features that change over time	Describe and understand key aspects of biomes and vegetation belts (S) Developing an understanding of how climate influences the development of biomes and vegetation belts (S) Develop an understanding of how plants and animals are adapted to their different biomes (D/S) Describe how features and places change and the links between people and environments (S) Understand economic harm to the environment (S)	Describe key aspects of distribution of natural resources focusing on water (S) Identifying a range of river features (S) Recognising how a river changes along its course (S) Recognising that rivers changes the landscape (S) Developing an understanding of the causes and the impacts of floods on people and the environment (S) Recognise ways to prevent flooding (S)	Recognise patterns in human and physical features (S) Explain some links (current affairs, Fairtrade, and global issues) and interactions between people, places and environments. (S) Understand and describe economic activity including trade links (S) Understand the distribution of natural resources (S)
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Geographical skills: Enquiry and Investigation 	* Ask and answer simple geographical questions: 'Where?', 'What?', 'How?' (D/S) *Describe some similarities and differences when listening to and discussing life in this country and life in other countries (S) *Investigate through observation and play e.g. examine and discuss natural objects (D/S)	* Ask and answer simple geographical questions: 'Where is it the warmest?', 'What would you wear in Scotland today?', 'Who lives closest to school?' (D/S) * Describe some similarities and differences when studying places and features e.g. This road is quieter. (S) *Investigate through observation and description (D/S)	*Ask and answer simple geographical questions when investigating different places and environments: 'What is it like to live in this place?' , 'Where would you prefer to live?' 'How can holidays damage or improve locations?' (D/S) * Investigate different weather conditions through observation and by making simple measurement devices (e.g. to record the wind direction, to measure rainfall	*Ask and answer more searching geographical questions when investigating different places and environments. (D/S) * Identify similarities, differences and patterns when comparing places and features. (S)	*Ask and respond to more searching geographical questions including 'how?' and 'why?' How are the rainforests changing? (D/S) *Show increasing empathy and describe similarities as well as differences when investigating place and processes. (S) Take a fieldwork trip for a specific purpose- enquiry question: Who/what uses the park? Design and use a questionnaire to collect data on people's views and opinions	*Ask and respond to questions that are more causal e.g. Why did this area flood? Could it happen here? (D/S) *Recognise geographical issues affecting people in different places and environments. (D/S) Take a field trip to Burrs Country Park to study the River Irwell and Manchester Bolton and Bury Canal. Possible enquiry question: How is this river/canal used by people now and in the past?	*Ask and respond to questions that are more causal e.g. Why do some countries import more goods? What can we do to help trade benefit people and the environment? How is it likely to change in the future? (D/S) *Make predictions about the main land use types in the local area, UK
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Geographical Skills: Fieldwork 	*Observe and describe the daily weather in their location and their impact on the environment. (D/S) First hand sensory exploration, observation and talk of the school and its grounds * Use simple fieldwork and observational skills to study the geography of their school setting and the key human and physical features: buildings, open space, roads and other simple features (D/S) Explore their outdoor area, noticing and naming its features (play equipment, flower pots)	*Observe and record seasonal changes (e.g. to flowering plants and deciduous trees) in the school grounds. * Use simple fieldwork and observational skills to study the geography of their school, its grounds and their local environment *Follow directions (up, down, left/right, forwards/backwards)	Identify seasonal and daily weather patterns Develop simple fieldwork and observational skills when studying a locality in the UK	*Observe, measure, record, and name geographical features in their local environments. (D) observations (D)	*Observe, measure, record, and explain physical and human features of the environment. (D) Make links between features observed in the environment to those on maps and aerial photographs Draw freehand maps of route taken around the park Make annotated field sketches	*Observe measure and record human and physical features of a river course using a range of methods e.g. sketch maps, plans, graphs and digital technologies	Observe, measure, record and present the different land use types in the local area using maps, keys, and digital technologies. (D) Visit a local business and find out about their trade links: imports and exports.(D) . Plot and follow a route using digital mapping to track distance. Record physical and human features along the route
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Geographical Skills: Interpret a range of sources of Geographical information 	*Draw information from a simple map (D/S) *Recognise the school setting: buildings, open space in aerial photographs (D/S)	*Use a range of sources such as simple maps, globes, atlases and images. (D/S) *Know that symbols mean something on maps. (S)	*Use a range of sources such as maps, globes, atlases and aerial photos to identify places and basic human and physical features as well as to follow routes. (D/S) *Use simple compass directions as well as locational and directional language when describing features and routes. (S)	*Use a range of sources including digital maps, atlases, globes and satellite images to research and present geographical information. (D/S) *Use the eight compass points and recognise some Ordnance Survey symbols on maps. (S) *Read information from climate graphs	*Use a range of sources including digital and Ordnance Survey maps (1:10 000, 1:2500), atlases, globes and satellite images to research geographical information (D/S) Recognise Ordnance Survey symbols on maps and locate features using four-figure grid references. Use eight compass points (S)	*Use a range of maps and other sources of geographical information (Large scale street maps and large scale Ordnance Survey maps (1:1250. 1:2500); aerial photographs, oblique and bird's eye views) and select the most appropriate for a task. (D/S)	*Interpret a wider range of geographical information: maps (Ordnance Survey maps 1:1250, 1:2500, 1:10 000, 1:25 000. 1:50 000), atlases, globes and digital maps (D/S) *Recognise an increasing range of Ordnance Survey symbols including 1:50,000 symbols (S) * locate features using six-figure grid references. (S) * Interpret distribution maps and use thematic maps for information (D/S)
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Geographical Skills: Communicate geographical information 	*Create simple maps of their immediate environment (outdoor area) and/or maps from imaginary story settings they are familiar with. Communicate understanding of their own environment and contrasting environments through conversation and play (S) Make drawings of their favourite place in the outdoor area, what they say at the park. Express their feelings about places they visit, saying which features they like or dislike Use small world play equipment	*Use maps and other images to talk about everyday life e.g. where they live, journeys to school etc. (S) *Draw, speak or write about what they can see in their local area. (S) *Give and follow simple instructions to get from one place to another using positional language and directional language such as near, far, left and right (S)	*Express views about the environment and can recognise how people sometimes affect the environment. (S) *Create their own simple maps and symbols. (S) *Use geographical vocabulary to describe specific local features (S) *Communicate geographical information using pictures and charts (D/S)	*Express their opinions and personal views about specific geographical features and situations eg Would they live near a volcano? (S) Draw freehand map of route around the farm (D) *Communicate geographical information through a range of methods including sketch maps, photographs, plans and the use of ICT. (D/S) Relate a large scale plan of the farm to the environment, identifying features relevant to the enquiry. Recording selected	*Express their opinions on environmental issues and recognise how people can affect the environment both positively and negatively. Use a simplified Likert Scale to record their judgements of environmental quality of the park (s) * Collect, analyse and present quantitative data in charts and graphs: Travel survey: type of transport, Litter pick- where is the most litter found? How can we improve the area? *Use geographical language relating to the physical and human processes eg	*Express and explain their opinions on geographical and environmental issues and recognise why other people may think differently eg climate change and resulting droughts and floods (S) *Choose from a range of methods e.g. digital maps, plans, graphs and presentations when communicating geographical information. (D/S) *Identify and explain tributary and source when learning about rivers. (S)	*Develop their views and attitudes to critically evaluate responses to local geographical issues or global issues and events (S) Communicate geographical information in a variety of ways including through maps, diagrams, numerical and quantitative skills and writing at increasing length. (D/S) Collect and present data on land use in the local area
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	or role play area to represent a visited place.			geographical information on a map or large scale plan, using colour or symbols or a key Take digital photos and annotating them with labels and captions	deforestation, logging, sustainability, (S) Relate a large scale plan of the park to the environment identifying features relevant to the enquiry		
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EYFS: Introduction to assessing, progression and geographical development

The area focusing on '***Understanding the world***' in particular presents the opportunity for pupils to reflect on the events and routines that they and their peers experience. It gives opportunities to formulate questions to investigate the similarities and differences that exist and pupils are encouraged to discuss these with interest and sensitivity.

Pupils are supported to make sense of the world around them through having multiple opportunities to explore their physical world, local community and beyond. These experiences are a mixture of 'first hand' and 'imaginary', but will fundamentally be practical in nature and involve an enriching vocabulary.

Examples of first hand and sensory:

Visit local places of significance such as the library, park or market. Explore the school grounds in different weathers, seasons and times of day. Interact with visitors such as police officers or shop-keepers.

Examples of Imaginary:

Role-play, including the use of small world play, loose parts and manipulatives, as well as mark making. Construction with a range of materials from block and boxes to sand and water. Exploration of what places and people/characters are like through sharing a range of fictional and non-fictional stories.

The 2021-22 academic year saw the adoption of a revised EYFS framework. The seven areas of learning and development remain.

'Past and Present', 'People, Culture and Communities' and 'The Natural World' all have a geographical/historical focus.

We have built our approach using the best practice advice from the Geography Association and various EYFS specific bodies.

Little Learners	Autumn Term		Spring Term		Summer Term	
	1 st half	2 nd half	1 st half	2 nd half	1 st half	2 nd half
Thematic study	Marvellous Me!	No Place Like Home	Food Glorious Food	Amazing Animals!	Come Outside!	Let's Pretend
UTW GEOGRAPHY The World <u>Geographical concepts</u> Environment, location, distribution, diversity, change, sustainability	Experience different weather conditions (AUTUMN) Begin to recognise signs of Autumn Explore the immediate area (Little Learners/Nursery and Main School) Use small world play or the role play area to represent a visited place Sequence photos to recall features seen on a visit or short walk (with support) Express their feelings about places they visit, saying which features they like/dislike		Experience different weather conditions (WINTER/SPRING) Begin to recognise signs of Winter & Spring Use all their senses in hands-on exploration of natural materials. Beginning to use pictorial maps for play e.g. a road map for cars, a farm map for animals. Point in the direction of features when asked. Follow simple instructions to look or move in a certain direction. Enjoy drawing and mark – making. Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make.		Experience different weather conditions (SUMMER) Begin to recognise signs of Summer Use pretend play and start to compare sizes between models and reality. Recognises that maps like SatNavs help you find your way. Begins to play with online video games where you manipulate a character in space. Use all their senses in hands-on exploration of natural materials. Beginning to use pictorial maps for play e.g. a road map for cars, a farm map for animals.	

<u>Geographical skills</u> Recognise, identify, describe, observe, recall, begin to sequence, compare and contrast speculate reason		Begin to notice simple patterns. Begins to use objects symbolically e.g. a banana for a telephone.	
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NURSERY	Autumn Term		Spring Term		Summer Term	
	1 st half	2 nd half	1 st half	2 nd half	1 st half	2 nd half
Thematic study	Fantastic families, Fabulous ME!	Local Heroes and Superheroes	Our Wonderful World	Let's go on an adventure	If you go down to the woods	All creatures great and small
UTW GEOGRAPHY The World <u>Geographical concepts</u> Environment, location, distribution, diversity, change, sustainability	Experience different weather conditions and their impact on the environment Examine and discuss natural objects (e.g. leaves, twigs, stones) explore outdoor area, noticing and naming its features (e.g. play equipment, different areas and surfaces, flower beds) • Draw/create a map (e.g. of the outdoor area) • Express feelings about places they visit, saying which features they like/dislike <u>Sustainability</u> Saving and recycling water The use of water around the world		• Experience different weather conditions and their impact on the environment • Explore Bolton Quiet countryside and Busy Bolton) through visits to selected sites (SMSC) Use small world play or the role play area to represent a visited place · making drawings (e.g. of their favourite place in the outdoor area, what they saw at the park) Take digital photos (e.g. of a collection of natural objects, buildings in the locality) Sequence photos to recall features seen on a visit or short walk • Begin to understand that maps hold information in patterns and print. • Recall a journey and sequence the event.		Experience different weather conditions and their impact on the environment • Mapping - Talk about distance and know that some places are further away than others. Begin to explore scale through small world play. • Begin to draw maps using purposeful mark-making. • Describe a familiar route. Discuss routes and locations, using words like 'in front of' and 'behind'. Beginning to use 'right and left' with increasing confidence.	

<u>Geographical skills</u> Recognise, identify, describe, observe, recall, begin to sequence, compare and contrast speculate reason	What can we do to look after the water? Understanding where water comes from (Wee and Poo and where it goes!) Know clean water matters Observe that not everyone in the world where everybody has clean water	• Use some symbols as cues e.g. follow painted footsteps on a playground. • Use objects as symbols to represent other objects e.g. line of sticks as a road. • • Recognise some features at a large scale, using aerial views. eg the cars in the car park, the school building. Play simple digital games moving figures on a plan view e.g. of a room.	
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RECEPTION	Autumn Term		Spring Term		Summer Term	
	1 st half	2 nd half	1 st half	2 nd half	1 st half	2 nd half
Thematic study	Our Place in Space	Fantasy and Fairy Tales	Dinosaur Dig	Superheroes	Explorers	Pirates!
UTW GEOGRAPHY The World <u>Geographical concepts</u> Environment, location, distribution, diversity, change, sustainability <u>Geographical skills</u> Recognise, identify, describe, observe, recall, begin to sequence, compare and contrast speculate reason	Use basic geographical vocab to refer to human features of our local area (Place knowledge) Learn the names of the seasons and typical weather patterns for each (Human and physical) Explore and describe outdoor area, noticing and naming its features (e.g. play equipment, different areas and surfaces, flower beds) Explore the immediate local area through walks and visits to selected sites Use small world play or the role play area to represent a visited place · making drawings (e.g. of their favourite place in the outdoor area, what they saw at the park) Take digital photos (e.g. of a collection of natural objects, buildings in the locality) Sequence photos to recall features seen on a visit or short walk Draw a map (e.g. of the outdoor area) Express their feelings about places they visit, saying which features they like/dislike		Understand the process and impact of reduce, reuse and recycle (Environmental) Know that waste and recycling are important and a responsibility (sustainability) Understand the impact of pollution below water - plastic Know what we can do to help clean up the ocean Speculate and reason how humans can create a world where the land is clean and healthy Speculate as to how dinosaurs became extinct and the impact a volcanic eruption, meteor/asteroid would have on the planet and in turn dinosaur's existence. <u>Greater Depth -sustainability</u> Know about responsible production and consumption:- Know that Clothes and food can be recycled and responsibly sourced (FairTrade)		<u>Maps and mapping (Geographical skills and fieldwork)</u> Derive information from a simple map. Use a simple plan map of the school grounds to find and / or mark in features. Follow a simple route at a local scale, using familiar landmarks. Point to the North and South Poles on a globe. Use a compass to identify the direction of North. Use more complex directional language and confident using right' and 'left'. Draw and create simple maps from memory about features and a familiar environment e.g. home, the school grounds. Begin to use simple symbols on maps to show features and journeys. Recognise the use of symbols on maps and what they mean. Start to gain knowledge of their own country and its features. Zoom in to a map to find the school using a postcode. Know that you need to zoom out to see a larger area. Manipulate and annotate large scale maps, adding simple text, markers, and photographs. Name, locate and explore Africa and its physical features (Location knowledge) Compare and contrast Africa with UK Explain how children's lives in Africa may be similar or different (how they travel to school, what they eat, where they live etc) - Avoid stereotyping	

Year: 1 End of year expectations Linked Literacy Texts where appropriate: Last Stop on Market Street, Handa's Surprise, The Queen's Hat			
Locational Knowledge (S) *Know the names of the four countries that make up the United Kingdom and name the three main seas that surround UK. *Know the name of and locate the four capital cities of England, Wales, Scotland and Northern Ireland *Know that we live in the town of Bolton *Know some of the key physical and human features of London * Know the name of some famous London Landmarks	Place Knowledge (S) * Understand the human and physical features within our local area	Human/ physical geography * Identify areas within the school grounds that the children like or dislike and complete environmental survey * Talk about relative location of themselves and features they see in the school grounds using words and phrases such as in front of, nearby, behind, next to, left and right *Identify seasonal and daily weather patterns in the United Kingdom. (S)	Fieldwork and disciplinary skills/knowledge Local Area • 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. • Use maps and other images to talk about everyday life e.g. where they live, journeys to school. • Devise simple picture maps (e.g. school grounds) • Use photographs to recognise landmarks and basic human and physical features (in the UK) • Ask and respond to simple geographical questions: What's the weather like today? What about in other parts of the UK/world? (S) • observe and record seasonal changes in the school grounds • Use simple maps, atlases and globes to identify the United Kingdom and its countries. • Begin to use the compass points to describe the location of the four capital cities in relation to Bolton • Know a map is a view from above a place and it can have a key with symbols • Use directional language [for example, near and far; left and right]

International dimension :Consider other countries and whether transport and locality would be different British Values: Rule of law –Green Cross code/Highway codes –rules for transport :Aspect 2 School council elections (Democracy)CULTURAL:Knowledge of Britain’s democratic parliamentary system SMSC: (MORAL) Investigating moral issues from different viewpoints English/Geography: Handa’s surprise (Kenya day) Dressing up and tasting fruits – cultural, social, respect, AFTER values CULTURAL:Participating and responding to cultural opportunities			
The “Big Ideas” cross curricular ideas that link: <i>Science: Seasons and planetary motion in solar system</i>			
Key Unit: (s) From A to B Linked All dressed up Green Fingers	Research and Presentation skills Use maps and other images to talk about everyday life	Presentation to parents and/or peers-	Specific fieldwork activities Complete a simple local study of vicinity (D/S) See the fieldwork specific guidance

Term	Lessons	Activities and outcomes
Number of activities or time allocation		This unit is designed to develop the children's knowledge of the United Kingdom and its key physical and human features. The children begin the unit by naming and locating the 4 countries and capital cities of the UK and they begin to develop their geography skills, including first hand experiences to identify seasonal and daily weather patterns within the United Kingdom. Develops Locational Knowledge : • Name the 4 countries of the UK and surrounding seas • Name the 4 capital cities • Locate the four countries, surrounding seas and their capital cities • Identify key physical and human features of London Human and Physical Geography: • Know some famous landmarks of London • identify seasonal and daily weather patterns in the United Kingdom, • Compare weather in the capitals and in their own locality • Asking questions: What's the weather like today? What about in other parts of the UK? Geography Skills and Fieldwork: • use world maps, atlases and globes to identify the United Kingdom and its countries • Use simple compass directions (North, East, South, West) • Use the terminologies near, far, left and right To develop geographical enquiry by: • Ask and answer simple geographical questions: 'Where is it the warmest? Which is our hottest season? • Describe some similarities and differences when studying places and features e.g. London has many tourist attractions <u>Vocabulary</u> General: mountain, sea, ocean, river, season and weather, city, town, North, East, South, West Specific: Scotland, England, Northern Ireland, Wales, Edinburgh, Cardiff, London, Belfast, North Sea, English channel, Irish Sea, Atlantic Ocean,

6-8 hours	L1: Task 1	Put Google earth on the interactive whiteboard (enter school post code) and slowly zoom in imagining that you can see the earth from space. Stop at various points to talk about what they see, what they notice. Discuss the UK- the shape, position of the countries etc. Use small globes to find the UK. Children to colour the different surfaces of the earth (world) Children to put a key to show the different surfaces
	L2: Task 2	Display a large map of the UK to talk about the 4 countries and their capitals.
	L3: Task 3	Share a blank outline of each country. Can the children identify the country and name its capital city and bordering sea. Weather UK chart
	L4: Task 4	What famous landmarks could I visit? Using the UK map add images Introduce the 4 compass points Give the children some sentence stems. E.g. Edinburgh Castle is in the _____ of Britain. Model using and writing these sentences.
	L5: Task 5	Introduce physical and human features of the UK Cubes to represent the highest mountain, longest river in each country
	L6: Task 6	Use the internet to look at weather in the 4 capital cities. Place the information on the physical map (temperature and weather type) and compare to our weather. Record this data in a chart and continue to collect for the week and then periodically over the year.
	L7: Task 7	Look at human and physical features of London. Bigger focus on London using the book Grandma's hat, a tourist map of London and secondary sources to gather facts
	L8: Task 8	Locate Bolton and discuss our location in relation to the capital cities using compass direction. Create a travel guide of what you could see if visiting London

YEAR 1 Scheme of Work Outline Spring From A to B		
Term	Lessons	Activities and outcomes
Number of activities or time allocation		This Unit builds directly on experiences and learning from the EYFS Understanding The World: People and Communities/The Natural World. Much of this unit is based on developing the children's geographical skills, including first-hand observation, to enhance their locational awareness. The children begin the topic by recalling the names and locations of the four countries and capital cities of the United Kingdom. Children then move on to their local area. They investigate local amenities and explain why it is a good place to live. The topic includes a local field trip, and the children use directional language to locate key features of the area. They are introduced to basic maps and symbols and use Digimaps to locate human and physical features. Developing Place Knowledge • Recognise the key physical and human features of different areas within the school grounds • Recognise the key human and physical features within our local area • Know the difference between a city, town and village Know our nearest city is Manchester Developing Human and Physical Geography • Describe some places and features in their local area using basic geographical vocabulary: school, road, house • Express their views on some features of their environment e.g. what they do and do not like. • Describe how people can harm their environment if they don't look after it. Developing Geography Skills and Fieldwork • Investigate the physical and human features of the school and school grounds. • Explore the local area of the school to investigate the range of buildings, roads, green spaces and other local features • Follow directions (Up, down, left/right, forwards/backwards) • Use simple compass directions (N, E, S, W) • Follow a route • Use a simple map and identify key features

		To develop geographical enquiry by: • Ask and answer simple geographical questions: 'Where?', 'What?', 'Who?' • Describe some similarities and differences when studying places and features e.g. This road is quieter. • Investigate through observation and description <u>Vocabulary</u> General: Map, area, local, city, town, village, house, factory, office, shop, road, mosque, farm Specific to unit: route, environment, North, East, South, West, physical features, human features
12-14 hrs	L1: Task 1	• Recap on previous learning about the United Kingdom. Can they recall the 4 countries and capital cities. • Put Google earth on the interactive whiteboard (enter school post code) and slowly zoom in imagining that you can see the earth from space. • Stop at various points to remind the children of the UK knowledge learnt in Autumn • Zoom right into the school and look at the roof of the school and the playground. Discuss the different sections of the outside of the school. (Playground, Ballamorey, East/West Garden, French Street.) Go for a walk around the school's grounds, taking photos and making notes of things we particularly like and dislike (an environmental survey) Discuss the environment around the school. What did they like/not like?
	L2: Task 2	Children to look their findings from the environmental survey. Ask: Is this a good place to live/learn? What can be done to improve the area? Discuss what they need to do to improve the environment. They create a list and write a letter to headteacher/site manager
	L3: Task 3	Children to devise a simple picture map of the school grounds. They add their photographs and simple observations.
	L4: Task 4	Children to take a walk of our school and surrounding area within a 200m buffer zone. Focus on Tayyabah Mosque, Iron church, Winsors & PK Foods and the Sure Start Centre They will use observational skills to record the human and physical features within that direction and also their feelings, likes, dislikes, puzzles, patterns, smells sounds. Draw and label physical and human features that they saw.
	L5: Task 5	Using a simple map of the local area add digital photographs of what we saw on th walk. Using a simple map of the local area, trace the route that they took on the field trip. Using the photographs that were taken, match some of the features they identified with their locations on the map. (scale 1:5000).
	L6: Task 6	Show the children an ariel photo of the local area Can they point out the school? Now ask them to show you where they live. Locate their home and follow their route to school and describe the features they pass on the way. Ask them if they recognise any other things mosque Wyndsors, PK foods etc.

	L7: Task 7	Use the internet to look at weather in the 4 capital cities. Record this data in a chart and continue to collect for the week. Compare to the weather data collected in Autumn.
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YEAR 1 Scheme of Work Outline Summer Consolidation		
Term	Lessons	Activities and outcomes
Number of activities or time allocation		This is a consolidation unit recapping learning from Autumn and Spring. The children recall the names and locations of the four countries and capital cities of the United Kingdom. They revise and learn key vocabulary. In this unit the children take a field trip to the local park. Whilst there, they produce a simple picture map of the park and then back in the classroom they create a 'messy map' to record the key physical and human features seen. General: Map, area, local, city, town, village, house, factory, farm, forest, hill, office, shop, road, mosque, mountain, valley, sea, ocean, river, season and weather, Specific: Scotland, England, Northern Ireland, Wales, Edinburgh, Cardiff, London, Belfast, North Sea, English channel, Irish Sea, Atlantic Ocean, route, environment, North, East, South, West, physical features, human features
9 hrs	L1: Task 1	Remind pupil about their learning of the UK Complete activities where the children name, locate and identify the 4 countries, capital cities and surrounding seas
	L2: Task 2	Recap on the words physical and human features. Can the children name key features of the 4 countries.
	L3: Task 3	Trip to Moss Bank Park Observe the park's physical and human features and investigate how people can use and enjoy it Use directional language [for example, near and far; left and right], to describe the location of these features in the park? Devise a simple picture map of the park to describe and locate human and physical features in the park
	L4: Task 4	Look at the maps the children drew in the field Show children using Digimaps the aerial view of the park. Can we compare them? Groups make a 'messy map' on table top scale to map out the area of the park. Use card, junk and paint to create a 3D map.
	L5: Task 5	Using google maps Help the children to follow the route they took to the park. Identify what they saw on the way. Can the children discuss their trip to the park using their 'messy maps' and directional language [for example, near and far; left and right], Make a travel guide for Moss Bank Park

Year: 2

End of year expectations

Linked Literacy Texts where appropriate: The Lighthouse Keeper's Lunch, The Lighthouse Keeper's Cat, The Lighthouse Keeper's Catastrophe, Our World Collection, I is for India, Can We Really help the Polar Bears?

Locational Knowledge (S)	Place Knowledge (S)	Human /physical geography	Fieldwork and disciplinary skills/knowledge (D)
• Name and locate significant places in their locality, the UK (S) • Name and locate the world's seven continents and five oceans (S) • Know where the Equator, North & South Poles are on a globe • Know that the equator is an imaginary line drawn around the middle of the Earth • Identify the location of hot and cold areas of the world in relation to the equator and poles (UK in relation to them) • Know that India is in the continent of Asia • Know that the capital city of India is New Delhi	Understand geographical similarities and differences of human and physical geography of St Annes and a small area in a non-European country (S) •Note that the hottest countries are located nearest to the Equator and the coldest are furthest away.	Human /physical geography * Accurately use basic geographical vocabulary to describe physical and human features of places e.g. town, village, river, beach *Make observations about features that give places their character (S) *Identify daily weather patterns in the UK *Know that India has 4 seasons *Compare the location and weather in and across the UK with those that the children have located	• Use 4 point compass directions (north, south, east and west) and simple locational language to describe features of landscapes (e.g. near and far) • Refer to maps, atlases and globes to identify all continents and oceans studied • Describe the location of features and routes on a map using compass directions • Devise a simple map, including basic symbols in a key (St Annes Beach Resort) • Describe land use and the key human and physical features of St Annes using observation and fieldwork • Use a range of sources such as maps, globes, atlases and aerial photographs to identify features and places as well as to follow routes. • Express views about the environment and can recognise how people sometimes affect the environment • Describe similarities, differences and patterns between St Annes and another location studied • Investigate different weather conditions through observation and by making simple measurement devices (e.g. to record the wind direction, to measure rainfall)

International dimension: Understand that countries rely on tourism for trade but it can be also harmful

British Values: Mutual respect for different communities

SMSC: Recognising what communities share in common learning about other countries (India) CULTURAL: Participating and responding to cultural opportunities, Recognising the things people and communities share in common

Leverhulme Park-Visit to the woods – opportunities for creative writing, SPIRITUAL: Using imagination and creativity in learning

St Annes – learning about coastal regions and looking after the environment. MORAL: Understanding the consequences of their behaviour and actions

Moss Bank Park – environmental walk and observing changes in the environment / seasons. SPIRITUAL: Experiencing enjoyment and fascination in learning

The “Big Ideas” cross curricular ideas that link:

Persuasive writing-holiday - Summer

Personal responsibility for environmental impact (litter) – Autumn, link to recycling week and Summer, link to Earth Day

Seasonal changes linked to science

Key Unit: (s) Hooray Let’s Go on Holiday Linked Flowers and insects –plant growth and production	Research skills: Use a variety of secondary sources to obtain simple geographical information (D)	Presentation and end of unit events. Express views about the environment Create own simple maps and symbols Communicate using pictures and maps	Specific fieldwork activities See the fieldwork specific guidance -Visit a coastal location use simple fieldwork and observational skills at St Anne’s to discuss what they can see, hear, touch or feel and carry out a litter survey and beach clean
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YEAR 2

Scheme of Work Outline Autumn
Hot and Cold Places

Term	Lessons	
Number of activities or time allocation		This unit begins with the children recapping on previous learning about the United Kingdom. They recall the four countries and capital cities. The children then share where they have been over the summer holidays and this is plotted on a UK and world map. They then look at the countries they have visited and are introduced to the continents and oceans of the world. They then focus on India and Antarctica. Developing Locational Knowledge • Know the names of the four countries that make up the United Kingdom and name the three main seas that surround UK. • Know the name of and locate the four capital cities of England, Wales, Scotland and Northern Ireland • Know that we live in the town of Bolton • Name and locate popular holiday destinations within the UK and wider world • Name and locate the world's seven continents and five oceans • Know where the Equator, North & South Poles are on a globe • Know that the equator is an imaginary line drawn around the middle of the Earth • Know that India is in the continent of Asia • Know that the capital city of India is New Delhi Developing Place Knowledge • Note that the hottest countries are located nearest to the Equator and the coldest are furthest away. • Know features of hot and cold places • Know that India has 2 seasons Developing Human and Physical Geography • Know the names of and features of the four seasons of the UK • Describe the similarities and differences experienced in climate between home, India and Antarctica using simple geographical vocabulary. • Compare the location and weather in and across the UK with those that the children have located

		Developing Geography Skills and Fieldwork - Know different weather conditions experienced in the UK through observation and by making simple measurement devices (e.g. to record the wind direction, to measure rainfall) To develop geography enquiry by asking: - Driving question: Where would you prefer to live? Why? - Investigate different weather conditions through observation and by making simple measurement devices (e.g. to record the wind direction, to measure rainfall) <u>Vocabulary</u> General: map, atlas, globe, United Kingdom, season, weather, sea, soil, vegetation, North, South, East, West, Specific to unit: world, continent, country, oceans, Equator, North Pole, South Pole, Antarctica, India, monsoon, Northern Hemisphere, Southern Hemisphere, Europe, Asia, Australasia/Oceania, South America, North America, Africa, Atlantic Ocean, Pacific Ocean, Southern Ocean, Arctic Ocean, Indian Ocean
8-10hrs	L1: Task 1	Knowledge Harvest– Can they name the four countries and capital cities of the UK? sCan they name the surrounding seas of the UK. Where do people go on holidays and why?
8-10hrs	L2: Task 2	Gather chn's experiences/resources from the school holidays. Use a map of the world to annotate with the children's contributions – post-its, photos, postcards... Ask them to write or draw their information under headings such as: Places I went to on holiday, things I did on holiday, what it was like...Introduce the names of the continents and seas and label them, as you put places on the map
	L3: Task 3	Discuss weather in Bolton. (Revisit learning/data from Y1) Set up a weather recording station. Discuss weather patterns in other places visited by the children using a globe – discussing the equator and the Poles and the location of the continents in relation.
	L5: Task 4	Study the globe and world maps and remind children why it is hot around the equator and colder as you go to the poles. Look again at the continents. Which continents are south of the Equator? Which are North of the Equator? Which continents lie on the Equator? Ask which countries do you think are cold and which are hot? Use secondary sources, Google maps, internet images to look at countries mentioned. Ask questions about images: What is the weather like? What are the people doing?
	L6: Task 5	What's the weather like in India? Introduce India as a hot place and its key features. Use resources and first hand accounts to support learning. Ask questions about images: What is the weather like? What are the people doing? What are they wearing?
	L7: Task 6	What is the weather like in Antarctica? Hook in with penguins, seals Show the children some images of the Antarctic landscape. Do they know what the weather is like there? Show the current weather forecast in Antarctica (timeanddate.com) and compare with the UK and India. Discuss which country is the hottest/ coldest, is this what they expected? Where would they prefer to visit and why?
	L8: Task 7	Which country would you like to live in and why?

		Summarise the key facts learnt in the unit and recap with images of the UK, India and Antarctica. Provide the children with an image of each country and ask them to pick the country they think they would most like to live in.
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YEAR 2 Scheme of Work Outline Spring Where in the world is India?		
Term Number of activities or time allocation	Lessons	Activities and outcomes This unit is designed to develop the children's knowledge of India and its key physical and human features before zooming into the coastal resort of Mandrem Beach which they will study in the summer term. The children begin the unit by recapping on previous learning about the United Kingdom. They recall the four countries and capital cities. They also refer to the seven continents and recap their knowledge. In this unit, the children study India. They locate and name the country of India, in the continent of Asia and label its capital city and other major cities. They are given famous landmarks for the country and compare these with London (studied in Y1). They then compare the key physical and human features with the United Kingdom. Developing Locational Knowledge - Know the names of and locate the seven continents of the world - Know the names of and locate the five oceans of the world - Know where the Equator, North & South Poles are on a globe - Know that the equator is an imaginary line drawn around the middle of the Earth - Name and locate India on a world map - Know that India is in the continent of Asia Developing Place Knowledge - Know that the capital city of India is New Delhi - Recognise and identify the main physical and human features of India Developing Human and Physical Knowledge - Make observations about features that gives India its character including observing the weather and seasons. Develop Geography skills - Use simple compass points North, East, South and West To develop geographical enquiry by:

		- Ask and answer simple geographical questions when investigating different places and environments: 'What is it like to live in this place? - Use a range of sources such as maps, globes, atlases and aerial photos to identify places and basic human and physical features <u>Vocabulary</u> General: map, atlas, globe, United Kingdom, India, season, weather, oceans, North, South, East, West Specific to unit: continent, country, village, city, Equator, , physical/ human features, climate,
5-6hrs	L1 Task 1	Where in the world is India? Recap prior learning on the UK: its 4 countries and capital cities. Refer to the seven continents
	L1: Task 2	Where in the world is India? Using a globe (or google maps) recap for the children where we live. Ask if they can remember where India is? Look at the countries we would fly over to reach India. Look at neighbouring countries.
	L2: Task 3	(Revisit learning from Y1) What famous landmarks could I visit in London? Remind the children of some famous London landmarks E.g. Big Ben and the Houses of Parliament. Now show the children some famous Indian landmarks E.g. Taj Mahal, Agra...Golden Temple (Harmandir Sahib), Amritsar. ...Meenakshi Temple, Madurai. .. etc. Add these images to a large map of India Give the children some sentence stems. E.g. Taj Mahal is in the _____ of India. Model using and writing these sentences.
	L3: Task 4	What is the weather like in India? Extension from Autumn Explain to the children that lots of people like to visit India because of the climate. Show some climate maps of India. What do the children notice? Discuss the seasons and compare to UK.
	L4:Task 5	Look at the physical geography of the country. Create a 3D collage with sand for Thar Desert, build up mountains etc.
	L5 Task 6	Why do people visit Mandrem Beach, India? Introduce Mandrem Beach, India Identify the weather, the resort activities and attractions they can enjoy, and the main physical features and human features of Mandrem Beach Using secondary resources chn find out as much as they can (include Google Earth and the internet)

Scheme of Work Outline Summer
Hooray...Let's Go On Holiday!

Term	Lessons	Activities and outcomes
Number of activities or time allocation		This unit directly builds on the concepts of place and locality first discussed in Y1 unit "From A-B" Pupils will be increasingly using map and fieldwork studies and expand understanding from locality to regional area that contrasts their own to coastal environment. The children begin the unit by recapping on previous learning about the United Kingdom. They recall the four countries and capital cities. They recap learning on the continents and the oceans: naming and locating the seven continents and five oceans. This topic includes a day trip to St Annes but not before the children have carried out some research on what they expect to find there. They compare the Digi map images of The Valley Community school area with that of St Annes and discuss similarities and differences. The children gather information they have on their own locality, St Annes and Mandrem Beach (studied in Spring) and create a St Annes Visitor Fact File using geographical terms and vocabulary. Developing Locational Knowledge • Know the names of the four countries that make up the United Kingdom and name the three main seas that surround UK. • Know the name of and locate the four capital cities of England, Wales, Scotland and Northern Ireland • Know that we live in the town of Bolton • Name and locate popular holiday destinations within the UK • Know the names of and locate the seven continents of the world • Know the names of and locate the five oceans of the world • Know where the Equator, North & South Poles are on a globe • Know that the equator is an imaginary line drawn around the middle of the Earth • Know some facts about the continents e.g. Asia is the largest continent Developing Place Knowledge • Recognise and identify the main physical and human features of a holiday destination: St Anne's, UK and Mandrem Beach, India • Make comparisons at a local scale between our locality, that of a holiday destination within the UK (St Annes) and that of a non – European country (Mandram Beach, Goa, India) • Know that people can harm or improve the environment • Holiday places can be spoilt by visitors: the threat to turtle nesting sites in Goa, Beach litter survey at St Anne's

		Developing Physical and Human Geography - Describe the similarities and differences between home and holiday destinations (St Annes and Mandrem Beach), Goa using simple geographical vocabulary. - Make observations about features that give these places their character - Make observations about environmental impact of change Developing Geography Skills and Fieldwork: - Take digital photos of physical and human features at St Anne's - Describe the location of features and routes on a map using compass directions - Devise a simple map, including basic symbols in a key - Describe land use and the key human and physical features of St Annes using observation and fieldwork To develop geographical enquiry skills by - Asking: How can holidays damage or improve locations? - Investigating environmental issues (where litter collects, transport) <u>Vocabulary</u> General: map, atlas, globe, United Kingdom, India, river, season, weather, North, South, East, West, Specific to unit: world, continent, country, town, resort, destination, oceans, Equator, North Pole, South Pole, coast, sea, cliff, harbour, seaside (holiday), beach, port, harbour, physical/ human features
16 hrs	L1: Task 1	Knowledge Harvest What do chn know about holidays and seaside places? Can they name any? What do people do on holidays? Revisit previous learning on the UK. Can they label a map of the UK and the capital cities? Can they recall any landmarks? Can the children talk about holiday destinations in the UK and the world? Can they use appropriate geographical vocabulary. Revisit prior learning on the continents and oceans of the world. Can the children talk about holiday destinations in the UK and the world? Can they use appropriate geographical vocabulary. Can they label a world map?
16 hrs	L2: Task 2	
	L3: Task 2	Explain The Theme - The places people go to on holiday - What's it like at the sea side - Where we can find the seaside - Some of the things people do at the seaside - What the coast is like in India (a contrasting non- European country) Let's really go to the seaside...tell children they are going to go to St Annes! Find it on a map of the UK - look at key features, relationship to the sea. Look at pictures/videos to gather information on

		what to expect (beach, promenade, piers, funfair, donkeys, shops etc...) •
	L4: Task 3	Where is St Annes in relation to Bolton? What country is it in? Colour land and sea on a map of the UK. Identify where the seaside and coast is. Find key towns/cities on the map of UK. Can we identify popular seaside resorts?
	L5: Task 5	WOW experience – St Annes Research and record facts about St Annes using first-hand experience Spend time walking along the Promenade, playing on the beach, walking on the pier (describing and sketching the coast-line, use simple fieldwork and observational skills to discuss what they can see, hear, touch or feel) Chn and adults take lots of photos of different physical and human features. Investigate environmental issues (where litter collects, lack of facilities for tourists, road safety) Carry out a litter survey and beach clean
	L7: Task 6	Using photos from the trip and an aerial view/ maps of St Annes (Digimaps) the children try to locate the features on the map and add their observations (4 senses) from the field trip. Use Digimap images of the Valley area and St Annes and discuss similarities and differences.
	L9: Task 7	Compare the holiday destination of St Annes with Mandrem Beach, Goa Make a giant class comparison poster of what can be expected in St Annes and what can be expected in Mandrem Beach, India. What stark differences? What similarities? Look at geographical features as well as cultural. Where would you go to and why?
	L10: Task 8	Know that people can harm or improve the environment - Holiday places can be spoilt by visitors: Look at the threat to turtle nesting sites in Goa, Mandrem Beach and look at the litter survey and travel data carried out at St Annes

Year: 3			
Linked Literacy Texts where appropriate: The Journey, The Tunnel, Fairtrade			
Locational Knowledge - Identify the position and significance of Equator, N. and S. Hemisphere - Locate the world's climate zones - Broaden knowledge of world locations related to 7 continents –“ring of fire” (S) - Know that Italy is a country in the continent of Europe - Know that the capital city is Rome - Know the names of other cities in Italy like Florence, Venice, Naples and Pompeii	Place Knowledge - Know that there are active volcanoes in Italy - Understand land use and the main types of farming in England	Human and physical geography - Describe and understand key aspects of physical geography including volcanoes and earthquakes.(S) - Know some of the key physical and human characteristics of Italy	Fieldwork and disciplinary skills/knowledge - Ask and answer more searching geographical questions when investigating settlement, land use, earthquakes and volcanoes (D/S) - Identify similarities and differences and patterns when comparing places and features: Ring of Fire (S) - Observe, record and name geographical features in their local environments - Use the 8 compass points and recognise some Ordnance Survey symbols on maps - Use a range of sources including digital maps, atlases, globes and satellite images to research and present geographical information - Describe features studied using geographical vocabulary - Express their opinions on environmental issues and recognise how people can affect the environment both positively and negatively - Communicate geographical information through a range of methods including the use of ICT - Compare fieldwork data from the visit to Smithill's Farm with the school's immediate vicinity
International dimension: Understand that people in other countries face natural disasters/Fairtrade British Values: Rule of law-relate to international responsibility in times of natural disaster SMSC: Social Volunteering, cooperating with others and resolving conflicts Raise money for D.E.C.			

Different Places, Similar Lives Geography topic SPIRITUAL:Experiencing enjoyment and fascination in learning, SPIRITUAL:Using imagination and creativity in learning. Smithills Farm Cultural, social, spiritual, SPIRITUAL:Experiencing enjoyment and fascination in learning Active Planet Entry Point SPIRITUAL:Experiencing enjoyment and fascination in learning, SPIRITUAL:Using imagination and creativity in learning			
The “Big Ideas” cross curricular ideas that link: Science and food crops based on soil and climate /Cultures and climate /Science: Food production and reliance (plant types) – Spring Science Unit: Bright Sparks- Autumn comparing electricity availability in Malawi and England			
Key Unit: (s) Different places similar lives Linked Active planet Let’s plant it	Research skills: Use a range of sources including digital maps, atlases, globes and satellite images to research and present geographical information	Presentation to parents and/or peers- Communicate geographical information through a range of methods including sketch maps, photographs, plans and the use of ICT	Specific fieldwork activities Observe, measure, record and name geographical features in their local environments: Smithill’s Farm Understand the 8 compass points and use them to explain/identify points on a map. See the fieldwork specific guidance

YEAR 3 Scheme of Work Outline Autumn Different Places Similar Lives		
Term Number of activities or time allocation	Lessons	Activities and outcomes This unit begins by recapping previous learning on the United Kingdom. They recap countries, capital cities, seas and famous landmarks. The children locate Italy and begin by sharing what they already know about it. They study Italy, its key features, people, climate and food. They study Rome and why it is an important city. They will locate and name active volcanoes ready for their learning on volcanoes in the summer. They will compare Rome with the UK and discuss famous landmarks. Pupils will further develop their map and fieldwork skills through a fieldtrip study to Smithills Farm. Developing locational knowledge • Name and locate the four countries of the United Kingdom and their capital cities • Name and locate the surrounding seas of the UK • Know that Italy is a country in the continent of Europe • Know that the capital city is Rome • Know the names of other cities in Italy like Florence, Venice, Naples and Pompeii Developing Place Knowledge • Know and locate famous landmarks of the United Kingdom • Know that there are active volcanoes in Italy Developing Human and Physical Geography • Know some of the key physical and human characteristics of Italy Developing geography skills and fieldwork • Observe, measure, record, and name geographical features in their local environments. • Make annotated drawings, models and field sketches to record observations • Draw freehand map of route around the local area and farm To develop geographical enquiry by:

		• Ask and answer more searching geographical questions when investigating different places and environments. • Identify similarities, differences and patterns when comparing places and features • Making comparisons between Rome and the UK <u>Vocabulary</u> General: country, continent, Atlas, Equator, climate, climate zone, North and South Hemisphere, Arctic and Antarctic Circle Specific to unit: ordnance survey, 8 compass points, settlement, land use, Europe, The Mediterranean,
6 hrs	L1: Task 1	Revisit prior learning on the four countries and capital cities of the UK. Name and locate the 4 countries and the capital cities and surrounding seas. GDO What is the difference between a country and a continent?
6 hrs	L2: Task 2	Locate landmarks of the UK using the book Grandma's handbag, an Atlas, Google maps and internet images
	L3: Task 3	Using last week's maps can they describe the location of landmarks using geographical vocabulary e.g near, far, left, right and begin to use the four compass points e.g. North of Bolton you will find Edinburgh Castle. GDO 8 compass points
	L4: Task 4	Revisit prior learning on the continents. Name and locate the seven continents and 5 oceans. Ask key questions e.g. Which is the largest continent? Which is the smallest continent? Revisit learning from Y2 on India and Australia by asking where is India and Australia? Which continent are they in?
	L5: Task 5	Use secondary sources and digital technology to study the country of Italy within Europe. Locate the active volcanoes in and within the vicinity of Italy.
	L6: Task 6	Use secondary sources: atlas, globe and digital technology to study the country of Italy. Know the names of other cities in Italy like Florence, Venice, Naples and Pompeii (discuss now or in summer the destruction of Pompeii) Look at its famous landmarks, its culture including popular food.

Scheme of Work Outline Spring

Climate: How does weather affect land use?

Term	Lessons	Activities and outcomes
Number of activities or time allocation		This unit focuses on developing the children's knowledge and understanding of the world's main climate zones and their key characteristics. For this unit we have chosen five main climate zones that closely match five principle biomes which will be studied in Year 4. The climate zones the children will study are: equatorial, tropical, arid(dry), temperate and arctic/polar. This unit begins with the children recalling prior learning on the seven continents and oceans of the world and locate some significant countries for each continent. They begin to examine climate zones and learn about the key characteristics of each climate. The children then revisit their prior learning on the United Kingdom recalling the four countries, capital cities and surrounding seas. The children visit a local farm but not before they have done research on food and farming in the UK. They will find out how climate affects the food we grow and the type of farming across the United Kingdom. Developing locational knowledge • Know the names of and locate the seven continents of the world • Know the names of and locate the five oceans of the world • Identifying the position and significance of the Equator, North and South Hemispheres, Arctic and Antarctic Circle(S) • Know that the equator is an imaginary line drawn around the middle of the Earth • Locate significant countries within each of the continents • Locate and name the world's climate zones Developing Place Knowledge • Identify the main types of farming in England • Use a thematic map to identify the UK's main land use • Recognise similarities and differences between the area of Smithill's Farm and the school's immediate vicinity Developing Human and Physical Geography • Know the main physical and human characteristics of each climate Developing Geography Skills

		- Use a range of sources including digital maps, atlases, globes and satellite images to locate places To develop geographical enquiry by asking: - Why is it hotter in some places than in others? - How does the climate differ around the world? - How can we describe how climate zones vary? - Where is Europe located in the world? <u>Vocabulary</u> General: weather, Europe, continent, country, atlas, globe Specific to unit: Arctic, climate, climate zone, desert, Equator, equatorial, polar, poles, savannah, temperate, temperature, Tropic of Cancer, Tropic of Capricorn, tropical, tundra,
16-18hrs	L1: Task 1	Knowledge harvest for the unit. Can they recall knowledge of the UK including its climate, Can they recall and label the continents and oceans of the world.
	L1: Task 2	Using an atlas, globe and digital technology can they name and locate significant countries in each of the continents. List specific countries per continent: UK/Italy, [Zimbabwe], India, Mexico, USA,
16-18hrs	L2: Task 3	Introduce climate Key question: Why is it hotter in some places than in others? Link to strength of the sun at the poles and Equator. Study a climate zone map. Can the children relate the climate to the distance away from the equator? Discuss the difference between weather and climate. Define weather and climate.
	L3: Task 4	What is a climate zone? Key question: How does the climate differ around the world? Revisit the world map and reinforce understanding of temperature and location of poles, tropics and Equator. Explain the difference between weather and climate, that different places share the same climate and that these are climate zones. Children match up photographs to a climate zone map.
	L4: Task 5	Recall prior learning on the Polar climate from Y2. Where are they found? Can they remember the name of any animals in Antarctica? The children learn that this is the coldest climate on Earth. Very few plants and animals survive here. Focus on the Arctic and the polar bear. What's the home of the polar bear like? Is it always cold? Can any plants be found here?
	L6: Task 7	Focus on the arid (dry climate) Where are they found? Predict what it will be like there from its location?. What do you think you would see? Hear? What would you take in your suitcase? Children find out that deserts are found in arid climates. Plants and animals have very little water.

	L7: Task 8	Focus on temperate climate. This is our climate. Recall prior knowledge of the seasons and weather associated with each season. Discuss how our climate affects the crops that we can grow. Children learn about the main type of farming in the UK
	L8: Task 9	Field trip to Smithills Farm Take a field trip to Smithills farm to find out about farming throughout the year. Make annotated drawings and field sketches to record observations Draw freehand map of route around the farm Take digital photos and annotating them with labels and captions Develop a simple method of recording their feelings about a place
	L9; Task 9	Back in the classroom Relate a large scale plan of the farm to the environment, identifying features relevant to the enquiry. Recording selected geographical information on a map or large scale plan, using colour or symbols or a key Compare the human and physical features of Smithills Farm and the immediate vicinity around school.
	L1: Task 1	Knowledge harvest for the unit. Can they recall knowledge of the UK including its climate, Can they recall and label the continents and oceans of the world.

YEAR 3

**Scheme of Work Outline Summer
Active Planet**

Term	Lessons	Activities and outcomes
Number of activities or time allocation		This unit does not build on any prior learning specifically around rocks but may have significant cross overs to learning in geography around the world's countries, land use and farming-based on ideas of land use and build ideas of plant growth and irrigation/fertility. Developing Locational Knowledge • knowledge of world locations related to 7 continents- 'Ring of Fire'-Sicily (Etna) and Vesuvius and Pompeii (ITALY) adds to History • Recognise the pattern of volcanoes and earthquakes around the 'ring of fire' • Know that there are active volcanoes in Italy Developing Place Knowledge • Recognise that the Earth's crust is made up of slowly moving tectonic plates • Volcanoes and earthquakes and their effect on the land: Land is fertile around volcanoes Developing Human and Physical Geography • Describe and understand the key aspects of volcanoes and earthquakes • Identify the different parts of a volcano • Understand what causes an earthquake • Identify how particular localities have been affected by volcanoes and earthquakes • Recognise how the lives of people in particular localities have been affected by earthquakes and volcanoes To develop geography skills by • Expressing their opinions and personal views about specific geographical features and situations e.g. Would they live near a volcano?

		<u>Vocabulary</u> General: investigate, sieving, soil, separate, pressure, weather, climate, impact, emergency, mountain Specific: Tectonic plates, crust, volcano, earthquake , metamorphic, igneous, bedrock, fossil, erupt, Vesuvius, Pompeii, convection, mantel, outer core, inner core , ash, core, molten, lava , crater, magma , magma chamber, vegetation, volcanic ash,
7 hrs	L1: Task 1	Produce a glossary of the key vocabulary for the unit
		Understand the Earth's crust is made up of slowly moving tectonic plates. Use Digimaps and atlases to study the structure of the Earth. Label the plates and look at the continents in relation to the plate names,
	L2: Task 2	Recognise the pattern of volcanoes and earthquakes around the 'ring of fire' Study the location of volcanoes and earthquakes around the world and look for patterns.
	L3: Task 3	Explain how volcanoes are formed
	L4: Task 4	Identify the three types of rocks and understand how they are formed.
	L5: Task 5	Explain how earthquakes are formed and why they are dangerous
	L6: Task 6	Explain how particular localities have been affected by volcanoes and earthquakes. Link to work on Italy: Mount Vesuvius, Mount Etna
	L7: Task 7	Explain how the lives of people in particular localities have been affected by earthquakes and volcanoes

Year 4: End of year expectations Linked Literacy Texts where appropriate: Rainforests at Risk, Shaman's Apprentice, The Great Kapok Tree, The Explorer, Grandpa Chatterji, Beowulf, Ma'at's Feather, Ancient Egypt,			
Locational Knowledge • Locate the major biomes of the world • Locate the tropical rainforests of the world • Locate European countries and their capital cities. Know key physical and human characteristics for some countries • Know the name of 5 counties of the UK • Identify the position and significance of latitude, longitude, Equator and the Tropics of Cancer and Capricorn	Place Knowledge • Know the meaning of the term 'biomes' and features of a specific biome: tropical rainforests • Know that rainforests cover 6% of the Earth's surface and there are two types- Tropical and Temperate • Know that the Amazon Rainforest is the largest rainforest • Know that much of life in the rainforest is found in the trees and to label the layers of a rainforest • Know that many things we have at home come from rainforests • Know some famous landmarks in the UK and in some European countries	Human physical geography • Describe and understand key aspects of physical geography, including: biomes • Use geographical language to identify and explain some aspects of human and physical features and patterns • Describe how features and places change and the links between people and their environments(S) • Know and explain the water cycle	Fieldwork and disciplinary skills/knowledge (D) • Ask and answer more searching geographical questions including 'How?' and 'Why?' • Identify and describe similarities and differences and patterns when investigating different places, environments and people • Use fieldwork to observe, measure and record the human and physical features in the local area • Recognise OS symbols on maps and locate features using four-figure grid references • Use a range of sources including OS maps, atlases, globes and satellite images to research geographical information • Communicate geographical information through a range of methods including digital maps, plans, graphs and digital technologies. • Express their opinions on environmental issues and recognise that other people may think differently

Investigate: Reasons for deforestation including poverty, big business and political uncertainty International dimension: Understand that wealth is not fairly distributed across the world British Values: Understand why people may vote democratically for people who promise them improvement (Brazilian President) SMSC:(Moral) Understand different consequences of actions Rainforests (Awe and wonder) Deforestation (moral dilemma) Negotiating, debating, Consequences of actions, Ethical implications, Care of animals SPIRITUAL: Experiencing enjoyment and fascination in learning, MORAL: Investigating moral and ethical issues and appreciating others' viewpoints CULTURAL: Participating and responding to cultural opportunities, CULTURAL: Recognising the things people and communities share in common Williamson Park Lancaster Animal welfare and awe and wonder, SOCIAL: Engaging with British values and contributing to life in modern Britain Moses Gate Wonder of nature SOCIAL: Using a range of social skills in different contexts SPIRITUAL: Experiencing enjoyment and fascination in learning			
The “Big Ideas” cross curricular ideas that link: D/T – persuasive adverts for tropical juice – Autumn Persuasive writing –climate change Deforestation balanced argument – Autumn Science: Weather and climate science - Summer Sustainability PSHE: Responsibility and actions			
Key Unit: (s) “Save the world”	Investigate: Contrasting arguments -Economic necessity and the poorest people with need to save the environment (S/D)	Presentation to parents and/or peers Express their opinions on environmental issues such as deforestation and recognise how people can affect the environment positively and negatively Communicate geographical information through a range of methods including digital maps, plans, graphs, presentations and the use of ICT.	Specific fieldwork activities See the fieldwork specific guidance - Observe, measure, record and explain physical and human features of the environment: Traffic and litter survey Moses Gate Country Park - Study the trees, plants, and animals as an ecosystem. Possible enquiry question: Who/what uses the park? - Make links between features observed in the environment to those on maps and aerial photographs - Recognise Ordnance Survey symbols on maps and locate features using four-figure grid references. - Use eight compass points to locate features

YEAR 4 Scheme of Work Outline Autumn Save the World: Rainforests		
Term Number of activities or time allocation	Lessons	Activities and outcomes This unit builds upon the work on climate zones studied in Y3 and is delivered alongside the year four science unit: Living things and their habitats. Children begin the unit by recalling previous learning on continents and oceans and seas. They then recall their learning on climate zones and make links between the location of the world biomes and vegetation belts. They examine the different layers of the rainforest and how tribes live and adapt to survive in this environment. They investigate the effects of deforestation and end the unit debating the impact of economic activity on the world's rainforests. Alongside this unit, in science, the children develop an understanding of why the interaction between climate, flora and fauna has become increasingly important as the human impact on the climate and ecosystems is being recognised. The unit also builds on their understanding of how animals and plants are adapted to their environment. Developing locational knowledge • Know the names of and locate the seven continents of the world • Know the names of and locate the five oceans of the world • Locate the major tropical rainforests of the world, • Identify the position and significance of latitude, longitude, Equator and the Tropics of Cancer and Capricorn on a world map • Identify the location of tropical rainforests in relation to the equator and the Tropics of Cancer and Capricorn. Developing Place Knowledge • Developing an understanding of some of the world's main vegetation belts, how they link to climate zones and the meaning of the term 'biomes' • Know what is meant by biomes and what are the features of a specific biome: tropical rainforests • Know that rainforests cover approximately 6% of the Earth's surface and there are two types: Tropical and Temperate • Know the Amazon Rainforest in South America is the largest tropical rainforest • Know that the Amazon River runs through Brazil and is so named because it runs through the Amazon Rainforest • Know that Brazil is home to a third of the world's rainforests Developing Human and Physical Geography

		- Describing and understanding key aspects of biomes and vegetation belts - Developing an understanding of how climate influences the development of biomes and vegetation belts - Developing an understanding of how plants and animals are adapted to their different biomes. - Know that much of the life in the rainforest is found in the trees and to label the layers of a rainforest - Know that many things we have in our homes come from the rainforests including: chocolate, sugar and rubber (link with DT unit: Create a mocktail promoting Fairtrade) - Know the causes and impact of deforestation - Explain the human impact on indigenous people of deforestation - Explain how Fair trade and The Forest Alliance help producers in developing countries have more control over their lives To develop geography enquiry skills by: - Ask and respond to more searching geographical questions including 'how and why is the rainforest changing? - Showing increasing empathy and describing similarities as well as differences when investigating the world's biomes in particular tropical rainforests. <u>Vocabulary</u> General: climate, impact, environment, weather Specific to unit: rainforest, deforestation, tropical, Tropic of Cancer, Tropic of Capricorn, longitude, latitude, climate zone, biome, vegetation belt, adaptation, climate, deciduous, fauna, flora, humidity,
14 hrs	L1: Task 1	Knowledge Harvest: recall prior learning about the world's continents and oceans and the 5 climate zones studied in Y3 Mind map to ascertain prior knowledge regarding biomes including rainforests.
	L2: Task 2	What is a biome? Explore how some areas within a climate zone also have similar plants and animals and that these are called 'biomes'. Introduce the five main biomes linking to the world map locations from Y3. Children to use secondary sources and digital mapping to investigate the five biomes.
	L3: Task 3	Where do we find tropical rainforests? Locate the major tropical rainforests of the world, naming the countries(S): South and Central America, Central Africa, Indonesia, Malaysia and the north eastern tip of Australia. Relate the position to the equator and the Tropics.
	L4: Task 4	Which countries does the Amazon Rainforest reach? Use Digimaps to locate the Amazon Rainforest and name the countries of South America. Locate the Amazon Rainforest in Brazil and follow the route of the River Amazon.
	L5: Task 5	What is the climate like in a rainforest? Use climate graphs and Roy Hodgson comment regarding the England team playing in Manaus in the World Cup 2014. Describe the climate of the rainforests.
	L6: Task 6 Cross-curricular with English and Science	What are the four layers of the rainforest? Describe the different layers of a rainforest and identify how different fauna and flora are found in the different layers. Investigate connections. How are climates, plants and animals connected? Children to research one plant and one animal for the rainforest, including the plant/animals physical features, food source and habitat as well as its reliance on other plants/animal for survival. Linked with English: information text and Science: habitats.

	L7: Task 7	What's it like to live in the rainforest? Learn about life in the rainforest and write a postcard home (Link to text Shaman's Apprentice, Rainforests at Risk)
	L8: Task 8	What products come from the rainforest? Linked with DT: design and make a rainforest drink. Research food items and look at how Fairtrade and Rainforest Alliance supports farmers.
	L9: Task 9 Cross-curricular with English	Explore the effects of deforestation. Research deforestation, prepare and participate in a class debate exploring the issues around deforestations on the people, animals and plants of the rainforest.

YEAR 4 Scheme of Work Outline Spring The UK		
Term	Lessons	Activities and outcomes
Number of activities or time allocation		Children recap on previous learning about the United Kingdom. They recall the four countries, capital cities and surrounding seas. The children make a field trip to Williamson Park, Lancaster. Beforehand they will look at counties. This includes knowing that we live in Greater Manchester and we are surrounded by Lancashire, Merseyside, Cheshire, Derbyshire and West Yorkshire. Using digital technology they plot their route to Lancaster. They will learn how to use a compass and orientate map so they know the direction of Lancashire, ready for fieldwork when in Lancaster. Whilst there the children take part in map reading activities and learn to read a map using a compass to find the direction of home and the direction of other counties including Cumbria. They will use an aerial and an Ordnance Survey Map to locate identified features. Developing locational knowledge • Name and locate cities of the United kingdom • Name and locate the UK's mountain ranges and major rivers • Know the names of, and locate, at least five counties and some cities in England Developing Place Knowledge • Know some landmarks associated with UK cities • Know the largest mountain and longest river in each UK country Developing human and physical geography • Know some human and physical features of Greater Manchester and its neighbour Lancashire To develop geography skills by • Make links between features observed in the environment to those on maps and aerial photographs • Recognise Ordnance Survey symbols on maps • Use eight compass points to locate and discuss features observed • Reading an Ordnance Survey map with a compass • Developing and carrying out a questionnaire

		• Draw freehand maps of route taken around the park • Make annotated field sketches to record observations
8 -10 hrs	L1: Task 1	Recall prior learning on the United Kingdom recalling the location and name of the four countries, capital cities and surrounding seas. Children then build up knowledge: What and where are the major cities of the UK? How would I know I was there? Use an atlas to locate the four capital cities and some major cities and some landmarks
	L2: Task 2	Where should I go for a good hike? Use an atlas to locate the main physical features of the UK: mountains and rivers. Name the largest mountain and river in each country
	L3: Task 3	Which county do we live in? Who are our neighbouring counties? Use an Atlas, digital mapping to Identify the county they live in as Greater Manchester and name the surrounding counties: Lancashire, Merseyside, Cheshire, Derbyshire, West Yorkshire Research the main features of Greater Manchester. What is it famous for? Compare with Lancashire- introduction to Lancaster for our trip to Williamson Park
	L4: Task 4	Fieldwork trip to Williamson Park, Lancaster (Before) Identify and recognise Ordnance Survey symbols on the map of the area around Williamson Park
	L5: Task 5	Fieldwork trip to Williamson Park, Lancaster (Before) In which direction is Lancaster? Use the 8 points of a compass to establish the direction of travel to Lancaster. Be able to orientate the map.
	L6: Task 6	Fieldtrip: Williamson Park, Lancaster (Before the day) Use the internet and digital mapping to plot the route from school to the park. Develop a questionnaire to establish who uses the park and why?
	L7: Task 7	Fieldtrip: Williamson Park, Lancaster (On the day) Use ordanance survey maps and a compass to find the direction of home and counties studied Use the 8 points of a compass to locate and discuss features observed Carry out a questionnaire Use an aerial and Ordnance Survey Map of the area to locate identified features Carry out a survey Make annotated field sketches to record observations Take digital photos
	L8 Task 8	Fieldtrip: Williamson Park, Lancaster (After visit) Make links between features observed in the environment to those on maps and aerial photographs- Using Digimaps add the photos taken to the maps and annotate them with labels and captions Draw freehand maps of route taken around the park

YEAR 4 Scheme of Work Outline Summer Who are our European neighbours?		
Term Number of activities or time allocation 8-10 hrs	Lessons	Activities and outcomes The children begin this unit by recalling prior learning of the UK and the seven continents and 5 oceans. They also refer to the 7 continents and recap their knowledge. In this unit the children study Europe including Russia. They locate and name countries using atlases. They learn the capital cities of all European countries. They are given famous landmark from some European countries and using research a range of research tools, they find out where each landmark is and why it is important. They compare the diverse key physical and human features of Europe. With a link to their history unit, the children locate Egypt and Greece and their bordering countries. They look at the physical geography of the countries and note how they have changed over time. They look at the importance of the River Nile to the Ancient Egyptians and to people of the present day. They note how civilisation developed on the River Nile. In both civilisations the children note how important water was for human civilisation. A large part of this unit is designed to develop the children's fieldwork skills. They will make a visit to a local park and will also carry out a road traffic survey and a litter pick in the vicinity of the school. They will use fieldwork skills to observe, measure, record and present the human and physical features in the local park and immediate area of the school using a range of methods, including sketch maps, bar charts and graphs, questionnaires and digital technologies. They will use the eight points of a compass, four-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the areas being studied Developing Locational Knowledge • Know the names of and locate some European countries • Locate European countries and capitals on a map • Locate Egypt and Greece and their bordering countries Developing Physical and Human Geography • Know that Europe is the world's second smallest continent • Know some famous landmarks in some European countries

		- Describe how features and places change and the links between people and environments (Ancient Egypt and Ancient Greece) Developing geography and fieldwork skills - Observe, measure, record, and explain physical and human features of the environment. - Make links between features observed in the environment to those on maps and aerial photographs - Recognise Ordnance Survey symbols on maps and locate features using four-figure grid references. - Use eight compass points to locate and discuss features observed - Draw freehand maps of route taken around the park - Make annotated field sketches to record observations To develop geographical enquiry by: - Asking Who/what uses the park? - Asking: How has this place changed? - Expressing their opinions and personal views about specific geographical features and situations eg Where is the best to holiday in Europe and why? <u>Vocabulary</u> Specific to unit: ordnance survey map, ordnance survey symbols, four figure grid reference, eight compass points,
	L1: Task 1	Who are our European neighbours? Use an atlas, digital mapping to name and locate all the countries of Europe and their capital cities major cities
	L2: Task 2	Which country shall I visit? Which has the best sightseeing? Use secondary sources to research famous landmarks from a selection of European cities.
	L3: Task 3	Which country shall I visit? Which has the best for sporting activities? Use secondary sources to look at the physical features of Europe.
	L4: Task 4	Where is the best place to holiday in Europe and why? Children research a European country of their choosing and present their findings in a way of their choosing.
	L5: Task 5	Fieldwork Skills Use 4 fig-grid references to locate features within Lancaster (links with Maths: coordinates)
Linked to History	Linked to Ancient Egypt and English: Ma'at's Feather Use an Atlas, locate Egypt within the world. Use 8 compass points to describe the location of countries bordering Egypt	
Linked to History	Use digital mapping to look at the key physical and human features of Egypt today and in the past. How does the climate and physical features affect settlement and human activity? ie River Nile affecting trade	

	Adventure Service Challenge	Road traffic and litter survey • Comparison of traffic at two points in the day or across two days • Use a simple Likert Scale to record their judgements of environmental quality of the local streets • Collect, analyse and present quantitative data in charts and graphs: Travel survey: type of transport, Litter pick- where is most litter? Where does it come from? How can we improve the area?
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Year: 5 End of year expectations Linked Literacy Texts where appropriate: Roman Britain, You Wouldn't Want To Be Without Clean Water, Rivers, From a Railway Carriage, Let's investigate Plastic Pollution, Street Child, Journey to the River Sea by Eva Ibbotson?			
Locational Knowledge - Know the name of and locate a number of the world's longest rivers eg. The Nile, The Amazon. - Know the names of the longest and most significant rivers in England eg. The Thames, The Mersey, The Severn - Name and locate countries, cities and main geographical regions of the UK (link to Romans)	Place Knowledge - Know why most cities are located by a river. - Understand the importance of water and its impact on rivers and the landscape - Understand how land use changes over time (Romans link)	Human physical geography - Know the difference between an ocean, lake and river - Describe key aspects of distribution of natural resources focusing on water - Know and label the main features of a river - Know that a river is a path that water takes as it flows downhill, normally towards another river, a lake, sea or ocean - Developing an understanding of the causes and the impacts of floods on people and the environment	Fieldwork and disciplinary skills/knowledge - Use Google Earth to locate a river of interest and follow its journey from source to mouth - Ask and respond to questions that are more causal e.g. Why is that happening in that place? Could it happen here? (floods) - Recognise geographical issues affecting people in different places and environments - Observe, measure and record human and physical features of a river course using a range of methods, e.g. sketch maps, plans, graphs and digital technologies - Use a range of maps and other sources of geographical information (Large scale street maps and large scale Ordnance Survey maps (1:1250. 1:2500); aerial photographs, oblique and bird's eye views) and select the most appropriate for a task.
- Environmental impact of climate change and how some places will get wetter and others drier - How weather systems –such as jet stream maybe effected and knock on effect to climate - Melting ice caps and water level rises - How saving water is essential International dimension: Explore work of water aid British Values: Fairness: Explore UN convention of Human Rights and rights of children related to food and shelter, Rule of Law linked with history In Year 5 children are involved in bog me projects and “Send a child to school” activities SMSC: Recognise the things cultures and communities share in common			

- Geography: Water Everywhere, SPIRITUAL: Reflecting on experiences
- Chester Grosvenor Museum- Social/British Values Spiritual (awe and wonder/curiosity Civilisations) SPIRITUAL: Experiencing enjoyment and fascination in learning
- Burrs Country Park- Social/Moral/British Values (respect for the environment)

Barrow Bridge-CULTURAL: Understanding the wide range of cultural influences that shape heritage

The “Big Ideas” cross curricular ideas that link:

History: Consider early civilisations and need for water ROMANS - Autumn

Science: Environmental impact

Key Unit: (s) Water for everyone	Investigate Disease linked to lack of fresh water and/or effects of water shortage and flooding across the world (S/D)	Presentation to parents and/or peers- Express and explain their opinions on climate change and the resulting droughts and floods. Recognise why others may think differently. Choose from a range methods when presenting their view.	Specific fieldwork activities Visit local river at Burrs Country Park: Take a field trip to Burrs Country Park to study the River Irwell and Manchester Bolton and Bury Canal. Possible enquiry question: How is this river/canal used by people now and in the past? Observe, measure and record physical features of a river. Use a range of numerical and quantitative skills to analyse, interpret and present data collected from fieldwork observations, measurements and recordings in a variety of ways including charts and graphs See the fieldwork specific guidance
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YEAR 5 Scheme of Work Outline Autumn Water For Everyone		
Term Number of activities or time allocation	Lessons	Activities and outcomes The children begin the unit by recapping on their previous learning of the seven continents and five oceans. They label a world map to show where bodies of water are found across the world including oceans, lakes, rivers and waterfalls. They discuss the difference between them. They describe the life of a river using the correct terminology. They then take a field trip to Burrs Country Park to complete a river/canal study on the River Irwell and the Manchester, Bolton and Bury Canal. This fieldwork gives the children an opportunity for effective learning about their environment, in particular helping them to: • Develop knowledge of a river environment, through personal observation and first-hand experience of what the place is like and how it is used • Be aware of different perspectives about the place and think about other people's values, beliefs and attitudes • Recognise the constant changes to their environment and realise that features in real life may differ somewhat from the examples studied in class. Developing Locational Knowledge • locating the world's major bodies of water: rivers, oceans, waterfalls, lakes and describe features • Locating local rivers • name and locate counties and cities of the United Kingdom (linked to history topic) Developing Place Knowledge • Understanding the importance of water and its impact on rivers and the landscape Developing Human and Physical Geography • Identifying a range of river features • Recognising how a river changes along its course • Recognising that rivers changes the landscape Developing geography skills and fieldwork • Observe measure and record human and physical features along a river course using a range of methods e.g. sketch maps, plans, graphs and digital technologies • use the eight points of a compass, • Use four and six-figure grid references,

		- Know more Ordnance survey symbols To develop geography enquiry by studying the area around the canal and the river - Can the children find any evidence of its industrial past? - How has the land-use changed? - What is the area used for now? (leisure) - How is this river/canal used by people now and in the past Vocabulary General: reservoir, canal, lake, spring, waterfall, natural/man-made, mountain, pollution, atlas, globe, map, geographer, bridge, Specific to unit: settlement, tributary, source, mouth, delta, course, channel, rivers, river bank, salt water, fresh water, erosion, deposition, estuary, meander, counties, tributary, oxbow lake, fertile
14-16hrs	L1: Task 1	Linked to history: Using an Atlas locate Chester, Colchester, London and know some significant physical and human features of the associating counties Look at how the UK was divided at the time of the Romans and how it is today. Look at the history of place names.
	L2: Task 2	Topic Water for everyone Knowledge harvest. Spider diagram of pre-topic knowldege
	L3: Task 3	Entry event: Bucket challenge Understand the distribution of natural resources: water Recap continents and use political maps, atlases, globes and digital/computer mapping know the location of countries where water is a scarce commodity Understand how water is hard to access in some places
	L4: Task 4	Recap continents and use physical maps, atlases, globes and digital/computer mapping to locate the world's major bodies of water: rivers, oceans, waterfalls, lakes and describe features
	L5: Task 5	Introducing rivers Revise previous knowledge of the water cycle (Y4) and water in the landscape. Discuss 'What is a river?' Introduce river vocabulary and create a glossary.
	L6: Task 6	Label a sketch of the course of a river and describe its course using correct river vocabulary

YEAR 5 Scheme of Work Outline Spring Rivers and Flooding		
Term	Lessons	Activities and outcomes
Number of activities or time allocation		The children begin the unit by recalling previous learning about the United Kingdom. They recall the four countries, surrounding counties, capital cities, seas and major rivers. They use a range of secondary sources and digital technologies to learn about a major river of the UK. They then look at regions of the UK that have experienced flooding and come to develop an understanding of the causes of floods and the impact of flooding on people and environments. They will learn ways of preventing flooding including the Thames Flood Barrier. They will go on to study a major river in Europe and of the world, following its course Developing locational knowledge • Locating the main rivers of the UK, Europe and the longest rivers of the world Developing Place Knowledge • Knowledge of the UK's major rivers • Knowledge of some recent UK floods • Recognise the impact climate change is having on our rivers • Identify ways in which we are trying to prevent floods Developing Human and Physical Geography • Demonstrate understanding of how and why some features of the river and its course are similar or different and how and why they've change. • Developing an understanding of the causes and the impacts of floods on people and the environment • Recognise ways to prevent flooding Developing geography skills • Demonstrate an understanding of the difference between Ordnance Survey and other maps e.g. Google maps v Google Earth and choose the most appropriate for the task • Follow the course of a river on maps describing what can be seen

		- Express and explain opinions on geographical and environmental issues and recognise why other people may think differently eg climate change and resulting droughts and floods - Identify and explain tributary and source To develop geography enquiry by recognising and investigating geographical issues affecting people in different places and environments. <u>Vocabulary</u> General: reservoir, canal, lake, spring, waterfall, natural/man-made, mountain, pollution, atlas, globe, map, geographer, bridge, Specific to unit: settlement, tributary, source, mouth, delta, course, channel, rivers, salt water, fresh water, erosion, deposition, estuary, meander, counties, oxbow lake, fertile, flood
6-8hrs	L1: Task 1	Children to understand and use four and six-figure grid references and become more familiar with Ordnance survey symbols. (Cover in Maths lessons)
	L2: Task	Local rivers Before visit to Burrs CountryPark Ask pupils the name of the nearest river to school (Remind them of visit to Moses Gate inY4). Tell the children they are going to go on a field trip to Burrs Country Park and to study the river there. Use an Atlas, Digimaps to locate the park and to name the river that flows through it. Can they find out where it starts? Where it enters the sea? What major cities/ towns/ counties does it flow through?
	L3: Task 3	Visit to Burrs Country Park Take a field trip to Burrs Country Park to study the River Irwell and Manchester Bolton and Bury Canal. Possible enquiry question: How is this river/canal used by people now and in the past? - Observe measure and record physical features of a river: - produce a sketch map of the landscape to record observations: showing the height of the river banks, the shape of the river, and the main features of the area around the river. - Test the speed of the water flow by marking a length on the bank and timing how long a twig or other object takes to float along the measured length. - Look at the river flow carefully to see if there are waterfalls, whirlpools, rapids, or other features. - Look at the way the river is depositing sediment. For example, water flows more slowly on the inside of bends and deposits sediment there. On the outside of bends, water flows more quickly and erodes the land - Consider any leisure use or other human activity that the river is being used for - Is there any way of crossing the river? Ask the children to sketch it or take photographs. - Look at the canal and compare its features to that of the river. - Study the area around the canal and the river. Can the children find any evidence of its industrial past? How has the land-use changed ? What is the area used for now? (leisure)
	L4: Task 4	After visit to Burrs Country Park: Record, analyse and present data collected in the field

		Locate features identified in the field to a map of the area and annotate the map with taken photographs and notes of key observations Use Digimaps and its historical maps to look at and track the evidence noted about the river and canals industrial past.
	L5: Task 5	What are the main rivers in the UK? Recall previous learning on the UK by locating and naming the four countries, surrounding counties, capital cities, seas and main rivers. Using an Atlas and a UK map, can pupils name the main rivers of England, Scotland, Northern Ireland and Wales
	L6: Task 6	Flooding rivers Discuss what may cause a flood. Look at recent flooding in the UK and large-scale floods that have occurred in distant places. Look at how people are affected by floods using prepared activity sheet. Can the children suggest ways of preventing flooding? Look at the River Thames Barrier built in 1982 to protect London from floods. Discuss whether there are any benefits to flooding.
	L7: Task 7	Rivers in Europe Using an atlas and a list of European cities (link with Y3 study on Europe) children identify the river that the city is located on. Revisit (Autumn 1 history link) and speculate learning on why cities are located on rivers. What advantages do rivers bring to a city and what disadvantages?

YEAR 5 Scheme of Work Outline Summer Rivers and Pollution		
Term	Lessons	Activities and outcomes
Number of activities or time allocation		To revisit concepts from Autumn and Spring To revise and learn key vocabulary –see Autumn and Spring If Burrs has moved this unit would revisit continents and oceans including: • Locate and name some of Europe's major rivers • Locate and name some of the longest rivers of the world • Recognise how plastic waste is damaging our rivers and oceans (Great Garbage Patch) •
6hrs	L1: Task 1	Remind pupil about their learning of the UK Complete activities where the children name, locate and identify some of the major rivers of Europe and the World. .
	L2: Task 2	Recap on the key vocabulary for the river unit. Can the children name key features of a river using the correct geographical vocabulary?
	L3: Task 3	Trip to Barrow Bridge and Dean Brook Observe the physical and human features of the brook including how people used it now and in the past. Note Barrow Bridge chimney and how it was part of the old Halliwell Bleach works.
	L4: Task 4	Use digital mapping to find the source of Dean Brook (Smithills Moor) and follow its course: R.Tonge, R.Croal, R.Irwell,, R.Mersey, Liverpool Bay. Note significant physical and human features along its course and use river vocabulary.
	L5: Task 5	Complete activities where the children name, locate and identify major world rivers including Europe and describe their journey from source to mouth.
	L6: Task 6	What is the Great Garbage Patch? Look at plastic pollution and the effects on rivers, seas and oceans. Discuss how we can reduce our plastic waste.

Year: 6

End of year expectations

Linked Literacy Texts where appropriate: The Butterfly Lion, UK in Maps

Locational Knowledge • Name and locate an extensive range of places in the world including globally and topically significant features and events. • Locate main physical and human features of the UK including airports and ports • characteristics and major cities. • Identify the position and significance of the Prime/Greenwich Meridian and time zones (including day and night) • Identify land use patterns within the UK including the local area,	Locational Knowledge • Name and locate an extensive range of places in the world including globally and topically significant features and events. • Locate main physical and human features of the UK including airports and ports • characteristics and major cities. • Identify the position and significance of the Prime/Greenwich Meridian and time zones (including day and night) • Identify land use patterns within the UK including the local area,	Locational Knowledge • Name and locate an extensive range of places in the world including globally and topically significant features and events. • Locate main physical and human features of the UK including airports and ports • characteristics and major cities. • Identify the position and significance of the Prime/Greenwich Meridian and time zones (including day and night) • Identify land use patterns within the UK including the local area,	Locational Knowledge • Name and locate an extensive range of places in the world including globally and topically significant features and events. • Locate main physical and human features of the UK including airports and ports • characteristics and major cities. • Identify the position and significance of the Prime/Greenwich Meridian and time zones (including day and night) • Identify land use patterns within the UK including the local area,
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This unit provides the opportunity to discuss one national or international issue in detail-it requires the application of specific geography investigation skills in a topical unit that's contents change from year to year (it is highly likely this unit will be multi-disciplinary)

International dimension: Study in depth one location of issue related to a location

British Values: Apply as applicable 1-5

SMSC: (Spiritual) Reflecting their own beliefs and perspectives in life

Y6 identify problems in the world and consider others' emotions and difficulties. MORAL/SOCIAL

Local area litter pick, MORAL: Understanding the consequences of their behaviour and action SOCIAL: Engaging with British values and contributing to life in modern Britain

Y6 visit to St. Anne's beach/British seaside experience, CULTURAL: Understanding the wide range of cultural influences that shape heritage

SOCIAL: Using a range of social skills in different contexts

Barrow Bridge Walk/litter pick -MORAL: Understanding the consequences of their behaviour and action, SOCIAL: Engaging with British values and contributing to life in modern Britain

Year 6 also examine cross curricular units

- Such as fossilisation and rock types "Out of Africa" and African geography
- In history South America is studied the Mayans
- Globalisation is large part of Year 6 and specific projects are also completed around the Fair Trade movement
- Involvement in charitable activities allows the school the freedoms to choose different global issues in the news

The "Big Ideas" cross curricular ideas that link: Linked to science unit NC - Evolution and inheritance, Linked to DT unit - Food

Political systems and how politics affect everyday lives - Summer

How events are portrayed in the media

Key Unit: (s) Going Global -Brexit and Europe -Brazilian Rain Forest and Geo-political unrest	Key Unit: (s) Going Global Global -Brexit and Europe -Brazilian Rain Forest and Geo-political unrest	Key Unit: (s) Going Global -Brexit and Europe -Brazilian Rain Forest and Geo-political unrest	Key Unit: (s) Going Global -Brexit and Europe -Brazilian Rain Forest and Geo-political unrest
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YEAR 6		
Scheme of Work Outline Autumn 1 Investigating Our Local Area		
Term	Lessons	Activities and outcomes
Number of activities or time allocation		This unit is designed to build on the children's knowledge of our local area studied in Y1 and Y3. It is focused on identifying and mapping land use at a variety of scales and at varying differences from the school building. It will enable the children to answer the questions: Where do I go? Do I understand my own locality? During this topic the children recall previous knowledge of the key physical and human features of the local area around the school including the River Tonge. They use maps at varying scales to investigate how our area has changed and give reasons as to why this is. They use Digimaps to plan a route around the local area and then follow the route to investigate land use. Developing Locational Knowledge • Locate Bolton in the North West of England in the county of Greater Manchester • Locate our school within the area of Halliwell. Developing Place Knowledge • Describe key aspects of physical and human geography in relation to land use within the local area (suggested boundary: area within Waters Meeting Road and Blackburn Road) • Understand how land use changes over time Developing human and physical geography • Recognise patterns in human and physical features and understand why a variety of shops, mosques, homes and local businesses are located where they are Developing geography skills and fieldwork • Interpret a wider range of geographical information: maps (Ordnance Survey maps 1:1250, 1:2500, 1:10 000, 1:25 000, 1:50 000), to locate features within the local area of the school • Use fieldwork to observe, measure, record and present the different land use types in the local area using maps, keys, and digital technologies. • Taking digital photos of key buildings, annotating them with labels or captions and linking them to a map of the local area

		To develop geography enquiry by: • Making predictions about the main land use types in the local area Asking: • Why are so many shops/businesses located along Blackburn Road? • Is our locality mainly residential or business premises? • Are there any green spaces? What would happen if these were built upon? <u>Vocabulary</u> General: Atlas, ordnance survey map, key, symbol, Specific to unit: ordnance survey, 8 compass points, settlement, land use, scale, residential,
8- 10 hrs	L1: Task 1	Knowledge Harvest Recall prior learning on the UK, its 4 countries, capital cities, surrounding counties and seas
	L2: Task 2	Enquiry question: What does our local area look like? Investigate local area using ordnance survey maps at different scales. Can the children identify shops, green spaces, roads? Is there a river nearby?
8- 10 hrs	L3: Task 3	Enquiry question: How has our local area changed? Use historical maps of the local area to explore the question Investigate local area using digital mapping, aerial maps.
	L4: Task 4	Field trip: Land use survey Before Create a key for recording land use around our school (suggested boundary: area within Waters Meeting Road and Blackburn Road) Use Digimaps to plot the walk and discuss what the children already know about the area including the River Tonge.
	L4:Task 4	Field trip Take a walk along the plotted route, noting land use and taking digital photos of key buildings
	L5: Task 5	Field trip, Present the data on land use in the local area (See UK in Maps P.20) Give reasons to the some of the place names in the area e.g. Astley Bridge, Waters Meeting Road

YEAR 6 Scheme of Work Outline Spring Consolidation: The UK		
Term Number of activities or time allocation	Lessons	Activities and outcomes During this unit the children recap prior learning about the United Kingdom. They recall the four countries, surrounding counties and capital cities. They learn the difference between the United Kingdom, British Isles and Great Britain. They use an atlas to locate main cities, rivers and mountains of Great Britain. In preparation for the next unit on global trade, the children locate the main UK airports and ports. They use thematic maps to investigate the distribution of energy across the United Kingdom. Developing Locational Knowledge • Locate main physical and human features of the UK including airports and ports • Locate Bolton in the county of Greater Manchester and name the surrounding counties of Lancashire, Merseyside, Cheshire, Derbyshire and West Yorkshire • Locate the nearest cities to Bolton Developing Place Knowledge • Know that Bolton is one of the biggest towns in the country that isn't a city • Know that Bolton is a former mill town and is famous for its cotton industry • Name and locate key physical and human features of Great Britain related to the distribution of energy Developing Human and Physical Geography • Recognise patterns in human and physical features and understand some of the conditions, processes or changes • Explore the distribution of natural resources: food, minerals, energy, water (see P.30-P.31 UK in Maps) • Investigate energy within the UK and relate to human and physical geography Developing geography skills and fieldwork

		- Interpret distribution maps and use thematic maps for information on energy sources within the UK (as a part of Aut science – Full Power topic) To develop geography enquiry skills by asking: - Why are there more solar farms in the south of England? <u>Vocabulary</u> General: physical and human features, atlas, globe, physical map, political map, motorway network, county, road, Specific: energy, renewable energy, wind farms, wind turbines, solar energy, tidal energy, hydro energy, trade, estuaries, imports, exports, distribution, thematic maps,
2-4 hrs	L1: Task 1	Recall prior learning on the UK and add main cities, rivers, mountains, ports and airports
	L2: Task 2	Where does energy come from? Investigate the distribution of energy within the UK. Study thematic maps and draw conclusions
	L3: Task 3	Where are the sites for renewable energy sources? Use thematic maps to study the sites of renewable sources and link to physical geography

YEAR 6**Scheme of Work Outline Summer**
Going Global

Term	Lessons	Activities and outcomes
		This unit is linked to the Y4 Save the World unit and previous work on climate change. Through studying the unit the children will come to understand globalisation: • Knowing where some common commodities and goods come from, or go to, and how they reach or leave the UK • Understand that we are linked to people in other parts of the world through trade, technology and culture • Knowing that the choices people make in their everyday lives affect people and places in other parts of the world. The children choose a global issue to research and present. This enables them to develop their enquiry skills in an area of personal interest. The issues chosen are topically significant and will reflect current/ongoing global issues. This unit is strongly linked to global citizenship and will help the children to develop as active global citizens. They will learn about the work of international charities such as Fairtrade and how some people are suffering as a result of the global market. They will also learn how consumer preferences are changing. There is now a growing demand by consumers for fairly-traded products, including food products. More and more people want to know that the tea, coffee, honey or sugar they buy has been produced without exploitation, and that the farmers who grew or processed the product received a fair price for their work. Developing Locational Knowledge • Name the seven continents and five oceans and name and locate some countries within each continent • Know the names of some countries within the southern and northern hemispheres • Name and locate an extensive range of places in the world including globally and topically significant features and events. • Identify the position of the Prime/Greenwich Meridian and time zones (including day and night) • Locate Lytham St Annes and Barrow Bridge on maps of various scales Developing Place Knowledge • In depth study of one place in the world that is of significant interest • Describe key aspects of physical and human geography, in relation to global trade and current global issues. • Know that Bolton is a former mill town and is famous for its cotton industry. • Know that Barrow Bridge is a former industrial village and was once the home of three mills, and one chimney which still stands as a monument to the industrial past

		• Know that Lytham St Annes is a seaside town in Lancashire, England. It is on the Fylde coast, directly south from Blackpool Developing Human and Physical Geography • Identify the distribution patterns of the UK's energy sources • Understand the distribution of natural resources including energy • Identify the UK's main import and exports • Explain some links (current affairs, Fairtrade, and global issues) and interactions between people, places and environments. • Understand and describe economic activity including trade links • Understand time zones and work out differences Developing geography skills and fieldwork • Plot and follow a route using digital mapping to track distance. Record physical and human features along the route. Linked to Adventure Service Challenge • Recognise an increasing range of Ordnance Survey symbols including 1:50,000 symbols (S) • locate features on a map of the local area using six-figure grid references • Use 8 compass points to describe and talk about the route followed to Bamber Bridge • Communicate geographical information about their research project in a variety of ways including through maps, diagrams, numerical and quantitative skills and writing at increasing length. To develop geographical enquiry by • Which countries have higher imports than exports? • What can we do to help trade benefit people and the environment? • What would happen if...? <u>Vocabulary</u> General: topography, region, country, continent, county, climate, physical features, human features, Atlas, Ordnance Survey map, key, symbol, grid references Specific to unit: Current affairs, nationalism, globalisation, global supply chain, economics, imports, exports, trade, Prime/Greenwich Meridian, time zones, citizen,
10-12hrs	L1: Task 1	Find out what we already know linked to our topic 'Going Global' WOW experience Entry event – presentation based on research (Speaking and Listening)

		Choosing from one of categories; prepare a presentation of knowledge as part of a speaking competition Examples: -The problems of a growing population -Climate change and feeding the world -Reducing our carbon footprint: what can we do -Industrializing nations and pollution -Deforestation and the rainforests Question: Example: What are the main problems (eg with de-forestation or global warming) GDO - What could solutions be?
	L2: Task 2	Field trip walk to Barrow Bridge linked to Adventure Service Challenge Recognise symbols on an OS map and use grid references Activity 1: Paired activity (starter) Look at the route map that you plotted (for Geography field visit) Discuss with a partner: Where did we walk to? How far was it in total? What physical and human features did we see on route? Activity 2: Use the local area map to locate features, using the six figure grid references. Remember to give the 'Eastings' number first and then the 'Northings' second. Eg (684, 113). GDO: Consider reasons for locations of human/physical features. Compare local maps present and past.
	L3: Task 3	Introduce the word 'globalisation' What goods do we in the UK Import and Export and why? Use atlases, graphs and tables provided (to interpret data) to be able to answer questions relating to trade, imports, exports, agriculture and industry
	L4: Task 4	Use maps to show the UK's trade links with other countries. Who Are the UK's Main Trade Partners? Which countries do we export to? Which countries do we trade with? What kinds of goods and services do you think we import from each of the countries? What Do We Import From...?
	L5: Task 5	Describe and understand trade links, and the distribution of natural resources. Research the global supply chain
	L6 Task 6	Fieldwork linked to Activity Service Challenge • Use 8 cardinal points to give directions and instructions

		• Plot and follow a route • Use 6 figure grid references to locate features on the route • Observe, measure, record, and explain physical and human features of the environment along the route
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Precise and core vocabulary specifically designed to ease cognitive load	
EYFS	General: map, village, house, hot, sunny, windy, rain, cloudy, cold, snow, change, care, wet, dry Specific to unit: seasons, Spring, Summer, Autumn, Winter, earth, space, local, town, countryside, planet, sea, ocean, road, farm, world, globe, weather, manmade, natural, recycling, reduce, reuse, recycle, planet, name, locate, explore, Africa, Savannah, jungle, route, island,
Year 1	General: Map, area, local, city, town, village, house, factory, farm, office, shop, road, forest, hill, mosque, mountain, valley, sea, ocean, river, soil, vegetation, season and weather, Specific to unit: Scotland, England, Northern Ireland, Wales, Edinburgh, Cardiff, London, Belfast, North Sea, English channel, Irish Sea, Atlantic Ocean, route, environment, North, East, South, West, physical features, human features
Year 2	General: map, atlas, globe, United Kingdom, river, season, weather, sea, India, North, South, East, West, Specific to unit: world, continent, country, town, resort, destination, oceans, Equator, North Pole, South Pole, coast, sea, cliff, harbour, seaside (holiday), beach, port, harbour, physical/ human features, Antarctica, India, monsoon, Northern Hemisphere, Southern Hemisphere, Europe, Asia, Australasia/Oceania, South America, North America, Africa, Atlantic Ocean, Pacific Ocean, Southern Ocean, Arctic Ocean, Indian Ocean, city, climate
Year 3	General: weather, Europe, continent, country, atlas, globe Specific to unit: Arctic, climate, climate zone, desert, Equator, equatorial, polar, poles, savannah, temperate, temperature, Tropic of Cancer, Tropic of Capricorn, tropical, tundra, General: investigate, sieving, soil, separate, pressure, weather, climate, impact, emergency, mountain Specific to unit: Tectonic plates, crust, volcano, earthquake, metamorphic, igneous, bedrock, fossil, erupt, Vesuvius, Pompeii, convection, mantle, outer core, inner core, ash, core, molten, lava, crater, magma, magma chamber, vegetation, volcanic ash,
Year 4	General: climate, impact, environment, weather Specific to unit: rainforest, deforestation, tropical, Tropic of Cancer, Tropic of Capricorn, longitude, latitude, climate zone, biome, vegetation belt, adaptation, climate, deciduous, fauna, flora, humidity, ordnance survey map, ordnance survey symbols, four figure grid reference, eight compass points,
Year 5	General: reservoir, canal, lake, spring, waterfall, natural/man-made, mountain, pollution, atlas, globe, map, geographer, bridge, Specific to unit: settlement, tributary, source, mouth, delta, course, channel, rivers, salt water, fresh water, erosion, deposition, estuary, meander, counties, oxbow lake, fertile, flood

Year 6	General: topography, region, country, continent, county, climate, physical features, human features, atlas, ordnance survey map, key, symbol, Specific to unit: Current affairs, nationalism, globalisation, economics, imports, exports, trade, Prime/Greenwich Meridian, time zones, ordnance survey, 8 compass points, settlement, land use, scale, residential, citizen, grid references
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Geography National Curriculum Glossary

Keyword	Location in NC document	Definition (Taken from Geographical Association or Collins English Dictionary)
Aerial photograph	Aims	A photograph taken from above or from the air
Antarctic	KS1	Area around the South Pole with very low temperatures
Arctic	KS1	Area around the North Pole with very low temperatures
Arctic Circle	KS2	an imaginary line around the earth (at 66° 33' north) that surrounds the northern polar region known as the Arctic
Arctic Ocean	KS2	the smallest of the world's main oceans, much of it frozen during its winter months
Atlas	KS1 and KS2	A book of maps
axis	KS2	an imaginary straight line around which Earth rotates
Bay	KS1	A sheltered part of the coast where beaches form
Beach	KS1	A pebble or sandy shore which is covered or exposed to the tide
Biome	KS2	A biome is a large community of plants and animals with similar climates and soils.
Border	KS2	A border is a physical or political line that separates geographic areas.
Capital city	KS1	The city where a country's laws and decisions are made.

Carbon Dioxide	KS2	A poisonous gas which comes from cars, power stations and other sources
Characteristics	KS2	A distinguishing quality, attribution or trait.
City	KS1 and KS2	an urban area where a large number of people live and work
Citizenship	KS2	is the state of belonging to a particular social or political community. It carries with it both rights and duties.
civilisation	KS2	The beliefs and achievements of a country or empire over a long period of time
Climate	KS2	The pattern of weather over a long period of time
Coast	KS1	the land beside the sea
Community	KS2	A group of people who share the same ideas and beliefs.
Compass	KS1	A device which uses a magnetic needle for finding compass directions
Conservation	KS2	Caring for the environment
Continent	KS1	a great block of land made up of countries. There are seven continents – Africa, Antarctica, Asia, Europe, North America, Oceania and South America.
Country	KS1 and KS2	a territory with its own flag, laws and capital city
County	KS2	A county is an area within a country that runs services such as transport, education, policing, waste management, etc
crater	KS2	A sunken area at the top of a volcano

crops	KS2	The plants that people grow to eat
Culture	KS1 and KS2	the history, attitudes, behaviour and values of a particular social group; organisation or society.
Desert	KS2	A part of the Earth with a very dry climate
Distribution	KS2	Arrangement or location of something.
Earth	KS1	The name of the planet we live on
Earthquake	KS2	Violent cracking and shaking of the Earth's surface
Environment	Purpose of Study	our surroundings, especially plants and creatures
Environmental	Purpose of study	The food, water and other resources needed to sustain our daily life
Equator	KS1	an imaginary circle around Earth that is the same distance from the North and South Poles and divides the world into the northern and southern hemispheres
Estuary	KS2	The lowest part of the river where it opens out into the sea
Europe	KS1	The world's second smallest continent by surface area. It consists of approximately 50 states, with a population over 700 million (about 11% of the world's population). The Ural mountains divide Europe from Asia.
European Union (EU) –	KS2	an economic and political organisation made up of 27 member countries (2010) from the continent of Europe
Factory	KS1	A place of work that produces goods to be sold.
Fair trade		a system which aims to ensure that the producers of goods receive a fair share of the profit from their sale

Farm	KS1	A place where livestock is reared or crops grown.
Food chain	KS2	The way all plants and creatures depend on each other in a web of life
Fieldwork	Aims KS1	An investigation or search for material or data, made in the field opposed to the classroom.
Forest	KS1	a large area of land covered in trees and other plants growing close together
Glacier		A great river of ice that moves slowly down a slope
GIS Geographical Information Systems	Aims	The acronym for Geographical Information Systems , a computer based system for mapping and analyzing data and features for a location in the world.
Global	Aims	relating to or happening throughout the whole world
Globalisation	Aims	The way people around the world are linked together by trade and communications
Global warming	KS2	Warming of the climate around the world
Globe		a map of Earth on a sphere
Goods	KS2	The things that people make and sell
Great Britain		the large island off the northwest coast of mainland Europe. Made up of England, Scotland and Wales.

Greenhouse effect	KS2	The heating of the Earth caused by air pollution
Greenwich Meridian	KS2	Imaginary line from the North Pole to the South Pole passing through London (Greenwich) from which time is measured
Habitat		The environment that suits a particular set of plants and animals
Hemisphere	KS2	Hemispheres – the north and south halves of the Earth, divided by the imaginary line of the equator
Hill	KS1	An area of raised land which is not as high or as rocky as a mountain
House	KS1	A building used as a home or dwelling.
Hurricane		Violent storm found only in the tropics, also called cyclone and typhoon
Key	KS1	A list that tells you the meaning of symbols on a map
Interaction	Purpose of study	The links and connections between people, places or processes.
Interdependent	Aims	When two or more things are dependent on each other.
Island	KS1	an area of land, smaller than a continent, which is completely surrounded by water
Landmark	KS1	a prominent, identifying feature of a landscape
Landscape	KS2	the shape of land created by rivers, hills, valleys, mountains and lowlands
Land use pattern	KS2	The pattern that emerges when similar ways of using the land are grouped together.

Lake		an inland body of fresh water
Latitude	KS2	Imaginary lines that go around the Earth in hoops parallel to the Equator
lava	KS2	Molten/Red hot rock that flows from a volcano when it erupts
Limestone		A rock made from the skeletons of sea creatures
Locality	KS1	A neighbourhood or area.
Location	KS1 and KS2	A site or position; situation.
Longitude	KS2	Imaginary lines that go from the North Pole to the South Pole
Map	Aims	a visual representation of all or part of the Earth's surface or of a place in the imagination
Minerals	KS2	Crystals and other substances formed by geological processes
Monsoon rains		Rains which come after the dry season in southeast Asia
Mountains	KS2	a high and often rocky area of a landmass with steep or sloping sides
Natural disaster	KS2	a natural occurrence such as an earthquake, tsunami, drought, flooding, tornado, hurricane, monsoon or volcanic eruption, which when extreme can have a terrible impact on the local population
Natural hazard		Events like earthquakes which happen naturally and which can harm people
Natural resource	KS2	Resources such as timber, water and minerals which have not been processed and which have economic value

Nature reserve		An area or region set aside for wildlife
Northern Lights		Natural light display caused by magnetic forces seen most often near the Poles.
Ocean	KS1	a large mass of deep salt water. The Earth's five main seas: the Atlantic, Pacific, Indian, Arctic, and Antarctic oceans
Office	KS1	A room or rooms in which business, professional duties, clerical work, etc. are carried out.
Pattern	KS1	An arrangement of repeated or corresponding parts.
Poles	Aims	the North and South Poles are either end of the imaginary line of rotation of the Earth
Pollution		Fumes, noise, and waste which damage our surroundings and harm our health
Population		The number of people or creatures in a place
Rainforest	KS2	a forest which grows in hot, wet climates
Region	KS2	An area such as a river basin or mountain range which has something in common.
Relief		The shape of the land
Resources	Purpose of study	The things we get from the ground or sea. For example, natural resources include oil, gas and coal
River	KS1 KS2	a natural stream of water that flows through land and empties into a body of water such as a sea or lake
Route		The way we go from one place to another

Scale	Purpose of study	The amount by which a place has been shrunk to fit on a map.
Sea	KS1	An area of shallow seawater found at the edge of the continent
Seasons	KS1	The pattern of weather over the year
Settlement	KS1	any form of human habitation, even a single dwelling, though usually applied to a group of dwellings
Shop	KS1	A place for the retail sale of goods and services.
Soil	KS1	The top layer of the land surface of the earth that is composed of disintegrated rock particles, humus, water and air.
Symbol	KS1	Something that represents or stands for something else.
Sustainable	KS2	capable of maintaining or keeping going continuously
Symbol		A drawing or image that stands for something else
Tide		The rise and fall of the ocean caused by the force of the sun and moon
Time zone	KS2	A region throughout which the same standard time is used. There are 24 time zones in the world, demarcated approximately by meridians at 15° intervals, an hour apart.
Topographical	KS2	Detailed description of the surface features of a region.
Trade	KS2	The exchange of goods, money and services between people and countries
Tropics	KS2	Areas of Earth where the sun is directly overhead at some point in the year
Tropic of Capricorn	KS2	Line of latitude 23.5° S of the equator. Between the tropics tropical rainforests are common.

Tropic of Cancer	KS2	Line of latitude 23.5 ° N of the equator. Between the tropics tropical rainforests are common. Along the tropic of Cancer a number of the world's largest hot deserts are located due to high pressure
Tropical	KS2	applying to the tropics, that is those areas of Earth that lie between latitude 23°30'N and 23°30'S
United Kingdom (UK)	KS1	Country made up of England, Northern Ireland, Scotland and Wales.
Vegetation belt	KS2	An area of the planet characterised by certain flora (plants) due to climatic conditions.
Valley	KS1	A long depression in the land surface , usually containing a river, formed by erosion or movements in the earth's crust.
Village	KS1	a small group of houses and other buildings in a rural area
Volcano	KS2	a mountain built up of layers of ash and lava which have exploded through the earth's surface at this point
Water cycle	KS2	The circulation of the earth's water, in which water evaporates from the sea into the atmosphere where it condenses and falls as rain or snow.
Weather	KS1	The day to day mixture of sun, wind, rain and snow
United Nations		Organisation open to all countries of the world, set up to keep peace and improve life

Vocabulary across the school

Questioning in Geography

Based on Bloom's Revised Taxonomy and including Metacognition

Bloom's Taxonomy of cognitive objectives was originally developed in the 1950s by Benjamin Bloom and revised by Anderson and Krathwohl. This resource has been designed to support teachers in developing effective questioning based on these revisions and utilising the 'Knowledge Dimension' as it has been applied to each stage of the taxonomy. Focusing on the acquisition of knowledge recognises the recent Ofsted demand that schools ensure pupils are taught knowledge, as well as skills, in all subjects.

The format also acknowledges metacognition as a proven way to rapidly improve pupils' learning and progress. The Education Endowment Foundation's 'Teaching and Learning Toolkit' states, "Metacognition and self-regulation approaches have consistently high levels of impact..."

The questions in the following pages are designed as a starting point for adults and are provided as examples to be adapted.

Ideally, the pupils will also be involved in asking their own questions and developing an awareness of their own learning, following the principles of metacognition.

Where applicable, the questions are based on the National Curriculum Programme of Study (2014).

The Knowledge Dimension

concrete knowledge		abstract knowledge	
Factual	Conceptual	Procedural	Metacognitive
Knowledge of terminology Knowledge of specific details and elements	Knowledge of classifications and categories Knowledge of principles and generalisations Knowledge of theories and, models and structures	Knowledge of subject-specific skills, techniques and methods Knowledge of when to use appropriate procedures	Strategic knowledge Self-knowledge Knowledge about cognitive tasks including appropriate contextual and conditional knowledge.

Questioning in Geography

“They (*teachers*) use questioning highly effectively and demonstrate understanding of the ways pupils think about subject content. They identify pupils’ common misconceptions and act to ensure they are corrected.”

“Teachers check pupils’ understanding systematically and effectively in lessons, offering clearly directed and timely support.”

“Pupils love the challenge of learning and are resilient to failure. They are curious, interested learners who seek out and use new information to develop, consolidate and deepen their knowledge, understanding and skills.”

“They (*teachers*) use questioning skilfully to probe pupils’ responses and they reshape tasks and explanations so that pupils better understand new concepts. Teachers tackle misconceptions and build on pupils’ strengths.”

Supplementary subject-specific guidance

The Ofsted subject-specific grade descriptors, that were used for subject survey visits, are still useful for self-evaluation.

For geography, the descriptors for Outstanding teaching included this statement:

“Very effective use is made of geographical enquiry to encourage questioning, investigation and critical thinking about issues affecting the world and peoples’ lives, now and in the future.”

Questioning in Geography	The Knowledge Dimension			
	Factual	Conceptual	Procedural	Metacognitive
Remember	Can you name the capital city of...? Which rivers can you name in the USA? Can you identify the mountain shown on the map? Where on the globe are North America and South America?	Why does deforestation occur? How is a beach formed? What direction is the nearest (<i>name a feature or settlement</i>) from the school? How far is the place we visited on a field trip from here?	Can you describe your journey? What were the stages of settlement? How was the fuel transported from A to B? What happened after the boat passed that part of the river?	Can you think of a way to help you remember the directions of the compass? Should you draw, write or photograph your findings and which is best? How will you remember the continents on a globe or map? Can you think of an acrostic to help you remember the place names?

Understand	What are the differences between a village, a town and a city? How do you know this picture shows a port? What does this symbol represent on the OS map? What is a biome?	What are the equator and the Tropics of Cancer and Capricorn? Why do we have time zones? Why might people move to live in a city? What are contour lines on a map?	How did the village develop into a town? How is a volcano formed? Can you describe the route shown on the map? How does water from the top of a mountain reach the sea?	What might help you understand this aspect of geography? Can you predict the next stage of the journey? Can you use the map key yourself? Do you prefer to use books or the internet to help you find the answer?
Questioning in Geography	The Knowledge Dimension			
	Factual	Conceptual	Procedural	Metacognitive
Apply	What do you already know about this place? How would you describe...? Can you use these geographical words in a sentence? Which of these words are associated with mountains?	What other ways could you get to school? Can you show me the location using a six-figure grid reference? Can you explain to a friend why the weather is hotter in this place? Why are there few forests in the UK?	How do you use an atlas? Can you carry out a fieldwork task as explained? Can you write a set of instructions for using a compass? What questions would you ask a polar explorer?	What have you learnt about in geography previously that might be useful in this unit of work? What research strategies would you use to find out more about the oceans? What maths skills and knowledge could you use to best present your fieldwork data?

				Do you need to adapt a task to fit your preferred learning style?
Analyse	Do more people live in place A, B or C? Which type of energy does each country use most of? What proportion of the country is cultivated land? Which is the most complete list of features that describe the place?	Can you compare life in a seaside town with life in a farming village? Can you explain the areas shown in the aerial photograph? Why might car journeys take longer in the future? Why do people live in earthquake zones?	What does our fieldwork data tell us? How do humans impact on this area? How does the physical location influence where people live? How do we know if the information on a website is reliable?	What do you already know about a different place that might be relevant? How will you know the field work data is accurate? What are the most useful pieces of information? Would a different example to help you understand?
Improving Questioning in Geography	The Knowledge Dimension			
	Factual	Conceptual	Procedural	Metacognitive
Evaluate	Which statements best describe this particular river? What are the main differences between England and <i>a named non-European country</i>?	Would you prefer to live in Place A or Place B? Why wouldn't a meercat like to live at the North Pole?	Is a digital map always more useful than a paper map when going on a journey? Should we try to stop coastal erosion?	What are your top three tips for someone who wants to find out about the place we have been studying? If you were learning about this aspect of geography

	Which map is most accurate and up to date? Which guidebook provides the most useful information about the town?	Can you list the positive and the negative aspects of air travel? How does climate impact on settlement patterns?	What are the realistic alternatives to the existing land use in a specific area? What is the best source of geographical information for this task?	again, what would you do differently and why? What helps you learn in geography and why? What do you find most difficult about geography and why?
Create	What are the best features of our town? What facts would you include in a fact file about <i>a non-European country</i>? Can you describe the ideal place for the headteacher to live? Can you produce a glossary of geographical terms?	Can you identify the human geographical features of a region or area? How would you classify these geographical terms? Can you create your own classification for wind measurement? Why are imports and exports important?	How could you record and compare the daily findings from our weather station? Can you plan a stage-by-stage journey from our school to...? How can we reduce global warming? What might this country look like in 1000 years because of geographical processes?	What do you want to learn in this unit of work and why? Can you select work to include in our floorbook that demonstrates your learning? Can you describe what makes a really great geographer? How will you develop your geographical skills in the future?

Appendix 7: Teaching Modules into practice

From observation and results over time we know that the majority of pupils at The Valley like structure, this creates a degree of *ubiquitous understanding* for “peer coaching” and “supported development” in methods that work. Many of our teaching methods employ a range of teaching modules. However, we do not stifle creativity and consider teaching to be a creative craft not a process of ticking boxes.

Here are our components that we look for in high quality lesson delivery:

High degrees of vocabulary reinforcement

High degree of first hand experiences and enquiry

High degree of structured and scaffolded conversation

Structured recall of prior learning

Our 10 Theories of Action are embedded and evident

Guides to teaching models:

- Comprehend the concept of Models of Teaching
- Understand the various essential elements of Models of Teaching
- Acquire information about various families of Models of Teaching
- See how this applies in a real life context

A model of teaching can be defined as the depiction of teaching and learning environment, including the behaviour of teachers and students, while the lesson is presented through that model.

Models of teaching enable the students to engage in robust, cognitive and social task and teach the student how to use them productively. Models of teaching are the specific instructional plans which are designed according to the concerned learning theories. It provides a comprehensive blue print for curriculum to design instructional materials, planning lessons, teacher pupil roles, supporting aids and so forth. Joyce & Weil (2014) defines A model of teaching is a description of a learning environment, including our behavior as teachers when that

model is used, outcome of instruction may be the student's increased capabilities to learn more easily and effectively in the future. Hence the main aim of models of teaching is to *create powerful learners*.

CHARACTERISTICS OF A GOOD AND BETTER TEACHING MODEL

The following are the chief characteristics of a good teaching model

- Each model has built up based on particular learning theory
- Creation of congenial learning environment in the classroom
- Effective interaction between the teacher and students
- Planned use of appropriate strategies
- Teaching process are systematically, sequentially and logically arranged
- Clear and specified roles for teachers and students
- Large scope for supporting material
- Ensure active participation of entire students in the class
- It raises the students' level of aspiration, motivation and interest in learning
- Every model foster and strengthen the cognitive structure of the student

ELEMENTS OF MODELS OF TEACHING

Element of a model of teaching represent its structure, process and teaching aids of the instruction. A model of teaching consists of syntax, social system, principle of reaction and support system. The detailed descriptions are as follows.

Syntax

It is the steps or phases of the model being presented before the class. It illustrates the logical and sequential order of the teacher student activities of the instruction procedure. It describes the complete programme of action of the model.

Social system

Social system of a model explains its nature of learning environment. It describes the role and relationship of the teacher and students through the phases as well as designing the lesson. As each and every model is unique, the role of teacher and students in every model may vary according to the respective learning theory of the model is built. It also varies in phases to phases.

Principle of Reaction

This is the extension of social system. It deals with the rules of reaction to the students responses in the classroom interaction. The reaction of the teacher must be in accordance with the theory of which model has been built. The teacher reaction is desired when the students' responses/ behavior are untouched with expected level responses and for giving reinforcement. It depends the family of the model is presented.

Effect of models of Teaching

Models of teaching have a very positive effect on students' behavior. Bruce Joyce classified the effect as Instructional effect and Nurturant Effect. Instructional effects are the direct effect of an instruction on students' cognitive, affective and psychomotor domain. Nurturant effects are the indirect effect other than the teacher intends to achieve through the model. It is the additional achievement gained by the students through the unique nature classroom interaction. Examples are the development of problem solving ability, analytical thinking, critical thinking, social skill, tolerance etc.

FAMILIES OF MODELS OF TEACHING

Joyce & Weil (2014) categorized the models of teaching in to four families. The classification has been made in accordance with the theoretical basis and fundamental aim of the teaching model. The four families explained below in detail.

THE INFORMATION PROCESSING FAMILY

Models in the information processing family focus on the cognitive activity of child. It includes scientific inquiry for collecting original information, organizing and properly storing of the information. Some models provide the learners with information and concept, some emphasis concept formation and hypothesis testing and still other generate creative thinking. Joyce & Weil (2014) listed eight models in Information Processing Model.

Inquiring and investigating: (problem solving and enquiry focused)

Models	Developers (Redevelopers)
1. Inductive Thinking Model (Classification Oriented)	Hilda <u>Taba</u> (Bruce Joyce)
2. Concept Attainment Model	Jerome Bruner (Fred <u>Lighthall</u>), (Tennyson and <u>Cocchiarella</u>), (Bruce Joyce)
3. The Picture–word inductive Model	Emily Calhoun
4. Scientific Inquiry Model	Joseph Schwab
5. Inquiry Training Model	Richard <u>Suchman</u> (Howard Jones)
6. Mnemonics Model (Memory assists)	Michael Pressley (Joel Levin,, Richard Anderson)
7. <u>Synectics</u> Model	William <u>Gorden</u>
8. Advance Organizer Model	David <u>Ausubel</u> (Lawton and <u>Wanska</u>)

THE SOCIAL FAMILY (Discursive activities) The focus of the social model family is to build synergy (collective energy) in the classroom for addressing ongoing problems of personal, social, national as well as international importance. Social models help the students to develop Self-directed problem solving ability, sense of belongingness towards the society and make them responsible citizens of the country.

Models	Developers (Redevelopers)
1. Partners in Learning	David Johnson, Roger Johnson
2. Structured Inquiry	Robert Salvin (Aronson)
3. Group Investigation	John Dewy, Herbert Thelen
4. Role Playing	Fannie Shaftel
5. Jurisprudential Inquiry	Donald Oliver, James Shaver

THE PERSONAL FAMILY: (Reflection PSHE/RE/RSE/International understanding)

The personal models begin from the perspective of the selfhood of the individual. Individual consciousness and development of unique personality is the chief focus of this family. The models in personal family attempt to make them understand their self and thereby students can shape their future. The cluster of personal models pays great attention to the individual perspective and seeks to encourage productive interdependence, increasing people's self-awareness and sense of responsibility for their own destinies.

Models	Developers
1. Nondirective teaching	Carl Rogers
2. Enhancing Self Esteem	Abraham Maslow

THE BEHAVIOURAL SYSTEM FAMILY: structured lessons with predetermined activities, objectives and outcomes that can be readily predicted.

Maths, Literacy and default position

Modification of behavior is the main focus of this family. The stance taken is that human beings are self-correcting communication systems that modify behavior in response to the information about how successfully tasks are navigated. The role of predetermined objectives, observable behavior, clearly defined task and methods, feedback and reinforcement are the foundations of models in behavior family.

Models	Developers
1. Mastery Learning	Benjamin Bloom, James Block
2. Direct Instruction	Tom Good, Jere Brophy, Carl Bereiter, Ziggy Engleman, Wes Becker
3. Simulation	Carl smith, Mary Smith
4. Social Learning	Albert Bandura, Carl Thoresen, Wes Becker
5. Programmed Schedule (Task Performance Reinforcement)	B.F Skinner

Models of Teaching:

Example models of teaching sequences

At The Valley School we know our pupils respond to direct instruction (typical 4-5 part lesson) it is default point that teachers can return to and it is tried and tested, but this is only one model of teaching and may not always be suitable. If we adapt our teaching sequences, incorporate different models into our structural model or make the model more best suit the subject “Instructional Teaching and Enquiry Focused learning are enhanced **History/Geography**

Recall and harvest –this can include home study and personal research	Big Picture and ideas Generate questions	Presentation and discovery of new information		Gathering what we know now -can do apply understand	Present Learning Formally link learning
“Informational processing”	“Enquiry focused system” or “Behavioural system- direct instructional teaching Repertoire	“Behavioural system-” direct instructional teaching Repertoire 		“Social family”	
	Initial enquiry stage alongside factual learning, including vocabulary learning (fieldwork)	Research, application and study skills (including fieldwork)			
Webb’s Depth of knowledge  1-2		Webb’s Depth of knowledge 3-4			

*Use of **Joyce & Weil (2014) definitions alongside (Hopkins modules), underpinned by Webb’s “Depth of knowledge”*

Systemic	When	By Whom
We use a range of tried and tested and often research informed intervention strategies Interventions are either “prescriptive” and developed in house or “programmed” off the shelf and sequential	Often these take place outside of the normal class time but at times to ensure that no one subject is affected	Where possible our philosophy is to use teachers for intervention, where this is not possible highly trained and quality assured teaching assistants are used.
Same day Intervention, at the point of error, is always our preferred way of addressing misconceptions	In class during or immediately after the lesson	Teachers and trained adults
Pre teach and post teach Prior to a sequence of lessons we will often pre-assess pupils and begin earlier supportive work, especially around language acquisition. This is usually the ‘key’ and ‘linked’ vocabulary from the geography vocabulary wall as well as other relevant vocabulary from that week’s lesson.	Pre-teach before sequence starts Post teach within sequence or in following weeks	Teachers and trained adults
Systemic tracking of small step improvement and question level analysis with a strong focus on milestone assessment, strong link of data to feedback	Post teach and within each half termly assessment block	Teachers and SLT
Home project based guidance-we will often encourage research at home with pupils prior to a new unit of work	Weekends and holiday periods	Parents
Paired pupils of mixed ability and groups with a variety of pupils	Intra-lesson	Pupils as peer support
Knowledge organisers and prompts –to support metacognition and long term memory	Before and during taught sequences	Pupil led
Concrete and hands on learning	Intra–lesson	Teachers and trained adults
Visible prompts to reinforce learning.	Intra–lesson	Teachers and trained adults
Sequenced default “mastery” focussed lessons that allow time to synthesise information	Intra-lesson	Teachers and trained adults

Appendix 1: Adaptations to support pupils below expectations or with fragility		
Metacognitive practices use of Rosenshine's principles —staff coaching and mentoring	Intra-lesson	Teachers and trained adults
Blue files of school support pupils and individualised small step learning plans	Intra-lesson and pre sequence reference	Teachers and trained adults
Parental engagement and additional support — additional assertive mentoring 6 weekly	Intra-lesson and pre sequence reference	Teachers and Parents