Fladbury

Church of England **Primary School** and **Preschool**

Geography Curriculum

Happy Hearts, Open Minds, Bright Futures

Jesus promised: “I came that you may have life and have it to the full.”

- John 10:10

Our Vision

Every child at Fladbury will know they are loved by God, have a **happy heart** and be part of a flourishing, well-led school. When they leave Fladbury, they will be well-prepared to meet challenges, confident in their abilities and look forward to their **bright future** with an **open mind**.

Our Geography Aims

At Fladbury, our Geography curriculum inspires our children to be curious to know more about their world and its people. They will explore our local area through walks, surveys, and local studies, and will gain an understanding of the wider world beyond its spatial organisation, through studying the physical features and cultural diversity of carefully chosen countries and continents. They will learn to recognise the interconnectedness of different geographical content, and ask geographical questions about how a place is made up, how it has changed, and how it affects other places. Children will learn about the impact humans have on our environment, and will engage with topics that demand investigation and discussion, such as climate change, sustainability, and deforestation. Our curriculum is designed so that key, fundamental knowledge is often revisited, allowing deliberate opportunities for retrieval practice, therefore embedding key learning. Our Geography teaching and learning will pull on prior learning to ensure progression.

Happy Hearts	Open Minds	Bright Futures
		
Through our Geography Curriculum, the lens of our Christian value of 'joy' and our vision statement 'happy heart', we will learn how to appreciate and take care of our local and global environment. We will develop a sense of belonging through sharing ideas and communicating knowledge with each other and those in our locality. Through team work, shared field work and role play, children will connect with each other in a meaningful way. Our children will nurture an enjoyment of Geography through carefully planned and enthusiastically delivered learning opportunities beyond the classroom. For example, through workshops, by meeting visitors and by going on trips. This will enable them to contextualise their learning, and develop an intrinsic appreciation for Geography as a way of understanding their world.	The geography curriculum at Fladbury endeavours to inspire our children to be curious about the world's different cultures, and open their minds to different ways of living. Children will begin to understand the reciprocal relationship between a location and its population, and how one can impact on the other, influencing changes over time. Children are encouraged to use their voices and have an opinion on geographical events that influence them and their world today. Through investigating, fact-finding, research and myth-busting children will develop the wisdom to think critically and seek the truth. They will also be encouraged to view geography as a dynamic subject, where thinking and viewpoints change in the light of new research and discoveries.	Through learning about their local area and the wider world, children will develop given a sense of hope for their bright future, and a sense of responsibility for their environment. Children will begin to make connections between, for example, human activity and climate change, sustainability, future economic prospects, and the physical features of the land. They create their own bright futures by developing a strong moral compass, and carry this throughout their lives. Children will be given the opportunity to widen their horizons by having an in depth knowledge of the wider world as well as how the geographical landscape of where they live can apply to their daily lives and futures. Children will learn to be proud of their heritage and culture whilst respecting how the features of different landscapes impact the culture and society of different countries across the world.

Spirituality in Geography

Fladbury's definition of Spirituality is: Spirituality is about understanding that we are part of something bigger than ourselves. It's the connections and relationships we have with God, with others, with ourselves and with nature. It brings about a sense of awe and wonder and can lead to asking big questions about who we are and our place in God's world.

There are many ways in which geography can contribute towards spiritual development. The study of real people in real places, and of our relationship with the environment, is at the heart of the geography curriculum. As such, there are many occasions when we can give children the opportunity to reflect on their own values and beliefs, and those of others as well as to explore their own feelings about the people, places and environments they are learning about.

Intent	Implementation	Impact
At Fladbury we deliver a coherently planned sequence of lessons which ensure the children have progressively covered the skills and concepts required in the National Curriculum. We aim to broaden and deepen our children's understanding of the four areas of Geography. They will develop contextual knowledge of the location of globally significant places, and an understanding of the processes that give rise to key physical and human geographical features of the world, along with how they bring about variation and change over time. We intend to develop children's curiosity and a fascination of the world and its people that will remain with them for the rest of their lives. Our children will enjoy a range of opportunities for investigating places around the world as well as physical and human processes. They will be able to develop their geographical vocabulary, map skills and geographical facts and provide opportunities for consolidation, challenge and variety to ensure interest and progress.	In order for our children to know more and remember more in each area of geography studied, our lessons are sequenced so that prior learning is always considered and opportunities for revision and retrieval of key locations, events and facts are built into lessons. Our 'remember it' sections at the start of lessons often revisit key substantive knowledge. Retrieval quizzes also provide great opportunities to help the key knowledge stick.	Our children will use geographical vocabulary accurately and understand the different strands of geography, with a deep understanding of the Earth's key physical and human processes. Children will begin to make relevant links from geography to other curriculum subjects, such as history and science. They will improve their enquiry skills and inquisitiveness about the world around them, and their impact on the world. All children will realise that they have choices to make in the world, developing a positive commitment to the environment and the future of the planet. Children will become competent in collecting, analysing and communicating a range of data gathered. They will be able to interpret a range of sources of geographical information and they will communicate geographical information in a variety of ways. All children in the school will be able to speak confidently about their geography learning, skills and knowledge.

Glossary

Geographical Concepts	Substantive Knowledge	Disciplinary Knowledge
These form the basis of many questions our children as geographers will ask about the world and include place, space, scale, interdependence, environmental impact, sustainable development, and cultural awareness and diversity. These concepts enable our children to ask valid questions, create connections, identify contrasts, examine trends and construct analyses. Our children will come across these concepts repeatedly throughout their education in geography. As our children learn a little more about the concept each time they come across it, they are slowly building a more coherent understanding of it.	This refers to the residual knowledge that children take away from the unit after it has been taught. It consists of the core facts and geographical knowledge of the area, such as its physical features, the impact of human activity on an area, and the impact of the physical landscape on the people who live there, as well as changes over time.	This includes all the skills that our children need to develop over their time in their geography lessons, in order to learn the practises of geographers. Geographical disciplinary knowledge considers how geographical knowledge originates, and how geographers develop their own thinking.

Geographical Enquiry
This refers to the skills geographers use to critically examine facts, and draw out the explanatory relationships that link them. Our children will learn that geographical knowledge is open to debate, challenge, and discussion.

National Curriculum

Early Years

Three and Four Year Olds

Mathematics

- Understand position through words alone. For example, “The bag is under the table,” – with no pointing.
- Describe a familiar route.
- Discuss routes and locations, using words like ‘in front of’ and ‘behind’.

Understanding the World

- Use all their senses in hands-on exploration of natural materials.
- Begin to understand the need to respect and care for the natural environment and all living things.
- Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.

Reception

Understanding the World

- Draw information from a simple map.
- Recognise some similarities and differences between life in this country and life in other countries.
- Explore the natural world around them.
- Recognise some environments that are different to the one in which they live.

ELG

Understanding the World

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. • Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.
- 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.

Key Stage One

Pupils should develop knowledge about the world, the United Kingdom and their locality.

They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.

Locational knowledge

- Name and locate the world’s seven continents and five oceans
- Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas

Place knowledge

- 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

Human and physical geography

- Identify seasonal and daily weather patterns in the united kingdom and the location of hot and cold areas of the world in relation to the equator and the north and south poles
- Use basic geographical vocabulary to refer to:
- Key physical features, including: beach, cliff, coast, forest, hill, mountain, sea,
- Ocean, river, soil, valley, vegetation, season and weather
- Key human features, including: city, town, village, factory, farm, house, office, port harbour and shop

Geographical skills and fieldwork

- Use world maps, atlases and globes to identify the united kingdom and its countries, as well as the countries, continents and oceans studied at this key stage
- Use simple compass directions (north, south, east and west) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map

Geography – key stages 1 and 2

- 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 Stage Two

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

Locational knowledge

- Locate the world’s countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities
- Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time
- Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)

Place knowledge

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

Human and physical geography

- Describe and understand key aspects of:
    - Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle
    - human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water Geography – key stages 1 and 2

Geographical skills and fieldwork

- Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- Use the eight points of a compass, four and six-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.

Our Curriculum

Twinkl PlanIt

As a school, we use the Twinkl PlanIt Geography curriculum and have carefully adapted it to meet the needs of our mixed-age classes.

We have chosen to adopt the Twinkl PlanIt curriculum because it is an award-winning scheme created by subject specialists, and is designed to meet and exceed the aims of the National Curriculum. These progressive units build skills, concepts, knowledge, and understanding, with content that is regularly updated in alignment with new subject research. The curriculum provides us with comprehensive unit overviews, adaptable planning, progression maps and knowledge organisers to enable us to deliver engaging geography lessons that children remember.

Adaptive Teaching

Fladbury CE First School has a robust approach to adaptive teaching, ensuring that all children receive an education that responds to their strengths and needs. The use of scaffolding techniques allows teachers to break down complex concepts into manageable chunks, providing children with the support they need to work towards the same objectives as their peers. Visual resources such as word banks, diagrams and flash cards are often used in lessons to support all children to meet their learning objectives. Our school also embraces technology, utilising educational software such as Clickr and Widgit that engage children and provide opportunities for personalised learning. Additionally, active learning strategies, such as collaborative projects and hands-on activities, encourage children to engage with their lessons, fostering both peer interaction and critical thinking skills. Teachers ensure that children have access to practical concrete resources to further support their understanding and to give alternate ways of finding solutions to problems. Modelling is another critical strategy used by teachers, where they demonstrate thought processes and outline how they would complete a task to meet the learning objective. This allows children to observe and understand what they are working towards.

Through this multifaceted approach, Fladbury CE First School creates an inclusive learning environment where every child is supported in their educational journey, promoting not only academic success but also a lifelong love for learning.

Our Cycles of Learning

Cycle A	Autumn	Spring	Summer
Wye Preschool Reception	Children begin their Geographical learning in Maple Class. We learn about positional language, explore natural materials, talk about different countries and begin to draw information from a simple map. We talk about similarities and differences and explore stories about different places. (**See Early Years Curriculum)**		
Avon Year 1/2	What a Wonderful World	Our Local Area	Our Country
Teme Year 3/4	Local Study – Somewhere to Settle Extreme Earth	Rainforests	All Around the World
Severn Year 5/6	Exploring Eastern Europe	Magnificent Mountains	Marvellous Maps

Cycle B	Autumn	Spring	Summer
Wye Preschool Reception	Children begin their Geographical learning in Maple Class. We learn about positional language, explore natural materials, talk about different countries and begin to draw information from a simple map. We talk about similarities and differences and explore stories about different places. (**See Early Years Curriculum)**		
Avon Year 1/2	Wonderful Weather	Magical Mapping	Sensational Safari
Teme Year 3/4	Land Use	Water	
Severn Year 5/6	The Amazing Americas	Trade and Economics	Our Changing World

Avon Class - Year 1/2 - Cycle A

	What a Wonderful World	Our Local Area	Our Country
Geographical Enquiry and Key Concepts	How are places around the world different? **Place** Cultural awareness and diversity	What's in my local area? Place **Space**	Why do people visit London? **Place** Cultural awareness and diversity
Substantive Knowledge	• There are seven continents (Africa, Antarctica, North and South America, Asia, Europe and Australia). and five oceans (Arctic, Atlantic, Indian, Pacific, and Southern) in the world. • Countries around the world have different climates. Climates can be sorted into the following zones: warm, cold (or polar), tropical and temperate. • When people plan a journey, they might use maps and a compass to help them. You can record a journey on a map using a journey line. • Europe has many famous landmarks, including Stonehenge in England, the Matterhorn in Switzerland and the Eiffel Tower in France. Landmarks in other continents include the Yangtze River in China (which is in Asia) and the Great Barrier Reef located off the coast of Australia. • Natural features include caves, rocks, cliffs, forests and mountains. Natural features are sometimes called 'physical features.' Features made by people include bridges, buildings and roads. These features are sometimes called 'human features.'	• A compass has four main directions, which are north, east, south and west. Part of the compass (the needle) will always point north. • You might see lots of different types of houses in your local area. These might include detached, semi-detached, terraces, flats, cottages, caravans, or bungalows. • Buildings in the local area could be used for lots of different things. Some of these could be schools, libraries, offices, hospitals, factories, leisure centres, or railway stations. • To make it easier, maps use symbols instead of words so that you can find things quickly.	• The UK is made up of the island of Great Britain and Northern Ireland. It is surrounded by the English Channel, the North Sea, the Irish Sea and the North Atlantic Ocean. • England is the largest country in the UK. London is the capital city. • Scotland is a country in the north of the UK. Edinburgh is the capital city. Scotland has large mountains including Ben Nevis, which is the largest in the UK • Wales is a mountainous country in the west of the UK. Cardiff is the capital city. Wales has its own language (Welsh). • Northern Ireland is the smallest country in the UK. Belfast is the capital city. One of the most famous landmarks is Giant's Causeway • London is a very busy and built-up city with lots of important buildings and famous landmarks. These include the London Eye, Big Ben, the Houses of Parliament, Tower Bridge and Westminster Abbey. • London is found in the Northern Hemisphere. It has a temperate climate. • Brasília is the capital city of Brazil. It is found in the Southern Hemisphere and has a tropical climate.
Key Vocabulary	Continent Ocean Desert Rainforest Equator	Compass Direction Fieldwork Map Symbol House	Town Countryside Country UK Ireland Capital city Landmark Population
End Points and Assessment	**Assessment Task: Kahoot quiz on oceans and continents** **Children will demonstrate that they can:** • Name the seven continents and five oceans of the world correctly, and describe the simple human and physical features of each. • Use an atlas/ world map to accurately locate the continents and oceans of the world, as well as their own country and continent. • Understand and locate simple climate zones using key terms.	**Assessment Task: Draw a map to show the route from our school to three key places in the village** **Children will demonstrate that they can:** Use and understand the key features of maps, as well as compass directions (N, E, S, W), locational and directional language. • Use map symbols in a key. • Plan a route giving reasons for choice.	**Assessment Task: Write a poster or leaflet advertising a trip to London** **Children will demonstrate that they can:** • Name the four countries of the UK, capital cities and surrounding seas. • Make comparisons between features of different places in the UK. • Explain what London is like in detail using key geographical vocabulary. • Describe similarities and differences between Brasilia and London.

Avon Class - Year 1/2 - Cycle B

	Wonderful Weather	Magical Mapping	Sensational Safari
Geographical Enquiry and Key Concepts	Why are some places always hot, and some always cold? Place **Environment**	How can we use a map to make a journey? Space **Scale**	What makes Kenya different from the UK? Place Interdependence **Cultural awareness and diversity**
Substantive Knowledge	• The weather in the United Kingdom can change from day to day. Different instruments can be used to measure and record the weather. • The four seasons have particular weather patterns. In spring, it is often rainy and the temperature begins to get warmer. In summer, the sun is much stronger. The temperature is warmer than in any other season. In the autumn, the weather turns chillier, windier and there is often rain. In the winter, it is often cold and frosty. It has to be very cold to snow. • The weather affects what we do and what we wear. • In a weather forecast, symbols are used to show what the weather will be like in a particular area. People check the weather forecast before they make plans for a day out. • In some places around the world, the weather can be extreme and this can be dangerous. • Countries around the world have different climates. Countries near the equator have hotter climates and the Arctic and Antarctic have much colder climates. • Climates affect the living things that can be found in different areas.	• A map is a drawing of an actual place that uses lines and symbols to represent real-life objects. People have used maps for hundreds of years to help them travel from place to place. • Key features of maps include: a title, a compass rose, symbols, a key and different colours for important things, such as green for forests and blue for rivers. • People use a compass to help them position and use a map accurately. The main points of a compass are north, south, east and west • When planning a journey using a map, people think about the quickest or safest route. • Maps are usually drawn from an aerial view. We can look at aerial photographs to see the main physical and human features of places. • An atlas shows maps of continents, countries, oceans and the physical features of a place.	• Kenya is located in east Africa. The capital city is Nairobi • The Tana river is the longest river in Kenya. • Mount Kenya is the highest mountain (5200m). • Kenya's coastline is on the Indian Ocean. • Swahili and English are the official languages. • Kenya lies on the equator, and the climate is hot and dry for most of the year. • Kenya has over 50 national parks and game reserves. They include different types of wildlife and habitats, including wetlands, grasslands, forest and savannah. • The Maasai Mara National Reserve is one of the most popular reserves for tourists to visit. • The Maasai tribespeople traditionally live in mud huts made from mud, sticks, grass and cow dung. They are mostly farmers. • Some animals in Kenya are endangered and are protected within the parks and reserves. • The largest and most dangerous land animals in Africa are called The Big Five. They include African lions, African elephants, Cape buffalo, African leopards, and white and black rhinos.
Key Vocabulary	Seasons Observations Temperature Thermometer Weather forecast Climate	Sketch map Key Route Physical feature Human feature	Endangered Habitat Migration Game reserve National park Tourism
End Points and Assessment	**Assessment Task: Kahoot quiz on weather and climate** **Children will demonstrate that they can:** • Name weather types in the UK and know how weather can affect people's lives. • Use world maps and globes to identify a range of hot and cold countries, the Equator and the North and South Poles. • Explain weather dangers and how people can protect themselves.	**Assessment Task: Draw a sketch map of our school and the surrounding land** **Children will demonstrate that they can:** • Use aerial photographs to 'view from above' and compare these to ground level views; recognise basic human and physical features. • Ask geographical questions – Where is it? What is this place like? How near/far is it?	**Assessment task: Create a travel agency poster or leaflet advertising a holiday to Kenya** **Children will demonstrate that they can:** • Explain where Kenya is located in the world, find Kenya on a world map or globe, and include some key physical and human features on a map. • Describe some differences and similarities between Kenya and the UK. • Understand what some aspects of Kenyan life are like, and begin to understand the importance of tourism to Kenya. • Identify animals that live in Kenya and begin to explain the concepts of 'endangered species' and 'migration'.

Teme Class - Year 3/4 - Cycle A

	Local Study – Somewhere to Settle	Extreme Earth	Rainforests	All around the world
Geographical Enquiry and Key Concepts	Why do we live where we live? **Interdependence** Cultural awareness and diversity	What is life like in areas of extreme weather? **Environment** Place	Why does the Amazon rainforest need our protection? **Sustainability** Interdependence	Can you take us on a journey around the world? **Place** Scale
Substantive Knowledge	• Many of the places where people live today have existed for hundreds or even thousands of years. They were created by early settlers to the UK including Romans, Vikings, Anglo-Saxons. • Place names give us clues as to who first settled in an area and what it was like. • Essential elements to a settlement include shelter, water, food supply and electricity/ fuel supply • Desirable elements to a settlement include entertainment, education, shops, green space, healthcare, neighbours, and transport links. • Land that is open to attack, prone to flooding, or too exposed is undesirable to settle. • Settled land can be used for agriculture, farming, business, retail, leisure, or industry	• The earth has four layers: the crust, the mantle, and the outer and inner cores • Volcanoes are made when pressure builds up inside the earth. This affects the earth's crust causing magma to sometimes erupt through it. • There are three types of volcanoes: active, dormant, and extinct • A tsunami is a giant wave caused by a huge earthquake under the ocean. • A tornado is a swirling funnel of air that forms when warm air rises from near the ground into big cumulonimbus clouds. • You can see tornadoes due to the dust and water droplets caught in the clouds • Tornado Alley in America has more than 500 tornadoes each year • Earthquakes are caused when the earth's tectonic plates suddenly move. • Most earthquakes occur near the tectonic plate boundaries.	• Rainforests are found near to the equator between the tropic of Cancer and the tropic of Capricorn. • They can be found in every continent except Antarctica. • They are located in countries such as Brazil, India, Peru, Mexico, Australia and Malaysia. • The climate in the rainforest is the same all year round. • Parts of the Amazon rainforest can be found in nine different countries • Rainforests have four layers: the emergent layer, the canopy layer, the understory layer, and the forest floor. • Deforestation occurs for a variety of reasons; to create space for housing or farming, or to produce timber and wood pulp. • Deforestation can have positive and negative impacts • Rainforests need protection • Importance of buying Fairtrade	• Latitude lines run around the earth east to west. Longitude lines run over the top of the earth north to south. These lines are used to give the specific location of anywhere in the world using co-ordinates. • The Prime Meridian (PM) line divides the earth into the eastern and western hemisphere. It passes though the Royal Observatory in Greenwich, England. All time zones start here - Greenwich Mean Time (GMT). • There are 24 different time zones – one for each hour in the day. • The Tropic of Cancer (northern tropic) and the Tropic of Capricorn (southern tropic) mark the most northerly and southerly positions that the sun can be overhead.
Key Vocabulary	Agriculture Healthcare Industrial Leisure Retail Settlement	Cumulonimbus cloud Erupt Fossils Magma Tectonic plates	Deforestation Humid Native tribes Species Canopy	Co-ordinates Hemisphere Observatory Polar Longitude Latitude
End Points and Assessment	**Assessment Task: Write particulars for a settlement** **Children will demonstrate that they can:** • Sort settlers' needs by importance. • Identify reasons why settlers have chosen a site. • Identify features of a good settlement site. • Explain that some settlements were built by invaders. • Identify who built a settlement from clues in its name. • Identify similarities and differences between land use in different places.	**Assessment Task: Create a fact file for each type of extreme weather** **Children will demonstrate that they can:** • Describe the properties of the earth's layers. • Explain how a volcano is formed. • Describe what happens when a volcano erupts. • Describe some risks and benefits of living near a volcano. • Explain why earthquakes occur. • Explain how tsunamis occur; • Explain how to keep safe in a tsunami; • Explain where tornadoes happen.	**Assessment Task: Create a poster about saving the rainforest** **Children will demonstrate that they can:** • Tell you more about one country where rainforests are found. • Use an atlas to find countries of the world where rainforests are found. • Can find the tropics of Cancer and Capricorn on a map. • Tell you that rainforests are found between the tropics of Cancer and Capricorn. • Tell you about the plants found in each layer • Name some animals that live in each layer.	**Assessment Task: Answer a quiz** **Children will demonstrate that they can:** • Name some of the countries on the Equator. • Compare daylight hours in the UK and polar regions. • Identify a location on a map when the latitude and longitude are provided. • Identify similarities between the UK and the tropics. • Tell you more about one country on the Prime Meridian. • Explain why day and night occur.

Teme Class - Year 3/4 - Cycle B

	Land Use	Water
Geographical Enquiry and Key Concepts	How does the land affect the lives of those who live there? **Space** Interdependence	Where does our water come from? **Environment** Place
Substantive Knowledge	• A cartographer is someone who draws or produces maps. • James Cook (1728 – 1779) was a British explorer and cartographer. • Today, technology helps to produce maps using photographs and videos of the area. • A topographical map shows the shape and features of the land including mountains, rivers, lakes and valleys. • Farming can include growing grains, growing fruit and vegetables, growing flowers, growing grass, breeding animals for meat and other produce e.g. milk and eggs. • 90% of the land in the UK is rural. • 10% of the land in the UK is urban. • Rural space in the UK is used mostly for agriculture. The rest of the land is forestry, coastal, freshwater, or protected land.	• Evaporation occurs when a liquid changes into a gas or water vapour. • Condensation is when a gas cools and changes to a liquid. • Melting is when a solid is heated and turns to a liquid. • Freezing is the process of a liquid cooling and changing to a solid. • Heat from the sun evaporates water into water vapour, which rises, condenses in the cool air and then falls back down to earth. • Clouds form when warm, moist air is cooled. When it is cooled, it condenses into tiny water droplets which appear as clouds.. • Water is stored in reservoirs and must be treated before it is drinkable. • Pollution is when something is contaminated and made unsafe or unhealthy. • Chemicals, litter, and fertilisers can all pollute the waterways. • Flooding causes can be fluvial, pluvial, coastal, or plumbing related. • Flooding can be prevented in some areas by building dams and flood barriers. However, blocking a river at one location can cause flooding further up or downstream.
Key Vocabulary	Agriculture Counties Recreation Retail	Dam Pesticide Pollution Reservoir Water vapour Precipitation
End Points and Assessment	**Assessment Task: Draw maps to show land use in urban and rural areas** **Children will demonstrate that they can:** • Draw simple sketch map using major landmarks. • Identify landmarks using a key. • Draw a simple sketch map to show buildings in an area. • Annotate a map to show major landmarks. • List land uses in urban and rural areas. • Compare two maps. • Explain why an area is suited to crop or livestock farming.	**Assessment Task: Write a diary of a raindrop** **Children will demonstrate that they can:** • Explain how to change a solid into a liquid. • Describe you how to turn a liquid into a gas. • Explain where the processes of evaporation and condensation are involved in the water cycle. • Explain that the water cycle keeps going. • Use the words condensation and precipitation to explain why it rains. • Use the words evaporation and condensation to explain why clouds form. • Explain some of the steps involved in cleaning water. • Suggest ways to remove dirt from water. • Explain what causes flooding.

Severn Class - Year 5/6 - Cycle A

	Exploring Eastern Europe	Magnificent Mountains	Marvellous Maps
Geographical Enquiry and Key Concepts	**How do eastern European countries compare to the UK?** **Cultural awareness and diversity** Place	**How are mountains made?** **Environment** Place	**How and why are different maps used?** **Space** Environment
Substantive Knowledge	• There are 51 countries in Europe. 10% of the world's population live here. • Europe is in the northern hemisphere • Europe has the Arctic Ocean to the north, the Atlantic Ocean to the west, and the Mediterranean Sea to the south. • There are many different landscapes, climates, physical and human characteristics within eastern Europe • The highest mountain is Mount Elbrus in Russia • The longest river is the Volga in Russia	• Mountains are a natural part of the landscape, rising above 300m and with a summit of at least 600m • Some mountains are found in groups called mountain ranges. • Not all mountains are single summits • Mount Everest is the highest mountain in the world at 8848m. • Mountains can be categorised as fold mountains, fault-block mountains, volcanic mountains, dome mountains or plateau mountains • Many people visit mountains, but they can be dangerous.	• The eight points of a compass (N, NE, E, SE, S, SW, W, NW) • Maps have horizontal and vertical lines that form grids. • Grid lines are numbered. Easting numbers run from west to east, and Northing numbers run from south to north. • These numbers can be used to make grid references. These help people locate places on the map. • Grid references can be four-digit or six-digit. • The National Grid is a grid reference system for the whole of Great Britain. • It splits Britain into 100km squares • Ordnance survey maps are very detailed and accurate
Key Vocabulary	Arable Climate Continent Country Landscapes Population Precipitation weather	Altitude Avalanche Crust Gorges Hypothermia Lava Magma Summit Tectonic plates	Atlas Compass Digital map Easting Grid references National Grid Northing Ordnance Survey maps Symbols
End Points and Assessment	**Assessment Task: Comparison table to compare the UK with either Ukraine, Russia or Turkey** Pupils will demonstrate that they can: • Use an atlas to find names of cities; • Identify similarities and differences between a place in eastern Europe and where I live; • Identify similarities and differences between the climate of a place in eastern Europe and where I live; • Explain the difference between human geography and physical geography; • Identify similarities and differences between the human geography of a place in eastern Europe and where I live; • Find information about flights, accommodation and tourist destinations using the internet; • Explain why the Chernobyl nuclear disaster happened; • Explain some of the after-effects of the Chernobyl nuclear disaster.	**Assessment Task: Write a diary entry from a mountaineer** Pupils will demonstrate that they can: • Use the index in an atlas to find mountains. • Tell you the country a mountain range is found in. • Describe what a hill might look like based on its contours. • Identify an outcrop, a ridge the tree line and the snow line. • Describe how fault lines in the Earth's crust move to create mountains. • Describe how pressure from magma under the Earth's surface creates dome mountains. • Explain the differences between a weather forecast and climate. • Identify similarities between mountain climates. • Identify the risks associated with a mountain climate. • Describe some of the positive effects of tourism on an area	**Assessment Task: Use at least two different types of maps to give directions to a place of interest (e.g. the London Eye) from a given location** Pupils will demonstrate that they can: • Find a location on a page by using simple co-ordinates. • Identify physical features on a map. • Use a key to find out what a symbol means. • Give four-figure co-ordinates for a location. • Find similarities between maps of the same location

Severn Class - Year 5/6 - Cycle B

	The Amazing Americas	Trade and Economics	Our Changing World
Geographical Enquiry and Key Concepts	**What is life like in the Americas?** **Place** Cultural awareness and diversity	**What, where, and how does the UK trade?** **Interdependence** Cultural awareness and diversity Place	**How and why are our landscapes changing?** **Sustainability** Space
Substantive Knowledge	• The Americas are made up of two separate continents – North America and South America • North America contains 23 different countries • The characteristics of different countries and regions vary significantly, including weather, land use and flora and fauna • The Americas encompass a range of climate types including; temperate, continental, polar, tropical, and dry. • America contains many natural wonders including the Grand Canyon, Niagara Falls, Angel Falls, Yosemite Valley, Kilauea, the Great Blue Hole, and the Amazon Rainforest	• The UK trades many goods and services. • Exports include scrap iron, whisky, tartan kilts, medicines, aircraft parts, cars, computers, oil and gas • Imports include coffee, exotic fruit, and medicine • Fair trade exists to ensure that people are not exploited, and receive a fair payment for goods. • Trade has changed throughout history due to developments in transportation and the changes in relationships between the UK and other countries • Globalisation has meant that more and more goods travel around the world before being sold in a shop	• Weathering is the process of land being worn away by weather • Erosion is where natural materials are worn away and transported by environmental features such as water, wind, and ice. • Coastal features such as Bays, headlands, arches and stacks, and spits are formed by different environmental influences such as erosion and deposition • Many countries and borders across the world change due to human political activity, and natural activity such as rising sea levels • Landscapes change over time due to land development and deforestation • There is legislation in place to protect certain areas of cultural or historical significance
Key Vocabulary	Biomes Climate Continent Country Equator Flora/fauna Latitude Longitude	Trade Import Export Goods Global Fair trade Globalisation	Acidic Border Boundary Deposition Dissolve Erosion Weathering
End Points and Assessment	**Assessment Task: Presentation on a natural wonder of the Americas** Pupils will demonstrate that they can: • Explain that a continent is a large landmass; • Explain that continents are groups of countries; • Identify some countries in north America; • Identify some countries in south America; • Describe physical features of an area of the Americas; • Describe the climate of an area of the Americas; • Describe the human geography of an area of north America; • Explain what latitude is; • Identify the equator, tropics and poles on a map; • Explain that coordinates pinpoint a geographical location; • Name some wonders of the Americas	**Assessment task: Create an information leaflet explaining the importance of fair trade** Pupils will demonstrate that they can: • Explain why countries need to import goods; • Describe the climate and landscape of El Salvador; • List some issues facing people living in El Salvador; • Explain the meaning of fair trade; • Describe the fair trade process for some products; • Describe an example of a global supply chain; • List some of the positive and negative effects of multinational companies on local trade; • Identify similarities and differences between • Trading today and different periods in history.	**Assessment task: Quiz on different aspects of changing landscapes** Pupils will demonstrate that they can: • Name different types of weathering; • Describe how physical, chemical and biological weathering change rocks; • Explain how some coastal features are formed; • Identify the location of some famous UK coastal features; • Describe how a coastline might have looked in the past • Describe how the shape of spurn head has changed over time; • Identify how the borders of Europe have changed over time; • Identify ways a landscape has changed over time; • Describe how human activity has changed the earth since 1800; • List some human activity changes to the earth predicted to occur by 2050.