

Annie Lennard Primary School Geography Curriculum 2024-25

Reception Geography

New learning

Revisit/recap prior learning

Desirable ALPS add ins

Continuous provision

Locational knowledge	Place knowledge	Human & physical	Geographical skills and fieldwork
- Observe, find out about and identify features in the place they live and in the natural world. - Find out about their environment and talk about those features they like and dislike. - To talk about similarities and differences in relation to places, objects, materials and living things	To talk about the features of their own immediate environment and how environments might vary from one another (World – ELG)	- To make observations of the environment and explain why some things occur and talk about changes - They make observations of animals and plants and explain why some things occur, and talk about changes - Pupils can identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world. - pupils can use basic geographical vocabulary - to refer to key physical including: beach, coast, forest, hill, sea, ocean, season and weather - use basic geographical vocabulary to refer to key human features including: city, town, village, farm, house, office, shop	- Children use everyday language to talk about positions and distance to solve problems - Can describe their relative position such as behind or next to (40-60 SSM) - They talk about the features of their own immediate environment and how environments might vary from one another.
Autumn	Spring		Summer
<u>Local Geography</u> <i>Where do I live?</i> <i>Children to learn about different types of homes that they live in and compare with one another (flat, semi-detached, detached, terraced house, bungalow, apartment) Chn to bring</i>	<u>UK</u> <i>What country do I live in?</i> <i>Which countries are in the UK?</i> <i>Chn to look at globe and look at the country they live in, UK.</i>		<u>Planet Earth</u> <i>What planet do I live on?</i> <i>Look at Earth from space, looking at the key features (green for land, blue for oceans)</i>

<i>in photo of where they live, road sign, front door-with number on (link to environmental print)</i> <i>Talk about homes they live in on holiday, e.g. tent-camping, hotel, caravan, farm-barn, cottage, hostel and how these are different/same to their permanent home.</i> <i>What can I discover about my school and its grounds?</i> <i>Chn to go on treasure hunt to help locate features of the school and its grounds - what's important to them. Every term children to go on a seasonal, school treasure hunt, (looking at the changes of trees, leaves changing colour and link to discussion on weather). Chn to talk and locate E.G. EY outside area, EY part of building, Nursery classroom, KS1 & KS2 part of building, main playground, Chn to talk about what they like and dislike about the EY outdoor and plan on how we can improve it by looking after it and the world.</i> <i>What can I discover about my local area?</i> <i>Show children photos of Barnaby bear in different places in their local environment e.g. Sandwell Aquatics centre, Thimblemill library, St Marks church, GKN, doctors, Queens Head shops etc. Chn to talk about what they can see and purpose of visiting those places.</i> <i>Chn to go on a local walk around Warley woods, identifying different features and talking about what they see.</i> <i>(environmental print walk around local area-take photos and add to environmental print board)</i> <i>Create small world tuff spots with photos so chn can create feature of local area.</i>	<i>Chn to learn the four countries in the UK- (looking at flags- using peg boards to replicate)</i> <i>Also celebrating country celebrations, St David's Day Wales, St Patricks day- Northern Island and St George's Day England , St Andrews day Scotland.</i> <i>What is the capital city of England?</i> <i>Paddington bear- London theme, looking at famous landmarks, Queen-Buckingham Palace, Prime Minister, transport- The Tube, West End,</i> <i>Teach children about the capital city of London and how this is similar/different to Birmingham.</i> <i>Chalk UK map on the playground with Smethwick, Birmingham and London located. Chn to measure distance with their feet to understand distance.</i>	<i>What other planets can I see in space?</i> <i>Whatever Next link. Teach chn about the different planets, looking at names and how many there are.</i> <i>How can I look after our planet?</i> <i>Teach chn about how they can look after their planet, e.g. recycle, litter, turning off electricity, turning your tap off when you brush your teeth.</i> <i>What is the name of a hot and cold country?</i> <i>Teach chn about cold countries of Antarctica (link to polar bears)</i> <i>Finland (link to brown bears, Lapland-Santa's home)</i> <i>Teach chn about hot countries Australia (link to kola bears)</i>
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KS1 NC Geography

New learning

Revisit/recap prior learning

Desirable ALPS add ins

Continuous provision

Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.

Pupils should be taught to:

Locational knowledge	Place knowledge	Human & physical	Geographical skills and fieldwork
1. Name and locate the world's 7 continents and 5 oceans. 2. Name and locate the 4 countries of the UK. 3. Name and locate capital cities of the UK. 4. Identify characteristics of the four countries and capital cities of the UK. 5. Name and locate the UK's surrounding seas. - GB = Great Britain , British Isles (inc all the islands inc Ireland as an island)	1. Understand geographical similarities and differences through studying the human and physical Geography of a small area of the UK and a small area in a contrasting non-European country.	1. Pupils can identify seasonal and daily weather patterns in the UK 2. Pupils can identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles 3. Pupils can use basic geographical vocabulary to refer to key physical features including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, human, season and weather 4. Pupils can use basic geographical vocabulary to refer to key human features including: city, town, village,	1. Pupils use world maps, atlases and globes to identify: the UK and its countries 2. as well as the countries, continents and oceans studied at this key stage i.e. continents; five oceans; 3. use simple compass directions (N,S,E, W) and 4. locational and directional language eg (near, far, left right) 5. to describe the location of features and routes on a map. 6. Use aerial photographs and plan perspectives to recognise landmarks

		factory, farm, house, office, port, harbour, shop	and basic human and physical features; 7. Devise a simple map. 8. Use and construct basic symbols in a key. 9. Use simple fieldwork and observations skills to study the Geography of their school and its grounds and the human and physical features of its surrounding environment.
Y1 Geography	Y2 Geography	Vocab focus from NC	
What I can I recall as a geographer from previous learning? Where do I live? <i>Common feature – England, look at an address and teach how it works, relate back to type of house chdn live in – flat, semi-detached/detached/terraced house. Teach Smethwick as our nearest town. Chdn create postcards – 1 half drawing their home (whatever type of building this is) and any local landmarks they know of near to their home; other half – copying their address. Photo-copy for Geog books then actually, post the postcards so chdn get the experience of what an address does. Bring back into school and staple over photocopy in books.</i> What can I discover about my school and its grounds? <i>Use aerial pics of school and grounds – screenshot zoomed in image from Google Earth – label features; treasure trails must bring in fieldwork and observational skills – use of positional language. E.g. The xxx was found near to xxxx. Construct a simple map e.g. trace over aerial pic and use as an accurate base for map work.</i> What can I discover about my local area? <i>Physical and human features, must bring in fieldwork and observational skills. Use basic geographical vocabulary to refer to key human features including: town, factory, house, office, shop</i> Which countries are in the UK? <i>Use a range of maps , globes, atlases, google maths and just 'big maps e.g. sheets / canvas to stand on'</i>	What I can I recall as a geographer from previous learning? Where do I live? What can I discover about my school and its grounds? How does the use of compass directions help me to describe the location, features or routes on a map? <i>Orienteering, programming using ICT,</i> Which countries are in the UK? What are the capital cities within the UK? Where is Birmingham located? Which seas surround the UK? What are the 7 continents and 5 oceans? What continent is the UK in? What flags represent each country? What physical features can I identify in the UK? <i>Looking at mountains, rivers</i> <i>Teach chn what a physical feature is and where they are located in the four countries of the UK. Have a big A4 map, each lesson build on it by focusing on a couple of features at a time and locating famous features e.g. Snowdonia, Ben Nevis, Scafell Pike.</i>	Physical: - Beach - cliff - coast - forest - hill - mountain - sea - ocean - river - soil - valley - vegetation - season - weather Human : - city - town - village - factory - farm - house - office - port - harbour	

What flags represent each country?

Can cut the image and overlay on flags so that they make an accurate flag collage

What are the capital cities within the UK? Where is Birmingham located?

*Use quality worksheet image for UK map so can label and annotate.
Can cut the image and overlay on flags so that they make an accurate flag collage*

What does the UK look like from space?

Which seas surround the UK?

Goggle Earth focus on ALPS and zoom out to see W.mids conurbation, Birmingham, UK and surrounding seas.

What are the 7 continents and 5 oceans?

What continent is the UK in?

Goggle Earth, use a range of maps , globes, atlases, google maths and just 'big maps'

What is the weather like today?

Continuous provision

Which season are we in?

Continuous provision

What is the temperature?

Continuous provision

Teach chn what a valley is (Carding Mill Valley - Long Mynd)

What human landmarks can I identify in the UK?

Looking at bridges, key buildings, railways, motorways, roads etc

Use aerial pics, maps etc to recognise landmarks, must use key vocabulary to refer to key physical including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, human.

Teach chn about famous human landmarks in the UK, places they may visit- (link to National Trust and why it is important to our planet)

Where are the north and south poles?

Teach chn about the Geography, climate, average temperature weather, population and animals of the two poles-making comparisons

What are the hot and cold areas in the world?

Statistical work on temperatures.

What do we mean by the equator?

What does the UK look like from space?

What does the Earth look like from space?

What is different and what is the same between our local area and a non-European country?

Must focus human, physical features

What is the weather like today?

Continuous provision include the non-European country to compare and contrast

Which season are we in?

Continuous provision include the non-European country to compare and contrast

What is the temperature?

- shop

	Continuous provision include the non-European country to compare and contrast	
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	Autumn 2	Spring 2	Summer 2
Year 1	<u>Local Geography</u> Where do I live? GS&F 9 H&P 4 Where do I live? What street do I live in? What type of home do I live in? <i>Teach chn what an address looks like and the purpose, school address and home address</i> <i>Chn to send postcard from school to home, chn to write about their prior learning and what their home is like and what it's near (looking at key features E.G. chip shop, petrol station.) Talk about how they live in Smethwick in the West Midlands in England.</i> <i>Use Google Earth to pin point where children live with picture of them located on the map.</i> <i>Discuss how children travel to school and from where. Who lives the nearest/furthest away. Chn to discuss about what they see on their way to school.</i> What can I discover about my school and its grounds? GS&F 4, 6, 9 H&P 4 What are the main features of our school? <i>Use aerial pics and plan perspectives, treasure trails must bring in fieldwork and observational skills – use of positional language. Construct a simple map e.g. trace over aerial and use as an accurate base for map work. Use and construct basic symbols in a key.</i>	<u>UK</u> Which countries are in the UK? LK 2 GS&F 1 What country do I live in? What are the four countries of the UK? <i>Teach chn about the four countries. Looking at Google maps looking at the different features. E.g. Wales more countryside. Looking at compass points to locate the four countries.</i> <i>Chn to stand on canvas map and to locate countries and follow compass directions E.G. North, South.</i> What flags represent each country? <i>Teach children the four flags, collage the four sections of the map to represent flag colours. Chn to label the country name.</i> What are the capital cities within the UK? LK 3 What is the capital of the UK? Where is Birmingham located? Familiar landmarks in Birmingham (Cadbury World, Sea Life Centre, Bullring, Birmingham airport) What city is closest to Smethwick? <i>Teach chn the names of the capital cities of the four countries within the UK and chdn to locate them on a map of the UK.</i> London-England	<u>Planet Earth</u> What does the UK look like from space? GS&F 1 What planet do I live on? What does the colour green represent on a map? What does the colour blue represent on a map? What planets are in space? <i>Goggle Earth focus on ALPS and zoom out to see W.Mids conurbation, Birmingham, UK and surrounding seas. Share with chdn newspaper article https://www.thesun.co.uk/tech/8895488/picture-space-nasa-britain-shining-blue-sea/</i> <i><u>Writing across the curriculum</u> - Chdn to write a descriptive piece of writing from an astronaut's point of view, describing what the UK looks like from space, naming the countries and capital cities as a recap also.</i> Which seas surround the UK? LK 5 GS&F 1 (Atlantic Ocean, English Channel, North sea, Irish sea) <i>Goggle Earth focus on ALPS and zoom out to see W.Mids conurbation, Birmingham, UK and surrounding seas. Screenshot of google maps... chdn to label the seas surrounding the UK.</i>

	What can I discover about my local area? H&P 4 GS & F 4, 9 What places are near to school? <i>Teach chn about the physical and human features of Queens Head shops and Warley Woods/Lightwoods Park by going on a local walk. Chn to use fieldwork and observational skills. Chn to use vocab: town, factory, house, office, shop.</i> <i>Chn to use cameras to take photos of their walks, and then use these to sort and compare into the two local areas.</i> <i>Chn to have a photo from the walk and use positional language to describe where things are.</i> What is the weather like today? H&P 1, 3 <i>Continuous provision</i> Which season are we in? H&P 1, 3 <i>Continuous provision</i> What is the temperature? H&P 1, 3 <i>Continuous provision</i>	<i>Wales-Cardiff</i> <i>Scotland-Edinburgh</i> <i>Northern Ireland-Belfast</i> <i>Chn to locate using a map.</i> What is the weather like today? H&P 1, 3 <i>Continuous provision</i> Which season are we in? H&P 1, 3 <i>Continuous provision</i> What is the temperature? H&P 1, 3 <i>Continuous provision</i>	What are the 7 continents and 5 oceans? LK 1 GS&F 2 <i>Use the 7 continents and 5 oceans songs to learn the names.</i> <i>Use a range of maps, globes, atlases, Google Earth to locate the continents and oceans.</i> <i>Chdn to be given a world map and to colour in the countries within the same continent in one colour and create a key. They will then write the names of the oceans on there as well.</i> What continent is the UK in? LK 1 GS&F 2 <i>Goggle Earth, use a range of maps , globes, atlases, google maths and just 'big maps</i> <i>Using colour coded continent map, chdn to identify which continent the UK is and to use compass directions to describe where in Europe the UK is.</i> What is the weather like today? H&P 1, 3 <i>Continuous provision</i> Which season are we in? H&P 1, 3 <i>Continuous provision</i> What is the temperature? H&P 1, 3 <i>Continuous provision</i>
Year 2	<u>Local Geography</u> What can I recall as a geographer from previous learning? Where do I live? <i>Chn to have map to locate where they live.</i>	<u>UK</u> Which countries are in the UK? What are the capital cities within the UK? Where is Birmingham located? Which seas surround the UK?	<u>Planet Earth</u> What does the UK look like from space? What does the Earth look like from space? Where are the north and south poles? GS & F 2 H&P 2

	<i>Children to send a letter home, about the human and physical features they see on their way to school-recap address.</i> What can I discover about my school and its grounds? GS&F 4, 6, 9 H&P 4 What are the main features of our school? <i>Chdn to create a map of the school grounds and to map out the features of the school.</i> How does the use of compass directions help me to describe the location, features or routes on a map? GS & F 3, 5, 8 <i>Orienteering using maps and compass points to locate features of the school and its grounds using locational and directional language.</i> What is the weather like today? H&P 1, 3 <i>Continuous provision</i> Which season are we in? H&P 1, 3 <i>Continuous provision</i> What is the temperature? H&P 1, 3 <i>Continuous provision</i>	What are the 7 continents and 5 oceans? What continent is the UK in? What flags represent each country? What physical features can I identify in the UK? (All 4 countries) LK 4 GS & F 1, 6 H&P 3 <i>Looking at mountains, rivers</i> <i>Chdn to have a map that they will build on in each lesson to add physical features. Learning about the physical features first and then locating them on their maps and creating a key.</i> What human landmarks can I identify in the UK? (All 4 countries) LK 4 GS & F 1, 6 H&P 4 <i>Use aerial maps to locate landmarks and then add these to the maps that are being built on each lesson.</i> <i>Looking at bridges, key buildings, railways, motorways, roads etc</i> <i>Use aerial pics, maps etc to recognise landmarks, must use key vocabulary to refer to key physical including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, human.</i> What is the weather like today? H&P 1, 3 <i>Continuous provision</i> Which season are we in? H&P 1, 3 <i>Continuous provision</i> What is the temperature? H&P 1, 3 <i>Continuous provision</i>	<i>Locate where the north and south poles are on globes and maps. Chdn to learn about the north and south poles and create a fact booklet about both poles.</i> What are the hot and cold areas in the world? What do we mean by the equator? GS & F 2 H&P 2 <i>Statistical work on temperatures.</i> <i>Teach chdn about the equator and use globes and maps to make a list of countries that they think will be hot/ cold. Use a Venn diagram to clearly showcase results.</i> What is different and what is the same between our local area and a non-European country? PK 1 <i>Look at aerial pictures of Smethwick and then India/Egypt.</i> <i>Chdn to identify similarities and differences between the photographs.</i> <i>Must focus human, physical features</i> What is the weather like today? H&P 1, 3 <i>Continuous provision</i> Which season are we in? H&P 1, 3 <i>Continuous provision</i> What is the temperature? H&P 1, 3 <i>Continuous provision</i>
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KS2 NC Geography

New learning

Revisit/recap prior learning

Desirable ALPS add ins

Continuous provision

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

Pupils should be taught to:

Locational knowledge	Place knowledge	Human & physical	Geographical skills and fieldwork
1. Name and locate the world's 7 continents and 5 oceans. 2. Name and locate the 4 countries of the UK. 3. Name and locate capital cities of the UK. 4. Identify characteristics of the four countries and capital cities of the UK. 5. Name and locate the UK's surrounding seas. - GB = Great Britain , British Isles (inc all the islands inc Ireland as an island)	1. Understand geographical similarities and differences through studying the human and physical Geography of a small area of the UK and a small area in a contrasting non-European country.	1. Pupils can identify seasonal and daily weather patterns in the UK 2. Pupils can identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles 3. Pupils can use basic geographical vocabulary to refer to key physical features including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, human, season and weather 4. Pupils can use basic geographical vocabulary to refer to key human features including: city, town, village, factory, farm, house, office, port, harbour, shop	1. Pupils use world maps, atlases and globes to identify: the UK and its countries 2. as well as the countries, continents and oceans studied at this key stage i.e. continents; five oceans; 3. use simple compass directions (N,S,E, W) and 4. locational and directional language eg (near, far, left right) 5. to describe the location of features and routes on a map. 6. Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; 7. Devise a simple map. 8. Use and construct basic symbols in a key. 9. Use simple fieldwork and observations skills to study the Geography of their school and its grounds and the human and physical

			features of its surrounding environment.
1. Locate the world's countries, using maps to focus on Europe (including the location of Russia) 2. and North and South America, 3. concentrating on their environmental regions, 4. key physical and human characteristics, 5. countries, 6. and major cities 7. Name and locate counties 8. and cities of the United Kingdom, 9. geographical regions 10. and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), 11. and land-use patterns; 12. and understand how some of these aspects have changed over time 13. identify the position and significance of latitude, longitude, 14. Equator, Northern Hemisphere, Southern Hemisphere, 15. the Tropics of Cancer and Capricorn, 16. Arctic and Antarctic Circle, 17. the Prime/Greenwich Meridian and time zones (including day and night)	1. understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America	- describe and understand key aspects of: 1. physical geography, including: climate zones, 2. biomes and vegetation belts, 3. rivers, 4. mountains, 5. volcanoes 6. and earthquakes, 7. and the water cycle 8. human geography, including: types of settlement and land use, 9. economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water	1. use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. 2. use the eight points of a compass, 3. four and six-figure grid references, 4. symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom 5. and the wider world 6. 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.

	Autumn 2	Spring 2	Summer 2
Year 3	<u>UK</u>	<u>Europe – Nearest Neighbours</u>	<u>Planet Earth</u>

	Recap 4 countries that make up the UK. What are the capital cities of these countries? Where is Birmingham? What and where are the other major cities in the UK located? LK8 GS&F 1 Use a range of maps, atlases, Google Maps to locate major cities within the UK. Link to one major city per region: Glasgow, Newcastle, Manchester, York, Londonderry, Nottingham, Cambridge, Coventry, Swansea, Plymouth, Portsmouth. Locate Wolverhampton and discuss links to Birmingham. What are the eight points of a compass? Can you use them? GS&F 2 What are the four compass points? Can you name and locate the 12 regions within the UK? LK9 What and where are the other major cities in the UK located? Look at major cities identified last lesson. Identify which region each of these cities fall into. Scotland, North West, Yorkshire and Humber, East Midlands, East of England, London, South East, South West, Wales, West Midlands, North West, Northern Ireland. Locate the region for Birmingham and the Black Country.	Where is Europe? LK1 GS&F 1 What are the 7 continents and 5 oceans? What continent is the UK in? What are the four countries of the UK? What country do I live in? What do we mean by the equator? Where are the northern and southern hemisphere? Collins Atlas pg. 12-13 to look at world's countries. Use sentence stems to describe in different ways. Explore different maps of Europe e.g. pg. 17 Collins Atlas – show landscapes. Create outline of Europe – overlaid later with facts about Europe. What countries are in Europe? LK5 GS&F 1 Where is Europe? Within the continent of Europe, where are: - France - Germany - Italy - Poland - Spain - Greece - Iceland - Ukraine Use a globe to appreciate where Europe fits in the world. Use jigsaw puzzles of different European countries. Use flags of country foci to create European country outline – overlay. What are the capitals of our closest European countries? LK6 GS&F 1 Where is Europe?	Where are the Arctic and Antarctic circles? LK14, 16 What do we mean by the equator? Where are the north and south poles? Look at the globe – Arctic and Antarctic circles. Maths link – cutting a sphere in half = hemisphere – physically do it with an orange/3D shapes. Compare Arctic to Antarctic wildlife – penguins vs polar bears. Temperatures. Who lives in these places? Exploration. What are the 6 main climates of the world, can you describe them? H&P 1 GS&F 1 Where are the Arctic and Antarctic circles? Arctic and Antarctica weather/temperatures. Lead into climate zones – what climate zones do they have? Compare to UK climate zone. What are other climate zones in the world? How do they differ? Where are the tropics? LK15 GS&F 1 What do we mean by the equator? Where are the north and south poles? Where are the Arctic and Antarctic circles? <u>Amazing World</u> <u>Volcanoes</u> Can you describe key aspects of a Volcano? H&P 5 Recap human and physical features. Is a volcano human or physical? <u>Writing across the curriculum – non-chronological report</u> What is a volcano? How is it formed? Link to shape of volcano. Structure - how many volcanoes in the world,
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	Can you describe the human, physical, topographical features of these regions? LK10 GS&F 1 Recap vocabulary for human and physical landmarks: beach, cliff, coast, forest, hill mountain, river, bridges, railways, motorways/transport links. <i>Human Features: Angel of the North, Buckingham Palace, Stonehenge, Canterbury Cathedral</i> Birmingham & Dudley Canals Local Reservoir and water tower and purpose <i>Physical Features: Ben Nevis, Snowdonia, River Thames, National Parks (Lake District, Peak District, Exmoor), Coastlines around the UK, Lochs in Scotland (Loch Ness).</i> <i>Use of topographical maps to locate heights of mountains.</i> <u>Writing across the curriculum</u> –non-chronological report of a specific region, detailing its physical, human and topographical features. Can you describe the land use patterns of different regions? LK11 <i>Identifying the difference between the vocabulary of rural and urban.</i> <i>Discuss the use of land linked to knowledge of vocabulary (above). E.g. housing, farming, recreation, transport, retail.</i> <i>Look at a population map of the UK and identify where rural and urban areas are located.</i> Is Birmingham and the Black Country a rural and urban environment?	What countries are in Europe? What are the regions of Europe? LK3 GS&F 1 Where is Europe? What countries are in Europe? What are the capitals of our closest European countries? What are the eight points of a compass? Can you use them? What is a region? Can you name and locate the 12 regions within the UK? <i>Create overlays – regions, grouping countries. Map of European countries – black & white – colour different regions. Cut the European map into regions and reassemble into book.</i> • France (NW region) • Germany (NW region) • Italy (SE region) • Poland (Central region) • Spain (SW region) • Greece (SE region) • Iceland (N region) • Ukraine (E region) Can you describe the physical and human features of some of the regions of Europe? LK4 GS&F 1 What is a region? What are the regions of Europe? What countries are in these regions? What is physical and human Geography?	<i>what causes volcanoes to erupt, effects of volcanoes on people and the environment.</i> <i>Volcano movement-tectonic plates</i> Locate volcanoes on map for Iceland and Italy and learn their names. Four layers; crust, mantle, outer core and inner core. Iceland- active volcanoes, Mount Etna, Stromboli. Iceland- Mount Hekla - active volcano.
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		<i>Physical: Rivers – Danube, Seine, Loire, Severn, Thames.</i> <i>Mountains – Alps, Pyrenees, Balkans.</i> <i>Human: Famous landmarks –</i> • <i>France (NW region) Eiffel Tower</i> • <i>Germany (NW region) Brandenburg Gate</i> • <i>Italy (SE region) Vatican</i> • <i>Poland (Central region) ???</i> • <i>Spain (SW region) Sagrada Familia</i> • <i>Greece (SE region) Acropolis</i> • <i>Iceland (N region) Just physical – make a point of why.</i> • <i>Ukraine (E region)</i> <i>Explore through Google Earth, atlas. Cloze activity – using knowledge of Europe and active use of atlas.</i>	
Year 4	<u>UK</u> What are the 12 regions of the UK? Which county do we live in? LK 7 GS&F 1 Use a map/atlas/Google Maps to zoom in to West Midlands. Find location within the West Midlands. Where is the child's home and school in relation to the West Midlands area? Zoom out to show the size of the West Midlands and bordering counties. Which counties border the West Midlands? LK 7 GS&F 1 Identify the counties that border the West Midlands from an atlas/map: Worcestershire, Shropshire, Staffordshire, Warwickshire. Postcard activity for each county – postcard to show landmark within the county. Chn to write the address of the landmark, including the county. Chn to identify neighbouring counties. How many counties make up the UK? LK 7 GS&F 1	<u>Europe to Russia</u> Where is Russia located? LK 1 GS&F 1 Which continent is Russia in? LK 1 GS&F 1 What are the 7 continents? Where are they located? What continent do we live in? What country do we live in? Where is Europe? Where are the Northern and Southern hemispheres? Where are the Arctic and Antarctic circle? Where is Europe in relation to the equator? What countries are there in Europe?	<u>Planet Earth</u> What are the eight points of a compass? Can you use them? UK and wider world? GS&F 2, 5 Can I use 4 and 6 figure reference grids? GS&F 3, 5 <u>Amazing world</u> <u>Water cycle</u> Can you describe key aspects of a water cycle? (Science) H&P 7 <u>Earthquakes</u> Can you describe the key aspects of an Earthquake? H&P 6 GS&F 1 What is a volcano? Why do get have them? Explain that an earthquake is when tectonic plates move. Introduce key language, aftershock, epicentre, fault,

	<i>48 counties make up England, with 107 counties making up the UK. Need to know number and knowledge of some of their names.</i> <i>Linking on to:</i> How does my county differ to another county in the UK? LK 10, 11 PK 1 <i>In table groups, chn to become experts on a region within the UK. Chn to find counties for this region and identify the county that would differ the most to the West Midlands. Chn to identify similarities and differences between their county and the other county in the UK.</i> Is the Black Country a county? Can you use symbols and keys of an OS map? GS&F 4	What regions are they in? <i>Back to atlas – locate Russia, look at size – How many times does UK fit into Russia? Cut it out from map and fit it in. How many countries border it?</i> What are the physical and human features of Russia? LK 4 GS&F 1 What is physical and human Geography? Can you use symbols and keys of an OS map? UK and wider world. <i>Use symbols and key to mark on a map</i> <i>Physical: seas, Ural Mountains, Kolymskoye Nagorye, rivers.</i> <i>Human: cities, Trans-Siberian Express, St Basil's Cathedral, the Kremlin.</i> <i>Work towards a presentation on Russia, e.g. Green screen, PPT etc.</i> What are the biomes of Russia? LK 3 H&P 2 GS&F 1 Can you describe the key aspects of vegetation belts? What are the 6 main climates of the world, can you describe them? <i>What is a biome? What biomes does Russia have? Write a description using key vocab – each table = 1 biome focus. Pull data together = statistical representation.</i>	<i>landslide, magnitude, seismic wave, tremors, tsunami, velocity, Richter scale.</i> <i>Locate where the tectonic plates are located. Identify where the faults are and possible location of earth quakes. Explain why earthquakes occur.</i> <i>How are earthquakes measured. What is the impact of earthquake? Link to most recent earthquake activity.</i>
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Year 5	<u>UK</u> Can you describe different types of settlement? LK 11 H&P 8 Recap rural and urban- what does the vocabulary mean? <i>Identify different types of settlements: hamlets, villages, towns and cities. Look at the features of each in terms of urban and rural. What would it be like to settle in these settlements? Compare the features of the settlements. If you moved to a different settlement would be the advantages and disadvantages – transport links, amenities, services?</i> How have settlements changed over time? LK 11, 12 GS&F 1 H&P 9 <i>Look at a map of the local area past and present? Identify that settlements have changed over time. Increase in population over time and migration to urban settlements.</i> How has the Black Country changed over time? LK 11, 12 GS&F 1 H&P 9 <i>Look at historical map of the local area and label features – churches etc. On tracing paper trace the area with current landmarks, what is the same and what is different.</i> Can you describe the economic activity of XXX link to economy, trade links and distribution of natural resources? LK 12 H&P 9 <i>Look at how settlements have changed to adapt to changes in trade. Look at the use of canals and railways and how they affected trade and settlements.</i> <i>Look at transport links in the past and transport today. <u>Writing across the curriculum</u> - Write a non-chronological report.</i>	<u>North America</u> Where is North America located? LK 2 GS&F 1 Which countries make up North America? LK 5 GS&F 1 What are the major cities of North America? LK 6 GS&F 1 What are the 7 continents? Where are they located? What continent do we live in? What country do we live in? Where is Europe? Where are the Northern and Southern hemispheres? Where are the Arctic and Antarctic circle? Where is Europe in relation to the equator? What is the significance of lines of longitude and latitude? What are they used for? Recap topographical vocab and maps. <i>Describe location based on longitude and latitude. Canada/USA and given cities and population. Chdn to put onto a map.</i> <u>South America</u> Where is South America located? LK 2 GS&F 1 Which countries make up South America? LK 5 GS&F 1	<u>Planet Earth</u> What is the significance of lines of longitude and latitude? What are they used for? LK13 GS&F 1 Where are the tropics? Where is the prime Greenwich meridian? Time Zones (including day and night)? LK 17 GS&F 1 What is the significance of lines of longitude and latitude? What are they used for? <u>Amazing World</u> <u>Mountains</u> Can you describe key features of a Mountain? H&P 4 GS&F 1 Recap rivers and the water cycle. How are mountains used within the water cycle? Recap human and physical features. Is a mountain human or physical? <i>What is a mountain? How is a mountain different to a hill? Look at mountains on Google Earth and on a topological map/OS map – contour lines. Introduce key language – summit, valley, slope, peak, mountain range, ridge, outcrop. Locate mountain ranges in the UK – Ben Nevis, Snowdonia, Scafell Pike. Locate mountain ranges in Europe and the rest of the world. The Alps, Pyrenes and the Balkans.</i>
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	<i>What natural resources do we trade and where do they go? Discuss the terms import and export. Why do we import and export? Discuss Fairtrade products and what that means. <u>Writing across the curriculum</u> - Write an explanation text on import and export in the UK.</i>	What are the major cities of South America? LK 6 GS&F 1 <i>What links the 2 continents? Where is the divide? Order countries by land mass/population/size. Research major cities and significance.</i> Can you describe the physical and human features of North and South America? LK 4 GS&F 1 <i>Physical: Lakes, Grand Canyon, Rockies, Andes, Niagara Falls, Yellowstone, Rainforests.</i> <i>Human: Orlando – Disney, Whitehouse, Twin Towers, Bridges, Christ the Redeemer statue etc...</i> <i>Add to map – images and facts.</i> What are the biomes of North and South America? LK 3 H&P 2 GS&F 1 Can you describe the key aspects of vegetation belts? What are the 6 main climates of the world, can you describe them? <i>Identify, create key and colour on map. Explore foods grown in different biomes. Why is this successful? Look at other resources. What is it like to live in a specific biome? <u>Writing across the curriculum</u> - Diary entry.</i>	
Year 6	<u>UK</u> Use fieldwork to observe, measure, record and present the human and physical features in the local areas. GS&F 6 Can you describe different types of settlement? How have settlements changed over time?	<u>Compare and contrast UK and Beyond</u> What are the similarities and differences in the human and physical features of West Midlands, a region in Europe xxxx and a region in North or South America xxxx PK 1	<u>Amazing World</u> <u>Rivers</u> Can you describe the key feature of a River? – River Severn H&P 3 GS&F 1

	Can you describe the economic activity of XXX link to economy trade links and distribution of natural resources? <i>Sketch maps, plans and graphs and digital technology.</i> <i>Locate the River Tame on a local map. Locate the source of the river – Sheepwash Nature reserve. Visit the river Tame at its source and measure the depth and the width. Study the flow of the river and recording data. Visit the River Tame further downstream and repeat collecting data. Present and compare data.</i>		What is a volcano? Recap human and physical features. Is a volcano human or physical? Convince me. <i>Identify the key features of a river, source, delta, mouth, oxbow lakes, meanders, upper course, lower course and middle course, flood plains, and wide flat-bottomed valleys. Create a river using blue fabric and label the features.</i> <i>Identify the River Severn and where the river flows. Where does it start and where does it flow to? What are tributaries? Plot and compare the River Severn to the rivers Danube, Seine and Loire. Explore the question – Do all rivers flow to the sea? Create Top trumps on the rivers.</i>
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