

Springvale Primary School



Curriculum Medium Term Planning/Progression of skills, knowledge and key vocabulary

Geography

INTENT: At Springvale Primary School we believe that Geography helps to provoke and provide answers to questions about the natural and human aspects of the world. Children are encouraged to develop a greater understanding and knowledge of the world, as well as their place in it. The Geography curriculum at Springvale enables children to develop knowledge and skills that are transferable to other curriculum areas which can and are used to promote their spiritual, moral, social and cultural development. Geography is, by nature, an investigative subject, which develops an understanding of concepts, knowledge and skills. We seek to inspire in children a curiosity and fascination about the world and its people which will remain with them for the rest of their lives; to promote the children's interest and understanding of diverse places, people, resources and human environments, together with a deep understanding of the Earth's key physical and human processes. The curriculum is designed to develop knowledge and skills that are progressive, as well as transferable throughout their time at Springvale and also to their further education and beyond.

Aims

The national curriculum for geography aims to ensure that all pupils:

- Develop contextual knowledge of the location of globally significant places-both terrestrial and marine-including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes.
- Understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change overtime.
- Are competent in the geographical skills needed to:
 1. Collect, analyse and communicate with a range of data gathered through experiences of field work that deepens their understanding of geographical processes.

2. Interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and GIS (geographical information systems)
3. Communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

NATIONAL CURRICULUM

Key stage 1

- Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first hand observation, to enhance their locational awareness.

Pupils should be taught:

- **Locational knowledge**
- **Place knowledge**
- **Human and physical geography**
- **Geographical skills and field work**

Years 1 and 2 KSI

Implementation

Knowledge (I know therefore...)

Skills (...I can)

I know how to name and locate the world's seven continents and five oceans

therefore

I can point out the world's seven continents and five oceans on a map.
I can name all the world's seven continents and five oceans.

I know the names, location and characteristics of four countries and capital cities of the UK and its surroundings seas.

therefore

I can use a map to identify the location of the four UK countries and capital cities.
I can verbalise the four names of the counties and capital cities.
I can verbalise some characteristics of England, Scotland, Wales and Northern Ireland, London, Edinburgh, Cardiff and Belfast.

I know the geographical similarities and differences through studying the human and physical geography of a small area of the UK and of a small area in a contrasting none European country.	Therefore	I can use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features. I can locate hot and cold areas of the UK and contrast this with a non-European country. I can use basic geographical vocabulary to refer to key physical and human features.
I know seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the equator and the North and South Poles.	Therefore	I can observe daily weather patterns and make links to the seasons in the UK. I can point out an area of the world which is hot. I can point out an area of the world which is cold. I can point to the North and South Pole and the equator on a map.
I know 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. I know basic geographical vocabulary to refer to key human features including: city, town, village, factory, farm, house, office, port, harbour and shop.	Therefore	I can use the correct geographical vocabulary for certain physical features. I can use the correct geographical vocabulary for certain human features.
I know simple compass directions (north, east, south 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.	Therefore	I can use a compass and be able to verbalise directions. I can point and describe a route on a map using the correct vocabulary.
I know how to recognise landmarks and basic human and physical features; devise a simple map; use and construct basic symbols in a key.	Therefore	I can use aerial photographs to draw basic plans by showing different perspectives. I can recognise the correct symbol in a key and can use this information to include them onto a simple map.
I know how to use simple fieldwork and observational skills to study the geography of my school and its grounds and the key human and physical features of its surrounding environment.	Therefore	I can observe and verbalise the location of my school in relation to where it is geographically in the UK. I can verbalise the location of my school in relation to its surrounding grounds i.e. the pond is at the bottom of the playground. I can verbalise the most important human and physical features of the local environment i.e the church is opposite the school's entrance, the factory is next to the school's playground.

YEARLY ASSESSMENT STATEMENTS

VOCABULARY

<p>Emerging Year 1</p> <p>I can name places that are familiar to me. I can talk about features of my own immediate environment. I know about similarities and differences between my community and other communities. I can describe what places are like (e.g. landscape, weather.) I am beginning to name some countries in the United Kingdom. I can talk about the seasons and the weather.</p>	<p>Expected Year 1</p> <p>I can name, locate and identify characteristics of the four countries of the United Kingdom. I can name the capital cities of the United Kingdom and the surrounding seas. I can make comparisons of human and physical features of a small area of the United Kingdom with my locality (e.g. a city location and a village location). I can identify seasonal and daily weather patterns in the United Kingdom. I can use basic geographical vocabulary such</p>	<p>Exceeding Year 1</p> <p>I can name and locate the world's seven continents and five oceans. I can make comparisons of human and physical features of a small area of the United Kingdom and a small area in a contrasting non- European country. I can locate hot and cold areas of the world in relation to the Equator and the North and South Poles. I can use basic geographical vocabulary such as coast, ocean, valley, vegetation, factory,</p>	<p>Vocabulary:</p> <p>World map, continent,, Europe, Asia, Africa, North America, South America, Australasia, Antarctica, ocean, Atlantic, Pacific, Indian, Southern, Arctic, capital city, country, London, Edinburgh, Cardiff, Belfast, United Kingdom, weather, rain, sun, wind, sleet, snow, hail,, seasons, winter, summer, autumn, winter, hot, cold, equator, north pole, south pole, environment, beach, cliff, coast, forest, hill, mountain, sea, river, soil, valley, vegetation, town, village, factory, farm, house, office, port, harbour, shop, atlas, globe, compass, north, east, south, west, location, right, left, near, far, direction,</p>
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<p>I can name some features of the environment such as, beach, sea, forest, hill and river. I can use a simple map or plan. I can use positional language (e.g. under, next to). I can make observations of the features of my school.</p> <p>Year 2 I can name, locate and identify characteristics of the four countries of the United Kingdom. I can name the capital cities of the United Kingdom. I can name the surrounding seas of the United Kingdom. I can make comparisons of human and physical features of a small area of the United Kingdom with my locality (e.g. a city location and a village location). I can identify seasonal and daily weather patterns in the United Kingdom. I can use basic geographical vocabulary such as beach, cliff, forest, hill, mountain, sea, river, soil, season and weather. I can use world maps atlases and globes to identify the United Kingdom and its countries. I can use simple compass directions (e.g. north, south, east, and west). I can use locational and directional language (e.g. near, far, left, right). I can use aerial photographs and plans to recognise landmarks and basic human and physical features. I can devise a simple map. I can use simple fieldwork and observations to study the geography of my school and its locality.</p>	<p>as beach, cliff, forest, hill, mountain, sea, river, soil, season and weather. I can use world maps, atlases and globes to identify the United Kingdom and its countries. I can use simple compass directions (e.g. north, south, east, and west). I can use locational and directional language (e.g. near, far, left, right). I can use aerial photographs and plans to recognise landmarks and basic human and physical features. I can devise a simple map. I can use simple fieldwork and observations to study the geography of my school and its immediate locality.</p> <p>Year 2 I can name and locate the world's seven continents and five oceans. I can make comparisons of human and physical features of a small area of the United Kingdom and a small area in a contrasting non- European country. I can locate hot and cold areas of the world in relation to the Equator and the North and South Poles. I can use basic geographical vocabulary such as coast, ocean, valley, vegetation, factory, office, port and harbour. I can use world maps, atlases and globes to identify countries, continents and oceans. I can use simple compass directions and directional language to describe the location of features and routes on a map. I can devise a simple map and devise and use a key. I can use simple fieldwork and observations to study the geography of my school and its surrounding environment. I can ask geographical questions and I can express my own views about people, places and the environment.</p>	<p>office, port and harbour. I can use world maps, atlases, and globes to identify countries, continents and oceans. I can use simple compass directions and directional language to describe the location of features and routes on a map. I can devise a simple map and devise and use a key. I can use simple fieldwork and observations to study the geography of my school and its wider surrounding environment.</p> <p>Year 2 I can name and locate counties and cities of the United Kingdom. I can identify human and physical characteristics of the United Kingdom. I can identify the position and significance of the Equator, Arctic and Antarctic Circle. I can describe and understand key aspects of volcanoes and earthquakes. I can use maps, atlases and globes. I can use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods.</p>	<p>aerial, landmark, map, plan, symbol, key and environment, plan, record, observe, route, journey, change, tally chart, pictogram,</p>
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YEARLY IMPACT ARE % GD %

<p>https://www.rgs.org/schools/teaching-resources/map-skills/ year 1 = lesson 1 An introduction to maps –classroom plan compass, symbols, year 2 = lesson 2 The School Grounds - physical and human features, maps, diagrams, aerial photos, globes, https://theschooltrip.co.uk/virtual-school-trip-ideas-you-can-do-for-free/ espresso, BBC(newsround, video clips, Woodlands Junior, Primary resources, Teachers Pet, Twinkl, Topmarks,</p>		
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Sing-up, Topicbox, TES, National Geographic kids, Geointeractive.co.uk, Google Earth, Storycove, Oxfam, Planbee, brainpop, activity village, vimeo,

Key Stage 2

NATIONAL CURRICULUM

Key stage 2

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

Pupils should be taught:

- **Locational knowledge**
- **Place knowledge**
- **Human and physical geography**
- **Geographical skills and field work**

Year 3

- 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.
- Understand geographical similarities and differences through the study of human and physical geography of a region of the UK, and a region in a European country.
- Describe and understand key aspects of physical geography including volcanoes and earthquakes.
- Describe and understand key aspects of physical geography including climate zones and the water cycle
- Describe and understand key aspects of human geography including types of settlements and land use
- Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.
- Use the four points of the compass, four figure grid references, symbols and a key (including the use of ordnance survey maps) to build their knowledge of the UK and wider world.
- Use field work to observe, measure, record and present human and physical features in the local area using a range of methods including sketch maps, plans, graphs and digital technologies.

Year 3/4 (Two year joint cycle) LKS2

Implementation

Knowledge (I know therefore...)

Skills (...I can)

<ul style="list-style-type: none"> I know the location of the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities. Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, land use patterns 	<p>therefore</p>	<p>I can point out on a map/atlas several countries in Europe including Russia. I can point out on a map/atlas North and South America. I can verbalise some environmental regions, key physical and human characteristics, countries and major cities in Europe, N/S USA.</p> <p>I can name several counties and cities in the UK and identify some of their geographical regions and their human and physical characteristics, land use patterns.</p>
<ul style="list-style-type: none"> I know how to understand geographical similarities and differences through the study of human and physical geography of a region of the UK, and a region in a European country. 	<p>therefore</p>	<p>I can understand the similarities and differences through the study of human and physical geography in Italy.</p>
<ul style="list-style-type: none"> I know how to describe and understand key aspects of physical geography including volcanoes and earthquakes. 	<p>therefore</p>	<p>I can describe and understand different types of volcanoes and earthquakes. I can locate using a map/atlas examples of world volcanoes and earthquakes.</p>
<ul style="list-style-type: none"> I know how to use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied 	<p>therefore</p>	<p>I can use maps, atlases, globes and digital mapping to locate different countries.</p>
<ul style="list-style-type: none"> Use the four points of the compass, four figure grid references, symbols and a key (including the use of ordnance survey maps) to build their knowledge of the UK and wider world. 	<p>therefore</p>	<p>I can use North, East, South and West to describe where a place is. I can use four figure grid references to locate places on a map. I can use symbols and a key on an ordnance survey map.</p>
<ul style="list-style-type: none"> Use field work to observe, measure, record and present human and physical features in the local area using a range of methods including sketch maps, plans, graphs and digital technologies. 	<p>therefore</p>	<p>I can draw sketch maps and plans of a local area/transport link I can observe, measure, record and present physical and human features in the local area.</p>
<p style="text-align: center;">YEARLY ASSESSMENT STATEMENTS</p>	<p style="text-align: center;">VOCABULARY</p>	

<p><u>Emerging</u></p> <p>I can name and locate the world's seven continents and five oceans. I can name and locate counties and cities of the United Kingdom I can identify the position and significance of the Equator, Arctic and Antarctic circle I can make comparisons of human and physical features of a small area of the United Kingdom and a small area in a contrasting non- European country. I can identify human and physical characteristics of the United Kingdom. I can locate hot and cold areas of the world in relation to the Equator and the North and South Poles. I can use basic geographical vocabulary such as coast, ocean, valley, vegetation, factory, office, port and harbour. I can describe and understand key aspects of volcanoes and earthquakes I can use world maps, atlases, and globes to identify countries, continents and oceans. I can use simple compass directions and directional language to describe the location of features and routes on a map. I can devise a simple map and devise and use a key. I can use simple fieldwork and observations to study the geography of my school and its surrounding environment. I can ask geographical questions and I can express my own views about people places and the environment. I can use maps, atlases and globes. I can use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods.</p>	<p><u>Expected</u></p> <p>I can name and locate counties and cities of the United Kingdom. I can identify geographical regions of the United Kingdom I can locate the world's countries, concentrating on their environmental regions, key physical and human characteristics and major cities. I can identify the position and significance of the Tropics of Cancer and Capricorn I can identify human and physical characteristics of the United Kingdom. I can identify the position and significance of the Equator, Arctic and Antarctic Circle. I can describe and understand key aspects of volcanoes and earthquakes. I can describe and understand the key aspects of rivers and mountains I can describe and understand the key aspects of settlements and land use I can use maps, atlases and globes. I can use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods.</p> <p>.</p> <p>l.</p> <p>.</p>	<p><u>Exceeding.</u></p> <p>I can locate the world's countries, concentrating on their environmental regions, key physical and human characteristics and major cities. I can locate the world's countries, focusing on European countries I can identify geographical regions of the United Kingdom. I can identify key topographic features of the United Kingdom, such as hills, mountains, coast and rivers. I can identify the position and significance of the Tropics of Cancer and Capricorn. I can identify the position and significance of latitude, longitude, Northern Hemisphere and Southern Hemisphere I can describe and understand the key aspects of rivers and mountains. I can describe and understand the key aspects of settlements and land use.</p> <p>.</p> <p>I understand land use patterns and how they have changed over time.</p> <p>.</p> <p>I can understand similarities and differences between the United Kingdom and a region in a European country I can describe and understand the key aspects of the distribution of natural resources including energy, food, minerals and water, I can describe and understand key aspects of the water cycle. I can use the eight points of a compass, and four grid references on a map.</p>	<p>Continent, ocean, Europe, Asia, Africa, North America, South America, Australasia, Antarctica, Atlantic, Pacific, Indian, Southern, Arctic, names of UK counties, names of UK cities, equator, Arctic circle, Antarctic circle, volcanoes, strand, mantle, outer core ,inner core, magma, active, dormant, extinct, epicentre, shock wave, magnitude, earthquake, tsunami, tornado, terrestrial, marine, physical/human features, environment, hills, mountains, sea, changes, latitude, longitude, similarities, differences, compare, region, landscape, population, land use, retail, leisure, housing/residential, urban, rural, business, agriculture, industry landscape, features, atlas, globe, natural disaster, river, source, stream, estuary, tributary, water cycle, transport and habitat, climate zone, types of settlement ,ordnance survey map</p>

ANNUAL IMPACT ARE GD

Helpful resources and web links:

<https://www.rgs.org/schools/teaching-resources/map-skills/>

year 3 = lesson 3 – Getting to know the British Isles, countries, capital cities, 8 point compass mountains, rivers, seas

year4 = lesson 4 – Ordnance Survey maps – places and landmarks on OS maps, human and physical features, symbols, 8 point compass, 4 and 6 figure grid references,

[https://www.yorkshirewater.com/education/online-](https://www.yorkshirewater.com/education/online-lessons?utm_source=facebook&utm_medium=social&utm_campaign=education_20&utm_content=education_20_organic_septlessons_210920&fbclid=IwAR2ce5mfYh_eCZXGbVZbnNbN9s_eI1_ej_b-AcvZdN3FCYqleuh-i9I6Bsl)

[lessons?utm_source=facebook&utm_medium=social&utm_campaign=education_20&utm_content=education_20_organic_septlessons_210920&fbclid=IwAR2ce5mfYh_eCZXGbVZbnNbN9s_eI1_ej_b-](https://www.yorkshirewater.com/education/online-lessons?utm_source=facebook&utm_medium=social&utm_campaign=education_20&utm_content=education_20_organic_septlessons_210920&fbclid=IwAR2ce5mfYh_eCZXGbVZbnNbN9s_eI1_ej_b-AcvZdN3FCYqleuh-i9I6Bsl)

[AcvZdN3FCYqleuh-i9I6Bsl](https://www.yorkshirewater.com/education/online-lessons?utm_source=facebook&utm_medium=social&utm_campaign=education_20&utm_content=education_20_organic_septlessons_210920&fbclid=IwAR2ce5mfYh_eCZXGbVZbnNbN9s_eI1_ej_b-AcvZdN3FCYqleuh-i9I6Bsl) set of lessons from Yorkshire water – water cycle and states of matter, water catchment, water treatment, waste-water treatment, living with water, water safety, pond dipping. You need a you tube account but it tells you how to set that up

<http://www.curriculumbits.com/prodimages/details/geography/depressions.html> – a look at low the effect of low pressure

<http://www.tes.co.uk/ARTICLE.aspx?storycode=372265> – making a tornado, practical geography

<http://www.tes.co.uk/ARTICLE.aspx?storycode=385603> – weather vanes

<http://www.tes.co.uk/ARTICLE.aspx?storycode=376811> – practical lesson resource on barometers

<http://kids.nationalgeographic.com/kids/> – weird and wonderful facts for geography, links to a wide variety of countries (ideal for projects), fun things children can make and do

<http://www.upd8.org.uk/climate-futures> – climate change resources and information for use in class

<http://www.eon-uk.com/EnergyExperience/93.htm> – Energy Town

<http://learn.christianaid.org.uk/TeachersResources/primary/crazyclimate.aspx> – Crazy Climate

<http://powerdown.actionaid.org.uk/> – Power Down: Climate change and energy resources

Pupils Not Meeting Target

Actions to address...

<http://www.travelbuster.org.uk/> – Travel Buster: calculate score, how can they improve it?

<http://www.teachshare.org.uk/> – online resource of links for environmental issues

<http://www.ngfl-cymru.org.uk/eng/rainforests-ks2-geog> – tropical rainforests – pupils can use these resources for a number of lessons

http://wwf.panda.org/what_we_do/where_we_work/arctic/area/species/polarbear/polar_bear/kids_zone/ –

<http://www.ngfl-cymru.org.uk/eng/vtc-ks2-geography-what-a-load-of-rubbish> – resources about recycling/landfill

<https://www.twinkl.co.uk/resources/home-key-stage-1-subjects/geography>

<https://www.nationalgeographic.org/education/classroom-resources/>

<https://www.tes.com/teaching-resources>

<https://www.planbee.com/geography/>

<https://www.teachingideas.co.uk/subjects/geography#>

<https://www.sheppardsoftware.com/Geography.htm>

<https://www.brainpop.com/socialstudies/geography/>

<https://www.sparklebox.co.uk/>

<https://www.topmarks.co.uk/Search.aspx?Subject=12>

<http://www.primaryresources.co.uk/geography/geography.htm>

<https://www.bbc.co.uk/programmes/articles/1vYCLNIGK2wdM8R9FqhVxhV/class-clips-primary>

<https://theschooltrip.co.uk/virtual-school-trip-ideas-you-can-do-for-free/>

espresso, BBC(newsround, video clips, Woodlands Junior, Primary resources, Teachers Pet, Twinkl, Topmarks,

Sing-up, Topicbox, TES, National Geographic kids, Geointeractive.co.uk, Google Earth, Storycove, Oxfam, Planbee, brainpop, activity village, vimeo,

<https://www.metoffice.gov.uk/weather/learn-about/met-office-for-schools/other-content/other-resources/are-you-obsessed-with-the-weather>

Year 5

National Curriculum

Key Stage 2

Year 5

- Key topographical features (hills, mountains, coasts) and understand how some of these aspects have changed over time.
- Identify the position and significance of equator, Northern Hemisphere, Southern Hemisphere, Arctic and Antarctic Circle.
- Understand geographical similarities and differences through the study of human and physical geography of a region of the UK, and a region within North or South America.
- Describe and understand key aspects of physical geography including biomes and vegetation belts, mountains.
- Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.
- Use the eight points of the compass, four and six figure grid references, symbols and a key (including the use of ordnance survey maps) to build their knowledge of the UK and wider world.
- Use field work to observe, measure, record and present human and physical features in the local area using a range of methods including sketch maps, plans, graphs and digital technologies.

Implementation			
Knowledge (I know therefore...)		Skills (...I can)	
<ul style="list-style-type: none"> I know key topographical features (hills, mountains, coasts) and understand how some of these aspects have changed over time. 		Therefore	I can name coastal features and discuss erosion
<ul style="list-style-type: none"> I know how to identify the position and significance of equator, Northern Hemisphere, Southern Hemisphere, Arctic and Antarctic Circle. 		Therefore	I can use an atlas/map/globe to identify and name the position of the equator, N and S hemispheres, Antarctic and Arctic Circles. I can identify latitudes and longitudes, and the equator and know their effects.
<ul style="list-style-type: none"> I know how to understand geographical similarities and differences through the study of human and physical geography of a region of the UK, and a region within North or South America. 		Therefore	I can understand land-use patterns and how they've changed over time I can describe how some places are similar and dissimilar in relation to their physical and human features I can gain knowledge of the Amazon/world rainforests and its fundamental importance to the world
<ul style="list-style-type: none"> I know how to describe and understand key aspects of physical geography including biomes and vegetation belts, mountains. 		Therefore	I can use the vocabulary for the world biomes and vegetation belts and understand their key aspects. I can begin to notice that biomes are linked to lines of longitude and latitude I can explain the impact of climate change eg. the melting of the polar ice caps/ increase in coastal erosion. I can label layers of a rainforest and know what deforestation is I can name and locate some of the world's mountainous regions in an atlas
<ul style="list-style-type: none"> I know how to use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. 		Therefore	I can use a range of atlases, globes, aerial photos, satellite images and Ordnance Survey maps to find countries and describe what a locality might be like.
<ul style="list-style-type: none"> I know how to use the eight points of the compass, four and six figure grid references, symbols and a key (including the use of Ordnance Survey maps) to build their knowledge of the UK and wider world. 		Therefore	I can use Ordnance Survey symbols, and 4/6 figure grid references. I can use a key/legend to show my knowledge of the UK and wider world I can use contours and relief
<ul style="list-style-type: none"> I know how to use field work to observe, measure, record and present human and physical features in the local area using a range of methods including sketch maps, plans, graphs and digital technologies. 		Therefore	I can compare human and physical features in the local area to Scarborough (residential fieldwork) using a range of maps, digital technology and aerial photos
YEARLY ASSESSMENT STATEMENTS			VOCABULARY
<p>Emerging</p> <p>I can locate the world's countries, concentrating on their environmental regions,</p>	<p>Expected</p> <p>I can locate the world's countries, focusing on European countries.</p>	<p>Exceeding</p> <p>I can locate the world's countries including North and South America concentrating on</p>	<p>Features, hills, mountains, coasts, erosion equator, Northern Hemisphere, Southern hemisphere, Arctic and Antarctic circle,</p>

<p>key physical and human characteristics and major cities. I can identify geographical regions of the United Kingdom. I can identify key topographic features of the United Kingdom, such as hills, mountains, coast and rivers. I can identify the position and significance of the Tropics of Cancer and Capricorn. I can describe and understand the key aspects of rivers and mountains. I can describe and understand the key aspects of settlements and land use.</p>	<p>I understand land use patterns and how they have changed over time. I can identify the position and significance of latitude, longitude, Northern Hemisphere and Southern Hemisphere. I can understand similarities and differences between the United Kingdom and a region in a European country. I can describe and understand climate zones, biomes, and vegetation belts. I can describe and understand the key aspects of the distribution of natural resources including energy, food, minerals and water. I can describe and understand key aspects of the water cycle. I can use the eight points of a compass, and four grid references on a map.</p>	<p>their environmental regions, key physical and human characteristics, countries and major cities. I can identify the Prime/Greenwich Meridian and time zones. I can understand similarities and differences of the human and physical geography of a region of North or South America. I can describe and understand economic activity including trade links. I can use digital /computer mapping to locate countries and describe features studied. I can use the eight points of a compass, six figure grid references, symbols and key (including Ordnance Survey maps.) I can use fieldwork to study the human and physical features of an area, including graphs and digital technology. I can use geographical evidence to draw conclusions, and give opinions about a place.</p>	<p>location, similarities, differences, human, physical, region, continent, country, county, city, capital/major , border, Scarborough, Amazon ,rainforest. Polar regions, biomes, tundra, tropical, savanna, desert, grassland, alpine ,taiga, temperate/deciduous forest, vegetation belts, patterns, environment, resources, man-made, food, minerals, energy, trade, climate zones, temperate, polar, arid, tropical, Mediterranean, mountains climate change, global warming, deforestation, ,import, export, conservation, positive/negative impact, tourism, impact, interdependent, land-use, longitude, latitude, map, atlas, fieldwork ordnance survey, compass (N, E, S, W, NE, SE, SW, NW), grid reference, co-ordinates, symbol, key/legend, observe, measure, record, sketch maps, plans, graphs, comparisons, satellite image,</p>
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ANNUAL IMPACT ARE % GD %

<https://www.rgs.org/schools/teaching-resources/map-skills/>
year5 = lesson 5 – Contour lines ,contour lines, relief, human and physical features

<https://theschooltrip.co.uk/virtual-school-trip-ideas-you-can-do-for-free/>

<https://www.bbc.co.uk/teach/class-clips-video/geography-ks2-ks3-seriously-raleigh/zkh3nrd> Walter Raleigh series of short videos of children now retracing his hunt for gold EIDorado.

espresso, BBC(newsround, video clips, Woodlands Junior, Primary resources, Teachers Pet, Twinkl, Topmarks, Sing-up, Topicbox, TES, National Geographic kids, Geointeractive.co.uk, Google Earth, Storycove, Oxfam, Planbee, brainpop, activity village, vimeo,

<http://kids.nationalgeographic.com/kids/> – weird and wonderful facts for geography, links to a wide variety of countries (ideal for projects), fun things children can make and do

<http://www.upd8.org.uk/climate-futures> – climate change resources and information for use in class

<http://www.eon-uk.com/EnergyExperience/93.htm> – Energy Town

<http://learn.christianaid.org.uk/TeachersResources/primary/crazyclimate.aspx> – Crazy Climate

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<http://powerdown.actionaid.org.uk/> – Power Down: Climate change and energy resources

<http://www.travelbuster.org.uk/> – Travel Buster: calculate score, how can they improve it?

<http://www.teachshare.org.uk/> – online resource of links for environmental issues

<http://www.ngfl-cymru.org.uk/eng/vtc-ks2-geography-what-a-load-of-rubbish> – resources about recycling/landf

<https://www.twinkl.co.uk/resources/home-key-stage-1-subjects/geography>

<https://www.nationalgeographic.org/education/classroom-resources/>

<https://www.tes.com/teaching-resources>

<https://www.planbee.com/geography/>

<https://www.teachingideas.co.uk/subjects/geography#>

<https://www.sheppardsoftware.com/Geography.htm>

<https://www.brainpop.com/socialstudies/geography/>

<https://www.sparklebox.co.uk/>

<https://www.topmarks.co.uk/Search.aspx?Subject=12>

<http://www.primaryresources.co.uk/geography/geography.htm>

<https://www.bbc.co.uk/programmes/articles/1vYCLNIGK2wdM8R9FqhVxhV/class-clips-primary>

<https://www.teach-nology.com/worksheets/country/antartica/>

https://wwf.panda.org/discover/knowledge_hub/teacher_resources/lesson_plans/? Arctic WWF science and maths worksheets



Polar regions.pdf

polar word mat PDF – great for literacy descriptive writing and vocab

<https://www.zsl.org/learning-resources> Animal, rainforest resources, polar animals

<https://www.metoffice.gov.uk/weather/learn-about/met-office-for-schools/other-content/other-resources/are-you-obsessed-with-the-weather> Weather

https://www.royalmint.com/globalassets/kids/activity-page/coin_in_the_classroom_geography.pdf

Year 6

National Curriculum

Key Stage 2

Year 6

- Features of rivers and how some aspects have changed over time.
- Identify the position and significance of latitude, longitude, the Tropics of Cancer and Capricorn, the Prime/Greenwich Meridian and time zones (including day and night)
- Describe and understand key aspects of physical geography including rivers
- Describe and understand key aspects of human geography including: 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 to locate countries and describe features studied.

- Use the eight points of the compass, four and six figure grid references, symbols and a key (including the use of ordnance survey maps) to build their knowledge of the UK and wider world.
- Use field work to observe, measure, record and present human and physical features in the local area using a range of methods including sketch maps, plans, graphs and digital technologies.

Implementation

Knowledge (I know therefore...)

Skills (...I can)

<ul style="list-style-type: none"> • I know features of rivers and how some aspects have changed over time. 	therefore	<p>I can explain the course of a river, using features. I can explain how the river changes over time I can explain why people are attracted to live by rivers.</p>
<ul style="list-style-type: none"> • I know how to identify the position and significance of latitude, longitude, the Tropics of Cancer and Capricorn, the Prime/Greenwich Meridian and time zones (including day and night) 	therefore	<p>I can explain how time zones work and calculate time differences across the world I can identify and name the Tropics of Cancer and Capricorn as well as the Prime/Greenwich Meridian</p>
<ul style="list-style-type: none"> • I know how to describe and understand key aspects of physical geography including rivers 		
<ul style="list-style-type: none"> • I know how to describe and understand key aspects of human geography including: economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water 		<p>I can explain why rivers are important to industry as a resource; mode of transport, distribution of goods and economic/trade links. I can show an understanding of the trade impacts on the environment</p>
<ul style="list-style-type: none"> • I know how to use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. 		<p>I can use a range of atlases, globes, aerial photos, satellite images and ordnance survey maps to find countries and describe what a locality might be like. I can locate the River Nile using google maps/ satellite images</p>
<ul style="list-style-type: none"> • I know how to use the eight points of the compass, six figure grid references, symbols and a key (including the use of ordnance survey maps) to build their knowledge of the UK and wider world. 		<p>I can use 8 points of the compass I can use ordnance survey symbols, and 6 figure grid references. I can use a key/legend to show my knowledge of the UK and wider world</p>
<ul style="list-style-type: none"> • I know how to use field work to observe, measure, record and present human and physical features in the local area using a range of methods including sketch maps, plans, graphs and digital technologies. 		<p>I can use fieldwork on the River Don to study the human and physical features, including graphs and digital technology I can use geographical evidence to draw conclusions, then give opinions about places I can use a local OS map and plot the course of the River Don.</p>

YEARLY ASSESSMENT STATEMENTS

VOCABULARY

Emerging

I can locate the world's countries, focussing on European countries.
 I understand land use patterns and how they have changed over time.
 I can identify the position and significance of latitude, longitude, Northern Hemisphere and Southern Hemisphere.
 I can understand similarities and differences between the United Kingdom and a region in a European country. I can describe and understand the key aspects of the distribution of natural resources including energy, food, minerals and water.
 I can describe and understand key aspects of the water cycle.
 I can use the eight points of a compass, and four grid references on a map.

Expected

I can locate the world's countries including North and South America concentrating on their environmental regions, key physical and human characteristics, countries and major cities.
 I can identify the Prime/Greenwich Meridian and time zones.
 I can understand similarities and differences of the human and physical geography of a region of North or South America.
 I can describe and understand economic activity including trade links.
 I can use digital /computer mapping to locate countries and describe features studied.
 I can use the eight points of a compass, six figure grid references, symbols and key (including Ordnance Survey maps.)
 I can use fieldwork to study the human and physical features in the local area, including graphs and digital technology.
 I can use geographical evidence to draw conclusions, and give opinions about a place.

Exceeding

I can demonstrate in depth knowledge of the environmental regions, key physical and human characteristics and major cities of a world country.
 I can use fieldwork to study the human and physical features of a world country, including satellite images.
 I can begin to analyse and interpret data collected from fieldwork.

Features, hills, mountains, rivers, source, water cycle, estuary, delta, ox bow lake, erosion, sediment, deposit, coasts, erosion, equator, Northern Hemisphere, Southern hemisphere, Arctic and Antarctic circle, Tropic of Cancer and Capricorn, location, the Prime/Greenwich Meridian, time zones, similarities, differences, human, physical, region, continent, country, county, city, capital/major, border, patterns, environment, distribution natural resources, man-made, food, minerals, water, energy, trade, mountains climate change, global warming, import, export, conservation, positive/negative impact, tourism, impact, interdependent, land-use, longitude, latitude, map, atlas, fieldwork ordnance survey, compass (N, E, S, W, NE, SE, SW, NW), grid reference, co-ordinates, symbol, key/legend, observe, measure, record, sketch maps, plans, graphs, comparisons, satellite image, economic activity, trade links, opinion

ANNUAL IMPACT ARE % GD %

Helpful resources and web links:

<https://www.rgs.org/schools/teaching-resources/map-skills/>

year 6 = lesson 6 – Extending understanding of OS maps: , physical and human features, 8 points compass, aerial photos, symbols, counties and cities of UK6 figure grid references

<http://kids.nationalgeographic.com/kids/> – weird and wonderful facts for geography, links to a wide variety of countries (ideal for projects), fun things children can make and do

<http://www.upd8.org.uk/climate-futures> – climate change resources and information for use in class

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<http://learn.christianaid.org.uk/TeachersResources/primary/crazyclimate.aspx> – Crazy Climate

<http://powerdown.actionaid.org.uk/> – Power Down: Climate change and energy resources

Pupils Not Meeting Target

Actions to address...

<p>http://www.travelbuster.org.uk/ – Travel Buster: calculate score, how can they improve it?</p> <p>http://www.teachshare.org.uk/ – online resource of links for environmental issues</p> <p>http://www.ngfl-cymru.org.uk/eng/vtc-ks2-geography-what-a-load-of-rubbish – resources about recycling/landf</p> <p>https://www.twinkl.co.uk/resources/home-key-stage-1-subjects/geography</p> <p>https://www.nationalgeographic.org/education/classroom-resources/</p> <p>https://www.tes.com/teaching-resources</p> <p>https://www.planbee.com/geography/</p> <p>https://www.teachingideas.co.uk/subjects/geography#</p> <p>https://www.sheppardsoftware.com/Geography.htm</p> <p>https://www.brainpop.com/socialstudies/geography/</p> <p>https://www.sparklebox.co.uk/</p> <p>https://www.topmarks.co.uk/Search.aspx?Subject=12</p> <p>http://www.primaryresources.co.uk/geography/geography.htm</p> <p>https://www.bbc.co.uk/programmes/articles/1vYCLNIGK2wdM8R9FqhVxhV/class-clips-primary</p> <p>https://theschooltrip.co.uk/virtual-school-trip-ideas-you-can-do-for-free/</p> <p>espresso, BBC(newsround, video clips, Woodlands Junior, Primary resources, Teachers Pet, Twinkl, Topmarks, Sing-up, Topicbox, TES, National Geographic kids, Geointeractive.co.uk, Google Earth, Storycove, Oxfam, Planbee, brainpop, activity village, vimeo,</p>		
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