



Crooks Barn Geography Curriculum Overview



Curriculum Intent

In Geography we aim to inspire children to form a fascination and curiosity about the world around them in the hope that this interest will remain with the children throughout their lives producing life-long learners. This broad and balanced curriculum focuses on enriching the lives of our pupils. We want to raise a generation who are inspired to gain knowledge about our world and we aim to guide children to ask questions and notice life around them. It is a knowledge rich curriculum with embedded opportunities to develop geographical skills and to deepen conceptual understanding. Children are encouraged to extend their knowledge and broaden their horizons to help them recognise future opportunities that are available to them. Children will be encouraged to develop their knowledge of physical and human processes.

At Crooks barn we aim to deliver a geography curriculum that is balanced and allows children to develop both knowledge and skills in equal measure. This ties in with our whole school aims of encouraging children to be confident and independent learners who are able to work collaboratively with others. It is important to us that children are 'geographers' and who can observe the outside world and bring to life classroom knowledge by using their skills in the 'outdoor classroom'.

We will use a 'zoom out' then 'zoom in' approach to allow children to gain the knowledge they need and to then apply it to an interesting case study/geographical area. Focus also is placed on their own local environment and as mentioned in our wider school ethos the opportunity to learn about 'their own local area whilst encouraging pupils to explore the wider world.'

Disciplinary knowledge

Locational knowledge

Place Knowledge

Human and Physical Geography

Geographical Skills

Disciplinary Concepts

KS1

Scale

Place

KS2

Scale

Place

Space

Physical and Human
Processes

Cultural Understanding

Environmental
Impact

Core Concepts Geography

Scale

How does my view of this place change when I zoom in or out? This allows us to view places from global to local levels.

Place

What is this place called? What is it like? What kind of features does it have? How and why is it changing? What kinds of jobs and activities can people do here? How do I feel about it? How does it compare to other places?

Space

Where is this place? How does it connect to other places? How can it be mapped?

Physical and Human Processes

What kind of change is happening?
What effect is human activity having on this place and why?
How is the landscape changing and why?

Environmental Impact

How do people damage and sustain environments?
What future lies ahead?
Why should I care?

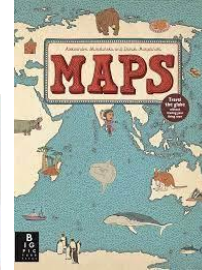
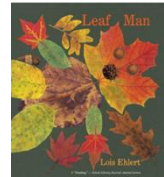
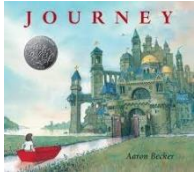
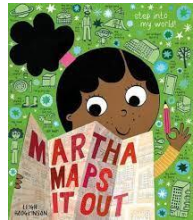
Cultural Understanding

Who am I?
What is my story?
What is their story?

Progression of knowledge and skills

EYFS

Texts to support learning



Development Matters Guidance & Early Learning Goal

EYFS Statutory Educational Programme:

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children’s personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children’s vocabulary will support later reading comprehension.

EYFS – Understanding the World – ‘People, Culture and Communities’ and ‘The Natural World’		
3 – 4 year olds (Development Matters)	<ul style="list-style-type: none"> • Begin to understand the need to respect and care for the natural environment and all living things. • Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. • Use all their senses in hands-on exploration of natural materials. • Explore collections of materials with similar and/or different properties. • Talk about what they see, using a wide vocabulary. 	
Reception (Development Matters)	<ul style="list-style-type: none"> • Draw information from a simple map. • Understand that some places are special to members of their community. • Recognise some similarities and differences between life in this country and life in other countries • Understand the effect of changing seasons on the natural world around them. • Recognise some environments that are different from the one in which they live • Describe what they see, hear and feel whilst outside. 	
ELG	People, Culture and Communities (Geography/R.E) <ul style="list-style-type: none"> • 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. 	The Natural World (Science/Geography) <ul style="list-style-type: none"> • Explore the natural world around them, making observations and drawing pictures of animals and plants. • 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.

Implementation – Understanding the world taught in themes below as well as being continuously accessible in provision.

Non - Negotiables

'People, Culture and Communities' and 'The Natural World' (Geography)

- Minimum of 1 Reception class/ AM/PM and 30 hours entry per half term in 'Understanding the World' Floor Book.
- A range of key texts share maps for children to explore, as well as discuss the setting of different stories, e.g. Handa's Surprise in Africa and Immi's Gift in the Arctic.
- Children are offered daily opportunities to explore maps through the Early Years environment.
- Daily opportunities to discuss the weather and changes we see in the seasons.

Implementation	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	Marvellous Me	My Special Days	What happens in Winter? Identifying the seasons Identifying and sorting the clothes we wear in different weather	We're Going on a Bear Hunt Collecting and sorting objects from outdoors Exploring patterns in our environment – rubbings, leaves, brick, bark	How Does Your Garden Grow?	On the Move
Reception	Where do I belong	Let's Celebrate	Polar Regions	If You Go Down to the Woods Today	Old Macdonald Had a Farm	Journeys

	<p>Locating buildings in our local area and looking at how our school has changed over time.</p> <p>Positional Language/Directions – Directing our friend around our school environment.</p>	<p>Locating buildings in our local area and looking at how our school has changed over time.</p> <p>Positional Language/Directions – Directing our friend around our school environment.</p>	<p>Comparing the Polar Regions with our own country.</p>	<p>Observing changes in the local environment</p> <p>Create simple maps of the school environment</p> <p>Create map representations using items from the outdoors e.g sticks, stones, leaves</p> <p>Earth Day – Litter pick in local environments.</p>		<p>Comparing woodland & beach environment</p> <p>Explore maps to identify land and sea.</p>
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Impact – What does an EYFS geographer need to understand?

Impact - 'The Natural World' / 'People, Culture and Communities' (Geography) End of EYFS Skills Map

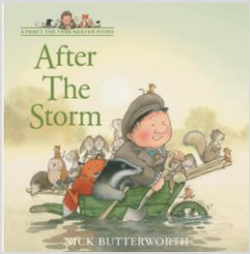



What an EYFS geographer needs to understand?	What do they need to know?	How can they show they are geographers?
<p>That positional language and directions can tell us where to go;</p>	<p>That directions can be followed and lead to different places</p> <p>That directions can be verbal, pictorial or written</p>	<p>Follow simple directions (Up, down, left/right, forwards/backwards)</p> <p>Follow directions with a small toy</p> <p>Direct a friend from point A to B using positional language</p>

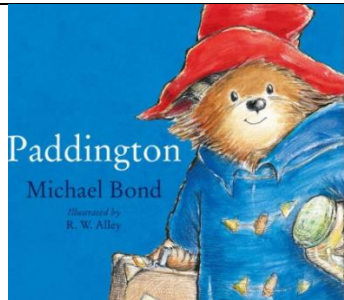
<p>That where they live is unique to them (and their family)</p>	<p>That every house has its own address</p> <p>Know that more than one house is in a village or town</p>	<p>Observe, find out about and identify features in the place they live and in the natural world.</p> <p>Find out about their environment and talk about those features they like and dislike.</p> <p>Encourage children to express opinions on natural (woodland/beach) and built environments and give opportunities for them to hear different points of view on the quality of the environment.</p> <p>Help children to notice and discuss patterns around them, e.g. rubbings of bark, leaves and bricks.</p> <p>Identify seasonal patterns – focusing on plants and animals. For example ‘the life cycle of a butterfly.’</p> <p>Talk about the similarities and differences between them and their friends as well as looking at photos of children and places around the world.</p>
<p>That there are key words/vocabulary associated with human and physical geography ;</p>	<p>Know simple vocabulary to label visible features of the area around them.</p> <p>Explore the local area for both the built and the natural environment.</p>	<p>Talk about the area they are in, describing what they can see.</p> <p>Express their opinions on natural and built environments.</p> <p>Use appropriate words, e.g. ‘town’, ‘village’, ‘road’, ‘path’, ‘house’, ‘flat’, ‘church’ and ‘Kinza shop’, to help children make distinctions in their observations.</p> <p>Encourage the use of words that help children to express opinions, e.g. ‘busy’, ‘quiet’ and ‘pollution’.</p> <p>Pose carefully framed open-ended questions, such as “How can we...?” or “What would happen if...?”</p>

<p>That the world is made up of different countries;</p>	<p>The four countries of the United Kingdom</p> <p>The country that they live in</p> <p>That not all countries in the world are the same</p>	<p>Talk about the different countries of the UK</p> <p>Be able to comment on the country they live in</p> <p>Able to compare and say what is the same/different about a countries physical (beach) or human (urban-local area) geography</p>
<p>We need to change what we do/wear in response to the climate;</p>	<p>That weather changes according to the seasons and where we are in the world</p> <p>That we need to dress accordingly to keep ourselves safe</p>	<p>Comment on how what we wear changes with where we are</p> <p>Choose the correct clothes for certain activities such as play in the woods/go to the beach.</p>
<p>Use a range of sources such as simple maps, photographs, magnifiers.</p>	<p>What a map looks like</p> <p>That a map is about a place</p> <p>That signs and symbols can tell us about a place</p> <p>That the signs and symbols usually represent an object that does not move.</p>	<p>Draw and create their own maps using real objects, and/or pictures and symbols.</p> <p>Help children to find out about the environment by talking to people, examining photographs and simple maps and visiting local places.</p> <p>Be able to talk about a range of real maps, electronic globes and maps of the classroom/school, village, park and story maps</p> <p>Be able to find land and sea on a map.</p> <p>Follow a simple map of a familiar place</p>

Progression Mapping Y1 – Y6

<p>Year Group</p> <p>1 & 2</p> <p>Rotation A</p>	<p>To know where in the world places are located.</p> <p>Locational Knowledge</p>	<p>To have knowledge about countries/regions/people to understand differences and made comparisons.</p> <p>Place Knowledge</p>	<p>To understand the Earth's physical features and processes.</p> <p>Human and Physical Geography</p>	<p>Skills of navigating using atlas and maps, recalling place knowledge and fieldwork.</p> <p>Geographical skills</p>	<p>To develop an understanding of how the Earth has been affected by humans and resolutions (climate change, sustainability).</p>
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<p>Autumn A Weather and Climate</p>  <p>How does the weather affect our lives?</p> <p>Place</p>	<p>To identify the types of weather we have in the United Kingdom.</p> <p>To record the daily weather in our area.</p>	<p>To know the types of clothing worn in different weather. (retrieval opportunity)</p>  <p>To collect information to create a daily weather diary.</p> <p>To reflect on the impact the weather has on our daily activities and suggest reasons why.</p> <p>To explore how the weather affects different jobs and that some jobs may be easier or harder in certain types of weather.</p>	<p>To identify seasonal and daily weather patterns in the United Kingdom.</p> <p>To order the months of the year and recognise seasons. (retrieval opportunity)</p>  <p>To comment on the differences between the seasons.</p> <p>To find clues to decide which season we are in. (retrieval opportunity)</p> 	<p>Field work</p> <p>To explore the school grounds to look for clues about what season we are in.</p> <p>To use the clues around the school grounds to make suggestions of the seasons we are in.</p>	
<p>Spring A United Kingdom</p> <p>Which countries make up the United Kingdom and what are they like? Where would you like to live in the United Kingdom?</p>	<p>To name, locate and identify characteristics of the four countries of the United Kingdom.</p> <p>England Wales Scotland Northern Ireland</p> <p>To name the capital cities of the United Kingdom and its surrounding seas.</p>	<p>To explain that human features are created by people.</p> <p>To explain that physical features are created by nature.</p> <p>To sort images into those that are physical and those that are human using knowledge of the terms.</p>		<p>Fieldwork opportunity</p> <p>To know how to use maps, atlases and globes to identify the United Kingdom.</p> <p>To locate on a map the four countries of the United Kingdom.</p> <p>To view the UK using a GPS (Google Earth) and understand that it is an island.</p>	



Scale
Place

Edinburgh
London
Cardiff
Belfast

North Sea
English Channel
Irish Sea
North Atlantic Ocean

To know the locations the four capital cities and the surrounding seas of the United Kingdom.

To describe the human and physical features of one of the UK's capital cities.

Summer A
Local Area Study
Where do I live?

Scale
Place

To know the differences differences between rural and urban areas.

To explain the type of settlement that I live in.

To identify the differences in the human and physical features in my school grounds.

To identify physical and human features in my local area local area. (retrieval opportunity)






To use simple 4 point compass directions (North, South, East and West).

To use locational and directional language when I create a map with my class [for example, near and far; left and right], to describe the location of features and routes on a map.

To use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features.





To know how to create a simple map of my local area and use and construct basic symbols in a key.

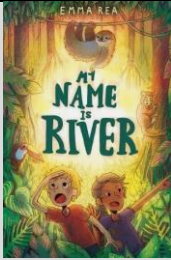
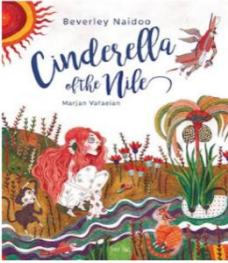
				<p>To begin to recognise symbols used on a basic Ordnance Survey map.</p>  <p>To use simple fieldwork to explore and record the features of our school grounds and local area.</p>	
<p>Autumn B Continents and Oceans</p> <p>Where are the world's continents and oceans?</p> <p>Scale Place</p>	<p>To know the names and locations of the world's seven continents.</p> <p>Asia Africa North America South America Antarctica Oceania</p> <p>To know the names and locations of the world's and five oceans.</p> <p>Indian Ocean Atlantic Ocean Pacific Ocean Artic Ocean Southern Ocean</p> <p>To describe where different continents are located. Using phrases North,</p>	<p>To know that a human features are created by people.</p> <p>To know that physical features are created by nature.</p> <p>To describe the physical and human features of a continent.</p>		<p>To know how to use world maps, atlases and globes to identify the continents and oceans.</p> <p>To know the location of the seven continents on a map.</p> <p>To locate on a map the oceans that link the continents.</p> <p>To use simple compass directions and locational and directional language to describe the location of features and routes on a map.</p>	<p>To understand the problems of plastic pollution in oceans.</p>



	South, East and West, closest too, next too, above.				
<p>Spring B Hot and Cold Places</p> <p>Would you like to live in a hot or cold place and why?</p> <p>Children to be given enquiry questions and to explore a hot or cold place.</p> <p>Scale Place</p>	<p>To know the location of the equator.</p> <p>To know where the North and South Poles are located.</p> <p>To know the location of hot and cold areas of the world in relation to the above.</p>	<p>To recognise the features of a hot and a cold place.</p> <p>To identify the animals that live in hot and cold places and recognise how they adapt.</p> <p>To describe an animal that lives in a hot or cold place.</p>  <p>To make comparisons between a hot and cold place.</p> <p>To describe what I would see in a hot or cold place.</p>		<p>To know how to use world maps, atlases and globes to identify hot and cold places and locate them on a map.</p>	
<p>Summer B Mugumareno Village, Zambia</p> <p>Would you like to live in a Zambian village?</p> <p>Scale Place</p>	<p>To locate Zambia and the village of Mugurameno.</p> <p>To suggest reasons why this location has a hot climate.</p>  <p>To explore Zambia's physical and human</p>	<p>To know what is a human and physical feature.</p> <p>To understand geographical similarities and differences through studying the human and physical geography of a Zambia.</p> <p>To describe the human features/characteristics of Zambia.</p>	<p>To explore the country of Zambia's physical features.</p> <p>To name the River Zambezi and its uses.</p>	<p>To use world maps, atlases and globes to identify countries, continents and oceans studied at this key stage.</p> <p>To photographs and information texts to help imagine what daily life in Mugurameno might be like.</p>	



	features and locate them.	<p>To compare how the people of Mugurameno use the River Zambezi with the ways in which local rivers are used.</p> <p>To find out about food in Mugurameno and how it is prepared.</p> <p>To explain how the people of Mugurameno protect themselves and their homes from wild animals – and how they make use of animals in their everyday lives.</p>			
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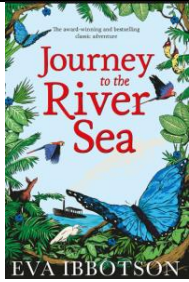
Year Group	To know where in the world places are located.	To have knowledge about countries/regions/people to understand differences and made comparisons.	To understand the Earth's physical features and processes.	Skills of navigating using atlas and maps, recalling place knowledge and fieldwork.	To develop an understanding of how the Earth has been affected by humans and resolutions (climate change, sustainability).
3 & 4 Rotation A					
Autumn A Climate Zones How does where I live in the world affect the climate? Scale Place Space	<p>To identify the position and significance of latitude.</p> <p>To identify the different lines of latitude and explain how latitude is linked to climate.</p> <p>To know and locate different climate zones and explore the differences between the Northern and Southern Hemispheres.</p>	<p>To write a weather forecast to show a typical day in a climate zone.</p>	<p>To explore the physical geography of climate zones.</p> <p>To explore the weather patterns of specific climate zone.</p> <p>To identify and explain the characteristics of each climate zone.</p> <p>To compare temperatures and tropical climates.</p>		

<p>Summer A North America How does North America compare with where I live?</p> <p>Scale Place Space</p>	<p>To locate North America and the major cities and states. Including New York and New York State.</p> <p>To identify countries within North America and states within the USA.</p> <p>To identify the position and significance of latitude, longitude, and time zones (including day and night).</p>	<p>To compare New York State, New York City and where I live.</p> <p>To describe human geography of the area including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</p> <p>To identify what is a physical and what is a human feature.</p> 	<p>To look at key physical features of North America. including: climate zones, biomes and vegetation belts, rivers, mountains.</p> <p>To explore the physical geography of the Rockies.</p> <p>To describe the physical geography of Mount St Helens and the impact it has had on the surrounding area.</p> <p>To compare the landscapes of different US states.</p>	<p>To use maps to locate North America. I can use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>To locate North America on a world map and explore the landscape.</p> 	
<p>Summer A Rio & East Brazil What would you see and experience when travelling in South America?</p> <p>Scale Place Space Cultural Understanding</p>	<p>To know South America is a continent and to locate it on a map.</p> <p>To identify the position and significance of the Equator.</p> <p>To explain what the equator is and where it is located.</p> <p>To locate the countries and capital cities of South America.</p> <ul style="list-style-type: none"> • Columbia • Brazil 	<p>To describe South America, and its environmental regions, key physical and human characteristics, countries and cities.</p> <p>To understand geographical similarities and differences through the study of the human and physical geography of a region of the UK and a region within South America.</p>	<p>To identify physical features of South America.</p> 	<p>To use world maps to locate South America.</p>  <p>To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p>	

	<ul style="list-style-type: none"> • Peru • Argentina • Chile <p>To identify the position and significance of the Prime/Greenwich Meridian and time zones (including day and night). Children to work out what time it is in South America.</p>	<p>To compare key facts about Brazil with the UK and can identify how my life is linked to Rio and the South East of Brazil.</p> <p>To use photographs and information texts to imagine what daily life in Rio might be like.</p>			
<p>Autumn B Rivers</p>  <p>What if rivers were the only way to get about?</p> <p>Physical and Human Processes</p> <p>Place</p> <p>Space</p>	<p>To name and locate key topographical features of the UK (including rivers) and land-use patterns.</p> <p>To locate the UK's rivers on the map.</p> <ul style="list-style-type: none"> • Tweed • Thames 	<p>To 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.</p> <p>To know how rivers are used around the world.</p> <p>To know the way that land use changes from the source to the mouth.</p>	<p>To describe and understand key aspects of physical geography, including: rivers the water cycle.</p> <p>To identify the stages and features of a river.</p> <p>To identify the key characteristics of one of the world's longest rivers.</p>	<p>To know how to use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. To locate world's longest rivers.</p> <p>Fieldwork Opportunity - Experiential Learning Visit to Teesmouth. Explore enquiry question with this fieldwork opportunity.</p>	<p>To recognise and explain how human activity affects rivers.</p> <p>Suggested activity Make a dam using different materials</p> <p>Recognise and explain how flooding affects communities. Pollution.</p>
<p>Spring B Volcanoes</p> <p>Would you live near a volcano?</p>	<p>To locate a range of famous volcanoes.</p> <p>To find out some key facts, including when the volcanoes last erupted.</p>	<p>To report on the effects of a volcanic eruption.</p> <p>To suggest advantages and disadvantages of living near a volcano.</p>	<p>To describe and understand key aspects of physical geography – volcanoes.</p> <p>To describe the structure of the Earth and label a diagram.</p>	<p>To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p>	<p>To look at environmental impact caused by volcanoes.</p>

<p>Physical and Human Processes Environmental Impact</p>			<p>To know what happens at the boundaries between the Earth's plates.</p> <p>To describe and explain the key features of a volcano.</p>		
<p>Summer B Europe</p> <p>Why would a tourist choose to visit Europe?</p> <p>Scale Place Space Cultural Understanding</p>	<p>To locate Europe on a world map and identify some of its characteristics.</p>  <p>To locate some of Europe's countries and capitals, and find out more about them.</p>	<p>To explore different European cuisine.</p> <p>To use key facts and persuasive techniques to persuade someone to holiday in the Mediterranean.</p> <p>To compare life in Greece with my life in Norton/Stockton-on-Tees.</p> <p>To 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.</p>  <p>To understand geographical similarities and differences through the study of human and physical geography of a region in a Greece.</p>	<p>To describe and understand key aspects of: physical geography, including: climate zones, biomes, vegetation belts, rivers, mountains.</p>	<p>To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p>	

Year Group	To know where in the world places are located.	To have knowledge about countries/regions/people to understand differences and made comparisons.	To understand the Earth's physical features and processes.	Skills of navigating using atlas and maps, recalling place knowledge and fieldwork.	To develop an understanding of how the Earth has been affected by humans and resolutions (climate change, sustainability).
<p>Year 5 & 6 Rotation A Autumn A Earthquakes</p> <p>What is found inside the earth? What happens at tectonic plate boundaries?</p> <p>Physical and Human Processes Environmental Impact Place Space Scale</p>	<p>To locate where famous earthquakes have occurred.</p> <p>To find out some key facts about earthquakes.</p>	<p>To identify how to prepare for an earthquake.</p> <p>To identify the effect of earthquakes on land and people.</p> <p>To suggest the help people need after an earthquake.</p>	<p>To explain why earthquakes occur and can relate this to prior learning about the earth's plates.</p>  <p>To link previous work on volcanoes to new learning in earthquakes.</p>  <p>To produce a report about a famous earthquake.</p> <p>To describe and understand key aspects of physical geography of earthquakes.</p>	<p>To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p>	
<p>Spring A Rainforests</p>	<p>To identify the position and significance of lines of latitude, the Equator, Northern Hemisphere, Southern</p>	<p>To 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</p>	<p>To describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts.</p>	<p>To use the world map to locate the rainforests.</p>	<p>To describe and explain the impact of the deforestation of the rainforests.</p>



What is the human impact on rainforests?

Scale
Place
Space

Physical and Human Processes
Environmental Impact

Hemisphere, the Tropics of Cancer and Capricorn.



To know what is a rainforest is and locate the world's rainforests on a map.

To describe the key characteristics of the Congo.

including energy, food, minerals and water

To know the the importance of the Amazon Rainforest.

To recognise the different layers of life in a rainforest.

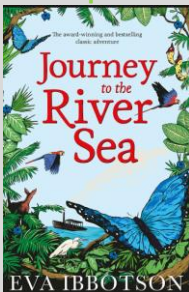
To recognise the features that make up a rainforest.

Spring A Amazon Basin

What is a biome?

Scale
Place
Space

Physical and Human Processes
Environmental Impact



To locate the world's countries, using maps to focus on South America, concentrating on its environmental regions.

To locate South America on a world map.

To identify the location of the equator.



To identify the position and

To identify some human features of South America.



To compare key facts about Brazil with our country. understand geographical similarities and differences through the study of the human and physical geography of a region of the UK and a region within South America

To locate the Amazon River.

To explain the importance of the Amazon Rainforest.

To know some physical features of South America.


To know the key characteristics of the Amazon Basin.

To locate the countries and capital cities of South America.



To how to use use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.

	significance of the Prime/Greenwich Meridian and time zones (including day and night).				
<p>Year Group 5 & 6 Rotation B "What makes Stockton-on-Tees a unique place to live, and how does it compare to other areas?" Autumn B Local Area Study</p> <p>Scale Place Space</p>	To locate the region and local area in relation to other places. To locate Norton.	<p>To understand local, regional, national and international links to the local area.</p> <p>To consider how a region can meet the needs of its population.</p> <p>To identify key human needs and processes.</p>		<p>To use an aerial image to describe the key physical and human features of the region and local area.</p> <p>To identify the principal features of a region within the UK.</p> <p>To locate key sites on a regional map.</p> <p>To use scale on a map to measure approximate distances.</p> <p>To annotate an Ordnance Survey map to accurately locate specific sites.</p> <p>To create symbols and a key for a simple land use map.</p> <p>To create accurate six-figure grid references for specific sites.</p> <p>To communicate geographical information about the region, using maps and writing at length.</p>	

				<p>To use distance and eight points of a compass to identify the approximate location of a place.</p> <p>To gather evidence through urban fieldwork of how a region is meeting people's needs.</p>	
<p>Spring B United Kingdom How have people affected the United Kingdom's landscape? Scale Place Space</p>	<p>To know the names and locate counties and cities of the United Kingdom.</p>  <p>To name and locate geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns.</p> <p>To understand how some of these aspects of the UK have changed over time.</p> <p>To identify where I live in the UK and</p>	<p>To 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.</p> <p>To understand the different types of energy sources used in the United Kingdom.</p> <p>To compare and contrast the different countries of the UK.</p> <p>To describe and explain the sorts of industries in which people in the United Kingdom work.</p>	<p>To know physical characteristics of the United Kingdom.</p>	<p>To know how to use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>To identify where I live on an enlarged map of the UK.</p>	<p>To evaluate the advantages and disadvantages of wind energy.</p> <p>To understand how people have affected the United Kingdom's landscape.</p>

	locate the UK's major cities.				
<p>Summer B Mountains</p> <p>How are mountains formed and where can we find them?</p> <p>Scale</p> <p>Place</p> <p>Space</p> <p>Physical and Human Processes</p>	<p>To name and locate key topographical features of the UK(including mountains).</p> <p>To describe what a mountain is and locate the world's 'Seven Summits' on a map.</p> <p>To explore and locate the UK's highest mountains.</p>	<p>To 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.</p> <p>To describe the climate of the mountains and explore mountain life.</p> <p>To record ideas about living near a mountain.</p> <p>To recognise the importance of the Himalayas for people living in the region.</p> <p>To share knowledge about a world-famous mountain or mountainous region.</p>	<p>To describe and understand key aspects of physical geography focusing on mountains.</p> <p>To describe the key features of mountains and how they are formed.</p>	<p>To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>Fieldwork Opportunity</p>	

Experiential Learning

Year 1 & 2 - A

Year 3 & 4 - A

Year 5 & 6 A

<p>Weather and Climate Explore school grounds and identify season.</p>	<p>Climate Zones Daily weather monitoring to compare the climate of UK and Ghana.</p>	<p>Earthquakes Children to locate the safest place around the school grounds should there be a natural disaster.</p>
<p>United Kingdom Use videos and images to explore 4 main countries of UK and capital cities.</p>	<p>North America Explore using VR headsets</p>	<p>Rainforests Use videos and images to explore</p>
<p>Local Area Study Children to complete local area walk to identify and record main features of my local area. Fieldwork exploring school's grounds.</p>	<p>Rio & East Brazil Explore using VR headsets</p>	<p>Amazon Basin Use videos and images to explore</p>
<p><u>Year 1 & 2 – B</u></p>	<p><u>Year 3 & 4 – B</u></p>	<p><u>Year 5 & 6 B</u></p>
<p>Continents and Oceans Use videos and images to explore</p>	<p>Rivers Visit to River Tees to experience the journey from source to mouth.</p>	<p>Local Area Study Orienteering visit to local forest area to complete tasks using compass directions and map reading skills.</p>
<p>Hot and Cold Places Visit Antarctica using Oddizzi virtual fieldwork</p>	<p>Volcanoes GPS imaging of volcanoes Use videos and images to explore</p>	<p>United Kingdom Use Videos and images to explore</p>
<p>Mugumareno Village, Zambia Use videos and images to explore</p>	<p>Europe Use videos and images to explore</p>	<p>Mountains Complete visit to Everest using Oddizzi virtual fieldwork</p>

Impact

The impact of the curriculum and the careful assessment of the acquisition of the children's knowledge is the final part of our carefully planned out history curriculum. Knowledge is assessed effectively through end of unit quizzes based on clear identification of critical knowledge. Retrieval practice occurs during each lesson and is planned into the history lesson structure. This ensures strong retention of knowledge and provides opportunities to retrieve critical knowledge helping to move information from the working to the long-term memory. End of unit assessment trackers are completed at the end of each term. This allows staff to provide support to children with any identified gaps in historical knowledge. The trackers are also used as a feed forward tool and are designed so that the tracker travels with a cohort during their historical journey through school.