

# Curriculum Overview: Geography



**Dorchester Primary School**

A Hull Collaborative Academy Trust school.



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*Working together in a safe and inclusive environment to develop creative, disciplined, and aspirational pupils.*



## The Dorchester Curriculum



### The Vision

Our curriculum vision at Dorchester is to provide children with an ambitious, academic and personal curriculum which will open up future opportunities for success.

### Curriculum Aims

Our curriculum aims to provide:

- A cumulative acquisition of concepts, knowledge and skills which enables all children to achieve their goals
- A creative, enquiry based curriculum which promotes inquisitive minds, independence and a love for learning.
- A sense of belonging, identity and community to succeed in the modern world

### Values

These aims are underpinned by our school values:

- Our school values respect, so our curriculum provides plentiful opportunities for children to work collaboratively, practice active listening, turn taking and acts of service.
- Our school values tolerance therefore our curriculum promotes social awareness and represents diverse voices
- Our school values self-belief so our curriculum promotes a growth mindset and develops independence
- Our school values empathy therefore our curriculum provides opportunities for children to view the world from different perspectives
- Our school values resilience so our curriculum promotes goal setting and problem solving

### Curriculum Concepts

Children will also develop their understanding of identified curriculum concepts throughout all subjects. These concepts branch across our whole curriculum, creating horizontal links across all subjects. They aim to develop flexible knowledge and skills that children can apply to multiple curriculum areas.

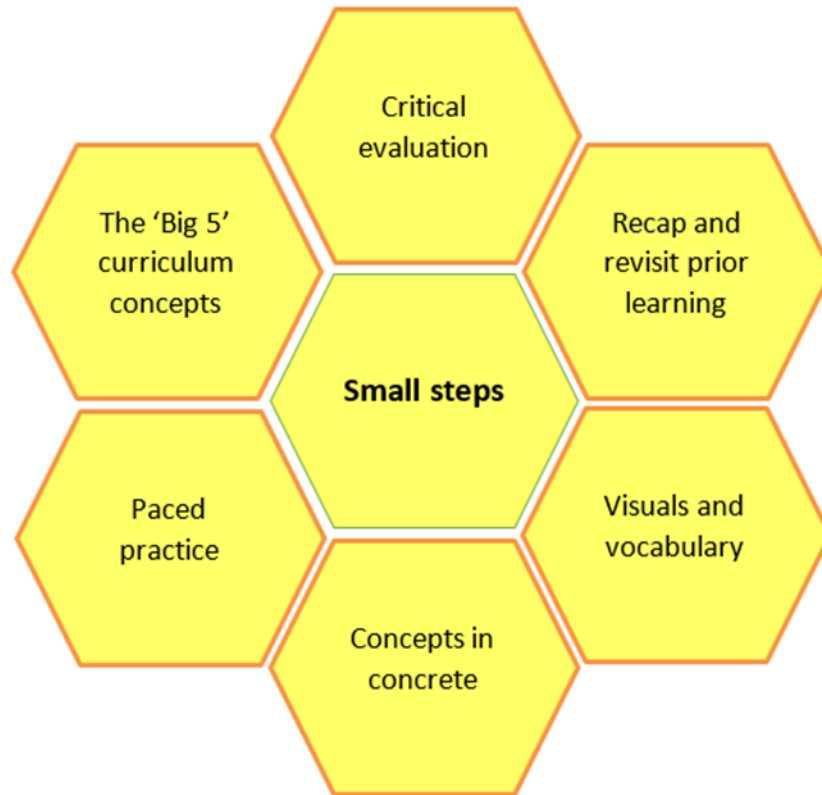
Compare and Contrast

Interpret and Summarise

Written and Oral Expression

Infer and Enquire

Predict and Connect



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## Dorchester Learning Framework

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We have created a learning framework to support our teachers in planning, delivering and assessing the curriculum. This framework has been devised using research into knowledge acquisition and working memory to enable all children to learn and remember what we teach.

Progress at Dorchester means 'knowing more and remembering more'

### Assessment

We have adopted a three-tier assessment model for wider curriculum subjects. Teachers will gather assessment information on what children have learnt (and retained): in the short term (e.g. within / after a lesson), the medium-term (e.g. after a unit of work), and long-term (e.g. at the end of their phase or key stage). Assessments will be used to inform the learning moving forward.

## Curriculum Timetabling

At Dorchester, we want to ensure that we celebrate the talents of all pupils and provide everyone with opportunities to shine. Therefore, we have calculated the number of teaching hours available and have ensured that all pupils receive a broad and balanced curriculum based on the starting points of our children

Maths, Reading (including EARS for fluency and book talk KS1) and Writing (including spelling and handwriting are taught daily.

Science, RE, PE, Music, PSHE and MFL (KS2) are taught weekly except where blocking of other subjects is needed. Computing is built within the curriculum subject areas as well as some standalone knowledge

History and Geography along with Art and DT are taught in alternating blocks per half term.

Day	Am (Hours)	Pm (Hours)
Mon	2hrs 45min	2hr 25mins
Tue	2hrs 45min	2hr 25mins
Wed	2hrs 45min	2hr 25mins
Thur	2hrs 45min	2hr 25mins
Fri	2hrs 45min	2hr 25mins

Curriculum Area	Hours per day	Weekly (B = Blocked)	Hours Per Year
English			
Reading	1	5 hrs	185 hours
Reading-Fluency	15 mins	1hr 15 mins	46 hours
			<b>231 hour</b>
Writing	45 mins	4 hr 15 mins	157 hours
- <i>Handwriting</i>	10 mins	50 mins	30
- <i>Spelling</i>	10mins	50mins	30
			<b>217 hours</b>
Maths			
Maths	1	5	<b>185 hours</b>
Computer Sciences			
Science	-	1hr	<b>35 hours</b>
Computing	-	45 mins	<b>26 hours</b>
Creative			
Art	-	1hr 30mins (B)	<b>24 hours</b>
Design and Technology	-	1hr 30 mins (B)	<b>24 hours</b>
Music	-	20 mins	<b>11 hours</b>
Humanities			
History	-	1hr 30 mins (B)	<b>24 hours</b>
Geography	-	1hr 30 mins (B)	<b>24 hours</b>
RE	-	45 minutes	<b>24 hours</b>
Additional			
Physical Education	-	1 hour	<b>35 hours</b>
MFL	-	20 mins	<b>11 hours</b>
PSHE	-	20 mins	<b>11 hours</b>



## The Geography Curriculum



### The Geography Vision

At Dorchester our vision is for children to become curious & enquiring thinkers with a sound geographical knowledge, vocabulary & understanding of places in the world, some of the Earth's physical & human processes & how we can support the environment to work towards a more sustainable future. The national curriculum for Geography drives the core planning. We aim to give our children a deeper contextual understanding of their learning by offering opportunities to apply geography skills to other curriculum areas as the curriculum builds from the EYFS.

### Geography Curriculum

Our Geography curriculum will:





- Teach the children key substantive knowledge through four key lenses: Place Geography, Locational Geography, Human Geography and Physical Geography.
- Teach the substantive concepts of Space, Place, Connection, Environmental interaction, Physical and Human processes, and Cultural Diversity and build on these year by year.
- Teach the procedural skills of Mapwork and Fieldwork
- Ensure children know more, remember more and can do more in geography.

### Personal Development in the Geography curriculum

- Citizenship – we nurture students' understanding of citizenship, their sense of belonging, and their role in shaping the world around them by learning about our local communities and how they have changed over time, by exploring cultural diversity in places studied and by learning about the interconnectedness of places.
- Character – we promote empathy and compassion through learning about different cultures and places across the world, encouraging responsibility towards shaping the geography of an area by learning about environmental impact humans have on a place and encourage collaboration and teamwork through fieldwork and map work.
- British Values –we explore democracy within how settlements are shaped and changes are made; how rules of law are used with places to maintain order and fairness including environmental and planning laws and learn about mutual respect and tolerance by exploring diverse cultures and places.
- Inclusion and equal opportunities – we promote inclusion and equal opportunities by ensuring diverse and multicultural representations of places.
- Wider opportunities – we give opportunities to visit places different to their own or listen to guests from other places

## Geography Knowledge Overview

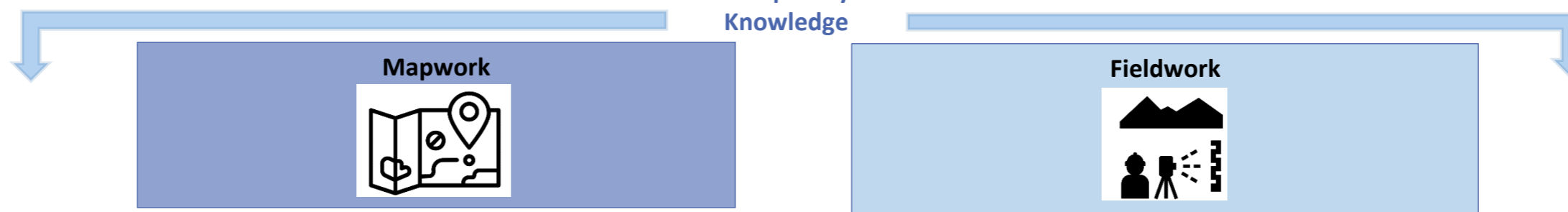
### Lenses

Locational Geography	Place Geography	Human Geography	Physical Processes
<p>Pupils will build and develop their knowledge of important places and areas of the world. They will develop the knowledge to be able to name and locate key towns and cities, countries, continents, seas and oceans as well as key regions such as the equator, and northern and southern hemispheres</p> 	<p>Pupils will learn how to compare and contrast places, regions and countries according to key physical and human features.</p> 	<p>Pupils will learn how humans use and influence the landscape and develop an understanding of the relationship between the physical environment and trade, settlement and transport. They will learn about population, economic activity, human features, settlements and sustainability, including the impact of humans on climate</p> 	<p>Pupils will develop an understanding of different physical environments in their locality and around the world. They will learn about physical processes, physical features, tectonic activity, natural resources, climate and landscape.</p> 

### Substantive Concepts

Space	Place	Connection	Environmental Interaction	Physical and Human Processes	Cultural Awareness and Diversity
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### Procedural and Disciplinary Knowledge



## Curriculum Concepts in the Geography Curriculum

<p><b>Compare and Contrast –</b> Comparing contrasting places across the world and locally.</p>	<p><b>Interpret and Summarise –</b> Children will use maps, data and other sources to interpret and summarise the key information about a place or process. They will collect their own data during fieldwork which they will interpret and summarise.</p>	<p><b>Infer and enquire-</b> Children will use a range of sources to infer about different places and enquire how places have stayed the same and changed over time.</p>	<p><b>Predict and Connect-</b> Children will make connections between all aspects of their geography work. They will connect locations based on physical processes, climates and vegetation. They will connect the way places might be similar and different to their own locality.</p>	<p><b>Written and Oral Expression –</b> Reading, writing and using geographical terms, explaining processes and trends, presenting and interpreting data</p>
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**Geography Progression Knowledge**

	EYFS		End of KS1		End of UKS2	
	Substantive	Procedural & Disciplinary	Substantive	Procedural and Disciplinary	Substantive	Procedural and Disciplinary
Location Knowledge	<p>know they live on Earth and some know they live in England</p> <p>-some know what road the school is on</p> <p>-some know the street they live on</p> <p>-Know they live in Hull</p> <p>-some know the area is called Bransholme</p>	<p>With support read and use maps to locate place studied</p>	<p>Name the 4 countries that make up the UK –S</p> <p>Name the capital cities of the 4 countries of the UK. -S</p> <p>Name the capital city of England (London) -S</p> <p>Name and locate the 5 oceans and the 7 continents. -S</p> <p>Know the UK is surrounded by sea and name the seas surrounding</p>	<p>Locate London on a map (general area) -D</p> <p>Locate Hull on a map (general area) -D</p> <p>Use a map to locate places studied –D</p> <p>Identify the continents and seas on a range of maps (class atlas, google maps etc) -D</p>	<p>Name some cities and counties of the UK (S)</p> <p>Name some major cities, countries and environmental regions in Europe and North and South America (based on units of work) (S)</p> <p>Know the position of Equator, Northern Hemisphere and Southern Hemisphere (S)</p> <p>Know the significance of Equator and Hemisphere on a place (S)</p> <p>Know what the equator, Tropics of Cancer and Capricorn are (S)</p> <p>Know the Arctic and Antarctic Circle (S)</p> <p>Know the Prime/Greenwich Meridian and what a time zones is</p> <p>Know the significance of the ‘tropics’ in relation to a place</p>	<p>Locate some cities and local counties on a map (D)</p> <p>Identify the geographical regions of places in Europe, South and North America on a map (D)</p> <p>Use a map to locate places studied across the world (D)</p> <p>Identify key physical and human characteristics of places studied using images, maps, non-fiction texts and fieldwork (D)</p> <p>Locate on a map the tropics Identify Artic and Antarctic circle and discuss their significance in relation to places studied. (D)</p> <p>Work out some time differences of places around the world</p>
Place Knowledge	<p>-Know what man-made means –</p> <p>-Know what natural means –</p>	<p>identify features in the school grounds and if man-made or natural</p> <p>-identify features in the wider local area and if they are different to where they live</p> <p>-identify features of areas outside the UK and if man-made or natural</p>	<p>Name a city, town or village in relation to those studied—S</p> <p>Know we live in a city called Hull and the area of the city we live in is called Bransholme –S</p> <p>Know what a rural area is—S</p> <p>Know what an urban area is— S</p> <p>Know what a physical feature is</p> <p>Know what a human feature is</p>	<p>Identify some key physical and human features of a place using pictures, maps or fieldwork –D</p> <p>Compare some similarities and differences of two places using pictures, maps and/or fieldwork-D</p>	<p>Know the features of a city (S) Know the features of a town (S) Know the features of a village (S)</p> <p>Know what human geography is the study of and identify features of human geography(S)</p> <p>Know what physical geography is the study of and know some aspects of physical geography(S)</p>	<p>Identify a city, town or village on a map (D)</p> <p>Compare the similarities and differences of physical and human geographical features in a town, city, village (D)</p> <p>Identify the human and physical geography of larger area within the United Kingdom –D</p> <p>Be able to identify, describe and explain in detail how and why places are similar to / different from other places in the same country or elsewhere in the world (D)</p>
Physical and Human Geography	<p>Name the different seasons</p> <p>Suggest one change that happens during a new season</p> <p>Know the names of different weather</p> <p>Know how they dress for certain seasons</p>	<p>Identify man-made and natural objects in locality and contrasting localities they have learnt about through stories or teaching</p>	<p>Know the meaning of the geographical vocabulary: beach, coast, forest, hill, mountain, sea, river, weather, city, town, village, factory, farm, house, office shop –S</p> <p>Know about weather in the UK, what happens in different seasons and how weather changes on a daily basis –S</p> <p>Know what the north and south poles are –S</p> <p>Know some features of hot place and cold places (weather, temperature, plants and animals)–</p>	<p>Collect data linked to weather changes for two contrasting areas</p> <p>Identify physical and human features of place studied and compare</p> <p>Locate North and South poles and equator line on a world map</p> <p>Locate where some ‘hot’ and ‘cold’ places on a map</p> <p>Compare what it is like in a hot place and cold place</p>	<p>Physical Geography</p> <p>Know some of the climate zones (S)</p> <p>Know some of the biomes (S)</p> <p>Know some of the vegetation belts. (S)</p> <p>Know some environmental regions of Europe</p> <p>Know some environmental regions of North and South Americas (S)</p> <p>Understand how climate zones, biomes and vegetation belts are linked (S)</p> <p>Know what a mountain is and how they are formed (S)</p> <p>Know what a volcanoes is and how they are formed (S)</p> <p>Know what earthquakes are and how they are formed (S)</p> <p>Understand the impact of above on the physical and human geography of an area (S)</p> <p>Know how and why rivers are formed (S)</p> <p>Know some of the different features of a river (S)</p> <p>Know the processes of the water cycle. (S)</p> <p>Human Geography</p> <p>Know what a settlement is</p> <p>Know what land use means</p> <p>Know what renewable and non renewable sources of energy are (S)</p> <p>Know what trade means (S)</p> <p>Know what economic activity means (S)</p>	<p>Physical Geography</p> <p>Identify and label climate zones, biomes and vegetation belts on maps (D)</p> <p>Identify and label mountains, volcanoes and earthquakes on a range of maps and diagrams (D)</p> <p>Identify the features of a river on maps and images (D)</p> <p>Human Geography</p> <p>Identify different features of settlements and land use on a map or via fieldwork (D).</p> <p>Understand the impact trade has on a places economy and physical and human geography (S)</p>

					<p>Know what globalisation means (S)</p> <p>Know what natural resources are and identify some (minerals, water, food) (S)</p> <p>Know what renewable and nonrenewable energy and object are</p>	<p>Describe and understand the impact natural resources– minerals, water, food has on the economic activity of an area (S)</p> <p>Describe the impact humans can have on a physical environment</p>
<b>Mapwork</b>	<p>Know what a map is</p> <p>Know what a globe is</p>	<p>Recognise simple information from a map</p> <p>--e.g Talk about what they see in maps and aerial pictures of the local area</p> <p>* Some children will draw imaginary maps from stories or create plan or drawn maps of the local area</p>	<p>Know what a map tells us</p> <p>Know 4 compass points NESW</p> <p>Know directional language (near, far, behind, left, right)</p> <p>Know what a key is</p> <p>Know what a symbol is</p>	<p>Use different maps to locate places studied</p> <p>Use a map to give directions using compass points and simple directional language</p> <p>Create their own map using symbols and key</p>	<p>Know 8 compass points and</p> <p>Know how to read and write 4 figure grid references</p> <p>Know what a 6 figure grid reference is</p> <p>Know what a thematic map tells us</p> <p>Know some OS symbols</p> <p>Know what scale is</p>	<p>Use a range of maps to identify physical and human features of a place</p> <p>Use compass points to give directions</p> <p>Work out straight line distances with a scale</p>
<b>Fieldwork</b>	<p>Make observations of what I can see in my immediate environment</p>	<p>Children can take pictures with support of man-made and natural objects in the local area</p> <p>Make simple drawings of man-made and natural features of the local area</p> <p>Use age appropriate mathematical skills to count objects linked to geography</p>	<p>Know what is meant by their local area</p>	<p>Collect data out to answer an enquiry using:</p> <p>Sketches, counting, collecting</p> <p>Analyse simple data to say what it shows</p>	<p>Know how to collect data to answer and enquiry question</p>	<p>Collect data using a range of methods</p> <p>Analyse and present data about an enquiry</p>



## Geography Long Term Plan

<b>EYFS</b>	Using continuous provision, the school environment, local area and books and stories children will learn to understand the world in more detail. There are four focused learning questions that will be addressed throughout the year: Where is my school and what is it like in my school grounds and nearby? What is the weather like today? What is it like in a different place? How is this place similar and different to where I live? <b>Substantive Lenses: Place, Location and Physical processes</b>
<b>KS1</b>	<b>Seasons</b> Over the yearlong unit children will learn about changing seasons, using the local environment for focused fieldwork study to answer the focused question: What are the different seasons and how do I know what season it is? <b>Substantive Lenses: Physical processes, Place Knowledge Concepts: Place, Physical and human processes Procedural: Mapwork and Fieldwork</b>
<b>KS1</b>	<b><u>Near to Far (From my local area, the UK, the World to comparing my local area to another)</u></b> Over this year long unit, along with studying weather and climate children will be focusing on four key learning questions: What are maps and what can they tell me about a place? What are the countries and capital cities of the UK? What are the continents and oceans of the world? How does my local area compare with another city across the world? There is also one more focused fieldwork unit linked to their trip: Why do people visit this place? <b>Substantive Lenses: Place, Locational, Human Geography and Physical processes Concepts: Space, Place, Environmental interaction, Cultural diversity, Human and Physical processes</b>
<b>LKS2</b>	<b><u>My Region and Campania, Italy -Europe</u></b> Within this year long unit children will be focusing on 4 key learning questions: What can maps tell us about the geographical features of settlements within my region? What are the world's natural resources and how do natural resources impact a place? How does Campania, Italy compare with my local region? How are volcanoes formed and how do they impact a place? There is also one focused fieldwork question: Why do people visit our city and what would attract more visitors? <b>Substantive Lenses: Place, Locational, Human Geography and Physical processes Concepts: Space, Place, Environmental interaction, Cultural diversity, Human and Physical processes</b>
<b>LKS2</b>	<b><u>My Region and Andalusia, Spain -Europe</u></b> Within this year long unit children will be focusing on 4 key learning questions: What can maps tell us about the geography of a place? What are the key geographical features of the UK and my local area, What is the water cycle and how are rivers a key physical process within a place and then How does Andalusia, Spain compare with my local region? There are also two fieldwork focusses within the year one on What geographical features can I find along my local river? and How can we adapt our school setting to support our local environment? <b>Substantive Lenses: Place, Locational, Human Geography and Physical processes Concepts: Space, Place, Environmental interaction, Cultural diversity, Human and Physical processes</b>
<b>Yr 5</b>	<b><u>My Region and Western, USA- North America</u></b> Within this year long unit children will be focusing on 4 key learning questions: What can maps tell us about the changing geography of places? What are the key geographical features of Europe, the UK and my local region? What is the physical and human geography of the Western USA and how do they compare with my region and How do rives, mountains and earthquakes impact on a place? There is also one fieldwork focus unit linked to the London trip: How is London becoming amore sustainable city and why do people visit London? <b>Substantive Lenses: Place, Locational, Human Geography and Physical processes Concepts: Space, Place, Environmental interaction, Cultural diversity, Human and Physical processes</b>
<b>Yr 6</b>	<b><u>My Region-England and Brazil, South America including Globalisation and how connected we are as a civilisation</u></b> Within this year long unit children will be focusing on 4 key learning questions: What can maps and features of maps tell us about our local area and the world? How do the biomes, climate zones and vegetation belts of South America and Brazil compare with that of Europe and the UK? What are the similarities and differences between Rio De Janeiro and Hull? How has globalisation connected with places across the world? There is also one fieldwork focused question: How globalised is my local shopping area? <b>Substantive Lenses: Place, Locational, Human Geography and Physical processes Concepts: Space, Place, Environmental interaction, Cultural diversity, Human and Physical processes</b>

## Geography EYFS Overview

### Development Matters Content -Understanding the World

#### 3&4 Years old will:

- Continue to develop positive attitudes about the differences between people.
- Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.
- Talk about what they see, using a wide vocabulary.
- Begin to understand the need to respect and care for the natural environment and all living things.

#### Children in reception will:

- Understand that some places are special to members of their community.
- Recognise some similarities and differences between life in this country and life in other countries.
- Draw information from a simple map.
- Explore the natural world around them.
- Describe what they see, hear and feel whilst outside.
- Recognise some environments that are different to the one in which they live.
- Understand the effect of changing seasons on the natural world around them.

#### Key Vocabulary:

up, down, above, below, behind, in front of, next to, beside, left, right, map, globe, world, space, town, country, live, ground, air, water, sea, travel, hill, river, pond, road, path, field, farm, weather

Include name of places studied and local area e.g Bransholme, Hull

### Next Steps in Learning at KS1:

Children will build on their learning in EYFS by:

- Learning about the continents and oceans of the world, the countries that make up the UK and by identifying some physical and human features of countries of the UK and their local area
- They compare a small area of the world beyond Europe with their local area.
- They will continue to build on their use of maps to identify features, and start to create their own maps using symbols and a key
- They will use compass points to show directions.

#### Assessment:

By the end of EYFS children can

- 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
- Explore the natural world around them, making observations and drawing pictures of animals and plants
- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class
- Understand some important processes and changes in the natural world around them, including the seasons

**National Curriculum Content:**

- name and locate the world's seven continents and five oceans.
- name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.
- 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.
- 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
- identify key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather
- identify key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop
- use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage.
- use simple compass directions (North, South, East and West) and locational and directional language describe the location of features and routes on a map.
- use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.
- use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.

**Key Vocabulary:**

route, directions, atlas, digital images, continent, north, south, east, west, compass, locate, local, human, physical, weather, England, Scotland, Wales, Northern Ireland, capital city – London (UK & England), Edinburgh (Scotland), Cardiff (Wales), Belfast Northern Ireland), seas - North Sea, Irish Sea, English Channel, non-European place- Darwin Australia, Freetown, Sierra Leone, plan, fieldwork, sketch, diagram, community, facilities, trail, scale, key, environment, aerial photograph, traffic, locality, region, north pole, south pole, desert, coastal, landmark, features, seaside, Europe, Africa, Asia, North America, South America, Australia/Oceania, Antarctica, Southern, Indian, Pacific, Atlantic,

**Prior Learning:**

Children will have learnt in EYFS:

- About changing seasons and the impact on the natural world
- What their local school area is like and what natural and human features they can see
- About similarities and differences of life in this country and in other countries
- That maps can tell us details of places
- To look at maps, atlases and aerial pictures of places known to them and contrasting locations

**Next Steps in Learning:**

Children will build on their learning in KS1 by:

- Carrying out four focussed comparative place studies of their region (Yorkshire and Humber) and places within Europe, North America, and South America
- They will build on their understanding of seasons to explore in more detail climate zones and biomes of places
- They will identify more significant features on maps such as latitude and longitude
- They will extend their fieldwork and map work skills to look at 8 compass points and read 4 figure grid references
- They will be able to name more places across their world and their physical and human features
- They will understand the impact physical and human features have on a place.

**Assessment:**

By the end of KS1 children should know:

- Name of seven continents and five oceans
- The four countries of the UK and capital cities
- The name of some seas surrounding the UK
- Know what a physical and human feature is
- Know some physical and human features of countries of the UK and their local area
- Know how another area in the world is similar and different to their own area
- Know the four compass points
- Know what a map is and what a map key tells us
- Hot and cold places around the world and their seasons, including seasons in UK and impact on the area

By the end of KS1 children should be able to

- Identify physical features on maps, images and aerial photographs of places
- Identify human features on maps, images and aerial photographs of places
- Use four compass points to describe locations and give locations on a map
- Carry out simple fieldwork of the school grounds; using observational skills to identify physical and human features
- Create a simple map using basic symbols and a key

What can maps tell me about a place?			What area the different seasons and how do I know what season it is?		What are the countries and the capital cities of the United Kingdom?		
Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5 Fieldwork	Lesson 6	Lesson 7	Lesson 8 Fieldwork
<p><b>Key question:</b> What are maps and how do I read them?</p>	<p><b>Key question:</b> How can I direct people to different places?  Yr 2- How can I use compass points to direct people to places?</p>	<p><b>Key question:</b> What features must I include on a map?</p>	<p><b>Key question:</b> What are the different seasons?  Yr 2- How are the seasons different across the world?</p>	<p><b>Key question:</b> What can I find out about changing seasons by studying my school environment?  (This lesson is to be done each season)</p>	<p><b>Key question:</b> What are the countries and capital cities of the United Kingdom?  Yr 2- What are some of the physical and human features of the UK countries and capital cities?</p>	<p><b>Key question:</b> Where would I find my city on a map of the UK?  What seas surround the United Kingdom?</p>	<p><b>Key question:</b> How does the weather change where I live on a daily basis?  Yr 2- How does daily weather changes where I live compare to another area in the UK? (contrasting region- e.g Scotland- Mountains)</p>
<p><b>Year 1 Knowledge</b> Know what aerial view means Be able to identify a map and identify some objects on a map Know what a physical and human feature is and identify some on a map of local area</p>	<p>Be able to use simple directional language to follow and give directions (forward, backward, left and right)  Know the names of the four compass points  Know what a plan map is</p>	<p>Collect data of the school grounds (images, drawings, objects)  Draw a linear map of a journey (home to school) including key features</p>	<p>Know different seasons of the UK and changes that happen during the different seasons and the impact it can have on a place (environment, activities, how to dress etc)</p>	<p>Collect data (photographs, drawings, objects) about seasons in the school grounds.</p>	<p>Know there are four countries that make up the United Kingdom Know that they live an area of England which is in the North Know the names of the four capital cities of the United Kingdom</p>	<p>Know that the United Kingdom and islands area surrounded by water Name one of the seas surrounding the UK Identify Hull on a map of the UK</p>	<p>Know weather can change daily Record daily weather in our local area Collect data (photographs, drawings, objects) about seasons in the school grounds.</p>
<p><b>Year 2 Knowledge</b> Know some key features of a map (title, label, symbols, scale, key, compass point) Be able to identify local features (physical and human) of an area on a map</p>	<p>As above and; Be able to use compass points to identify places and gives directions</p>	<p>Collect data of the school grounds  Draw a map of a known area (school room or places) including key and symbols</p>	<p>As above and: Know that seasons are different across the world (Polar countries- Summer and Winter, countries near equator- wet and dry season, Southern Hemisphere e.g Australia- opposite seasons to ours)  Identify the North and South pole and equator line on a map  Identify hot and cold places across the world on a map</p>	<p>As above Introduce to the term climate and what it means</p>	<p>As above and: Know an example of a physical and human features of the four countries and/or capital cities of the United Kingdom</p>	<p>As above:</p>	<p>As above and: Know what climate means Understand weather patterns are linked to seasonal changes Identify daily weather pattern of contrasting UK area</p>

What are continents and oceans of the world?		What is climate like across the world?	How does my local area compare with another place across the world?				What can fieldwork tell us about a place?
Lesson 9	Lesson 10	Lesson 11	Lesson 12	Lesson 13	Lesson 14 Fieldwork	Lesson 15	Lesson 16 Fieldwork
<p><b>Key question:</b> What are the seven continents of the world?</p> <p>Yr 2- What are some key human and physical features of the continents across the world?</p>	<p><b>Key question:</b> What are the different oceans across the world?</p> <p>Where would I find the United Kingdom on a world map?</p>	<p><b>Key Question</b> Where in the world are hot and cold places?</p> <p>What is the physical and human geography like in hot and cold places in the world?</p>	<p><b>Key Question:</b> What are some physical and human features of the city I live in?</p> <p>Yr 2- What are some of the physical and human features of the city and county that I live in?</p>	<p><b>Key question:</b> What are some of the physical and human features of a small area from across the world?</p> <p>(one year Darwin, Aus and then next year Freetown, Sierra Leone)</p>	<p><b>Key question:</b> What can I find out about changing seasons by studying my school environment?</p> <p>Yr 2- How is the weather different in another area in the world? (use city studied last lesson)</p>	<p><b>Key question:</b> How is my city similar and different to another city across the world?</p>	<p><b>Key Question</b> Why do people chose to visit this place?</p>
<p><b>Year 1 Knoweldge</b> Know there are seven continents that make up the world Know we live in the continent of Europe</p>	<p>Know the names of the different oceans Identify the UK on a map and mark the continents and oceans</p>	<p>Know where the equator is on a world map Identify poles on a map Identify hot and cold places across the world</p>	<p>Know some physical and human features of Hull.</p>	<p>Identify place to be studied on a map (e.g Australia then Darwin on a map of Australia) Identify some physical and human features of another place (e.g Darwin or Freetown)</p>	<p>Collect data (photographs, drawings, objects) about seasons in the school grounds.</p>	<p>Know ways that their city (Hull) is similar and different to another city from outside Europe</p>	<p>Collect data (photographs, drawings, objects, interviews) about why someone would visit a place (e.g local tourist town – Scarborough etc)</p>
<p><b>Year 2 Knoweldge</b> As above and Know some physical features of the continents Know some human features of major settlements in the continents</p>	<p>As above and Identify other places studied previously</p>	<p>As above an Identify some physical and human features of hot and cold places Identify the types of animals and plants that live in these places</p>	<p>As above and Identify some physical and human features of the county (beyond Hull)</p>	<p>As above</p>	<p>As above Compare seasons and climate found in local city with that of other place studied</p>	<p>As above</p>	<p>As above Use maps to identify physical and human features of a place to be visited.</p>



**National Curriculum Content:**

- locate the world's countries, using maps to focus on Europe (including the location of Russia) concentrating on their key physical and human characteristics, countries, and major cities
- 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)
- know land use patterns of places and how they may have changed over time
- identify the position of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere
- 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
- describe and understand key aspects of physical geography including: biomes, climate zones, rivers, water-cycle, volcanoes
- describe and understand aspects of human geography including: settlements, land use, distribution of natural resources and trade
- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- use points of a compass, four figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world
- use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.

**Key Vocabulary:**

contents, index, symbols, 8 points of compass N, NE, E, SE, S, SW, W, NW, Ordnance survey maps, sketch maps, volcanoes, water cycle, lakes, climate, people, food, cities, villages, equator, local, human impact, national, international, survey, questionnaire, co-ordinates, four figure grid references, accurate sketch maps, graphs, interdependence, fair trade, northern/southern hemisphere, natural resource, climate, river, river journey - mountains, hills, volcanoes, water cycle, source, landscapes, farming, industry, city, coast.

Names of places studied and regions eg: Yorkshire and Humber, Hull, Ronda, Pompeii, Campania, Andalusia, Europe, Russia

**Prior Learning:**

Children will have learnt in EYFS/KS1

- About the continents and oceans of the world, the countries that make up the UK and by identifying some physical and human features of countries of the UK and their local area
- How to compare a small area of the world beyond Europe with their local area.
- What maps are and how to read and identify features on a map
- They will use four compass points to show directions

**Next Steps in Learning:**

Children will build on their learning in UKS2 by

Studying two more places and comparing them with our local region, these places are in North and South America. Exploring in more depth the impact certain physical processes have on a place including mountains, earthquakes, and other human processes such as trade, migration and how we are becoming a more globalised society. They will continue to build on their mapwork skills by learning to read and write 6 figure grid references, and understanding more detailed features of OS maps such as contour lines.

**Assessment:**

By the end of LKS2 children should:

- Name of some of the key countries in Europe including Russia, Italy, Spain and the United Kingdom
- Name some of the physical and human features of places studied
- Name some major cities in places studied including capital of Spain, Italy and the four countries of the United Kingdom
- Know what a settlement is and name the different types of settlements
- Know how land is used in different rural and urban areas
- Know the similarities and differences between our regions (Yorkshire and Humber) and two regions in Europe (Andalusia -Spain and Campania-Italy)
- Know the stages of the water cycle
- Know some parts of a river
- Know how volcanoes are formed
- Know how rivers and volcanoes may impact on a place
- Know what a natural resource is and how they are used
- Know what trade means

By the end of LKS2 children can:

- Identify places including key physical and human features on a map and atlas
- Identify the position of Equator and N & S hemisphere and lines of latitude and longitude
- Use four figure grid references and the 8 compass points
- Carry out fieldwork to answer and enquiry

What can maps tell us about the geography of places?			What are the key geographical features of the UK and my local area?		What is the water cycle and how are rivers a key physical aspect of a place?			What are the key physical and human features of Andalusia, Spain and how do they compare to my region?						What can fieldwork tell us about a place?	
Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6	Lesson 7	Lesson 8	Lesson 9	Lesson 10	Lesson 11	Lesson 12	Lesson 13	Assessment	Fieldwork	Fieldwork
<b>Key question:</b> What do maps tell me about my local area?	<b>Key question:</b> What is an OS map and how can I read a map?	<b>Key question:</b> How is the world represented on maps and globes?	<b>Key question:</b> How is England organised geographically?	<b>Key question:</b> What are some key features of the Yorkshire and Humber region?	<b>Key question:</b> What is the water cycle?	<b>Key question:</b> How are rivers formed and what are their key features?	<b>Key question:</b> What are the positive and negative aspects of settlements near rivers?	<b>Key question:</b> What are some of the key features of Europe?	<b>Key question:</b> How is Spain geographically organised and what are some of the country's main geographical features?	<b>Key Question:</b> What are some of the main geographical features of Andalusia, Spain and how are they similar and different to my region?	<b>Key question:</b> How is a river settlement in my region similar and different to one in Andalusia?	<b>Key question:</b> What is the main economic activity of Andalusia and what do they export to the UK?	<b>Children will be continually assessed each lesson and retrieval practice along with summative quizzes will be used at the end of each focused unit question.</b>	<b>Key question:</b> What human and physical features can I find along my local river?	<b>Key Question</b> How can we adapt our school settling support the environment?
<b>Year 3 Knowledge</b> I know what a map is and can identify physical and human features on a range of maps. I know the compass points and can give simple directions using them	I know what an OS map shows I can identify physical and human features of an OS map I can identify some OS map symbols I can read and give letter and number grid references	I know what the equator line is I can identify the N and S Hemisphere I can identify the Artic and Antarctic Circle I can identify the continents of the world and oceans I can identify key places and features to be studied: - Some major rivers across world and countries - Spain - UK/England	I know that England is organised into regions then counties. I know what region I live in I know the county I live in I can identify some neighboring counties.	I know some physical features of the Yorkshire and Humber region I know some human features of the Yorkshire and Humber region I know I live in the city of Hull	I know the main parts of the water cycle	I know how rivers are formed I know the different parts of a river	I know some positive aspects of having a river settlement  I know some negative aspects of being a river settlement  I know what it means to live on a floodplain	I can identify some of the main topographical (physical) features of Europe  I can identify some of the main countries in Europe  I can identify some main capital cities across Europe	I know Spain is split into regions I know the regions are split into smaller provinces. I know there is main city for each region I know the different climate zones in Spain I know the two types of biomes in Spain	I know some of the topographical (physical) features of Andalusia Spain (mountain ranges, rivers, coastal areas)  I know some of the human features of Andalusia Spain (provinces, cities, human features – bridges, tourism areas (ports, airports etc))	I know some of the main physical and human features of Ronda, Andalusia  I know how it has been shaped through history by the river and gorges  I know how Ronda as a settlement along a river compares to my city of Hull	I know some of the main economic activity of Andalusia  I know what is exported from Andalusia to the UK	<b>At the end of the LKS2 children will complete a final summative assessment to inform future learning in Year 4 and in Year 5.</b>	I can collect data (interviews, questionnaire, sketches) to identify the human and physical features found near my local river  I can collect data (questionnaire, interviews) to understand the impact living on a flood plain has on people who live there	I can collect data about an environmental issue in my local area  I can come up with ways to support the environment within my local area  I can create plans to identify changes that can be made to my local area to support the environment
<b>Year 4 Knowledge</b> I can identify key features of a map I can give multi step directions using compass points	I can identify a range of OS map symbols I know what a four figure grid reference is I am starting to be able to give and read 4 figure grid references	<i>As above and:</i> I can identify lines of latitude and longitude on a map and know what they represent	<i>As above and:</i> I can identify some topographical features of different regions and identify what they look like on an OS map (e.g The Cumbrian mountains in North West)	<i>As above and:</i> I can identify how settlements are connected across my region through human activity	<i>As above</i>	<i>As above</i>	<i>As above</i> I know some of the ways our local region is trying to stop flooding	<i>As above</i> I can identify how the UK is connected to Europe through imports and exports	<i>As above</i> I know some key topographical features of Spain (e.g mountain ranges, rivers)	<i>As above</i> I know how Andalusia features compare to my local region	<i>As above</i>	<i>As above</i>		<i>As above</i> With support, I can analyse the data and present what it shows	<i>As above</i> With support, I can analyse the data and present what it shows





Year 3 and 4 MTP My Region and Andalusia, Spain

What can maps tell us about the geography of places?			What are the key geographical features of the UK and my local area?		What is the water cycle and how are rivers a key physical aspect of a place?			What are the key physical and human features of Andalusia, Spain and how do they compare to my region?						What can fieldwork tell us about a place?	
Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6	Lesson 7	Lesson 8	Lesson 9	Lesson 10	Lesson 11	Lesson 12	Lesson 13	Assessment	Fieldwork	Fieldwork
<b>Key question:</b> What do maps tell me about my local area?	<b>Key question:</b> What is an OS map and how can I read a map?	<b>Key question:</b> How is the world represented on maps and globes?	<b>Key question:</b> How is England organised geographically?	<b>Key question:</b> What are some key features of the Yorkshire and Humber region?	<b>Key question:</b> What is the water cycle?	<b>Key question:</b> How are rivers formed and what are their key features?	<b>Key question:</b> What are the positive and negative aspects of settlements near rivers?	<b>Key question:</b> What are some of the key features of Europe?	<b>Key question:</b> How is Spain geographical organised and what are some on the country's main geographical features?	<b>Key Question:</b> What are some of the main geographical features of Andalusia, Spain and how are they similar and different to my region?	<b>Key question:</b> How is a river settlement in my region similar and different to one in Andalusia?	<b>Key question:</b> What is the main economic activity of Andalusia and what do they export to the UK?	<b>Children will be continually assessed each lesson and retrieval practice along with summative quizzes will be used at the end of each focused unit question.</b>	<b>Key question:</b> What human and physical features can I find along my local river?	<b>Key Question</b> How can we adapt our school settling support the environment?
<b>Year 3 Knowledge</b> I know what a map is and can identify physical and human features on a range of maps. I know the compass points and can give simple directions using them	I know what an OS map shows I can identify physical and human features of an OS map I can identify some OS map symbols I can read and give letter and number grid references	I know what the equator line is I can identify the N and S Hemisphere I can identify the Artic and Antarctic Circle I can identify the continents of the world and oceans I can identify key places and features to be studied: - Some major rivers across world and countries - Spain - UK/England	I know that England is organised into regions then counties. I know what region I live in I know the county I live in I can identify some neighboring counties.	I know some physical features of the Yorkshire and Humber region I know some human features of the Yorkshire and Humber region I know I live in the city of Hull	I know the main parts of the water cycle	I know how rivers are formed I know the different parts of a river	I know some positive aspects of having a river settlement  I know some negative aspects of being a river settlement  I know what it means to live on a floodplain	I can identify some of the main topographical (physical) features of Europe  I can identify some of the main countries in Europe  I can identify some main capital cities across Europe	I know Spain is split into regions I know the regions are split into smaller provinces. I know there is main city for each region I know the different climate zones in Spain I know the two types of biomes in Spain	I know some of the topographical (physical) features of Andalusia Spain (mountain ranges, rivers, coastal areas)  I know some of the human features of Andalusia Spain (provinces, cities, human features – bridges, tourism areas (ports, airports etc)	I know some of the main physical and human features of Ronda, Andalusia  I know how it has been shaped through history by the river and gorges  I know how Ronda as a settlement along a river compares to my city of Hull	I know some of the main economic activity of Andalusia  I know what is exported from Andalusia to the UK	<b>At the end of LKS2 children will complete a final summative assessment to inform future learning in Year 4 and in Year 5.</b>	I can collect data (interviews, questionnaire, sketches) to identify the human and physical features found near my local river  I can collect data (questionnaire, interviews) to understand the impact living on a flood plain has on people who live there	I can collect data about an environmental issue in my local area  I can come up with ways to support the environment within my local area  I can create plans to identify changes that can be made to my local area to support the environment
<b>Year 4 Knowledge</b> I can identify key features of a map I can give multi step directions using compass points	I can identify a range of OS map symbols I know what a four figure grid reference is I am starting to be able to give and read 4 figure grid references	<i>As above and:</i> I can identify lines of latitude and longitude on a map and know what they represent	<i>As above and:</i> I can identify some topographical features of different regions and identify what they look like on an OS map (e.g The Cumbrian mountains in North West)	<i>As above and:</i> I can identify how settlements are connected across my region through human activity	<i>As above</i>	<i>As above</i> I can use an OS map and grid references to identify different parts of a river on a map	<i>As above</i> I know some of the ways our local region is trying to stop flooding	<i>As above</i> I can identify how the UK is connected to Europe through imports and exports	<i>As above</i> I know some key topographical features of Spain (e.g mountain ranges, rivers)	<i>As above</i> I know how Andalusia features compare to my local region	<i>As above</i>	<i>As above</i>		<i>As above</i> With support, I can analyse the data and present what it shows	<i>As above</i> With support, I can analyse the data and present what it shows

**National Curriculum Content:**

- locate the world's countries, using maps to focus on Europe (including the location of Russia) concentrating on their key physical and human characteristics, countries, and major cities
- 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)
- know land use patterns of places and how they may have changed over time
- identify the position of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere
- 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
- describe and understand key aspects of physical geography including: biomes, climate zones, rivers, water-cycle, volcanoes
- describe and understand aspects of human geography including: settlements, land use, distribution of natural resources and trade
- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- use points of a compass, four figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world
- use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.

**Key Vocabulary:**

**locate information/ place with speed and accuracy, varying scales, sketch maps, plans and graphs, and digital technologies local, national, international, global, traffic, proposal, orienteering, lake, effect of locality and physical and human characteristics on our lives, observe, measure, record and present human and physical features, globalisation**

**Prior Learning:**

Children will have previously learnt:

- Name of some of the key countries in Europe including Russia, Italy, Spain and the United Kingdom, Name some of the physical and human features of places studied, Name some major cities in places studied including capital of Spain, Italy and the four countries of the United Kingdom, Know what a settlement is and name the different types of settlements, Know how land is used in different rural and urban areas, Know the similarities and differences between our regions (Yorkshire and Humber) and two regions in Europe (Andalusia -Spain and Campania-Italy)
  - Know the stages of the water cycle, Know some parts of a river, Know how volcanoes are formed, Know how rivers and volcanoes may impact on a place
  - Know what a natural resource is and how they are used
  - Know what trade means
- By the end of LKS2 children can:
- Identify places including key physical and human features on a map and atlas
  - Identify the position of Equator and N & S hemisphere and lines of latitude and longitude
  - Use four figure grid references and the 8 compass points
  - Carry out fieldwork to answer and enquiry

**Next Steps in Learning:**

Children will build on their learning in UKS2 at KS3 by:

Having the opportunity to study a range of locations around the world, to understand how our landscape has been shaped and the influence that humans have on the world around us. Topics at KS3 at our partner secondary school are:  
Is Hull a City of Hope or Despair? , Equatorial Africa: Will they ever close the development gap? , Is the USA really the Land of Opportunity? Is Asia's Success Limitless? Is South America the Poor Relation of the Americas? Can anywhere become inhabitable? Contemporary Issues in Geography, India and Physical Features of the UK

**Assessment:**

By the end of UKS2 children should:

- Be able to compare environmental regions including key topographical and human features of places in North and South America with their local region
- Know the significance of lines of latitude and longitude, tropics
- Know what globalisation means for trade
- Be able to work out times across the world and know the significance of the Prime Meridia
- Know how Mountains and earthquakes are formed and their impact on a place
- Know information of biomes and climate zones across the world and in places studied in more detail
- Know how to read 4 figure and 6 figure grid references (where applicable) without support
- Be able to work out straight line distances and convert using different scales
- Be able to locate place on a map
- Be able to collect data and analyse data

What can maps tell us about the changing geography of places?			What are the key geographical features of Europe, the UK and my region?		What is the physical and human geography of the Western USA and how do they compare with my region?					How do rivers, mountains and earthquakes impact on a place?					What can fieldwork tell us about a place?
Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6	Lesson 7	Lesson 8	Lesson 9	Lesson 10	Lesson 11	Lesson 12	Lesson 13	Lesson 14	Assessment	Fieldwork
<b>Key question:</b> What do maps tell me about changes within my local area?	<b>Key question:</b> How do I read and write grid references on an OS map?	<b>Key question:</b> How is the world represented on maps and globes?	<b>Key question:</b> What are the key geographical features of the Yorkshire and Humber region?	<b>Key question:</b> What are the environmental regions of Europe?	<b>Key question:</b> What are the environmental regions of North America?	<b>Key question:</b> What are some of the key geographical features of the USA, especially Western USA?	<b>Key question:</b> What are the biomes and climate zones of Western USA and how does that compare with the UK?	<b>Key question:</b> What are the vegetation belts in Western USA and how does that compare with the UK?	<b>Key question:</b> What are some of the main economic activities of Western USA and how does that compare with my region?	<b>Key Question:</b> What are rivers and how do rivers impact the physical geography of a place? (Recap Hull as a river settlement with Colorado river)	<b>Key question:</b> How are mountains formed and what different types of mountains are there?	<b>Key question:</b> Why do people settle in mountain regions? (Compare UK settlement with Western USA)	<b>Key question:</b> What are earthquakes and why do people settle in these areas?	Children will be continually assessed each lesson and retrieval practice along with summative quizzes will be used at the end of each focused unit question.	<b>Key Question</b> How is London becoming a more sustainable city?
<b>Year 5 Knowledge</b> I can discuss the key topographical features found on OS maps (including contour lines, rivers, coastal areas) I know the OS map symbols and key I can identify changes within my local area on maps	I can read and write four figure grid references I can measure straight line distances on a map using scale I can give multiple directions using the 8 compass points	I can identify places studied and to be studied on a world map I can identify on a map the lines of equator, latitude and longitude and know what they show I can identify the tropics of Cancer and Capricorn on a map and know their significance	Recap I know that England is organised into regions then counties. I know what region I live in I know the county I live in I can identify some neighboring counties. I know some physical features of the Yorkshire and Humber region I know some human features of the Yorkshire and Humber region I know how our region is connected with the UK and wider world	I know the four main environmental regions of Europe and their key physical features -Western Highlands -Northern lowlands -Central uplands -Alpine Region	I know the five main environmental regions in North America and their key physical features -Mountainous West -Great Plain -Canadian Shield, -Eastern Region -Caribbean	I know that USA is organised into regions I know it also has 50 states I know some of the main cities in the USA I know some of the main states in the Western Region	I know some of the different biomes of western USA including: - Tropical rainforest - Desert - Tundra - Temperate forest - Savannah I know some of the plants and animals found in the biomes I know the different climate zones in Western USA Extension: I can compare biomes and climate zones of Western USA with the UK	I know some of the different vegetation found across Western USA and flora and fauna found in those regions	I know the main economic activity of Western USA -agriculture -technology -tourism -mining -entertainment -renewable energy I know how the economic activity has impacted on a place (growth of certain settlements in USA over time)	I know how rivers are formed and the parts of a river I know how the physical geography of a place is impacted by rivers I know how settlements are built upon rivers and can identify key reasons for river settlements	I know how mountains are formed I know the different types of mountains and their features.	I know the economic and physical reasons that people choose to settle in mountain regions I can compare the similarities and differences between two mountain settlements.	I know about tectonic plates and their significance with earthquakes I can identify key places in Western USA on the fault line I can identify the impact of earthquakes on a place I know why people still choose to settle in earthquake zones	<b>At the end of the year children will complete a final summative assessment to inform future learning in Year 6</b>	London Trip I know how people maps are used in London to help travel around (underground) I can collect data (images, sketches, interviews) on a place I can identify features that London are doing to become more sustainable



What can different types of maps tell us about places and their changes?			What are time zones, climate zones and biomes?		What is the physical and human geography of the South-West Brazil and how does it compare with my local region?						What is globalisation and how are we more interconnected with each other?				What can fieldwork tell us about a place?
Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6	Lesson 7	Lesson 8	Lesson 9	Lesson 10	Lesson 11	Lesson 12	Lesson 13	Lesson 14	Assessment	Fieldwork
<b>Key question:</b> What can different types of maps tell us?	<b>Key question:</b> How do I read and write 6 figure grid references on an OS map?	<b>Key question:</b> How is the world represented on maps and globes?	<b>Key question:</b> How do I work out different time zones across the world?	<b>Key question:</b> What is a climate zone and biome?	<b>Key question:</b> What are the environmental regions of Europe and North America?	<b>Key question:</b> What are the environmental regions of South America?	<b>Key question:</b> What are the biomes and climate zones of South America?	<b>Key question:</b> What are the vegetation belts in Brazil?	<b>Key question:</b> How is Brazil geographically organised?	<b>Key Question:</b> What is my local region like compared to the South-east region of Brazil?	<b>Key question:</b> What is globalisation and how has it connected us with places across the world?	<b>Key question:</b> How does globalisation affect trade? What is imported and exported from the UK and what is Hull's role in trade?	<b>Key question:</b> What is the main economic activity of South-West Brazil?	<b>Children will be continually assessed each lesson and retrieval practice along with summative quizzes will be used at the end of each focused unit question.</b>	<b>Key Question</b> How globalised is my local shopping area?
<b>Year 6 Knowledge</b> I can discuss the key topographical features found on OS maps (including contour lines, rivers, coastal areas)  I know what information can be found on a thematic map  I can identify my local area and features on a map	I can read and write six figure grid references  I can measure distances on a map using different scales  I can give multiple directions using the 8 compass points	I can identify places studied and to be studied on a world map  I can identify on a map the lines of equator, latitude and longitude, Prime Meridian and know their significance  I can identify the tropics of Cancer and Capricorn on a map and know their significance	I know the the world is split into 24 timezones  I know that some countries have one timezone when others have more  I know it all starts with Prime Meridian - Greenwich mean time  I can work out times in places across the world	I know some of the different climate zones and biomes and the physical geography including the flora and fauna found in these places  I know what a thematic map is.  I can read thematic maps for information about places	RECAP  I know the environmental regions and the physical features of these regions of Europe and North America	I know the different environmental (physical) regions of South America - Mountains - Highlands - Coastal plains - River Basins  I know the mountains and coastal plains run from North to South  I know the highlands and river basins run west-east direction	I know the different climate zones and biomes of S. America	I know some of the different vegetation found across Brazil  I know the Amazon rainforest is a key biome in Brazil and can discuss why  I know the rainforest is under threat and can discuss why	I know that Brazil is split into regions  I know each region has states  I know there are key cities within each region  I know some physical and human features of the South-East of Brazil region	I know some key physical and human features of Yorkshire and Humberside  I know some key physical and human features of South-East Brazil	I know what globalisation is the process of connecting places across the world and can be done via trade, economic activity, treaties, exchange of ideas  I know technology and transportation has helped us become globalised	I know what trade means  I know globalisation has increased trade via increased connections  I know technology and transport has helped increase trade  I can discuss some negative aspects of global trade and some positive aspects  I can map some of the main imports to the UK and some of the main exports from the UK  I know Hull's part in globalisation via business and being a trade port	I know some of the main economic activity in South-West Brazil  - agriculture/farming - mining - tourism  I know some of the main exports from South-West Brazil	<b>At the end of the year children will complete a final summative assessment to inform future learning in Year 6</b>	Ask their own questions linked to information they want to find  Collect a range of data to answer the question and present their findings

**' Geography is a living, breathing subject, constantly adapting itself to change. It is dynamic and relevant. Geography is a great adventure with a purpose.' Michael Palin**

