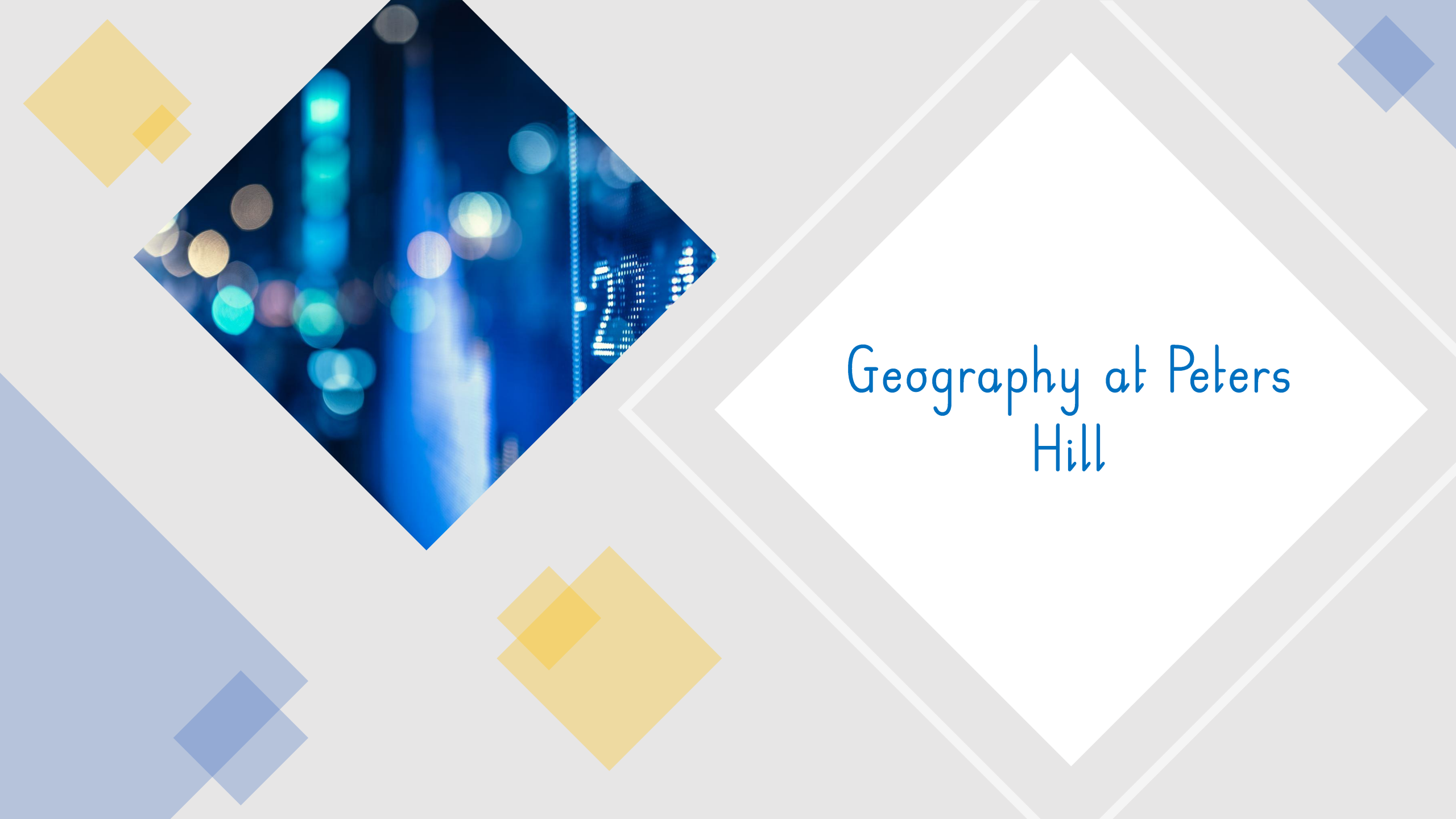


The background features a light gray field with several overlapping diamond shapes in yellow and blue. A large white diamond in the center contains the title text. In the top-left corner, a smaller diamond contains a bokeh image of city lights.

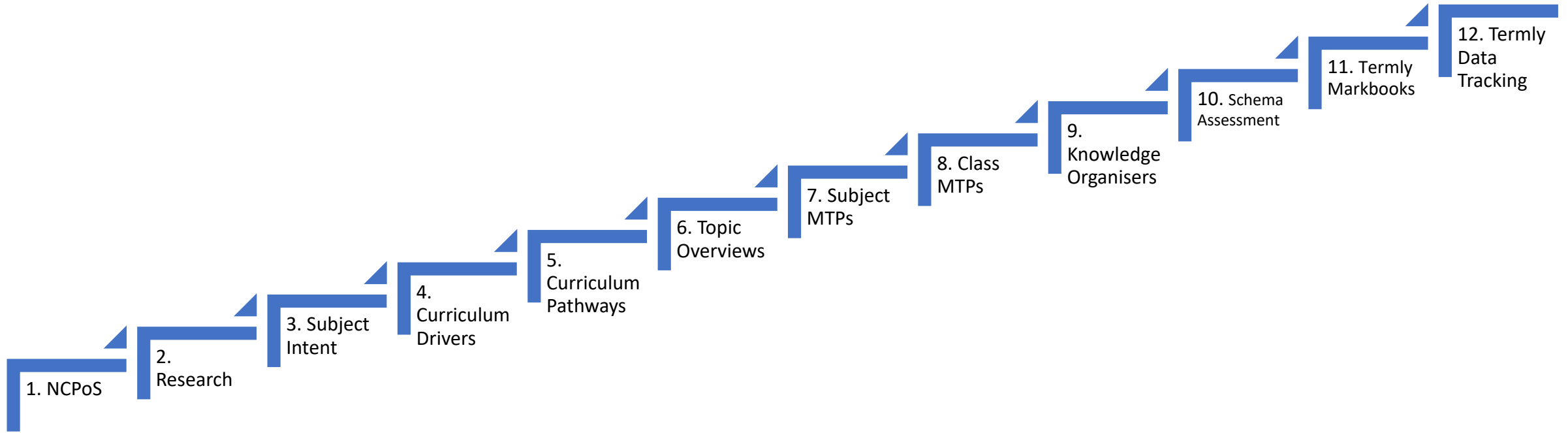
Geography at Peters Hill

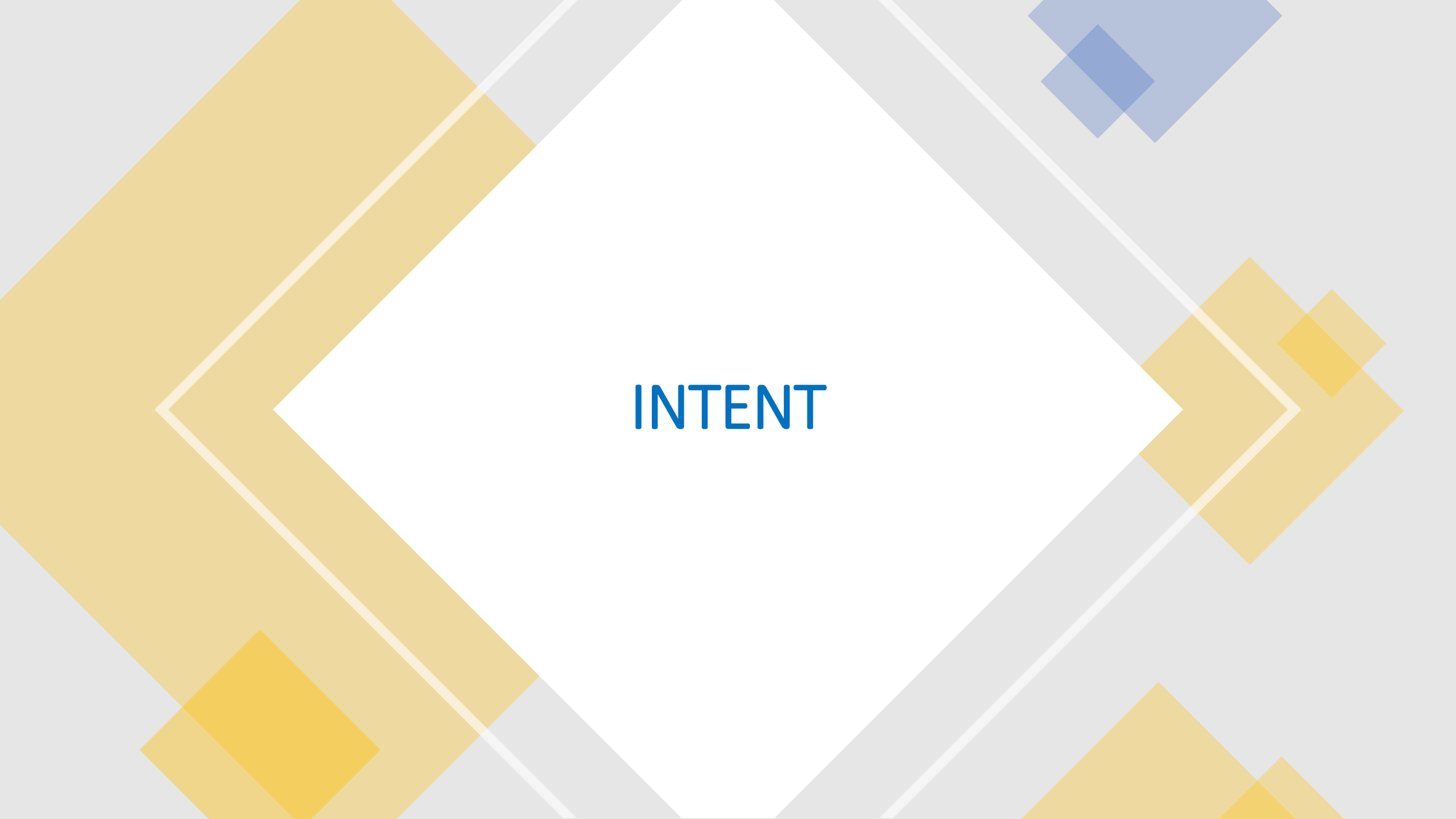


Our Process

The Process at Peters Hill

Our 12 step approach





INTENT

At Peters Hill, our Geography curriculum strives towards the following aims:

- To be engaging and inspiring through a well sequenced approach to learning.
- To develop curiosity and interest in the world that we live in.
- To develop a strong sense of place by studying places, people and environments.
- To understand our place in the world around us.
- To recognise diversity and the forms that this comes in.
- To learn the skills of enquiry through a range of resources and approaches.
- To develop technical vocabulary.
- To speculate, make connections and interpret evidence.

We believe in Geography, all children should:

- Learn about significant places, people and resources.
- Develop their understanding of physical characteristics in the world around us.
- Learn about human characteristics and how these have been developed and progressed.
- Identify changes in our locality over time.
- Learn to collect and present geographical data.
- Understand how to interpret and analyse geographical information.

Children become proficient in Geography through the development of the following learning pathways:

- Pathway 1 – Locational Knowledge

Pathway 2 – Place Knowledge

Pathway 3 – Human and Physical

Pathway 4 - Skills and Fieldwork

- All knowledge is sequenced to ensure that existing learning is reviewed and linked to new learning.

Curriculum Drivers - How do our whole school values link to the subject?

- **AMBITION (Success)** – Knowledge organisers will be in place to ensure learning outcomes are ambitious for all pupils. Key knowledge will be clearly established and linked to previous learning. Lessons will aim for a depth of understanding through the subject 'deep ideas' themes.
- **BELIEF (Confidence)**– All children will have the opportunity to reflect on learning and see how their knowledge is improving over time. Learning Logs will show pupils the progress they are making and give the self belief that they can achieve well in geography.
- **COMPASSION (Motivation)** – Children will be encouraged to find out about the world they live in and ask appropriate questions to deepen their understanding. They will be motivated by learning about local, national and international geography so that their global awareness increases all of the time. They will be motivated to show that they know more by the end of a topic. Children will be motivated by a 'hands on' approach to learning about geography.
- **PRIDE (Knowledge)**– Knowledge will be shared with all children through knowledge organisers and good teaching. All staff will teach geography with a clear understanding of what has come before and how this links to today's learning. Deep ideas will be developed for children on a regular basis.

Key Competencies

- The following documents set out the key competencies developed across the range of topics in each year group.
- These key competencies are set out as pathways to demonstrate how they link and progress throughout the school.
- These competencies are then planned into each topic through the half termly medium term planning process.
- These competencies combine to make the total schema that teaching staff use to assess the children at the end of the topic. This generates assessment judgements as set out on the following slide and happens three times a year.
- These total judgements average throughout the term. This total will fall between 1 to 5 depending on the outcome of each topic.

Novice	Simple idea	Relational idea	Multiple Links	Expert understanding
1	2	3	4	5
The task is not attacked appropriately; the pupil hasn't really understood the point and uses too simple a way of going about it.	The pupil's response only focuses on one relevant aspect.	The pupil's response focuses on several relevant aspects but they are treated independently and additively. Assessment of this level is primarily quantitative.	The different aspects have become integrated into a coherent whole. This level is what is normally meant by an adequate understanding of some topic.	The previous integrated whole may be conceptualised at a higher level of abstraction and generalised to a new topic or area.
Well below - Has significant difficulties in successfully accessing the competencies	Below - Can access key competencies of the schema but need significant support to do so.	Emerging - Started to unlock key competencies of the schema but not yet secure. Support can be required.	Secure - Securely unlocked the key competencies of the schema. No support is required.	Mastered - Can apply the competencies of the schema with fluency in different contexts.

Key Competency Expectations

Below

Working well below the standard. Has significant difficulties in accessing the key competencies.

Below

Working below the standard. Can access key competencies of the schema but needs support to do so.

Emerging

Emerging towards the standard. Started to unlock key competencies of the schema but not yet secure. Support can be required.

Secure

Meeting the standard. Securely unlocked the key competencies of the schema. No support is required.

Mastered

High attaining within the standard. Can apply the competencies of the schema with fluency in different contexts.

	EYFS Development Matters links	Year 1	Year 2	Year 3	Year 4 Global Goals To add	Year 5	Year 6 Globally significant places
Locational Knowledge	<u>Understanding of the world</u> They talk about the features of their own immediate environment and how environments might vary from one another.	Recognise and talk about features in their immediate environments. (Classroom, school and home) Use and understand locational and directional language Identify the Scilly Isles	Begin to use maps to find routes in the local environment. Identify, compare and contrast the local area and Serrekunda – The Gambia	Understand the term region. Understand changes over time in the local area. Identify East Anglia using maps and atlases.	Understand the term region. Begin to understand why Cardiff Bay was redeveloped? Identify California and Campania region in Italy.	Understand the term region. Begin to understand places changes over time. Develop their ideas about the success /impact of regeneration. Identify South Wales Region using Maps and atlases.	Understand the term region. Understand the factors that impacts upon environments and how this create changes over time. Identify the Amazon Basin region using maps and atlases.
	Children know about similarities and differences in relation to places, objects, materials and living things. They make observations of animals and plants and explain why some things occur	Locate simple features on a plan. Locate the UK and the Scilly Isles using maps and atlases.	Locate Africa, The Gambia and Serrekunda using maps and atlases.	Locate the UK, and the East Anglia region using maps and atlases.	Locate North America, USA and California using maps and atlases Locate and label Italy on a world map.	Locate the UK, and the South Wales region using maps and atlases. Locate and label France on a map of Europe. Locate and label The Paris Basin, cities and physical features.	Locate North and South America and Amazon Basin

Key
 Competencies

Key
Competencies

	and talk about changes. Understanding Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events. People and Communities Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.	Identify and talk about an island and its features. Give simple directions.	Understand how to travel from the home locality to The Gambia. Use directional and locational language appropriately. Begin to understand the difference between a continent and a country.	Begin to know some of the characteristics of a region e.g. its weather and climate. Use physical geographical terms accurately to identify aspects of the landscape of East Anglia. Understand and use the terms erosion, transportation and deposition Begin to understand how waves aid the process of coastal change.	Describe the climate and weather in California. Locate and label the Campania region, main settlements, physical features and the seas surrounding Italy.	Begin to know some of the characteristics of the region in terms of its weather and climate. Describe the types of mining practised in South Wales. Identify aspects of the physical landscape of South Wales. Understand how to locate mountain ranges in South Wales in particular Pen y Fan using OS maps. Explain the value and purpose of National Parks. Plot and label the course of the River Taff. Use directions (four and six figure grid references and compass direction (8 points) Develop their ideas about the success /impact of regeneration.	Know some of the characteristics of The Amazon Basin in terms of its weather and climate.

Place Knowledge

EYFS

Year 1

Year 2

Year 3

Year 4

Year 5

Year 6

Identify and talk about the UK and The Isles of Scilly using maps and atlases.

Use subject specific vocabulary to describe a route to school.

Identify and talk about the UK and in particular the East Anglia region.

Identify and talk about a place – Italy and California.

Identify and talk about a place – South Wales and France – Paris Basin.

Identify and talk about a place – South America – Amazon and UK

Differentiate between maps, plans and photographs (images) and use these to explore a place.

Identify and talk about a place – The Gambia.

Use a range of sources to find out about the human and physical features of a place.

Describe the physical features of the region in Italy /California

Use a range of sources to find out about the human and physical features of a place.

Use and discuss a range of sources to find out about the human and physical features of a place.
Including GIS

Use, evaluate and discuss a range of sources to find out about the human and physical features of a place.
Including GIS

Key Competencies

Human and Physical Geography

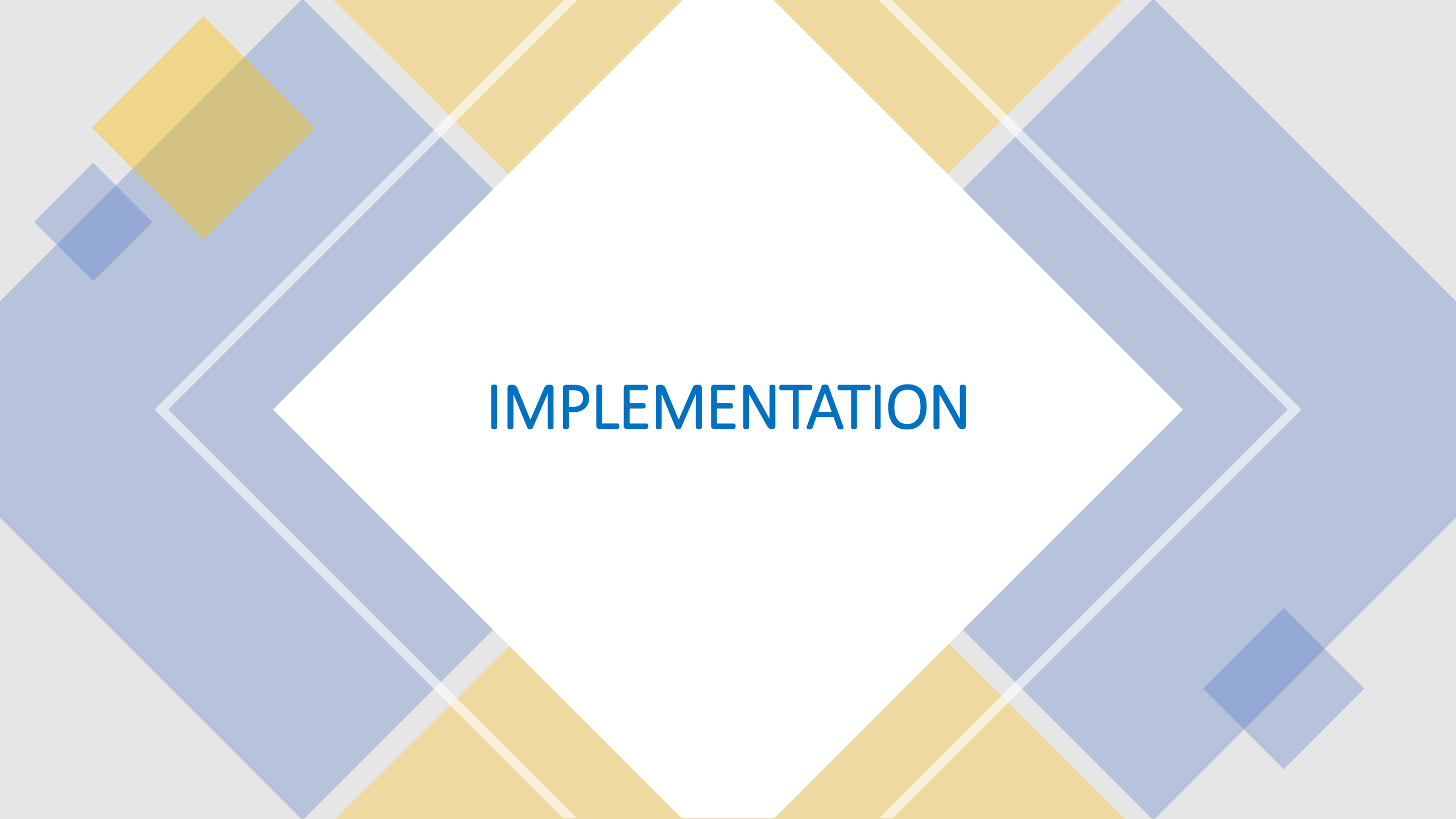
Key Competencies

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Use human and physical terms to describe features of a place. Compare features that are similar and different. Children understand the terms import and export.	Recognise the difference between human and physical features. Understand how to observe and record weather data and start to draw some conclusions from their findings. Begin to explain how aerial photographs are taken and what they show. Differentiate between human and physical features in a home and contrasting location. Name the human features e.g. activities and jobs. Use physical geographical terms accurately describe the landscape of The Gambia.	Understand physical geography terms correctly. Understand the human geography e.g. employment in the local area. Identify parts of the river system. Use and understand Water Cycle terms. Name the human features of the East Anglia region. Identify human features located off the East Anglian coast. Develop an understanding of renewable offshore energy.	Use physical geographical terms to describe areas of the California region. Begin to understand how water supply has an impact on agriculture in the Central Valley of California. Discuss California's agricultural trade links. Identify the human characteristics of San Francisco and Los Angeles. Appreciate how the grid system within a US city has evolved. Describe the distribution of earthquakes and volcanoes in California. Understand why California is so unstable. Understand how people are prepared for volcanic or earthquake emergencies.	Understand the changing importance of coal and heavy industry. Use physical geographical terms accurately. Explain the features of a basin, in particular The Paris Basin. Name human features of the region. Explain the nature of the region and how it affects the type of jobs and settlements found. Gather geographical information from Google maps. Explain the importance of tourism to this region. Understand that there are both benefits but also disadvantages of tourism. Understand the significance of the River Seine. Appreciate the value of the port of Le Havre.	Begin to understand the structure of the equatorial rainforest. Understand how animals interact with the plants to help sustain the rainforest. Use geographical vocabulary to describe the rainforest. Describe the water cycle. Appreciate the size and importance of The River Amazon. Begin to understand the complexity and relationships between the flora and fauna of The Amazon Basin. Understand how the Caboclo people live and make a living in The Amazon Basin. Understand what a Caboclo settlement is and how it is connected to other settlements by the river. Understand that the Amazonian rainforest is a fragile and threatened ecosystem. Understand how individuals can help preserve the rainforest

Geographical skills and fieldwork

Key Competencies

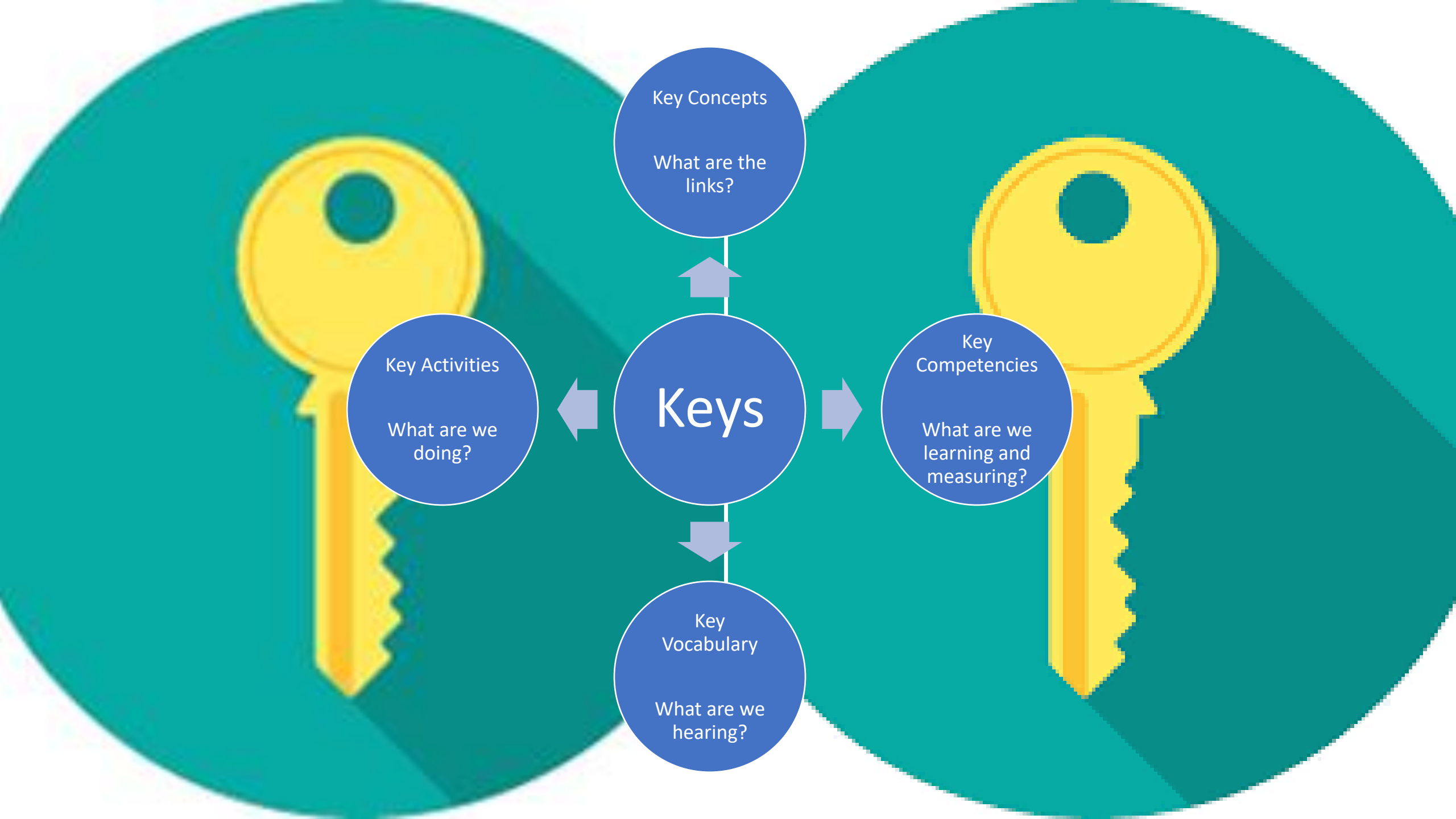
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Children can collect, explore and talk about data gathered from their environment.	Explain how an address is written and used.	Follow a route on a map.	Use grid reference accurately to interpret maps.	Use grid reference accurately to interpret maps.	Use grid reference accurately to interpret maps.
Children can understand and use outline plans.	Recognise the four cardinal points of the compass	Make geographical observations	Make geographical observations.	Begin to understand what GIS is and how to use locational and economic data in a GIS.	Begin to understand what GIS is and how to use locational and economic data in a GIS.
Children can talk about and plan a simple route.	Explain what compasses are used for and use with support.	Use grid reference (4fig) accurately to interpret maps.	Use and evaluate a range of sources to draw conclusions and have discussions.	Understand the reasons why supermarkets are located where they are.	
Children recognise the points of a compass.	Begin to talk about observations they make.	Draw an accurate field sketch.			
Children can explain what compasses are used for.	Understand, use and talk about symbols and how a key works.	Distinguish between fact and fiction.		Understand the reasons why wind farms are located where they are.	
Children understand the use of symbols and how a key works.	Differentiate between maps, plans and photographs.	Communicate geographical information by writing at length.		Understand the reasons why crimes take place where they do.	
		Identify river features in the field.		Understand the reasons why floods need to be managed.	
		Record change along a river's course.			
		Record and understand data and information gathered in the field.			



IMPLEMENTATION

TOPIC OVERVIEW

Year 1 Autumn	Year 1 Spring	Year 1 Summer
MY SCHOOL	A SMALL AREA OF THE UK ISLES OF SCILLY	MY SCHOOL GROUNDS
Year 2 Autumn	Year 2 Spring	Year 2 Summer
THE SURROUNDING ENVIRONMENT	A SMALL AREA IN A NON- EUROPEAN LOCALITY SERREKUNDA, THE GAMBIA	FIELDWORK SKILLS IN PRACTICE
Year 3 Autumn	Year 3 Spring	Year 3 Summer
THE LOCAL AREA	A REGION OF THE UK EAST ANGLIA	GEOGRAPHICAL SKILLS AND FIELDWORK
Year 4 Autumn	Year 4 Spring	Year 4 Summer
A REGION WITHIN NORTH AMERICA CALIFORNIA	A REGION IN A EUROPEAN COUNTRY NAPLES AND CAMPANIA	THE GLOBAL CITIZEN
Year 5 Autumn	Year 5 Spring	Year 5 Summer
A REGION OF THE UK SOUTH WALES	A REGION IN A EUROPEAN COUNTRY THE PARIS BASIN	USING GEOGRAPHIC INFORMATION SYSTEMS
Year 6 Autumn	Year 6 Spring	Year 6 Summer
A REGION WITHIN SOUTH AMERICA AMAZON BASIN	GLOBALLY SIGNIFICANT PLACES	THE GEOGRAPHY OF LONDON





Medium Term Planning

Year 1
My School
Isles of Scilly
School Grounds

Subject – Geography – Autumn 1

NC PoS	Key Concepts Link	Key Knowledge and Pathway	Vocabulary	Activity
Pupils should be taught to: Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment	Geography teaching aims to make topics accessible to the pupils and enable them to progress. Teachers will make these concepts transparent and help children to think geographically and to develop transferable geographical understanding.	Locational Knowledge Recognise and talk about features in their immediate environments. (Classroom, school and home) Use and understand locational and directional language Locate simple features on a plan. Human and Physical Features Use human and physical terms to describe features of a place. Compare features that are similar and different. Geographical Skills and Field Work Children can collect, explore and talk about data gathered from their environment. Children can understand and use outline plans.	Out line Plan – a simple drawing show key features Feature – something interesting or important Neighbour – something next to something of the same kind Near – a short distance from something Far – a long distance from something Aerial map- a photograph which shows details from above Direction – instructions on which general line to travel to	Where do I live? The children explore their own address and understand where their home is in relation to the school. <i>Challenge - Can the children recite their own address?</i> Where is my classroom? The children explore a birds eye view of their classroom and create messy maps to represent the key features. <i>Extend – How can we make it easier for others to know where each shape represents on our map?</i> Where is our school? The children use google earth to locate the school and explore the surrounding area. The children examine the school address and learn the address and the order it is written. The children create pictures of the school to post to other classes in the group using the school address. <i>Expand – How do we get to the closest <u>postbox</u>? Plan a route where we only cross one road.</i> Can we make a map of our school grounds? The children follow simple trails around the school grounds using their knowledge of positional language and cardinal points. The children then create maps of the school grounds showing key features. <i>Broaden – Make an emotion map for several places around the school. How does the environment make you feel?</i> How do we travel to school? Recalling their discussions on where they live the children discuss and map their route to school. How do they travel to their home? Create a class pictogram to record the results. <i>Expand – Which transport is the most or least popular?</i>

Geography – Spring 1

NC PoS	Key Concepts Link	Key Knowledge and Pathway	Vocabulary	Activity
Pupils should be taught to: - use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment. - use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map. - use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key	Geography teaching aims to make topics accessible to the pupils and enable them to progress. Teaching will rely on a good grasp of the architecture of the subject, its key concepts and big ideas. These are the concepts and ideas that are used to create the geographical big picture and are essential to effective teaching. Teachers will make these concepts transparent and help children to think geographically and to develop transferable geographical understanding. The intention is to take children beyond learning a set of isolated facts and move them into the realms of informed thinking through a clearly linked approach to teaching.	<u>Pathway 1</u> Locational Knowledge Recognise and talk about features in their immediate environments. (Classroom, school and home) Use and understand locational and directional language Locate simple features on a plan. <u>Pathway 2</u> Place knowledge Differentiate between maps, plans and photographs (images) and use these to explore a place. <u>Pathway 4</u> Geographical skills and fieldwork Children can understand and use outline plans. Children can talk about and plan a simple route. Children recognise the points of a compass. Children can explain what compasses are used for. Children understand the use of symbols and how a key works.	Map – a representation of an area of land or sea showing physical features, cities, roads, etc. Plan - design or make a plan of (something to be made or built). Aerial photograph - a general view from above. Legend (key) - the wording on a map or diagram explaining the symbols used Compass - an instrument containing a magnetized pointer which shows the direction of magnetic north Cardinal point - each of the four main points of the compass (North, South, East and West) Birds eye view - a general view from above. Aerial view - a general view from above. Directions – a course along which someone or something moves.	1. Can I use directional language to understand and locate features on a trail? Children will explore the concept of a trail- looking at local examples. They will use a plan of the school to follow a simple trail and take photos of what they find at each point. 2. What are the four cardinal points? Children will be introduced to the concept of a compass and explore its features. They will be shown how to use a compass, making a mnemonic for the four points. Children will identify and explain what they can see when they are facing the different cardinal points. 3. What is a birds eye view? Children will be introduced to the concept of birds eye view, looking at objects and drawings from above. They will identify objects from their birds eye view drawing. 4. What is the difference between maps, plans and aerial photographs? They will explore maps, plans and aerial photos – how these differ, including the use and purpose of keys. Sort images into categories: maps, plans and aerial photographs. Children will design their own key and symbols for the school grounds. 5. Can I measure the distance between two points? Children will be introduced to scale on maps and aerial photos. Looking at the aerial photo of the school, children will predict the size of different areas, Class to then go outside, use compass to identify the directions and measure distances using a trundle wheel and a tape measure. Compare measurements to predictions. 6. Assessment- learning log.

Geography –Isles of Scilly - Summer 1

NC PoS	Key Concepts Link	Key Knowledge and Pathway	Vocabulary	Activity
Pupils should be taught to: - use basic geographical vocabulary to refer to: ☐ key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather ☐ key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop - use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage - use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map. - use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key	Geography teaching aims to make topics accessible to the pupils and enable them to progress. Teaching will rely on a good grasp of the architecture of the subject, its key concepts and big ideas. These are the concepts and ideas that are used to create the geographical big picture and are essential to effective teaching. Teachers will make these concepts transparent and help children to think geographically and to develop transferable geographical understanding. The intention is to take children beyond learning a set of isolated facts and move them into the realms of informed thinking through a clearly linked approach to teaching.	<u>Pathway 1</u> Locational Knowledge Use and understand locational and directional language Identify the Scilly Isles Locate the UK and the Scilly Isles using maps and atlases. Identify and talk about an island and it’s features. Give simple directions. <u>Pathway 2</u> Place knowledge Identify and talk about the UK and The Isles of Scilly using maps and atlases. Differentiate between maps, plans and photographs (images) and use these to explore a place. <u>Pathway 3</u> Human and Physical Geography Use human and physical terms to describe features of a place. Compare features that are similar and different. <u>Pathway 4</u> Geographical skills and fieldwork Children recognise the points of a compass. Children can explain what compasses are used for. Children understand the use of symbols and how a key works.	United Kingdom – a place on earth that is made up of 4 countries – England, Wales, Scotland, Northern Ireland. Isles of Scilly - 5 populated islands – St Marys, Tresco, Bryher, St Agnes, St Martins. Atlases - a collection of maps. Sea - salt water that surrounds land. Island - a piece of land surrounded by water. Map – a representation of an area of land or sea showing physical features, cities, roads, etc. Aerial photograph - a general view from above. Compass - an instrument containing a magnetized pointer which shows the direction of magnetic north Cardinal point - each of the four main points of the compass (North, South, East and West) Birds eye view - a general view from above. Aerial view - a general view from above. Directions – a course along which someone or something moves.	1. Where in the UK are the Isles of Scilly? Children will explore a map of UK, labelling the four countries and seas around these. We will explore the location of the Isles of Scilly and how you can get there. 2. What are the physical and human features of the Isles of Scilly? Children will explore the concepts of physical and human features and look at these with regards to the Isles of Scilly. Children will sort pictures of Scilly into human and physical features. 3. Can I use a compass to give directions? Children will be reminded of how to use a compass and the four ordinal points. They will use a simple map and compass to answer simple directional questions. 4. Can I use and understand basic symbols on a map key? Children will be reminded of map keys and explore how these are used in maps to find more information. Children will create their own key to use with a map of the Isles of Scilly.



Year 2

The surrounding environment

The Gambia

Fieldwork – Compass Points

Subject – Geography Autumn 2 The Surrounding Environment

NC PoS	Key Concepts What are the links?	Key Competencies What are we learning and measuring?	Key Vocabulary What are we hearing?	Key Activities What are we doing? (Context)
Place Knowledge understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom Human and Physical Geography Identify seasonal and daily weather patterns in the United Kingdom. use basic geographical vocabulary to refer to: human and physical features Geographical Skills and Field Work. Use skills to study the geography of the surrounding environment.	-The topic is taught in an accessible way to enable them to progress. - Teaching to rely on a good grasp of the architecture of the subject, its key concepts and big ideas For children to think geographically and to develop transferable geographical understanding. -Ambition to take children beyond learning a set of isolated facts and move them into the realms of informed thinking. -Clearly linked series of lessons and teaching for all children to develop a deep understanding of their local area, to enable them to contrast it effectively.	1. To understand that each school has a unique address and postcode. 2. To understand how we receive and send post and be able to recall our own address 3. To begin to use a series of maps to find routes to and from their homes and surrounding area. 4. To be able to give simple descriptive directions. 5. To describe geographical features and make a pictorial key of one part of the surrounding environment. 6. To recognise and classify physical and human features of the surrounding environment	Address-the particulars of the place where someone lives or an organization is situated Postcode-A group of numbers or letters and numbers which are added to a postal address to assist the sorting of mail Continent-A continent is a very large area of land- Europe, Asia, Africa, North and South America, Australia, Antarctica Atlas-a book of maps or charts Environment-The surroundings or conditions in which a person, animal, or plant lives or operates Key-Explains the symbols on a map Map-A representation of an area of land or sea showing physical features, cities, roads. Human features-those made by humans and which humans have changed or influenced Physical features-Some features in the landscape are natural and are called physical features (	1. Entry assessment-What do I already know about my local area/ Chn to draw and label initial ideas. the drawing effect.jpg (2048x1536) (sharepoint.com) 1. What is an address? Discuss and record where we live - what continent do we live on, what country, the closest city and what our local town is to Peters Hill. Use Google Earth to find school and its postcode. Discuss how important the postcode is but that the school also has an address. Explain how addresses work. . Extend – Why do we need addresses and postcodes 2. How do we send and receive post? Children to have google map app on iPad and use it to locate their homes and verbally recall their own addresses. Children to create a journey of a letter in pictures or words. Broaden – Why might a person choose to post something? 3. What are maps used for? Identify the different maps you can use. Plan the best route to school for a “new pupil” give a real address in the surrounding area using a simple road map. Discuss different routes, the safest, the shortest, the longest, on simple maps of the surrounding environment. Challenge – Can you repeat the routes using an Ordnance survey map? 4. Why do directions need to be descriptive? Children to give descriptive directions, Make a class list: of words that describe routes - long, wide, busy, noisy and write an informative and descriptive route for someone who needs to find their way around the surrounding environment. Challenge – Can you identify and describe the quickest route? 5. Features in my local area. Make a pictorial key of features that are found in one part of the surrounding environment Look at keys in maps-children to create a key of symbols to represent features of Peters Hill. Extend - How does a key help you interpret a map? 6. Human and Physical Features- Children to work in groups to sort a selection of pictures from UK and local area into rural and urban. Can they explain their reasoning? Classify human and physical features in the surrounding environment and record the new vocabulary created in a key. Expand – Is a park a human or a physical feature? Explain your reasoning. Exit assessment

Geography The Surrounding Environment – Spring 1

NC PoS	Key Concepts Link	Key Knowledge and Pathway	Vocabulary	Activity
Locational Knowledge	-To teach topics in an accessible way to children's to enable them to progress.	22. Geography Curriculum Pathway.pdf (sharepoint.com) Pathway 1 – Locational Knowledge -Begin to use maps and find routes in the local environment.	-Use subject specific vocabulary to describe a route to school Continent-A continent is a very large area of land, Country County Town Country, county, city, town Street, road, lane, avenue, cul-de-sac <i>Map, Oceans, Atlas</i>	Entry assessment-What do I already know about my local area/ Chn to draw and label initial ideas. • Where do I live? Can children write a postcard home (with their address). Children to have google map app on ipad. Show children Google Earth on IWB http://www.google.com/earth/ zoom in to find continent, country, county, city and town where we live. For homework, children to bring in photo of house and write address (link to computing type of house lesson). <i>++Revisit Y1 learning-identify seasonal and daily weather patterns in the United Kingdom. Look at the use of symbols.</i>
Place Knowledge	- Teaching to rely on a good grasp of the architecture o the subject, its key concepts and big ideas -Concepts and ideas are used to create a geographical big picture-essential to effective teaching. These concepts are transparent and help children to think geographically and to develop transferable geographical understanding.	Pathway 2 – Place Knowledge -Begin to understand the difference between a continent and a country. -To name the continents of the world -To locate the continent the children, live in -To know there is a difference between a country, county, city and town. -To use subject specific vocabulary to describe a route to school. Pathway 3 – Human and Physical Pathway To understand the difference between urban and rural areas -To understand geographical similarities and differences through studying the human and physical geography of the UK -To use basic geographical vocabulary to refer to and differentiate between: -key physical features, -key human features (home and contrasting location in Spring 2) -To understand geographical similarities and differences through studying the human and physical geography of the local area - Pathway 4 - Skills and Fieldwork	-key human features , including: city, town, village, factory, farm, house, office, school, and shop, jobs key physical features , including: forest, hill, river, soil, valley, vegetation, season and weather Environment-All the physical surroundings on Earth - includes everything living and everything nonliving.	How has the local area changed over time? Observational work looking at past and present maps and photos of Peters Hill, canal, Merry Hill and canal to observe changes over time. What do the children notice? (Link with art lesson week 1) Notice differences between maps and plans-when else do we use maps?
Human and Physical Geography	-Ambition to take children beyond learning a set of isolate facts and move them into the realms of informed thinking.		forest, hill, river, soil, valley, vegetation, season and weather Facility-shop, supermarket, library, town hall etc. City, town, village, factory, farm, house, office, school, and shop	How many continents are there? Where in the world do I live? Children to complete a 'My world activity' which they will use to refer to throughout the unit as a vocab tool. Children to use atlases to independently locate the seven continents of the world accurately. Children to identify the continent they live in and explore the atlases. What is the difference between a town and a city? Can I identify the human and physical features of my area and the UK? Children to work in groups to sort a selection of pictures from UK and local area into rural and urban. Can they explain their reasoning? Create an advert explaining the features of the local area.
Geographical Skills and Field Work	-Clearly linked series of lessons and teaching for all children to develop a deep understanding of their local area, to enable them to contrast it effectively.	-To know how an address is written and used -Identify, compare and contrast the local area -To begin to talk about observations they make. - Understand, use and talk about symbols and how a key works. Differentiate between maps, plans and photographs.		What do I like about my local area?

Geography - Spring 2

NC PoS	Key Concepts Link	Key Knowledge and Pathway	Vocabulary	Activity
Locational Knowledge	-To teach topics in an accessible way to children to enable them to progress.	I can begin to understand the difference between a continent and a country. -To name the continents of the world and locate the continent the children, live in	-Use subject specific vocabulary to describe a route to school	Baseline-What do I already know about Africa? Children to draw and label their ideas-listen in to children's conversations to tackle misconceptions (e.g some children will think all people in Africa are poor. Pose questions-what jobs are there in Africa?) Where is Africa? Where is The Gambia? How would you get there? Recap from last half term-What are the names of the continents and oceans? How many continents are there? Where in the world do I live?(Children to be able to identify where Europe and Africa is) Where in the world is Africa? Use maps, Google Earth and create a map collage for classroom and working wall. Where is The Gambia? To understand that Africa is a continent near the equator. Discuss in groups how you would travel to The Gambia.
Place Knowledge	- Teaching to rely on a good grasp of the architecture of the subject, its key concepts and big ideas -Concepts and ideas are used to create a geographical big picture-essential to effective teaching. These concepts are transparent and help children to think geographically and to develop transferable geographical understanding.	I can describe how to travel from the home locality to The Gambia and locate the country of The Gambia and the urban area of Serrekunda on a map. I can explain how aerial photographs are taken and what they show I understand how to observe and record weather data and can make comparisons between the UK and The Gambia	Continent-A continent is a very large area of land, such as Africa or Asia, that consists of several countries Environment-All the physical surroundings on Earth - includes everything living and everything nonliving.	What is the weather like in The Gambia? Look at weather reports from UK (recap Y1 learning) and look at The Gambia-comparison at same time in the Year. Compare and contrast the seasons-Wet and Dry vs Spring, Summer, Autumn Winter. Which would the children prefer? Why? Look at problems the weather in The Gambia may cause (link to key English text)
Human and Physical Geography		I can identify and talk about The Gambia and make comparisons with life in The Gambia and my own I can investigate and differentiate between human and physical features in The Gambia. (I can name the human features e.g. activities and jobs.)		Is The Gambia a holiday destination? Show contrasting images of The Gambia (e.g. 5 star holiday destinations vs. Kutasilo rubbish dump. Why do children think people would want to visit The Gambia? Look at a Gambian travel guide-hot seat as a bird watcher who is visiting The Gambia.? Describe the landscape and why you choose to come and study the birds. Show the children https://www.gambia.co.uk/blog/birds-of-the-gambia-in-pictures Investigate what maps tell us about the landscape of The Gambia using Google maps. Pose question-why do people want to travel to The Gambia?
Geographical Skills and Field Work	-Ambition to take children beyond learning a set of isolate facts and move them into the realms of informed thinking. -Clearly linked series of lessons and teaching for all children to develop a deep understanding of their local area, to enable them to contrast it effectively.	I can explain how jobs can be different to other parts in the world I can participate in discussions and debates I understand the difference between urban and rural areas and can draw some conclusions from their findings. I can use physical geographical terms accurately describe the landscape of The Gambia. I can understand that food comes from different sources - begin to make comparisons with their own lives and the lives of others	Africa-continent The Gambia-country Africa The Gambia Facts	Are jobs the same everywhere? Create a poster which shows different buildings found in The Gambia (shops, schools, hotels, offices, houses, official buildings). (Serrekunda sheet 8) As a stall holder who sells tourist gifts, fabric, baskets, wooden items and leather goods, make a list of what you sell and how you stock your stall (are the items sourced locally or do they have to come from somewhere else?) Research where the items come from. (Serrekunda sheet 9) As a Gambian mother, explain how you look after your garden plot. Debate with the children-Are jobs the same everywhere. Debate and sorting activity in small groups. w.b 28th March-Project Gambia Day Have pictures of areas the children will know locally and in school before and after pictures to show how areas have been improved or spoilt. Show children the well in The Gambia that was built three years ago, using money raised by the charity Project Gambia. Why was there a need for a well? How do you think it improved the area? Children to have a selection of different scenarios. They must sort into groups and explain if the action spoilt or improved the area. Children to review what they have learnt over the last few weeks. Children to create a non-chronological report about The Gambia

Geography – Summer 2

NC PoS	Key Concepts Link	Key Knowledge and Pathway	Vocabulary	Activity
Locational Knowledge	-To teach topics in an accessible way to children's to enable them to progress.	Revision from Summer 1 -To name the continents and oceans of the world	Revision from Spring 1 and 2	Identify, name and locate the oceans of the world-to help with journey work all about Amelia Earhart and The Titanic.
Place Knowledge	- Teaching to rely on a good grasp of the architecture of the subject, its key concepts and big ideas		Continent-A continent is a very large area of land, such as Africa or Asia, that consists of several countries	
Human and Physical Geography	-Concepts and ideas are used to create a geographical big picture-essential to effective teaching. These concepts are transparent and help children to think geographically and to develop transferable geographical understanding. -Ambition to take children beyond learning a set of isolate facts and move them into the realms of informed thinking.		Ocean-A large expanse of sea	
Geographical Skills and Field Work	-Clearly linked series of lessons and teaching for all children to develop a deep understanding of their local area, to enable them to contrast it effectively.			

Year 3
Local Area
East Anglia
Fieldwork — River Study

Subject – Geography (East Anglia) – Autumn 1

NC <u>PoS</u>	Key Concepts Link	Key Knowledge and Pathway	Vocabulary	Activity
understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied 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.	Geography teaching aims to make topics accessible to the pupils and enable them to progress. Teaching will rely on a good grasp of the architecture of the subject, its key concepts and big ideas. These are the concepts and ideas that are used to create the geographical big picture and are essential to effective teaching. Teachers will make these concepts transparent and help children to think geographically and to develop transferable geographical understanding. The intention is to take children beyond learning a set of isolated facts and move them into the realms of informed thinking through a clearly linked approach to teaching.	Pathway 1 Pathway 2 Pathway 3 To locate and describe the East Anglia region in the UK, by using maps and atlases. To begin to understand the weather and climate in the East Anglia region. To use geographical vocabulary to describe the distinctive physical features of East Anglia. To investigate human features and understand the types of jobs people do. To use geographical vocabulary to write a non-chronological report/To use geographical vocabulary to write a persuasive leaflet	Continent Country Region County East Anglia Local Area City Town Urban Agricultural Temperature Climate Physical Human Coastal erosion Transportation Deposition Global warming Ice Age Landscape Wind farm zones Farming	1. Entry learning log. Look at map of the world – discuss continents, countries and oceans. 2. Retrieval from year 2 – focus on the Gambia. Continents and oceans recap lesson before introducing the UK and East Anglia, thinking about the bigger picture – practical lesson can they piece together the map of the world and match labels correctly? CHALLENGE: Can they identify where the United Kingdom is on the world map? 3. Retrieval from previous lesson to link into this week's focus of the UK – countries, capital cities, seas/oceans. EXTEND: Can they identify any regions within the UK? 4. Begin by looking at our local area then introduce the region of East Anglia. What is a region? Where is it? How far is it from us? Identify local area and East Anglia on blank regional map. What are its surrounding regions? What are its main cities? Look at a map of the area and create a key to show counties/main cities/coastline etc. CHALLENGE: Compare maps of our local area and East Anglia – how are the same? How are they different? 5. Discuss the meaning of climate. Discuss how the climate is more extreme than the rest of the British Isles. Why might that be? Share climate statistics and rainfall and temperature. Compare it to the rest of the UK and in particular, our local area. Discussion: how does the weather influence the region? Touch upon coastal erosion and how the weather has contributed to that. CHALLENGE: Where would they prefer to live due to the climate and why?

Subject – Geography AUTUMN 2 EAST ANGLIA CONTINUATION

NC PoS	KEY CONCEPTS	KEY COMPETENCIES	KEY VOCABULARY	KEY ACTIVITIES
understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied 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.	Geography teaching aims to make topics accessible to the pupils and enable them to progress. Teaching will rely on a good grasp of the architecture of the subject, its key concepts and big ideas. These are the concepts and ideas that are used to create the geographical big picture and are essential to effective teaching. Teachers will make these concepts transparent and help children to think geographically and to develop transferable geographical understanding. The intention is to take children beyond learning a set of isolated facts and move them into the realms of informed thinking through a clearly linked approach to teaching.	Understand the term region. Begin to know some of the characteristics of a region e.g. its weather and climate. Use physical geographical terms accurately to identify aspects of the landscape of East Anglia. Understand and use the terms erosion, transportation and deposition Begin to understand how waves aid the process of coastal change Use a range of sources to find out about the human and physical features of a place. Name the human features of the East Anglia region. Develop an understanding of	Continent Country Region County East Anglia Local Area City Town Urban Agricultural Temperature Climate Physical Human Coastal erosion Transportation Deposition Global warming Ice Age Landscape Wind farm zones Farming	1. Look at the climate zones in the world and in the UK. Can they make a prediction about the weather and climate in East Anglia? Look at a graph of information showing average temperature and average rainfall in East Anglia. Apply understanding. BROADEN: How did this climate compare to our local area? 1. Look at renewable and non renewable energy sources. What do the words mean and what do we use energy for? Children to search around the classroom for different energy sources. Create a table in notebooks for them to sort accordingly. EXTEND: Which ones could the region of East Anglia make use of and why? 1. Compare a picture of East Anglia before and after – what is the same and what is different? Focus on coastal erosion and how waves aid the process of coastal change. Look at articles/videos to show this. Scenario to consider: Mrs Smith wants to open a shop on the top of Hunstanton cliffs. What are the pros and cons? CHALLENGE: Can they use correct terminology to describe how waves aid the process of coastal change 1. Physical Geography – Look at images of physical geography in East Anglia – they identify and describe these features. CHALLENGE: Can they think of examples they have seen in their life already? 1. Human Features – name human features of the East Anglia region and discuss how this impacts jobs. EXPAND: What jobs might people have in the region? 1. Learning Log – Fabulous finish – what have they learnt?

Subject – Geography (Local Area)

NC PoS	Key Concepts Link	Key Knowledge and Pathway	Vocabulary	Activity
understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied 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.	Physical Characteristics Human Characteristics Changes in locality over time	1. LO: To identify human and physical features 2. LO: To plan and plot a route on a map 4. LO: To analyse and compare how our local area has changed 5. LO: To understand that the type of work in the area has changed over time	Physical Human Map Local area Route Geographical Economic Agriculture Rural Industrial revolution Employment Census	1. Location of our local area. Create a key to identify the region of the West Midlands and its surrounding regions. Identify the counties within the region and narrow down to the county of the West Midlands. Use <u>digimaps</u> to identify the boroughs within this county. BROADEN: Which borough do we live in? 2. What are human and physical features? Retrieval practice: children to sort images into what they think are human and physical to see what they know already. Photo interpretation – can they label the human and physical features? EXTEND: Can they identify human and physical features from our local area? 3. Use provided maps to look at a map of the local area. See if they can plot routes to various locations. State that they will be plotting a route to a location. Children to plan in their pairs. CHALLENGE: Which is the quickest route from ____ to ____? 3. School ground/local area comparison. How has Peters Hill changed over time? Trace over old map of school grounds and use as a flap over current day map to show the changes. Focus on the physical and human features and how they have changed. EXTEND: Why are there more physical features now than before? 4. What type of jobs might they like to do? Where would they have to go to do it? Investigate the census data for Lye and North Stourbridge. Complete a class survey for what jobs their grown-ups do now. Look at images to see if they can infer what jobs were popular in the 18th, 19th and early 20th century. Introduce primary, secondary and tertiary jobs. CHALLENGE: Why are there more tertiary jobs now? <i>This to continue into Spring 2, along with History.</i>

Geography – Rivers – Summer 2

NC PoS	Key Concepts Link	Key Knowledge and Pathway	Vocabulary	Activity
describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle	Geography teaching aims to make topics accessible to the pupils and enable them to progress. Teaching will rely on a good grasp of the architecture of the subject, its key concepts and big ideas. These are the concepts and ideas that are used to create the geographical big picture and are essential to effective teaching. Teachers will make these concepts transparent and help children to think geographically and to develop transferable geographical understanding. The intention is to take children beyond learning a set of isolated facts and move them into the realms of informed thinking through a clearly linked approach to teaching.	<u>Pathway 3 - Human and physical geography</u> To identify parts of the river system. To recognise the processes which make up the water cycle To understand what happens to rainfall when it reaches the ground. <u>Pathway 4 - Geographical skills and fieldwork</u> To identify river features in the field. To record change along a river's course. To record information and data in the field. LO: To understand the key processes of the water cycle LO: To identify the features of a river system LO: To identify the characteristics of the three stages of a river To learn how to locate places and features on maps using grid references. LO: To investigate features of the River Thames on maps and satellite photos (link to English book)	evaporation precipitation condensation sun lake groundwater wind sea river Runoff source waterfall river mouth meander lake delta confluence Reservoir channel sediment altitude floodplain upper course middle course lower course source spring stream confluence tributary lock course estuary	Complete learning log first – can they label/write about the water cycle/river features 1. Why is earth nicknamed 'Blue Planet'? Explain that 71% of Earth's surface is covered in water. https://www.youtube.com/watch?v=1fkWLbZFbJM&t=9s Dissect the water cycle into the 4 main parts: evaporation, precipitation, condensation, collection. Create actions to remember. Complete water cycle wheel. Extension: Explain the water cycle or write from the perspective of a drop of water. Complete water cycle quiz to test understanding https://studyjams.scholastic.com/studyjams/jams/science/weather-and-climate/water-cycle.htm 2. Recap water cycle. How do streams and rivers form? Look at different features of a river system. Children to match pictures to definitions in groups. Children to then identify features on a picture of a river system then write definitions of each one. 3. Three stages of the river – discuss various terminology and show images of the upper, middle and lower course. Children to describe them in terms of channel width, speed of water, altitude etc. Children to then cut out features of the different stages and place in the correct columns. 4. Features of an existing river using maps and photos – look at 4 different parts of the river (the source, middle course, lower course and mouth) Label images and write sentences to explain. 5. Geography/Computing cross-curricular lesson – see computing MTP for more details (no separate Geography lesson this week) End of topic learning log.

Year 4
Global Citizen
Naples
California

Subject – Geography Autumn 1

Topic – Global Citizen

Key Question: How has migration and trade changed since the Victorian period?

NC <u>PoS</u>	Key Concepts Link	Key Knowledge and Pathway	Vocabulary	Activity
Children should describe and understand key aspects of: human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.	The intention is to take children beyond learning a set of isolated facts and move them into the realms of informed thinking through a clearly linked approach to teaching.	Pathway 3 – Human and Physical 1. Knowledge harvest and learning log 2. LO: I can describe the global goals. 3. LO: I can evaluate each of the global goals. 4. LO: I can describe how trade has changed over time. 5. LO: I can explain the term migration.	Aid Poverty Malnutrition Inequality World hunger United Nations Peace Trade Import Export Carbon footprint Emissions Travel Migration Towns and cities Population	2 and 3. Why are global goals important? Begin by explaining the UN and 17 global goals. Children to identify and explain each one. Move to evaluating the importance of each one. Ask children to rank them in order of importance (diamond 9) and debate as a class the reasons for their choices. Use carousel feedback to share their opinions with the class, do we agree or disagree? Children to create the global goals paper chain. https://petershilldudley.sharepoint.com/Curriculum/Shared%20Documents/Geography/Updated%20Geography%20Scheme%20Jan%202023/UPDATED%20%20GEOGRPAHY%20UNITS/GLOBAL%20CITIZEN/GLOBAL%20CITIZEN%20LEAFLET.pdf Challenge - Are all the global goals as important as each other? 2. How has world trade of fresh produce changed over time? Has this been for the better or worse? Explain what trade means and discuss where our items come from. Teach children about where the Victorians imported and exported to and from. Compare and create trade maps of the UK and worldwide to spot different important locations of importing and exporting goods from 1890 and 2023. Discuss the similarities and differences in these and the impact on the changes in our lives today. Broaden – what is unequal trading and what does it look like? 3. Was migration more important in 1870? Is migration still happening today? Explore why people migrated during the Victorian period from towns to busy cities. Discuss population and reasons why some towns and cities were heavily populated compared to others. Why did Queen Victoria call Dudley the ‘black country?’ and why did William Morris create floral wallpaper? How does this link to migration? Analyse comparative population maps of 1870 and 2023. Why do people migrate in 2023? Challenge – what is the difference between a migrant and a refugee?

Key Question: How has migration and trade changed since the Victorian period?

NC <u>PoS</u>	Key Concepts Link	Key Competencies	Vocabulary	Activity
Children should describe and understand key aspects of: human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.	The intention is to take children beyond learning a set of isolated facts and move them into the realms of informed thinking through a clearly linked approach to teaching.	Pathway 3 – Human and Physical - LO: I can explain the term migration. - I can hypothesise about who migrates and why. - LO: I can identify and describe the location of the Galapagos islands - LO: I can describe the Galapagos islands - LO: I can explain the impact of plastic in our oceans - LO: I can design a plan to help us become single-use plastic free. - two week project eco plan 5. Learning log exit	Poverty Malnutrition Inequality World hunger United Nations Peace Trade Import Export Carbon footprint Emissions Travel Migration Towns and cities Population Galapagos Islands Habitat Ocean plastics Single use plastic free Sustainability	1 and 2. Was migration more important in 1870? Is migration still happening today? Explore why people migrated during the Victorian period from towns to busy cities. Discuss population and reasons why some towns and cities were heavily populated compared to others. Why did Queen Victoria call Dudley the 'black country?' and why did William Morris create floral wallpaper? How does this link to migration? Analyse comparative population maps of 1870 and 2023. Why do people migrate in 2023? Challenge – what is the difference between a migrant and a refugee? 3. Why are the Galapagos islands significant? Hook children by sharing videos and photos of the Galapagos. Children to use maps, atlases and images to locate and describe the Galapagos islands. Can children create a trip advisor review/travel guide advertising the Galapagos islands. Challenge – why is it such a popular place for tourists? Why is it an unusual place? 4. Are we responsible for the extinction of a species? Children to create a collage of the Galapagos islands. Broaden – why is it a protected place? 5. How long does plastic take to biodegrade? Explain what happens to our rubbish and explain the importance of reuse, reduce and recycle. Explain what SUP is and play a game to identify which items degrade first. Deeper – are there any positives of single use plastic? 6. How is the place at risk because of plastic and which animals are most effected? Watch videos and documentary snippets of the Galapagos on ITV news. Discuss and debate the use of plastics and how we can further enable the country to become SUP free. Extend -What would the benefits be of becoming SUP free?
				Documentary snippets of the Galapagos on ITV news. Discuss and debate the use of plastics and how we can further enable the country to become SUP free. Extend -What would the benefits be of becoming SUP free?

Geography – Spring 2 How are earthquakes and volcanoes connected? Did Mount Vesuvius destroy an empire?				
NC PoS	Key Concepts Link	Key Knowledge and Pathway	Vocabulary	Activity
Children should be taught to locate the world’s countries, using maps to focus on Europe and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.	Children will be encouraged to find out about the world they live in and ask appropriate questions to deepen their understanding. They will be motivated by learning about local, national and international geography so that their global awareness increases all of the time. Children will develop a responsibility for learning about the world around them and the role they play in supporting our world.	Physical Geography and the Campania Region Pathway 1: Locational Knowledge Pathway 2: Place Knowledge <u>Use a range of sources to find out about the human and physical features of a place.</u> 1. LO: I can describe the physical features of the Campania region and Naples. To locate and describe the Campania region of Italy, its physical features and main settlements by using maps and atlases <u>Understand how people are prepared for volcanic or earthquake emergencies.</u> 2. LO: I can explain the structure of a volcano and the importance of Mount Vesuvius in its region. 3. LO: I can explain why earthquakes occur and suggest ways of mitigating the effects of earthquakes. To investigate the significance of one major eruption. <u>Describe the physical features of the region in Italy /California using a variety of sources.</u> 4. LO: I can compare and contrast the lifestyle of the Campania region in Italy with Stourbridge and England. To investigate the types of jobs people do in the region of Campania To find out why people visit the Bay of Naples and the benefits of tourism.	Campania Gulf of Naples Region Super-volcano Earthquake Volcano Herculaneum Magma chamber Crater Secondary cone Ash Cinders Lava Pumice Sulphuric gas Continent Major earthquake zone Pacific ocean basin Tectonic plates Employment Tourists attraction Demographic	1. Using atlases, maps and technology, children will locate Italy, and the surrounding seas and countries. They will describe the physical features such as volcanoes, market towns, bodies of water and countryside. How does Naples compare with England? Why is Naples a popular tourist destination? 2. Using a 3D model, children will learn how a volcano erupts and will describe the process during an eruption. They will learn about different volcanoes around the world and why the eruption of Mount Vesuvius was so devastating to the city of Naples. What are the benefits and risks of living near a volcano? How do Campania residents prepare for an eruption? Why are we not at risk of a volcanic eruption? 3. Using maps and atlases, and knowledge of the tectonic plates, children will identify the major earthquake zones in the world. Children will describe the distribution of earthquakes and volcanoes in California. Explain the differences between earthquakes and how earthquakes are measured. Children to construct a structure to withstand an earthquake and argue why theirs is stronger than others. Why is it called an earthquake? Does the earth really shake and roll? 4. Describe the main forms of employment in Naples with England, and discuss patterns we notice. Discuss the attractions within Naples that continue to invite tourists every year. Plan a holiday to Naples, describe the key attractions and features you would

Geography – Summer 1 Why is California a popular tourist destination? How is North and South America similar/different?				
NC PoS	Key Concepts Link	Key Knowledge and Pathway	Vocabulary	Activity
Children should be taught to locate the world’s countries, using maps to focus on Europe and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.	Physical Geography Pathway 1: Locational Knowledge Pathway 2: Place Knowledge	1. LO: I can use maps and atlases to locate California. To begin to understand the weather and climate in this region. 2. LO: I can describe the landscape of California and compare this with the UK. To use geographical vocabulary to describe the environmental regions of California. 3. LO: I can analyse the importance of crops and farm animals in the Central Valley. To begin to understand the causes and consequences of water shortages in the Central Valley. To understand economic activity in the Central Valley and importance of trade links. 4. LO: I can identify the location, characteristics and human features of San Francisco. (and Los Angeles) To begin to have an understanding of the urban geography of Los Angeles and San Francisco. To understand the complex grid system of Los Angeles. LO: I can evaluate why California is a popular destination for tourists. To begin to understand the geological instability (earthquakes and volcanoes) of California.	Region Tectonic plates Employment Tourists attraction Demographic Agriculture Attraction National park Landscape Redwood Death Valley Climate Temperature Population Landmarks	1. Using maps and atlases, identify California on a map. Discuss the location and position of tectonic plates. Discuss location near equator, how does this affect climate? 2. Learn about California’s national parks and how this contributes to the attraction of California. Is this similar or different to the UK? Why is Death Valley called Death Valley? Which physical terms can be used to describe California? 3. Learn about the growing of Almonds in the Central Valley. Discuss whether these could be grown anywhere else in the world and why. Discuss why this is central to California’s economy and survival. What is the importance of agriculture to California’s economy? 4. How does San Francisco compare with California? Compare the human geography of the two cities How does this compare with the UK? Learn about the Golden Gate Bridge, the use of cable cars and the area known as fisherman’s wharf. What is it like to live in large and widespread cities? Why are they popular tourist destinations?

Year 5
South Wales
Paris Basin
GIS

Subject – Geography – Autumn 1

Context - A Region of the UK: South Wales

NC PoS	Key Concepts	Key Competencies	Key Vocabulary	Key Activities
National Curriculum Knowledge and Understanding Locational knowledge – using maps to focus on the UK name and locate... geographical regions and their identifying physical characteristics and key topographical features and understand how some of these aspects have changed over time key topographical features including mountains and rivers key topographical features (including coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time Geographical skills and fieldwork - using maps, atlases and computer mapping to locate and describe features studied Human and physical geography - describe and understand types of settlement, land use, economic activity	<i>Geography teaching aims to make topics accessible to the pupils and enable them to progress.</i> <i>Teaching will rely on a good grasp of the architecture of the subject, its key concepts and big ideas. These are the concepts and ideas that are used to create the geographical big picture and are essential to effective teaching.</i> <i>Teachers will make these concepts transparent and help children to think geographically and to develop transferable geographical understanding.</i> <i>The intention is to take children beyond learning a set of isolated facts and move them into the realms of informed thinking through a clearly linked approach to teaching.</i>	Initial Learning Log <i>Pathway 1 -</i> LO: I can locate, identify and describe the South Wales region of the UK using maps and atlases. LO: I can explain the weather and climate of the South Wales region. LO: I can describe how coal is formed and how it is mined. <i>Pathway 3 -</i> LO: I can describe how steel is made and understand why the steel industry changed locations.	<i>region - an area, especially part of a country or the world having definable characteristics but not always fixed boundaries.</i> <i>weather - the state of the atmosphere at a particular place and time as regards heat, cloudiness, dryness, sunshine, wind, rain, etc.</i> <i>climate - the weather conditions prevailing in an area in general or over a long period.</i> <i>mining - the process or industry of obtaining coal or other minerals from a mine.</i> <i>physical features - anything that is on the Earth naturally.</i> <i>human features - things that are made or built by humans.</i>	Location - - Retrieval – Locate regions across Europe and the UK that they have focused on in previous years. Locate where they currently area. - Annotate and label UK. - Annotate and label South Wales (human and physical features including key rivers and cities). <i>Extend – Underline all of the physical features of the region in blue and the human features in red. Create a key.</i> Weather and climate - - Initial Question – Using what you have learnt so far, what do you think the weather conditions are like in South Wales? What makes you think this? - Determine the difference between weather and climate - Using data, plot a rainfall and temperature line graph for Cardiff. - Evaluate the weather conditions/ trends in Cardiff. Compare to initial answer. <i>Broaden - Compare and contrast the weather conditions in Cardiff to the weather conditions in Stourbridge. Plot a rainfall and temperature graph of Stourbridge to do this.</i> Coal - - Describe how coal is formed - Annotate a cross section of South Wales displaying coal seams. - Learn about the processes by which the coal was mined e.g. pit ponies. <i>Challenge – Mr Duncan thinks that there could be coal in the ground underneath Peters Hill Primary School. Do you agree? Explain your answer using what you have learnt this lesson.</i> Steel - - Retrieval Rewind Elaborate and Extend – Coal is formed underground. Create a flow chart describing how steel is made. - Annotate a map of South Wales showing where the steel industry moved to, when and why. <i>Expand – PMI Steel was never created.</i> Impact - - Retrieval Rewind Image Association – How do these images link to our previous learning about South Wales. - Case Study Focus – Rhondda. - Read a diary entry of a child that lived in this village. Analyse and discuss images of the village before, during and after coal mining. - Explain how the mining industry impacted this town and other towns across South Wales. Will these villages and towns ever fully recover? <i>Broaden – The fall of the coal industry. How did this impact coal mining locations?</i>

NC PoS	Key Concepts Link	Key Knowledge and Pathway	Vocabulary	Activity
Locational knowledge. Geographical skills and fieldwork. Human and physical geography.	Pathway 1 - Locate the UK, and the South Wales region using maps and atlases. Understand the term region. Begin to know some of the characteristics of the region in terms of its weather and climate. Pathway 1 - Begin to understand places changes over time. Describe the types of mining practised in South Wales. Identify aspects of the physical landscape of South Wales. Pathway 3 – Explain the nature of the region and how it affects the type of jobs and settlements found. Pathway 1 - Begin to understand places changes over time. Develop their ideas about the success /impact of regeneration. Identify aspects of the physical landscape of South Wales. Understand how to locate mountain ranges in South Wales in particular Pen y Fan using OS maps. Explain the value and purpose of	LO: I can explain how the mining industry impacted towns and villages across South Wales. LO: I can understand why National Parks were set up and what people gain from visiting them. LO: I can analyse the regeneration of Cardiff Bay. Learning Log Final Assessment	Physical features -the natural features on the Earth's surface. Human features - things made or built by humans. Landscape - part of Earth's surface that can be viewed at one time from one place. Settlement - a place where people live Industry - an economic activity that is concerned with production of goods, extraction of minerals or the provision of services. Regeneration - the long-term upgrading of existing urban, rural, industrial and commercial areas to bring about social and economic change. Mountain range - a series of mountains or mountain ridges closely related in position and direction. National park - a natural park in use for conservation purposes, created and	Impact - - Retrieval Rewind Image Association – How do these images link to previous learning on South Wales. - Case Study Focus – Rhondda. - Read a diary entry of a child that lived in this village. Analyse a images of the village before, during and after coal mining. - Explain how the mining industry impacted this town and other South Wales. Will these villages and towns ever fully recover? Broaden – <i>The fall of the coal industry. How did this impact coal mining?</i> Physical Features - Retrieval Rewind Brain Dump – What are the physical features of South Wales? - Case Study - Brecon Beacons National Park - Initial class engagement task – They are going to the Brecon Beacons to the highest point Pen y Fan. Make a list of the essential items they need to take on their expedition. - Use <u>Digimap</u> for schools to explore the National Park and how it has changed over time. What's the same? What's different? - Create a leaflet on the National Park including why it was set up and what should go there. Challenge – <i>The creation of National Parks helps the environment. Do you agree or disagree?</i> Human Features - Case Study – Cardiff Bay - Explore the location using <u>Digimap</u> for schools looking at how it has changed over time. What's the same? What's different? - Compare and annotate images of the area before and after the regeneration. - Class debate – Has the Cardiff Bay Regeneration scheme been a success? Expand - <i>The regeneration of Cardiff Bay has been a success. Do you agree or disagree?</i>

Geography – Spring 2

Context- A Region in a European Country: The Paris Basin

NC PoS	Key Concepts Link	Key Knowledge and Pathway	Vocabulary	Activity
National Curriculum Knowledge and Understanding Locational knowledge – using maps to focus on the UK name and locate... geographical regions and their identifying physical characteristics and key topographical features and understand how some of these aspects have changed over time key topographical features including mountains and rivers key topographical features (including coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time Geographical skills and fieldwork - using maps, atlases and computer mapping to locate and describe features studied Human and physical geography - describe and understand types of settlement, land use, economic activity	<i>Geography teaching aims to make topics accessible to the pupils and enable them to progress.</i> <i>Teaching will rely on a good grasp of the architecture of the subject, its key concepts and big ideas. These are the concepts and ideas that are used to create the geographical big picture and are essential to effective teaching.</i> <i>Teachers will make these concepts transparent and help children to think geographically and to develop transferable geographical understanding. The intention is to take children beyond learning a set of isolated facts and move them into the realms of informed thinking through a clearly linked approach to teaching.</i>	Pathways <i>Pathway 1</i> - Locate and label France on a map of Europe. Locate and label The Paris Basin, cities and physical features. Use directions (four and six figure grid references). <i>Pathway 2</i> - Identify and talk about a place – South Wales and France – Paris Basin. Use and discuss a range of sources to find out about the human and physical features of a place. Including GIS. LO: to analyse the Paris Basin region, its physical features and main settlements. <i>Pathway 1</i> - Locate and label The Paris Basin, cities and physical features. <i>Pathway 2</i> - Use and discuss a range of sources to find out about the human and physical features of a place. Including GIS. <i>Pathway 3</i> - Explain the features of a basin, in particular The Paris Basin. LO: to formulate an understanding of the key physical geographical features of and the nature of The Paris Basin. <i>Pathway 3 – Explain the nature of the region and how it affects the type of jobs and settlements found. Name human features of the region.</i> LO: to investigate land use and the types of rural settlements. <i>Pathway 2</i> - Use and discuss a range of sources to find out about the human and physical features of a place. Including GIS. <i>Pathway 3</i> – Explain the importance of tourism to this region. Understand that there are both benefits but also disadvantages of tourism. Understand the significance of the River Seine. Appreciate the value of the port of Le Havre. LO: to justify why people visit Paris, the benefits of tourism to the area and the significance of the River Seine.	<i>region</i> <i>Characteristics</i> <i>Locate</i> <i>Physical features</i> <i>Human features</i> <i>Landscape</i> <i>Settlement</i> <i>Rural</i> <i>Tourism</i> <i>Economy</i> <i>Industry</i> <i>GIS</i> <i>(Geographical</i> <i>Information</i> <i>Systems)</i>	Suggested Activities on SharePoint – L1 – • Locate France (Paris Basin sheet 2) and its regions, main towns/cities and physical features (Paris Basin sheet 3) using maps and atlases and computer mapping. • Identify Paris, The Paris Basin and geographical characteristics of the region (Paris Basin sheet 4) using a range of maps. • Design information/fact cards to show features of The Paris Basin and landmarks in Paris. L2 – • Draw a diagram to illustrate an escarpment, labelling dip slope, scarp and vale and showing how the rocks dip. • In groups, find out about the climate, soil types, landscape and important rivers of the region, make a sound bite about what you have found out. • Create a Traveller’s Guide in image form about what you would expect to see in the region. (Paris Basin sheet 6) L3 – • In three groups use Google maps to investigate three villages across The Paris Basin – Harcourt, Le Thil and Osly-Courtil, and record the landscape, house types, field(sizes), crops and animals that they observe (Paris Basin sheet 8). • Research produce and find recipes using local produce from the region. • Make a pictorial glossary to include vineyard, wheat field, mechanised farming, cow pastures, market gardening. L4 – • Create a set of information cards, showing and describing one tourist attraction in Paris i.e. each child or a group to concentrate on one attraction e.g. Eiffel Tower, Notre Dame (Paris Basin sheet 10) • Design a children’s pictorial map for an afternoon visit to Paris. • Imagine you work for the Tourist Board, write a letter to a colleague outlining the advantages of tourism to places such as Paris • Find out about the port of Le Havre, the major shipping port at the mouth of the Seine in France. (download map to IWB :https://www.whatsinport.com/LeHavermap.jpg). Help the children work out the types of human geography activities undertaken in Le Havre (ferry port, cruise port, commercial and container port, beach holidays and shopping) • As geographical detectives ask the children to find what they can do and see in Le Havre (Paris Basin sheet 11) • Make a montage using images of the bridges on the River Seine and describe their importance.

Geography – Summer 1 Context- A Region in a European Country: The Paris Basin Continue from Spring 2 due to Pioneer				
NC PoS	Key Concepts Link	Key Knowledge and Pathway	Vocabulary	Activity
<u>National Curriculum Knowledge and Understanding</u> Locational knowledge – using maps to focus on the UK name and locate... geographical regions and their identifying physical characteristics and key topographical features and understand how some of these aspects have changed over time key topographical features including mountains and rivers key topographical features (including coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time Geographical skills and fieldwork - using maps, atlases and computer mapping to locate and describe features studied Human and physical geography - describe and understand types of settlement, land use, economic activity	<i>Geography teaching aims to make topics accessible to the pupils and enable them to progress.</i> <i>Teaching will rely on a good grasp of the architecture of the subject, its key concepts and big ideas. These are the concepts and ideas that are used to create the geographical big picture and are essential to effective teaching.</i> <i>Teachers will make these concepts transparent and help children to think geographically and to develop transferable geographical understanding. The intention is to take children beyond learning a set of isolated facts and move them into the realms of informed thinking through a clearly linked approach to teaching.</i>	Pathways <i>Pathway 3 – Explain the nature of the region and how it affects the type of jobs and settlements found. Name human features of the region.</i> LO: to investigate land use and the types of rural settlements. <i>Pathway 2 - Use and discuss a range of sources to find out about the human and physical features of a place. Including GIS.</i> <i>Pathway 3 – Explain the importance of tourism to this region. Understand that there are both benefits but also disadvantages of tourism. Understand the significance of the River Seine. Appreciate the value of the port of Le Havre.</i> LO: to justify why people visit Paris, the benefits of tourism to the area and the significance of the River Seine.	<i>region</i> <i>Characteristics</i> <i>Locate</i> <i>Physical features</i> <i>Human features</i> <i>Landscape</i> <i>Settlement</i> <i>Rural</i> <i>Tourism</i> <i>Economy</i> <i>Industry</i> <i>GIS</i> <i>(Geographical</i> <i>Information</i> <i>Systems)</i>	Suggested Activities on SharePoint – L1 – - Locate France (Paris Basin sheet 2) and its regions, main towns/cities and physical features (Paris Basin sheet 3) using maps and atlases and computer mapping. - Identify Paris, The Paris Basin and geographical characteristics of the region (Paris Basin sheet 4) using a range of maps. - Design information/fact cards to show features of The Paris Basin and landmarks in Paris. L2 – - Draw a diagram to illustrate an escarpment, labelling dip slope, scarp and vale and showing how the rocks dip. - In groups, find out about the climate, soil types, landscape and important rivers of the region, make a sound bite about what you have found out. - Create a Traveller’s Guide in image form about what you would expect to see in the region. (Paris Basin sheet 6) L3 – - In three groups use Google maps to investigate three villages across The Paris Basin – Harcourt, Le Thil and Osly-Courtill, and record the landscape, house types, field((sizes), crops and animals that they observe (Paris Basin sheet 8). - Research produce and find recipes using local produce from the region. - Make a pictorial glossary to include vineyard, wheat field, mechanised farming, cow pastures, market gardening. L4 – - Create a set of information cards, showing and describing one tourist attraction in Paris i.e. each child or a group to concentrate on one attraction e.g. Eiffel Tower, Notre Dame (Paris Basin sheet 10) - Design a children’s pictorial map for an afternoon visit to Paris. - Imagine you work for the Tourist Board, write a letter to a colleague outlining the advantages of tourism to places such as Paris - Find out about the port of Le Havre, the major shipping port at the mouth of the Seine in France. (download map to IWB :https://www.whatsinport.com/LeHavermmap.jpg). Help the children work out the types of human geography activities undertaken in Le Havre (ferry port, cruise port, commercial and container port, beach holidays and shopping) - As geographical detectives ask the children to find what they can do and see in Le Havre (Paris Basin sheet 11) - Make a montage using images of the bridges on the River Seine and describe their importance.

NC PoS	Key Concepts Link	Key Knowledge and Pathway	Vocabulary	Activity
National Curriculum Knowledge and Understanding Geographical skills and fieldwork - use maps, atlases, globes and digital/ computer mapping to locate countries and describe features studied - use four figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom - use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies	<i>Geography teaching aims to make topics accessible to the pupils and enable them to progress.</i> <i>Teaching will rely on a good grasp of the architecture of the subject, its key concepts and big ideas. These are the concepts and ideas that are used to create the geographical big picture and are essential to effective teaching.</i> <i>Teachers will make these concepts transparent and help children to think geographically and to develop transferable geographical understanding. The intention is to take children beyond learning a set of isolated facts and move them into the realms of informed thinking through a clearly linked approach to teaching.</i>	Pathway 4 – Skills and Fieldwork LO: to formulate an understanding of geographic information systems (GIS) and use grid references accurately to interpret maps. LO: to use GIS to analyse the origins of different fruit and vegetables. LO: to use GIS to justify why supermarkets and land-based wind farms are located where they are. LO: to evaluate several flood defence schemes using GIS.	<i>GIS</i> <i>(Geographical Information Systems)</i> <i>Grid</i> <i>Reference</i> <i>Origin</i> <i>Location</i> <i>Economy</i> <i>Physical</i> <i>Features</i> <i>Human</i> <i>Features</i> <i>Formulate</i> <i>Analyse</i> <i>Justify</i> <i>Evaluate</i> <i>Fieldwork</i> <i>Flood</i> <i>defences</i> <i>Flooding</i> <i>management</i>	Learning Log Initial Piece Lesson 1 – Introduce the class to GIS and how to use locational and economic data. Children will explore where different places are around the UK using google maps to continue to build a sense of place. Children will identify grid references of locations using OS maps. Children to apply their GIS knowledge to create their own GIS data bases through fieldwork. Results to be analysed. Lesson 2 – Apply new GIS knowledge to develop locational data. Children to bring their own food labels showing produce origins to school. Children to use google maps and atlases to locate the origins of each food and calculate air miles. Both activities use GIS and result in each child creating their own data. Children to draw conclusions from their results e.g. Where are most fruits and vegetables grown? Why is this? Lesson 3 – Analyse where current supermarkets/ wind farms are using maps. Children discuss why they think they were built in these locations. Children to learn what makes an ideal location for a windfarm/ supermarket. Children to go into groups to decide on a new location for a supermarket and wind farm around Stourbridge. Lesson 4 – Project based lesson. Reason why floods need to be managed. Children to learn different flood defence techniques and schemes. Can children design their own flood defences for an area? Group project. Learning Log Final Piece

Geography - Summer 2		Context - Geographical Information Systems			Covered	New learning
NC PoS	Key Concepts Link	Key Knowledge and Pathway	Vocabulary	Activity		
National Curriculum Knowledge and Understanding Geographical skills and fieldwork - use maps, atlases, globes and digital/ computer mapping to locate countries and describe features studied - use four figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom - use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies	<i>Geography teaching aims to make topics accessible to the pupils and enable them to progress.</i> <i>Teaching will rely on a good grasp of the architecture of the subject, its key concepts and big ideas. These are the concepts and ideas that are used to create the geographical big picture and are essential to effective teaching.</i> <i>Teachers will make these concepts transparent and help children to think geographically and to develop transferable geographical understanding. The intention is to take children beyond learning a set of isolated facts and move them into the realms of informed thinking through a clearly linked approach to teaching.</i>	Pathway 4 – Skills and Fieldwork LO: to formulate an understanding of geographic information systems (GIS) and use grid references accurately to interpret maps. LO: to use GIS to analyse the origins of different fruit and vegetables. LO: to use GIS to justify why supermarkets and land-based wind farms are located where they are. LO: to evaluate several flood defence schemes using GIS.	GIS (Geographical Information Systems) Grid Reference Origin Location Economy Physical Features Human Features Formulate Analyse Justify Evaluate Fieldwork Flood defences Flooding management	Learning Log Initial Piece Lesson 1 – Introduce the class to GIS and how to use locational and economic data. Children will explore where different places are around the UK using google maps to continue to build a sense of place. Children will identify grid references of locations using OS maps. Children to apply their GIS knowledge to create their own GIS data bases through fieldwork. Results to be analysed. Lesson 2 – Apply new GIS knowledge to develop locational data. Children to bring their own food labels showing produce origins to school. Children to use google maps and atlases to locate the origins of each food and calculate air miles. Both activities use GIS and result in each child creating their own data. Children to draw conclusions from their results e.g. Where are most fruits and vegetables grown? Why is this? Lesson 3 – Analyse where current supermarkets/ wind farms are using maps. Children discuss why they think they were built in these locations. Children to learn what makes an ideal location for a windfarm/ supermarket. Children to go into groups to decide on a new location for a supermarket and wind farm around Stourbridge. Lesson 4 – Project based lesson. Reason why floods need to be managed. Children to learn different flood defence techniques and schemes. Can children design their own flood defences for an area? Group project. Learning Log Final Piece		



Year 6

Amazon Bason
Globally significant places
Local Heritage

Subject – Geography Autumn 1 – A region with South American Basin – Amazon

NC PoS	Key Concepts	Key Competencies	Key Vocabulary	Key Activities
A high-quality geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching should equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. Children to understand the processes that give rise to key physical and human geographical features of the world	To name and locate key topographical features. To name and locate the world's seven continents To identify the position of the equator, tropic of Capricorn and tropic of cancer. Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. To locate countries in South America using maps and atlases. To locate environmental regions of South America.	LO: I can analyse the location of The Amazon Basin using maps and atlases. LO: I can compare the Amazon to a UK forest, considering climate. LO: I can explain the structure of the equatorial rainforest. LO: I can create a story demonstrating how animals work to sustain the rainforest. LO: I can generate a report on the water cycle, whilst learning about the Amazon River.	Amazon Basin: A part of South America drained by the Amazon River. Continent: One of the world's main continuous expanses of land. Vegetation zone: A group of plants that live between certain heights of mountains. Equatorial rainforest: A tropical rainforest. Agouti: Animal inhabitant of the Amazon. Sustainability: The ability to be maintained at a certain rate or level. Amazon River: A river that runs through South America. Manaus: The capital of the state of Amazonas. Water cycle: Process by which water circulates through oceans, atmosphere and land. Deforestation: The action of clearing a wide area of trees. Fair trade: Trade between companies where a fair price is paid to the producer.	Learning Log: Children to answer a few questions highlighting what they already know about rainforests and water cycles. Children to present their in their own choice. Open-ended questioning used as a strategy to retrieve the children already know about the topic. Children will briefly label a world map with continents, equator, tropic of Capricorn and tropic of cancer before analysing the location of the Amazon. Children will compare and contrast maps of South America with regards to vegetation zones. <i>In year 5, you look at why and how places change over time. To link this to year 6, the Amazon Rainforest has decreased from 7,700 square miles in 1990 to about 2,000 square miles now. Why do you think this might be?</i> Children will compare and contrast The Amazon to a forest in Nottingham. Children will have choice on how this work is presented. <i>What is the difference between a temperate and a tropical forest?</i> Children will generate a piece of work which showcases all layers of the equatorial rainforest. This work will be created in a variety of different ways which children can choose. Children will create a class mural highlighting different layers of the rainforest. <i>Why can a spider monkey live in the canopy layer and an anteater cannot? Identify the physical attributes, diet, habitat and of each animal.</i> Children will be able to justify why an Agouti helps the rainforest to be a sustainable place. Children will create a story or storyboard to show the role of the Agouti. <i>Why is the agouti considered a keystone species for the Amazon? What do you think would happen if the agouti didn't live in the Amazon?</i> Children will create a flow chart showing the water cycle. Children will create and produce a double page spread or power point presentation about the Amazon River using charts, tables, maps, fact files and internet research. <i>What would happen if a part of the water cycle was missing? Would the cycle still work?</i> AFL: End of topic assessment: children will apply the learning from the topic to a variety of open ended questions. In their learning log and complete a

Subject – Geography Autumn 2 -A region with South American Basin - Amazon

Continued



NC PoS	Key Concepts	Key Competencies	Key Vocabulary	Key Activities
A high-quality geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching should equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. Children to understand the processes that give rise to key physical and human geographical features of the world	To name and locate key topographical features. To name and locate the world's seven continents To identify the position of the equator, tropic of Capricorn and tropic of cancer. Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. To locate countries in South America using maps and atlases. To locate environmental regions of South America.	L.O: I can create a story demonstrating how animals work to sustain the rainforest. L.O: I can generate a report on the water cycle, whilst learning about the Amazon River.	Amazon Basin: A part of South America drained by the Amazon River. Continent: One of the worlds main continuous expanses of land. Vegetation zone: A group of plants that live between certain heights of mountains. Equatorial rainforest: A tropical rainforest. Agouti: Animal inhabitant of the Amazon. Sustainability: The ability to be maintained at a certain rate or level. Amazon River: A river that runs through South America. Manaus: The capital of the state of Amazonas. Water cycle: Process by which water circulates through oceans, atmosphere and land. Deforestation: The action of clearing a wide area of trees. Fair trade: Trade between companies where a fair price is paid to the producer.	Children will be able to justify why an Agouti helps the rainforest to be a sustainable place. Children will create a story or storyboard to show the role of the Agouti. <i>Why is the agouti considered a keystone species for the Amazon? What do you think would happen if the agouti didn't live in the Amazon?</i> Children will create a flow chart showing the water cycle. Children will create and produce a double page spread or power point presentation about the Amazon River using charts, tables, maps, fact files and internet research. <i>What would happen if a part of the water cycle was missing? Would the cycle still work?/</i> AFL: End of topic assessment: children will apply the learning from the topic in a variety of open ended questions. In their learning log and complete a targeted assessment on paper linked to LOs covered this half term.

Geography – Spring I

Globally Significant Places

NC PoS	Key Concepts Link	Key Knowledge and Pathway	Vocabulary	Activity
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 identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied	Pathway 1 – Locational Knowledge Pathway 2 – Place Knowledge Pathway 3 – Human and Physical Use, evaluate and discuss a range of sources to find out about the human and physical features of a place. Including GIS	L.O: I can analyse research to understand the defining human and physical characteristics of Antarctica. L.O: I can apply my knowledge to generate a survival guide for the Antarctica L.O: I can explain the significance of China as one of the world's super cities L.O: I can compare and contrast the way of life in two different locations (Education in China and UK) L.O: To explain and discuss the significance of London as a major city. L.O: To justify an issue about the physical and human characteristics of London	Continent -Any of the world's main continuous expanses of land. South pole- location on the surface of the earth at the southern end of the axis of rotation. Precipitation – Rain, sleet, hail or snow that falls or condenses on the ground. Peninsula – A piece of land almost surrounded by water Survival- the state of continuing to live in difficult circumstances. Communication devices- any hardware that transmits voice, video or text Hemisphere – a half of the celestial sphere. Solstice – two occasions in the year when the sun is directly above the furthest point of the equator that it ever reaches. Equinox – when the sun crosses the celestial equator. Powerful frost- temperature has fallen well below freezing and the ground becomes covered in ice crystals. Mega city – an extremely large city with population of over ten million people. Population – all the inhabitants of a particular place. Terrains – an area of land with features. Beneficial – has advantages. Mandarin – language spoken in China. Education system – places that educate children Capital city – a city that functions as the seat of government of a country. Surrounding seas – seas that surround the edge of a piece of land National Park city – a large urban area that is managed and semi protected to enhance the natural capital of its living landscape to enable a better quality of life. Environmental improvement- creating a more physically green environment, better air/water quality, better connected wildlife habitats, more engaged population.	L1: Activity one – Assess prior knowledge – Learning log task to start. Sugar paper task – what do you know about Antarctica? Have on working wall for reference/ add post-its throughout unit. Video clip – life in Antarctica. Identify what life is like in Antarctica. Sharing of key – 'Did you know' facts. L2: Activity two – Task sheet 1 – locating Antarctica. Rally Robin recap previous knowledge PPT used as a reference. Why are the Poles so cold? Video clip. To plan and produce a drama re-enactment/survival guide – life in Antarctica = how to survive! Optional task – written guide/ presentation. Creation of survival guide presentations/ product. L3: Activity three – Rally Robin previous knowledge – what do you know about China? How are we connected? Intro video clip about China. Share key facts. Map task sheet 3 – To identify geographical features – rivers/Cities/population. four – The Great Wall of China video. Task sheet 4 -general facts. Chn create a report piece (outcome/ design up to chn) showing the significant of China as a world power. Generate a success criteria with the chn of what needs to be included making it clear that they recognize and can explain the superpower status China has. L4: Activity Video clip – Chinese schools – can pupils work in teams to compare and contrast the similarities and differences between Chinese and British schools? Can we learn from them? Support for LA learners – Task sheet 5 prompts. Answer structure/ prompt sheet. L5: Activity five (X2 lessons) – Pupils will be identifying the geographical location of London, researching where it is in relation to the UK and the rest of the world. Pupils will have an opportunity to research the physical and human characteristics of London, beginning to understand why it is such a major city. Where is London – task sheet 7 – identifying location of London, capital cities on map of UK and surrounding sea. Task sheet 8 -Sugar paper task – why do people live work and visit London? Use -I -pads to find out as much as you can. Group presentations. 6: Pupils will be introduced to the definition of a National Park City and be able to identify some of the characteristics they entail. Pupils will be able to share the future plan for London becoming a National Park city and be able to then debate the pros and cons of this new venture. Video clip – Should London become a national park? Discuss what a National Park city is. Discuss the possibility of London becoming a National Park. Class debate – for and against the issue.

History/ Geography combined (Our Local Heritage) – Summer 2

NC PoS	Key Concepts Link	Key Knowledge and Pathway	Vocabulary	Activity outline
A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.	The national curriculum for history aims to ensure that all pupils: - know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world - understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses	<u>History</u> LO: I can argue the positive and negative aspects of the coaling industry in Black Country throughout the 20th century. LO: I can explain the importance of the Dudley canal system for transportation in the 19th century. LO: I can write about the Stourbridge Lion Locomotive and explain the significance of this for our local area <u>Geography</u> LO: I can use a compass to create a map of my local area, locating and finding the grid references of points of interest e.g. Mary Stevens Park, Merry Hill, Clent Hills, secondary schools (practical)	- Transportation - Industrial - mine - Community - Taxable goods - Iron - Coal - Locomotive - Manufacture - Employment - Fatalities - Industrial expansion - Economy - Grade II Listing - Glassmakers - Glass furnace - Heritage - Black Country	Lesson 1: Children debate the positives and negatives of the mining industry within the Black Country and Dudley. Children will learn all about coal and how important was for economics of Britain and other major countries around the world. Children will then take part in a debate to discuss whether the Black Country should continue to promote mining in the 21st century. Lesson 2: Children explore the Dudley canals through the 29th century and revise on the importance of these transportation methods. Children will explore the route and write about the different landmarks/locations that sailors would experience when transporting goods. Children to write a diary entry of a captain among a barge. Lesson 3: Children research about the Stourbridge Lion Locomotive and write a newspaper article about the day it started its adventure to USA. Lesson 4: Map work. Grid references (4 and 6 figure). Exploring OS maps and their local area. Locating and finding the grid references of points of interest e.g. Mary Stevens Park, Merry Hill, Clent Hills, secondary schools etc. Recap map symbols to see if they can read and interpret maps.