

Geography at Spring Bank Primary School

Contents

- Curriculum intent for geography
- Overview of Units Taught
- Geography Age Related Expectations - NB Words in bold is key vocabulary to be taught in the topic

Geography at Spring Bank Primary School

At Spring Bank Primary School, we shape our Geography curriculum to ensure it is fully inclusive for every child. Our intent is to provide a broad, balanced and differentiated curriculum that encompasses British Values and provides ambition and challenge, while ensuring it is accessible to all learners and fulfils the requirements of the National Curriculum for Geography.

Through our teaching of Geography children will learn skills which will help them to understand where we are in the world, how places and people are interconnected and how the world has changed over time. They will learn key factual knowledge and understand geographical concepts and abstract terms. This will be delivered through classroom experiences, map and atlas work, fieldwork, practical activities, cross curricular learning, discussion and educational visits. Great importance is given to our Geography curriculum as we believe this helps to:

- enable children to gain knowledge and understanding of places in the world;
- increase children's knowledge of other cultures and, in so doing, teach a respect and understanding of what it means to be a positive citizen in a multi-cultural country;
- allow children to learn graphic skills, including how to use, draw and interpret maps;
- enable children to know and understand environmental problems at a local, regional and global level;
- encourage in children a commitment to sustainable development and an appreciation of what 'global citizenship' means;
- understand how our local area has changed over time, helping children to develop a sense of pride
- understand the difference between human and physical geography and how these are inter-connected
- develop a variety of other skills, including those of enquiry, problem solving, Computing, investigation and how to present their conclusions in the most appropriate way.

The National Curriculum will provide a structure and skill development for the geography curriculum being taught throughout the school, which is now linked, where possible to the theme topics to provide a creative scheme of work, which reflects a balanced programme of study.

Overview of Units

An overview of units is provided for teachers to understand the progress of units throughout the school. The units are broken down into **Locational Knowledge**, **Place Knowledge** and **Knowledge of human and physical geography**. Geographical skills and fieldwork run through each unit.

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn Term	Welcome to Spring Bank		Our country - the UK		Energy	Moving People - a study of the UK	
	Transport			A place study of Birmingham as a changing city			
Spring Term	Food - Shops and Restaurants	Weather in the UK	Cannon Hall Farm - Study of a contrasting locality	Wild weather	South America	Food for Thought	North America including different time zones
				A study of the polar regions			
	Africa	Polar Regions		Catalonia including Barcelona	Biomes and Vegetation Belts		
		Antarctica		Europe	A place Study of Rio De Janeiro		
Summer Term	The Farm	Our School	The world including Australasia		Settlements	Rivers	A study of Clapham
	Holidays		Australia				
			The seaside				

Geography Age Related Expectations – Knowledge and geographical skills and fieldwork

This document lays out an overview of the geography that is taught across school from Reception to Year 6. This includes the EYFS statutory framework for 'Understanding the World' and the knowledge and geographical skills and fieldwork programmes of study from the National Curriculum that must be taught in KS1 and KS2. The programmes of study have been broken down into key knowledge, to support the teaching and learning of each topic. Key vocabulary, for each topic, that will be taught and used by the children in their learning is in bold.

Knowledge of geography within EYFS focuses on Understanding of 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.

The National Curriculum geographical skills and fieldwork programmes of study develop an understanding of the nature, processes and methods of fieldwork for each year group. Geographical skills and fieldwork is not taught as a separate entity but alongside knowledge. Geographical skills and fieldwork for each unit should be explicitly taught.

The knowledge below has been written in the following order:

Locational Knowledge

Place knowledge

Knowledge of human and physical geography

Locational Knowledge

Reception - Africa	
<p>Early Years Goal <u>People, Culture and Communities</u> Children at the expected level of development will: - 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.</p>	<p>Supporting Materials from EYFS Development Matters: Recognise some similarities and differences between life in this country and life in other countries. Recognise some environments that are different from the one in which they live.</p>
<p>Knowledge:</p> <ul style="list-style-type: none"> • We live in a country called England. We are part of the continent of Europe. • Kenya is a country in the continent of Africa. • Some of the countries of Africa have hot weather because they are close to the Equator. • The people and houses in Africa are similar and different to England. • There is different wildlife in Africa to England. 	<p>Geographical Skills:</p> <ul style="list-style-type: none"> • Teach children about a range of contrasting environments within both their local and national region. • Model the vocabulary needed to name specific features of the world, both natural and made by people. • Share non-fiction texts that offer an insight into contrasting environments. • Listen to how children communicate their understanding of their own environment and contrasting environments through conversation and in play.

Reception - Holidays	
<p>Early Years Goal <u>People, Culture and Communities</u> Children at the expected level of development will: - 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.</p>	<p>Supporting Materials from EYFS Development Matters: Recognise some similarities and differences between life in this country and life in other countries. Recognise some environments that are different from the one in which they live.</p>
<p>Knowledge:</p> <ul style="list-style-type: none"> • There are lots of places to visit on holiday in the United Kingdom. Scotland and Wales are in the United Kingdom as well as England. 	<p>Geographical Skills</p> <ul style="list-style-type: none"> • Teach children about a range of contrasting environments within both their local and national region.

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- There are lots of different countries in the world.
- There are **natural** features eg. beaches and **made by people** features eg. water park.
- Other countries are different to the UK. Some things are the same.

- Model the vocabulary needed to name specific features of the world, both natural and made by people.
- Share non-fiction texts that offer an insight into contrasting environments.
- Listen to how children communicate their understanding of their own environment and contrasting environments through conversation and in play.
- Teach children about places in the world that contrast with locations they know well.
- Use relevant, specific vocabulary to describe contrasting locations.
- Use images, video clips, shared texts and other resources to bring the wider world into the classroom.
- Listen to what children say about what they see. Avoid stereotyping and explain how children's lives in other countries may be similar or different in terms of how they travel to school, what they eat, where they live, and so on.

Year 1 - Polar Regions

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

Locational Knowledge:

name and locate the world's seven continents and five oceans

In this topic children will:

Know that the polar regions are cold places on the Earth. They will learn that there are seven continents of the world and know there are 5 oceans.

Knowledge:

- The world is made up of land and water.
- Know where the school is in relation to the rest of the world:
 - Spring Bank is in an area called Headingley.
 - Headingley is in a **city** called Leeds.
 - Leeds is in a country called England.
 - England is in the United Kingdom.
 - England is in the **continent** Europe.

Geographical Skills

Representation

Using maps - Locate places on a globe and on a map

Map knowledge - Begin to identify places on a world map. Use infant atlases. Use map sites on internet.

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- A **continent** is a very large area of land. It is usually surrounded by **seas/oceans** and contains different countries.
- There are 7 **continents**:
 - Asia
 - Europe – where we live
 - Africa
 - North America
 - South America
 - Australasia/Oceania
 - Antarctica
- There are 5 **Oceans**:
 - Arctic
 - Southern
 - Pacific
 - Atlantic
 - Indian

Year 2 - Our Country

National Curriculum:

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

Locational Knowledge

- name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas

Knowledge:

- The **United Kingdom** can be located on a world map, atlas and globe
- The United Kingdom is part of the **continent** of **Europe**.
- The UK is made up of four countries: **England, Wales, Scotland** and **Northern Ireland**

In this topic children will:

Understand that the United Kingdom is made up of four countries with four capital cities. They will know that the United Kingdom is part of the continent of Europe and that the city of Leeds is situated in the North of England. They will get an understanding of the different types of traffic which frequent the main road outside the school and begin to appreciate the issues this can create.

Geographical Skills

Direction/Location Use 4 compass points well when following or giving directions.
Representation - Using maps - Locate places on world maps and globes with more confidence.
Map knowledge - Begin to identify cities on a map. Style of map - Use infant atlases. Use map sites on internet. Identify features on aerial photographs.

Spring Bank Primary School

- Each of the four countries has a **capital city** (London, Edinburgh, Cardiff and Belfast)
- Recognise that capital cities are near a river due to trade routes.
- Know that the UK is surrounded by three seas: the **North Sea**, the **English Channel** and the **Irish Sea**.
- Know that Spring Bank is located in Headingley and near to the main road Cardigan Road and that Leeds is in the **north** of England.

Fieldwork

Gathering Information - Suggest questions to ask as part of an enquiry. Use appropriate geographical vocabulary. Carry out fieldwork linked to traffic on Cardigan Road. Record the main points shortly after.

Collecting Audio/Visual information – With support from an adult, carry out a traffic survey counting different types of transport

Representing Information - Use mathematical knowledge to represent data using appropriate methods (tally charts and bar charts)

Year 2 - Australasia

National Curriculum:

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

Locational Knowledge

name and locate the world's seven continents and five oceans

In this topic children will:

Learn about the continent of Australasia and where it is located in the world, being introduced to the Northern and Southern Hemisphere. They will also be able to name the five oceans in the world.

Knowledge

- Recognise the seven **continents** in the world (**Europe, North America, South America, Africa, Asia, Antarctica and Oceania / Australasia**).
- Know there are 5 oceans (Pacific, Southern, Indian, Atlantic and Arctic).
- Know that Australia is located in Oceania / Australasia
- Know Australasia is located in the **Southern Hemisphere**. This means that the seasons are opposite to what they are in the UK. When we are in Summer, Australia is in Winter.

Representation - Using maps - Locate places on world maps and globes with more confidence.

Map knowledge - Style of map - Use infant atlases. Use map sites on internet. Identify features on aerial photographs.

Year 3 Europe

National Curriculum:

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

In this topic children will:

Understand that Europe is a diverse continent in the Northern Hemisphere made up of many different countries. They will be able to name some major cities and human and physical features as well as understanding the different environmental features.

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Locational Knowledge:

locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities

identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)

Knowledge:

- **Europe** is one of the seven **continents**.
- Europe is the second smallest continent in size and is situated in the **Northern Hemisphere**.
- There are around 44 countries in Europe, including England, Spain, France and part of Russia.
- Most of Western Europe has a moist and moderate climate, while Eastern Europe has cold winters and hot summers, especially in the southeast. The winter can be long and very cold in the far north. The countries near the **Mediterranean Sea** have hot, dry summers and mild winters.
- Europe has many key physical features such as the Danube and Rhine river which are two rivers which divide Europe and mountains such as the Alps
- The tallest mountain in Europe is Mount Elbrus (5642m)
- Europe has many key human characteristics such as the tallest building in Europe is the Lakhtar tower (Russia), the Eiffel tower (Paris)
- Some of the **major cities** in Europe are Madrid (Spain), Munich (Germany) and Rome (Italy)

Geographical Skills

Direction/Location Use letter/no. co-ordinates to locate features on a map. Introduction to 4 figure grid references

Representation

Using maps - Locate places on large scale maps and maps of different sizes, (e.g. Find UK or Spain on globe and other maps)

Scale/Distance- Begin to match boundaries (Eg find the same boundary of a country on a different scale map) Begin to recognise features on a map, places and environments (coastal areas, hills, rivers) Use junior atlases. Use map sites on internet. Identify features on aerial/oblique photographs.

Year 4 South America

National Curriculum:

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

In this topic children will:

Understand that South America is a diverse continent in the Southern Hemisphere made up of many different countries with a predominantly tropical climate. They will be able to name some major cities and human and physical features. They will learn about the importance of the environmental area of the rainforests.

Locational Knowledge:

locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities

identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)

Knowledge:

- That **South America** is a continent in **the Southern Hemisphere**; that it is located below **North America** and children should be able to locate it on a globe and in an atlas.
- The **tropic of Capricorn** and the **Equator** pass through South America
- South America is the fourth biggest continent and was recorded at over 387 million in 2010
- There are 12 countries which make up South America and the predominant languages are Spanish and Portuguese.
- South America is bounded by the Caribbean Sea to the northwest and north, the Atlantic Ocean to the northeast, east, and southeast, and the Pacific Ocean to the west.
- South America is a huge continent and so the **climate** can vary depending on where you are. Most of South America is warm for most of the year. The climate is generally tropical so it never gets too cold but there are higher areas where it does get cold and the temperature drops below freezing.
- Some capital cities in South America include Buenos Aires (Argentina), Brasilia (Brazil) Quito (Ecuador)
- South America has a number of physical features such as the Andes Mountain Range and the Amazon River
- South America has human features such as the Christ the Redeemer Statue (Brazil) and Machu Picchu (Peru).

The Amazon Rainforest

- Rainforests are warm and wet areas.

Geographical Skills:

Direction/Location Use 4 compass points well when following or giving directions. Begin to use know the 8 compass points; Use letter/no. co-ordinates to locate features on a map confidently. Continue to develop confidence when working with 4 figure OS grid references

Drawing maps Make a map of a short route experienced, with features in correct order; Make a simple scale drawing.

Representation Know why a key is needed and begin to be more confident in the use of keys and symbols in their work Begin to recognise more symbols on tourist maps and on some OS map.

Using maps - Locate places on large scale maps and maps of different sizes, (e.g. Find UK or Spain on globe and other maps)

Scale/Distance- Begin to match boundaries (Eg find the same boundary of a country on a different scale map) Perspective - Draw a sketch map from a high viewpoint.

Map knowledge - Begin to identify significant features on a map, places and environments (coastal areas, hills, rivers) Style of map - Use large scale OS maps and other maps Use junior atlases. Use map sites on internet. Identify features on aerial/oblique photographs.

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- The Amazon Rainforest is the largest tropical rainforest in the world with more than half located in Brazil. It is full of wildlife.
- Tribes of people still live in some areas of the rainforest with no contact with the outside world.
- 20% of the world's bird species live here.

Year 5 Moving People - a study of the United Kingdom

National Curriculum:

name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time

In this topic children will:

Understand the UK as an island nation and the difference between the terms United Kingdom and Great Britain and that each of its four countries has key physical and human features. They will learn about the different regions of England and the names of some of the counties and how some cities of the UK have changed their character due to immigration and migration.

Knowledge:

- The UK is an island nation in Western Europe just off the coast of France. The mainland areas lie between **latitudes** 49°N and 59°N and **longitudes** 8°W to 2°E. The UK is bordered by four seas.
- The UK is composed of England, Scotland, Wales and Northern Ireland. Great Britain includes England, Scotland and Wales. The British Isles includes the UK plus the Republic of Ireland.
- Each country in the UK is made up of different **regions**, counties and major towns.
- The capital cities of the UK contain many interesting human features: England (London); Scotland (Edinburgh); Wales (Cardiff) and Northern Ireland (Belfast) London has the largest population.
- England is divided into nine **regions**: These are London, the North East, North West, Yorkshire, East Midlands, West Midlands, South East, East of England and the South West. Each region is made up of counties. There are 27 counties in England
- The UK has a number of physical features including coastal features such as the needles, hills such as the pennines, lakes like Lake Windermere and the longest river the Severn. The highest mountain of Wales is Snowdon, the highest mountain of England is Scarfell Pike and the highest mountain in Scotland is Ben Nevis.

Geographical Skills

Direction/Location Continue to develop confidence when working with 4 figure OS grid references

Drawing maps Make a map; Make a simple scale drawing.

Representation Use with growing confidence keys and symbols in their work Begin to recognise more symbols on tourist maps and on some OS map.

Using maps - Locate places on different maps of the UK

Scale/Distance- Match boundaries. Map knowledge - Begin to identify significant features on a map, places and environments (coastal areas, hills, rivers) Style of map

- Use large scale OS maps and other maps Use junior atlases. Use map sites on internet. Identify features on aerial/oblique photographs.

Spring Bank Primary School

- Cities in England such as Birmingham have changed over time due to **migration** and **immigration**. This has led to changes in the locality eg. new restaurants. The UK is a **multicultural society** made up of different groups of people and the population is always changing.
- The population of the United Kingdom is getting bigger. People move to and from the UK for different reasons. The changing population of the UK creates benefits and challenges.

Year 6 North America

National Curriculum:

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

Locational Knowledge:

locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities

identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)

Knowledge:

- That **North America** is a continent in **the Northern Hemisphere**; that it is located above **South America** and children should be able to locate it on a globe and in an atlas.
- The continent lies between the **Arctic Circle** and the **tropic of Cancer**.
- North America is the third biggest continent.
- There are 23 countries which make up North America
- North America is bounded on the north by the **Arctic Ocean**, on the east by the North **Atlantic Ocean**, on the south by the **Caribbean Sea**, and on the west by the North **Pacific Ocean**.

In this topic children will:

Understand that North America is a diverse continent made up of many different countries with a temperate climate. They will be able to name some major cities and human and physical features as well as understanding the different environmental regions.

Geographical Skills

Direction/Location Confidently use 4 figure OS grid references and introduce 6 figure grid references

Representation Using maps - Locate places confidently on large scale maps and maps of different sizes

Scale/Distance- Confidently match boundaries (Eg find the same boundary of a country on a different scale map). Work out distances between places using a key. Map knowledge - confidently identify significant features on a map, places and environments (coastal areas, hills, rivers) Use junior atlases. Use map sites on internet. Identify features on aerial/oblique photographs.

Spring Bank Primary School

- Most of North America has a **temperate** climate. Environmental regions include the dry wild west of America and the polar region of Alaska
- Some capital cities in North America include Washington DC (USA), Ottawa (Canada) and Mexico City (Mexico)
- North America has many physical features such as the Grand Canyon (USA), Great Lakes (Canada/USA) Chihuahuan Desert (Mexico)
- North America has human features such as the Statue of Liberty (New York) and Disney World (Florida)
- The Meridian Line is used as the marker for the Universal Time Zone. All other times are either ahead (+) or behind (-) the time on the Meridian Line, which is called Greenwich Mean Time, or GMT.
- Time zones can be identified on a map by the – and + numbers at the top. These show us the time in different locations around the world. E.g if it is 08:00 in London, it is 09:00 in Paris, France; if it is 23:00 on Monday in London, it is 01:00 on Tuesday in Cairo, Egypt.
- The United States of America is so big that it is split across several time zones.
- North America has 6 time zones e.g if it is 12pm in Alaska, it is 1pm in Vancouver – Canada/California, it is 2pm in Arizona, it is 3pm in Mexico City – Mexico/Texas, it is 4pm in New York, it is 5pm Puerto Rico.

Place Knowledge

Reception - Welcome to Spring Bank	
<p>Early Years Goal <u>People, Culture and Communities</u> Children at the expected level of development will: - Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts, and maps</p>	<p>Supporting Materials from EYFS Development Matters: Talk about members of their immediate family and community. Name and describe people who are familiar to them. Draw information from a simple map</p>
<p>Knowledge:</p> <ul style="list-style-type: none"> • We can use our eyes to look at the different places in the school– hall for lunch, top playground, grass, office • Our school is on Spring Road in Headingley • An aerial map can be used to find our school, the playground, Reception and Spring Road. • A school is made up of people who can help us eg, teachers, caretaker, office staff • In our local area there are other people who can help us eg. police, librarian, hairdressers 	<p>Geographical skills:</p> <ul style="list-style-type: none"> • Draw children’s attention to the immediate environment, introducing and modelling new vocabulary where appropriate • Look at aerial views of the school setting, encouraging children to comment on what they notice, recognising buildings, open space, roads and other simple features • Offer opportunities for children to choose to draw simple maps of their immediate environment

Reception - The farm	
<p>Early Years Goal <u>People, Culture and Communities</u> Children at the expected level of development will: - Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts, and maps</p>	<p>Supporting Materials from EYFS Development Matters: Offer opportunities for children to choose to draw simple maps of their immediate environment, or maps from imaginary story settings they are familiar with. Recognise some environments that are different from the one in which they live.</p>

<p>Knowledge:</p> <ul style="list-style-type: none"> • Headingley is part of the big city of Leeds. • Cities have lots of people, shops, traffic, offices etc. • Hesketh Farm is in the country. • In the countryside there are farms, fields, villages and less people • There are similarities and differences between life in the city and life in the country. 	<p>Geographical skills:</p> <ul style="list-style-type: none"> • Draw children’s attention to the immediate environment, introducing and modelling new vocabulary where appropriate • Offer opportunities for children to choose to draw simple maps of their immediate environment, or maps from imaginary story settings they are familiar with. • Teach children about a range of contrasting environments within both their local and national region. • Share non-fiction texts that offer an insight into contrasting environments. • Listen to how children communicate their understanding of their own environment and contrasting environments through conversation and in play.

<p>Year 1 Our School</p>	
<p>National Curriculum understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country</p>	<p>In this topic children will: Learn that Spring Bank is in Headingley in Leeds and that Leeds is part of England. They will use aerial photographs and plan perspectives to pick out human and physical features of Headingley and the school grounds. They will learn how to create sketch maps of an area of the grounds and create their own sketch map of a traditional tale.</p>
<p>Knowledge:</p> <ul style="list-style-type: none"> • England is the country in which we live. It can be found on a map of the United Kingdom. • Leeds is a city in the north of England. • Headingley is the area where school is and is in Leeds. • On a map we can see different symbols to represent: <ul style="list-style-type: none"> - Grassy areas/Forest 	<p>Geographical skills</p> <p>Direction/Location Use locational and directional language Introduction to 4 compass points when following or giving directions.</p> <p>Representation - Using maps and plan perspectives - Locate places on a tourist map and OS map</p> <p>Map knowledge - Begin to identify human features on a map Style of map - Use map sites on internet. Identify features on aerial photographs.</p>

Spring Bank Primary School

<ul style="list-style-type: none"> - Streets - Roads - Houses - School - Places of Worship - Areas of interest • A key shows us what the symbols represent. • Around the school are some key roads and they can be found on a map. <ul style="list-style-type: none"> - Spring Road, - Cardigan Road, - Leeds Rugby/Cricket ground - Otley Road - North Lane • Aerial view is the view of something from above. On an aerial photograph we can find features around the school. • A compass is used to help us follow directions and find locations. • There are 4 main points of a compass: <ul style="list-style-type: none"> - North - East - South - West • Maps can be created of the school grounds using basic symbols, a key and a compass • Maps can be made of imaginary places such as those in the fairy tales read in class including basic symbols, a key and a compass. 	
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<h3>Year 2 - Cannon Hall farm - a comparison of a rural area and an urban area</h3>	
<p>National Curriculum understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country</p>	<p>In this topic children will: Understand that Leeds and Cannon Hall farm are two contrasting areas in Yorkshire. They will learn about some of the physical and human features of an urban and rural area and will begin to appreciate some of the similarities and differences.</p>
<p>Key Knowledge:</p>	<p>Geographical skills Direction/Location Use 4 compass points well when following or giving directions.</p>

Spring Bank Primary School

- The area surrounding Cannon Hall Farm is a **rural** area and Headingley is an **urban** area, part of the city of Leeds.
- Both Headingley and Cannon Hall Farm are in Yorkshire, which is a county in the United Kingdom.
- Rural areas are characterised by having: villages, one main road, fields, a couple of shops and facilities, farmland, low population
- Urban areas are characterised by having: towns and cities, lots of main roads and side roads, few green spaces, lots of shops and facilities, higher **population**
- Aerial maps and photographs show us what an area is like.

Drawing Maps Draw a map of the farm with a key
Representation – introduction to a key and map symbols
Map knowledge - Begin to identify features on a map Use map sites on internet. Identify features on aerial photographs.

Year 2 Australia

National Curriculum

understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country

In this topic children will:

Understand that Australia is a large country in the Southern Hemisphere. They will begin to appreciate some of the similarities and differences between Leeds and Sydney in New South Wales.

Knowledge:

- Australia is made up of seven states (Queensland, New South Wales, Victoria, Tasmania, Northern Territory, South Australia and Western Australia). The capital of Australia is Canberra.
- People mostly inhabit the areas around the edge of Australia (coastal areas) due to there being a large desert in the centre of Australia.
- There is not a lot of **vegetation** in the desert due to the lack of rain
- Many people live in the state of New South Wales which has physical features such as **mountains** and **lakes** and big cities.
- Sydney is a famous city and a **port** in Australia in New South Wales and there are lots of famous landmarks such as Sydney **Harbour** and tourist attractions there. Leeds also has lots of tourist attractions.
- Life in Sydney has many similarities to life in the UK. The **climate** makes life different (for example Christmas is often celebrated on the beach).

Geographical skills

Direction/Location Use 4 compass points well when following or giving directions.
Representation - Using maps - Locate places on world maps and globes with more confidence.
Map knowledge - Begin to identify cities on a map Style of map - Use infant atlases. Use map sites on internet. Identify features on aerial photographs.

Year 3 The Catalonia region of Spain	
National Curriculum understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America	In this topic children will: Understand that Spain is a country in Europe and a popular tourist destination. They will learn more about the region of Catalonia including the city of Barcelona and will understand geographical similarities and differences in the human and physical geography of the region.
Knowledge: <ul style="list-style-type: none"> Spain is a country in Europe. It borders Portugal, France and Andora Spain is bounded by the Mediterranean Sea to the east and southeast, by the Atlantic Ocean to the northwest and southwest, and by the Bay of Biscay (an inlet of the Atlantic Ocean) to the north. Catalina is a region in the north of Spain and its major city is Barcelona. Some of the physical features of Catalonia are beaches such as Costa Brava and the Pyrenees mountains. The Latitude and longitude coordinates of Barcelona are: 41 N and 2 W Catalina has some key human features such as the basilica la sa granda Familiar and the football stadium in Barcelona. Barcelona is popular with visitors due to its art and architecture. There are many geographical similarities and differences between Leeds and Barcelona. 	Geographical Skills Direction/Location Continue to develop confidence when working with 4 figure OS grid references. Drawing maps Make a map of the city of Barcelona Representation Know why a key is needed and begin to be more confident in the use of keys and symbols in their work Begin to recognise some symbols on tourist maps Using maps - Locate places on large scale maps and maps of different sizes, (e.g. Find UK or Spain on globe and other maps) Map knowledge - Begin to identify features on a map, places and environments (coastal areas, hills, rivers) Style of map - Use junior atlases. Use map sites on internet. Identify features on aerial/oblique photographs.

Year 4 Brazil	
National Curriculum Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America	In this topic children will: Understand that Brazil is a country in South America which is home to the Amazon rainforest. They will learn more about the rainforests region of Brazil and will understand geographical similarities and differences in the human and physical geography of the region.
<ul style="list-style-type: none"> Brazil is bordered by French Guiana, Suriname, Guyana, and Venezuela in north, by Colombia in north-west, by Peru, Bolivia, and Paraguay in west, by Argentina in south-west, and by Uruguay in south Brazil faces the Atlantic Ocean. 	Geographical skills Direction/Location Continue to develop confidence when working with 4 figure OS grid references Representation Using maps - Locate places on large scale maps and maps of different sizes,

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- The Equator passes through the country of Brazil which means that the country lies in the tropical zone between the Tropics of Cancer and Capricorn.
- Brazil has different **Physical features** and **Human features** eg Christ The Redeemer, Amazon River, Sugar Loaf Mountain.
- Brazil has a number of **Urban** and **Rural** areas which affects **migration** within the country.
- There are many geographical similarities and differences between Leeds and life in Rio de Janeiro.

Scale/Distance- Begin to match boundaries (Eg find the same boundary of a country on a different scale map) **Map knowledge** - Begin to identify significant features on a map, places and environments (coastal areas, hills, rivers) **Style of map** - junior atlases. Use map sites on internet. Identify features on aerial/oblique photographs.

Year 6 The Yorkshire Dales

National Curriculum

understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America

In this topic children will:

Understand that Yorkshire Dales are a region of the United Kingdom and a popular tourist destination. They will understand geographical similarities and differences in the human and physical geography of the region.

Knowledge:

- The Yorkshire Dales is a National Park in the north of England.
- The Yorkshire Dales are a popular tourist destination due to their physical features such as Gordale Scar, Pen Y Ghent, Inglebrough Cave, Janet's Foss
- The Yorkshire Dales are known for their small villages and hamlets built of local stone and farms.
- Four figure and six figure references can be used to find places in the Dales on an ordnance survey map.
- Clapham is a village in the Yorkshire Dales at 54 N 2 W
- The population of Clapham can be represented on a graph and compared to the population of Leeds.
- Clapham has a number of human features such as bed and breakfasts, hotel, Inglebrough Hall, postbox which can be mapped to scale.
- Tourism can have a positive impact and negative impact on the Dales.

Geographical Skills and Fieldwork:

Direction/Location Use the 8 compass points, confidently use 4 figure and 6 figure OS grid references

Drawing maps Make a map of the village; Make a simple scale drawing.

Representation – recognise OS symbols confidently

Scale/Distance- Perspective - Draw a sketch map from a high viewpoint.

Map knowledge - identify significant features on a map, places and environments (coastal areas, hills, rivers) **Style of map** - Use large scale OS maps and other maps. Identify features on aerial/oblique photographs.

Fieldwork

Gathering Information - Suggest questions to ask as part of an enquiry. Use appropriate geographical vocabulary. Carry out fieldwork linked to the village of Clapham. Record the main points shortly after.

Sketching/drawing information - Pick out the features of the locality on a larger scale and create annotated sketches of two different places in Clapham

Collecting Audio/Visual information - Suggest how photos provide useful evidence for their investigations. Use a camera independently. Locate a photo on an ordnance survey map. Annotate the photo with where it is found using four and six grid references.

	<p>Measuring – collect information about land use by recording how many houses, shops etc in the village</p> <p>Representing Information - Use mathematical knowledge to represent data using appropriate methods eg. pie chart of land use in Clapham.</p>
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Knowledge of Human and Physical Geography

Reception - Transport	
<p>Early Years Goal <u>Past and Present ELG</u> Children at the expected level of development will: - Talk about the lives of the people around them and their roles in society;</p> <p><u>People, Culture and Communities</u> Children at the expected level of development will: - Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts, and maps</p>	<p>Supporting Materials from EYFS Development Matters: Talk about members of their immediate family and community. Name and describe people who are familiar to them. Offer opportunities for children to choose to draw simple maps of their immediate environment, or maps from imaginary story settings they are familiar with.</p>
<p>Knowledge:</p> <ul style="list-style-type: none"> • There are lots of different ways we can travel to school eg. scooter, walking, car. We can make a simple graph to show how we travel to school. • A map helps us to get to places. We can draw our own maps of how we get to school. 	<p>Geographical skills:</p> <ul style="list-style-type: none"> • Create a graph to show different methods of getting to school • Draw maps of journey to school and a map from a story book.

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- Maps can be drawn to show how different characters get around eg. the jolly postman delivering letters.

Reception: Food - Shops and Restaurants

Early Years Goals

Past and Present ELG

Children at the expected level of development will:

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

People, Culture and Communities

Children at the expected level of development will: -

Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts, and maps

Knowledge:

- There are lots of different food shops in Headingley. These can be found on an aerial map.
- There are lots of cafes and restaurants in Headingley.
- People work in shops, cafes and restaurants and there are lots of different jobs to do.

Supporting Materials from EYFS Development Matters:

Draw information from a simple map

Geographical Skills:

Draw children's attention to the immediate environment, introducing and modelling new vocabulary where appropriate.

- Familiarise children with the name of the road, and or village/town/city the school is located in.
- Look at aerial views of the school setting, encouraging children to comment on what they notice, recognising buildings, open space, roads and other simple features.

Year 1 Antarctica & Weather Patterns in the UK

National Curriculum:

- identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles
- use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather

In this topic children will:

Understand that Antarctica is in one of the cold areas of the world due to its proximity from the Equator. They will learn about the climate of the polar regions.

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<p>key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</p>	
<p>Knowledge:</p> <ul style="list-style-type: none"> ● The equator is an imaginary line around the ‘middle’ of the earth, countries that are near here have hot weather and those far away have cold weather. ● The Arctic and Antarctica are the coldest places on earth. ● The Arctic is at the top of the northern part – North Pole ● Antarctica is the continent at the bottom of the southern part – South Pole, it is white on the map because it is covered in snow and ice. ● Know the physical and human features that make up England: <ul style="list-style-type: none"> - rivers, forests, lakes, streets, hills, mountains, cities, towns - shops, houses, roads, schools - plants, different types of animals e.g cats, dogs, magpies etc ● Look at the features of Antarctica: <ul style="list-style-type: none"> - no permanent houses, shops - no towns/ cities - no vegetation ● Know the typical weathers that are in England and how they differ across the seasons. <ul style="list-style-type: none"> - Autumn, winter, spring summer ● Know the typical weathers that in Antarctica and how they differ across the seasons. <ul style="list-style-type: none"> - Winter, summer - It is the driest, coldest and windiest place in the world and is a cold desert because there is not a lot of precipitation. <p>Find where the windiest place in the school grounds is.</p>	<p>Geographical Skills</p> <p>Direction/Location Use locational and directional language</p> <p>Representation - Using maps - Locate places on world maps and globes with more confidence.</p> <p>Map knowledge - Style of map - Use infant atlases. Use map sites on internet. Identify features on aerial photographs.</p> <p>Fieldwork</p> <p>Gathering Information - Suggest questions to ask as part of an enquiry. Use appropriate geographical vocabulary. Carry out fieldwork linked to the school grounds. Record the main points shortly after.</p> <p>Sketching/drawing information - Pick out key physical and human features in the school grounds and draw and annotate them</p> <p>Collecting Audio/Visual information – With support from an adult, take photographs of the different places around school visited.</p> <p>Measuring - Use different instruments to measure the windiest place – a basic anemometer, compass for directions.</p> <p>Representing Information - Use mathematical knowledge to represent data using appropriate methods (charts and bar charts)</p>

<h3>Year 2 Australia</h3>	
<p>National Curriculum:</p> <p>identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</p> <p>Use basic geographical vocabulary to refer to:</p>	<p>In this topic children will:</p> <p>Understand that Australia is in one of the hot areas of the world due to its proximity to the Equator and lying on the tropic of Capricorn. They will learn that deserts and rainforests are found in hot areas and have different climates.</p>

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key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather
key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop

Knowledge:

- Australia sits below the **equator**. The closer to the equator a country is, the hotter it is.
- Deserts are hot and dry places. There is a famous desert in the centre of Australia called the Outback. This is home to the famous landmark Uluru.
- People in Australia live in the coastal areas where it is cooler.
- The **tropic of Capricorn** is an imaginary line which passes through Australia. Tropical rainforests are found in tropical areas. The weather is always hot and wet.
- The Daintree rainforest is found in Queensland and is home to many animals and plants.

Geographical Skills

Direction/Location Use 4 compass points well when following or giving directions.
Representation - Using maps - Locate places on world maps and globes with more confidence.

Map knowledge - Begin to identify different features on a map Style of map - Use infant atlases. Use tourist maps and read a key. Use map sites on internet. Identify features on aerial photographs.

Year 2 The Seaside

National Curriculum:

Use basic geographical vocabulary to refer to:

- key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather
- key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop

use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage

In this topic children will:

Understand the physical and human features of British seaside resorts. Children will be able to use maps to identify the location of British seaside resorts and understand that they are located on the coast.

Knowledge:

- Seaside resorts are located on the coast.
- The coast is the area where the land meets the sea.
- Our nearest seaside resort to Leeds is on the East coast of the UK (Filey, Scarborough, Robin Hood's Bay). Some seaside resorts along the West coast are also quite close (Blackpool).
- The physical features of the seaside are: beach, coastline, cliffs, sea.
- The human features of the seaside are: pier, promenade, shops, restaurants.

Geographical Skills

Direction/Location Use 4 compass points well when following or giving directions.
Representation - Using maps - Locate places on world maps and globes with more confidence.

Map knowledge – Use maps to locate UK seaside resorts.

Year 3 Wild Weather

National Curriculum:

In this topic children will:

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<p>describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p>	<p>Understand the differences between weather and climate and the link between the climate zones on the planet and their latitude. They will be introduced to biomes and will begin to appreciate the effects that wild weather can have on our planet. Finally they will begin to learn about climate change and the effect this is having on the planet.</p>
<p>Knowledge:</p> <ul style="list-style-type: none"> • That weather is the conditions of the atmosphere are over a short period of time. Climate is how the atmosphere ‘behaves’ over relatively long periods of time. • The Equator, Tropic of Cancer and Tropic of Capricorn are imaginary latitude lines which run around the Earth. The tropic of Cancer marks the northern edge of the tropics and the tropic of Capricorn marks the southern edge. • There is a polar region in the northern and the southern hemispheres – North pole, Arctic circle and South pole, Antarctica. • There are different types of climate across planet Earth. Climate zones are areas around the world with specific patterns of weather. • At the top of the Earth there is an arctic climate and some of the coldest temperatures in the world are found here. Temperate climates are found a bit further south, and as you approach the equator you find Mediterranean and desert climates. Some of the hottest places on Earth are found here, and few people live in this climate. At the equator there is a tropical climate, and travelling south of the equator it gets cooler again before reaching the Antarctic. • Temperatures in climate zones are determined by their latitude. • Biomes are areas of our 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 and how fertile the soil is. • The climate across the world has changed naturally over thousands and millions of years. In the past, the UK has experienced both freezing ice ages and warm tropical climates. Today however, because people have been burning fossil fuels to power homes, factories and vehicles, more carbon dioxide has entered the Earth’s atmosphere. Carbon dioxide acts like a greenhouse. It lets the sun’s rays through to heat up everything inside the atmosphere, but stops the heat from escaping. This is making our planet warm faster than it naturally would and is causing world climates to change. • The warmer temperatures are causing the polar regions to warm up faster and melt. Animals that are ice dependant are being put at risk. 	<p>Geographical Skills</p> <p>Direction/Location Use 4 compass points well when following or giving directions. Begin to use know the 8 compass points</p> <p>Drawing maps Make a map of the school grounds, with features in correct order; Make a simple scale drawing.</p> <p>Representation Using maps - Locate places on large scale maps and maps of different sizes</p> <p>Map knowledge - Begin to identify significant features on a map, places and environments (coastal areas, hills, rivers) Introduce junior atlases. Use map sites on internet. Identify features on aerial/oblique photographs</p> <p>Fieldwork</p> <p>Gathering Information - Suggest questions to ask as part of an enquiry. Use appropriate geographical vocabulary. Carry out fieldwork linked to weather Record the main points shortly after.</p> <p>Sketching and Annotating – create a sketch map of the different clouds in the sky and annotate them</p> <p>Collecting Audio/Visual information - Suggest how photos provide useful evidence for their investigations. Use a camera with support. Select what images to record for their investigation. Commentate on the recording, describing and explaining what they see.</p> <p>Measuring - Use different instruments to measure. Thermometer to record temperature, anemometer to record wind speed, rain gauge for precipitation and wind vane for wind direction</p> <p>Representing Information - Use mathematical knowledge to represent data using appropriate methods (bar charts)</p>

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- **Climate change** has resulted in wilder weather in different parts of the world which is having a human and physical impact on the planet.
- A variety of **instruments** can be used to measure weather. Recording the weather over time enables **meteorologists** to spot weather patterns.

Year 4 Energy

National Curriculum:

describe and understand key aspects of:

human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water

In this topic children will:

Learn that energy is a natural resource and will learn about the different types of energy produced in the United Kingdom and in other parts of the world. They will understand the need to conserve energy supplies for the future of the planet.

Knowledge:

- Electricity is made in power stations, transferred via pylons, through wire and into our homes
- Many power stations produce energy which is **non renewable** such as coal, gas and nuclear. These resources can not be replaced.
- **Renewable energy** is made from resources which nature can replace, it is more environmentally friendly as it does not pollute the air or water such as wind power, solar power and hydro power.
- It is important to **conserve** energy supplies as it is good for the planet and for future generations.

Geographical skills

Direction/Location Use 4 compass points well when following or giving directions. Begin to use know the 8 compass points; Use letter/no. co-ordinates to locate features on a map confidently. Continue to develop confidence when working with 4 figure OS grid references

Drawing maps Make a map of the power stations in the UK

Representation Begin to recognise more symbols on OS map – power stations, electricity lines

Map knowledge - Begin to identify significant features on a map, places and environments (coastal areas, hills, rivers) Style of map - Use large scale OS maps Use

	junior atlases. Use map sites on internet. Identify features on aerial/oblique photographs.
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Year 4 Biomes and Vegetation Belts	
<p>National Curriculum:</p> <p>describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p>	<p>In this topic children will:</p> <p>Understand the different climate zones and biomes which make up Brazil. They will learn about vegetation belts and the vegetation which grows there. They will learn about the global importance of the Amazon rainforest and other rainforests across the planet and how their destruction contributes to climate change. Alongside this, they will visit and study a local area of woodland recording its physical and human features to learn how to conserve an area.</p>
<p>Knowledge:</p> <ul style="list-style-type: none"> There are different Climate Zones/Biomes that make up Brazil. These are: <ul style="list-style-type: none"> Amazonia - Rainforest Caatinga – semi-arid scrub Mata Atlantica – Atlantic Forest Pantanal - Wetlands Cerrado – Tropical Savanah Pampa – Fertile grasslands . There are different types of vegetation growing in each vegetation belt. The Amazon Rainforest is a vegetation belt of global importance and under threat due to deforestation . Wood house Ridge is a local woodland close to the school which is under threat due to human activity. As a community we can work together to improve our local area. 	<p>Geographical Skills</p> <p>Direction/Location Use 4 compass points well when following or giving directions. Begin to use and know the 8 compass points; Use letter/no. co-ordinates to locate features on a map confidently.</p> <p>Representation Using maps - Locate places on large scale maps and maps of different sizes, (e.g. Find UK or Spain on globe and other maps)</p> <p>Map knowledge - Begin to identify significant features on a map, places and environments (coastal areas, hills, rivers) Style of map - Use junior atlases. Use map sites on internet. Identify features on aerial/oblique photographs.</p> <p>Fieldwork</p> <p>Gathering Information - Suggest questions to ask as part of an enquiry. Use appropriate geographical vocabulary. Carry out fieldwork linked to local area Record the main points shortly after.</p> <p>Sketching/drawing information - Pick out the key lines and features of a view in the field using a viewfinder to help. Annotate sketch with descriptive and explanatory labels. Add title, location and direction to sketch.</p> <p>Collecting Audio/Visual information - Suggest how photos provide useful evidence for their investigations. Use a camera independently. Locate a photo on a map. Annotate the photo. Suggest what sounds/images to record for their investigation. Commentate on the recording, describing and explaining what they see.</p>

	<p>Measuring - Use different instruments to measure. Count / record different types of information simultaneously with a tally eg. how many different types of bird song can they hear in a minute</p> <p>Representing Information - Use mathematical knowledge to represent data using appropriate methods (bar chart, tally chart and line graphs)</p>
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Year 4 Settlements	
<p>National Curriculum:</p> <p>describe and understand key aspects of:</p> <p>human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</p>	<p>In this topic children will:</p> <p>Understand the different types of settlements and learn how land is used in settlements. They will consider the needs of early settlers and the needs of settlers today. They will also learn how place names tell us who first settled in an area.</p>
<p>Knowledge:</p> <ul style="list-style-type: none"> • Many of the places where people live today have existed for hundreds or even thousands of years • Early settlers needed to have shelter, food and water • Today when choosing a new place to settle, people think about what is essential eg. electricity, desirable eg. close to entertainment and unwanted eg. prone to flooding • Land in settlements is used for agriculture, industry, housing, leisure, business, retail 	<p>Geographical Skills</p> <p>Direction/Location Use letter/no. co-ordinates to locate features on a map confidently.</p> <p>Drawing maps Make a map of a new settlement.</p> <p>Representation Know why a key is needed and begin to be more confident in the use of keys and symbols in their work</p> <p>Map knowledge - Begin to identify significant features on a map, places and environments (coastal areas, hills, rivers) Style of map - Use large scale OS maps and other maps. Use map sites on internet. Identify features on aerial/oblique photographs.</p>

Year 5 Food for thought	
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Spring Bank Primary School

<p>National Curriculum:</p> <p>describe and understand key aspects of:</p> <p>human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</p>	<p>In this topic children will:</p> <p>Learn about the distribution of food around the world. They will look at the foods in season in the UK and how some of our foods are imported. They will learn about global issues such as fair trade and world hunger and consider how we can share our food more fairly so there is enough for everyone.</p>
<p>Knowledge:</p> <ul style="list-style-type: none"> • Different foods are in season in the UK at different times of the year. • The UK has local and national foods due to availability of food products. • Some of our food is imported from other countries due to trade links. • Fairtrade is a way of buying and selling products which allows the farmers to be paid a fair price for their produce and have better working conditions. • The distance food travels from source to our plates is known as food miles. • Food miles can contribute to climate change. • Some people do not have enough to eat on our planet for reasons such as natural disasters, availability of water through droughts and famine. • We need to work together to ensure that our planet's natural resources are shared equally. 	<p>Geographical Skills:</p> <p>Representation</p> <p>Using maps - Locate places on large scale maps and maps of different sizes. Introduction to maps from other perspectives eg. poverty</p> <p>Scale/Distance- Begin to match boundaries (Eg find the same boundary of a country on a different scale map</p> <p>Map knowledge: Style of map - Use junior atlases. Use map sites on internet including the study of maps from different perspectives. Identify features on aerial/oblique photographs.</p>

<h3>Year 5 Rivers</h3>	
<p>National Curriculum:</p> <p>describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p>	<p>In this topic children will:</p> <p>Learn about the different features of a river. They will visit a local river (River Wharfe) to carry out fieldwork and develop their map skills through the use of ordnance survey maps.</p>

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Knowledge:

- The **source** of most rivers is on high ground or in the mountains
- Some rivers join up with other rivers (**tributaries**). The point where they meet is called a **confluence**.
- Rivers in England, at their **mouth**, will flow into either the: North Sea, Irish Sea, English Channel or Atlantic Ocean.
- There are three **courses** to a river.
- The **Upper Course** - Rain falling on high ground collects in channels and flows downwards forming a stream. Streams run downhill and join other streams, increasing in size and speed, forming a river. The river here flows quickly and the channel has steep sides and runs through valleys. Features include - waterfalls and rapids.
- The **Middle Course** - Fast flowing water causes erosion making the river deeper and wider. Features include - meanders.
- The **Lower Course** - Rivers flow with less force due to being on flat land. The river **deposits** the **eroded** material that it has carried. Riverbanks have shallower sides. Features include - **floodplains, deltas and estuaries**.
- **Meanders** are a curve in the river - Eroded materials are carried by the river and released, building up the land on the inside of the bend where the water flows more slowly.
- The **River Wharfe** starts in the Yorkshire Dales and flows through North Leeds before flowing into the Humber Estuary.
- Features of a river can be located on a map using four and six figure grid references, symbols and a key.

Geographical skills

Direction/Location Know the 8 compass points; Continue to develop confidence when working with 4 figure OS grid references and introduction to 6 figure OS grid references

Representation Know a wider range of symbols on an OS map.

Using maps - Locate places on OS maps

Scale/Distance- Work out distances between places on an OS map using the key.

Map knowledge - Identify significant features on a map, places and environments (coastal areas, hills, rivers) Style of map - Use large scale OS maps and other maps Use junior atlases. Use map sites on internet. Identify features on aerial/oblique photographs.

Fieldwork

Gathering Information - Suggest questions to ask as part of an enquiry. Use appropriate geographical vocabulary. Carry out fieldwork linked to rivers at Nell Bank. Record the main points shortly after.

Collecting Audio/Visual information - Suggest how photos provide useful evidence for their investigations of the effects of the flooding of the river Wharfe. Locate a photo on a map. Annotate the photo. Collect different type of rocks to investigate erosion and deposition.

Measuring - Use different instruments to measure. Record the flow of the water in the meander of the river

Representing Information – Record what they have learnt about the river Wharfe in writing.

Year 5 Water	
<p>National Curriculum: describe and understand key aspects of: human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</p>	<p>In this topic children will: Learn that water is one of the Earth’s natural resources and is used in different ways. They will learn that distribution of fresh water around the planet is unequal and consider how they can conserve water.</p>
<p>Knowledge:</p> <ul style="list-style-type: none"> • Water is one of the Earth’s natural resources. • Our planet is known as the Blue Planet as three quarters of the planet is water. • Freshwater is found on the surface in rivers and lakes. Most of our water is salty seawater. • Water is used in homes, in industry, in agriculture, for recreation. Only a small percent is used for drinking. • Many people don’t have access to fresh drinking water around the world. • We can help conserve water in different ways eg. turning the tap off when brushing teeth. 	<p>Geographical skills Representation Be confident in the use of keys and symbols in their work Begin to recognise more symbols on tourist maps and on some OS map. Using maps - Locate places on large scale maps and maps of different sizes Map knowledge - Identify significant features on a map, places and environments (coastal areas, hills, rivers) Style of map - Use large scale OS maps and other maps Use junior atlases. Use map sites on internet. Identify features on aerial/oblique photographs.</p>

Year 6 Minerals	
<p>National Curriculum: describe and understand key aspects of: human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</p>	<p>In this topic children will: Learn about that minerals are one of the Earth’s natural resources and that their extraction can be dangerous. They will learn about the need to conserve natural resources.</p>

<p>Knowledge:</p> <ul style="list-style-type: none"> Minerals are one of the world's natural resources The North American continent is rich in minerals such as copper, salt, iron, silver and lead Chile is home to the world's largest copper mine. Mining can be very dangerous. Many minerals are nonrenewable resources. People can conserve nonrenewable resources by using them carefully. They can also look for other resources that serve the same purpose. 	<p>Geographical Skills</p> <p>Representation confident use of keys and symbols in their work</p> <p>Using maps - Locate places on large scale maps and maps of different sizes</p> <p>Scale/Distance- Match boundaries confidently (Eg find the same boundary of a country on a different scale map)</p> <p>Map knowledge - Begin to identify significant features on a map, places and environments (coastal areas, hills, rivers) Style of map - Use maps from different perspectives, junior atlases. Use map sites on internet. Identify features on aerial/oblique photographs.</p>
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Year 6 Mountains, Volcanoes and Earthquakes	
<p>National Curriculum:</p> <p>describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p>	<p>In this topic children will:</p> <p>Understand how the movement of the Earth's crusts leads to the formation of mountains, earthquakes and volcanoes. The children will learn about the advantages and disadvantages of living near volcanoes and learn about significant earthquakes and volcanic eruptions.</p>
<p>Knowledge:</p> <ul style="list-style-type: none"> The Earth has four layers: inner Core, Outer Core, Mantle and Crust. The crust is the Earth's surface. It is made up of different rocky sections called tectonic plates, which fit together like a puzzle covering earth. Mountains form where two continental plates collide. Earthquakes are caused when the Earth's tectonic plates suddenly move. Most earthquakes occur near the tectonic plate boundaries. Earthquakes can cause lots of damage to road, buildings and property. Earthquakes can cause huge waves in the ocean called tsunamis. Scientists use seismic waves to measure how big an earthquake is. The size of the waves is called the magnitude. It is measured using the Richter Scale Volcanoes are made when pressure builds up inside the earth. This affects the earth's crust causing magma to sometimes erupt through it. The lava cools to form new crust. Over time the rock builds up and a new volcano forms. Volcanoes can be active or dormant. Extinct volcanoes aren't expected to erupt again. There are advantages such as rich fertile soil and disadvantages such as loss of life when living close to a volcano. 	<p>Geographical skills</p> <p>Direction/Location Confidently work with 4 figure OS grid references and develop confidence in use of 6 figure grid references</p> <p>Representation Using maps - Locate places on large scale maps and maps of different sizes</p> <p>Scale/Distance- Begin to match boundaries (Eg find the same boundary of a country on a different scale map)</p> <p>Map knowledge - identify significant features on a map, places and environments (coastal areas, hills, rivers) Style of map - Use large scale OS maps and other maps Use junior atlases. Use map sites on internet. Identify features on aerial/oblique photographs.</p>

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