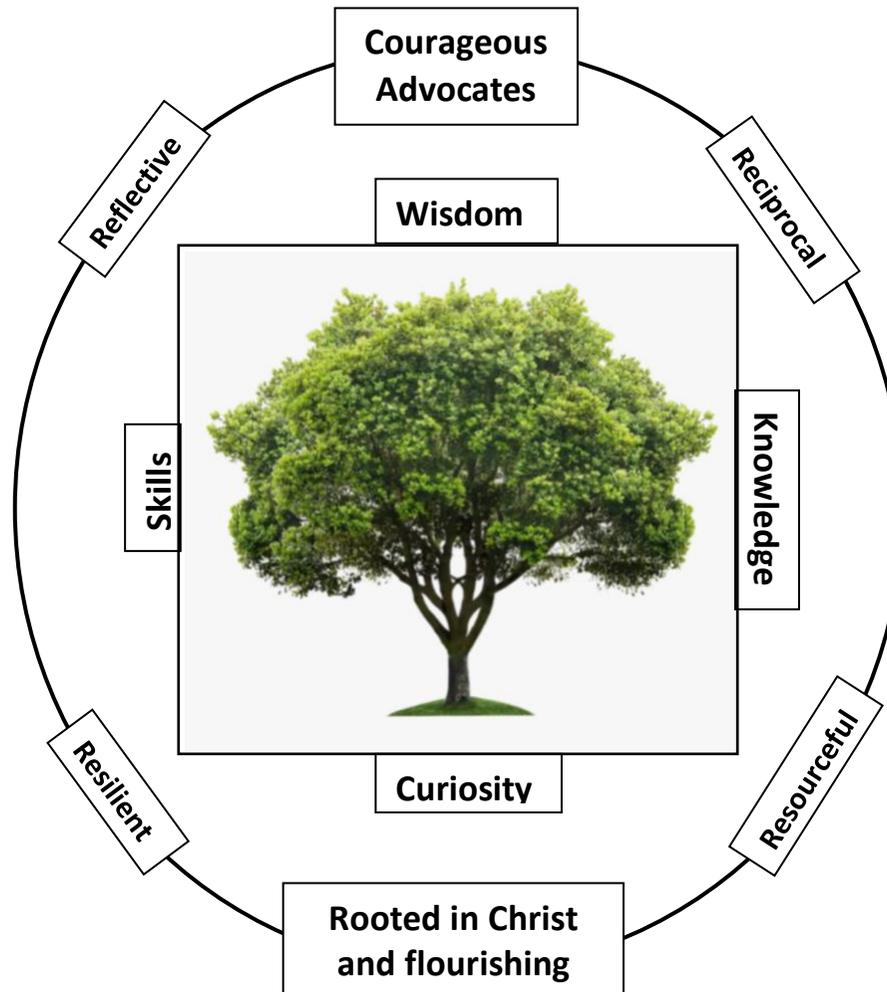


The Whittle-le-Woods Curriculum

I have come so they may have life and have it to the full. John 10:10

Geography



Intent

Our Geography curriculum at Whittle-le-Woods aims to:

Ensure that quality geography is taught by every year group for a half term every term

Take into account our locality when planning units

Ensure mapping skills are taught throughout the year in each year group

Encourage children to be courageous advocates to protect local, national & international areas

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	Where am I?		What are maps?	Where is our local park?	What is a globe?	Are there different countries in the world?
Reception	Where do I go to school?	Where do I live?	Exploring our world. What is Antarctica like?	How can we help our world?	Where do animals live around the world?	Where is Ghana and how does it compare to where we live?
Year 1	Houses Homes			Journeys		Secret Garden UK
Year 2	Local Study, Oceans, Continents		Journeys, London and Non-EU			Secret Garden around the world
Year 3	Local study		Mountains		Rivers	
Year 4	Orkney Isles, Skara Brae			Volcanoes, Earthquakes		Where does food come from?
Year 5	UK		Skandinavia	Brazil	Brazil	
Year 6	Survival			Coasts		Environmental Concerns

Nursery

Term	Unit Name	Curriculum Content Skills and knowledge	Prior Learning	Future Learning	Key Vocabulary
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<p>Autumn 1</p>	<p>Marvellous Me!</p> <p>Where am I?</p>	<p><u>Understanding the world</u></p> <ul style="list-style-type: none"> -Make connections between the features of their family and other families -Continue developing positive attitudes about the differences between people -Know that there are different countries in the world and talk about the differences they have experiences or seen in photos <p>Key Learning and Knowledge</p> <ul style="list-style-type: none"> - Children know they go to nursery - Children learn that their pre-school is called Little Whittle - Children will learn the main features of Little Whittle, toilets, outside area, carpet - Children will learn that their nursery is next to a primary school called Whittle-le-Woods Primary School - Children will be given lots of opportunities to explore their immediate surroundings and school <p>Continued into Autumn 2</p>	<p>Staff will assess children’s prior knowledge and understanding before direct teaching to inform and adapt planning.</p>	<p>Draw information from a simple map</p> <ul style="list-style-type: none"> -Begin to understand the need to respect and care for the natural environment and all living things -Know that some places are special to members of their community -Know that some environments are different to the one in which they live 	<p>Nursery Home Little Whittle Toilets Field Playground</p>
<p>Autumn 2</p>	<p>Continued from Autumn 1. Children will explore our primary school and its key features, including the hall, library, and classrooms.</p>				
<p>Spring 1</p>	<p>What are maps?</p>	<p><u>Understanding the world</u></p> <p>Explore and respond to different natural phenomena in their setting and on trips</p> <p>Know the need to respect and care for the natural environment and all living things</p> <p>Talk about what they see using a wide vocabulary.</p> <p>Key Learning and Knowledge – Recap Autumn 1 key learning and knowledge for new children</p> <ul style="list-style-type: none"> - Children will recap learning from autumn - Children will learn the purpose of a maps -Children will be exposed to lots of different types of maps - Children will learn about maps through known stories (The Jolly Postman). - Children will be given the opportunity to create and make their own maps from modelled direct teaching 	<p>Staff will assess children’s prior knowledge and understanding before direct teaching to inform and adapt planning.</p>	<p>-Draw information from a simple map.</p> <ul style="list-style-type: none"> -Use all their senses in hands-on exploration of natural materials -Talk about what they see using wider vocabulary experiences or seen in photos -Know that some environments are different to the one in which they live -Explore the natural world around them -Know that some places are special to members of their community - Describes a journey within the local community 	<p>Map Directions School Road Cross</p>

<p>Spring 2</p>	<p>Where is our local park?</p>	<p><u>Understanding the world</u> Explore and respond to different natural phenomena in their setting and on trips Continue developing positive attitudes about the differences between people Know the need to respect and care for the natural environment and all living things Talk about what they see using a wide vocabulary.</p> <p>Key Learning and Knowledge -Children will learn that we have a local park called Cuerden Valley Park - Children will be shown maps and satellite photos (where appropriate) of Cuerden Valley Park - Children will visit Cuerden Valley Park for a fieldwork trip - Children will draw maps from nursery to the park</p>	<p>Staff will assess children’s prior knowledge and understanding before direct teaching to inform and adapt planning.</p>	<p>Draw information from a simple map. -Use all their senses in hands-on exploration of natural materials -Talk about what they see using wider vocabulary - Describes a journey within the local community</p>	<p>Cuerden Valley Park Close Far</p>
<p>Summer 1</p>	<p>What is a globe?</p>	<p><u>Understanding the world</u> Explore and respond to different natural phenomena in their setting and on trips Continue developing positive attitudes about the differences between people Know the need to respect and care for the natural environment and all living things Talk about what they see using a wide vocabulary.</p> <p>Key Learning and Knowledge -Children will know what a globe is -Children will be able to identify land and water on a globe -Children will learn about where we live on the globe</p>	<p>Staff will assess children’s prior knowledge and understanding before direct teaching to inform and adapt planning.</p>	<p>-Talk about what they see using a wide vocabulary -Know the need to respect and care for the natural environment and all living things Explore the natural world around the -Explore the natural world around them. -Recognise some environments that are different to the one in which they live</p>	<p>Globe Water Land</p>

Summer 2	Are there different countries in the world?	<p style="text-align: center;"><u>Understanding the world</u></p> <p>Explore and respond to different natural phenomena in their setting and on trips Use all their senses in hands-on exploration of natural materials Continue developing positive attitudes about the differences between people Talk about what they see using a wide vocabulary. Know the need to respect and care for the natural environment and all living things -talks about some of the things they have observed (places, natural & found</p> <hr/> <p>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p> <p>Key Learning and Knowledge</p> <ul style="list-style-type: none"> -Children will know that there are different countries in the world -Children will share their own experiences of different countries and their own prior experience - Children will taste different foods from around the world - Children will learn that we live in a country called England 	Staff will assess children’s prior knowledge and understanding before direct teaching to inform and adapt planning.	<p>-Know that there are different countries in the world and talk about the differences they have experienced or seen in photos</p> <p>-Continue developing positive attitudes about the differences between people</p> <p>-Know some environments that are different to the one in which they live</p> <p>-Know the similarities and differences between life in this country and life in other countries</p>	Country Holiday Different England
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Reception – EYFS

Term	Unit Name	Curriculum Content Skills and knowledge	Prior Learning	Future Learning	Key Vocabulary
Autumn 1	<p>All About Me!</p> <p>Where do I go to school?</p>	<p>Understanding the World</p> <ul style="list-style-type: none"> -Draw information from a simple map -Begin to understand the need to respect and care for the natural environment and all living things -Know that some places are special to members of their community -Know that some environments are different to the one in which they live <p>Key Learning and Knowledge</p> <ul style="list-style-type: none"> -Children will know that our school is called Whittle-le-Woods Primary School -Children will know that our school is in a village called Whittle-le-Woods -Children will be able to identify the key features of our school grounds - Children will know that we have a church next to our school. We will learn that the church is called St. John’s - Children will know what a map is used for 	Talk about what they see, using a wide vocabulary. Begin to understand the need to respect and care for the natural environment and all living things. Continue developing positive attitudes about the differences between people. Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.	Geographical Skills and Fieldwork: Asks simple geographical questions e.g. what is it like to live in this place? Makes maps and plans. Place Knowledge: Name, describe and compare familiar places, link their homes with other places in their community Locational Knowledge: Understand how some places are	Map Village Playground Field Whittle-le-Woods Primary School Trim trail Track Gate Nursery Outdoor classroom

		- Children will look at aerial photographs of our school and its grounds and use these to explore and create their own maps		linked to other places (roads, trains) Geography – understanding our local environment and what is around us. Use of maps and World Atlas in KS1 and KS2.	
Autumn 2	Let's Celebrate! Where do I live?	<p>Understanding the World</p> <ul style="list-style-type: none"> -Draw information from a simple map. -Use all their senses in hands-on exploration of natural materials -Talk about what they see using wider vocabulary -Know that there are different countries in the world and talk about the differences they have experiences or seen in photos -Know that some environments are different to the one in which they live -Explore the natural world around them -Know that some places are special to members of their community -Recognise that people have different beliefs and celebrate different times in different ways. - Describes a journey within the local community <p>Key Learning and Knowledge</p> <ul style="list-style-type: none"> - Children will be able to talk about what type of house they live in - Children will look at Ordnance Survey maps and aerial satellite photographs of their homes - Children will create messy maps of their homes - Children will attempt to describe their journey to school - Children will explore celebrations around the world and learn that Diwali originates from India 	Explore and respond to different natural phenomena in their setting and on trips Know the need to respect and care for the natural environment and all living things Talk about what they see using a wide vocabulary.	Geographical Skills and Fieldwork: Asks simple geographical questions e.g. what is it like to live in this place? Makes maps and plans. Place Knowledge: Name, describe and compare familiar places, link their homes with other places in their community Locational Knowledge: Understand how some places are linked to other places (roads, trains) Geography – understanding our local environment and what is around us. Use of maps and World Atlas in KS1 and KS2. Year 1 - Houses and Homes	House Bungalow Detached Semi-detached Home Different Map

<p>Spring 1</p>	<p>People who help us!</p> <p>Where is Antarctica?</p>	<p>Understanding the World</p> <ul style="list-style-type: none"> -Talk about what they see using a wide vocabulary -Know the need to respect and care for the natural environment and all living things Explore the natural world around them -Know the effect of changing seasons on the natural world around them -Recognise some similarities and differences between life in this country and life in other countries. -Explore the natural world around them. -Recognise some environments that are different to the one in which they live -Talk about members of their immediate family and community. -Understand the effect of changing seasons on the natural world around them. <p>Key Learning and Knowledge</p> <ul style="list-style-type: none"> - Children will be introduced to the seven continents through songs and stories - Children will be able to identify where Antarctica is on the globe - Children will learn the key features of Antarctica - Children will know what it would be like to live in Antarctica - Children will compare features of Antarctica to where we live -Children will know that Antarctica is a very long way away and the methods of travel there from home -Children will learn about the key emergency services in our local area (Chorley) 	<p>Explore and respond to different natural phenomena in their setting and on trips</p> <p>Continue developing positive attitudes about the differences between people</p> <p>Know the need to respect and care for the natural environment and all living things</p> <p>Talk about what they see using a wide vocabulary.</p>	<p>Year 1-Be familiar with the seven continents</p> <p>Y6 - Knowledge of continents & oceans</p>	<p>Antarctica Globe Travel Emergency</p>
<p>Spring 2</p>	<p>Growing!</p> <p>How can we help our world?</p>	<p>Understanding the World</p> <ul style="list-style-type: none"> -Know the need to respect and care for the natural environment and all living things -Talk about what they see using a wide vocabulary -Know the effect of changing seasons on the natural world around them -Explore the natural world around them -Has a good general knowledge about living things and the natural world and can describe features of different plants and animals recognising when they are the same and different. <p>Key Learning and Knowledge</p> <ul style="list-style-type: none"> -Children will learn about the life of David Attenborough - Children will learn about plastic pollution in our oceans and its effect on animals -Children will be able to talk about the ways in which we can help protect our earth and its animals - Children will learn about where certain foods come from and they are grown 	<p>Explore and respond to different natural phenomena in their setting and on trips</p> <p>Continue developing positive attitudes about the differences between people</p> <p>Know the need to respect and care for the natural environment and all living things</p> <p>Talk about what they see using a wide vocabulary.</p>	<p>Y4 - Know and be able to talk about how food is produced here and abroad.</p> <p>Know some of the foods we eat are made using ingredients from lots of different countries.</p> <p>Know and be able to talk about different types of foods eaten around the world.</p>	<p>David Attenborough Plastic pollution Protect World Earth</p>

<p>Summer 1</p>	<p>Amazing animals!</p> <p>Where do animals of the world live?</p>	<p>Understanding the World</p> <ul style="list-style-type: none"> -Know that there are different countries in the world and talk about the differences they have experienced or seen in photos -Know the need to respect and care for the natural environment and all living things -Understand the effect of changing seasons on the natural world around them. -Recognise some environments that are different to the one in which they live. -Has a good general knowledge about living things and the natural world and can describe features of different plants and animals recognising when they are the same and different. -Understands and uses some language related to animals, e.g., camouflage, predator, nocturnal. <p>Key Learning and Knowledge</p> <ul style="list-style-type: none"> -Children will learn about the importance of shelter, water, food, and space within a habitat. -Children will know that there are different habitats around the world and be able to describe some different animals' habitats - Children will sort certain animals to their habitats from around the world 	<p>Explore and respond to different natural phenomena in their setting and on trips</p> <p>Continue developing positive attitudes about the differences between people</p> <p>Know the need to respect and care for the natural environment and all living things</p> <p>Talk about what they see using a wide vocabulary.</p>		<p>Shelter Habitat Animals</p>
<p>Summer 2</p>	<p>Fantasy!</p> <p>Where is Ghana and how does it compare to where we live?</p>	<p>Understanding the World</p> <ul style="list-style-type: none"> -Know that there are different countries in the world and talk about the differences they have experienced or seen in photos -Continue developing positive attitudes about the differences between people -Know some environments that are different to the one in which they live -Know the similarities and differences between life in this country and life in other countries -Know that some places are special to members of their community <p>Key Learning and Knowledge</p> <p>Children will have read the Ghanaian Goldilocks, from this they will learn about Ghana</p> <ul style="list-style-type: none"> -Children will know that we live in a country called England -Children will know that Ghana is a country - Children will learn that Ghana is in Africa -Children will learn that Africa is the largest continent using songs and rhymes -Children can explain some differences between Ghana and the England in relation to transport, housing and features learnt during the unit -Children will know that Ghana is very far away from England and that the easiest way to visit Ghana would be to fly there - Children will learn about Ghana's strong communal values – we will link this to with our understanding of British Values 	<p>Explore and respond to different natural phenomena in their setting and on trips</p> <p>Continue developing positive attitudes about the differences between people</p> <p>Know the need to respect and care for the natural environment and all living things</p> <p>Talk about what they see using a wide vocabulary.</p>	<p>Year 1 – Describe a home in different country (small contrasting European & non-European). Know geographical similarities and differences of places</p> <p>Y2 - Know geographical similarities and differences between Whittle-le-Woods and Ilulissat, Greenland (cold place). Know geographical similarities and differences between Whittle-le-Woods and Mumbai, India (hot place).</p>	<p>Ghana Country Population Africa England Different</p>

Year 1

Term	Unit Name	Skills	Knowledge	Key Vocabulary to be taught	Visitor/trips links to other Year groups
Autumn 1	Houses & Homes	Locate my home on a local map. Identify things near and far from my house and school. Create a simple plan of the classroom (RGS)	Describe a home in different country (small contrasting European & non-European). Know geographical similarities and differences of places	Village House Shop Near far	#
Autumn 2	<p>History Unit: Real life superheroes <u>Geographical Disciplinary Knowledge</u> Human geography: building of hospitals, improvements to hospitals. Map work: Look at map of our local hospital. Which continent did Florence and Mary live in? Which continent was Crimea in? How long would it take to get there for Florence and Mary? Florence was named after the city of her birth. Where is that?</p>				
Spring 1	<p>History Unit: Toys <u>Geographical Disciplinary Knowledge</u> Sustainability Are modern toys sustainable? Why not? How could we improve toys for the future? Map Work When studying traditional toys children will be given toys from other cultures and countries where they will have an opportunity to locate on an atlas and globe.</p>				
Spring 2	Journeys Spring 2	Use simple compass directions and directional language Locate the Equator and the North and South Poles	Be familiar with the seven continents Be familiar with the five oceans. Be familiar with the UK and capital cities. Know key physical features. Describe the location of features and routes on a map	Beach, cliff, coast, forest, hill, mountain, sea, ocean, river, valley, city, town, harbour North, South, East and West Right	Lytham RSPB school visit (Only if costs allow)

				Left	
Summer 1	Science Unit: Plants and Mini Beasts Geography Disciplinary Knowledge Physical Geography When exploring different habitats for minibeasts and plants, children will explore the Physical geography of an area, the effects it has on people and/or the environment. Is the way we are living sustainable for the minibeast and plants? Why not? How could we improve our way of living for the future? Map Work: locate local areas of woodland, grassland, mountainous and built up areas on a map				
Summer 2	Secret Garden & Mini Beasts	Use aerial maps to find landmarks Use and construct basic symbols in a key Use simple fieldwork and observational skills to study the school grounds	Identify seasonal and daily weather patterns in the United Kingdom.	Vegetation season weather soil farm	Fieldwork in school grounds- create map & symbols of minibeast areas Fieldwork: Data collection re weather
Vocabulary to be learnt by end Y1	Village, House, Ocean, soil, season, weather, physical feature, sea, beach				

Year 2

Term	Unit Name	Skills	Knowledge	Key Vocabulary	Visitor/trips and other opportunities
Autumn 1 & 2	There's no place like home (Local area)	Use geographical vocabulary to describe physical and human features of the local area. Use aerial photographs and plan perspectives to recognise and create landmarks. Use simple fieldwork and observational skills to study the geography of the local area. Create a map of the school using symbols and a map key (RGS)	Identify continents and oceans. Identify UK countries, capital cities and surrounding seas. Know what our local area is like. (maps) Use simple compass directions as well as locational and directional language when describing routes around our local area. Identify seasonal and daily weather patterns in the local area.	7 continents: North & South America, Europe, Australia, Africa, Asia, Antarctica. 5 oceans: Pacific, Atlantic, Arctic, Southern, Indian.	Whittle Walk

			<p>Know geographical similarities and differences between Whittle-le-Woods and Ilulissat, Greenland (cold place).</p> <p>Know geographical similarities and differences between Whittle-le-Woods and Mumbai, India (hot place).</p>	<p>beach, cliff, coast, forest, hill, mountain, city, town, village, factory, farm, house, office, port, harbour shop</p> <p>equator North Pole South Pole</p>	
<p>Spring 1 and Spring 2</p>	<p>Journeys (London and non-EU- Damascus)</p>	<p>Locate London on a map and describe its location.</p> <p>Use compass points and positional direction to navigate between London landmarks.</p> <p>Plan a trip to London.</p>	<p>Identify and describe landmarks of London.</p> <p>Identify and describe a variety of geographical features in London.</p> <p>Explore seasonal weather patterns in London.</p> <p>Compare life in London and Damascus.</p>	<p>beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season weather city, town, village, factory, farm, office, harbour, shop North, South, East and West</p>	<p>None</p>

Summer 1	History Unit <u>Geographical Disciplinary Knowledge</u> Vegetation, valley and physical geography – What can we see around the seaside? Human Geography Harbour – What can we see around the seaside? Map Work North/south/east/west – Which direction are features and places in? Continent – Where is Blackpool? What continent is the UK in?				
Summer 2	Secret Garden (Plants around the world)	Identify the location of plants around the world.	Explore how plants survive in extreme environments. Explore the role of plants in agriculture. Explore ways in which humans use plants.	soil, valley, vegetation, season and weather	
Vocabulary to be learnt by end Y2	Vegetation, Continent, Valley, Physical geography, continent, harbour, north, south, east, west				

Year 3

Term	Unit Name	Skills	Knowledge	Key vocabulary to be taught	Visitor/trips other opportunities
Autumn 1	Local Geography and comparison with Russia	Locate places in UK and Europe. Know where school is in terms of our country and the world Observe, record, and name geographical features in their environment Create a map of the British Isles use 8 point compass directions (RGS)	Know about places and features that change over time. Know about the human and physical features linked to Russia. Compare geographical features between Whittle-le-Woods & a part of Russia	Town, city, country, continent, UK, Europe, human geography, physical geography, features, natural, river, canal, man-made, Russia, Moscow, St. Basil's Cathedral, rivers, lake, temperature, The	

				Kremlin, The Red Square.	
Autumn 2	History Unit (Local History – Canals) <u>Geographical Disciplinary Knowledge</u> Physical Geography: What is the difference between a river and a canal? Human Geography: How canals led to a boom in industry, therefore meaning families relocated to towns and cities to work in factories (movement of people) Sustainability: Is coal a sustainable energy source? Mapping Skills: Mapping the route of the Leeds/Liverpool canal, discussing barriers faced when choosing route (The Pennines)				
Spring 1	Mountains	Locate mountains and mountain ranges throughout the world Sketching Wainwright maps of the lake district. Locate Bhutan on a map using four-figure grid references	Know how mountains are formed. fold, block and volcanic mountains. Compare mountainous areas Lake district and French Alps. Hokusai Japanese mountain art <u>Bhutan</u> Carbon negative country “Closed kingdom” until 1970s Constitutional monarchy since 2008 Eastern Bhutan (major region) Predominantly Buddhist region -75% of population Matriarchal Women are mostly educated, head of the family, breadwinners Women inherit property Female role models Southern Bhutan Patriarchal	Mountains Hills Fold, Block, Volcanic. N,NE,E,SE,S,SW,W,NW Grid Reference Highlands, Lake District, Snowdonia, Peak District, Alps	

			Influenced by Hindu and Nepalese culture and dominance of men Women move to their husband's house Male children have a significant role in the family		
Spring 2	History Unit (Ancient Egyptians) <u>Geographical Disciplinary Knowledge</u> Physical Geography: The River Nile and its features (length etc.) Human Geography: How did the Egyptians use the River Nile? Significant landmarks: the pyramids Sustainability: What happens if we overfish? Is more farming always a good thing? Mapping Skills: Mapping the route of the River Nile				
Summer 1	Rivers and the Water Cycle	Use a map to track a river from source to sea.	Know about the Water cycle Know how rivers get their water Know about living on a floodplain	Precipitation, Condensation, Evaporation, Groundwater flow, Surface, run-off, Transpiration	River study in Cuerden valley.
Summer 2	History Unit (Ancient Rome) <u>Geographical Disciplinary Knowledge</u> Physical Geography: How the Alps and the Apennines protected Ancient Rome Human Geography: The building of Roman roads and how this affected England Sustainability: As the empire grew, the wealthy grew wealthier and there was an increase in slavery. Is this a sustainable way for an empire to grow? What could happen? Mapping Skills: Mapping how the Roman Empire progressed/grew throughout Europe over time				
Vocabulary to be learnt by end Y3	Grid reference, mountain, igneous rocks, human geography, natural, man-made, precipitation, evaporation, groundwater				

Year 4

Term	Unit Name	Skills	Knowledge	Key vocabulary to be taught	Visitor/trips and other opportunities
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Autumn 1 and Autumn 2	History/ Geog link – Skara Brae	Locate the Orkney Isles/ Skara Brae. Change over time – Stone Age – Bronze Age – Iron Age – modern day.	Name the Orkney Isles/ Skara Brae. Change over time – Stone Age – Bronze Age – Iron Age – modern day.	Island Countries Europe UNESCO World Heritage site Dunes Settlement	Prehistory theme day.
History Unit – Prehistory <u>Geographical Disciplinary Knowledge</u> Physical Geography: Significant landmarks: Skara Brae. UNESCO heritage sites (Skara Brae, Castlerigg Stone Circle and Stonehenge). Human Geography: Why were particular areas chosen for settlements? (Farming, shelter). Sustainability: How and why has Skara Brae changed over time? Mapping Skills: Locate the Orkney Isles, including Skara Brae. Which countries make up Europe?					
Spring 1	History Unit (Ancient Greece) <u>Geographical Disciplinary Knowledge</u> Physical Geography: Physical features of modern-day Greece (the longest coastline in Europe, the thousands of islands dotting the blue Aegean Sea to the east, the Mediterranean Sea to the south, and the Ionian Sea to the west). Human Geography: Significant landmark- Acropolis of Athens. Population. Spoken language. Democracy of Athens, compared to the oligarchy of Sparta. Mapping Skills: Map significant landmarks. Compare ancient Greece with modern-day Greece. Locate Athens and Sparta				
Spring 2	Volcanoes and earthquakes	Use maps, atlases, and globes to locate countries where volcanoes and earthquakes are commonly found. Locate major cities on a map. Locate Pompeii on a map.	Know how the movement of tectonic plates impacts on the Earth's crust. Know how the Earth is made up. (What the inside of the Earth/volcano looks like). Know how they have changed over time.	Volcano Tectonic plates Earth's crust Ash cloud Core Magma/ lava Vent Oceanic plates Seismic waves	None
Summer 1	History Unit (Sport through the ages) <u>Geographical Disciplinary Knowledge</u> Human Geography: Significant landmarks: Temple of Olympian Zeus and archaeological site of Olympia. Sustainability: How and why has the Olympics changed over time?				

	Mapping Skills: Locate countries that take part in the summer Olympics. Locate the archaeological site of Olympia.				
Summer 2	Where does our food come from?	Use maps to locate the countries and discuss food miles Use and learn why map symbols are used and to recognise the OS map symbols. (RGS)	Know the reasons why food is imported or exported. Know and be able to talk about how food is produced here and abroad. Know some of the foods we eat are made using ingredients from lots of different countries. Know and be able to talk about different types of foods eaten around the world. Know the concept of Fairtrade.	Fair trade Settlement Farming Economic Distribution Natural resources Import Export	Cuerden allotments – look at how food in our locality is grown. Sketch and label an allotment.
Vocabulary to be learnt by end Y4	Vent, tectonic plates, magma, lava, UNESCO world heritage site, settlements, economic distribution				

Year 5					
Term	Unit Name	Skills	Knowledge	Key vocabulary	Visitor/trips and other opportunities
Autumn 1	The UK	Identify countries and regions of the UK Use an ordnance survey map Draw a plan view with some accuracy Draw a variety of thematic maps based on own data	Describe countries and regions of the UK Identify and locate the counties of the United Kingdom. Locate and identify towns and cities in the UK	Country, county, town, city, atlas, map, region, United Kingdom, Ordnance Survey	Make a map of a short route around the school areas experienced with features in correct order
Autumn 2	History Unit (Anglo Saxons) <u>Geographical Disciplinary Skills</u>				

	Physical/Human Geography: Where and why did Anglo Saxons settle? Mapwork: Locate the countries the Anglo Saxons, Picts and Celts travelled from and the areas where they settled				
Spring 1	Scandinavia	Locate Scandinavia's countries and major cities on a world map	Know the climate and weather of Scandinavia. Know the physical features of Scandinavia	Scandinavia Climate Terrain Northern Lights or Aurora Boreali Fjord Physical/Human Geography Equator Hemisphere Latitude Longitude	None
Spring 2 & Summer 1	Brazil	Locate South American countries including Brazil and its major cities on a world map Describe and understand key aspects of the physical geography of the rainforest Create a 3D model using map contour lines (RGS) Create a 3D model of Brazil linked to contour lines	Know and explain how the Water Cycle links to the climate of Brazil Know the geographical similarities and differences of human and physical geography of Brazil	Biome Water Cycle Climate Canopy Deforestation Emergent Endangered Forest Floor Indigenous Understory Tribe Favela	Rivington Pike walk with sketching opportunities for contour lines
Summer 1 & 2	History Unit (Ancient Maya) <u>Geographical Disciplinary Knowledge</u> Mapwork: Where was Mesoamerica? What countries are they now? Human Geography: How did the Maya utilise their environment eg. Settlement, land use? Sustainability: Are we heading towards the same fate as the Mayan Civilisation?				
Vocabulary to be learnt by end Y5	Biome, Indigenous, Ordnance survey, region, Terrain, Equator, Climate, Deforestation, Endangered				
Other opportunities					

Year 6

Term	Unit Name	Skills	Knowledge	Key vocabulary	Visitor/trips and other opportunities
Autumn 1	History Unit (Theatre) <u>Geographical Disciplinary Knowledge</u> Physical geography: Identify the landscape of Greek and Roman theatres Human geography: Why were these locations chosen? Sustainability: Where were theatres built so they would last? Map work skills: Track in Britain the locations of Roman built theatres eg St Albans				
Autumn 2	Survival	Identify, describe and reason about a key country per continent by key geographical features Identify and explain special relevance countries to key geographical moments	Knowledge of continents & oceans Know the relevance of BRICS countries (Brazil, Russia, India, China and South Africa) Know the geographical angle of a specific country currently in the news	latitude, longitude, equator, Northern Hemisphere, Southern Hemisphere, Tropics of cancer and Capricorn, Artic & Antarctic circle, prime/ Greenwich Meridian and Time zones BRICS	None
Spring 1	History Unit (Slavery) <u>Geographical Disciplinary Knowledge</u> Physical geography: Why was the location important of where man first evolved? What are good sites to find fossils? As a fossil hunter, where would you go? Human geography: How did early humans use the land to enable them to evolve? Sustainability: What developments did early man to ensure the land was sustainable? Map work skills: Identify the location of fossils				
Spring 2	Coasts	Identify symbols from an OS map	Know what a coast is	Abrasion Arch	Trip to the Sefton coastline to look at

		Gather facts and write a report on a major coastal erosion Identify and describe coastal erosion features in two locations	Know how waves shape the coastline Know how human activity affects the coastal environments Compare coastal activity in UK & N.America Know why we need to manage the coastline Know about an alternative power source Form an informed decision about a geographical issue	attrition backwash berm coastline constructive corrosion deposition destructive erosion Longshore drift Rock armour Saw tooth Shingle Solution Stabilisation Stack Suspension Swash Traction Undercutting Wave-cut platform	the make-up of a local coastline in terms of rock formation etc. Also to look at how the coast is being used (Mixture of physical and human geography)
<u>Geographical Disciplinary Knowledge</u>					
Summer 1	Physical geography: Where are tessellating patterns in the natural world seen? Human geography: How has human development impacted on the decline of plant life in certain regions? Sustainability: Recognise where plants are protected and the reasons for this				
Summer 2	Environmental Concerns	Create a 16 point compass Locate key items from a map using 6 figure grid references and 16 point compass directions Use a variety of scales to create maps Use map skills to locate a range of places on an OS map (RGS)	Use measuring tools on OS maps Use of knowledge of symbols from Annotation Tool from a specific location To create a scaled map of the school showing understanding of different scales a project based around human & geographical features	Eastings Northings Cardinal compass points	Map reading activity (on foot) to locate and visit the local supermarket.

		Research key geographical features linked to an environmental area			
Vocabulary to be learnt by end Y6	Latitude, Longitude, Tropics, Meridian, Greenwich, Time zones, Arch, Undercutting, Deposition, backwash				
Other opportunities	Guided Read/whole class read – locate settings on world map Following a map of the local area (summer 2) All History topics – identify on the map where in the world Evolution Unit – location of fossils studied				

Impact

Key Vocabulary will be clearly understood by the end of the unit by most children.

Key vocabulary will be remembered from previous year groups

Mapping skills will be evident in all year groups

Children are able to make links to other subjects with geographical knowledge of both physical and human geography

Whole class discussions/ group work/ paired responses

Children's work in books is marked during and/or after the lesson with further questioning (where required) to allow children to answer more deeply

Moderation between cluster group