| | AUTUMN 1 | AUTUMN 2 | SPRING 1 | SPRING 2 | SUMMER 1 | SUMMER 2 |
|---|---|---|---|---|---|---|
| YR R | | A walk in the woods<br>Laying the foundation for mapping | | | | |
| YR 1 | **My school and Me**<br>Classroom, school building, school ground | | **Fiveways**<br>Now and then + surrounding area | | **Brilliant Britain**<br>Comparing Brighton to a place in the UK | |
| YR2 | **Sussex by the Sea**<br>Comparing local area to another area in Sussex | | **Our Wonderful World**<br>Weather & climate<br>7 continents & 5 oceans<br>Locate of hot and cold areas of the world | | **Caribbean Carnival**<br>Brighton/UK compared to small area in a non-European country (Caribbean) | |
| YR3 | **Beside the Sea**<br>Comparing Brighton to a region in UK | | | **An Italian Adventure**<br>Countries & capitals of Europe (Italy) | | **Active Planet**<br>Volcanoes & Earthquakes |
| YR4 | **Go with the Flow**<br>Rivers of Sussex & UK | | **Touching the Sky**<br>Comparing mountainous regions of UK with a European Country | | **The Amazing Amazon**<br>Comparing UK to region in South America (River Amazon) | |
| YR5 | **Coasts of Sussex**<br>Sussex and UK coasts | | **Greece is the Word**<br>Recap Europe Comparing England to region in European country (Greece) | | | **In the zone**<br>World Biomes & Climate Zones |
| YR6 | **World Trade**<br>Trade & Fairtrade<br>**Mapped Out**<br>Map Skills | | **WW2**<br>Brighton Bomb Walk | | **Amazing Americas!**<br>Exploring North America & Time Zones | |

# GEOGRAPHY

Lead – Emma Walker

When teaching geography at Balfour Primary School, knowledge, skills and understanding will be developed through the following key concepts:

- **LOCATIONAL KNOWLEDGE –** name and locate locations & positioning systems.
- **PLACE KNOWLEDGE –** connecting the location and the human and physical geographical processes with personal experience.
- **GEOGRAPHICAL SKILLS –** understanding, using and creating a range of different maps using symbols.
- **HUMAN & PHYSICAL GEOGRAPHY –** e.g. topography, migration, climate change, settlement
- **FIELDWORK –** observing and collecting first-hand evidence out in the environment (through secondary sources when first-hand is impossible)

The use of key concepts (or schemas) in Geography is widely recognised (Taylor, 2008 & Quigley, 2019) as enabling the children to organise and group their learning about the complex and diverse world to develop a shared framework for understanding and communication. From a very young age, children begin to naturally order and categories the world around them through experiences and interactions with their environment. Scoffham & Owens, 2017) points to three concepts that they believe stand out as fundamental to geographical thinking: place, space and scale. This is illustrated in the diagram below which the lesson planners are asked to consider.

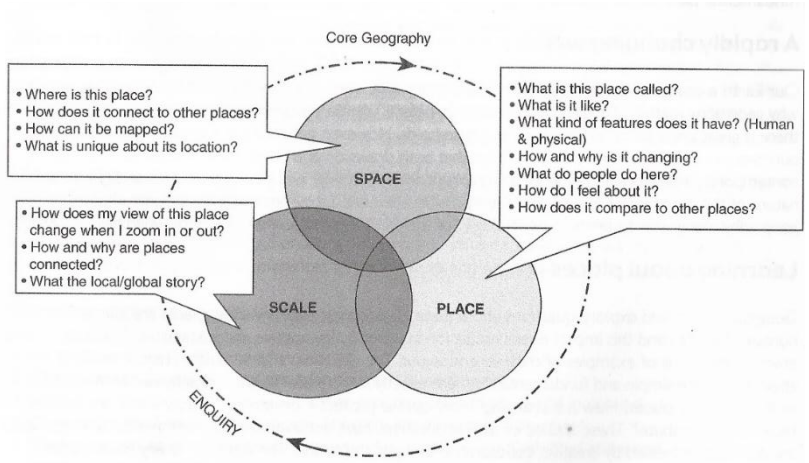


Figure 1: Place, space and scale are concepts which stand at the heart of geography and which provide fundamental organising principles

**Place** – focuses on the environment, both physical and human

**Space** – highlights location and relationships

**Scale** – introduces changes in perspective from the local to the global.

*Planners should construct lessons that engage children by linking key concepts to enquiry questions.*

**Subject rationale:**
Geography at Balfour is designed to develop children's curiosity and fascination about the world around them and its citizens that will remain with them for the rest of their lives.

*'The study of geography is about more than just memorising places on a map. It's about understanding the complexity of our world, appreciating the diversity of cultures that exist across continents. And in the end, it's about using all that knowledge to help bridge divides and bring people together.'* (Obama, 2012).

**Curriculum intent:**
Our learning model begins from the unique child as the starting point, firmly placed within their locality to enable them to '*develop both core knowledge and a sense of place'* (Ofsted, 2011). The learning gradually spirals outwards, visiting places increasingly further away from where they live whilst allowing for revisiting and consolidation to achieve the depth of learning (Scoffham & Owens, 2017). This *'spiralled'* model enables the children to regularly return to their locality to build deeper on prior knowledge and skills within contextual and immersive learning as they extend across the world. Geography is taught in blocks throughout the year, which (with the exception of a couple of carefully considered areas) proceeds the following History unit to contextually position the children. The children use their developing cultural capital and understanding to create increasingly sophisticated maps, through a range of media to demonstrate their learning about our complex, interconnected, diverse world and their place within in.

The knowledge and skills are informed by the National Curriculum programme of study (DfE, 2013) built on solid foundations laid down in Reception from the Statutory Framework for the Early Years Foundation Stage (DfE, 2021). *'A clearly mapped journey starting in the early years and developing through the curriculum is critical if pupils are to move towards becoming experts in the subject.'* (Ofsted, 2021). For example, the children will learn the about the 'people, culture and communities' and 'natural world' through play, first-hand experiences and observation of the world around them and through exploring quality texts. '*They will develop their fine-motor skills when drawing plans and sketch maps. Crucially, in the early years, the children will begin to acquire some of the geographical vocabulary that they will build on through the rest of their schooling'* (Ofsted, 2021). Progression from the Early Years into Key Stage 1 is through carefully planned phased continuous provision where teachers have a strong understanding of the milestones of each stage of development.

The topics planned are sensitive to the children's interests, as well as the context of the local area to support the development of sense of self and place. The curriculum is carefully structured to ensure that current learning is linked to prior knowledge and skills so that the children can make links across their learning and become experts in the subject. Within each milestone, the children progress in their fluency by revisiting and prior key learning points to enable transference to long-term memory. As the children progress through Key Stage 2, there are opportunities to make wider links across the geography curriculum and develop their higher order thinking and reasoning skills to move towards the *'abstract clarity, which in turn imparts meaning*

*to everything else below it'* (Ofsted, 2021). Teaching approaches are continuously researched and revised so that they are informed by the latest pedagogical recommendations.

Children will be given the opportunities to apply their geographical knowledge and develop key skills by working *'as a geographer'*. Out of classroom learning is essential and 'beyond the classroom' learning experiences take place in each year group. We want the children to experience geography first-hand by getting outside and visiting geographical sites, locally and around Sussex.

**Mapping Success:**
The children will begin to learn about maps and create their own from the EYFS stage.

*Children are remarkably adept at making maps and appear to develop the spatial awareness required from an early age. The maps that they draw not only provide a fascinating insight into their practical engagement with the world but also provide an insight into the places that they value or that worry them.* (Vujakovic et al, 2018, p.12).

Geography plays a crucial role in the development of a child because it underpins personal identity and helps to build a sense of self. By learning about the world around them and where they live, as well as learning that there are other people that live in different parts of the world that may be both the same and different, enables a child to learn the sense of place, where they fit into the world and how they can impact on it. Creating maps from an early age can help with positioning themselves, firstly within their immediately community and then within a global sense as their understanding and map skills progress.

*In 'doing geography' with the child, one is participating in a process which is even more fundamental and therefore more important still: namely, one is in a humble way facilitating the child's very personal development of self-identity which will shape much of their lives, their values, sense of belonging and self-worth.* (Spencer, 2005, p.305).

Drawing maps help to build visual representations to foster spatial thinking (e.g. *spatial patterns and the organisation of people, place and environments on Earth*) and to learn about scale. Research suggests that pupils gain a concept of space through map work that they can use as a point of reference to apply to wider geographical content and concepts (Ofsted, 2021). Children can use maps in a range of ways to explore the social and physical features and of the world.

**Fieldwork:**
*Fieldwork has been described as 'the medium that enables formal education outside of the classroom'. However, in order to engage in this 'medium', pupils first need substantial procedural knowledge of the processes*

*Fieldwork includes data collection, analysis and presentation and supports pupil in deepening their understanding. The experience of fieldwork draws together pupils' locational knowledge and that of human and physical processes. It supports pupils to appreciate the interplay between them.*

*Fieldwork connects pupils with the complexities of the real world, making it both stimulating and fascinating and a valuable element of the subject.*

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/974907/EYFS_framework_-_March_2021.pdf

https://www.gov.uk/government/publications/national-curriculum-in-england-geography-programmes-of-study/national-curriculum-in-england-geography-programmes-of-study

Highlighted Key –

Planners' notes

Assessment LOs

In EYFS, the children will develop their sense of place by being exposed to as many new 'locations' and first-hand experiences as possible and be scaffolded to extend their language to narrate their world. Wherever possible, this should take place outdoors as research shows this is most beneficial for language development. The children will explore the dynamic environment outside so that they can 'feel' the changing place, weather and environment and grow their positional language. Through high quality texts, children will begin to understand that there are other places in the world, 'near and far' and they share similarities and differences to people all around the world. The children will begin to explore maps and create some simple ones of their own.

| **EYFS Statutory Framework – Understanding the World** | **ELG: Past and Present** Children at the expected level of development will: - **Talk about the lives of the people around them and their roles in society**; - Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; - Understand the past through settings, characters and events encountered in books read in class and storytelling. | **ELG: People, Culture and Communities** Children at the expected level of development will: - **Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps; - Know some similarities and differences between different** religious and **cultural communities in this country, drawing on their experiences and what has been read in class**; - Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps. | **ELG: The Natural World** Children at the expected level of development will: - **Explore the natural world around them, making observations and drawing pictures** of animals and plants; 15 - 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 and changing states of matter. |
|---|---|---|---|

| | | | | | |
|---|---|---|---|---|---|
| **Autumn** | Natural world – sim/diffs<br>Describe immediate environment (map of classroom – positional language)<br>Journey – home to school (locational/fieldwork)<br>Positional language – simple maps (link to maths)<br><br>*Chn could use sensory methods to describe school grounds: listening poem, crayon rubbings, drawings of different textures and patterns around school to map area.* | **Spring** | Codepillars (maps)<br>Processes and changes of natural world<br>Habitats<br>(sim/diff of religious and cultural communities) | **Summer** | Observations<br>A focus on different countries (sim/diff life in this and other countries, simple features, understanding of 'place')<br>Explore simple maps (Google maps)<br>Contrasting environments around the world<br>Revisit seasons (comparison – describe in relation to weather)<br>Human and physical features |

**Misconceptions –** Many chn arrive at school by car or public transport and less likely to walk than in the past. As a result they may have limited knowledge of the scale and characteristics of the landscape between the home and school e.g. thinking there may be dangerous animals the wood. Opportunities should be presented for the children to explore the surrounding environment with adults talking to them about what they notice.

**Key Qs –** Where is our school and what is it like? What do we like about our school and how could we make it better? How do we get to school and what are the best/safest routes for walking?

In this unit, through continuous provision, pupils will continue to build on understanding the concept of location and where they live. They will begin to understand how to use simple maps and give directions by exploring their immediate place and location of their school. They will create simple maps of their own, labelling given features. Through play they will observe and begin to describe human and physical features of surrounding environment. They will describe their daily weather to make simple observations about the changing seasons and begin to spot and describe patterns.

**Year 1 Autumn**

(*observational skills* - identify seasonal and daily weather patterns in the United Kingdom – set up weather station to discuss daily)

(Explorer Bear to be introduced as part of assembly/storytime)

## *Where do I live? (locality)*

**Vocabulary** - hill, trees, bushes, plants, weather (including simple weather descriptions e.g.rain), field, habitat, city, classroom, school, road, playground, building, path, fence, steps, gate, direction, route, left, right, just above, next to, behind, closest, nearby, in front of, aerial, symbol, key, perspective, view

**NC objectives**

| **Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary** | **Pupils use aerial photographs and plan perspectives.** | **Pupils recognise landmarks and basic human and physical features.** | **Devise a simple map; and use and construct basic symbols in a key** | |
|---|---|---|---|---|
| LO: I know what location means.<br><br>LO: I can use location and directional language (e.g. near, far, left, right) | LO: I know what aerial view is.<br><br>LO: I can use aerial photos to describe location. | LO: I know how to use an aerial map to locate features.<br><br>LO: I can use an aerial map to recognise human and physical features of the school.<br><br>*Fieldwork through play - outdoor lesson- observe and describe the human and physical features of the school and surrounding environment. Chn could create outdoor information panels and signs. Label different areas with name made up by chn.* | LO: I know that maps use symbols to show where things are.<br><br>LO: I can devise a simple map and create my own key. | LO: I know how to use locational and directional language to describe a route on a map.<br><br>LO: I can devise a simple map and create my own key to describe the location of human and physical features. |

**Misconceptions –** Many chn arrive at school by car or public transport and less likely to walk than in the past. As a result they may have limited knowledge of the scale and characteristics of the landscape between the home and school e.g. thinking there may be dangerous animals the wood. Opportunities should be presented for the children to explore the surrounding environment with adults talking to them about what they notice.

**Key Qs –** Where is our school and what is it like? What do we like about our school and how could we make it better? How do we get to school and what are the best/safest routes for walking?

In this unit, pupils will deepen their knowledge of location and place of their immediate area of Fiveways. They will look at maps to identify human and physical features and be able to describe routes that they might take, by naming roads and linking to their everyday life. They will be able to locate and name surrounding areas to Fiveways. They will learn about different land uses, housing etc. Pupils will then use primary field work sources to find out why people live in Fiveways? This will include a field trip out to take pictures, draw sketches and create a tally of different houses and land use in the area. They will also ask questions to people (staff within the school) on what it is like to live in Five ways. At the end of the unit of work, pupils could produce a poster/leaflet answering their enquiry of 'What is it like to live in Fiveways?'

**Year 1 Spring**

*Where do I live? (Brighton)*

**Vocabulary** - hill, vegetation, South Downs, fields, beach, coast, sea, city, shops, parks, roads, bus stops, churches, golf course, tennis courts, office, town, semi-detached, bungalow, flat, detached, maisonette, terrace, residential, commercial, recreational, world, continent, Europe, country, county,

**NC objectives**

| **Pupils should develop knowledge about the world, the United Kingdom and their locality.** | **locational and directional language [for example, near and far; left and right], to describe the location of features** | **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.** | **understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom** | **devise a simple map; and use and construct basic symbols in a key** |
|---|---|---|---|---|
| LO: I know where Brighton is located.<br><br>LO: I can identify the human and physical features of Brighton. | LO: I understand the physical and human geography of Brighton and the local area.<br><br>LO: I can use simple locational and directional language – e.g. near far, left, right, between- to describe location of features and routes on a map. | LO: I know there are different land uses in Fiveways (housing, fun, work or residential, recreational and commercial).<br><br>LO: I can make simple observations about how the local land is used.<br>LO: I know about habitats disappearing and what we can do to help. | LO: I know there are different land uses in Fiveways (housing, fun, work or residential, recreational and commercial).<br><br>LO: I can construct basic symbols. | LO: I know the names of places in the city of Brighton – (Fiveways, Patcham, Hollingbury).<br><br>LO: I can devise a simple map of the local area about land use and construct basic symbols in a key |

| | | | | | |
|---|---|---|---|---|---|
| | | | ***Field trip – Fiveways*** | | |
| **Key Qs** - What do we mean by the local area? What are the key features in our local area? What is our locality like? | | | | | |
| Pupils will now extend their sense of place and where they live to situate within the wide world of the UK. They will use their knowledge of the physical and human geography of Brighton to compare it to London (non-coastal). They will learn about the countries and their capitals that make up the UK and begin to identify some key human and physical landmarks of these location. They will learn that the UK is an island and be able to name the seas, channel and oceans that surround it. They will continue to discuss the daily weather patterns through observations and conversations. | | | | | |
| **Year 1 Summer**<br><br>*Where do I live? (UK)* | **NC objectives** | | | | |
| | **use world maps, atlases and globes to identify the United Kingdom and its countries** | **understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom** | **name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas** | **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** | **devise a simple map; and use and construct basic symbols in a key**<br><br>*virtual fieldtrip around the 4 countries of the UK – chn to learn Capital city, national symbol and Patron Saint of each. Stick a huge class made map on wall and add features as they learn them. - Interactive -* |

| | | | | | |
|---|---|---|---|---|---|
| **Vocabulary** - hill, vegetation, South Downs, fields, beach, coast, sea, English Channel, river, ocean, mountain, city, shops, parks, roads, bus stops, churches, golf course, tennis courts, landmark, town, world, continent, Europe, county, East Sussex, Capital city, United Kingdom South downs, England, Scotland, Edinburgh, Wales, Cardiff, London, North Sea, Irish Sea, Atlantic Ocean. | LO: I know where Brighton is located on a UK map. Y<br><br>LO: I can locate and identify the characteristics of the 4 countries and capital cities of the UK and its surrounding seas. Y<br><br>(capital city, national symbol, patron saint of each) | LO: I know the human and physical characteristics of London.<br><br>LO: I can use physical and human vocabulary to describe the geography of Brighton and London | LO: I know the names of the 4 countries and capital cities of the UK and its surrounding seas. Y<br><br>LO: I can use physical and human vocabulary to compare the geography of Brighton and London. y | LO: I know the names and key characteristics of the 4 countries in the United Kingdom (physical – rivers, mountains and human – landmarks). Y<br><br>LO: I can use simple locational and directional language – e.g. near far, left, right, between, to describe location of features and routes on a map. Y | LO: I know the names and key characteristics of the 4 countries in the United Kingdom (physical – rivers, mountains and human – landmarks). y<br><br>LO: I can devise a simple map of the UK and construct basic symbols in a key |
| **Misconceptions** – A country is a largely abstract concept with many facets so children find it hard to say what a country really is. Concentrating on distinguishing features such as the flag and national emblems (symbol & Patron Saint) is one way of understanding national identity.<br>**Key Qs** – What is the United Kingdom like? What are the key differences between countries of the UK? Where is the UK in relation to other countries? | | | | | |
| In this unit, pupils will continue their understanding of their locality by continuing to situate Brighton within the UK (within the wider map of the world). Using primary and secondary fieldwork sources they will explore their wider community and learn about the neighbouring towns to Brighton and how different the landscape can look from the beach to the South Downs. They will explore local landmarks both human and physical to compare (e.g. the beach, the South Downs, Shoreham Port) and explain how and why different vegetation is grown in contrasting places. Daily discussions around the weather will continue to support their understanding that the seasons affect the weather patterns. | | | | | |
| **Year 2 Autumn**<br><br>*Where do I live (situate Brighton, UK within the wider world map) and how does it compare to the surrounding areas?* | **NC objectives** | | | | |
| | **use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features** | **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,** | **I understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom** | **devise a simple map; and use and construct basic symbols in a key**<br><br>**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** | |

| | | | | | |
|---|---|---|---|---|---|
| **Vocabulary -** hill, vegetation (trees, woodland, bushes, plants, soil), field, cliff, sea, river, town, village, port, marina, pier, residential, industrial, factory, shops, farm, tourism, high street, groyne, lighthouse, South Downs, world, city, United Kingdom England, direction, route, left, right, just above, next to, behind, closest, nearby, in front of, aerial, symbol, key, perspective, view. seasons | | **village, factory, farm, house, office, port, harbour and shop** | | | |
| | LO: I know that Brighton is made up of different areas.<br><br>LO: I can identify the physical and human landmarks of Brighton.<br><br>LO: I know that the seasons contribute to weather patterns.<br><br>LO: I can explain that the changing weather in Brighton is due to the seasons. | LO: I know the physical and human features of Brighton and its surrounding areas.<br><br>LO: I can describe the physical and human features of Brighton and its surrounding areas | LO: I know that there are different landscapes across Brighton and the surrounding towns.<br><br>LO: I know why there are different vegetation grown in different parts of Brighton.<br><br>LO: I can explain why different vegetation is grown in different parts of Brighton and the surrounding areas.<br><br>LO: I can explain the similarities and differences of the human and physical features of Brighton and a | LO: I know the 4 compass directions and can use them to describe the location of features.<br><br>LO: I know what basic symbols on a map mean<br><br>LO: I can devise a simple map of Brighton and the surrounding areas UK and construct basic symbols in a key to label human and physical features. | ***Fieldwork – in school grounds to explore what is grown?*** |

| | | | | | |
|---|---|---|---|---|---|
| | | | local (contrasting) town | | |
| In this unit, pupils will expand their locational knowledge further by learning about the 7 continents and 5 oceans. Within this, they will learn the difference between climate and weather before locating countries that lie within the hot and cold regions (including the polar exploration from their History unit) and discussing what the weather conditions are like in each region. They will then compare the weather and climate of these regions to their locality. | | | | | |
| **Year 2 Spring**<br><br>*How does the climate where I live compare to the hottest and* | **NC objectives** | | | | |
| | **name and locate the world's seven continents and five oceans** | **the location of hot and cold areas of the world in relation to the Equator and the North and South Poles** | **use simple compass directions (North, South, East and West)** | **the location of hot and cold areas of the world in relation to the Equator and the North and South Pole** | |

| | | | | |
|---|---|---|---|---|
| *coldest places in the world and why?*<br>(Ensure the cold place refers to the location covered by the polar explorer in the forthcoming history unit)<br><br>**Vocabulary -** continent, ocean, sea, climate, weather, equator, north and south pole, compass points, north, south, east, west, atlas, region, physical feature, human feature, desert, ice.<br><br>Extra 2 hours required to include an activity where the climate change curriculum objectives can be explored in one extended session (in green) | LO: I know the names of the 7 continents and 5 oceans<br><br>LO: I can use atlases and globes to locate the 7 countries and 5 oceans.<br><br>LO: I know that climate explains the weather conditions in a place.<br><br>LO: I can explain the difference between weather and climate.<br><br>LO: I understand the distinction between 'weather' and 'climate' | LO: I know where the equator and the N & S Poles are.<br><br>LO: I can use atlases to locate the equator and the N&S poles.<br><br>LO: I know the climate of the countries that lie on the equator and those at the N&S poles.<br><br>LO: I can describe the climate of countries that lie on the equator and the N&S Poles and suggest why they are different. | LO: I know how to use compass points.<br><br>LO: I can use 4 compass points (N, S, W, E) to describe location of continents, seas and where countries are in relation to climate regions | LO: I know the physical and human geography of countries on the equator and at the poles.<br><br>LO: I know that the climate can affect the weather patterns in any location.<br><br>LO: I can use secondary sources to compare the climate and weather patterns in Brighton to the arctic (cold place) and Brighton to an equatorial country (hot place).<br><br>*Fieldwork enquiry*<br><br>LO: I understand that some human activity causes pollution in the air which is affecting the world's climate / making the world hotter e.g., heating homes, consumption, travel.<br><br>LO: I know that the climate is always changing but is changing faster today than it has before<br><br>LO: I understand the impacts of our changing climate on some animals and environments both in our locality (school/city/beach/Downs) and elsewhere.<br><br>LO: I know some of the impacts of our changing climate on people, both in our locality and elsewhere.<br><br>LO: I know that some impacts of our changing climate are happening now and others will happen in the future |

| | | | | |
|---|---|---|---|---|
| | | | | LO: I can begin to understand that the future will be different depending on what we do now |

In this unit, pupils will build upon their knowledge about the world and the link between climate and the position of a country in relation to the equator by learning about Jamaica and its neighbouring islands. They will learn about the human and physical geography of Jamaica and compare it to where they live.

**Year 2 Summer**

*How does the human and physical geography where I live compare to a non-European country?*

**Vocabulary** - Jamaica, Caribbean, Brighton, sea, equator, climate, physical feature beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season, weather, human feature, city, town, village, factory, farm, house, office, port, harbour and shop, symbols, key, map, atlas.

**NC objectives**

| **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** | **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** | **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:** | **the location of hot and cold areas of the world in relation to the Equator and the North and South Poles** | **devise a simple map; and use and construct basic symbols in a key** |
|---|---|---|---|---|
| LO: I know where in the world Jamaica is located and which seas surround it.<br><br>LO: I can locate Jamaica (and its surrounding seas) on a map and describe its physical features.<br><br>(Revisited) LO: I understand the distinction | LO: I know the similarities and differences in the physical geography of Jamaica and Brighton.<br><br>LO: I can compare the physical geography of Jamaica to Brighton. | LO: I know the position of Jamaica in relation to the equator.<br><br>LO: I know the similarities and differences between Jamaica and Brighton's climate. | LO: I know the similarities and differences in the human geography of Jamaica and Brighton.<br><br>LO: I can describe what it might be like to live in Jamaica.<br><br>***Project – chn could write a simple story*** | LO: I can create a map and construct basic symbols on a key. |

| | | | | | |
|---|---|---|---|---|---|
| | between 'weather' and 'climate' | | LO: I can describe the similarities and differences of the climate in Jamaica and Brighton.<br><br>**CHALLENGE** – begin to make links between climate and position | ***or draw a picture about life in Jamaica and label human and physical features to demonstrate understanding.*** | |
| In this unit, pupils will return to their locality of Brighton and this time situating it within the South East of England, in the county of Sussex. They will learn that the UK is made up of geographical regions (including their topographical (features) and that within these lie counties. They will use a range of maps to locate the counties (some major cities and capitals). They will finish by looking at Brighton as a seaside resort (both then and now) before comparing with a seaside in another geographical region to consider why some are more popular than others (as an attraction – land use). | | | | | |
| **Year 3 Autumn**<br><br>*Where do I live? (situate Brighton, in the South East of England within the county of Sussex)* | **NC objectives** | | | | |
| | **name and locate counties and cities of the United Kingdom, geographical regions and their key topographical features**<br><br>**use maps, atlases, globes and digital/computer mapping** | **name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features** | **name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features** | **land-use patterns; and understand how some of these aspects have changed over time**<br><br>**understand geographical similarities and differences - physical geography of a region of the United Kingdom** | **human geography, including: land use, economic activity** |
| | LO: I know how to use 8 points of a compass.<br><br>LO: I know the **geographical regions** of the UK and their topographical features.<br>LO: I know some symbols on an OS map.<br><br>LO: I can use a map to locate the geographical | LO: I know the counties and cities (and capitals) of the UK.<br><br>LO: I know how to use four-figure grid ref.<br><br>LO: I can locate the counties and some cities (and | LO: I know how the physical and human geography of Brighton seaside has developed over time.<br><br>LO: I can explain why the land use of Brighton seaside (tourism) | LO: I know that there are similarities and differences between the physical geography of different seasides around the UK.<br><br>LO: I can explain why the physical geography of Brighton makes it a popular seaside | ***Field Trip – Brighton Seaside*** |

| | | | | | |
|---|---|---|---|---|---|
| **Vocabulary -** Topographical, Geographical, region, Coastal, chalk hills, South Downs, sea, rivers, woodland, Four-figure Grid Reference, Compass, Population, settlement, land use, tourism agriculture, farming, city, towns, South-East, South, South-West, West, East, North, North-East, county, capital city, seaside, East of England, East Midlands, Greater London, North East, North West, South East, South West, West Midlands, Yorkshire and the Humber | regions of the UK using 8 points of a compass and use symbols to compare their topographical features. | capitals) of the UK on a range of different maps using four-fig grid refs.<br><br>***chn to play a battleships style game to locate counties using compass points and grid refs*** | has changed over time.<br><br>LO: I can use digimaps to explore a changing Brighton seaside.<br><br>CC: I can identify a range of observed impacts of our changing climate on people locally and across the world | resort by comparing it to a contrasting geographical region. | |
| In this unit, pupils will build on their knowledge of the UK by comparing it to another region in a European country - Italy. They will learn where in the world Italy is and its bordering countries (and their capital cities). They will learn about the significance of the location of a country in relation to the equator and the poles and the effect this has on climate. They will learn about the human and physical similarities and differences between where they live (the UK) and Italy. | | | | | |
| **Year 3 Spring**<br><br>*How does the climate of where I live compare to Italy and why?* | **NC objectives** | | | | |
| | **identify the position Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle**<br><br>**use maps, atlases, globes and digital/computer mapping** | **locate the world's countries, using maps to focus on Europe (including the location of Russia) - key physical, countries, and major cities** | **include the location and characteristics of a range of the world's most significant human and physical features understand geographical similarities and differences through the study human and physical geography of a region of the United Kingdom, a region in a European country** | **describe and understand key aspects of: physical geography, including: rivers, mountains, volcanoes** | **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** |
| | LO: I know where the Equator, Poles, | LO: I know the oceans around Europe (recap) | LO: I know the difference between weather | LO: I know the physical | LO: I know the human |

| | | | | | |
|---|---|---|---|---|---|
| Vocabulary- Lowlands, uplands, mountains, lakes, rivers, vegetation, cliffs, beaches, valleys, climate, vegetation, ocean, continent, country, sea, climate zones, coastline, peninsula, mainland, islands, elevation, mountain range., borders, volcanoes, settlement, land use, population, tourism, exports, industry, imports. landmarks, language,<br><br>Extra 1 hour required to include climate change curriculum objectives (in green) | Tropics and the Hemispheres are.<br>LO: I know that UK is in Northern Europe, Italy is in Southern Europe.<br>LO: I can locate and identify the position and significance of Equator, N & S hemispheres, Tropic of Cancer & Capricorn, Arctic and Antarctic Circle.<br><br>LO: I can use atlases, globes, and digital mapping to locate countries. | and the countries (and their capital cities) that border Italy.<br><br>LO: I can locate Italy and its bordering countries (and their major cities) on a map. | and climate and that the UK has a temperate climate and Italy has a Mediterranean one.<br><br>LO: I can describe the climate in Italy and explain the significance of its position on a globe.<br><br>LO: I understand the importance of trees for the climate and can explain why protecting / replanting forests is important for the climate.<br><br>LO: I know that action or lack of it now will have an effect on these different futures. | characteristics of my locality and of Italy.<br><br>LO: I can use a range of maps to describe the physical geography (rivers, mountains) of the UK and of Italy. | characteristics of my locality and of Italy.<br><br>LO: I can use secondary fieldwork to describe what it is like to live in Italy. |
| In this unit, the children will learn about what lies beneath the surface of the Earth. The children will investigate eruptions and earthquake which will lead onto work on tectonic plates. They will look at features of a volcano and what happens when it erupts. They will use a map to locate some of the key volcanoes across the world and learn about the human impact of an eruption or earthquake on a community. | | | | | |
| **Year 3 Summer** | **NC objectives** | | | | |

| | | | | | |
|---|---|---|---|---|---|
| *How do volcanoes occur and what is it like to live near one?*<br><br>**Vocabulary -** Boundaries, volcano, plates, core, mantle, tectonic, crust, eruption, Ring of Fire, magma, dormant, active, disaster, population | **include the location and characteristics of a range of the world's most significant human and physical features**<br>**locate the world's countries, using maps to focus on Europe concentrating on their environmental regions, key physical and human characteristics.** | **describe and understand key aspects of: physical geography, including: volcanoes and earthquakes** | **understand geographical similarities and differences through the study of human and physical geography**<br><br>**locate the world's countries, using maps concentrating on their key physical and human characteristics** | **human geography, including: types of settlement and land use,** | **develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge** |
| | LO: I understand the physical geography that causes a volcano.<br><br>LO: I know where volcanoes are found.<br><br>LO: I can explain what happens when tectonic plates meet.<br><br>LO: I can locate some volcanoes on a map (past and present).<br><br>LO: I can locate the ring of fire. | **Quick RECAP ONLY -** LO: I know where the Equator, Poles, Tropics and the Hemispheres are.<br><br>LO: I can locate and identify the position and significance of Equator, N & S hemispheres, Tropic of Cancer & Capricorn, Arctic and Antarctic Circle.<br><br>LO: I know the parts of a volcano.<br>LO: I can explain what happens when a volcano erupts. | LO: I know that there are different types of volcanoes (extinct, dormant, active).<br>LO: I know how the land is used around volcanoes and why people choose to settle there.<br>LO: I can use secondary fieldwork sources to describe the advantages and disadvantages of living in a volcanic area.<br>***Secondary fieldwork to explore what life is like living near volcanoes*** | ***This can be a stem activity -***<br>LO: I know where and why earthquakes occur.<br><br>LO: I can describe where and why earthquakes occur. | ***Chn explore through STEM activity what it is like to be in an earthquake*** |
| In this unit, the children will focus on the physical geography of rivers. They will understand the key features of a river and the different stages and use fieldwork to explore the journey of a river in Sussex. They will learn about erosion and deposition and that the river forms part of the water cycle. They will learn to locate rivers on an Ordnance Survey map by reading symbols and create a 'river' of their own. | | | | | |
| **Year 4 Autumn** | **NC objectives** | | | | |

| | | | | | |
|---|---|---|---|---|---|
| *What is the journey of a river in Sussex and how is it changing?*<br><br>**Vocabulary -** Source, mouth, meander, V-shape valley, tributary, ox-bow lake, coast, erosion, deposition, tidal, hills, mountains, dams, canals, flooding, ports, harbours, trade links, energy, travel, recreation, farming<br><br>The climate change additions are light touch only which could be presented as a way of discussing changes to water levels and rivers drying out – no extra time. | **the United Kingdom - physical characteristics, key topographical features (including hills, mountains, coasts and rivers)**<br><br>**four –figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom** | **describe and understand key aspects of: physical geography, including: rivers, mountains, and the water cycle** | **name and locate key topographical features (including hills, mountains, coasts and rivers)** | **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.**<br><br>**use the eight points of a compass (to be actively done on school trip)** | |
| | LO: I know the key topographical features of Sussex including rivers.<br><br>LO: I can identify key topographical features of Sussex on an ordnance survey map.<br><br>LO: I can use 4 figure grid references to locate main rivers of the UK. | LO: I know the key features of a river.<br><br>LO: I can explain the journey of a river. | LO: I know what features are formed through erosion and deposition.<br><br>LO: I know that the river is part of the water cycle. (This is also covered in science so planners need to decide how best to cover it)<br><br>LO: I am familiar with the term 'Climate Change'<br><br>LO: I can explain erosion, deposition and transportation. | LO: I know what features are formed through erosion and deposition and can locate them on a map. | LO: I know what the key topographical symbols on a map represent.<br><br>LO: I can create a map/river showing topographical features (including rivers) of Sussex.<br><br>***Trip to River Cuckmere (when back open) / Adur fieldwork.***<br><br>***Chn to create a river in the school grounds*** |

In this unit, pupils will build on their knowledge of the UK by focusing on a mountainous region (Snowdonia) and comparing the human and physical environment to that of a mountainous region in Europe (The Alps). Learning about mountains will build on their prior learning as they learn that they are the origin of many rivers whilst making links with the water cycle.

**Year 4 Spring**

*How are mountains formed and how do they compare across Europe?*

**Vocabulary -** Hills, mountains, volcanoes, contour lines, origin, region, tourism, avalanche, mountainous

**NC objectives**

| **locate the world's countries, using maps to focus on Europe concentrating on their environmental regions, key physical and human characteristics**<br><br>**United Kingdom - geographical regions and their identifying human and physical characteristics, key topographical features - mountains and understand how some of these aspects have changed over time** | **use maps, atlases, globes and digital/computer mapping to locate countries**<br><br>**use the eight points of a compass, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world** | **describe and understand key aspects of: physical geography, including: climate zones, rivers, mountains and the water cycle** | **describe and understand key aspects of: human geography, including: types of settlement and land use, food, minerals and water** | **use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods** |
|---|---|---|---|---|
| LO: I know there are different types of mountain and how they are formed.<br><br>LO: I understand the physical process that create volcano (Mount Snowdon) and fold mountains (Alps- Mount Blanc).<br><br>***Chocolate biscuit activity to form a mountain*** | LO: I know the features of a mountain/ mountain range and what contour lines are.<br><br>LO: I can describe the key features of a mountain range and use contour lines to identify mountain ranges. | LO: I know the main mountains of Europe (their countries and capitals) and the rivers they are linked with.<br><br>LO: I can use a map to locate the key mountain ranges of Europe (including countries/capitals and rivers they are linked to). | LO: I know the advantages and disadvantages of living near a mountain.<br><br>LO: I can use secondary fieldwork sources to describe the human impact of living near a mountain. | LO: I know the similarities and differences of the human and physical geography of a mountain area in the UK (Snowdonia – Mount Snowdon) and a mountain region in Europe (Alps- Mount Blanc).<br><br>LO: I can describe the key differences and |

| | | | | | |
|---|---|---|---|---|---|
| | | | LO: I can describe ways in which mountains are changing over time (linked to climate change and ice caps). (light touch only) | | similarities of the human and physical characteristics of contrasting mountain ranges. ***Create a tourist guide of both mountain region to persuade visitors.*** |
| In this unit, pupils will build upon their knowledge of rivers and compare the physical and human geography of the Amazon River to the River Thames. They will begin to learn about how both the rivers and the land around them is used before going on to explore the human impact of living near a river. They will finish this unit by drawing together all their physical and human geographical knowledge to justify which river they would rather live by. | | | | | |
| **Year 4 Summer**<br><br>*How does life by a river in the UK (Thames) compare with life by a river in South America (Amazon)?* | **NC objectives** | | | | |
| | **Pupils should extend their knowledge and understanding beyond the local area to South America. This will include the location and characteristics of a range of the world's most significant human and physical features.**<br><br>**use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied**<br><br>**identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn,** | **describe and understand key aspects of: physical geography, including: climate zones, biomes and rivers** | **describe and understand key aspects of: human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water** | **understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region within South America** | **use the eight points of a compass, four figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world** |

| | | | | | |
|---|---|---|---|---|---|
| **Vocabulary -** Source, mouth, meander, V-shape valley, tributary, ox-bow lake, coast, erosion, deposition, hills, mountains, flooding, ports, harbours, trade links, energy, travel, recreation, farming, irrigation, borders, canals, reservoirs, mills, dams, agriculture, industry. | LO: I know important rivers around the world and their location. (Nile, Amazon, Ganges etc).<br><br>LO: I know what biomes (light touch) and climatic zones the main world rivers are found in.<br><br>LO: I can use atlases, globes and digital mapping to locate the main world rivers. | LO: I know the countries that the Amazon River and its tributaries flow through (and their capital cities) and what it is used for.<br><br>LO: I know what a river basin is.<br><br>LO: I can use different types of maps (aerial, physical, political).<br><br>LO: I can identify the position of Equator, N & S Hemispheres, Tropic of Cancer & Capricorn, Arctic and Antarctic Circle and explain its significance in relation to the South America and its climate. | LO: I know the human features of the main rivers of the world (Amazon) and how the land around is used.<br><br>LO: I know the similarities and differences by studying the human and physical geography of a river in the UK (Thames) and the Amazon (Manaus, Brazil). | ***Children research and create a project explaining and justifying whether they would rather live by the Thames or by the Amazon – they should create their own map demonstrating their understanding of climate zones/equator/symbols***<br><br>LO: I can explain how drought affects the area around the river.<br>LO: I understand the impact of flooding.<br><br>LO: I can use secondary fieldwork sources to describe what it is like to live near a river – advantages and disadvantages, the impact of human interaction on the environment<br><br>LO: I know about some of the impacts that higher temperatures are having on people already. | |

In this unit, pupils investigate what coasts are, how they are formed and why they are constantly changing. They will study coastal formation by learning about the processes of erosion and deposition both locally in Sussex and around the UK and make comparisons. They will look at the physical and human processes that cause coastlines to change and the impact on both the physical and human environment whilst considering how we can overcome these challenges.

**Year 5 Autumn**

*How are the changing coastlines of my locality impacting on or by the human and physical geography?*

*https://www.sussexlive.co.uk/news/sussex-news/sussex-coastal-areas-risk-disappearing-8093507*

*https://www.sussexlive.co.uk/news/sussex-news/sussex-parts-danger-washed-sea-4762354*

*https://www.telegraph.co.uk/news/2021/08/03/beachy-head-lighthouse-moved-inland-20-years-first-relocation/*

**Vocabulary -** Coast, cliff, bays, tides, headlands, caves, beaches – sandy/pebbly, weathering, erosion, tides, rock, retreating land, undercutting, weathering, harbours, ports, population, groynes, undercliff, buildings, travel, ferry, shipping, tourism, fishing, pollution, anchors.

**NC objectives**

| | | | | |
|---|---|---|---|---|
| **This will include the location and characteristics of a range of the world's most significant human and physical features**<br><br>**use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied** | **the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including coasts), and land-use patterns; and understand how some of these aspects have changed over time** | **describe and understand key aspects of: physical geography and human geography, including: types of settlement and land use, economic activity** | **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.** | |
| LO: I know the key topographical features (coastlines) of Sussex and the UK.<br><br>LO: I know how it is effective to use different geographical representations (aerial images compared to topographical maps) when exploring features.<br><br>LO: I can identify key topographical features (coastlines) of Sussex and the UK on a map. | LO: I know key features of a coastline and that some landforms are caused by erosion.<br><br>LO: I can explain the process of coastal erosion and how this contributes to coastal features (landforms). | LO: I understand the process of deposition.<br><br>LO: I can identify erosional and depositional landforms.<br><br>***Fieldwork - required (chn can recreate coastal erosion and deposition within the school grounds using mud/sand)*** | LO: I know that there is a human and physical cause of our changing coastlines over time.<br><br>LO: I know that there is a human and physical impact on our changing coastlines.<br><br>LO: I can use primary and secondary sources to explain why our coastlines are changing over time and the human and physical impact. | *Local study to look at human impact of our changing coastlines in sussex – (e.g moving homes away from the cliffs)* |

| | | | | | |
|---|---|---|---|---|---|
| | LO: I can give my own views to explain the effectiveness of using different geographical representations. | | | | |
| In this unit, pupils will continue to build on their knowledge of Europe by learning the identifying characteristics of the environmental regions of Europe. They will position some of the other countries that make up Europe before focusing on Greece (in preparation for their History unit). They will compare the human and physical environment (including the climate and vegetation belt) of Greece to the UK. They will describe the physical geography of Greece, including Athens and the diverse coastline by learning about Attica and the terms 'archipelago' and 'triangular peninsula' and discover how this impacts on economic activity through import and export. | | | | | |
| **Year 5 Spring**<br><br>*How does Greece compare to where I live? (significance of position in relation to equator and topographical)*<br><br>**Vocabulary -** Coastlines, archipelago, triangular peninsula, Attica, islands, mountains, lakes, rivers, canyons, gorges, climate, sea, blue Flag, settlement, borders, vegetation belt, Aegean Sea, Parthenon, Acropolis, Greece, | **NC OBJECTIVES** | | | | |
| | **locate the world's countries, using maps to focus on Europe, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities**<br>**use maps, atlases, globes and digital/computer mapping to locate countries** | **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** | **land-use patterns**<br><br>**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** | **describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, 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.** | |

| | | | | | |
|---|---|---|---|---|---|
| Additional 1 hour required to incorporate climate change objectives (in green). | LO: I know the countries and major cities of Europe (including location of Russia).<br><br>LO: I can locate the countries and some major cities of Europe on a map. To include Athens<br><br>LO: I can locate Greece, its islands and surrounding seas on a map.<br><br>LO: I know the identifying characteristics of the environmental regions of Europe. (Western Uplands, North European Plain, Central Uplands, Alpine Mountains.)<br>LO: I can describe the identifying characteristics of the environmental regions of Europe and locate them on a range of maps. | LO: I know the physical geographical features of Greece including coastlines and the triangular peninsula.<br><br>LO: I can compare the physical geographical features (including coastlines and vegetation belts) of Greece to Sussex. | LO: I can create maps of the UK and Greece identifying patterns (including land use and height of land).<br><br>***Children create 3D maps from salt dough comparing Greece and the UK. Greece on include locating Athens and Attica, including land use differences and land height.*** | LO: I know what import and export is.<br><br>LO: I know that the physical geography of Greece (including position, climate and vegetation belt) influences import and export.<br><br>LO: I can explain import and export.<br><br>LO: I can explain how the physical geography (including position, vegetation, climate) of Greece influences the human geography (import/export).<br><br>LO: I understand how climate change is a factor in the current loss of biodiversity and can describe some. future predictions in connection with this | LO: I know the key human features of Greece.<br><br>To include Acropolis & Parthenon.<br><br>LO: I can compare the key human features of Greece with those of the UK. |

In this unit, pupils will investigate the world's main climate zones and biomes as they begin to consider the link. They will compare the features of a biome (including vegetation, wildlife, and climate) and discover the weather patterns that occur in each climate zone. They will compare climate data and understand how latitude is linked to climate and revisit the key understanding of the significance of position in relation to equator. The children will use practical exploration of the world's biomes and climate zones by creating 3D maps before going on to use their reasoning skills to answer some 'What if..?' questions to extend their thinking about the changing climates of the world.

**Year 5 Summer**

*How do the different climate zones & biomes around the world impact on the physical and human geography?*

**Vocabulary -** temperate, tropical, temperature, precipitation, hemisphere, axis, season, weather, climate, Equator, latitude, longitude, Tropic of Cancer, Tropic of Capricorn, arid, polar, Mediterranean, mountain, tundra, taiga, deciduous forest, desert, rainforest, vegetation, flora, permafrost, ecosystems, biome, weather, vegetation, water cycle, climatic zones, ice caps,

| **NC OBJECTIVES** | | | | |
|---|---|---|---|---|
| **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** | **use maps, atlases, globes and digital/computer mapping use the eight points of a compass and six-figure grid references, symbols** | **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** | **use fieldwork to observe, measure, record and present the human and physical features** ***Chn carry out study to explore similarities and differences of a range of climate zone/biome and impact on physical and human geography.*** | **identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle,** |
| LO: I know what the lines of longitude and latitude are and how latitude is linked to climate.<br>LO: I can locate a place using longitude and latitude coordinates.<br>LO: I know the different climate zones of the world and their characteristics.<br><br>LO: I know the main biomes of the world. | LO: I know that biomes are areas of the world with similar climates, landscapes and vegetation.<br>LO: I can explain the weather patterns within a climate zone.<br><br>LO: I can compare the main biomes of the world by describing their key characteristics (including | LO: I know that the position of a biome in relation to the Equator, N & S Hemispheres, Tropic of Cancer & Capricorn, Arctic and Antarctic Circle impacts on its climate.<br><br>LO: I can explain the significance of the location of a biome and its climate in relation to the Equator, N | LO: I know the similarities and differences by studying the human & physical geography of two of different climate zones.<br><br>LO: I know that the climate will impact the physical and human geography of a location.<br><br>LO: I can explain what might be the | ***chn to create a 3D map of the world describing the main biomes and climate zones.*** |

| | | | | | |
|---|---|---|---|---|---|
| Additional 2 hour required for inclusion of climate change curriculum objectives (in green). | LO: I can locate the main climate zones and biomes of the world using a map and explain their link.<br><br>LO: I can explain how the lines of latitude are linked to climate. | vegetation and climate). | & S Hemispheres, Tropic of Cancer & Capricorn, Arctic and Antarctic Circle.<br><br>LO: I understand the impact of climate change on ecosystems locally and across the world, both in the present and a range of future scenarios.<br><br>LO: I can identify a range of impacts of our changing climate on people in the past and present, in their local area, in the UK, and also across the world | physical and human impact if the climate of a biome significantly changed.<br><br>**e.g. What if the rainfall in the tropics started to fall on the desert instead?**<br><br>**e.g. What if all the polar ice caps melted?**<br><br>LO: I can identify current impacts, and a range of predicted future impacts depending on levels of heating, including human migration. | |
| In this extended unit, the children will learn what trade is and understand why it is necessary. They will learn about the main products traded across the world and who the UK's trade links are. They will return to climate to explain how this influences food (and others resources) being produced. The children will learn about the importance of Fairtrade and learn that the city of Brighton & Hove is a Fairtrade city before exploring a case study to investigate the difference that Fairtrade is having on communities. In the later part of Autumn, the children will spend some time developing their Map Skills and use of local ordnance survey maps to prepare them for their fieldwork in the Spring Term. | | | | | |
| Year 6 Autumn 1 & Autumn 2 | **NC OBJECTIVES** | | | | |
| Brighton & Hove is a Fairtrade city.<br>https://www.bhft.org.uk/ | **locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America,** | **the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical** | **identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the** | **understand geographical similarities and differences through the study of human and physical geography of a region of the United** | **physical geography- climate zones, biomes human geography- settlement and land use, economic activity including trade links,** |

| | | | | | |
|---|---|---|---|---|---|
| https://schools.fairtrade.org.uk/fairtrade-schools-awards/how-to/<br><br>*How does my local community contribute to trade and support Fairtrade?*<br><br>To include import of energy by the UK – topical<br><br>**Vocabulary** - Trade, globalisation, supply chain, companies, business, imports, exports, Fairtrade, food miles, food security, population, pollution, climate, carbon footprint, weather,<br><br>Grid reference, eastings, northings, ordnance survey | **concentrating on their environmental regions, key physical and human characteristics, countries, and major cities**<br>**use maps, atlases, globes and digital/computer mapping** | **features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time** | **Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)** | **Kingdom, a region in a European country, and a region within North or South America**<br><br>**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.** | **and the distribution of natural resources including energy, food, minerals and water**<br><br>**use 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** |
| | LO: I know what trade is and some of the main products traded across the world.<br><br>LO: I know that the climate zones of the world impact on their food production.<br><br>LO: I know what food miles are and can explain carbon footprint.<br><br>LO: I understand and can explain the world's trade links (imports/exports)<br><br>LO: I can identify a range of impacts of our changing climate | LO: I can use maps to identify the origin of the products that are traded.<br><br>LO: I know the movement of trade across the world.<br><br>LO: I can create a map to show the journey of a main import to the UK (using symbols and keys).<br><br>LO: I know what food miles are and can explain some of the concerns about food miles. | LO: I know what Fairtrade is.<br><br>LO: I can explain the importance of Fairtrade. | LO: I know that Fairtrade is making a difference.<br><br>LO: I can use primary and secondary sources to explain how Fairtrade is making a difference to communities. | LO: I know what the symbols on an OS map mean and how to use six=figure grid references.<br><br>LO: I know what the eastings and northings are.<br><br>LO: I know how to use digital mapping.<br><br>LO: I can use OS maps, digital mapping and six-figure grid references to build my knowledge of the UK. |

| | | | | | |
|---|---|---|---|---|---|
| | on people in the past and present, in their local area, in the UK, and also across the world | LO: I can explain simply what a carbon footprint of an individual, a product, or an activity is. | | | LO: I know how to use the eight points of a compass.<br>LO: I can use the eight points of a compass. |
| In this shorter unit (which is linked to their World War Two History), the children will explore the local impact of World War Two by looking at the changing physical and human landscape of Brighton. They will use a range of different maps (OS, sketch maps and digimaps) and 6 figure grid references to carry out fieldwork in their locality by going on a bomb walk of Brighton. | | | | | |
| Year 6 Spring | **NC OBJECTIVES** | | | | |
| **Vocabulary -** grid reference, sea, ocean, eastings, northings, ordnance survey | **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**<br>**use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied** | **use 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.** | | |

***This unit is to be mostly fieldwork out in the community.***

| | | | | | |
|---|---|---|---|---|---|
| | LO: I know why the location of Brighton made it vulnerable to attack during WW2.<br><br>LO: I can use atlases, globes, sketch maps and digital mapping.<br><br>LO: I can give my own views to explain the effectiveness of using different geographical representations. | LO: I understand how and why the landscape of our local area has changed since WW2<br>LO:I can explain similarities and changes within the environment and landscape by using maps and photographs | LO: I know what the symbols on an OS map mean and how to use 6 figure grid references.<br>LO: I can use OS maps and 6 figure grid references. | ***Fieldwork- bomb walk in the local area*** | |
| In this unit, pupils will extend their knowledge about the world by taking a virtual trip through North and Central America. They will begin by collaboratively building their own map of the USA, one state at a time. They will learn about the diverse human and physical geography of the Americas by exploring how the landscape and climates differs before focusing on the impact on population density and economic activity. The children will observe the different time zones both within America and across the world by learning about the Prime Meridian in Greenwich and the lines of longitude (meridian lines) across the world. | | | | | |
| Year 6 Summer | **NC OBJECTIVES** | | | | |
| | **locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities** | **identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)** | **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.<br>describe and understand key aspects of physical geography.** | **Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity.** | |

| | | | | | |
|---|---|---|---|---|---|
| **Vocabulary -** climate zones, biomes, landmark, rivers, mountains, seas, Prime Meridian, Greenwich, hemispheres, East, West, London, meridians lines, settlement, tourism, population distribution, natural resources, trade, supply chain, environment, economy, states | LO: I know the countries/states and Capitals of North and Central America.<br><br>LO: I can use an atlas to locate countries, states and capitals. | LO: I know the names of the states of the USA.<br>LO: I can create a map to show the location of the US states.<br><br>LO: I can use an atlas and digital resources to name state capitals and compare population densities | LO: I know North America has more than one time zone.<br><br>LO: I know the imaginary lines (meridian lines) across the earth known as the lines of longitude determine time zones.<br><br>LO: I can explain what GMT means and why we have time zones.<br><br>LO: I can abstract data from graphs. | LO: I know key physical and human features of the USA.(Niagara falls, Grand Canyon, Rocky Mountains, Las Vegas, Empire State building, Disneyworld)<br><br>LO: I can explain the geographical processes that have led to the creation of some famous physical features. | LO: I know how the physical features of North America affect the human activity.<br><br>LO: I can primary and secondary sources to explain why people visit key North American landmarks (land use, economic activity) |