



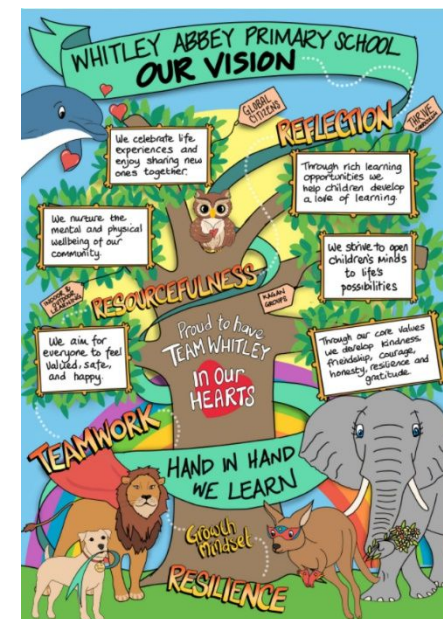
# Whitley Abbey Primary School

Hand in hand we learn

## Geography Curriculum

### Our Curriculum Drivers

Possibilities	Reading and Vocabulary	Wellbeing	Citizenship
Our curriculum is designed to promote aspirations; to allow pupils to make connections between what is learnt in the classroom and open-up possibilities for them in later life. Teachers support children in making links between their learning in the classroom and careers and opportunities in adult life.	Our curriculum is designed to meet the needs of the children we serve placing great emphasis on the development of tier 2 and tier 3 vocabulary and fluency in reading. At Whitley Abbey we recognise that vocabulary development helps children to communicate effectively and to understand what they hear. Reading enables pupils to develop independent learning skills – skills that will serve them well in later life.	Our curriculum is designed to promote pupil's wellbeing and resilience through the Thrive approach and Whitley Character Values. Research suggested that better emotional wellbeing is associated with higher achievement in primary school. When pupils feel safe they are able to better access learning in the classroom.	Our curriculum is designed to prepare the children to take their place successfully in a changing world. It focuses on the importance of citizenship on a local and global scale through the development of the core transferable skills of collaboration, communication, resourcefulness and reflection. Through learning and understanding the school values of friendship, kindness, courage, resilience, gratitude and honesty alongside the British Values children are better prepared to become successful citizens.



### Intent

The purpose of geography teaching at Whitley Abbey Primary School is to inspire children's curiosity and interest to explore the world in which we live and its people, that will ignite a love of learning. We aim to equip children with geographical skills to develop their knowledge through studying places, people and natural and human environments. This will support the development of children's understanding of the Earth's human and physical forms and processes.

Through their work in geography, children learn about their local area and compare their life in this area, with that in other regions of the United Kingdom and in the rest of the world. They learn how to draw and interpret maps and they develop the skills of research, investigation, analysis and problem solving. Through their growing knowledge and understanding of human geography, children gain an appreciation of life in other cultures. Geography teaching also

motivates children to find out about the physical world and enables them to recognise the importance of sustainable development for the future of the human race.

## Implementation

EYFS	
<p>In the Foundation Stage, the learning and development of Geography is taught through the activities and experiences provided in the Knowledge and Understanding of the World area of learning from the Early Years Foundation Stage framework. The knowledge, skills and understanding which children should have gained by the end of the Foundation Stage are laid out in the Early Learning Goals. These experiences and skills prepare the children for work in Y1 onwards.</p> <p><b>ELG: 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; - Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class; - 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.</b></p>	
Key Stage 1	Key Stage 2
<p>During Key Stage 1, pupils investigate their local area and a contrasting area in the United Kingdom or abroad, finding out about the environment in both areas and the people who live there. They also begin to learn about the wider world. They carry out geographical enquiry inside and outside the classroom. In doing this, they ask geographical questions about people, places and environments, and use geographical skills and resources, such as maps aerial photographs and photographs.</p>	<p>During Key Stage 2, pupils investigate a variety of people, places and environments in the United Kingdom and abroad, and start to make links between different places in the world. They find out how people affect the environment and how they are affected by it. Pupils</p> <p>carry out geographical enquiry inside and outside the classroom. In doing this, they ask geographical questions, and use geographical skills and resources, such as maps, atlases, aerial photographs and ICT. Children will develop geographical enquiry skills, including asking geographical questions, collecting and recording information and identifying different views. They will acquire the appropriate practical skills associated with Geography, including using suitable vocabulary,</p>

	fieldwork techniques and maps, plans and atlases. Pupils will use secondary sources of information with accuracy, including aerial photographs, satellite images, etc. As well as making its own distinctive contribution to the school curriculum, geography contributes to the wider aims of primary education. Teachers will ensure that links between subjects are maximized, including history, science and computing.
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#### **New Curriculum organisation:**

In the academic Year 2021/22 pupil numbers have led to the necessity to combine classes in Year 1 and 2 and Year 4 and 5 for their foundation subject teaching. School has retained a one form entry model for the delivery of English and Maths teaching. This significant change has resulted in a whole school review of the planned curriculum. Leaders have developed an aspiration curriculum which meets the needs of the unique teaching set up. Pupils in Year 1 and 2 and 4 and 5 will be taught in a two year rolling curriculum program to ensure full curriculum coverage with the exception of science where key objectives have been identified for each curriculum year group.

#### **Staff Development:**

Our implementation is developed through secure understanding of the curriculum and subject area. At Whitley Abbey we have created curriculum documents covering the skills and objectives as stated in the National Curriculum. We provide opportunities for deliberate practise of key skills to ensure key learning is imbedded in children's long term memories.

#### **Resources:**

Teachers will ensure that geography resources are used to support and enhance teaching of geography. Resources such as Globes, atlases, maps, compasses, measuring equipment (small and large scale), posters, clipboards and online resources, such as Oddizzi will be used regularly throughout units of work. Geography based topic books will be made available in classrooms when geography units of work are being taught. Geography displays will ensure children have access to key language, vocabulary and meanings.

Knowledge organisers are used to help children to remember key knowledge and highlight key vocabulary and its meaning.

Teachers organise trips in the local area and further afield to support learning and give learning a context. Teachers support children in making links between their learning in the classroom and careers and opportunities in adult life.

## Assessment:

Teachers have a set of key assessment statements that they assess children against in any taught topic. These assessments will inform teachers' termly and end of year assessment and overview of attainment in Geography at the end of the Summer term

## Monitoring:

- Book scrutinies to check coverage of skills and quality
- Pupil voice/interview
- Teacher observations

EYFS	
Our EYFS curriculum is planned but may be adapted to be responsive to pupil's interests	
Example - Teacher Led experiences	Example - Enhanced Provision opportunities linked to Geography
<p><b><u>Nursery topics</u></b> <b><u>In the topic 'People Who Help Us' (Year A) children will:</u></b> ~ Engage in people who help us role play. ~ Have a visit from a key person from a person who helps us.</p> <p><b><u>In the topic 'Oh, I do like to be beside the seaside!' (Year A) children will:</u></b> ~ Recognise items they would need to take to the beach with them ~ Talk about what they see, using a wide vocabulary. ~ Engage in a dress up day for going to the beach - having awareness of environment/weather ~ Pack a bag/suitcase to take to the beach with suitable items</p> <p><b><u>Reception topics</u></b> <b><u>In the topic 'Getting to Know' children will:</u></b> ~ Recognise key people who work in school.</p> <p><b><u>In the topic 'Journeys' children will:</u></b> ~ Talk about a key journey in their own lives, e.g. moving around the classroom. ~ Orally describe a journey within the school grounds. ~ Follow a simple map of the classroom. ~ Recreate a journey linked to a key story e.g. Bear Hunt. ~ Observe physical and human features of the school environment.</p>	<p>-</p> <ul style="list-style-type: none"><li>- Provision of simple maps</li><li>- Map jigsaws</li><li>- Compasses for role play</li><li>- Images of different countries</li><li>- Field work equipment e.g. magnifying glasses, bug hunt materials</li><li>- Computer resources for early mapping skills and bee bots for directional language</li><li>- Globes</li><li>- Artifacts from different places</li><li>- Music from different countries</li><li>- Food from other countries</li><li>- Costumes and clothing from other countries</li></ul>
<p><b><u>Vocabulary</u></b> Environment, place, quiet, busy, calm, noisy, similar, same, different, old, new, past, present, forwards, backwards, route, move, direction, house, factory, shop, playground, pond, sea, land, beach, map, travel, car, bus, plane, train, bicycles, weather (weather related words)</p>	<p><b><u>Assessment Questions</u></b> Can children describe their environment? Can children describe some similarities and differences between where they live and another place? Can children describe ways to travel?</p>

		Can children talk about directions? Can children talk about a way to help to keep the planet safe? Can children describe the weather?		
Year 1				
	Term	Autumn	Spring	Summer
Geography	Deliberate Practice (Skills)	<ul style="list-style-type: none"><li>use world maps, atlases and globes</li><li>use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right],</li><li>use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features</li><li>devise a simple map; and use and construct basic symbols in a key</li><li>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.</li></ul> <div>Deliberate practise vocabulary: Plan, map, atlas, globe, place, compass, North, South, East and West, near and far, left and right</div>		
	Knowledge Assessment questions:	<b>School Locality</b> <u>Assessment Questions</u> <ul style="list-style-type: none"><li>Can children explain what a map is?</li><li>Can children explain what a map is used for?</li><li>Can children find a location on a map?</li><li>Can children name the 4 compass points?</li><li>Can children identify North, East, South and West on a compass?</li><li>Can children identify an aerial photograph?</li><li>Can children recognise some features on an aerial photograph?</li><li>Can children describe how the land used around the school?</li><li>Can children identify is a symbol on a map?</li><li>Do children know what a key is?</li><li>Can children draw a simple map of the school using symbols?</li></ul>	<b>London and UK</b> <u>Assessment Questions</u> Augustus Pugin <ul style="list-style-type: none"><li>Can children explain what a map is?</li><li>Can children explain what a map is used for?</li><li>Can children find a location on a map?</li><li>Can children name the 4 compass points?</li><li>Can children identify North, East, South and West on a compass?</li><li>Can children identify an aerial photograph?</li><li>Can children name the countries in the UK?</li><li>Can children use an atlas to locate the countries in the UK?</li><li>Can children name the capital cities of these countries and locate them on a map?</li><li>Can children describe the difference between a city, town and village?</li><li>Can children name some London landmarks?</li><li>Can children identify why London different to Coventry?</li></ul>	<b>Hot and cold Places</b> <u>Assessment questions</u> <ul style="list-style-type: none"><li>Can children explain what a map is?</li><li>Can children explain what a map is used for?</li><li>Can children find a location on a map?</li><li>Can children name the 4 compass points?</li><li>Can children identify North, East, South and West on a compass?</li><li>Can children locate places in a globe or atlas?</li><li>Can children name the seven continents of the world and locate them on a map?</li><li>Can you name the five oceans of the world and locate them on a map?</li><li>Can children locate the equator?</li><li>Can children locate the North and South pole?</li><li>Can children describe what it might be like in a hot/cold country and what they might wear?</li></ul>
	Vocabulary	Local area (locality), land use, aerial view, symbol, key, building, field, path, playground	Aerial photograph, United Kingdom, England, Scotland, Wales, Northern Ireland, capital city, Belfast, Cardiff, Edinburgh, London, landmarks	Continent, Europe, Asia, Africa, Antarctica, North America, South America, Australasia, oceans, Atlantic, Pacific, Indian, Southern, Arctic, human, physical, hot, cold, equator, North and South poles

			Human features – city, town, village, factory, farm, house, office, shop, skyscraper, road, railway Physical features – river, soil, woods	
Year 2				
	Term	Autumn	Spring	Summer
Geography	Deliberate Practice (Skills)	<ul style="list-style-type: none"> <li>• use world maps, atlases and globes</li> <li>• use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right],</li> <li>• use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features</li> <li>• devise a simple map; and use and construct basic symbols in a key</li> <li>• 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.</li> </ul>		
	Knowledge Assessment questions:	<b>Whitley Area - Eratosthenes Assessment Questions</b> <ul style="list-style-type: none"> <li>• Can children explain what a map is?</li> <li>• Can children explain what a map is used for?</li> <li>• Can children find a location on a map?</li> <li>• Can children use a simple atlas?</li> <li>• Can children name the 4 compass points?</li> <li>• Can children identify North, East, South and West on a compass?</li> <li>• Can children name the 4 countries and capital cities of the UK</li> <li>• Can children name the seas surrounding the UK?</li> <li>• Can children tell you their address?</li> <li>• Can children tell you the address of the school?</li> <li>• Where is our school? Street? Postcode?</li> <li>• What are physical features?</li> <li>• Can you name some physical features in our locality?</li> <li>• What are human features?</li> <li>• Can you name some human features in our locality?</li> </ul>	<b>Oceans/ (Atlantic) Assessment Questions</b> <ul style="list-style-type: none"> <li>• Can children explain what a map is?</li> <li>• Can children explain what a map is used for?</li> <li>• Can children find a location on a map?</li> <li>• Can children name the 4 compass points?</li> <li>• Can children identify North, East, South and West on a compass?</li> <li>• Can children use a simple atlas?</li> <li>• Can children plot a route from the UK to Australia?</li> <li>• Can children recognise the difference between seas and oceans?</li> <li>• Can children name and locate the 7 continents?</li> <li>• Can children name and locate the 5 oceans?</li> <li>• Can children provide reasons for why the oceans are important?</li> <li>• Can children identify human and physical features?</li> <li>• Can children compare the physical and human features of Whitley and Fleetwood in Australia?</li> <li>• Can children compare what it would be like to live in both areas?</li> <li>• Can children compare the climate of the UK and Australia?</li> </ul>	<b>Coastal Assessment Questions</b> <ul style="list-style-type: none"> <li>• Can children explain what a map is?</li> <li>• Can children explain what a map is used for?</li> <li>• Can children find a location on a map?</li> <li>• Can children name the 4 compass points?</li> <li>• Can children identify North, East, South and West on a compass?</li> <li>• Can children use a simple atlas?</li> <li>• Can children locate beaches on a map?</li> <li>• Do children know that beaches are found at the coast?</li> <li>• What are physical features?</li> <li>• Can children name some physical features of a beach?</li> <li>• What are human features?</li> <li>• Can children name some human features of a beach?</li> <li>• Can children spot some physical and human features on an aerial photograph?</li> <li>• Can children name some popular seaside towns in the UK and locate them on a map?</li> </ul>

**Deliberate practise vocabulary:**

**Plan, map, atlas, globe, place, compass, North, South, East and West, near and far, left and right**

		<ul style="list-style-type: none"> <li>Can you explain some of the advantages and disadvantages of living in a city or village?</li> <li>Can you follow a route of a map using left and right below next to?</li> </ul>		<ul style="list-style-type: none"> <li>What do we need to do to protect the environment?</li> </ul>
	Vocabulary	<p>locality, land use, aerial view, symbol, key, building, landmarks, human features, physical features, urban, rural.</p> <p>Key human features city, town, village, farm, factory, house, office, shop, capital city, country. Key physical features, wood, hill, river, soil, vegetation, season, weather.</p> <p>Prepositions and direction-finding terms such as, above, around, below, left, right, forward, near, inside, opposite, outside</p> <p>United Kingdom, island, England, Scotland, Wales, Northern Ireland, capital city, Belfast, Cardiff, Edinburgh, London, landmarks</p> <p>North sea, Irish sea, North Atlantic Ocean, English Channel</p> <p>locality, land use, aerial view, symbol, key, building, landmarks, human features, physical features</p> <p>Key human features city, town, village, farm, factory, house, office, shop, capital city, country. Key physical features, wood, hill, river, soil, vegetation, season, weather.</p> <p>Prepositions and direction-finding terms such as, above, around, below, left, right, forward, near, inside, opposite, outside</p>	<p>Aerial photograph, United Kingdom, island.</p> <p>Physical features; beach, cliff, coast, ocean, sea, river, vegetation</p> <p>Human features – city, town, village, factory, farm, house, office, shop, skyscraper, road, railway</p> <p>Continents, Asia, Africa, North America, South America, Africa, Europe, Australasia, Antarctica</p>	<p>seaside, holiday, popular, protect, environment</p> <p>Physical/Natural features; sand dunes, beach, cliff, bay shingle, sea, ocean, waves , coast</p> <p>Human/Man-made features; pier, lighthouse, fairground, harbour, caravan site.</p> <p>Popular seaside towns; Scarborough, Skegness, Great Yarmouth.</p>

### Year 3

	Term	Autumn	Spring	Summer
Geography	Deliberate Practice (Skills)	<ul style="list-style-type: none"><li>• use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li><li>• use the 8 points of a compass</li><li>• Use 4- and 6-figure grid references, symbols and key (including the use of Ordnance Survey maps)</li><li>• use fieldwork to observe, measure record and present the human and physical features in the local area</li><li>• use a range of methods to present recorded information including: sketch maps, plans and graphs, and digital technologies</li></ul>		
		<div>Deliberate Practise Vocabulary:</div> <div>Map, digital/computer mapping, physical and human features, North, South, East and West Plan, atlas, globe, place, compass, North, South, East and West,North East, South East, North West, South West, Key, symbol, Grid reference.</div>		

	Knowledge Assessment questions:	<u>Assessment Questions</u>  <u>Climate Zones -</u> <ul style="list-style-type: none"> <li>Can children find a country using a map?</li> <li>Can children identify the 8 points of a compass?</li> <li>Can children follow compass directions?</li> <li>Can children recognise some symbols on a map?</li> <li>Can children use a key to find unfamiliar symbols?</li> <li>Can children locate features on a map using 4 figure grid references?</li> <li>Can children say what lines of latitude and longitude are?</li> <li>Can children define weather and climate?</li> <li>Can children locate the Equator, Tropic of Cancer, Tropic of Capricorn and the Greenwich Meridian on a world map/atlas?</li> <li>Can children define Tropics?</li> <li>Can children name the 5 main climate zones and locate them on a map?</li> <li>Can children explain weather patterns in each of the 5 main climate zones?</li> </ul>	<u>Assessment Questions</u>  <u>Our Continent</u> <ul style="list-style-type: none"> <li>Can children explain the difference between a map, atlas and globe?</li> <li>Can children name at least eight European countries and locate them on a map?</li> <li>Can children find Greece on a globe or in an atlas?</li> <li>Can children identify the 8 points of a compass?</li> <li>Can children follow compass directions?</li> <li>Can children identify what part of Europe Greece is in?</li> <li>Can children explain five or more differences between living in the UK and a Mediterranean country?</li> <li>Can children identify the main physical features in Greece?</li> <li>Can children identify the main human features in Greece?</li> <li>Can children locate some features on a map using 4 figure grid references?</li> <li>Can children explain what makes Greece so popular to tourists?</li> </ul>	<u>Assessment Questions</u>  <u>Tremors</u> <ul style="list-style-type: none"> <li>Can children use an atlas/digital map to locate volcanoes and earthquake areas?</li> <li>Can children identify the 8 points of a compass?</li> <li>Can children follow compass directions?</li> <li>Can children explain how the Earth is structured?</li> <li>Can children explain what tectonic plates are?</li> <li>Can children explain what causes an earthquake?</li> <li>Can children identify the features of a volcano?</li> <li>Can children name some famous volcanoes and earthquakes and locate them on a map using 4 figure grid references?</li> <li>Can children explain the effects of a volcanic eruption?</li> <li>Can children explain the effects of an earthquake?</li> <li>Can children talk about how people prepare for an earthquake?</li> <li>Can children explain what it is like living near a volcano?</li> </ul>
	Vocabulary	axis, meteorologist, orbit, precipitation ( <i>KS1 snow, rain</i> ), temperature, weather, weather station, climate, climate zones, Lines of Latitude and longitude, Equator, Northern and Southern hemispheres, season, temperature, temperate, tropical, , arid, polar, Mediterranean, map index, North and South poles	European Countries inc. Greece, landmass, Eurasia, boarder, region, climate, population, inhabitants, tourists, <b>tourism, economy, Mediterranean</b>	Earthquake, volcano, erupt, dormant, collision, magnitude, meteoric, intensity, tsunami., aftershock, ash cloud, core, crater, crust, disaster, dormant, fault line, geothermal, lava, magma, mantle, plate, Richter Scale, ridge, slope, tectonic, tremor, tsunami, vent, epicentre plate boundary



Year 4				
	Term	Autumn	Spring	Summer
Geography	Deliberate Practice (Skills)	<ul style="list-style-type: none"> <li>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> <li>use the 8 points of a compass</li> <li>Use 4- and 6-figure grid references, symbols and key (including the use of Ordnance Survey maps)</li> <li>use fieldwork to observe, measure record and present the human and physical features in the local area</li> <li>use a range of methods to present recorded information including: sketch maps, plans and graphs, and digital technologies</li> </ul>		
	Knowledge Assessment questions:	<b>Mountains</b> <u>Assessment Questions</u> <ul style="list-style-type: none"> <li>Can children use maps/atlas/globes/digital maps to locate mountains and features?</li> <li>Can children identify the 8 points of a compass?</li> <li>Can children follow compass directions?</li> <li>Can children use 4 figure grid references to locate mountain ranges?</li> <li>Can children explain what a mountain is?</li> <li>Can children identify the features of a mountain?</li> <li>Can children explain how mountains are formed?</li> <li>Can children talk about what a mountain climate is like?</li> <li>Can children name and locate the main mountain regions in the UK?</li> <li>Can children name some of the world's highest mountains.?</li> <li>Can children explain why the Himalayas are important?</li> </ul>	<b>Rainforests David Attenborough</b> <u>Assessment Questions</u> <ul style="list-style-type: none"> <li>Can children use maps/atlas/globes/digital maps to locate Rainforests?</li> <li>Can children use 4 figure grid references to locate features?</li> <li>Can children identify the 8 points of a compass?</li> <li>Can children follow compass directions?</li> <li>Can children define what a rainforest is?</li> <li>Can children identify the different layers of a rainforest?</li> <li>Can children explain the features of a rainforest?</li> <li>Can children talk about the characteristics of the Congo?</li> <li>Can children define deforestation?</li> <li>Can children talk about the impact of deforestation?</li> <li>Can children represent information in different forms (graphs, sketch maps etc)?</li> </ul>	<b>South America</b> <u>Assessment Questions</u> <ul style="list-style-type: none"> <li>Can children locate South America on an atlas/on a map?</li> <li>Can children use a key to identify key features and locate them using 4 figure grid references?</li> <li>Can children identify the 8 points of a compass?</li> <li>Can children follow compass directions?</li> <li>Can children name and locate South American countries on a map/globe?</li> <li>Can children talk about the Similarities and differences between Brazil and the UK?</li> <li>Can children talk about what daily life in Rio de Janeiro is like?</li> <li>Can children define trade links?</li> <li>Can children identify East Brazil's trade links?</li> <li>Can children explain the advantages and disadvantages for Brazil hosting the Olympic Games?</li> <li>Can children present their findings in different ways, i.e graphs, sketch maps and plans).</li> </ul>
	Vocabulary	Mountain, hill, Mountain ranges, peak, summit, landform, plates, mantle, fold, slope, valley, volcanoes, dome, climate avalanche, equator, environment, Himalayas.	Rainforest, Equator, continent, Amazon, Congo, tropical, equatorial, sub-equatorial, precipitation, forest floor, emergent, canopy, under storey, deforestation, logging, tribe, biome,	South America, landmass, landlocked, indigenous, colony, Western Hemisphere, latitude, longitude, Northern Hemisphere, Southern

Deliberate Practise Vocabulary:

Map, digital/computer mapping, physical and human features, North, South, East and West Plan, atlas, globe, place, compass, North, South, East and West, North East, South East, North

			ecosystem, indigenous, fell, oxygen, fertile, carbon dioxide, biodiversity.	Hemisphere, time zone, Tropic of Capricorn, equatorial, region, manufacturing, mining, population, trade.
Year 5				
	Term	Autumn	Spring	Summer
Geography	Deliberate Practice (Skills)	<ul style="list-style-type: none"> <li>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> <li>use the 8 points of a compass</li> <li>Use 4- and 6-figure grid references, symbols and key (including the use of Ordnance Survey maps)</li> <li>use fieldwork to observe, measure record and present the human and physical features in the local area</li> <li>use a range of methods to present recorded information including: sketch maps, plans and graphs, and digital technologies</li> </ul> <p>Sir William Thomson, Lord Kelvin</p>		
	Knowledge Assessment questions:	<p><b>United Kingdom</b></p> <p><u>Assessment Questions</u></p> <ul style="list-style-type: none"> <li>Can children use maps/atlas/globes/digital maps to name and locate <i>at least eight counties and at least six cities in the UK?</i></li> <li>Can children identify the 8 points of a compass?</li> <li>Can children plan a journey within the UK, using a road map and 8 points of a compass?</li> <li>Can children use 4 and 6 figure grid references, symbols and keys on a map?</li> <li>Can children explain <i>why industrial areas and ports are important?</i></li> <li>Can children collect, measure and record fieldwork data?</li> <li>Can children present the recorded data using a range of methods?</li> <li>Can children identify and compare the human features between 2 contrasting areas of the UK?</li> <li>Can children identify and compare the physical features between 2 contrasting areas of the UK?</li> </ul>	<p><b>Global Trade</b></p> <p><u>Assessment Questions</u></p> <ul style="list-style-type: none"> <li>Can children use maps/atlas/globes/digital maps to name and locate <i>key trade links?</i></li> <li>Can children identify the 8 points of a compass?</li> <li>Can children use maps/atlas/globes/digital mapping to follow the route of a chosen product?</li> <li>Can children use 4 and 6 figure grid references, symbols and keys on a map?</li> <li>Can children explain the main human and physical differences between developed and third world countries?</li> <li>Can children present the data using a range of methods?</li> <li>Can children discuss the importance of Global trade?</li> <li>Can children discuss fair trade?</li> <li>Can children debate food miles?</li> </ul>	<p><b>Raging Rivers</b></p> <p><u>Assessment Questions</u></p> <ul style="list-style-type: none"> <li>Can children use maps/atlas/globes/digital maps to name and locate <i>the main rivers in the UK?</i> and a number of the world's longest rivers?</li> <li>Can children identify the 8 points of a compass?</li> <li>Can children plan and follow a route using 8 points of a compass?</li> <li>Can children use 4 and 6 figure grid references, symbols and keys on a map?</li> <li>Can children name and label the main features of a river?</li> <li>Can children explain the features of a water cycle?</li> <li>Can children explain why most cities are located by a river?</li> <li>Can children use digital maps to locate a country or place of interest and to follow the journey of a river?</li> </ul>

Deliberate Practise Vocabulary:

Map, digital/computer mapping, physical and human features, North, South, East and West **Plan, atlas, globe, place, compass, North, South, East and West, North East, South East, North West, South West, Key, symbol, Grid reference.**

				<ul style="list-style-type: none"> <li>Can children collect, measure and record fieldwork data?</li> <li>Can children present the recorded data using a range of methods?</li> <li>Can children define erosion?</li> <li>Can children explain the effects of flooding?</li> <li>Can children talk about flood defence strategies?</li> </ul>
	Vocabulary	County, region, advantages, disadvantages, transportation, pollution, congestion, conflict, land use, tourism, industry, national park, retail, farming, manufacturing, trade, energy, renewable, wind energy, solar power, wind farm, turbine, nuclear power.	Trade, import, export, trade links, fair trade, global supply chain, food miles	Water cycle, confluence, flood plain, meander, mouth, source, tributary, altitude, estuary, lower course, middle course, upper course, erosion, transportation, ox-bow lake, delta, natural physical process, artificial structures, advantages, disadvantages, prevent, boulders, maintain, flood defence.

## Year 6

	Term	Autumn	Spring	Summer
Geography	Deliberate Practice (Skills)	<div><ul style="list-style-type: none"><li>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li><li>use the 8 points of a compass</li><li>Use 4- and 6-figure grid references, symbols and key (including the use of Ordnance Survey maps)</li><li>use fieldwork to observe, measure record and present the human and physical features in the local area</li><li>use a range of methods to present recorded information including: sketch maps, plans and graphs, and digital technologies</li></ul></div> <div>Deliberate Practise Vocabulary: Map, digital/computer mapping, physical and human features, North, South, East and West Plan, atlas, globe, place, compass, North, South, East and West, North East, South East, North West,</div>		
	Knowledge Assessment questions:	<b>Mexico and UK</b> <u>Assessment Questions</u> <ul style="list-style-type: none"><li>Can children use maps/atlas/globes/digital maps to name and locate <i>a number of North American countries</i>?</li><li>Can children identify and use the 8 points of a compass?</li><li>Can children use 6 figure grid references, symbols and keys on a map?</li><li>Can children identify the key differences between living in the UK and Mexico?</li><li>Can children talk about time zones and work out differences?</li></ul>	<b>Frozen Kingdoms (Biomes)</b> <u>Assessment Questions</u> <ul style="list-style-type: none"><li>Can children explain what is meant by biomes?</li><li>Can children explain the features of different biomes?</li><li>Can children use maps/atlas/globes/digital maps to name and locate <i>biomes to name and locate the five major types of biomes</i>?</li><li>Can children use maps/atlas/globes/digital mapping to locate and name some of the world's deserts?</li><li>Can children identify and use the 8 points of a compass?</li><li>Can children use 6 figure grid references, symbols and keys on a map?</li><li>Can children use graphs to record features such as the effect of global warming?</li></ul>	<b>Local Area and Region</b> <u>Assessment Questions</u> <u>(Field Study Focus)– May be combined with residential trip</u> <ul style="list-style-type: none"><li>Can children use maps/digital maps to locate a region ?</li><li>Can children identify and use the 8 points of a compass?</li><li>Can children plan and follow a route using 8 points of a compass?</li><li>Can children use 6 figure grid references, symbols and keys on a map, including OS maps?</li><li>Can children collect, measure and record fieldwork data?</li><li>Can children present the recorded data using a range of methods?</li><li>Can children debate the advantages and disadvantages of our region?</li></ul>

		<ul style="list-style-type: none"> <li>• Can children present the recorded data using a range of methods?</li> <li>• Can children identify and compare the human features between the UK and Mexico?</li> <li>• Can children identify and compare the physical features between the UK and Mexico?</li> </ul>	<ul style="list-style-type: none"> <li>• Can children describe the effect of global warming?</li> <li>• Can children name some ways in which they can help to prevent global warming?</li> <li>• Can children record data and information on Global warming?</li> <li>• Can children name some of the challenges for humans in each biome?</li> </ul>	<ul style="list-style-type: none"> <li>• Can children suggest ways to improve our local environment?</li> </ul>
	Vocabulary	Northern hemisphere, latitude, lowlands, agriculture, predominant, sub-tropical zones, temperate zones, colonised, indigenous, populous, sparsely, metropolitan, pesticides. Time zones, Greenwich mean time, international date line.	climate Change ,human pollution, Endurance Antarctic Expedition.. Explorer, Equator ,Expedition Global Warming, Southern Hemisphere , Pack Ice, Pollution, Inhabit, terrestrial, aquatic, climate, Biomes, tropical rainforest, temperate deciduous forest, desert, tundra, taiga, grassland, savannah,	Urban centre, grid references, ordnance survey, scale, local, regional, national, international, local links: technology, environment, trade, community, culture/leisure, transport.