



GEOGRAPHY CURRICULUM

Our Geography Curriculum includes broad geographical concepts that are embedded throughout the curriculum so that each one can be encountered multiple times. It also has a clear focus on disciplinary concepts so that pupils learn how to undertake geographical enquiry.

GEOGRAPHICAL CONCEPTS-GENERATIVE KNOWLEDGE

LOCATION	PLACES AND REGIONS	HUMAN-ENVIRONMENT INTERACTION	MOVEMENT
Where places are: their unique location. Helps to gain understanding and order the World.	Characteristics (including the names of places) within a location such as the historical significance of it. How its situated in the world, its climate, as well as the population and culture that inhabits the place.	The ways in which humans interact, adapt, depend on and modify the environment. For example, how they might adapt to drought/earthquakes; modify the environment positively or negatively; depend on it for food, water, timber, natural gas etc	How humans and the products we create travel around the globe. Transportation of people (migration), resources and trade.

DISCIPLINARY KNOWLEDGE AND GEOGRAPHICAL ENQUIRY:

How we 'work' and 'think' like a Geographer.

ENQUIRY	COLLECTION, ANALYSING AND INTERPRETING	INTERPRETING SOURCES	ANALYSING AND COMMUNICATING	EVALUATING AND DEBATING
Asking Geographical-enquiry questions.	Collecting, analysing and interpreting data through fieldwork.	Interpreting sources such as maps, diagrams, globes, aerial photographs etc.	Analysing and communicating geographical information e.g. constructing maps, charts and graphs or writing at length.	Critically evaluating and debating the impact of geographical processes.

Geography Curriculum Topics of Study and Substantive Concepts

 MARTON MANOR PRIMARY SCHOOL	GEOGRAPHICAL CONCEPTS			
	LOCATION	PLACES AND REGIONS	HUMAN-ENVIRONMENT INTERACTION	MOVEMENT
YEAR 1 -Local Area- Home and School	✓	✓		
YEAR 1 -The United Kingdom	✓	✓	✓	
YEAR 2 -Local Area-Streets around my School	✓	✓	✓	
YEAR 2 -Where in the World? The travels of Captain Cook	✓	✓		✓
YEAR 3 -Local Area-Our Community	✓	✓	✓	
YEAR 3 - What is the geography of the UK?	✓	✓		
YEAR 3 -Mountains and North America's Mountainous West	✓	✓	✓	✓
YEAR 4 -Rivers and the River Tees	✓	✓	✓	✓
YEAR 4 - What is the geography of the world?	✓	✓		
YEAR 4 -South America-Rivers and Rainforests	✓	✓	✓	
YEAR 5 -Our town-Middlesbrough	✓	✓	✓	✓
YEAR 5 -Eruptions in Europe	✓	✓	✓	
YEAR 6 -Local Study: Our coasts	✓	✓	✓	
YEAR 6 -Resources and Trade	✓	✓	✓	✓

SUBSTANTIVE KNOWLEDGE OVERVIEW

	LOCATION	PLACES AND REGIONS	HUMAN-ENVIRONMENT INTERACTION	MOVEMENT
EYFS- FFG	<p>Know that Middlesbrough can be located on a map.</p> <p>Know where the local shops, park and museum is.</p> <p>Know that London can be located on a map.</p>	<p>Know that there are different types of houses.</p> <p>Know they live in a town called Middlesbrough.</p> <p>Know that London is the largest city in England.</p> <p>Know why so many important buildings are located in London.</p> <p>Know that there are other countries around the world and that they are different to the country that we live in.</p>	<p>Know some of the ways that the community uses the local park.</p> <p>Know that the park needs to be cared for by the community in order to preserve it.</p>	
Year 1	<p>Know how to use maps and atlases to locate the United Kingdom and its countries and seas.</p>	<p>Know the names of the four countries that make up the United Kingdom.</p> <p>Know the names of the four capital cities of England, Wales, Scotland and Northern Ireland.</p> <p>Know the names of the three main seas that surround the UK.</p> <p>Know some of the geographical characteristics of the four main countries of the UK.</p> <p>Know the hottest and coldest seasons in the UK.</p>	<p>Know some ways that we depend on our local environment including our homes and school.</p> <p>Know different ways that humans have adapted UK capital cities through building.</p>	
Year 2	<p>Know the names of and how to locate the four countries of the UK and their capital cities.</p> <p>Know where the equator, North Pole and South Pole are on a globe.</p> <p>Know the names of and locate the seven continents of the world.</p> <p>Know that the UK is located within Europe.</p> <p>Know the names of and locate the five oceans of the world.</p> <p>Know the points of a compass: North, South, East and West.</p> <p>Follow and create simple maps.</p> <p>Devise a simple route from the streets around school to school.</p> <p>Know their address including postcode.</p> <p>Know how to locate the nearest town or city on a map of the UK.</p>	<p>Understand why it is important for all streets to have a name, including postcode.</p> <p>Know features of hot and cold places in the World e.g. Australia and Antarctica.</p> <p>Know some of the characteristics associated with Botany Bay in comparison to Great Ayton-Cook's boyhood home.</p> <p>Know that geographical features are classified as physical or human and give examples of each.</p> <p>Know the main differences between a hamlet, village, town and city.</p>	<p>Know some of the positive and negative ways that humans have interacted with the local environment around our school and its streets.</p> <p>Know some of the advantages and disadvantages of living in a hamlet, village, town or city.</p>	

SUBSTANTIVE KNOWLEDGE OVERVIEW

	LOCATION	PLACES AND REGIONS	HUMAN-ENVIRONMENT INTERACTION	MOVEMENT
Year 3	<p>Know that Middlesbrough is in England and that it is part of the United Kingdom, Great Britain and the British Isles.</p> <p>Know that the UK, GB and the British Isles cannot be used interchangeably, as they refer to different boundaries and include different land masses.</p> <p>Know how to use maps and atlases to locate North America and some of the major countries and cities within it.</p> <p>Introduce the concept of compass points. Use 8 compass points.</p>	<p>Know some of the geographical features of our community.</p> <p>Know the difference between a continent, country and capital city.</p> <p>Identify hills and mountain ranges within the United Kingdom. Identify key features of hills and mountains.</p> <p>Know some of the human and physical features of the Rocky Mountains in North America, including weather and climate.</p>	<p>Know that people's jobs are determined by where they live.</p> <p>Explain how some settlements have changed over time, giving reasons as to why this is.</p>	<p>Know which animals migrate from the Rocky mountains, why and when they do and where they move to.</p>
Year 4	<p>Locate the River Tees and the places it passes through using maps.</p> <p>Locate the UK on a world map and identify some of its major rivers.</p> <p>Locate rivers of the world using maps and atlases.</p> <p>Know how to use maps and atlases to locate South America and some of the major countries and cities within it.</p> <p>Locate a square using four-figure grid references.</p>	<p>Describe both the human and the physical features of places studied.</p> <p>Identify major biomes and climate zones around the world.</p> <p>Describe and understand key aspects of climate zones.</p> <p>Know and describe weather and climate in the Amazon rainforest.</p> <p>Understand what biodiversity and mega diversity is.</p> <p>Know and label the main features of a river. Know and explain the features of a water cycle.</p>	<p>Describe some of the ways in which plants and animals work together to sustain the rainforest.</p> <p>Know some of the ways in which humans use plants.</p> <p>Know that the Amazon rainforest is a fragile and threatened ecosystem and what humans must do to preserve it.</p> <p>Know that farming and energy production are important to Brazil's economy.</p> <p>Know some of the ways that rivers are used. Learn about flood defences along with advantages, disadvantages and risk.</p>	<p>Know that most settlements are situated near rivers due to the fact that they act as transport routes.</p>
Year 5	<p>Know how to use maps and atlases to locate Europe and some of the major countries and cities within it.</p> <p>Locate a square using six-figure grid references.</p>	<p>Describe some of the geographical features of Europe.</p> <p>Describe the distribution of earthquakes and volcanoes within Europe.</p> <p>Know the parts of a volcano and what happens during an eruption.</p> <p>Know what causes earthquakes.</p>	<p>Know why areas within Iceland and its islands are geologically unstable and understand how people prepare for volcanic or earthquake emergencies</p> <p>Know the long-term consequences of the Heimaey eruption in 1973.</p> <p>Understand how all living things, including humans adapted.</p>	<p>Know why people choose to travel to volcanic areas and Earthquake zones.</p>
Year 6	<p>Locate the main coastal areas and ports nearest to Middlesbrough.</p> <p>Locate countries around the world that the UK has trade links with using maps.</p>	<p>Know some of the human and physical features relating to UK coastal areas.</p> <p>Know what a port is.</p> <p>Know that every place on Earth has its own unique group of natural resources and that natural resources are distributed on the Earth unevenly.</p>	<p>Identify the different ways that land is used in our local coastal areas.</p> <p>Describe how land use has changed over time.</p> <p>Understand how trade can have a negative impact on the environment.</p> <p>Know the world's and the UK's natural resources.</p> <p>Know the implications for countries that have shortages of natural resources.</p>	<p>Know the term 'fair trade' and its implications for the lives of so many people.</p> <p>Research fair trade and its impact.</p> <p>Learn about Middlesbrough's Freeport.</p> <p>Know some of the resources that the UK imports.</p> <p>Know the impact of globalisation.</p>

DISCIPLINARY KNOWLEDGE OVERVIEW

	ENQUIRY	COLLECTING, ANALYSING AND INTERPRETING	INTERPRETING SOURCES	ANALYSING AND COMMUNICATING	EVALUATING AND DEBATING
EYFS	Teach led enquiry linked to the local area.	Use a magnifying glass. Use a camera to take moving and still images. Identify features within the local park and collect information about them.	Discuss elements in photographs-weather, hot, cold etc. Look at simple maps and globes identifying land types and the sea.	Make simple pictorial representations or chart of observations or information gathered. Label simple diagrams and pictures.	Identify features created by humans and those created by nature.
Year 1	Teacher led enquiries, to ask and respond to simple closed questions. Investigate their surroundings using simple directional and locational language e.g. near/far etc	Talk about the differences between a world map and a globe. Make observations about where things are e.g. within the school and local area.	Understand that maps and the globe are used to locate key places around the world. Use information books as sources of information. Use simple atlases to locate some places within the UK. Use simple picture maps to move around school.	Begin to appreciate the different weather patterns in the UK. Recognise some human and physical features. Add detail to a map linked to school and/or home. Recognise key differences between the 4 settlements within the UK e.g. hamlet, village, town and city.	Compare regions that are very hot with ones that are very cold, focusing on climate, temperature and people.
Year 2	Ask simple geographical questions such as, Where is it? What is it like? Ask simple questions to evaluate: 'How did it get like this?'	Observe and record information about the area around school. Take photographs of locally interesting Geographical features. Study aerial photographs of the local area. Use Google Earth to find features in their locality. Use simple compass directions and locational and directional language to describe the location and features of routes on a map.	Contrast Great Ayton with Botany Bay using maps, photographs and videos to help make comparisons. Follow a simple road map and recognise key landmarks. Understand why it is important for all streets to have a name, including a post code. Use books, stories, maps, pictures/photos, and the Internet, as sources of information. Understand that a globe represents the Earth as it is and that maps are a 2D representation of parts of the Earth.	Classify features within the local environment as physical or human features. Draw a simple plan view map with agreed symbols to make a key, after visiting a specific area. Make a model, using road strips and model buildings that show features in an area. Appreciate how weather patterns are different in different parts of the world. Make simple comparisons between features of different places.	Make appropriate observations about why things happen. Understand how different weather patterns in different parts of the world impacts on the way of life for different people.

DISCIPLINARY KNOWLEDGE OVERVIEW

	ENQUIRY	COLLECTING, ANALYSING AND INTERPRETING	INTERPRETING SOURCES	ANALYSING AND COMMUNICATING	EVALUATING AND DEBATING
Year 3	<p>Begin to ask and initiate geographical questions.</p> <p>What is it like? How did it get like this? Why is it changing?</p> <p>Investigate places and themes at more than one scale-how do the mountains of North America compare to the mountains in the UK?</p>	<p>Begin to collect and record evidence linked to local area study in the community.</p> <p>Talk about the features within their local community and compare it with another that they know.</p>	<p>Understand and interpret cross-section diagrams. Use maps to locate world countries and capitals. Use a globe to gain better understanding about countries' location e.g. North America.</p> <p>Use photos/pictures, atlases and the Internet to compare mountains in North America with mountain in the UK.</p>	<p>Understand that countries have defined borders and that each country has its own government or equivalent. Create a report focusing on geographical features such as mountains.</p> <p>Begin to appreciate why physical and human features will be different around the world.</p> <p>Analyse evidence and begin to draw conclusions between two locations.</p>	<p>Recognise how human geographical features are determined by location and may change over time. Recognise how living things adapt to their environment.</p>
Year 4	<p>Ask and respond to questions and offer their own ideas.</p> <p>What is it like? How did it get like this? Why is it changing?</p>	<p>Investigate places and themes at more than one scale, collecting and recording evidence with some aid. (Local forest with Amazon rainforest).</p>	<p>Use maps, atlases, globes to locate countries and describe features studied e.g. Amazon River and Rainforest. Use maps and globes to locate the equator, the tropics of cancer and Capricorn and the Greenwich Meridian.</p> <p>Extend to satellite images and aerial photographs. Understand how to use four-figure grid references.</p>	<p>Understand what a biome is and is and describe some of the major biomes around the world.</p> <p>Compare a local biome-Gusiborough forest-with a wider world biome-the rainforest.</p> <p>Explain what a place is like and why.</p>	<p>Understand how and why ideal settlements may have changed over time.</p> <p>Evaluate the impact of human processes on the rainforest and debate the impact of deforestation.</p>
Year 5	<p>Initiate geographical enquiry questions and answer questions offering relevant explanations.</p>	<p>Use and interpret graphs to record features such as volcanic eruptions or earthquakes.</p> <p>Collect and record evidence linked to the growth of Middlesbrough as part of local area study.</p>	<p>Use maps, atlases, globes and computer mapping to locate. Understand and interpret a range of diagrams and data. Recognise ordnance survey symbols. Be familiar with topographical maps and know about contours etc.</p>	<p>Appreciate why people would choose to live where they do despite a place having physical features that can make living there challenging.</p> <p>Read and analyse weather and climate data.</p>	<p>Recognise how living things, including humans, adapt to living near to volcanoes or within Earthquake zones. Understand why Middlesbrough exists and evaluate what brought people to live there.</p>
Year 6	<p>Initiate geographical enquiry questions and offer explanations for observations or judgements about places.</p>	<p>Collect and record evidence linked to local area study of coasts and Middlesbrough's free port.</p>	<p>Use maps, atlases, globes and computer mapping to locate and describe features studied -UK trade links etc. Recognise and use ordnance survey symbols on maps. Understand how to use six figure grid references.</p>	<p>Know how to identify human and physical characteristics and land use patterns. Understand what is meant by being environmentally friendly.</p> <p>Read and analyse weather and climate data.</p>	<p>Reflect on the key changes that have occurred in buildings, trade and population. Understand the issues associated with fair trade.</p>

MAPPING SKILLS OVERVIEW

EYFS

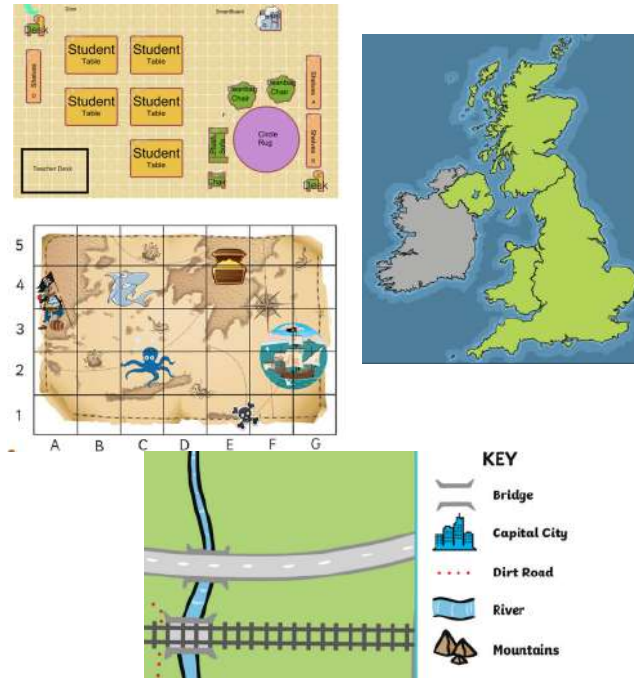
In planning provision consider the following points:

- Frequent familiarity with a range of maps: children talk about them, find places, journeys, holidays and use them to orient themselves.
- Frequent walks, growing familiarity with the local area. Children experience and learn about the local area through careful and repeated observation.
- On walks, talk about and notice/and or record landmarks. Ask children to identify landmarks they like and think matter. Stop to take photographs, sketch, map and ask questions.
- Use all the senses on frequent excursions and allow children time to explore. Sensorimotor skills matter on maps to young children.
- Encourage the use of landmarks in describing where something is located e.g. next to that large oak tree.
- Use relational language to help children describe 'where'.
- Provide opportunities for group maps so that children have to discuss and agree where to put things.
- Provide opportunities for children to represent their spatial knowledge through maps. Each time they do this, their ability in map-making increases.

EXAMPLE MAPS AND PLANS

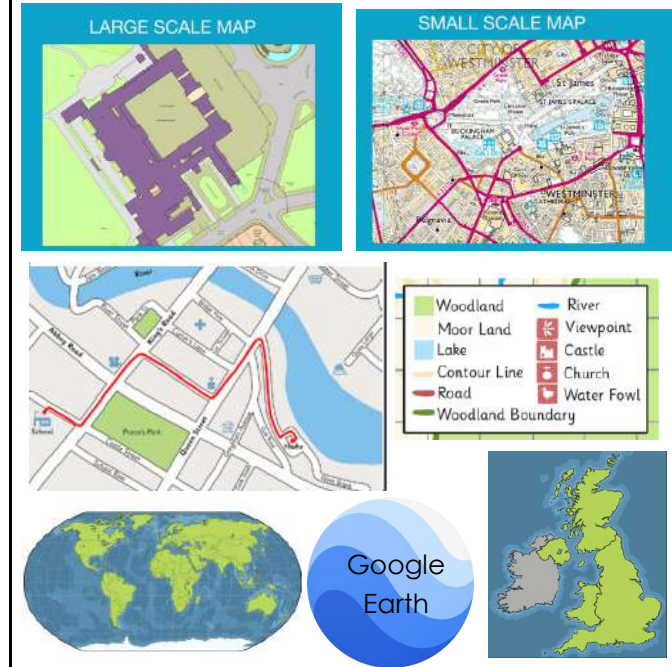
YEAR ONE

Devise simple maps and plans and use and construct basic symbols in a key.



YEAR TWO

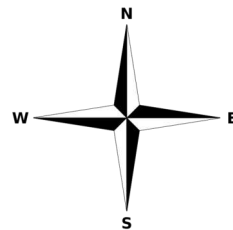
Devise simple maps adding own detail such as photographs and use and construct basic symbols in a key. Use simple maps to plan and describe routes.



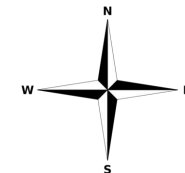
POSITION AND DIRECTION



There are four main compass points that are used to navigate direction: North, South, East and West.



Use simple compass directions (North, South, East and West) and locational and directional language e.g. near and far; left and right, to describe the location of features on a map.



KEY IDEAS



- Maps and plans are views from above or a 'bird's eye view' of a place and use symbols.
- Maps and plans show the distance between places or objects accurately, through using a map scale.
- They can be drawn at different levels of detail: from positions of objects in a room (a plan) to the location of countries, continents and oceans in the world (world map).

- A map of the school grounds is a 'smaller scale' map than the map of a classroom as it shows a larger space at a lower level of detail.
- Using a map scale means the distance between places is shown accurately.
- Map symbols are used to represent human and physical features of the landscape. Map keys show what each symbol means.
- An aerial photo is a photograph from above. They help people to draw maps more accurately.

MAPPING SKILLS OVERVIEW

YEAR THREE

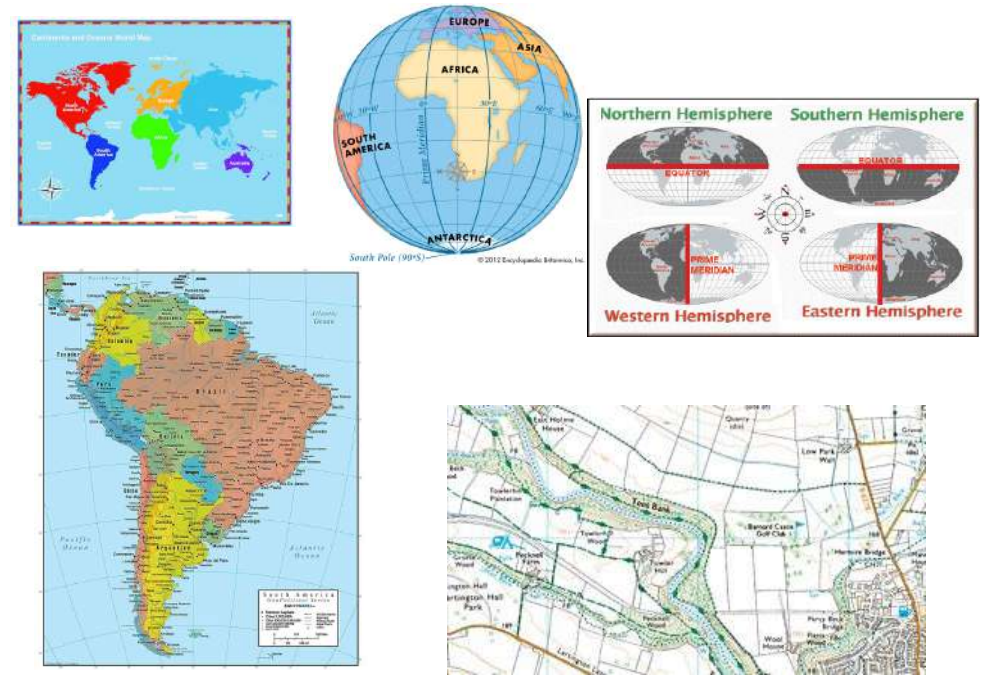
Use maps to develop knowledge of the British Isles and Wider World. Use maps of the local area to identify features and plan routes.



EXAMPLE MAPS AND PLANS

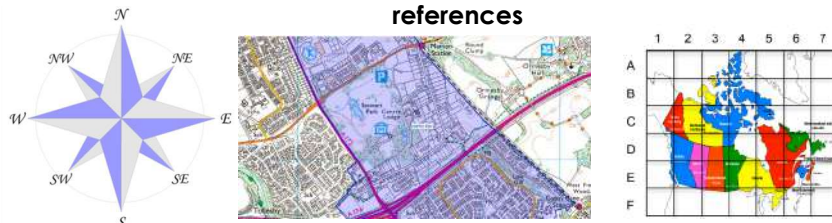
YEAR FOUR

Use Ordnance Survey maps to identify physical features such as rivers and to learn more about the local area.



POSITION AND DIRECTION

Use the eight points of a compass, letter/number co-ordinates, symbols and keys to build their knowledge of location. Begin to use 4 figure grid references



Use the eight points of a compass, four figure grid references and OS symbols to build their knowledge of location and place.



KEY IDEAS

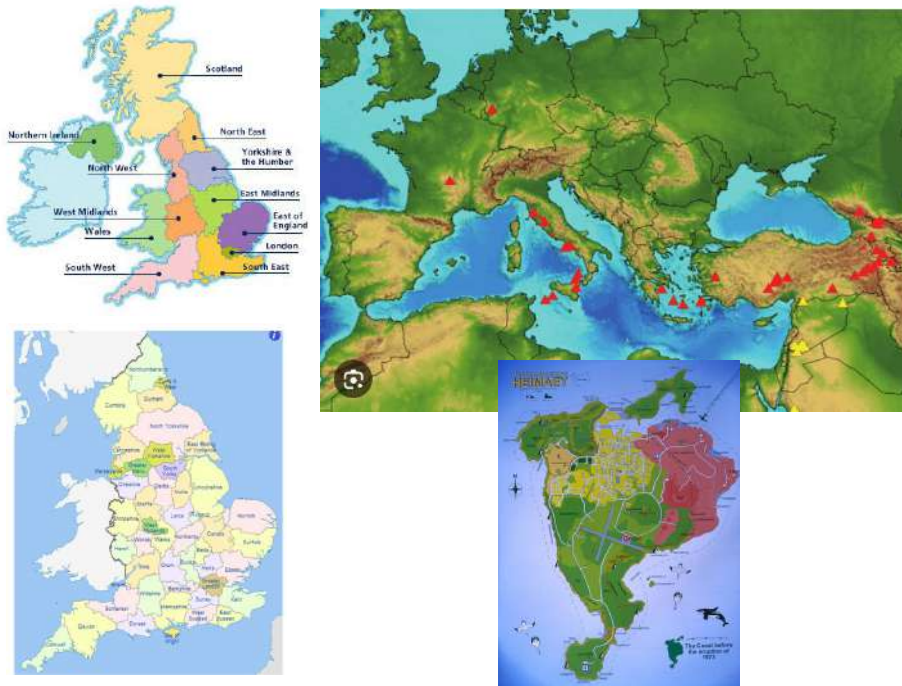
- There are many different types of maps, which can be used for different purposes. Most types of maps have evenly spaced horizontal and vertical lines that form a grid.
- These grid lines enable us to locate a place or feature precisely on a map. Some maps have letters along the top and numbers down the side, forming an alphanumeric grid that can be used to identify a grid square and locate places, e.g. those listed in the index of an atlas
- World maps display lines of latitude and longitude and use degrees as the unit of numbering. Lines of latitude and longitude are referred to by individuals, such as sailors and pilots, to identify exactly where they are and to help them navigate around the world.

- Some maps have only numbers; four-figure grid references allow a grid square to be identified and six-figure grid references enable a particular feature to be located within it. These are called the Easting and Northing numbers.
- Ordnance Survey is Britain's mapping agency; Ordnance Survey uses different shapes, colours and symbols to show all the roads, buildings, rivers and other features of a landscape.
- Rivers and streams are shown as blue lines. The width of the line is representative of the watercourse width (if the width of a river is more than 8 metres it is shown as two blue lines with a light blue area between).
- Contour lines are used to show high or low areas of land measured in metres above sea level.

MAPPING SKILLS OVERVIEW

YEAR FIVE

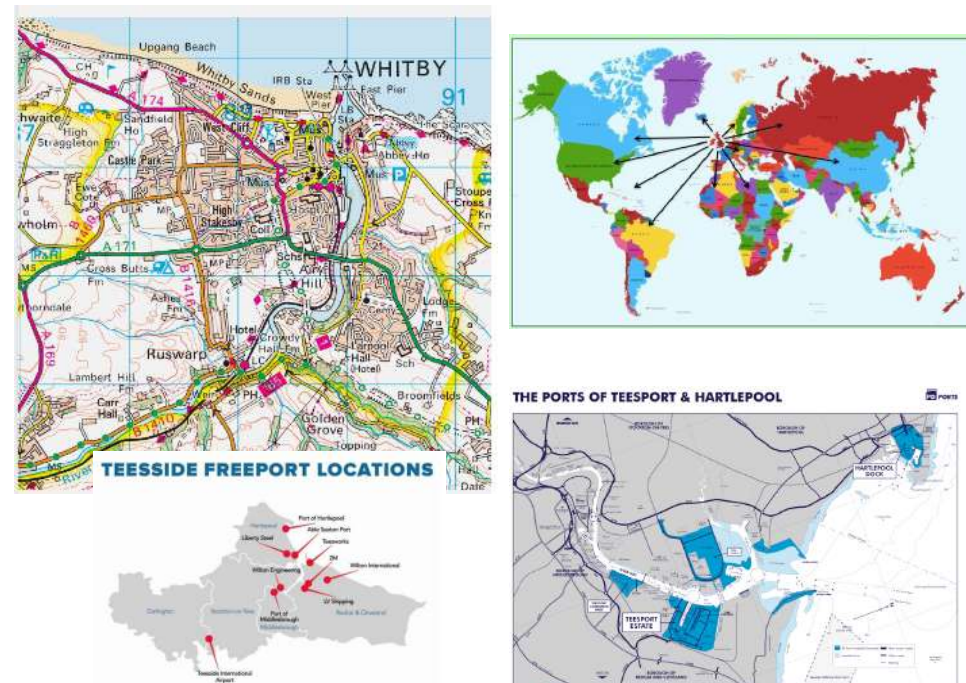
Use maps of Europe to identify countries with active volcanoes. Use maps to build knowledge of England and Iceland.



EXAMPLE MAPS AND PLANS

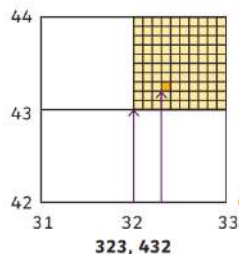
YEAR SIX

Use OS maps and aerial photos to identify coastal features and ports. Use world maps to identify UK trade links.



POSITION AND DIRECTION

Use six-figure grid references to locate places in England. Use lines of latitude and longitude to locate active volcanoes in European countries.



Krakatoa	6°S	104°E	Mount Fuji	35°N	138°E	Mount Vesuvius	40°N	14°E
Mount St Helens	46°N	122°W	Mount Tambora	8°S	117°E	Mouna Loa	19°N	155°W
Ejafjallajökull	63°N	19°W	Mount Pelée	14°N	61°W	Thira	36°N	25°E
Nevo do del Ruiz	4°N	75°W	Pinatubo	15°N	120°E	Stromboli	38°N	12°E
Aconcagua	32°S	70°W	Parícutin	19°N	102°W	Cotopaxi	0°S	78°W
Hekla	63°N	19°W	Mount Etna	37°N	14°E	Kawah Ijen	8°S	115°E

Use six-figure grid references to locate places and coastal features in the region and county. Use lines of latitude and longitude to locate and identify UK trade partners.



KEY IDEAS

- Grid references can be made even more specific by adding an extra digit to both the Easting and Northing numbers. These are called six-figure grid references. The 'Eastings' and 'Northings' are the numbers around the edge of an OS map. To pinpoint a place you take the Eastings number first, then the Northing.
- Lines of latitude and longitude together can describe the exact location of any place on Earth.
- Lines of latitude run in an east-west direction across Earth. Lines of longitude run in a north-south direction.
- Lines of latitude are measured in degrees (°).
- The two numbers together are called coordinates.

- Landscape features and places (both human and physical) can be located on an Ordnance Survey map through the use of grid references and grid squares.
- Being able to measure the distance between two points on a map is very important, because calculating distance in real life gives an indication of how long journeys will take.
- Ordnance survey maps are printed with a scale bar that converts the distance you measure on a map (usually in cm or inches) in real life distance (usually in km or miles).



EYFS

**FOUNDATIONS FOR
GEOGRAPHY**

EYFS Foundations for Geography

Area of Learning

Key Learning Themes

Understanding the World

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

Nursery

Reception

Autumn

Autumn

Spring

Spring

Summer

Summer

Early Learning Goal for Understanding the World: People, Culture and Communities

Key Vocabulary

- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experience and what has been read to them in class.
- Understand some important processes and changes in the natural world around them, including the seasons.
- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and when appropriate – maps.

England, country, planet, Earth, land, ocean, Marton, Middlesbrough.
Weather (rain, sun, wind...), season, spring, summer, autumn, winter.
'In front of', 'behind'.
Road, pavement, park, farm, beach, rainforest, desert.

Conceptual Knowledge and Understanding

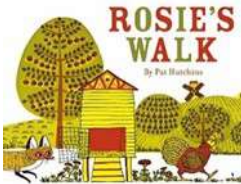
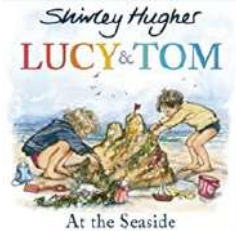

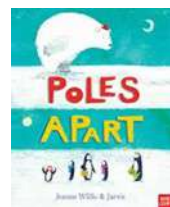


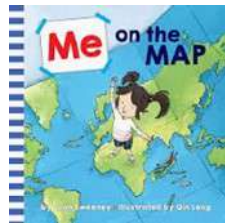
Nursery

Reception

- Know that we must look after the natural environment and care for living things.
- Know that litter needs to be put in a bin.
- Use sight, smell, touch, hearing and taste to experience and explore natural materials.
- Know they live in England and that there are different countries in the world.
- Use photos/artefacts to talk about how some countries are different to England.
- Explore land use through creating small world settings e.g. a farm, beach.
- Use some words to label the weather e.g. rain, sunny, hot.
- Create simple small world settings.
- Use simple positional vocabulary e.g. 'in front of' and 'behind' to talk about routes or locations in a simple small world setting or in role play.
- Describe a familiar route.



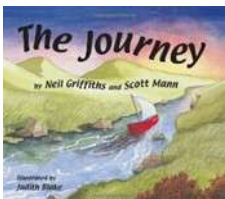







- Name some of the habitats in Marton and know there are different habitats around the world.
- Name some things in the natural world around them.
- Talk about the types of weather we experience in the different seasons.
- Name features of Marton such as woodland, beck and houses and explore if there are the same or different features in the countryside. Know how a farm environment is different to Marton.
- Know that we can help to take care of the environment by recycling our rubbish.
- Observe and talk about what I see in photographs and experiences outside and begin to ask questions to find out more.
- Know that we all live on a planet called Earth and when looking at Earth, that the green, brown, yellow and white parts are land and the blue parts are water.
- Know that they go to school in Marton and live in a town called Middlesbrough.
- Know there are different habitats around the world e.g. rainforest, desert. Notice differences and similarities between life in England to life in the North or South Pole e.g. environment and weather.
- Know that other countries experience different weather to England.
- Create small world settings that include some drawn elements.
- Create a simple map of the local area using photographs and simple drawings.

Nursery Themes

Key Learning	Autumn	Spring	Summer
<p>Understanding the World</p> <p>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p> <p>Maths</p> <p>Understand position through words alone – for example, “The bag is under the table,” – with no pointing.</p> <p>Describe a familiar route.</p> <p>Discuss routes and locations, using words like ‘in front of’ and ‘behind’.</p> <p>Expressive Arts & Design</p> <p>Begin to develop complex stories using small world equipment.</p>	<p>Nursery’s Walk</p> <p>Children are to adapt the story of Rosie’s Walk to create their own story. Create story maps using construction materials.</p> <p>(Curricular Goal / Literacy text / T4W)</p>  <p>Summer Holidays</p>  <p>(Shared Reading)</p> <p>Explore this text as talking point to discuss where the children have been on holiday. Create a map to pin point all of the different countries that the children have visited. Children are to talk about a country they have visited on holiday.</p>	<p>Explore these texts as talking points.</p> <p>(Shared Reading)</p>   <p>Children are to compare the polar regions and discuss the similarities and differences to where they live. Children are to talk about how a country is different to where they live.</p> <p>The Gingerbread Man Hunt</p> <p>Children are to create a map of the route they took to find the missing Gingerbread Man.</p> <p>(Curricular Goal / Literacy text / T4W)</p> 	<p>Explore this text as talking point to introduce Africa. Children are to compare where this story is set to any other countries that they are familiar with. Children are to talk about how a country is different to where they live. (Literacy text / T4W)</p>  <p>Handa’s Surprise</p> <p>Children are to create a map of the journey that Handa takes on her walk. (Curricular Goal)</p> <p>Explore this text as talking point to reflect our geography curricular goal. (Shared Reading)</p> 

EYFS Learning Links to Geography: Understanding of the World: People, Culture and Communities

Reception Themes

Key Learning	Autumn	Spring	Summer
<p>Recognise some environments that are different to the one in which they live</p> <p>Draw information from a simple map</p> <p>Understand that some places are special to members of their community</p> <p>Recognise some similarities and differences between life in this country and life in other countries.</p>	 <ul style="list-style-type: none"> The Train Ride June Crebbin, Literacy link. Text map, sequencing the journey. What do you see on the journey?  <ul style="list-style-type: none"> Local area, walk to Stewart Park. What features do we see on the route from school to the park? Create a map of the route using construction materials in small group. Sequencing photos from the walk in groups. Goal 2.  <ul style="list-style-type: none"> Drawing a story map of the journey, annotating the map with adult support. The Journey Neil Griffiths, literacy link. 	  <ul style="list-style-type: none"> In Every House in Every Street. Shared Reading text. Features of our street, outside school (road, bus stop, houses, pub, corner shop). Mapping. Martha Maps it out. Literacy text. Drawing maps of our own house.  <ul style="list-style-type: none"> Local walk. Stewart Park. Observe and describe the features in the park. Describe what they can see, smell, feel and hear in the environment. Create large scale maps of Stewart Park in small groups. Add annotations with support.   <ul style="list-style-type: none"> Comparing life in other countries. Weather, homes, clothes, food. Anna Hibiscus Song and A Flower in the Snow. Role play area—Travel agents 	 <ul style="list-style-type: none"> Katie in London, Literacy link. Where is London? Capital city. Map work. Locate Middlesbrough. London landmarks. Drawing story map of Katie's journey through London.  <ul style="list-style-type: none"> Local walk. Stewart Park. Learn about how the community uses the park. Draw own maps to show features of the park. Annotate own maps. Compare London landmarks with Middlesbrough landmarks. Compare maps of Marton with maps of London. Add own annotations.




MARTON MANOR
PRIMARY SCHOOL

YEAR 1

**GEOGRAPHY
CURRICULUM**

Year 1 Geography- Broader Curriculum Aims and Objectives

Topics of Study	Key Geographical Knowledge and Understanding
<ul style="list-style-type: none"> Local Area Study – My Home and School. Our Island Home - The United Kingdom. 	<ul style="list-style-type: none"> ⇒ Know where they live in the local area. ⇒ Know the locality of home and school. ⇒ Know that Middlesbrough is a town. ⇒ Know the four types of settlement: hamlet, village, town and city.
Vocabulary	
<p>Country, city, capital, United Kingdom, England, Northern Ireland, Scotland, Wales, London, Edinburgh, Cardiff, Belfast, flag, landmark, coast, coastline, near, far, map, plan, above, aerial, bird's eye view, grid, symbols,</p>	<ul style="list-style-type: none"> ⇒ Know that a map is about place. ⇒ Know that a map is a picture from a Birdseye view and that they have symbols to make them clear. ⇒ Know a range of map symbols relevant to school and its surrounding area. ⇒ Know that Middlesbrough is in England and that England is part of the United Kingdom.
Quality Literature Links	
 <p>The collage features five book covers: <ul style="list-style-type: none"> 'In Every House, on Every Street' by Joe Foweraker and Gill Lewis, showing a colorful street scene. 'The Big Book of the UK' by Roger Broome, a vibrant map of the UK with various icons. 'Great Rivers: Rivers of the United Kingdom' by Peter Smith, showing a river flowing through a landscape. 'A Place Called Home' by Sarah Horne, showing various types of houses and buildings. 'Info Buzz: The United Kingdom' by Phaidon, showing a castle and a map. </p>	<ul style="list-style-type: none"> ⇒ Know that the United Kingdom is divided into four countries: England, Scotland, Wales and Northern Ireland. ⇒ Know the names of each of these countries capital cities. ⇒ Know the names of the three main seas that surround the UK. ⇒ Know key geographical characteristics of the different countries within the UK including mountains, river and landmarks. ⇒ Know that people move location and can settle in new places. Sometimes as a community or group. ⇒ Know the names of the seas that surround the UK. ⇒ Understand seasonal and daily weather patterns within the UK. ⇒ Know which is the hottest and coldest season in the UK. ⇒ Know and recognise main weather symbols.



Year 1 Geography

Local area study: Where is my school?

Teaching Sequence for this Unit.

PRIOR LEARNING LINKS

EYFS FOUNDATIONS FOR HISTORY:

Know that their school is in Marton and that they live in the town of Middlesbrough. Know what a map is and how to create a simple map of a familiar place with adult support.

FUTURE LEARNING LINKS

Y2 Local Area: The Streets around my School: Learn that their school is situated within Marton which is part of the town of Middlesbrough. Learn that a physical feature is natural and that a human feature is man-made. Learn some features within the streets around the school.

What is a map?

How is a map used?
What view does a map show?
What do the symbols represent?

IS

What would a map of our bedroom look like?

Can we add detail to a simple map of our bedroom?
Can we explain our map to someone else?

AC

What would a map of our school look like?

What are the key features around our school grounds?
Can we follow a map to move around our school?

IS CAI

Where is Marton Manor Primary School?

What can we investigate in or around our school?

E CAI

DISCIPLINARY KNOWLEDGE AND GEOGRAPHICAL ENQUIRY:

How we 'work' and 'think' like a Geographer.

ENQUIRY	COLLECTION, ANALYSING AND INTERPRETING	INTERPRETING SOURCES	ANALYSING AND COMMUNICATING	EVALUATING AND DEBATING
Asking Geographical-enquiry questions.	Collecting, analysing and interpreting data through fieldwork.	Interpreting sources such as maps, diagrams, globes, aerial photographs etc.	Analysing and communicating geographical information e.g. constructing maps, charts and graphs or writing at length.	Critically evaluating and debating the impact of geographical processes.

PRIOR LEARNING LINKS

EYFS FOUNDATIONS FOR HISTORY:

Know about the different types of weather that we have in England during different seasons. Know that we live in a town called Middlesbrough, which is in England. Know that the largest city in England is London. Know some facts about special buildings and landmarks in London.



Year 1 Geography

What makes up our island home?

Teaching Sequence for this Unit.

FUTURE LEARNING LINKS

Y2 The Wider World: Where did Captain Cook come from and where did he go to?: Learn about the seven continents and five oceans of the world. Learn about the equator and the North and South pole. Compare physical and human features between Great Ayton and Botany Bay.

Where is Middlesbrough? Is it a town or a city?

Where is England?
What and where is the UK?
Can we find it on a map?

IS

What countries make up the UK?

Where are they located on a map?

What are their surrounding seas?

IS

What is special about England?

What/where is its capital city?
What are its features?
Can we use maps/atlases?

E IS

What is special about Scotland?

What and where is its capital city?
What are its features?
Can we use maps/atlases?

E IS

What is special about Wales?

What and where is its capital city?
What are its features?
Can we use maps/atlases?

E IS

What is special about Northern Ireland?

What and where is its capital city?
What are its features?
Can we use maps/atlases?

E IS

Why are there so many special buildings and bridges in our capital cities?

Do they make the place better or worse?

IS CE

What is the weather like across the United Kingdom?

Can we investigate the weather in our town?
Which seasons experience the coldest/hottest weather?

CAI AC

Year 1 Sequence of Knowledge

Key Knowledge and Vocabulary: Local Areas: Where is my school?

<ul style="list-style-type: none"> * Maps are about place. * Maps and plans are views from above or a 'bird's eye view' of a place and use symbols. * There are four main compass points that are used to navigate direction: North, South, East and West. 	<ul style="list-style-type: none"> * There are four types of settlement: hamlet, village, town and city. * We live in a town called Middlesbrough which is located in England. * A plan can show the size and location of places within or town and items within the rooms of our house or school. * Plans use symbols to represent different features so that they don't become filled with writing. 	<ul style="list-style-type: none"> * A larger map or plan of a building or place will have a compass on to show the direction. * A route is a journey that takes you from one place to another. * The compass on a map or plan helps us to know which direction to move. 	<ul style="list-style-type: none"> * Our school is located in the area of Marton within the town of Middlesbrough. * A plan of the school and its surrounding environment will include different symbols to show human and physical features.
Map, place, location, view, above, compass, main, points, direction, position.	Settlement, hamlet, village, town, city, grow, plan, symbols, images, show.	Compass, direction, plan, map, position, route, journey.	Location, environment, hum, physical, features, symbols.

Key Knowledge and Vocabulary: The UK: My Island Home

<ul style="list-style-type: none"> * Middlesbrough is a town in England. * A town is larger than a village and more people live there so they need more homes and shops. * In towns there are many human features such as roads, buildings: schools, places of worship and often leisure facilities too. * Towns have fewer physical features such as grasslands, because the land is used for extra buildings and roads. 	<ul style="list-style-type: none"> * The United Kingdom is divided into four countries: England, Scotland, Wales and Northern Ireland. * The world is made up of land and water. Seas are found where the land and water meet. * There are three main seas that surround the United Kingdom: North Sea, Irish Sea and the English Channel. 	<ul style="list-style-type: none"> * England is one of the four countries that makes up the UK. * England is the biggest country in the United Kingdom. * Its capital city is London which is home to the crown jewels, in the tower of London, and Buckingham Palace. * The River Thames runs through London. 	<ul style="list-style-type: none"> * Scotland is one of the four countries that makes up the United Kingdom. * Scotland has lots of lakes called Lochs. The most famous is Loch Ness. * The capital city of Scotland is Edinburgh which has a famous castle. * Ben Nevis is the highest mountain in Scotland and in the UK. 	<ul style="list-style-type: none"> * Wales is one of the four countries that makes up the UK. * Its capital city is Cardiff which has a large railway station which was built to handle all the trains coming in and out of the city. * Wales has many mountains too. Mount Snowdon is the highest mountain in Wales. 	<ul style="list-style-type: none"> * Northern Ireland is one of the four countries that makes up the UK. * It is located across the Irish Sea. * Its capital city is Belfast which is home to the Titanic museum that tells the story of the famous ship. * The Giant's causeway is also in Northern Ireland which was formed when the lava from a volcano cooled making columns. 	<ul style="list-style-type: none"> * The North of England has many mountains and lakes, which means that it has a lot of rain all year round. * Scotland receives more rain than England and Wales as it has a lot of areas of high ground. * All countries in the UK including Wales, have warm summers and cool winters. As well as rain all year round.
Town, village, houses, population, human/ physical features, shops, places of worship, school, roads, leisure.	Town, country, land, sea, , island, atlas, map, globe.	England, biggest, capital city, human features, landmarks, physical features, lakes, rivers, mountains.	Border, human features, castle, physical features, lakes, lochs, high ground, area.	Border, human features, railway, physical features, mountains, Mount Snowdon atlas, map, globe	Tourists, Titanic, museum, human/ physical features, Giant's Causeway, natural, volcano.	Weather, physical features, rain, temperature, seasons, year.



YEAR 2

**GEOGRAPHY
CURRICULUM**

Year 2 Geography - Broader Curriculum Aims and Objectives

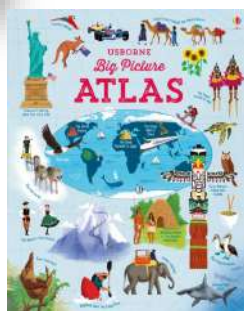
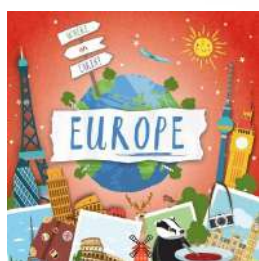
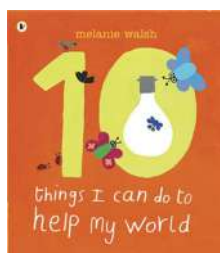
Topics of Study

- Local Area Study– The Streets Around my School.
- The Wider World-Where did Captain James Cook travel?

Vocabulary

Local, flats, bungalows, stone cottage, semi-detached, terraced, field, park, near, far, town, natural, man-made, human features, physical features, compass, directions, navigation, North, South, East West, continent, ocean, equator, North pole, South pole, hot/ cold climate, United Kingdom, Marton, Great Ayton, Australia, World, map, plan-view, atlas

Quality Literature Links



Key Geographical Knowledge and Understanding

- ⇒ Know that their school is located in Marton, which is part of the town of Middlesbrough.
- ⇒ Know that natural features are called physical features .
- ⇒ Know that man-made features are called human features.
- ⇒ Understand the difference between human and physical features within the streets around school.
- ⇒ Know what a compass is and what it is used for.
- ⇒ Know the four compass points: North, South, East and West.
- ⇒ Know that a globe is a model of the Earth showing how it looks from space.
- ⇒ Know that continents are areas of land that include different countries.
- ⇒ Know that over two thirds of the Earth's surface is covered in water and that most of it is held within the five oceans.
- ⇒ Know the world's seven continents and five oceans.
- ⇒ Know that the United Kingdom is part of the continent of Europe.
- ⇒ Know that the equator is an imaginary line that runs around the centre of the Earth and is always closest to the sun. Know that it marks the different parts of the Earth: the northern and the southern hemisphere. Know that the UK is in the Northern Hemisphere.
- ⇒ Know where the Equator and the North and South poles are and how this relates to hot/cold countries.
- ⇒ Know that the landscape around the poles is changing as a result of human processes.
- ⇒ Know the location of the UK and Australia on a World map.
- ⇒ Understand some similarities and differences between the human and physical geography between Great Ayton and Botany Bay, Sydney Australia.

PRIOR LEARNING LINKS

Y1 Local Area Study: My Home and School:

Know that their school is located in Marton and that they live in the town of Middlesbrough. Know other settlements such as village and city. Used simple picture maps to move around school and draw their own simple maps with symbols.



Year 2 Geography

Local area study: What surrounds my school?

Teaching Sequence for this Unit.

FUTURE LEARNING LINKS

Y3 Local Area Study: Our Community:

Learn what a community is and identify human and physical features of their local community. Know where Marton is located within Middlesbrough. Learn about different land use and economic activity including jobs, within the local community.

**Where is my school?
What streets surround my school?**

How can we zoom in on them using a computer map?

Have they always been here?

IS E

Why do streets have names? What is a postcode?

Can I investigate the different streets and their names?

Can I collect my own information?

E CAI

What would a simple plan of the streets look like?

Can I add detail to a plan using the photographs and information I have collected?

IS AC

Can we create a model of our school and its streets to show features in the area?

What simple routes could we plan using this?

AC

DISCIPLINARY KNOWLEDGE AND GEOGRAPHICAL ENQUIRY:

How we 'work' and 'think' like a Geographer.

ENQUIRY	COLLECTION, ANALYSING AND INTERPRETING	INTERPRETING SOURCES	ANALYSING AND COMMUNICATING	EVALUATING AND DEBATING
Asking Geographical-enquiry questions.	Collecting, analysing and interpreting data through fieldwork.	Interpreting sources such as maps, diagrams, globes, aerial photographs etc.	Analysing and communicating geographical information e.g. constructing maps, charts and graphs or writing at length.	Critically evaluating and debating the impact of geographical processes.

PRIOR LEARNING LINKS

Y1 Wider World: The UK: Know that Middlesbrough is in England and that England is part of the UK. Know that the UK is divided into four countries and know the names of these countries and their capital cities. Know the seas that surround the UK. Know key geographical features of the countries within the UK.



Year 2 Geography

Where did Captain Cook come from and where did he go to?

Teaching Sequence for this Unit.

Y3 Wider World: North America: Learn about the continent of North America. Learn about the difference in climate within the continent due to its location. Learn about mountains and how they are created. Learn about the key geographical features of the Mountainous West region of North America.

What is the United Kingdom?

What is a country?
What countries are within the United Kingdom?

IS

What are the seven continents of the world?

Where are they located on a world map?
What is a continent?
What continent is the United Kingdom within?

IS

What and where is the equator?

Which continents are located on it?
How does this affect their climates?

IS AC

What and where are the North & South Pole?

What is the climate like there?
Why?

IS AC

What are the five oceans of the world?

Where are they located?

IS

Which oceans did Captain Cook voyage on when he rediscovered Australia?

IS

Where is Great Ayton: boyhood village of Captain James Cook?

What are the human and physical features of Great Ayton?

IS CAI

Where is Botany Bay?

What continent is it within?
What are the human and physical features of Botany Bay - Cook's first landing?

IS

What are the differences and similarities between these two places?

How and why is their climate so different?

E AC

Year 2 Sequence of Knowledge

Key Knowledge and Vocabulary: Local Areas: What surrounds my school?

<ul style="list-style-type: none"> * Maps are about place. * A map of the school will show its exact location and the streets that are near to it. * Older versions of maps will show how an area has changed when you compare it to a live map such as google Earth. 	<ul style="list-style-type: none"> * Places have street names so that they can be located. * Post codes also help to locate places and are used by the postal services, as there are usually more than one street or road in the UK with the same name. * SAT Navs use both street names and postcodes to help you to reach a destination. 	<ul style="list-style-type: none"> * Maps and plans are drawn using different scales. * A map of the area around the school is a 'smaller scale' map than the map of a classroom as it show a larger space at a lower level of detail. * An aerial photo is a photograph from above. They help people to draw maps more accurately. 	<ul style="list-style-type: none"> * Natural features are called physical features . * Man-made features are called human features. * A route is a journey that takes you from one place or feature to another. * It is helpful to identify landmarks when planning and explaining a route.
Map, place, location, street, near, version, compare, printed, electronic, live, update	Place, name, road, street, post code, postal services, destination.	Scale, detail, space, aerial, accuracy	Features, natural, man-made, route, journey, landmark.

Key Knowledge and Vocabulary: Captain Cook's Travels

<ul style="list-style-type: none"> * The world is made up of land and water. * A continent is a large area of land that includes all the islands and countries within it. * There are 7 continents in the world: Africa, Antarctica, Australasia, Asia, Europe, North America, South America. * The United Kingdom is in the continent of Europe. 	<ul style="list-style-type: none"> * The equator is an imaginary line that runs around the centre of the Earth and is always closest to the sun. * The equator marks the different parts of the Earth: the northern and southern hemisphere. * The United Kingdom is in the Northern Hemisphere. 	<ul style="list-style-type: none"> * The North Pole is the most northerly point in the Northern Hemisphere * The south pole is the most southerly point in the southern hemisphere. * The North pole is located in the Arctic Ocean * The South Pole is located on Antarctica. 	<ul style="list-style-type: none"> * Over two thirds of the Earth's surface is covered in water and most of it is held within oceans. * An ocean is a large area of saltwater. * There are five oceans in the world: Pacific, Atlantic, Southern, Arctic and Indian. * These are large areas of water that separate the seven continents. * The North Pole is surrounded by the Arctic Ocean. 	<ul style="list-style-type: none"> * Captain Cook made three voyages in his lifetime. * His first job was to travel to the Pacific Ocean where he eventually landed in Australia. * Australia is in the continent of Australasia. * He sailed east of the country and landed on the shore of Botany Bay. 	<ul style="list-style-type: none"> * Captain Cook moved to the village of Great Ayton when he was a young boy. * A village is smaller than a town and they are usually located in the countryside. * Great Ayton is at the foot of the Cleveland Hills. * The River Leven flows through the village. * It has a population of about 4 and a half thousand people. * Most of its landmarks are linked to Captain Cook. 	<ul style="list-style-type: none"> * Botany Bay is now a city. * A city is larger than a town and a village and usually has more people living there and therefore more houses and buildings. * Botany Bay has around 40,000 people living in it. * The Cooks River and the George's river flow into the bay. * It is a busy port with lots of marine life. * The climate is much hotter than in Great Ayton.
World, land, water, continent, island.	Earth, equator, sun, hemispheres.	Poles, Earth, equator, North, South, East, West, point.	Earth, land, water, sea, ocean, continents.	Voyage, explorer, ocean, country, continent, North, South, East, West, shore, bay.	Village, human/ physical features, town, countryside, hills, river, population, landmarks.	City, bay, port, population, human physical features, rivers, marine, weather, climate.

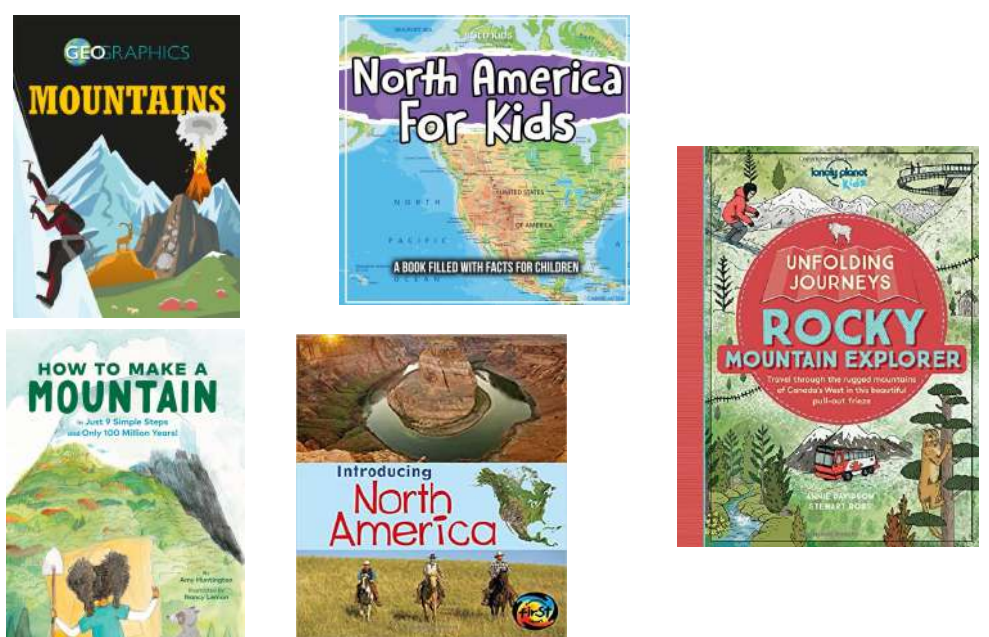


YEAR 3

GEOGRAPHY

CURRICULUM

Year 3 Geography - Broader Curriculum Aims and Objectives

Topics of Study	Key Geographical Knowledge and Understanding
<ul style="list-style-type: none"> Local Area Study – Our Community. The UK - The geography of the United Kingdom The Wider World-North America's Mountainous West 	<ul style="list-style-type: none"> ⇒ Know what a community is and identify some of our community's human and physical features. ⇒ Identify types of settlement and land use and examples of economic activity. ⇒ Know where Marton is located within Middlesbrough. ⇒ Know that letter/number co-ordinates are used to identify features on a map. ⇒ Know that a compass is divided into 8 points. ⇒ Know that The UK, GB and the British Isles cannot be used interchangeably as they refer to different boundaries and include different land masses. ⇒ Know that there are 9 regions of England. ⇒ Know that a county is a smaller area of England and contains many towns and villages. ⇒ Know that the Earth is divided into lines of latitude and longitude. ⇒ Know that there are 5 major lines of latitude. ⇒ Know that North America is the third largest continent in the world and is located in the Northern Hemisphere. ⇒ Know that the north of the continent is between the Arctic Circle and the Tropic of Cancer passes through the south of North America. ⇒ Know that the climate is very cold in the north, near the Arctic Circle however, it is very warm in the south, close to the Equator. ⇒ Know some key geographical features of North America including the Rocky mountain range. ⇒ Know that a mountain is an area of land that is higher and steeper than a hill and usually over 600m in height. ⇒ Know that mountains are created by tectonic plates pushing together and forcing the ground up where they meet. ⇒ Know that mountain are often found together in groups. ⇒ Know the names of some mountain ranges: Rockies, Himalayas, Alps, Andes, Atlas, etc. ⇒ Know that Biomes are areas of the planet with similar climates, landscapes, animals and plants. ⇒ Know that what lives in each biome depends on: how warm or cold it is; how dry or wet it is; how fertile the soil is. ⇒ Know that there are six types of biomes: Rainforest, Desert, Savannah, Woodland, Grasslands, Tundra. ⇒ Know that climate and biomes change with height. ⇒ Know some of the natural resources that the Rocky mountain provides. ⇒ Know some of the plants and animal species that live within the mountain.
Vocabulary	
<p style="text-align: center;">Community, Marton, human features, physical features, co-ordinates, map, place of worship, local, locality, United Kingdom, continents, oceans, biome, species, lines of latitude, longitude, northern hemisphere, southern hemisphere, Artic Circle, Tropic of Cancer/ Capricorn, equator, climate, population, North America, river, volcano, forest, settlement, tectonic plates, mountain, mountain range.</p>	
Quality Literature Links	
	

PRIOR LEARNING LINKS

Y1: The UK: Know that England, Scotland, Wales and Northern Ireland are the countries that make up the UK

Y2 Local Area: The Streets around my School: Know that their school is situated within Marton which is part of the town of Middlesbrough. Know that a physical feature is natural and that a human feature is man-made. Know some features within the streets around the school.



Year 3 Geography

Local area study:

What community do we live in?

Teaching Sequence for this Unit.

FUTURE LEARNING LINKS

Y4 Local Area: Our Town and the River Tees: Learn that Middlesbrough is a town and understand why. Learn that it is located within the North East of England. Learn the counties within the North East and learn that Middlesbrough is within North Yorkshire. Learn that the River Tees is the major river within Middlesbrough. Learn about rivers within the UK and explain the water cycle in geographical terms.

What is a community?

What can we learn about the human and physical features in the community our school is part of?

E IS

What jobs do people do within our community?

How does this link to its human and physical features?

How has this changed over time?

CAI AC

Why is Stewart Park an important feature of our community?

How can we find our way around Stewart Park?

How could we use compass points to locate a feature within the park? Can we write our own simple routes too?

IS AC

What other features within our community can we locate on maps or aerial photographs?

How could we use 4 figure grid references to show the location of different features?

E CAI AC

DISCIPLINARY KNOWLEDGE AND GEOGRAPHICAL ENQUIRY:

How we 'work' and 'think' like a Geographer.

ENQUIRY	COLLECTION, ANALYSING AND INTERPRETING	INTERPRETING SOURCES	ANALYSING AND COMMUNICATING	EVALUATING AND DEBATING
Asking Geographical-enquiry questions.	Collecting, analysing and interpreting data through fieldwork.	Interpreting sources such as maps, diagrams, globes, aerial photographs etc.	Analysing and communicating geographical information e.g. constructing maps, charts and graphs or writing at length.	Critically evaluating and debating the impact of geographical processes.

PRIOR LEARNING LINKS

Y2 The Wider World: Where did Captain Cook come from and where did he go to?: Know about the seven continents and five oceans of the world. Know about the equator and the North and South pole. Know how to locate these on a globe. Compared physical and human features between Great Ayton and Botany Bay.



Year 3 Geography

What is the geography of the United Kingdom?

Teaching Sequence for this Unit.

FUTURE LEARNING LINKS

Y4 Wider World: South America: Learn more about lines of longitude and latitude and the Greenwich Meridian. Learn the location of South America and how this impacts its climate and biomes. Learn about the Amazon River and Rainforest. Explain the water cycle in geographical terms.

Where in the UK is Middlesbrough?

What is a region and what region do we live in?

IS

What is a county and where are the counties of England?

What is special about the county we live in?

IS AC

What is a city and where are the major cities of the UK?

Can we locate them on an atlas?

IS AC

Where are the main mountains, rivers and coastlines within the UK?

How are these shown on a map?

IS AC

What do we know about our region of England?

What can we learn about its human and physical features?

E IS AC

What can we learn about the region of Greater London?

What can we learn about its human and physical features?

AC ED

Where would you rather live: the North East or Greater London?

How do their geographical features compare?

AC ED



PRIOR LEARNING LINKS

Y2 The Wider World: Where did Captain Cook come from and where did he go to?: Know about the seven continents and five oceans of the world. Know about the equator and the North and South pole. Know how to locate these on a globe. Compared physical and human features between Great Ayton and Botany Bay.

FUTURE LEARNING LINKS

Y4 Wider World: South America: Learn more about lines of longitude and latitude and the Greenwich Meridian. Learn the location of South America and how this impacts its climate and biomes. Learn about the Amazon River and Rainforest. Explain the water cycle in geographical terms.

Year 3 Geography

What is a mountain and what's so special about North America's Mountainous West?

Teaching Sequence for this Unit.

What makes a mountain a mountain?

How are mountains formed?

IS AC

What is a mountain range?

Where are the world's mountain ranges?
Which countries do they span and which continents are they located within?

IS AC

Where is North America and what countries are located within it?

What are its environmental regions?

IS AC

Where is the Rocky Mountain range within the Mountainous West?

IS AC

What biomes can be found within the Rocky mountains?

Why do they vary so much on this mountain range?

IS AC

What do the Rocky mountains give us?

What are natural resources?
How do humans impact the Rocky mountains?

IS AC ED

Year 3 Sequence of Knowledge

Key Knowledge and Vocabulary: Local Areas: What community do we live in?

<ul style="list-style-type: none"> * A community is a group of people living or working in the same place. It is made up of people who live there or belong to it. * The people make the community what it is through their choices and actions. * Physical features of Marton include: Stewart Park, Fairy Dell * More human features: rail train stop, sports village, church etc. 	<ul style="list-style-type: none"> * The jobs that people do depend on where they live. * Middlesbrough was developed around iron and coal and then the steel industry so this was the main jobs for many. * Now due to a decline in the steel and other industries many people work within the public sector e.g. healthcare, emergency services etc. * A survey can be carried out to collect data linked to occupation and this can then show trends. 	<ul style="list-style-type: none"> • We use compass points to describe position and location. • Compass points can be used to create routes and journeys. • A compass tells us which way is North and where to find East, South and West. • Together they are known as the four cardinal points of a compass. • A compass can be made more accurate by adding more points to it by drawing a line in between each of the 4 main cardinal points. 	<ul style="list-style-type: none"> * There are many different types of maps, which can be used for different purposes. Most types of maps have evenly spaced horizontal and vertical lines that form a grid * These grid lines enable us to locate a place or feature precisely on a map. * Grid reference maps can be used to find the exact location of features within the local area.
Place, identity, belonging, physical/human features.	Industry, decline, depend, services, survey, Census.	Compass, points, direction, position, precise.	Grid, reference, number, horizontal, vertical.

Key Knowledge and Vocabulary: What is the geography of the UK?

<ul style="list-style-type: none"> * Middlesbrough is in England and that it is part of the United Kingdom, Great Britain and the British Isles. * The UK, GB and the British Isles cannot be used interchangeably as they refer to different boundaries and include different land masses. * There are 9 regions of England: Greater London, the North East, North West, Yorkshire, East Midlands, West Midlands, South East, East of England and the South West. Wales, Scotland and Northern Ireland are individual regions. 	<ul style="list-style-type: none"> * Villages are small settlements with a small number of houses for a few hundred people. * Towns are larger settlements than villages and because more people live in them they have more homes and facilities. * Roads, railways and pathways connect them all. * A county is a smaller area of England and contains many towns and villages. * Middlesbrough is an industrial town located in the county of North Yorkshire. 	<ul style="list-style-type: none"> * A city is larger than a town and usually has a high concentration of buildings and is home to many people. Cities are the largest settlement. * Roads, railways and pathways connect villages, towns and cities. * Cities have features such as transport links, places of worship, businesses and office spaces. * Most types of maps have evenly spaced horizontal and vertical lines that form a grid. * Grid lines enable us to locate a place or feature precisely on the map. 	<ul style="list-style-type: none"> * Scotland and Wales are the most mountainous parts of the UK. * Rolling hills and plains dot the countryside of both Northern Ireland and England. * Symbols can be used to show features on a map. * Contour lines show high and low areas of land. 	<ul style="list-style-type: none"> * England is divided into 9 regions. * Middlesbrough is a town in the North East region. * The North and West of the region are more rural and land in this area is high and hilly. * The South and East of the region are more urban. * The main longest rivers in the region are the Tweed, Tees and Ure. * Over 2.5 million people live in the region. * Popular human features include: Hadrian's Wall, Durham Castle and the Millennium Bridge 	<ul style="list-style-type: none"> * Greater London is another region of England. It is split into 32 boroughs and the city of London. * Most of the region is low-lying and flat and mainly urban. * The second longest river in the UK runs through the region-The Thames. * Over nine million people live in the Greater London region. * Many of the United Kingdom's most famous landmarks are located within Inner London.
Mass, boundary, interchangeable, land	County, located, settlement, connect.	Grids, symbols, city, settlement.	Mountainous, contour lines, hills, symbols.	Features, landmark, region, rural, urban.	Region, borough, urban, population.

Year 3 Sequence of Knowledge

Key Knowledge and Vocabulary: Mountains and the Mountainous West

<ul style="list-style-type: none"> * Mountains are areas of land that are much higher than the land surrounding them. * They are higher and usually steeper than a hill and are generally over 600 metres high * The highest mountain ranges are created by tectonic plates pushing together and forcing the ground up where they meet. * Tectonic plates are also at work under the Atlantic Ocean. Instead of forcing the ground up, the two plates in the middle of the Atlantic Ocean are actually moving apart in opposite directions. This causes lava to erupt and as it cools down the lava creates a long line of mountains under the ocean called the mid-ocean ridge. 	<ul style="list-style-type: none"> * Mountains are often found together in a group called a mountain range. * The Himalayas in Asia, is the tallest mountain range in the world. * The Andes in South America, is the longest range on land in the world. * The alps is a mountain range in Europe. * The Rocky Mountains is the longest range in North America. * Atlases have letters along the top and numbers down the side, forming an alphanumeric grid that can be used to identify a grid square and locate places. * They also have a scale to show the land height including below sea level. 	<ul style="list-style-type: none"> * Lines of latitude are imaginary lines that divide the Earth. * They run parallel to the Equator and they are used to find out how North or South a place is. * There are five major lines of latitude: the Arctic Circle (the North Pole) the Antarctic Circle (the South Pole) the Tropic of Cancer. the Tropic of Capricorn. and the Equator. * North America is the third largest continent in the world and located in the Northern Hemisphere. * The North of the continent is between the Arctic Circle and the Tropic of Cancer passes through the south of North America. * The climate is very cold in the North, near the Arctic Circle however, it is very warm in the South close to the Equator. 	<ul style="list-style-type: none"> * The Rocky Mountains are part of The Mountainous West and are North America's largest range. * These Rockies stretch from the province of British Columbia, Canada to the U.S state of Mexico. * Over 100 individual mountain ranges make up the Rockies. These are split into 4 zones: The Canadian Rockies, The Middle Rockies, The Southern Rockies and The Colorado Plateau. 	<ul style="list-style-type: none"> * Biomes are areas of the planet with similar climates, landscapes, animals and plants. * What lives in each biome depends on: how warm or cold it is; how dry or wet it is; how fertile the soil is. * There are six types of biomes: Rainforest, Desert, Savannah, Woodland, Grasslands, Tundra. * The biomes of the Rocky Mountains vary due to the differences in elevation of the mountains 	<ul style="list-style-type: none"> * The Rocky Mountains are an important habitat for a great deal of wildlife. This along with spectacular scenery means that The Rockies attracts many tourists. * The Rockies are also rich in minerals. Mines provide copper, gold, silver, lead, and zinc. There are also supplies of oil, natural gas, and coal. * Much of the mountain range has been given National Park status so that its wildlife will remain protected from development and building work.
Ridge, plate, erupt, ridge, tectonic, mid-ocean.	Locate, range, identify, scale, sea level.	Parallel, divide, major, climate.	Range, province, zone, individual.	Elevation, landscape, climate, biome, fertile, vary.	Attract, scenery, supplies, rich, minerals, status, remain.




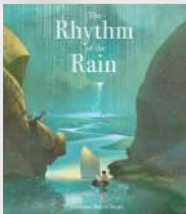



YEAR 4

GEOGRAPHY

CURRICULUM

Year 4 Geography - Broader Curriculum Aims and Objectives

Topics of Study	Key Geographical Knowledge and Understanding
<ul style="list-style-type: none"> Local Area Study – Our River: The River Tees. The Wider World-The geography of the World. The Wider World - The Amazon Rainforest 	<p>⇒ Know that a river is a moving body of water that drains that land.</p> <p>⇒ Know that they flow from its source on high ground, across land, and then into another body of water (river mouth). This could be a lake, the sea, an ocean or even another river.</p> <p>⇒ Know that rivers usually begin in upland areas, when rain falls on high ground and begins to flow downhill.</p> <p>⇒ Know that they always flow downhill because of gravity.</p> <p>⇒ Know that rivers and streams are shown on OS maps as blue lines. The width of the line is representative of the river's width (if the width of a river is more than 8 metres it is shown as two blue lines with a light blue area between).</p> <p>⇒ Know that the River Tees is the major river within Middlesbrough.</p> <p>⇒ Know and locate some of the UK's most significant rivers.</p> <p>⇒ Know and explain the water cycle using geographical language.</p> <p>⇒ Know the equator is at the centre of lines of latitude and is at 0° latitude.</p> <p>⇒ Know anything south of the equator is in the Southern Hemisphere and labelled °S and anything north is the Northern Hemisphere and labelled °N.</p> <p>⇒ The North Pole is 90°N and the South Pole is 90°S and the line labelled 0° longitude is called Greenwich Meridian and runs through London.</p> <p>⇒ Know that Anything East of Greenwich Meridian is Eastern Hemisphere and labelled °E and anything West of Greenwich Meridian is in Western Hemisphere and labelled °W.</p> <p>⇒ Know that the Arctic is an area of frozen ocean mostly surrounded by land and the Antarctic is an area of frozen land surrounded by ocean.</p> <p>⇒ Know that the Arctic Circle (also a line of latitude) is an area of landmasses that surrounds the North Pole and the Antarctic Circle (also a line of latitude) circles the Earth near the South Pole. Both regions are very cold all year round.</p> <p>⇒ Know that Antarctica is the world's southernmost continent. It is the location of the South Pole. There are no countries. It is the coldest continent- 98% ice.</p> <p>⇒ Know that South America is in both the northern and the southern hemisphere and that the equator runs directly through the continent.</p> <p>⇒ Know that the Tropic of Capricorn also runs through South America.</p> <p>⇒ Know that the Amazon rainforest is located within South America and that it has both a hot and a cold climate.</p> <p>⇒ Know that due to its contrasting climates it is full of biodiversity.</p> <p>⇒ Know that the amazon rainforest is a biome and identify some of the species of animals and plants that live within it.</p> <p>⇒ Know that Guisborough Forest is a biome and identify and compare its geographical features with those of the Amazon Rainforest.</p> <p>⇒ Know that deforestation is a threat to the Amazon Rainforest.</p>
Vocabulary	
<p>Middlesbrough town, North East, county, North Yorkshire, River Tees, stream, valley, mountain, hill, water cycle, flow, infiltration, source, mouth, estuary, sea, terrain, tributary, evaporation, condensation, water vapour, droplets, precipitation, continents, South America, Brazil, Amazon River, Amazon Rainforest, climate, biodiversity, biome, vegetation belt, species, deforestation, trade, economy, exports, imports, industry, agriculture crops, livestock</p>	
Quality Literature Links	
<div style="display: flex; flex-wrap: wrap; justify-content: space-around;"> <div style="text-align: center; margin: 5px;">  <p>WATER CATHERINE BARR CHRISTIANE ENGEL</p> </div> <div style="text-align: center; margin: 5px;">  <p>LET'S SAVE THE AMAZON WHY WE MUST PROTECT OUR PLANET PROFESSOR SAGE</p> </div> <div style="text-align: center; margin: 5px;">  <p>THE GREAT KAPOK TREE LYNNE CHERRY</p> </div> <div style="text-align: center; margin: 5px;">  <p>The Rhythm of Rain</p> </div> <div style="text-align: center; margin: 5px;">  <p>AMAZON RIVER</p> </div> </div>	

PRIOR LEARNING LINKS

Y3 Local Area Study: Our Community:

Know what a community is and identify human and physical features of their local community. Know where Marton is located within Middlesbrough. Know about different land use and economic activity within the community.



Year 4 Geography

What journey does the River Tees take?

Teaching Sequence for this Unit.

FUTURE LEARNING LINKS

Y5 Local Area Study: Our Town: learn about the different regions and counties within England. Know where Middlesbrough fits within this. Understand what our region is famous for ; the natural resources it provides and why people should visit.

What is a river?

What are the main features of a river landscape?

How are they formed?

IS

Which river passes through Middlesbrough?

Where does the River Tees start and end?

What are the key features of the River Tees?

IS

Which are the most significant rivers in the UK?

Can we locate them on a map using **four-figure grid references**?

IS

What part do rivers play in the water cycle?

What journey does the water take?

IS AC

What are the advantages, disadvantages and risks associated with rivers?

What are rivers used for?

Why are flood defences necessary and how do they work?

ED

DISCIPLINARY KNOWLEDGE AND GEOGRAPHICAL ENQUIRY:

How we 'work' and 'think' like a Geographer.

ENQUIRY	COLLECTION, ANALYSING AND INTERPRETING	INTERPRETING SOURCES	ANALYSING AND COMMUNICATING	EVALUATING AND DEBATING
Asking Geographical-enquiry questions.	Collecting, analysing and interpreting data through fieldwork.	Interpreting sources such as maps, diagrams, globes, aerial photographs etc.	Analysing and communicating geographical information e.g. constructing maps, charts and graphs or writing at length.	Critically evaluating and debating the impact of geographical processes.

PRIOR LEARNING LINKS

Y2 The Wider World: Where did Captain Cook come from and where did he go to?: Know about the seven continents and five oceans of the world. Know about the equator and the North and South pole. Know how to locate these on a globe. Compared physical and human features between Great Ayton and Botany Bay.



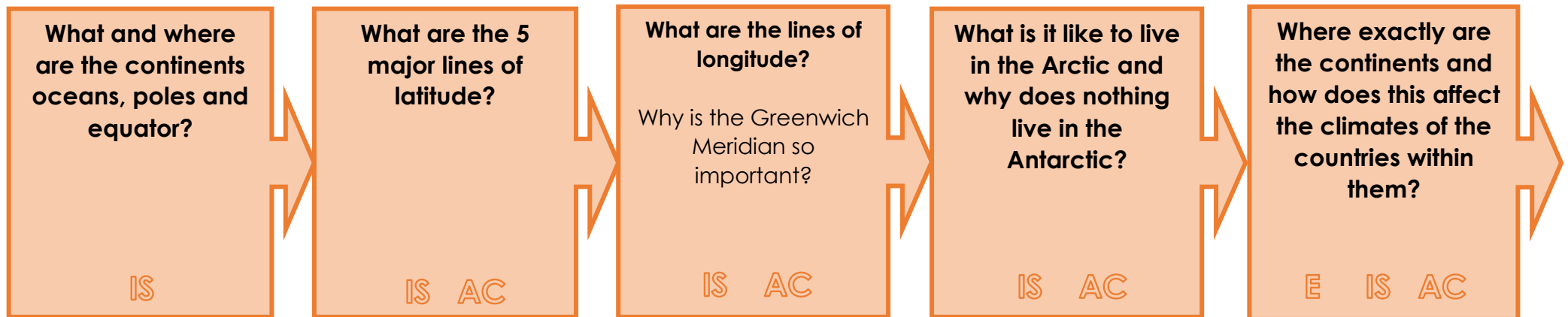
Year 4 Geography

What is the geography of the World?

Teaching Sequence for this Unit.

FUTURE LEARNING LINKS

Y4 Wider World: South America: Learn more about lines of longitude and latitude and the Greenwich Meridian. Learn the location of South America and how this impacts its climate and biomes. Learn about the major countries and cities with South America. Learn about the Amazon River and Rainforest. Explain the water cycle in geographical terms.



DISCIPLINARY KNOWLEDGE AND GEOGRAPHICAL ENQUIRY:

How we 'work' and 'think' like a Geographer.

ENQUIRY	COLLECTION, ANALYSING AND INTERPRETING	INTERPRETING SOURCES	ANALYSING AND COMMUNICATING	EVALUATING AND DEBATING
Asking Geographical-enquiry questions.	Collecting, analysing and interpreting data through fieldwork.	Interpreting sources such as maps, diagrams, globes, aerial photographs etc.	Analysing and communicating geographical information e.g. constructing maps, charts and graphs or writing at length.	Critically evaluating and debating the impact of geographical processes.

PRIOR LEARNING LINKS -Y3 Wider

World: North America: Know about the continent of North America and the major countries and cities within it. Know about the difference in climate within the continent due to its location. Know about mountains and how they are created. Know about the key geographical features of North America including the Rocky Mountains-know about its biomes.



Year 4 Geography

What and where are our forests and rainforests?

Teaching Sequence for this Unit.

FUTURE LEARNING LINKS-Y5 Wider

World: Eruptions in Europe: Learn about the structure of the Earth and what causes an Earthquake. Learn about volcanoes and how they are linked to earthquakes. Identify the location of active volcanoes in Europe using lines of longitude and latitude. Learn about the Westman Islands of the South coast of Iceland and the impact of the Eldfell eruption on the environment and economy.

What is a rainforest and where are the world's tropical rainforests?

IS AC

What are the characteristics of a tropical rainforest biome?

How do plants and animals adapt to living in this environment?

IS AC

What are the characteristics of a local temperate forest biome?

What plants and animals can we find there through fieldwork?

E CAI

Why is the Amazon Rainforest so important?

What species of plants and animals live within it?

IS AC

How does deforestation threaten the rainforest?

Could we be doing more to prevent this?

IS AC ED

DISCIPLINARY KNOWLEDGE AND GEOGRAPHICAL ENQUIRY:

How we 'work' and 'think' like a Geographer.

ENQUIRY	COLLECTION, ANALYSING AND INTERPRETING	INTERPRETING SOURCES	ANALYSING AND COMMUNICATING	EVALUATING AND DEBATING
Asking Geographical-enquiry questions.	Collecting, analysing and interpreting data through fieldwork.	Interpreting sources such as maps, diagrams, globes, aerial photographs etc.	Analysing and communicating geographical information e.g. constructing maps, charts and graphs or writing at length.	Critically evaluating and debating the impact of geographical processes.

Year 4 Sequence of Knowledge

Key Knowledge and Vocabulary: Local Areas: What journey does the River Tees take?

<ul style="list-style-type: none"> * A river is a moving body of water that drains the land. * It flows from its source on high ground, across land, and then into another body of water (river mouth). This could be a lake, the sea, an ocean or even another river. * Rivers usually begin in upland areas, when rain falls on high ground and begins to flow downhill. * They always flow downhill because of gravity. 	<ul style="list-style-type: none"> * The River Tees begins at Cross Fell in the northern Pennines and flows 70 miles East to the North Sea. * High Force is a waterfall in County Durham on the River Tees. * Anglers use the River Tees to fish. * Teesport, near the mouth of the River Tees is now one of the busiest ports in the UK. * Despite the heavy industry nearby, the estuary is an important habitat for animals, including seals and plant life. 	<ul style="list-style-type: none"> * There are hundreds of rivers and streams across the UK. * The River Severn and the River Thames are the longest rivers in the UK. * Ordnance survey is Britain's mapping agency; Ordnance Survey uses different shapes, colours and symbols to show all the roads, buildings, rivers and other features of a landscape. * Rivers and streams are shown as blue lines. The width of the line is representative of the watercourse width (if the width of a river is more than 8 metres it is shown as two blue lines with a light blue area between). 	<ul style="list-style-type: none"> * The water cycle is the continuous journey of water from oceans and lakes, to clouds, to rain, to streams, to rivers and back into the ocean again. * Rivers are an important part of the water cycle and responsible for transferring water to oceans. 	<ul style="list-style-type: none"> * Rivers are home to a whole host of plant and animal species. * People love to live near rivers too but floods can be a problem; river defences are built to reduce the risk. * Rivers are important for habitats for wildlife; freshwater for settlements, agriculture, and other industries; resources for leisure and tourism; energy for hydroelectric power.
Body, drain, source, gravity.	Anglers, mouth, port, heavy industry, estuary, habitat.	Agency, landscape, represent, features, symbols.	Cycle, continuous, responsible, transferring.	Host, species, defences, agriculture, settlement.

Key Knowledge and Vocabulary: Local Areas: What is the geography of the World?

<p>*Re-cap prior learning on continents & oceans.</p> <ul style="list-style-type: none"> * World maps display lines of latitude and longitude and use degrees as the unit of numbering. They show the exact location of a places around the world. * The Equator is at the centre of lines of latitude and is at 0° latitude. * Anything south of the Equator is in the Southern Hemisphere and labelled °S and anything north of the Equator is in the Northern Hemisphere and labelled °N. * The North Pole is 90°N and the South Pole is 90°S 	<ul style="list-style-type: none"> * Lines of latitude are imaginary lines that circle the Earth parallel to the equator. They run in an east-west direction around the Earth. * The Equator is at the centre of lines of latitude and is at 0° latitude. * The Tropic of Cancer is a line of latitude above the equator and the Tropic of Capricorn is a line of latitude below the equator. * The Arctic Circle (also a line of latitude) is an area of landmasses that surrounds the North Pole and the Antarctic Circle (also a line of latitude) circles the Earth near the South Pole. 	<ul style="list-style-type: none"> * Lines of longitude run in a north-south direction around the Earth. * The line labelled 0° longitude is called the Greenwich Meridian and runs through London. * Anything east of the Greenwich Meridian is in the Eastern Hemisphere and labelled °E and anything west of the Greenwich Meridian is in the Western Hemisphere and labelled °W. * Time in countries to the east of the Prime Meridian is always in front of that in the UK. Time in countries to the west of the Prime Meridian is always behind that of the UK. 	<ul style="list-style-type: none"> * The Arctic is an area of frozen ocean mostly surrounded by land and the Antarctic is an area of frozen land surrounded by ocean. * The Arctic Circle (also a line of latitude) is an area of landmasses that surrounds the North Pole and the Antarctic Circle (also a line of latitude) circles the Earth near the South Pole. Both regions are very cold all year round. * Antarctica is the world's southernmost continent. It is the location of the South Pole. There are no countries. It is the coldest continent- 98% ice. 	<ul style="list-style-type: none"> * Places near the Equator are hot all year round, but places further away such as the UK are cooler, as they receive less sunlight. * Asia is the largest continent in the world. - It is mainly located in the Eastern and Northern hemispheres. Africa is the 2nd largest continent. The continent straddles the Equator. Europe is the 2nd smallest continent. It is located in the northern hemisphere. South America is the 4th largest continent. It is located in the western hemisphere. Australia is the smallest continent in the world. It is located within the southern and eastern hemisphere.
Equator, hemisphere, degrees, pole.	Circle, landmasses, poles, direction, parallel.	Circle, landmasses, zone, direction, parallel.	Area, surrounded, region, southernmost, location.	Receive, straddles, climate.

Year 4 Sequence of Knowledge

Key Knowledge and Vocabulary: What and where are our forests and rainforests?

<ul style="list-style-type: none"> * A rainforest is a tall, dense forest that receives lots of rain every year. * There are two types of rainforests: tropical rainforests and temperate rainforests. * England's woods and forests are located within a temperate biome. * Tropical rainforests lie along the equator, mainly between the Tropics of Cancer and Capricorn. * The Amazon rainforest is the biggest forest on Earth. It is made up of billions of trees that stretch across nine countries. * It is located in South America, which is in both the northern and the southern hemisphere. The Equator and the Tropic of Capricorn run directly through the continent. 	<ul style="list-style-type: none"> * A tropical rainforest biome has four major characteristics: <ul style="list-style-type: none"> o Very high annual rainfall. o High average temperatures o Nutrient-poor soil o High levels of biodiversity. * Different plants and animals can be found living within the different layers of the rainforest. * Plants adapt by growing thick waxy leaves that allow water to drain quickly or by growing on tree trunks to get more light. * Animals have different physical features that enable them to survive in a particular area of the rainforest. 	<ul style="list-style-type: none"> * The UK has a temperate forest biome. Its characteristics are: <ul style="list-style-type: none"> o It often rains o Most of the trees are deciduous because we live in a deciduous forest vegetation belt. o Rotted leaves and other decaying matter provide rich, deep, fertile soil for trees to grow strong roots. * Qualitative fieldwork is when we collect data that can give you in-depth information about specific things. * Quantitative fieldwork is when we collect data which involves numerical information, e.g. counting, timing and measuring. 	<ul style="list-style-type: none"> * Indigenous people live in the rainforests and rely on it for food, shelter and medicine. * There is more biodiversity in the Amazon rainforest than anywhere else on Earth. * Farmers in South American countries rely on rain from the Amazon's flying rivers to grow their crops. * The trees produce the oxygen we breathe and soak up the pollution we create. 	<ul style="list-style-type: none"> * Deforestation is the removal of trees. It fuels climate change and threatens the health of the whole planet. * Cutting down the rainforest changes the weather as water vapour from the trees creates rain so fewer trees means less rain. * Trees are also burnt down to clear the land for cattle ranching, which increases methane, a greenhouse gas and destroys the biodiversity of the rainforest. * Satellites have played a key role in monitoring and reducing the rate of deforestation in the rainforest.
Dense, annual, biome, temperate, tropical, climate.	Characteristic, major, biome, nutrient-poor, layer, waxy, particular	Temperate, quality, quantity, rich, vegetation belt, fertile	Rely, biodiversity, produce, soak, pollution.	Fuels, threatens, vapour, ranching, cattle, key role, rate.



YEAR 5

GEOGRAPHY

CURRICULUM

Year 5 Geography - Broader Curriculum Aims and Objectives

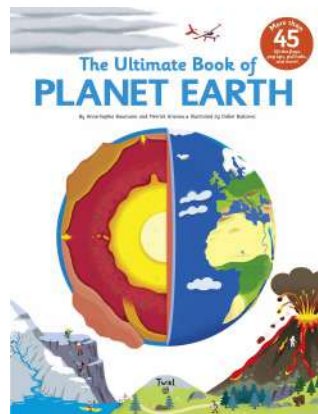
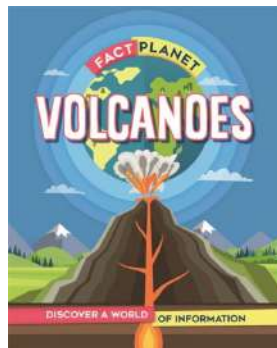
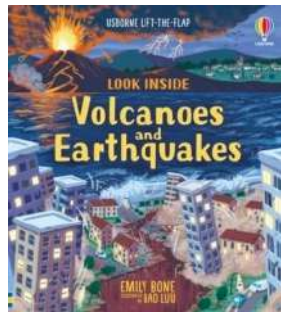
Topics of Study

- Local Area Study– What can maps tells us about our town and locality?
- The Wider World-Europe-Physical Features: Earthquakes and volcanoes: **study of region of Iceland.**

Vocabulary

Fossil fuels, land use, farming, energy, water, natural resources, renewable/non-renewable, sustainable, nuclear, climate, erosion, ice field, tectonic plates, peak, height, contour, range, summit, plateau, hemisphere, equator, mantle, outer core, inner core, magma, active dormant, extinct, epicentre, shock wave, magnitude, tsunami, Richter scale.

Quality Literature Links



Key Geographical Knowledge and Understanding

- ⇒ Know that Ordnance survey is Britain's mapping agency.
- ⇒ Know that it uses different shapes, colours and symbols to show roads, buildings, rivers and other features of a landscape.
- ⇒ Know that landscape features and places (both human and physical) can be located on an Ordnance survey map through the use of grid references and grid squares.
- ⇒ Know that grid references can be made even more specific by adding an extra digit to both the Easting and Northing numbers. These are called six-figure grid references.
- ⇒ Know that the Earth is made up of different layers: the **core** at the centre, which is mainly metal the **mantle**, which is mainly rock the **crust**, which is the part we can see.
- ⇒ Know that the crust (together with the upper layer of the mantle) is made up of different pieces, called **tectonic plates** and that they move a few centimetres each year in different directions and different speeds.
- ⇒ Know that earthquakes are caused when the Earth's tectonic plates slide together or move apart creating friction and causing energy to build up. It becomes so great that the energy is released causing a shock wave-an earthquake.
- ⇒ Know that a volcano is an opening in the Earth's crust that allows magma, hot ashes and gases to escape.
- ⇒ Know that most volcanic eruptions are caused by tectonic plates moving towards each other.
- ⇒ Know where the most active earthquake and volcanic areas are within the wider world and specifically within Europe.
- ⇒ Know that lines of latitude and longitude help to create a coordinate to locate a place accurately.
- ⇒ Know that numbers and letters are used to create this coordinate and that within the coordinate, the ° stands for degrees and the ' stands for minutes.
- ⇒ Know that the letters relate to north, south, east or west and are shown as capitals.
- ⇒ Know that the latitude coordinate is always given first.
- ⇒ Know and describe the effects of earthquakes and volcanic eruptions within European countries studied e.g. Iceland.
- ⇒ Give some reasons why people chose to live in earthquake zones and close to active volcanoes.
- ⇒ Explain how human and physical features are impacted in active volcanic areas.
- ⇒ Know the benefits of volcanic eruptions on the economy of a country due to tourism and fertile land for farming.



Year 5 Geography

What do maps tells us about our town?

Teaching Sequence for this Unit.

PRIOR LEARNING LINKS

Y4 Local Area Study: Rivers and the River Tees: know the different places that the River Tees flows through. Know the different uses of rivers.

FUTURE LEARNING LINKS

Y6 Local Area Study: Our Coast: learn about the physical and human features of coastal areas. Learn about the coastal areas near to Middlesbrough and how they are used. Learn about Middlesbrough's Freeport in order to link in with their next topic on trade.

What are the basic features of an Ordnance Survey map?

How do we identify and plot six-figure grid references using them?

IS

What places and features within our town can be located using grid references and grid squares?

IS CAI

How and why is a compass used to navigate and locate?

IS

How do we plot a short route and mark it on an OS map of our town?

IS CAI ED

DISCIPLINARY KNOWLEDGE AND GEOGRAPHICAL ENQUIRY:

How we 'work' and 'think' like a Geographer.

ENQUIRY	COLLECTION, ANALYSING AND INTERPRETING	INTERPRETING SOURCES	ANALYSING AND COMMUNICATING	EVALUATING AND DEBATING
Asking Geographical-enquiry questions.	Collecting, analysing and interpreting data through fieldwork.	Interpreting sources such as maps, diagrams, globes, aerial photographs etc.	Analysing and communicating geographical information e.g. constructing maps, charts and graphs or writing at length.	Critically evaluating and debating the impact of geographical processes.



Year 5 Geography

What eruptions occur in Europe and why?

Teaching Sequence for this Unit.

PRIOR LEARNING LINKS-Y3 North

America and its Mountainous West: learnt about mountains and how they are formed. Learnt about different mountain ranges and the plant and animal species living within the Rocky Mountains. **Y4 Wider World: South America and its River and Rainforest.** Learnt more about lines of latitude and longitude. Learnt about the human and physical features of the Amazon Rainforest. Debated if more can be done to prevent the threat to the rainforest.

FUTURE LEARNING LINKS

Y6 Trade: Know the significance of coastal areas, docks and harbours for trade. Name and locate relevant countries around the world and major cities that the UK trades with. Know that within Europe, the UK has strong trade links with Germany, The Netherlands and France, as well as others. Know and explain the global supply chain and the threat that aspects of this can have on the environment.

What is inside the Earth and what causes Earthquakes?

IS

What are volcanoes?

How are they different to other mountains?

IS AC

Can we interpret data to identify the world's most volcanic places?

Can we use lines of latitude and longitude to locate these places using coordinates?

IS CAI

Which countries in Europe have the most active volcanoes?

IS CAI AC

Why are volcanoes a fact of life for Iceland?

How does this impact the country's geographical features?

E IS AC

What happened on the Icelandic Island of Heimag?

Why did the Eldfell eruption rock the nation?

<https://youtu.be/xyvRoSb8CO0>

IS AC

What was the settlement like on Heimag before the major volcanic eruption in 1973?

IS AC

How did the eruption change the lives of people and impact the economy?

Why do people still choose to live in eruptive areas?

E ED AC

Year 5 Sequence of Knowledge

Key Knowledge and Vocabulary: Local Areas: Mapping our town and locality.

<ul style="list-style-type: none"> * Ordnance Survey maps are covered in blue lines that make up a grid. The lines have numbers accompanying them that allow you to accurately pinpoint location on a map. This series of numbers is known as a grid reference. The numbers going across the face of the map are called eastings; the numbers going up the face of the map from bottom to top are called northings. * Grid references can be made even more specific by adding an extra digit to both the Easting and Northing numbers. These are called six-figure grid references. 	<ul style="list-style-type: none"> * Ordnance survey uses different shapes, colours and symbols to show roads, buildings, rivers and other features of a landscape. * Landscape features and places (both human and physical) can be located on an Ordnance survey map through the use of grid references and grid squares. * The 'Eastings' and 'Northings' are the numbers around the edge of an OS map. To pinpoint a place you take the Eastings number first, then the Northing. 	<ul style="list-style-type: none"> * Cardinal points on a compass are North, East, South, and West. * Half way between the four main compass points, there are four other points: northeast, south-east, south-west and northwest. These are called Ordinal points. This makes an eight-point compass. * Ordnance Survey maps are always printed so that north is at the top of the map. 	<ul style="list-style-type: none"> * Four-figure/Six-figure grid references and compass points can be used to plan a route using a map. * Landmarks can be identified along the route using four/six-figure grid references. * The direction of travel between each point can be recorded using compass directions. * OS maps allow you to accurately plan a journey, giving an indication of landmarks and features you will pass along the route, as well as how far you will be travelling.
Feature, landscape, series, accompanying, specific, reference.	Landscape, features, pinpoint, human, physical, place, location.	Compass, cardinal, ordinal, points, direction, position, navigation.	Route, identify, direction, accurately, precisely, location, place.

Key Knowledge and Vocabulary: Eruptions in Europe

<ul style="list-style-type: none"> * Earth is made up of different layers; the crust (together with the upper layer of the mantle) is made up of different pieces called tectonic plates. * Tectonic plates move a few centimetres each year in different directions and at different speeds. * Earthquakes are caused when the Earth's tectonic plates slide together or move apart creating friction and causing energy to build up. * This becomes so great that the energy is released causing a shockwave-an earthquake. 	<ul style="list-style-type: none"> * A volcano is an opening in the Earth's crust that allows magma, hot ashes and gases to escape. * Most volcanic eruptions are caused by tectonic plates moving towards each other. * Both volcanoes and earthquakes occur due to movement of the Earth's tectonic plates. * They are both caused by the heat and energy releasing from the Earth's core. * Earthquakes can trigger volcanic eruptions through severe movement of tectonic plates. 	<ul style="list-style-type: none"> * Numerical data is continually collect to monitor volcanic activity around the world. * Lines of latitude and longitude help to create a coordinate to locate a place accurately. * Numbers and letters are used to create this coordinate. * Within the coordinate, the ° stands for degrees and the ' stands for minutes. * The letters relate to north, south, east or west and are shown as capitals. * The latitude is always given first. 	<ul style="list-style-type: none"> * Maps can be used to identify inactive and active volcanoes within a country. * Lines of latitude and longitude help to create a coordinate to locate a place accurately. * Numbers and letters are used to create this coordinate. * Within the coordinate, the ° stands for degrees and the ' stands for minutes. * The letters relate to north, south, east or west and are shown as capitals. * The latitude is always given first. 	<ul style="list-style-type: none"> * Iceland sits on top of the Mid-Atlantic Ridge, a long crack in the ocean floor caused by the separation of the North American and Eurasian tectonic plates. * The level of volcanic activity has impacted the physical and human characteristics of the country. * Physical features include, mountainous landscapes, black lava fields and geothermal pools. * Human features include, changes to the economy as they are now more reliant on tourism than farming practices. 	<ul style="list-style-type: none"> * The Heimaey eruption in 1973 was a significant event in Iceland's history. * The eruption surprised the inhabitants of Heimaey, as there were no signs of imminent volcanic activity before the eruption. * It lasted for nearly 6 months and resulted in the entire island being evacuated. 	<ul style="list-style-type: none"> * The island of Heimay is one of the largest of Iceland's volcanic islands. * It had risen from the sea through several eruptions. * A small fishing village had developed on the southern side of the harbour. * The surrounding seas are excellent fishing areas. 	<ul style="list-style-type: none"> * Despite the devastating impact of the eruption, many of the residents chose to return and rebuild their homes and community. * The harbour was vital to the island's economy so during this time, the residents developed a network of pipes to spray tonnes of seawater onto the lava, in order to preserve it. * The global awareness of the impact of this eruption has brought many visitors to the island, which residents, have made a living from.
Crust, layer, released.	Erupt, occur, releasing, trigger.	Monitor, coordinate.	Active, inactive, accurately.	Ridge, geothermal, economy.	Significant, imminent, inhabitants, entire.	Surrounding, risen, volcanic.	Impact, resident, awareness, network



YEAR 6

GEOGRAPHY

CURRICULUM

Year 6 Geography - Broader Curriculum Aims and Objectives

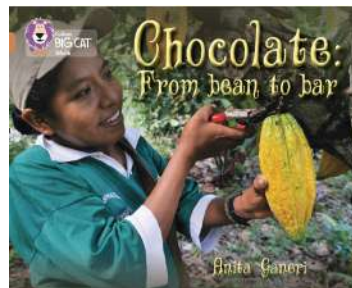
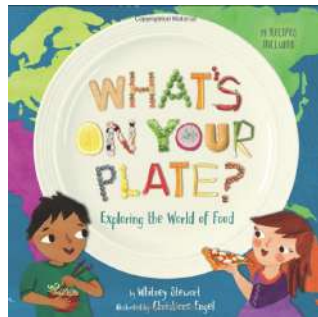
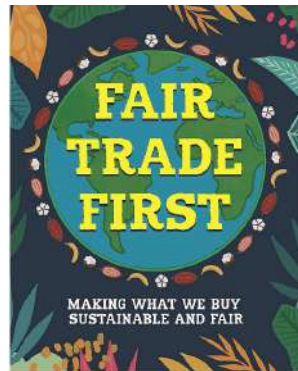
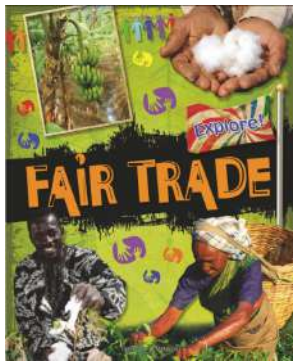
Topics of Study

- Local Area Study– Our Coast.
- The Wider World-Human Geography: Land use, economic activity and trade links. Why do we need to make trade links with other countries?

Vocabulary

Coastline, strandline, dune, cliff, location, harbour, industry, physical features, human features, dock, shipping, reclaimed land, trade, fair trade, supply, demand, import, export, climate zones, land use, economy, products, raw materials, supplier, manufacturer, distributor, retailer, consumer, profit, company, plantation, co-operatives, ethical globalisation.

Quality Literature Links



Key Geographical Knowledge and Understanding

- ⇒ Know the location of local coastal areas and describe key features of their human and physical features.
- ⇒ Know how land is used within a local coastal area and how and why this may have changed over time.
- ⇒ Know the significance of coastal areas, docks and harbours for trade.
- ⇒ Know about the Freeport in Teesside and the importance of it on a wider scale.
- ⇒ Know that trade is an agreement between two countries to buy and sell goods.
- ⇒ Know that natural resources are things such as palm oil and that this can be found in the rainforest and that removal of forests threatens this trade.
- ⇒ Describe and understand distribution of natural resources including energy, food, minerals and water.
- ⇒ Know the implications for countries that have shortages of natural resources.
- ⇒ Name and locate relevant countries around the world and major cities that the UK trades with.
- ⇒ Know that within Europe, the UK has strong trade links with Germany, The Netherlands and France, as well as others.
- ⇒ Know and understand the human and physical factors that determine what a country is able to export or will need to import.
- ⇒ Know the different goods that the UK imports and exports and why.
- ⇒ Know the term 'fair trade' and its implications for the lives of so many people.
- ⇒ Know that fair trade is an arrangement to help producers in developing countries achieve a 'fair' price for the items that they source, to help them to improve their social and environmental situations.
- ⇒ Know that the global supply chain is when one country supplies many other countries with a specific product.
- ⇒ Explain the global supply chain and the threat that aspects of this can have on the environment.

PRIOR LEARNING LINKS

Y4 Local Area Study: Rivers and the

River Tees: know the different places that the River Tees flows through. Know the different uses of rivers.



Year 6 Geography

What and where are our coasts?

Teaching Sequence for this Unit.

What are the key features of a coastal area?

Can we use OS map symbols to identify geographical features of a coastal area?

IS

Where are our local coastal areas?

Where are they on the map?
Can we use OS maps to locate our coastal towns?

IS AC

How is the land used in our local coastal areas?

What can we investigate about land use in Whitby?
How may this have changed over time?

CAI E

Where is Teesside's Freeport?

How does it stretch across the region?
What makes it one of Britain's best connected trade regions?

IS ED

DISCIPLINARY KNOWLEDGE AND GEOGRAPHICAL ENQUIRY:

How we 'work' and 'think' like a Geographer.

ENQUIRY	COLLECTION, ANALYSING AND INTERPRETING	INTERPRETING SOURCES	ANALYSING AND COMMUNICATING	EVALUATING AND DEBATING
Asking Geographical-enquiry questions.	Collecting, analysing and interpreting data through fieldwork.	Interpreting sources such as maps, diagrams, globes, aerial photographs etc.	Analysing and communicating geographical information e.g. constructing maps, charts and graphs or writing at length.	Critically evaluating and debating the impact of geographical processes.

PRIOR LEARNING LINKS

Y5 Wider World: Eruptions in Europe—Volcanoes and Earthquakes:

Know how to identify an exact location using lines of longitude and latitude. Explain how human features are impacted in active volcanic areas. Know the benefits of volcanic eruptions on the economy of a country due to tourism and fertile land for farming.



Year 6 Geography

How do resources travel around the world?

Teaching Sequence for this Unit.

What is a natural resource and what are the world's natural resources?

IS

What natural resources does the UK have?

Can we remember what natural resources our region provides?

IS

What is trade and why do we need to trade?

Why do we import products from abroad instead of making them in the UK?

What are the benefits of trade?

IS ED

Where in the world does the UK export to?

Which human and physical features support UK exports?

Which resources are vital to a country's economy?

IS AC

Who are our trading partners?

What happens in a port?

What happens in Middlesbrough's Freeport?

IS

Is all trade fair?

What makes fair trade fair?

What are the advantages and disadvantages of trade?

ED

What is the global supply chain?

What happens when demand changes?

How can trade affect the environment?

IS AC ED

Year 6 Sequence of Knowledge

Key Knowledge and Vocabulary: Local Areas: Our coasts, harbours and ports.

<ul style="list-style-type: none"> * The coast is the word used to describe where the land meets the sea. As the UK is an island it has around 11,000 miles of coastline. * Our region of the North East is known for the rich natural beauty of its coastlines. * OS maps use symbols to represent important features. * Human features of the coast include: harbours, piers, ports, sea defences and lighthouses. * Physical features include: cliffs, beaches, caves, bays, dunes and headlands. 	<ul style="list-style-type: none"> * OS online maps can be used to identify coastal locations. * Symbols used to identify landmarks, places and features enable you to learn about the human and physical features of coastal towns and areas. 	<ul style="list-style-type: none"> * Land use is the function of land and what it used for. * There are 5 main types of land use: residential, agricultural, recreation, transportation, and commercial. * OS maps identify where the built up areas are and how the settlement is arranged. * Land use can be recorded on sketch maps during fieldwork. 	<ul style="list-style-type: none"> * There are around 120 ports in the UK. Ports are important for travel and trade. Not all ports are on the coast. Some are in estuaries or are connected to the sea by river or canal. * Teesside Free port is located on the River Tees and stretches across the region. * Its transport links make it the country's best connected free port.
Coastline, region, represent, headlands.	Identify, location, place, coastal.	Functions, settlement, commerce, agriculture.	Trade, estuaries, region, connected.

Key Knowledge and Vocabulary: Resources and Trade

<ul style="list-style-type: none"> * A natural resource is something that is found in nature and can be used by people. Earth's natural resources include light, air, water, plants, animals, soil, stone, minerals, and fossil fuels. * Every place on Earth has its own unique group of natural resources. Natural resources are distributed on the Earth unevenly. 	<ul style="list-style-type: none"> * Natural resources that are limited and will run out eventually are known as non-renewable. * The production of non-renewable energy sources made by burning fossil fuels can have a negative impact on people and the environment. * Other natural resources can be replaced and these are known as renewable. 	<ul style="list-style-type: none"> * An import is a good or service brought into one country from another. * An export is a good or service sent to another country for sale. * Trade is an agreement between two countries to buy and sell goods. * The economy is crucial to a country and the people that live in it. It is how much money a country generates by making and selling goods and services. 	<ul style="list-style-type: none"> * More developed countries such as the UK export more valuable manufactured goods such as electronics and cars and import cheaper primary products such as tea and coffee. * The geographical features of the UK determine what it exports. * The service industry is the UK's main industry today. The UK imports more goods than it exports. 	<ul style="list-style-type: none"> * Goods are carried around the world in container ships from port to port and by aeroplane. * The service industry is the UK's main industry today. The UK imports more goods than it exports. * Teesside Free port is located on the River Tees and stretches across the region. * Its transport links make it the country's best connected free port. 	<ul style="list-style-type: none"> * Fair trade is an arrangement to help producers in developing countries achieve a 'fair' price for the items that they source, to help them to improve their social and environmental situations. 	<ul style="list-style-type: none"> * The global supply chain is the different stages manufactured goods go through on their journey from source to sale. * These stages involve transforming natural resources or raw materials into finished products for sale. * All products have a supply chain. * This process can have a negative impact on people, communities, countries and the environment.
Resource, minerals, fossil fuels, unique, natural, distribution.	Renewable, non-renewable, production, energy, sources, fossil fuels, impact	Goods, services, import, export, trade, agreement, economy, finance.	Developed, manufacturing, industry, experts, skilled, educated.	Port, cargo, trade, transport links, container.	Fair, arrangement, exploitation, resources, social, environmental.	Carbon footprint, , process, supplier, manufacturing, distribution