

| EYFS FOCUS AND DEVELOPMENT MATTERS LINKED TO GEOGRAPHY   |  |  |  |  |
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| Area of learning   |  | ELG  | RECEPTION YEAR   | 3 – 4 YEARS  |
| MATHS  |  |  |  | <ul style="list-style-type: none"> <li>Understand position through words alone i.e. with no pointing.</li> <li>Describe a familiar route.</li> <li>Discuss routes and locations using words like in front and behind.</li> </ul> |
| UNDERSTANDING THE WORLD, PEOPLE, CULTURE AND COMMUNITIES |  | <ul style="list-style-type: none"> <li>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</li> <li>Explain some similarities and differences between life in this country and life in other countries.</li> </ul> | <ul style="list-style-type: none"> <li>Draw information from a simple map.</li> <li>Understand that some places are special to members of the community.</li> <li>Recognise some similarities between life in this country and life in other countries.</li> <li>Describe what they see, hear and feel whilst outside.</li> <li>Recognise some environments that are different to the one in which they live.</li> </ul> | <ul style="list-style-type: none"> <li>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</li> </ul>   |
| THE NATURAL WORLD  |  | <ul style="list-style-type: none"> <li>Know some similarities and differences between the natural world around them and contrasting environments.</li> <li>Understand some important processes and changes in the natural world around them including seasons.</li> </ul>              | <ul style="list-style-type: none"> <li>Understand the effect of changing seasons on the natural world around them.</li> </ul>  | <ul style="list-style-type: none"> <li>Begin to understand the need to respect and care for the natural environment and all living things.</li> </ul>  |

| YEAR GROUP | Throughout the year:   | 1A  | 1B | 2A  | 2B | 3A  | 3B |
|------------|--|---|----|---|----|---|----|
| 1          | <p><b>RGS Mapping Skills YEAR 1: Pupils create a plan of the classroom</b></p> <p><b>(ONE LESSON)</b></p> <p><b>CONTINENT DAY – FOCUS ANTARCTICA</b></p> <p><b>Orienteering 1</b><br/>The Four Compass Points and Adventurous Activities</p> | <p><b>Immediate Area</b><br/><b>Enhancing Locational Awareness</b></p> <p><b>Have you ever been Lost?</b><br/>Children will learn: to familiarise themselves with their classroom and the school environment beyond this, recognise features of their school and location.</p> <p><b>Geographical Skills and Fieldwork:</b> 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 simple compass directions (North, South, East and West) and locational and directional language</p> <p>Skills developed: using simple fieldwork and observational skills, devising a simple large scale plan* and using basic symbols in a key, using simple compass points (N, S, E, W) and basic locational and directional language.</p> <p><b>Enrichment: FIELDWORK - immediate area.</b></p> <p><b>Aerial View, Atlas, Bird's eye view, Compass / Compass Points (North, East, South, West), Landmark, Location, Map, Route, School.</b></p> <p><b>Direction / routes / position / location of... Next to, far, behind, near, under, left, right, forwards, backwards, distance, inside, outside.</b></p> |    | <p><b>UK Maps</b><br/><b>A General View of the UK</b><br/><b>Up, Up and Away - Are we really an Island?</b></p> <p>Children will learn: to develop their locational knowledge of the UK - moving away from the 'immediate area'.</p> <p><b>Locational Knowledge:</b> name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</p> <p><b>Human and Physical Geography:</b> use basic geographical vocabulary to refer to applicable:</p> <ul style="list-style-type: none"> <li>key <u>physical features</u>, e.g: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</li> <li>key <u>human features</u>, e.g: city, town, village, factory, farm, house, office, port, harbour and shop</li> </ul> <p>Skills developed: using maps, atlases, globes and aerial photographs, labelling simple maps of the UK. Recognising landmarks and basic human and physical features.</p> <p><b>England (London), Island, Northern Ireland (Belfast), Scotland (Edinburgh), Wales (Cardiff), Landmark, Human feature (man-made), Physical feature (natural).</b></p> <p><b>Celtic Sea, The English Channel, Irish Sea, North Sea.</b></p> |    | <p><b>First View of the World</b><br/><b>Weather and Climate: Locating hot and cold areas in relation to equator</b><br/><b>Sun hats or Umbrellas? - ARE ALL PLACES THE SAME?</b></p> <p>Children will learn: typical seasonal and daily weather patterns in the United Kingdom. They progress to learning about the world beyond the UK, locating and marking the equator and poles. Ultimately, they know that not all areas of the world have the same climates and can be hot or cold in relation to their distance from the equator and poles. They study the <b>Sahara Desert</b> and compare this to the <b>Antarctic Polar Desert / South Pole</b> - the largest in the world.</p> <p><b>Human and Physical Geography:</b> identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</p> <p>Skills developed: using weather symbols, naming and recording different types of weather. Using world maps, atlases and globes to identify and locate hot and cold areas of the world in relation to the equator, continents and oceans studied so far.</p> <p><b>Enrichment: Class weather chart, updated daily - 'weatherman / woman' of the day to report weather and place symbols on the chart / film. Use of the school's anemometers / Wind Vane.</b></p> <p><b>WEATHER SPECIFIC</b></p> <p><b>Autumn, Climate, Cloud, Cool, Cooler, Drizzle, Drought, Dry, Flood, Fog, Forecast, Frost, Hot, Lightning, Rain, Seasons / seasonal, Snow, Spring, Summer, Sun / sunshine, Symbol, Temperature, Warmer, Weather / Weather Chart, Wet, Wind Vane, Winter.</b></p> <p><b>POLES</b></p> |    |

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|                 |   |   |  | <p><b>Arctic, Arctic Circle, Climate, Environment, Habitat, Hemisphere (Northern, Southern), Hibernate, Hunt, Ice, Inuit, North, North Pole, Prey, South, South Pole, Survival, Temperature</b></p>   |
| <p><b>2</b></p> | <p><b>RGS Mapping Skills Year 2: pupils create a simple map of the school using photo graphs. They consider the distance between each location and the direction of travel from one to the other. Labels to form a map a like an aerial photo of the school. (ONE LESSON)</b></p> <p><b>CONTINENT DAY – FOCUS ASIA</b></p> <p><b>Orienteering 2 The Four Compass Points and Adventurous</b></p> | <p><b>Beyond the School Gate</b><br/><b>What is there around me?</b></p> <p><u>Children will learn:</u> about the world beyond the school gate, key human and physical features, to reason about what they like and don't like in the local area, to suggest what could be changed.</p> <p><b>Geographical Skills and Fieldwork:</b> 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 simple compass directions (North, South, East and West) and locational and directional language</p> <p><b>Human and Physical Geography:</b> use basic geographical vocabulary to refer to applicable:</p> <ul style="list-style-type: none"> <li>key <u>physical features</u>, e.g: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</li> <li>key <u>human features</u>, e.g: city, town, village, factory, farm, house, office, port, harbour and shop</li> </ul> <p><u>Skills developed:</u> simple fieldwork and observational skills, using maps to follow a route, using DIGIMAP for Schools to locate and label their homes, school, local human and physical features, measure distances between locations using the DIGIMAP 'measuring tool' on the OS map, devising simple maps and keys, identifying and sketching local landmarks, using aerial photographs, making decisions, conducting a simple survey.</p> <p><b>Enrichment: FIELDWORK</b> - local area, visit to Fazakerley Brook, traffic survey, researching the historical links the road names on the estate have to battles etc.</p> <p><b>Aerial View, Atlas, Area, Bird's eye view, Brook,</b></p> | <p><b>Getting to know the World Map – The Position of the UK within the World</b></p> <p><b>What is there Across the Seas?</b></p> <p><u>Children will learn:</u> to understand the position of the UK within the world, about the location of the continents and the vast areas of water around them. By the end of this unit, the children should have a strong locational knowledge of the continents and oceans and be able to rapidly locate and label them on a world map.</p> <p><u>Locational knowledge:</u> name and locate the world's seven continents and five oceans</p> <p><b>Geographical skills and fieldwork:</b> use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage. Use simple compass directions (North, South, East and West) and locational and directional language.</p> <p><u>Skills developed:</u> using world maps, atlases and globes, labelling world maps, creating journey lines, describing their journeys.</p> <p><b>Close, Continent, Country, Distance, Far, Globe, Journey, Near, Ocean, Position, Route, Travel, Water, World.</b></p> | <p><b>Contrasting a Region within the UK to a non-European Region</b></p> <p><b>Where Would you Rather Live?</b></p> <p><u>Children will learn:</u> to describe the differences and similarities between human and physical geography in two areas, comparing and contrasting Thurstaston (Wirral Country Park / Church Farm) within the UK and Shanghai. They learn to sketch and label the immediate environment and consolidate their understanding of human and physical features.</p> <p><u>Place knowledge:</u> understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country</p> <p><b>Human and Physical Geography:</b> use basic geographical vocabulary to refer to applicable:</p> <ul style="list-style-type: none"> <li>key <u>physical features</u>, e.g: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</li> <li>key <u>human features</u>, e.g: city, town, village, factory, farm, house, office, port, harbour and shop</li> </ul> <p><b>Geographical skills and fieldwork:</b> use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features</p> <p><u>Skills developed:</u> locating countries and regions on maps, identifying human and physical features, sketching the immediate environment 'in the field', comparing and contrasting a rural and urban area, using geographical language to support opinions.</p> <p><b>Enrichment: FIELDWORK</b> - Trip to Church farm to study rural setting, land use and growth cycle, fertility of soil.</p> <p><b>Compare and contrast these locations with Shanghai – where would the children rather live</b></p> |

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|                 | <p><b>Activities 2</b></p>  | <p><b>Compass / Compass Points (North, East, South, West), Distance, Human feature (man-made), Landmark, Location, Map, Measure, Physical feature (natural), Route, School.</b><br/> <b>Routes / position / location of... Next to, far, behind, near, under, left, right, forwards, backwards, distance.</b></p>   |   | <p><i>and why?</i><br/> <b>Aerial View, Asia, Atlas, Area, Bird's eye view, China, Coast, Coastal, Countryside, Farm, Growth, Human feature (man-made), Landmark, Location, Map, Peninsula, Physical feature (natural), Port, Region, River, Rural, Shanghai, Soil, Urban, Wirral.</b></p>  |
| <p><b>3</b></p> | <p><b>RGS Mapping Skills YEAR 3: Pupils label the outline of the British Isles with country names and capital cities</b></p> <p><b>(ONE LESSON)</b></p> <p><b>CONTINENT DAY – FOCUS EUROPE</b></p> <p><b>Orienteering 3</b></p> | <p><b>Getting to know the UK / British Isles</b><br/> <b>What's in a Region? - How can the UK be divided?</b><br/> <b>Revisit continents and oceans, countries and capitals of the UK – ten minute warm up tasks, build on knowledge of location from KS1</b><br/> <u>Children will learn:</u> to locate significant physical features of the UK (England, Scotland, Wales, N.Ireland), including mountains and rivers, about the concept of a region, comparing two regions (the NW and E Anglia).<br/> <b>Locational Knowledge:</b> 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<br/> <b>Place knowledge:</b> understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom<br/> <b>Human and physical geography:</b> describe and understand key aspects of: <ul style="list-style-type: none"> <li>Physical geography, including: rivers and mountains</li> <li>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</li> </ul> <b>Geographical skills and fieldwork:</b> use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> | <p><b>Starting to understand TRADE</b><br/> <b>RGS - How did Trade get Global?</b><br/> <u>Children will learn:</u> about the need to exchange goods and services and the terms 'import' and 'export'. How the climate of a country determines what types of food they export and import and about the most traded items in the world. About the benefits of fair global trade, that the highest-valued export of a country is the good that makes the country the most money through global trade, that RUSSIA will soon become a leading exporter of agricultural products (as well as crude petroleum)<br/> <b>Locational Knowledge:</b> locate the world's countries using maps<br/> <b>Human and physical geography:</b> describe and understand key aspects of: <ul style="list-style-type: none"> <li>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</li> </ul> <b>Geographical skills and fieldwork:</b> use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied<br/> <b>Skills developed:</b> understanding key human geography aspects - economic activity including trade links, and the distribution of natural resources including food. Using maps, atlases, globes and digital/computer mapping to locate countries and describe features studied, using software to create bar charts / pie charts.</p> | <p><b>Understanding how mountains and volcanoes are formed</b><br/> <b>Where and Why does the World rumble?</b><br/> <b>SUPPLEMENT WITH RGS UNIT, 'Mountains, Volcanos and *Earthquakes'</b><br/> <u>Children will learn:</u> about physical processes, including the formation of mountains and volcanoes – introduce the Earth's volcanoes with a look at Mount Kilauea, Hawaii, how grids overlaid on maps are useful, how contour lines on an OS map show the formation of mountains and hills, about the impact of eruptions in the immediate area and many miles away - Case Study: Iceland's Eyjafjallajokull volcano (2010)<br/> <b>Locational knowledge:</b> locate the world's countries, using maps, key physical characteristics<br/> <b>Human and physical geography:</b> describe and understand key aspects of: <ul style="list-style-type: none"> <li>physical geography, including: mountains, volcanoes (and earthquakes)</li> </ul> <b>Geographical skills and fieldwork:</b> use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied, use the points of a compass, four 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<br/> <b>Skills developed:</b> locating human and physical features on maps and in atlases, developing OS map familiarity: using DIGIMAP for Schools to measure DISTANCES on OS maps, reading contour lines, using 4 figure grid</p> |



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|                 | <p><b>Outdoor Learning and Basic Orienteering</b></p>  | <p><u>Skills developed:</u> using maps, atlases, globes and digital/computer mapping such as 'Google Earth' to locate regions, counties, rivers, cities and mountains, making comparisons and describing features.</p> <p><b>Altitude, City, Country, Elevation, England, Europe, Northern Ireland, Mountain range, Population, Region, Republic of Ireland, River, Scotland, Topological map, United Kingdom, Upland, Wales.</b></p> <p><i>Names of mountain ranges and rivers located in atlases and recorded.</i></p> <p><i>Names of regions and counties of England located in atlases and recorded.</i></p> <p><b>Compare, Human features (man-made), Industry, Industrial, Land use, Liverpool, Lowland, Manufacturing, Merseyside, North West, Physical features (natural), Transport Links, Urban.</b></p> <p><b>East Anglia, Arable, Cambridgeshire, Container Port, Crops, Farming, Norfolk, Rural, Suffolk, Trade.</b></p>  | <p><b>Names of fruit and foods / countries as appropriate.</b></p> <p><b>Barter, Carbon dioxide, Consumer, Cost, Country of Origin, Demand, Distribution, Emissions, Environment, Export, Fairtrade, Food miles, Global, Growing, Harvesting, Highest value, Import, International, Manufacture, Organisation, Packaging, Plantation, Plantation owner, Poverty, Processing, Producer, Product, Selling, Stone Age, Trade, Trade Timeline, Transport/ing, 17<sup>th</sup> / 21<sup>st</sup> Century.</b></p>   | <p>references, describing and understanding key aspects of physical geography, including: mountains and volcanoes.</p> <p><b>MAPPING: Contour lines, Grid, Grid reference, Key, Scale, Symbol.</b></p> <p><b>MOUNTAINS: Dome mountain, Fault mountain, Fold mountain, Mountain range, Peak, Ridge, Summit.</b></p> <p><b>VOLCANOES: Active, Ash cloud, Conical mountain, Core, Crater, Crust, Dormant, Eruption, Extinct, Faults, Fissure, Gases, Hot spot, Landslides, Magma, Mantle, Plate, Plate tectonics, Ring of fire, Tectonic activity, Vent, Volcanic ash.</b></p> <p><b>EARTHQUAKES (REPORT): After shock, Amplitude, Earthquake, Epicentre, Magnitude, Moment Magnitude scale, Richter scale (OUTDATED TERM), Seismic waves, Seismology.</b></p>   |
| <p><b>4</b></p> | <p><b>RGS Mapping Skills YEAR 4: Pupils become more familiar with OS maps of the local area and related symbols</b></p> <p><b>(ONE LESSON)</b></p> <p><b>CONTINENT DAY – FOCUS AUSTRALIA</b></p> | <p><b>A world view</b></p> <p><b>Is it the same time everywhere and do different locations have different climates and weather?</b></p> <p><u>Children will learn:</u> to use maps to identify continents, and countries including RUSSIA, locate the tropics, equator, hemispheres and Arctic / Antarctic circle, to understand lines of <u>latitude</u> and longitude, to describe the daily pattern of day and night and about the significance of time zones, they will start to understand the difference between climate and weather and learn that climate determines world biomes.</p> <p><u>Locational knowledge:</u> identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)</p> <p><u>Human and physical geography:</u> describe and understand key aspects of:</p> <ul style="list-style-type: none"> <li>physical geography, including: climate zones, biomes and vegetation belts</li> </ul> <p><u>Geographical skills and fieldwork:</u> use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> | <p><b>Understanding energy and environmental impact, looking at specific biomes</b></p> <p><b>Who are the Global Caretakers? Can one person make a difference?</b></p> <p><u>Children will learn:</u> about the layers of the atmosphere, the carbon cycle, what fossil fuels are, how they're formed and why they are 'non-renewable', about our reliance on, and use of, non-renewable fossil fuels to produce energy and consequences / potential problems this may cause - the human impact on global warming, about the effects of global warming on specific biomes and animals, they begin to investigate renewable energy sources and start to understand how they personally can make a difference through simple actions such as reducing, reusing and recycling.</p> <p><u>Locational knowledge:</u> 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...</p> <p><u>Human and physical geography:</u> describe and understand key aspects of:</p> <ul style="list-style-type: none"> <li>physical geography, including: climate zones, biomes and vegetation belts</li> <li>human geography, including: the distribution</li> </ul> | <p><b>Contrasting Locality within Europe</b></p> <p><b>Spain here we come! Would I rather live in Barcelona or Liverpool?</b></p> <p><u>Children will learn:</u> to locate Europe in its global context, countries within Europe, capital cities, Spain and the region of Catalonia, then focus on Barcelona, comparing and contrasting with Liverpool, to identify similarities and differences between Barcelona and Liverpool, appreciation of other cultures - how Barcelona has been influenced by art, sports and music.</p> <p><u>Locational knowledge:</u> locate the world's countries, using maps to focus on Europe concentrating on 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 coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time</p> <p><u>Place knowledge:</u> understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region in a European country</p> <p><u>Human and physical geography:</u> describe and understand key aspects of:</p> <ul style="list-style-type: none"> <li>physical geography, including: rivers</li> </ul> |

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|   | <p><b>Orienteering</b><br/>4<br/><b>Basic Orienteering</b><br/>2</p>  | <p><u>Skills developed:</u> locating and labelling specific aspects on world map, including human and physical features, with a focus on countries in specific time zones and locating major climate zones and biomes.</p> <p><b>Arctic and Antarctic Circle, Characteristics, Equator, Latitude, Location, Longitude, Northern hemisphere, International Date Line, Map, Prime/Greenwich meantime, Prime meridian, Region, Rotation, Southern hemisphere, Time zone, Tropics of Cancer and Capricorn.</b></p> <p><b>CLIMATE / BIOMES:</b> Antarctic, Arctic, Arid, Biome, Climate, Desert, Mediterranean, North Pole, South Pole, Temperate, Temperature, Tropical, Weather.</p>   | <p><i>of natural resources including energy</i></p> <p><b>Geographical skills and fieldwork:</b> use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p><u>Skills developed:</u> starting to understand environmental issues and human impact on upsetting the natural balance in the carbon cycle, negative impacts on specific BIOMES, forming opinions on climate change and global warming, how we can help to reduce, reuse and recycle and that we can all PERSONALLY MAKE A DIFFERENCE, locating and researching specific biomes.</p> <p><b>ATMOSPHERE:</b> Atmosphere, Carbon dioxide, Exosphere, Mesosphere, Nitrogen, Oxygen, Ozone, Stratosphere, Thermosphere, Troposphere.</p> <p><b>NATURAL RESOURCES / ENERGY:</b> Acid rain, Carbon Cycle, Coal, Decay, Energy, Fossil fuel, Gas, Greenhouse effect, Non-renewable, Oil, Recycle, Reduce, Renew, Renewable, Source.</p> <p><b>BIOMES:</b> Biome, Coniferous forest, Coral reef, Deciduous forest, Desert, Ecosystem, Freshwater, Global warming, Grasslands, High pressure, Ice-sheet, Marine, Mediterranean, Mountain, Regions, Savannah, Tropical Forest, Tundra.</p> | <ul style="list-style-type: none"> <li>human geography, including: types of settlement and land use, economic activity including trade links</li> </ul> <p><b>Geographical skills and fieldwork:</b> use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied, 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 United Kingdom and the wider world, present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p> <p><u>Skills developed:</u> studying environmental regions and major cities, using DIGIMAP for SCHOOLS to study an OS map of Liverpool and compare with a map of Barcelona, using Google Earth, referring to four figure grid references when locating human and physical features in Liverpool.</p> <p><b>Names of countries and capital cities in Europe, names of rivers, mountain ranges and peaks for areas studied.</b></p> <p>Atlantic Ocean, Bay of Biscay, Mediterranean Sea, Peninsula, Plateau, Terrain.</p> <p>Barcelona, Castells, Catalonia, Catalunya, Cataluna, Climate, Culture, Currency, Fiestas, Human feature, Landmark, Landscape, Madrid, Manufacture, Physical feature, Placa de Catalunya, Port, Stadium, Tourism, Tourist, Trade, Transport links.</p> <p><b>MAPPING:</b> Compass points, Grid, Grid reference, Human feature, Key, Physical feature, Scale, Symbol.</p> |
| 5 | <p><b>RGS Mapping Skills YEAR 5: Pupils become more familiar with contour lines on OS maps.</b></p> <p><b>(ONE LESSON)</b></p> <p><b>CONTINENT DAY – FOCUS AFRICA</b></p> | <p><i>A World Perspective</i></p> <p><b>Why on Earth? What is a city and how does it grow?</b></p> <p><u>Children will learn:</u> differences between a satellite image, map and globe, where the world's major cities are located, to describe features of a major city, to describe settlement patterns, to understand the term 'urban sprawl', some differences between urban and rural areas as well as learning about 'PUSH and PULL' factors and some cities grow OUT, whilst others grow UP, about natural, physical barriers to city growth, to classify rural and urban areas.</p> <p><b>Locational knowledge:</b> locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities, name and locate... 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</p> | <p><i>Water's Never ending Journey</i></p> <p><b>RGS - Rivers</b></p> <p><b>How are rivers formed and why do they flood?</b></p> <p><u>Children will learn:</u> that rivers and river systems, are dynamic; changing the landscape in visible and at times dramatic ways. While only a fraction of the world's fresh water is visible in lakes and rivers, river systems can have a fundamental impact on people's lives. They learn the journey of a river, through its upper, middle and lower course; from its source in the mountains, through the meanders of flatter land, to the estuary and its mouth. They will also understand the process of flooding and why and how rivers breach their banks. Using a case study of a recent flood events in the UK, pupils then see the causes and consequences of flooding in real life and how flooding effects both people and places. They study the River Thames, using OS map extracts to understand how it has changed over time and focusing on the Thames Flood Barrier. Finally, they study a river in the local area (River Alt), plan a visit and develop fieldwork techniques whilst visiting the river.</p>                         | <p><i>Understanding the power of nature</i></p> <p><b>How can we overcome our Challenging World?</b></p> <p><u>Children will learn:</u> about natural disasters around the world caused by extreme weather, including flooding, tornadoes, tsunamis, earthquakes, hurricanes and droughts. Specifically, they learn the impact of flooding on people's lives, looking at cases in the UK and Europe, as well as China, Bangladesh and America. They learn what tornadoes are, where they form and study the states in the USA that form 'Tornado Alley'. They revisit and build on their Year 3 knowledge of earthquakes and discover the link between earthquakes and tsunamis and develop an understanding of hurricanes, comparing these to tornados. Drought and water shortages are studied, as are the conditions necessary to cause bushfires and wildfires. Throughout, the impact on people's lives, wildlife and the environment are considered.</p> <p><b>Locational knowledge:</b> locate the world's countries, using maps concentrating on environmental regions, key physical and human characteristics, countries, and major cities</p> <p><b>Place knowledge:</b> understand geographical similarities</p>  |

**Orienteering  
5  
Intermediate  
Orienteering**

over time

**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 America

**Human and physical geography:** 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

**Skills developed:** using Google Earth / DIGIMAP for Schools / maps to identify information about the local area, locating the world's countries, using maps, atlases, globes and digital/computer mapping to focus on Europe and North / South America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities, populating maps with human and physical features, marking cities on a map, comparing cities.

**Banking, Capital City, City, Economy, Education, Farming, Feature, Finance, Healthcare, Industry, Insurance, Land use, Leisure, Manufacture, Pollution, Population, Population density, Population distribution, Retail, Rural, Service Industry, Settlement hierarchy, Settlement pattern, Town, Transport links, Underdeveloped, Urban, Urbanisation, Urban Sprawl (unrestricted growth in many urban areas of housing, commercial development, and roads over large expanses of land, with little concern for urban planning), World City.**

**MAPPING: Aerial View, Atlas, Area, Bird's eye view, Compare, Compass / Compass Points (8), Digimap, Globe, Human feature (man-made), Image, Landmark, Location, Map, Physical feature (natural).**

**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... 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

**Place knowledge:** understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom

**Human and physical geography:** describe and understand key aspects of:

- physical geography, including: rivers and the water cycle
- human geography, including: types of settlement and land use

**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.

**Skills developed:** using three different Ordnance Survey map extracts to investigate the features of a river and its surrounding landscape; both rural and urban, understanding of how topography is shown on a map, reading and using keys, contour lines, four figure and six figure grid references, grid squares, distance, scale and direction, answering questions and interrogating evidence, using DIGIMAP for School and its relevant tools, fieldwork techniques linked to studying a river.

**Enrichment: FIELDWORK - Cuerden Valley Park Trust**  
**Aquifer, Chemicals, Condensation, Evaporation, Drainage, Filter, Hydro power, Ice cap, Infiltration, Precipitation, Reservoir, Runoff, Transpiration, Treatment, Water vapour.**  
**Basin, Current, Dam, Delta, Erosion, Estuary, Floodplain, Flood Barrier, Flow, Meander, Mouth, Rapids, Reservoir, Source, Stream, Tributary, Waterfall, Watershed, Waterway.**

**Co-ordinates, Grid reference (4 and 6 figures), Key,**

and differences through the study of human and physical geography

**Human and physical geography:** describe and understand key aspects of:

- physical geography, including: rivers, earthquakes, the water cycle and human geography

**Geographical skills and fieldwork:** use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied

**Skills developed:** in-depth case studies of current natural disasters - both inside and outside the UK, research, enquiry questions, presenting comparisons using Venn diagrams, writing reports, appreciating the power of nature and our relative fragility.

**Enrichment:** research an appropriate current event of their choice, write a detailed report including facts, statistics and impact on people's lives, wildlife and the environment. They collate and present data, suggesting ways in which people respond to such disasters, preventative measures, and how the rebuilding effort begins after a disaster. Children take the role of 'news presenters', film.

**Aftermath, Burst its Banks, Cost, Damage, Disastrous, Emergency, Emergency services, Environment Agency, Flooding, Flood prevention, Natural disaster, Rescue, Saturated, Somerset Levels, Swollen, Torrential.**

**For Tornadoes: Fujita Scale, Funnel clouds, Meteorologist, Supercell (rotating thunderstorm), Tornado Alley, Tornado, Twister.**

**For Earthquakes: ITALY / JAPAN: Earthquake, Harbour Wave, Ring of Fire, Tectonic Plates, Tsunami. For Hurricanes: NEW ORLEANS: Eye, Eye wall, Hurricane, Saffor-Simpson hurricane scale, Storm Surge, Typhoon, Tropical Cyclones.**

**For Wildfires and Drought: THE AMAZON / AUSTRALIA / CALIFORNIA: Bushfire, Drought, Famine, Water shortages, Wildfire.**

**For Flooding: BOSCASTLE / TEWKESBURY: Burst its Banks, Flooding, Hurricane, Sandbags, Saturated, Swollen, Torrential, Tsunami.**



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|                 |   |  | <p><b>Label, Measure, Observe, Ordnance Survey Map, Points of a compass (8), Record, Route, Scale, Symbols.</b></p>   |   |
| <p><b>6</b></p> | <p><b>RGS Mapping Skills YEAR 6: Pupils use OS maps to find locations using six-figure grid references and practice locating their school, house and significant buildings on a map of the local area. (ONE LESSON)</b></p> <p><b>CONTINENT DAY – FOCUS NORTH and SOUTH AMERICA</b></p> | <p><b>North America</b><br/> <b>The United States of America and New York - an in depth study</b><br/> <b>RGS - The United States of America</b><br/> <b>How do the landscapes of America differ?</b></p> <p><u>Children will learn:</u> The children begin with an introduction to the USA, and some key features and locations that will be explored in greater detail later. They then explore the distribution of key physical landscapes and the formation of the Grand Canyon, introducing processes of erosion. Next, they consider the human landscapes of the USA, exploring patterns of population distribution and density. They begin to consider interactions between human and physical environments by examining the impact of floods in the Mississippi and droughts in California. Lesson five explores key issues related to food and farming in the USA, highlighting key relationships between the physical and human environment and interdependencies between the two. To conclude, the children learn about one settlement in particular, New York City, where they explore how this city has developed over time into its modern form.</p> <p><b>Locational knowledge:</b> name and locate places in the USA, key human and physical features and characteristics of the USA</p> <p><b>Place knowledge:</b> understanding geographical similarities and differences between the UK, and the USA</p> <p><b>Physical geography:</b> describe the distribution of different environments in the USA, understand how climatic conditions are different across the country</p> <p><b>Human geography:</b> describe and understand the different types of human settlements in the USA and how different landscapes support human activity</p> <p><b>Geographical skills and fieldwork:</b> use maps to locate states, cities, towns and key locations explored in the unit</p> <p><u>Skills developed:</u> locating countries, using maps, atlases, globes and digital/computer mapping and describing features studied, describing and understanding key aspects of physical and human geography, understanding geographical similarities and differences, interpreting population data in the form of table, creating graphs and bar charts, researching the history of New York, comparing historical maps with modern maps.</p> | <p><b>South America</b><br/> <b>RGS - Brazil</b><br/> <b>What does Brazil have to offer?</b><br/> <b>How can the lives of people living in one city be so different?</b></p> <p><u>Children will learn:</u> about the diverse and unique culture of Brazil. Throughout the unit the children will be encouraged to compare the geography of Brazil to that of the UK. They will begin by studying the human and physical features of Brazil before placing Brazil in the wider context of the world and South America. They progress to investigating the many differences between urban and rural Brazil and case study the lives of people living within Rio de Janeiro, before comparing this to their own lives. The children move on to studying the indigenous people of the Amazon rainforest and develop their knowledge and understanding of tribes in an exploratory and investigative manner. They learn about uncontacted tribes and are given the opportunity to discuss what they believe the lives of these tribes to be like, before creating an information page about the 'Awa' tribe, discussing the many threats which are facing the Awa tribe (logging, farming, cattle ranching, and disease). In the final lesson of the unit, the children will be given the opportunity to present their knowledge and understanding of Brazil. Using a series of images and video clips, they begin to investigate the huge cultural, physical, and human diversity in Brazil. They are encouraged to form their own questions and apply their knowledge about the country in order to start a geographical enquiry, asking questions of evidence and examining what it might tell us about Brazil. They are split into groups where they will create one of the following: a city escape guide, ecotourism brochure, beach resort brochure, rainforest exploration guide. The lesson and unit will conclude with a presentation as the children try to sell their information guide to the rest of the class and teachers using their presentation skills.</p> <p><b>Locational knowledge:</b> locate the world's countries using maps to focus on South America, concentrating on environmental regions, key physical and human characteristics, countries, and major cities</p> <p><b>Place knowledge:</b> understand geographical similarities and differences through the study of human and physical</p> | <p><b>Orienteering 6</b><br/> <b>Orienteering</b></p> <p><u>Children will learn:</u> about orienteering, map, symbol and key reading, to work collaboratively / teamwork, to develop their knowledge of their school grounds, to observe, measure and record, to turn based on degrees of the compass points.</p> <p><b>Enrichment: Orienteering routes - Delamere Forest</b></p> <p><u>Skills developed:</u> fieldwork and observational skills, using maps to follow a route, identifying local landmarks, making decisions, using the 8 compass points (N, NE, NW, E, S, SE, SW, W), develop their knowledge of their school grounds, understanding of reading simple maps, working collaboratively, complete use of directional language ('Go north, south' NOT 'Go forwards, back, left, right.. etc), to learn that when they turn through a number of degrees, that this is ALWAYS DONE BY STARTING FROM NORTH as ZERO DEGRESS (North is 360 degrees too) and to always turn in a CLOCKWISE DIRECTION from north, to match degrees turned from north to the correct corresponding compass point, to read grid references on a map and populate accurately.</p> <p><b>Aerial View, Collaboration, Compass / Compass Points (North, North East, North West, East, South, South East, South West, West), Communicate, Degrees, Direction, Distance, Features, Follow, Grid references (four and six figure), Human feature (man-made), Key, Landmark, Length, Local, Location, Map, Measure, Navigate, Orientate, Orientation, Orienteering, OS Map, Physical feature (natural), Plans, Plot, Position, Route, Scale, School site, Symbol, Teamwork, Trail.</b></p> |



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|  |  | <p><b>Names of the states of the USA and their capital cities as appropriate.</b></p> <p><b>Biome, Canyon, Climate, Delta, Drought, Erosion, Flood plain, Geology, Gorge, Grand Canyon, Lake, Latitude, Levee, Longitude, Mountain, Mountain range, Plateau Population Density, Population Distribution, Prairie River Topography, Weather.</b></p> | <p><i>geography of a region in a South American country</i></p> <p><b>Physical geography:</b> <i>climate zones, mountains, seas, coasts, rivers, and the impact of physical on human geography</i></p> <p><b>Human geography:</b> <i>settlement, land use, economic activity and the impact of human on physical geography</i></p> <p><b>Geographical skills and fieldwork:</b> <i>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</i></p> <p><u>Skills developed:</u> <i>identifying enquiry questions, using climate data to create graphs, understanding basic migration and settlement, developing presentations to demonstrate comparisons.</i></p> <p><b>Amazon, Barra di Tijuca (very developed, rich part of Rio de Janeiro), Brazil, Brasilia (Urban South), The Caatinga (Rural North), Case study, Climate, Compare, Culture / Cultural, Curitiba, Data, Disease, Diverse, Ecotourism, Enquiry, Farming, Graph, Human features, Indigenous, Logging, Manaus, Physical features, Poverty, Presentation, Push / Pull factors / Rainforest, Ranching, Resort, Rio de Janeiro, Rocinha (favela - poverty in Rio de Janeiro) Rural, Salvador, Southern Hemisphere, Tribe, Uncontacted, Urban / Urbanisation.</b></p> |  |
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