



All Saints C of E Primary School

Continuing the
**Geography
Journey**





Without Geography,
you're nowhere.



Geography

Strands

1. Location Knowledge
2. Place Knowledge
3. Human and Physical Geography
4. Geographical Skills and Fieldwork

Unit Frame

Problem / Question

A stimulus to start the unit which will be addressed at the end of the unit when the children present their findings



Investigate through Fieldwork

Children should use fieldwork techniques to collect information.



Location Analysis

Analyse the information found with a focus on location / place knowledge and processes within human and physical Geography.



Present

Present in a variety of ways including geographical vocabulary.

Past and Present

Know some similarities and differences between things in the past and now in relation to life style during toy topic.

Talk about the lives of different characters and their role in society during stories.

Talk about the lives of people around them.

Understand how they themselves have changed over time .

Playing and Exploring	Active Learning	Creative and Critical Thinking
<ul style="list-style-type: none"> * Old and new toys box. * Family tree interactive display. * Big talk bags (families and friends) activities/toys for groups, independent play. 	<ul style="list-style-type: none"> * All about me topic * Growing topic - how I change over time. * Toys old and new similarities and differences. * Circle time * Big talk Families and friends 	<ul style="list-style-type: none"> * Making links between past and present.
	<ul style="list-style-type: none"> * Remote controlled toys * Toys with batteries 	

Nursery

People, culture and communities

Opportunities to talk about their family, who, what, where.

Remember/ recall special times and events.

Understand what makes me unique.

Recognise, engage and celebrate own culture and/or community and share experiences with school.

Learn about different ways of life through festival work.

Engage and experience other cultures, countries and lifestyles through stories and events.

Playing and Exploring	Active Learning	Creative and Critical Thinking
<ul style="list-style-type: none"> * Me and my family board. * Celebration boards (Christmas, Easter etc) * Shining stars board * All about me display with mirrors and pictures of different people * Chinese New Year * Diwali * Festival artefacts, pictures, videos, music, writing formats. 	<ul style="list-style-type: none"> * Who lives in my house. * Thank you letters to Santa * Self portraits using mirrors and identifying features. * Learning about what happens at different festivals. * Taking home class teddy 	<ul style="list-style-type: none"> * Asking links or seeing differences between their community or culture and commenting.
	<ul style="list-style-type: none"> * Discovery Espresso 	

The Natural World

Use all their senses in hands on exploration of natural materials, sort and explore similarities and differences.

Learn, observe and talk about animals.

Plant seeds and care for growing plants.

Learn new vocabulary about plants, animals and the natural world and begin to use it when observing.

Understand that there are different countries in the world, through photos, videos and topics.

Playing and Exploring	Active Learning	Creative and Critical Thinking
<ul style="list-style-type: none"> * Potting shed * Nature box * Wild garden 	<ul style="list-style-type: none"> * Animal topic * Growing topic * Africa topic * Big talk topic sessions for vocabulary building. 	<ul style="list-style-type: none"> * Opportunities to talk about personal experiences of the natural world. * Observing the natural world through experience, video and story and talking using own knowledge. * Making links when observing and exploring.
	<ul style="list-style-type: none"> * Taking photos, camera on ipad. 	

Reception

Past and Present

Comment on images of familiar situations in the past.

Talk about the lives of the people around them and their roles in society.

Know some similarities and differences between things in the past and now drawing on their experiences and what has been read in class.

Understand the past through settings , characters , and events in stories and non- fiction texts.

Learn about how things change over time, growing and changing, people, plants, animals.

Playing and Exploring	Active Learning	Creative and Critical Thinking
<ul style="list-style-type: none"> * Train sets old and new. * Cars old and new. * People who help us small world * People who help us dress up role play. 	<ul style="list-style-type: none"> * PWHU topic, jobs and roles in society. * TRANSPORT topic old and new. * Books and stories * GROWING Topic , plants, people, animals. * Seasons big talk sessions. * Sessions on artists, Arkimboldo, Monet. 	<ul style="list-style-type: none"> * Watch and observe looking for changes and making links.
	<ul style="list-style-type: none"> * Discovery espresso 	

Reception

People, Culture and Communities

Opportunities to talk about their immediate family and community.

Understand that some places are special to members of their community.

Recognise that people have different beliefs that are celebrated in different ways.

Recognise some environments that are different to the ones that they live in.

Describe their immediate environment.

Explain some similarities and differences between life in this country and life in other countries.

Playing and Exploring	Active Learning	Creative and Critical Thinking
<ul style="list-style-type: none">* India topic box.* China topic box.* Diwali Festival box* Chinese New Year festival box* Christmas, harvest and Easter Festival box.	<ul style="list-style-type: none">* Festivals and celebrations sessions, videos and stories.* Stories and books.* ALL ABOUT ME topic* Home celebrations wall.* R.E sessions* Class worship* Rights respecting assemblies* FOOD topic (where food comes from)	<ul style="list-style-type: none">* Make links between places, people, cultures or communities.
	<ul style="list-style-type: none">* Discovery espresso* Purple Mash -Simple City	

Reception

The Natural World

Opportunities to explore the natural world around them.

Understand the effect of changing seasons on the natural world.

Understand where food comes from.

Describe what they see, hear and feel whilst outside.

Make observations and draw pictures of animals and plants.

Know some similarities and differences between the countryside and the city.

Explore and understand some changing states of matter.

Playing and Exploring	Active Learning	Creative and Critical Thinking
<ul style="list-style-type: none">* Autumn topic box* Winter topic box* Spring topic box* Summer topic box* Potting shed* Wild area	<ul style="list-style-type: none">* Big talk sessions to develop vocabulary.* Gardening* Chicks hatching* Winter freezing and melting experiments* GROWING topic* Stories and books* Espresso videos* Farm visit* MINIBEASTS topic	<ul style="list-style-type: none">* Making links when observing* Comparing things observed.* Finding similar keys and differences* Noticing changes independently* Creating their own mini garden
	<ul style="list-style-type: none">* Camera skills , video for recording.	

Location Knowledge

YEARS 1 & 2

- Name, locate and identify significant features of the local area.
- Name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas.
- Name and locate the world's seven continents and five oceans.

YEARS 3 & 4

- Name and locate counties and cities of the UK.
- Name and identify, geographical regions in the UK and know:
 - their identifying human and physical characteristics;
 - key topographical features (including hills, mountains, coasts and rivers);
 - land use patterns.
- Understand how some of the above aspects have changed over time.

P.S.H.E.**LANGUAGE****MATHEMATICS****RESOURCE**

- Know what improves and harms their local, natural and built environments and about some of the ways people look after them.

Description

Newton Heath and features inc. houses, church, shops, canal, road, school, bridge, park etc. Manchester and features inc. rivers, canals, railways, stadiums, shops, parks, museums, theatres etc.

England, Scotland, Wales, Northern Ireland.

London, Edinburgh, Cardiff, Belfast.

Country

English Channel, North Sea, Irish Sea, Atlantic Ocean.

Africa, Antarctica, Asia, Australia, Europe, North America, South America.

Pacific Ocean, Atlantic Ocean, Indian Ocean, Arctic Ocean, Southern Ocean.

Counting
Comparative language
Measures
Direction (inc. compass points North, South, East and West).

Maps / Atlases
Globes
Digital software
Aerial photographs
Photographs

- Know that there are different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment.
- Know what being part of a community means, and about the varied institutions that support communities locally and nationally.
- To appreciate the range of national, regional, religious and ethnic identities in the United Kingdom.
- To think about the lives of people living in other places, and people with different values and customs.
- Know that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment.

Description**Comparison**

Scotland - Cairngorms, Edinburgh, Glasgow.

Northern Ireland

Belfast, Giants Causeway.

Northern England -

Northumberland, Tyneside, Lake District, Yorkshire Dales, Greater Manchester, Liverpool, West Yorkshire.

Midlands - Peak District, West Midlands.

Wales - Snowdonia, Pembrokeshire Coast, Cardiff.

Southern England - Bristol, Norfolk Broads, Greater London, Dartmoor, New Forest, Dorset Coast.

Terms e.g. Coast, sand dune, headland, bay, cliff, channel, estuary, gorge, peak, summit, valley.

Counting
Comparative language
Measures
Direction (inc. compass points North, North East, East, South, East, South, South West, West and North West).
Geometry
Statistics

Maps / Atlases
Globes
Digital software
Aerial photographs
Photographs
Reference materials

Location Knowledge

YEARS 5 & 6

- Identify the position and significance of:
 - latitude and longitude;
 - Equator, Tropic of Cancer and Tropic of Capricorn;
 - Northern and Southern Hemisphere;
 - Arctic and Antarctic Circles;
 - Prime/Greenwich Meridian and time zones (inc. day and night).

P.S.H.E.

LANGUAGE

MATHEMATICS

RESOURCE

- To think about the lives of people living in other places, and people with different values and customs.
- Know that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment.

Description
Comparison
Biome, tundra, desert, grassland, tropical rainforest, longitude, latitude, tropic, prime meridian, hemispheres, equator.

Counting
Comparative language
Measures
Direction (inc. compass points North, North East, East, South, East, South, South West, West and North West).
Geometry
Statistics

Maps / Atlases
Globes
Digital software
Aerial photographs
Photographs
Reference materials

Place Knowledge

YEAR 1

- Understand a small area of the UK and know:
 - The physical features it has.
 - The difference people have made to it.

YEAR 2

- Understand a small area of non-European country and know:
 - The key physical features.
 - The difference people have made to it.
 - Similarities/differences to a place studied in the UK.

YEAR 3

- Study the human and physical geography of a region of the UK.

P.S.H.E.

LANGUAGE

MATHEMATICS

RESOURCE

- Know what improves and harms their local, natural and built environments and about some of the ways people look after them.

Description
Deduction
Roads, rivers, canals, power lines, street, main road, city town.

Medlock Valley - Clayton Vale. Woodland, rivers, ponds, mines, bridges, animals etc.

Counting
Comparative language
Measures
Direction

Maps / Atlases
Globes
Digital software
Aerial photographs
Photographs

- Know what improves and harms their local, natural and built environments and about some of the ways people look after them.

Description
Deduction
Comparison

South West Kenya - Linked to Handa's Surprise. Savanna, grasslands, lake, hill, mountain, valley, vegetation, forest.

Counting
Comparative language
Measures
Direction (inc. compass points North, South, East and West).

Maps / Atlases
Globes
Digital software
Aerial photographs
Photographs
Reference materials
Stories

- Know that there are different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment.
- Know what being part of a community means, and about the varied institutions that support communities locally and nationally.
- To appreciate the range of national, regional, religious and ethnic identities in the United Kingdom.
- To think about the lives of people living in other places, and people with different values and customs.
- Know that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment.

Description
Deduction
North West of England
Hadrian's Wall, coastal areas, Lake District, Morecambe Bay, rivers, moors.
Merseyside, Greater Manchester, Lancashire towns.

Counting
Comparative language
Measures
Direction (inc. compass points North, North East, East, South, East, South, South West, West and North West).
Geometry
Statistics

Maps / Atlases
Globes
Digital software
Aerial photographs
Photographs
Reference materials

Place Knowledge

YEAR 4

- Study the human and physical geography of a region of a European country.
- Recognise the similarities/differences with a region in the UK.

YEAR 5

- Study the human and physical geography of a region of North America.
- Compare the North American region to those in a European region and the UK.

P.S.H.E.**LANGUAGE****MATHEMATICS****RESOURCE**

- Know that there are different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment.
- Know what being part of a community means, and about the varied institutions that support communities locally and nationally.
- To think about the lives of people living in other places, and people with different values and customs.
- Know that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment.

**Description
Comparison***Sicily, Italy*

Mount Etna, Strait of Messina, Aeolian Islands, coastal areas, Nebrodi Mountains Regional Park, rivers, agricultural lands, Palermo, Catania, Messina, Taormina (including Roman legacy).

Erosion, deposition, transportation.

Compared with Y3 UK region.

Counting
Comparative language
Measures
Direction (inc. compass points
North, North East, East, South, East, South, South West, West and North West).
Geometry
Statistics

Maps / Atlases
Globes
Digital software
Aerial photographs
Photographs
Reference materials

- Know that there are different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment.
- Know what being part of a community means, and about the varied institutions that support communities locally and nationally.
- To think about the lives of people living in other places, and people with different values and customs.
- Know that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment.

**Comparison
Opinion***Arizona and Nevada USA*

Grand Canyon, Mojave Desert, Lake Tahoe, Colorado River, Monument Valley, Meteor Crater.

Las Vegas, Indian Reservations, Phoenix.

Trade link, ethical.

Compare with Y3 UK region and Y4 European region.

Counting
Comparative language
Measures
Direction (inc. compass points
North, North East, East, South, East, South, South West, West and North West).
Geometry
Statistics

Maps / Atlases
Globes
Digital software
Aerial photographs
Photographs
Reference materials

YEAR 6

- Study the human and physical geography of a region of South America.
- Compare the South American region to those in North America, a European region and a region in the UK.

P.S.H.E.

LANGUAGE

MATHEMATICS

RESOURCE

- Know that there are different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment.
- Know what being part of a community means, and about the varied institutions that support communities locally and nationally.
- To think about the lives of people living in other places, and people with different values and customs.
- Know that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment.

**Comparison
Opinion
Hypothesis
Evaluation**

Andes, Peru
Andes mountain range,
Amazon rainforest, Manu
National Park,
Lima, Machu Picchu,
Cusco.

Natural disaster,
population, tourist,
landmarks.

Compared with Y5 North
America region, Y4
European region and Y3
UK region.

Counting
Comparative
language
Measures
Direction (inc.
compass points
North, North
East, East, South,
East, South, South
West, West and
North West).
Geometry
Statistics

Maps / Atlases
Globes
Digital software
Aerial photographs
Photographs
Reference materials

Human and Physical Geography

YEAR 1

- Identify seasonal and daily weather patterns in the UK.
- Use geographical vocabulary to refer to: beach, cliff, coast, forest, hill, mountain and sea.
- Describe the human features of an area including: factory, farm, house, office, port, harbour and shop.

YEAR 2

- Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.
- Use geographical vocab to refer to: ocean, river, soil, valley, vegetation, season and weather.
- Describe the human features of an area including: city, town and village.

YEAR 3

- Describe and understand the key features of a climate zone.
- Describe and understand the key features of a mountain.
- Understand the distribution of natural resources within the UK, including: energy, food, minerals and water.

YEAR 4

- Describe and understand the key features of a river.
- Describe and understand the key features of a volcano.
- Understand the distribution of natural resources within Europe, including: energy, food, minerals and water.
- Understand the important trade links with Europe.

P.S.H.E.**LANGUAGE****MATHEMATICS****RESOURCE**

- Know what improves and harms their local, natural and built environments and about some of the ways people look after them.

Description
Comparison
 Rain, Sun, wind, snow, sleet, ice.
 Beach, cliff, coast, forest, hill, mountain, sea.
 Factory, farm, house, office, port, harbour, shop.

Counting
 Comparative language
 Measures
 Direction

Maps / Atlases
 Globes
 Digital software
 Aerial photographs
 Photographs

- Know what improves and harms their local, natural and built environments and about some of the ways people look after them.

Description
Deduction
 Equator, North Pole, South Pole, ocean, river, valley, vegetation, season.
 City, town, village, urban, rural, area.

Counting
 Comparative language
 Measures
 Direction (inc. compass points North, South, East and West).

Maps / Atlases
 Globes
 Digital software
 Aerial photographs
 Photographs
 Reference materials

- Know that there are different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment.
- Know that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment.

Description
Explanation
 Climate zone, natural resources.
 Polar, temperate, arid, equatorial / tropical, Mediterranean, snow.
 Base, peak / summit, crest, slope, face.

Counting
 Comparative language
 Measures
 Direction (inc. compass points North, North East, East, South, East, South, South West, West and North West).
 Geometry
 Statistics

Maps / Atlases
 Globes
 Digital software
 Aerial photographs
 Photographs
 Reference materials

- Know that there are different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment.
- Know that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment.

Description
Explanation
 Pool, source, channel, waterfall, gorge, meander, estuary.
 Magma chamber, conduit, throat, crater, vent, ash cloud, pyroclastic flow, lava flow.

Counting
 Comparative language
 Measures
 Direction (inc. compass points North, North East, East, South, East, South, South West, West and North West).
 Geometry
 Statistics

Maps / Atlases
 Globes
 Digital software
 Aerial photographs
 Photographs
 Reference materials

Human and Physical Geography

YEAR 5

- Describe and understand the key features of a biome.
- Describe and understand the key features of an earthquake.
- Understand the distribution of natural resources within North America, including: energy, food, minerals and water.
- Understand the important trade links with North America.

YEAR 6

- Describe and understand the key features of a vegetation belt.
- Describe and understand the key features of the water cycle.
- Understand the distribution of natural resources within South America, including: energy, food, minerals and water.
- Understand the important trade links with South America.

P.S.H.E.

LANGUAGE

MATHEMATICS

RESOURCE

- Know that there are different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment.
- Know that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment.

Description
Explanation
Desert, rainforest, climate, ice sheet, forest.
Tectonic plates, faults, plate boundaries, convergent, divergent, strike-slip, epicentre, tremors, magnitude.

Counting
Comparative language
Measures
Direction (inc. compass points North, North East, East, South, East, South, South West, West and North West).
Geometry
Statistics

Maps / Atlases
Globes
Digital software
Aerial photographs
Photographs
Reference materials

- Know that there are different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment.
- Know that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment.

Description
Explanation
Comparison
Tropical rainforest, deciduous forest, evergreen forest, temperate grassland, tropical grasslands (savanna), arctic tundra, alpine tundra, desert (including Antarctic Desert), ice sheet.
Evaporation, condensation, precipitation, transpiration, purification, runoff (surface and underground).

Counting
Comparative language
Measures
Direction (inc. compass points North, North East, East, South, East, South, South West, West and North West).
Geometry
Statistics

Maps / Atlases
Globes
Digital software
Aerial photographs
Photographs
Reference materials

Geographical Skills and Fieldwork

YEAR 1

- Use world maps, atlases and globes to identify the UK and its countries.
- Use simple directional language (e.g. far/near, right/left) to describe a location.
- Use simple fieldwork and observational skills to study the geography of their school and its grounds.
- Locate physical and human objects from aerial photographs.
- Use a basic map to locate position.

YEAR 2

- Use world maps, atlases and globes to identify the continents and oceans of the world.
- Use compass directions (North, South, East and West) to describe the position of a location.
- Use simple fieldwork and observational skills to study the geography of the area surrounding the school and the key human and physical features of its surrounding environment.
- Draw simple maps.
- Make a key of symbols used in a map.

YEAR 3

- Use maps, atlases, globes and digital/computer mapping software to locate cities, regions and nations.

YEAR 4

- Use OS maps to build their knowledge of the UK.
- Use 4-figure grid references to locate position.
- Use map symbols and OS key.

P.S.H.E.**LANGUAGE****MATHEMATICS****RESOURCE**

- Know what improves and harms their local, natural and built environments and about some of the ways people look after them.

Description
Map, atlas, globe.
Right, left, far, near.
Position / location.
Label, aerial photograph.

Counting
Comparative
language
Measures
Direction

Maps / Atlases
Globes
Digital software
Aerial photographs
Photographs
Cameras / iPads

- Know what improves and harms their local, natural and built environments and about some of the ways people look after them.

Description
North America, South America, Europe, Asia, Africa, Australia, Antarctica.
Map, feature, key.

Counting
Comparative
language
Measures
Direction (inc. compass points North, South, East and West).

Maps / Atlases
Globes
Digital software
Aerial photographs
Photographs
Compass
Measuring equipment
Cameras / iPads

- Know what being part of a community means, and about the varied institutions that support communities locally and nationally.

Description
Urban, rural, city, population.

Counting
Comparative
language
Measures
Direction (inc. compass points North, North East, East, South, East, South, South West, West and North West).
Geometry
Statistics

Maps / Atlases
Globes
Digital software
Aerial photographs
Photographs
Compass
Measuring equipment
Cameras / iPads

- Know what being part of a community means, and about the varied institutions that support communities locally and nationally.

Description
Deduction
OS map, key, grid, square, symbol, grid reference.

Counting
Comparative
language
Measures
Direction (inc. compass points North, North East, East, South, East, South, South West, West and North West).
Geometry
Statistics

Maps / Atlases
Globes
Digital software
Aerial photographs
Photographs
Compass
Measuring equipment
Cameras / iPads

Geographical Skills and Fieldwork

YEAR 5

- Use fieldwork to observe, measure and record the human and physical features of the local area.
- Present information by sketching maps.
- Sketch a plan of a building.

YEAR 6

- Present fieldwork information using graphs and digital technologies.
- Use 6-figure grid references to locate position.

P.S.H.E.

LANGUAGE

MATHEMATICS

RESOURCE

- Know what being part of a community means, and about the varied institutions that support communities locally and nationally.

Description
Deduction
Comparison
Explanation
Observation, human, physical, local, regional, national, international, global.
Birds-eye view.

Counting
Comparative language
Measures
Direction (inc. compass points North, North East, East, South, East, South, South West, West and North West).
Geometry
Statistics

Maps / Atlases
Globes
Digital software
Aerial photographs
Photographs
Compass
Measuring equipment
Cameras / iPads

- Know what being part of a community means, and about the varied institutions that support communities locally and nationally.

Hypothesis
Explanation

Comparative language
Measures
Direction (inc. compass points North, North East, East, South, East, South, South West, West and North West).
Geometry
Statistics
Grid references

Maps / Atlases
Globes
Digital software
Aerial photographs
Photographs
Compass
Measuring equipment
Cameras / iPads



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