

Geography

Key Stage 1 – Year 1 & Year 2

<p>Come Fly with Me Arctic Circle</p>	<p>Skills Ge3 Recognise and observe main human and physical features Ge4 Recognise different types of weather and climate Ge6 Communicate in different ways using simple geographical information and vocabulary Ge8 Use globes, maps and plans</p>	<p>Concepts NC - 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 A. To know what the Arctic Circle is and be able to locate the Arctic Circle on a map B. To understand about the weather and climate in the Arctic Circle C. To learn about the Inuit people group and their customs and traditions D. To learn about the Aurora Borealis (Northern Lights)</p>	<p>Land Ahoy!</p>	<p>Skills Ge12 Recognise, observe, describe and record physical human features Ge15 Locate key features on globes, maps and plans Ge18 Communicate in different ways using appropriate geographical vocabulary, e.g. locational and directional language Ge21 Make simple maps and plans</p>	<p>Concepts NC - 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 A. To name and locate the world's continents and oceans (NC) B. To name and identify key physical features, such as: beach, coast, forest, hill, mountain, ocean, river, vegetation (NC) C. To know and use simple compass directions (North, South, East and West) and locational language (e.g. near and far) to describe the location of features and routes on a map (NC)</p>
<p>Unity in the Community</p>	<p>Skills Ge1 Explore and discover the interesting features of the local environment Ge2 Explore and discover where different foods come from Ge3 Recognise and observe main human and physical features Ge4 Recognise different types of weather and climate Ge6 Communicate in different ways using simple geographical information and vocabulary Ge8 Use globes, maps and plans Ge9 Make simple plans</p>	<p>Concepts A. To learn about the geography of the school and the key human and physical features of its grounds and immediately surrounding environment. Use aerial photographs and plan perspectives to recognise landmarks and basic physical features of the local area. (NC) B. To know the key human features of the local area, including appropriate vocabulary such as city, town, village, factory, farm, house, office and shop (NC) C. To know the key physical features of the local area, including appropriate vocabulary such as beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation (NC) D. To know how to locate the school on a map E. To learn about how places have become the way they are and how they are changing F. To recognise changes in the environment and identify how the environment may be improved and sustained</p>	<p>Paddington's Passport</p>	<p>Skills Ge10 Ask and respond to geographical questions about people, places and environments Ge12 Recognise, observe, describe and record physical and human features Ge13 Identify links between their locality and other places in the UK and beyond Ge15 Locate key features on globes, maps and plans Ge16 Make simple comparisons between features of different places and say how these features influence life there Ge17 Use simple compass directions Ge18 Communicate in different ways using appropriate geographical vocabulary e.g. locational and directional language Ge20 Use aerial photographs and plan perspectives to identify landmarks and features Ge21 Make simple maps and plans</p>	<p>Concepts A. To know and use simple compass directions (North, South, East and West) and locational language (e.g. near and far) to describe the location of features and routes on a map (NC) B. To name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas (NC) C. To name and locate the world's seven continents and five oceans (NC) D. To know, understand and apply basic geographical vocabulary to refer to key physical features, including valley and coast (NC) E. To know, understand and apply basic geographical vocabulary to refer to key human features, including city, town, village, factory, farm (NC) F. To know how to recognise landmarks and basic physical features from aerial photos and plans (NC) G. To know where in the world some foods come from</p>
<p>Never Eat Shredded Wheat</p>	<p>Skills Ge2 Explore and discover where different foods come from Ge3 Recognise and observe main human and physical features Ge6 Communicate in different ways using simple geographical information and vocabulary Ge8 Use globes, maps and plans Ge9 Make simple plans</p>	<p>Concepts A. To know and use simple compass directions (North, South, East and West) and locational language (e.g. near and far) to describe the location of features and routes on a map (NC) B. To name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas (NC) C. To name and locate the world's seven continents and five oceans (NC) D. To know, understand and apply basic geographical vocabulary to refer to key physical features, including valley and coast (NC) E. To know, understand and apply basic geographical vocabulary to refer to key human features, including city, town, village, factory, farm (NC) F. To know how to recognise landmarks and basic physical features from aerial photos and plans (NC) G. To know where in the world some foods come from</p>			

Lower Key Stage 2 - Year 3 & Year 4					
Come Fly with Me Africa	<p>Skills</p> <p>Ge22 Ask and respond to questions to develop a sense of place</p> <p>Ge23 Collect and record evidence and begin to offer explanations</p> <p>Ge24 Investigate key aspects of human and physical geography</p> <p>Ge25 Explore places with different climate zones</p> <p>Ge26 Describe significant places located in the wider world</p> <p>Ge27 Identify similarities and differences between places and environments, understanding how they are linked</p> <p>Ge29 Use appropriate geographical vocabulary to communicate their findings</p> <p>Ge31 Use atlases, globes, maps and plans at a range of scales and draw simple maps and plans</p> <p>Ge32 Use ICT to help in geographical investigations</p>	<p>Concept</p> <p>NC - Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>A. To know the location of the continent of Africa and identify its largest countries</p> <p>B. To know about some aspects of African culture</p>	Picture Our Planet	<p>Skills</p> <p>Ge33 Ask and respond to geographical questions and offer their own ideas</p> <p>Ge34 Explore places with different climate zones and compare and describe how climate affects living things</p> <p>Ge35 Identify where significant places are located in the wider world</p> <p>Ge36 Observe and appreciate the relationship between the physical, built and economic and social environments</p> <p>Ge37 Identify how different ways in which people live around the world sometimes have consequences for the environment and the lives of others from local to global scales</p>	<p>Concepts</p> <p>NC - 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</p> <p>A. To know some key facts about Brazil / Scotland / Fiji</p> <p>B. To know some of the physical features of Brazil / Scotland / Fiji</p> <p>C. To know some of the human features of Brazil / Scotland / Fiji</p> <p>D. To understand some of the traditions and customs of Brazil / Scotland / Fiji</p> <p>E. To understand how Brazil / Scotland / Fiji is tackling conservation issues</p>
Under the Canopy	<p>Skills</p> <p>Ge22 Ask and respond to questions to develop a sense of place</p> <p>Ge23 Collect and record evidence and begin to offer explanations</p> <p>Ge25 Explore places with different climate zones</p> <p>Ge26 Describe significant places located in the wider world</p> <p>Ge28 Identify how the ways in which people live sometimes have consequences for the environment</p> <p>Ge29 Use appropriate geographical vocabulary to communicate their findings</p> <p>Ge31 Use atlases, globes, maps and plans at a range of scales and draw simple maps and plans</p>	<p>Concepts</p> <p>NC - Locate the world's countries, concentrating on environmental regions, key physical and human characteristics, countries, and major cities</p> <p>NC - 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)</p> <p>To learn about the tropical rainforest biome as an ecosystem</p>	Window on the World	<p>Skills</p> <p>Ge33 Ask and respond to geographical questions and offer their own ideas</p> <p>Ge34 Explore places with different climate zones and compare and describe how climate affects living things</p> <p>Ge36 Observe and appreciate the relationship between the physical, built and economic and social environments</p> <p>Ge37 Identify how different ways in which people live around the world sometimes have consequences for the environment and the lives of others from local to global scales</p> <p>Ge38 Use appropriate geographical vocabulary in communicating findings</p> <p>Ge40 Describe, compare and offer reasons for their views</p> <p>Ge41 Interpret information from different types of atlases, globes, maps and plans at a range of scales</p> <p>Ge42 Use secondary sources of information and ICT as part of investigations</p>	<p>Concepts</p> <p>A. To describe and understand key aspects of human geography, including types of settlement and land use (NC)</p> <p>B. To describe and understand key aspects of human geography, including economic activity, trade links and the distribution of natural resources including energy and food (NC)</p> <p>C. To locate and study an environmental problem faced by different continents, concentrating on their location, environmental regions, key physical and human characteristics, and countries</p>
Three Giant Steps	<p>Skills</p> <p>Ge22 Ask and respond to questions to develop a sense of place</p> <p>Ge23 Collect and record evidence and begin to offer explanations</p> <p>Ge24 Investigate key aspects of human and physical geography</p> <p>Ge25 Explore places with different climate zones</p> <p>Ge26 Identify where significant places are located in the UK, Europe and the wider world</p> <p>Ge27 Identify similarities and differences between places and environments and understand how they are linked</p> <p>Ge29 Use appropriate geographical vocabulary to communicate their findings</p> <p>Ge31 Use atlases, globes, maps and plans at a range of scales and draw simple maps and plans</p> <p>Ge32 Use ICT to help in geographical investigation</p>	<p>Concepts</p> <p>A. To understand geographical similarities and differences, through the study of human and physical geography, of a region or area of the United Kingdom (different from that taught at Key Stage 1), a region or area in a European country, and a region or area within North or South America (NC)</p> <p>B. To 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 (NC)</p> <p>C. To know about and 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) (NC)</p> <p>D. To identify similarities and differences between Dover UK, France and Canada</p>			

Upper Key Stage 2 - Year 5 & Year 6					
Come Fly with me America	<p>Skills Ge45 Investigate using an increasing range of primary and secondary sources of information Ge46 Analyse evidence and draw conclusions Ge47 Identify a range of geographical processes that cause change in the physical and human world in different places Ge48 Use appropriate geographical vocabulary to communicate in a variety of ways Ge49 Use atlases, globes, maps and digital /computer mapping at a range of scales</p>	<p>Concepts NC - Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied NC - Locate the world's countries, concentrating on environmental regions, key physical and human characteristics, countries, and major cities A. To be able to locate North and Central America, including some of the different countries and states B. To know about the weather and climate of North and Central America C. To identify the famous landmarks of North America, both physical and human</p>	Global Warming	<p>Skills Ge53 Ask questions, explore, describe and explain geographical patterns, similarities, differences and physical and human processes Ge54 Collect and record evidence independently Ge55 Investigate ways in which environments can be managed sustainably and why this is important now and in the future Ge57 Observe and explain how human patterns are influenced by both human and physical features Ge56 Identify and explain different views that people, including themselves, hold about topical geographical issues Ge58 Use and select primary and secondary sources of information and evidence, suggest conclusions and present findings in a variety of ways</p>	<p>Concepts A. To understand the meaning of the term 'pollution' B. To learn about water pollution and its effects C. To learn about air pollution and its effects D. To understand the link between waste and pollution</p>
In Your Element	<p>Skills Ge43 Ask suitable geographical questions leading to investigation Ge45 Investigate using an increasing range of primary and secondary sources of information Ge46 Analyse evidence and draw conclusions Ge47 Identify a range of geographical processes that cause change in the physical and human world in different places Ge49 Use atlases, globes, maps and digital /computer mapping at a range of scales Ge52 Use appropriate field work techniques and instruments to observe, measure and record human and physical features in the local area</p>	<p>Concepts NC - To name and locate countries and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts, rivers), and understand how some of these aspects have changed over time NC - Describe and understand key aspects of human geography, including distribution of natural resources including energy, food, minerals and water Earth A. To name and locate the main UK and world mountains B. To learn about different types of rocks, soils and minerals C. To learn about earthquakes Fire D. To name and locate famous volcanoes, studying different types of volcanic material e.g. lava Water E. To learn about tsunamis and their link with earthquakes F. To name and locate the main UK and world rivers and seas G. To learn about the use of water in trade links H. To learn about the distribution of water and water supplies e.g. drought, flooding Air I. To learn about climate zones J. To know the difference between a tornado, hurricane and cyclone</p>	Time Team	<p>Skills Ge54 Collect and record evidence independently Ge59 Use atlases, globes, maps and digital /computer mapping at a range of scales, including four and six-figure grid references Ge60 Draw plans and maps at a variety of scales Ge62 Use symbols and keys when sketching maps, plans and graphs</p>	<p>Concepts NC -To use fieldwork to observe, measure and record human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies A. To locate and name five key landmarks in the local area using maps and plans B. To learn about the five key landmarks, using a variety of sources and asking relevant questions, discovering how they have changed over time C. To use their recent learning to plan a tour of the area for their famous visitor from the past, explaining how it has changed over time. D. To know how to apply their knowledge when giving a guided tour of the local area</p>