**Bromesberrow St. Mary’s Geography Curriculum**

**Intent**

At Bromesberrow St. Mary’s school our intent for Geography is (as for the whole curriculum) to build knowledge ‘cumulatively’, so that children build on their knowledge of history through substantive and disciplinary concepts, as they grow throughout the school, reaching for the stars with Hope and Aspiration. Our core drivers for Geography are to ensure children develop:

* A strong sense of geographical enquiry. We want to hear children asking questions and being curious about the world. We want them to be geographers!
* A good sense of ‘place’, understanding their place in the world, how this compares to other places (in terms of physical and human geography) and the interconnectedness between these
* Confidence in their ‘locational’ understanding, knowing ‘where is where’ through the orientation of the world (e.g. the continents and the oceans), and the concept of scale and distance
* Good investigative, organisational and presentation skills e.g. using fieldwork techniques.

It is our aim that children gain an appreciation for the idea that it is the past that shapes our future, that we learn from what we have experienced and this helps us grow and develop as a society.

**Implementation**

We have a clear coverage plan in place to enable all children to experience the breadth of the National Curriculum for Geography based around these core foci:

* Substantive knowledge (children’s knowledge of location, place, environment and geographical skills including fieldwork)
* Disciplinary knowledge (children’s knowledge about how geographers investigate the world in terms of what they ‘think and do’.
* Local geography, seeing how a place has changed over time in terms of physical and human factors.

The following are golden ‘substantive’ threads, which will repeat throughout, building children’s cumulative knowledge:

**Location**

**Place**

**Environment**

**Change**

**Physical and human**

**Culture**

The following are golden disciplinary threads which weave throughout our curriculum, enabling children to develop the afore mentioned knowledge, skills and understanding:

* **Question**
* **Investigate**
* **Organise**
* **Present**

Our curriculum is constructed with Class One having a 1 year cycle, (with the knowledge, experiences and understanding growing each year when revisited from Preschool through to Year One), Class Two, a two year cycle and Class Three, a three year cycle. Topics are carefully planned in advance to ensure that learning is ‘cumulative’ and progressive, however there is room for adjustment to ensure that teachers capitalise on the children’s interests and national and local events at the time. We place strong emphasis on fieldwork to in order to connect, explore and understand the world around us. We have worked hard to ensure that our Bromesberrow curriculum connects the children to their local geography, being specific in terms of local physical and human places.

**Impact**

In order for our Geography Curriculum to have had an impact, we would want to be able to see that children have a well-developed knowledge, skills and understanding, preparing them for the next stage of their education:

* Children who are questioners, who have a curiosity, confidence and enthusiasm to learn about and from the world
* Children who have a well-developed locational understanding, starting with an early years knowledge of backwards and forwards to being able to understanding the significance of latitude and longitude.
* Children with a good understanding of their ‘place’ in the world, comparing with other places with an understanding of the interconnectedness between places
* Children understand how places change over time and the significance of this.
* Children who have a well-developed awareness of different cultures, traditions and societies in our diverse and ever changing world
* Children who know how to investigate the world, using geographical skills and fieldwork to connect, explore and learn
* Children who have a good understanding of significant British and Global history events, places and people; which enables them to engage with ‘cause and consequence’, understanding the impact of history and how this has shaped our world (in particular Britain)
* Children who have a good understanding of their local history, being able to connect with and understand their own community by learning about its history
* Children who understand the significance of the substantive concepts: Location, Place, Environment, Change, Geographical skills and fieldwork and Cultural Awareness and Diversity

**What we will be teaching and when**

Below we have set out clearly the progression and specific subject knowledge children will be taught at each stage of their learning.

**Class One (EYFS and Y1)**

**Following our enquiry led curriculum, we ask questions…**

**EYFS**

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|  | **Knowledge of the World** |
| **Preschool (3-4 yr olds)**  ***\*We use a mix of adult led and ‘in the moment’ planning to ensure children access this curriculum***  **Enquiry:**  I wonder what it is like to be a ………… (fire fighter)?  I wonder if people all the same?  I wonder what lives in cold/hot places?  What is the weather like today?  **Reception (4-5 yr olds)**  ***\*We use a mix of adult led and ‘in the moment’ planning to ensure children access this curriculum***  **Enquiry:**  I wonder what it is like to be a ………… (nurse)?  What is it like where I live?  I wonder what lives in the Arctic/Africa?  How do I know it’s Spring/Summer/Autumn/Winter? | **Children:**   * Recognise and name features in their environment **e.g. road, school, field, school hall, class 1, Make it Room, mud kitchen, Forest School, playground.** * Are able to explore and learn about the different jobs that people in their community do **e.g. cleaner, chef, vet, doctor, firefighter and farm worker (visitors to school to share their job)** * Begin to learn specific vocabulary related to different jobs **e.g. fire hose and uniform, aprons and gloves, tractor, engine, wheels, lights,** * Develop an understanding of difference and diversity, challenging stereotypes through learning about different occupations **e.g. firefighters are male and female from different nationalities and backgrounds; a farmer doesn’t always wear a tweed flat cap and you have women farmers** * Know that there are different places (countries) in the world and that these are different in terms of people and nature **e.g. exploring the lives of the Eskimo people, who live in the Arctic region and subarctic regions (Greenland, Siberia and Canada) and learning about the animals that live in these cold places (Polar Bears, Arctic foxes…); and or exploring the different people (rural and urban) and animals in Africa (Giraffe, elephant, zebra, lion…)Texts: We all Went on Safari, Handa’s Surprise, Arctic Animals by Jill MacDonald** * Learn about the different animals in different countries **(polar bears, arctic foxes, giraffes, elephants)** and are able to talk about these (using simple picture globes/atlases and books) * Know about different plants/animals in a local place (Chase End Hill) **e.g. bluebells, moss, rocks, brambles, stinging nettles, gorse, butterflies, bees, White Park cattle, rabbits** * Children recognise and talk about the changes in the weather **e.g. knowing it is raining today, but that it was sunny yesterday.** They know that it is important to dress for the weather to keep ourselves healthy and well. **\*Throughout the year**   **Children:**   * Are able to talk about different occupations and people they know in their community. They use specific vocabulary in regards to this **e.g. What does a nurse do?: injection, vaccination, medicine, healthy, hospital; and what does a farm worker do?: tractor, satellite navigation, fields, crops, fertiliser, sheep, cows.** * Are able to learn about their local environment (Bromesberrow) making maps/observational drawings of the key places around the school site **e.g. Forest School, school hall, classes, playground, field** * Know the address of the school **e.g. Albright Lane in Bromesberrow** * Can identify and recognise landmarks from their environment **e.g. Bromesberrow St. Mary’s Church, the School House, Forest School, playground and school field, oak tree, trim trail.** * Develop their vocabulary to describe place **e.g. church: spire, weather vane, stained glass, grave yard, grave stones; Trim trail: wooden, high, monkey bars, climb, ropes** * Children are able to draw their own maps of animals within different places, using books and picture atlases to support them in this **e.g. drawing the Arctic and adding in arctic foxes, polar bears**, **Narwhals and Beluga Whale**s **and/or Africa with lions, elephants, giraffes** * Are able to draw maps of places locally **e.g. visiting Chase End Hill and adding landmarks to a map (May Hill, Eastnor castle, Bromesberrow Place)** * Know that there are different seasons and that changes happen **e.g. the leaves change colour and begin to fall from the trees in Autumn and the days get shorter in Winter. \*This should be achieved through year round observation** |
| **Vocabulary**  **Preschool:** road, school, playground, Forest School, mud kitchen, map, church, people (\*nurse, firefighter, farmer, cleaner) Inuit/Eskimo, igloo, cold, Polar bear, Arctic fox, Narwhal, Reindeer, Africa, giraffe, elephant, zebra, lion, , castle, hill, field, rabbits, butterflies, bees, cows, nettles, bluebell.  **Reception:**  **Similar**: the same as  **Different**: different to  **Place: what is it like here?**  Nurse**:** injection, medicine, healthy, bandage, hospital; Farm worker: tractor, satellite navigation, plough, farm, field, crops, fertiliser, sheep, cows map, church, spire, weather vane, stained glass, graveyard, gravestone, Inuit/Eskimo, fishing, igloo, furs cold, Polar bear, Arctic fox, Arctic Woolly Bear Moth, Arctic Hare, Beluga Whale, Narwhal, Reindeer, Snowy Owl, Africa, tribe, giraffe, elephant, zebra, lion, hippopotamus, rhinoceros, Chase End Hill, Eastnor Castle,Obelisk, Midsummer Hill, rabbits, grass snakes, butterflies (Brimstone, peacock, meadow brown, cabbage white) grass snakes, bees (bumble and honey), mayflies, bracken, brambles, stinging nettles, bluebells, moss | |
| **Autumn mini focus- Year One** | |
| **Locational Knowledge**  Children need toname and locate the world’s seven continents and five oceans (**Asia, Africa, North America, South America, Antarctica, Europe, Oceania; Pacific, Indian, Atlantic, Arctic, Southern)** \*Use continents and Oceans song <https://www.youtube.com/watch?v=K6DSMZ8b3LE>  <https://www.youtube.com/watch?v=X6BE4VcYngQ>  Children need to name and locate the four countries that make up the United Kingdom **(England, Scotland, Wales, Northern Ireland)** \* Use UK song <https://www.google.com/search?q=how+to+remember+uk+countries+and+capitals+year+1&rlz=1C1GCEU_en-GBGB927GB927&oq=how+to+remember+uk+countries+and+&aqs=chrome.2.69i57j33i160l4j33i22i29i30l5.12964j0j4&sourceid=chrome&ie=UTF-8#kpvalbx=_nwiKY-TPL5K9gQaInI94_33>  Children need to locate and name the capital cities of the UK **(England-London, Wales-Cardiff, Scotland-Edinburgh, Northern Ireland- Belfast)** | |
| **Spring – Year One** | |
| **Topic: Where in the world?**  **Location, Place, Geographical Skills and Fieldwork**  ***Q: Where do we come from?*** Our local area, the United Kingdom and capital cities  ***Q: How is our world organised***? Bigger picture locational knowledge (continents, oceans, equator, hot and cold countries)  ***Q: Can you recognise the 4 seasons?*** Children are able to name and explain the differences in terms of weather (knowing the different types of weather), human geography and change | |
| **Locational Knowledge**  **National Curriculum**   * name, locate and identify characteristics of the four countries and **capital cities of the United Kingdom** and its surrounding seas (North Sea, Irish Sea, English Channel and Atlantic Ocean)   **School Objectives**  Children need to name and locate the four countries that make up the United Kingdom **(England, Scotland, Wales, Northern Ireland)**  Children need to locate and name the capital cities of the UK **(England-London, Wales-Cardiff, Scotland-Edinburgh, Northern Ireland- Belfast)**  Children need toname and locate the world’s seven continents and five oceans (**Asia, Africa, North America, South America, Antarctica, Europe, Oceania; Pacific, Indian, Atlantic, Arctic, Southern)**  Children need to locate the Equator as the midpoint between the Poles.  Children need to locate the North and South Polar regions.  **Place Knowledge**  **National Curriculum**   * Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country - Mombasa in Kenya   **School Objectives**  Children understand the similarities and differences in human and physical geography between Mombasa, Kenya and an area of the UK, Portsmouth.  **Human and Physical Geography**  **National Curriculum**   * Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles * I 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**  **School Objectives**   * They need to know that countries close to the Equator are hot countries and countries close to the Poles are cold countries * Children need to be able to use key geographical vocabulary to describe key physical and human features in their local area when studying the local area prior to a trip to Chase End Hill. Children need to understand this as our location **(Glynch Brook, River Leadon, season and weather, Bromsberrow Heath village, village hall, Bromesberrow St. Mary’s Church, farm, Chase End Hill, road (M5), Eastnor Castle, Bromesberrow Place/Estate, office (Bromesberrow industrial Estate), Woodlands Caravan Park, Bromsberrow Sand and Gravel quarry, house and Bromsberrow shop)**   **Geographical skills and fieldwork**  **National Curriculum**   * 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.**   **School Objectives**  Children need to able to use first hand observation to investigate their local area (Chase End Hill trip)  Children need to be able to draw a basic map of their local area, showing physical and human features  Children need to be able to use an aerial photograph of Chase End Hill (and their local area) to recognise key physical and human features  Children need to use digital technology (Google Earth and Maps) to recognise key physical and human features  Children need to be able to recognise human and physical features, as well as landmarks from a map of our local area  **Change**  Children need to recognise the changes in the seasons and be able to describe these.  Children need to name and identify the different weather types **(rain, sun, snow, sleet, wind, hail, thunder and lightning)** | |
| **Vocabulary**  Continent, Country, Ocean, Sea, Pacific, Indian, Atlantic, Arctic, Southern, North Sea, Irish Sea and English Channel, Europe, Oceania, Africa, Asia, North America, South America, Antarctica, rain, sun, snow, sleet, wind, hail, thunder and lightning, Spring, Summer, Autumn, Winter, temperature, weather, hot, cold, human, physical, map, school, street, road, village, town, river, beach, cliff, coast, forest, city, port, Port of Mombassa in Kenya, Portsmouth, Portsdown Hill, Southsea Beach, shop, house, farm, factory , church, village hall, caravan site, motorway, left, right, backwards, forwards, | |
| **Summer mini focus- Year One** | |
| **Geographical Skills and Fieldwork**   * 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.**   Children need to able to use first hand observation to investigate their school (including Forest School)  Children need to be able to draw a basic map of their school, showing physical and human features  Children need to be able to use an aerial photograph of the school to recognise key physical and human features  Children need to use digital technology (Google Earth and Maps) to recognise key physical and human features  Children need to be able to recognise human and physical features, as well as landmarks from a map of school and surrounding area e.g. Bromesberrow St. Mary’s Church | |

**Class Two (Year 2 and 3)**

**Following our enquiry led curriculum, we ask questions…**

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| **Autumn A mini focus** |
| **Locational Recap:**  Children need toname and locate the world’s seven continents and five oceans (**Asia, Africa, North America, South America, Antarctica, Europe, Oceania; Pacific, Indian, Atlantic, Arctic, Southern)** \*Use continents and Oceans song <https://www.youtube.com/watch?v=K6DSMZ8b3LE>  <https://www.youtube.com/watch?v=X6BE4VcYngQ>  Children need to name and locate the four countries that make up the United Kingdom **(England, Scotland, Wales, Northern Ireland)** \* Use UK song <https://www.google.com/search?q=how+to+remember+uk+countries+and+capitals+year+1&rlz=1C1GCEU_en-GBGB927GB927&oq=how+to+remember+uk+countries+and+&aqs=chrome.2.69i57j33i160l4j33i22i29i30l5.12964j0j4&sourceid=chrome&ie=UTF-8#kpvalbx=_nwiKY-TPL5K9gQaInI94_33>  Children need to locate and name the capital cities of the UK **(England-London, Wales-Cardiff, Scotland-Edinburgh, Northern Ireland- Belfast)**  **Geographical Skills and Fieldwork:**  **Which direction is..........?** Children use a compass to find different places in the UK. Y3- 8 points and Y2- 4 points. |
| **Spring A** |
| **Topic: Discovering the United Kingdom**  **Location, Place, Change, Physical and Human, Environment,**  **Q: Where are we located?** Identifying our locality  **Q: Where does water come from?** The Water Cycle  **Q: Where do mountains come from?** How mountains are formed  **Q: What is it like to be by the seaside?** Exploring and contrasting coastal regions  **Q: How can maps help us?** Developing map reading skills |
| **Locational Knowledge**  **National Curriculum**   * Ks2: 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   **School Objectives**  Children are able to name and locate the counties and cities of **Gloucester and Gloucestershire, Hereford and Herefordshire and Worcester and Worcestershire**  Children can name and locate the standard geographical regions of the UK (South West, East Anglia, West Midlands, South East, North West and North East, East Midlands, Yorkshire)  Children to know that we are located in the **West Midlands** region and that we are close to the South West region.  Children know that the Lake District is located in the North West and know about some key physical and human features of this region e.g. Lake Windermere, Scafell Pike and Wastwater  Children are able to identify the key human and physical characteristics of their locality e.g. river Leadon, Cambrian mountains river Severn and river Wye, Severn Estuary, Bristol channel, Irish sea, Malvern Hills (including British camp reservoir, Gullet Quarry and Mill Pond) , Forest of Dean.  **Human and Physical Geography**  **National Curriculum**   * KS1: 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   * KS2: describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, **rivers, mountains,** volcanoes and earthquakes, and the **water cycle**   **School Objectives**  Children are able to describe the journey of a river (source, stream, river, lake, sea and ocean), focusing on the River Severn as local physical geography  Children are able to describe the key physical and human features of a seaside location (beach, cliff, coast, sea, ocean, port, harbour, pier) and how these have changed over time. Focus on Weston Super Mare in  Children are able to name the key water cycle features (rain, source, meander, stream, river, lake, spring, mouth, sea, ocean, evaporation, clouds)  Children know how large mountains and mountain ranges were formed (by tectonic plates colliding and buckling) focusing on the Cambrian Mountains.  Children are able to understand how contour lines work on a map and use these to create maps showing different gradient of land.  **Place Knowledge**  **National Curriculum**   * KS1: **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   **School Objectives**  Children are able to use aerial photographs to name and describe key physical and human geography features of a Weston Super Mare seaside town (farm, church, school, shop, street, beach, cliff, forest, river, stream, caravan park, mountain, hill, valley, lake, motorway, road, street, house) and to contrast with Taiwanese coastal area.  Children are able to sketch their own maps showing key physical and human features  Y3 to be extended to include keys and use simple grid referencing  **Geographical skills and fieldwork**  **National Curriculum**   * KS1: 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 * KS1: 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 * KS2: use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied * KS2: 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 * KS2: 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.   **Objectives**  Children are able to use aerial photos and digital maps to describe the journey of the River Severn from source to mouth  Children able able to read and recognise, name and locate landmarks and human, physical features (mountains, forests, valley, factory, office, port harbour)  Children to visit a local town or city to compare housing type (semi, detached, terraced)  Children are able to visit a local city or town high street to compare building usage e.g. chemist, supermarket, grocers  Children are able to create their own maps, using simple symbols, and grids with letters and numbers of the place they have visited  Children are able to use the 4 points of a compass  Y3- Children are able to use the 8 points of a compass.  Y3-Children are able to understand Ordnance Survey symbols and keys to build up knowledge of a local place (as visited) , the UK and the wider world. |
| **Vocabulary**  Y2: change, urban, rural, atlas, rivers, mountains, contour, compass, location, aerial photo, landmark, physical and human, North, South, East and West, rain, clouds, lake, stream, river, sea, ocean  Y3: Scale, Ordnance Survey, key, settlement, compass, grid reference, North , North East, North West, South, South East, South West, West and East, precipitation, source, meander, tributary, spring, mouth, evaporation, condensation, tectonic plates, constructive and conservative margins, earthquake, buckling, crust, collision. |
| **Summer A mini focus** |
| **Geographical Skills and Fieldwork**  Children are able to use aerial photos and digital maps (Y3) and recognise, name and locate landmarks and human, physical features  Children are able to create their own maps, using simple symbols, and grids with letters and numbers..  Y3-Children are able to understand Ordnance Survey symbols and keys to build up knowledge of a local place, the UK and the wider world  **Fieldwork Focus: Visit to the River Leadon to answer the questions:**  **How fast is our river flowing?** Children to investigate actively using floats, a tape measure and a stopwatch.  **How has our river changed?** Children to make stetches of different parts of the river e.g. a meander, straight section and a weir. Children to know that the straight section is a diversion to allow for the building of the Ledbury Bypass in 1986. Looking and learning from maps before and after and recognising the change of land use. Children to draw their own maps using grids (with letters and numbers) and simple symbols. |
| **Autumn B mini focus** |
| **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  Children understand how the world is organised and mapped into countries <https://www.bbc.co.uk/bitesize/articles/zb8sxbk>  Children to know the UK countries flags and be able to find the countries on a map  Children to be able to find the European countries of France, Spain, Germany, and 2 others and know the flags for these countries and some landmarks e.g. Eifel Tower  Children to be able to find Russia on a map and know its capital city and 4 landmarks |
| **Spring B** |
| **Topic: Voracious Volcanoes!**  **Environment, Place, Change, Culture**  **Covering-**  **Q: Why do volcanoes explode?** Volcanic eruption  **Q: What makes the Earth shake?** Earthquakes  **Q: Why do people settle down?** Settlements |
| **Human and Physical Geography**   * KS1: 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 * KS2: 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   **Objectives**  Children to be able to describe the physical and human features of a volcanic settlement/region e.g. Volcano Village and the Hawaii Volcano National Parks and how these have changed over time.  Children to be able to describe the physical and human features of an extinct volcanic site/area in the UK e.g. Glen Coe, Giant’s Causeway  Children to recognise and name the different types of home/buildings/shelter in different settlements from around the world  Children to be able to describe different settlements and why people settle e.g. fertile land by volcanoes (The Hawaii Volcano National Park, river settlements)  Children to be able to name and locate key volcanoes from around the world (Mt. Vesuvius in Italy, Mt. Etna in Italy, Mt. St. Helens in USA, Krakatoa in Indonsia Mauna Loa in Hawaii and Mt. Fuji in Tokyo.  Children to be able to describe what happens when a volcano erupts  Children understand what happens when an earthquake happens  Children know about a volcanic eruption from the past e.g. Krakatoa, now Anak Krakatoa (son of) understanding how this physical feature has changed over time.  **Geographical skills and fieldwork**   * KS1: 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 * KS2: use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied   Y2-Children are able to use simple compass directions (North, South, East and West)  Children are able to use maps, atlases and digital/computer mapping to describe features being studied e.g. using Google Earth/maps to identify and describe the human and physical features of Volcano Village.  Y3- Children are able to use 8 point compass directions (North, North East, North West, South, South East, South West, West and East) and grid references to locate and describe physical and human features. |
| **Key Vocabulary**  Y2- Human and Physical, hills, valleys, mountains, rivers, streams, roads, village, house, shop, Compass, North, South, East and West, map, globe, atlas, settlement, fertile, vegetation, precious stones  Y3- Volcano, magma, lava, crater, mantle, core, eruption, ash cloud, crust, tectonic plates, mountains, earthquake, vent, pyroclastic flow, fault line, volcano bombs, mud flow, earthquakes, constructive and conservative margins, focus, seismic waves, epicentre, Richter Scale, seismograph, North, North East, North West, South, South East, South West, West and East, geothermal energy, tourism, resources , scenery |
| **Summer B mini focus** |
| **Geographical Skills and Fieldwork and locational recap**  **Connect to History topic**  Children to locate the Volcanoes, Nyiragongo and Vesuvius in Africa  Children can describe the exact location of Nyiragongo volcano using positional vocabulary including equator, southern hemisphere, and compass direction  Children are able to locate the continent of Africa and name the continents and oceans bordering it. They can use compas directions in this.  Children are able to use maps, atlases and digital/computer mapping to describe features human and physical features  Children identify and describe the global distribution of volcanoes, using compass directions and 4 figure grid references  Children to imagine the school is at the foot of Vesuvius: Fieldwork – where in school is the riskiest? Children to design and carry out an environmental quality survey in 3-5 places around school to find out where is the riskiest. |

**Class Three (Y4, 5 and 6)**

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| **Autumn mini focus** |
| **Locational**  Children are able to locate latitude and longitude  Children are able to describe the significance of latitude and longitude  Children are able to locate the Equator and Northern and Southern Hemisphere and are able to describe the significance of these.  Children are able to locate and describe the significance of the Tropics of Cancer and Capricorn (The Tropic of Cancer is the most northern latitude on the Earth where the sun can appear directly overhead. The Tropic of Capricorn is the most southern latitude on the Earth where the sun can appear directly overhead) and the Arctic and Antarctic Circle  Children can describe the significance of meridian |
| **Spring A** |
| **Topic: The Amazing Americas**  **Culture, Place, Environment, Change, Location**  **Q: What makes America?** Countries, cities, physical and human landmarks  **Q: Why are some areas different to others?** Climate and biomes, focusing on the Amazon Rainforest  **Q: What does trade look like in America and how has this changed?** Trade, changes in trade over time |
| **Objectives**  **Locational**   * 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   **Objectives**  Children are able to locate the Americas and name the key countries and states.  Children can name and locate the major cities in North America  Y4/5/6-Children are able to name, locate and describe the main human and physical landmarks (Golden Gate Bridge, Grand Canyon, White House, Statue of Liberty, Grand Central Station, Mount Rushmore, Hollywood sign, Central Park, Empire State Building, the Space Needle, The Alamo, Hoover Dam, Yellowstone Park, Disney Land, Everglades, Times Square and Rocky Mountains.  Y5/6-Children are able to compare and contrast the differences in climate across the Americas, recognising the impact of the Equator in this and proximity to the Poles.  Y5/6-Children are able to describe a natural landmark, explaining key characteristics (Yellowstone Park, Rocky Mountains, Everglades)  **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**   **Objectives**  Children are able to compare and contrast the different biomes of the Americas, focusing in on the Amazon Rainforest and Desert Biome (Death Valley, Mojave Desert)  Children are able to learn about the trade of North and South America and how important this is to the country (gold, fuel oil, coffee or banana). This is to be broken down to look at:  -Early trade in America, learning about natural resources  -How and why trade became global  -Trade today, learning about important energy imports and exports (oil, machinery, computers, aircraft and spacecraft, consumer goods, food, vehicles, plastics, precious metals/gems and pharmaceuticals)  Children are able to use their maths skills to interpret graphs, tables and diagrams to answer geographical questions e.g rainfall charts when comparing biomes  **Geographical skills and fieldwork**   * KS2: use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied   Children are able to use scale bar on maps  Children are able to interpret a topographic map  Children are able to sketch their own maps using topography  Children are able to use the lines grid references to locate different places in North America. |
| **Vocabulary**  Y4-region, material, energy, change, global, trade, natural, land use, climate, desert, forest, mountain, rainforest, human and physical, manufacture, buy and sell, Equator, Northern and Southern Hemisphere  Y5- region, raw, material, energy, change, global, trade, fuel, natural, resource, labour, distribution, industry, network, land use, import and export, climate and biome, desert, forest, mountain, prairie, rainforest human and physical, manufacture, economy, Equator, Northern and Southern Hemisphere, time zone  Y6- region, raw, material, energy, change, global, trade, fuel, natural, resource, labour, distribution, industry, network, interconnection, sustainability, import and export, climate and biome, desert, forest, mountain, prairie, rainforest, human and physical, manufacture, international, economy, Equator, Northern and Southern Hemisphere, Tropic of Cancer, Tropic of Capricorn, meridian, Greenwich Mean Time, topographic |
| **Summer term mini focus** |
| **Geographical skills and fieldwork**  ***Connect to history topic (Benin Kingdom)***  KS2: use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied  Children are able to use scale bar on maps to compare the size of different countries e.g. Africa and the UK  Children are able to interpret a topographic map of Africa and a smaller region within it (e.g. West Africa)  Children are able to sketch their own maps using topography  Children are able to compare a map of Benin from the period compared to a modern day map. They can use sketch maps to compare physical and human features |
| **Autumn B mini focus** |
| **Locational Knowledge**   * Locate rivers using an atlas (The Mississippi River, The Amazon, The Nile River, Ganges, River Avon, River Severn, and River Thames). * Give the location of one major dam (Kariba Dam; Zimbabwe, Bratsk Dam; Russia, Akosombo Dam; Ghana, Daniel Johnson Dam; Canada, Guri Dam; Venezuela, Kielder Dam; UK, Haweswater Dam; UK, Lake Vyrnwy Dam; Wales, Three Gorges Dam; China). * Locate Seas, rivers go into (Gulf of Mexico, Atlantic Ocean, Mediterranean Sea, Ganges Delta, Severn Estuary, Thames Estuary, and North Sea). * Locate the seven summits of the world * Children are able to name and locate the main mountains and mountainous regions (Scafell Pike, Snowdon and Ben Nevis, Pennines, Brecon Beacons, Dartmoor, Lake District, Peak District, Cambrian, Snowdonia, Grampians, Southern uplands, North York Moors.) |
| **Spring B** |
| **Topic: Roaring Rivers**  **Culture, Place, Environment, Change, Location**  **Q What are the important rivers around the world?**  **Q what are the key features of a river?**  **Q Why are rivers important?**  **Q What are the advantages and disadvantages of a dam?** |
| **Human and Physical 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**   **Objectives**  Yr 4/5 and 6- Children are able to (building on their learning in Class 2):  List the main events in the water cycle,  Describe the place in which the source of a river is found,  List some features of a river's upper course,  List some features of a river's middle course,  List some features of a river's lower course,  Describe how water erodes a riverbank,  Describe how deposition changes the shape of a river,  List some ways that rivers are used, focusing on the River Ganges and how this is used by different people and countries it runs through, and the River Elan  List some advantages for different uses of a river, focusing in on the River Ganges and its usage by different countries (India, Nepal, China and Bangladesh)  List some disadvantages for different use of rivers, focusing in on the River Ganges and the impact of the uses of this river on pollution etc...  Describe what a dam is,  Give the location of one major dam e.g. Farakka Barrage in Ganges river  Yr 5/6- Children are able to:  Explain that the water cycle keeps going,  Identify the place in which the source of a river is found,  Compare the length of rivers,  Compare the features of a river at different points along its course,  Explain how meanders form,  Describe how waterfalls are formed, focusing in on Gangatori and Garud Chatti in the River Ganges  Sort the ways rivers are used into categories e.g. using pie charts and diagrams  Give at least two reasons why dams are built,  Identify the advantages and benefits of building a dam, drawing on knowledge of Ganges river and Farakka Barrage and the River Elan (Elan Dams: Craig Goch, Pen y Garreg, Garreg Ddu, and Caban Coch), built to supply water to Birmingham amidst industrialism.  Identify the disadvantages and risks of building a dam e.g. Elan Valley flooding and ongoing maintenance costs  Yr 6- Children are able to:  Explain why the water cycle is a closed cycle,  Identify key locations along a river,  Compare the discharge of rivers,  Explain how an oxbow lake forms,  Identify oxbow lakes on a map and photograp e.g. Oxbow lakes Elan Valley, river Elan and River Wye.  Identify possible future impacts of river use.  **Geographical skills and fieldwork**   * Use photographs, maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.   **Objectives**  Children are able to identify river meanders on a map and photograph, visiting or virtually visiting Symonds Yat Rock to see river Wye meanders  Children to visit the River Wye to see a meander that clearly shows key features such as erosion, deposition, cliffs, beaches, undercutting, etc.  Children will record what they see by sketching and record their understanding of what they can see and the processes involved, with the use of appropriate labels on their sketch.  Children are able to identify key rivers and oceans using a map and to mark these accurately on a map using grid references. |
| **Vocabulary**  Y4- Water cycle, source, mouth, tributaries, valley, channel, rapids, gorge, floodplain, confluence, levee, delta, river, lake, estuary, ocean, upper course, middle course, lower course. Erodes, riverbank, deposition, dam, meander, leisure, industry, conservation  Y5- Water cycle, source, river, mouth, valley, channel, rapids, gorge, floodplain, confluence, levee, delta tributaries, lake, estuary, ocean, upper course, middle course, lower course, erodes, riverbank, deposition, meanders, waterfalls, dam, leisure, industry, conservation, reservoir.  Y6- Water cycle, source, river, mouth, valley, channel, rapids, gorge, floodplain, confluence, levee, delta tributaries, lake, estuary, ocean, upper course, middle course, lower course, erodes, riverbank, deposition, discharge, oxbow lake, tidal bore, leisure, industry, conservation, reservoir. |
| **Summer B mini focus** |
| **Geographical skills and fieldwork**  ***Orienteering skills unit***  KS2:   * 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.   Children:   * To orientate a map and identify their position on it, by using clues they can see around them. * To work in small groups to successfully take part in a mini orienteering completion. * To confidently identify and interpret the symbols used on an orienteering map. * To challenge themselves physically and see orienteering as a competitive sport. * To be able to use a compass correctly to aid with map setting and direction. * To effectively ‘thumb’ a route on a map. |
| **Autumn C mini focus** |
| **Locational Knowledge and fieldwork**  KS1:   * 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   Children to focus on Europe and Russia:  Naming and locating major countries and their capital cities e.g. Spain-Madrid  Identifying key physical and human characteristics e.g. the Kremlin  Comparing the key environmental regions e.g. in Russia: Arctic desert, tundra, taiga, mixed and deciduous forest, wooded steppe, and steppe; and in France (the Oceanic, Continental, Mediterranean and Mountain)  Comparing and contrasting regions based on things like temperature and rainfall (use graphs to compare and create own) |
| **Spring C** |
| **Topic: The world around me.**  **Culture, Place, Environment, Change, Location**  **Covering-**  **Q** What are important landmarks in the UK?  **Q** How has our coastline changed over time? Why?  **Q** Why did the UK change? – Invasion, rising sea levels, war, migration. |
| **Objectives**  **Locational**   * 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   **Objectives**  Children can name and locate the standard geographical regions of the UK (South West, East Anglia, West Midlands, South East, North West and North East, East Midlands, Yorkshire)  Children are able to name and locate the key local counties of Herefordshire, Worcestershire and Gloucestershire *and know at least 3 others to be decided along with topic*  Children are able to focus in on a county, city or town (decided through topic) to compare and contrast land use patterns (farming, building, re-naturalisation). This needs to include either:   * Looking at an urban area/brown site or industrial site that has been re-naturalised e.g. gravel pits being turned into nature reserve. * Looking at the development building on countryside at a local level e.g. housing estate in Ledbury * Redevelopment of an inner city, urban area e.g. Gloucester Docks rejuvenation * Identify the location of some famous UK coastal features e.g Durdle door, Merlin’s cave, The Needles.   Children are able to name, recognise and describe key landmarks of these ( e.g. Edinburgh Castle, Scott Monument, Scottish Parliament, National Monument of Scotland/ The Tower of London, Houses of Parliament, Westminster Abbey, St Paul’s Cathedral, Tower Bridge, Millennium Dome, The Gerkin, London Eye, Millennium Bridge, The Shard, Big Ben/ Cardiff Castle, Pierhead Building, The Animal Wall, The Principality Stadium, National Museum, Llandaff Cathedral, Cardiff Bay, Millennium Centre/Titanic Slipway, St. Anne’s Cathedral, Albert Memorial Clock, Big Fish, City Hall, The Peace Wall, Clonard Monastry)  **Human and Physical Geography:**  Yr 4/5/6- Children are able to:  Explain what weathering and erosion mean;  Describe how erosion changes rocks;  Name some features of a coastline;  Name some famous UK coastal features;  Describe how erosion and deposition change the look of a coastline;  Name an area of the UK which has been affected by coastal erosion;  Identify how the UK’s borders have changed over time;  Identify similarities in photographs of a landscape taken at different times;  Describe some ways that weather can change the landscape;  Describe how physical changes have affected Earth since 1800;  List some physical changes to the Earth predicted to occur by 2050;  Describe some ways that human activity changes the landscape.  Yr 5/6- Children are able to:  Name different types of weathering;  Describe how physical, chemical and biological weathering change rocks;  Explain how some coastal features are formed;  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.  Yr 6- Children are able to:  Explain how erosion and deposition form coastal features;  Describe how a coastline might look in the future;  Give reasons why the UK’s borders have changed;  Give reasons why the borders of Europe have changed;  Give reasons why a landscape might have changed over time.  **Geographical skills and fieldwork**   * 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   **Objectives**  Children are able to use the eight points of a compass to compare and describe the location of different places within the UK  Children are able to use 4 and 6 figure grid references to locate key human or physical features of a place they are exploring e.g. to find London eye on ordinance survey map of London or Le Mont St Michel in Normandy, France.  Children to use interview as a way to gain first-hand information to support fieldwork and learning about an area  Children to use sketches or photographs from either first-hand visit or from Google street view to support fieldwork.  Children to use tables and graphs to present their findings from fieldwork  Children can present their findings in graphs and charts e.g. a pie chart of how land is used |
| **Vocabulary**  Y4- Counties, cities, town, urban, development, redevelopment, inner city, outer city, coastal features, landmarks, weathering, erosion, deposition, coastline, coastal erosion, similarities, differences, physical changes, landscape, weathering, coast, bay, beach, dune , cave, cliff, past, present.  Y5- Counties, cities, town, urban, development, redevelopment, inner city, outer city, coastal features, landmarks, weathering, erosion, deposition, coastline, coastal erosion, similarities, differences, physical changes, landscape, weathering, coast, bay, beach, dune , cave, cliff, past, present,  physical weathering, biological weathering, chemical weathering, dissolve, freeze-thaw, headland, arch, stack, stump, spit, rising sea levels, boarders.  Y6- Counties, cities, town, urban, development, redevelopment, inner city, outer city, coastal features, landmarks, weathering, erosion, deposition, coastline, coastal erosion, similarities, differences, physical changes, landscape, weathering, coast, bay, beach, dune , cave, cliff, past, present,  physical weathering, biological weathering, chemical weathering, dissolve, freeze-thaw, headland, arch, stack, stump, spit, rising sea levels, boarders,  soft rock, hard rock, positive and negative changes, migration, |
| **Summer mini focus** |
| **Geographical skills and fieldwork**  ***Through Orienteering unit***   * 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   Children are able to use 4 and 6 figure grid references to locate key human or physical features of a place they are exploring  Children to use interview as a way to gain first-hand information to support fieldwork and learning about an area  Children to use sketches or photographs from either first-hand visit or from Google street view to support fieldwork. |