



TANKERSLEY ST PETERS C OF E PRIMARY SCHOOL CURRICULUM INTENT - GEOGRAPHY

EYFS

EYFS1	<p>Understand position words (Ongoing)</p> <p>Describe a familiar route (Local area route - Father Christmas)</p> <p>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos (Summer holidays/Transport, where do different animals live?)</p>
EYFS2	<p>Draw information from a simple map (local area – home to school)</p> <p>Recognise some environments are different to the ones in which they live (Arctic, China, and South American Rainforest)</p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps (Local area, traffic surveys)</p> <p>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 (South American rainforest, Arctic)</p> <p>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. (South American rainforest, Arctic)</p> <p>Understand some important processes and changes in the natural world around them, including the seasons (Winter experiments, Caring for the local environment)</p>

KS1	Year 1			
	<p>KS1 Knowledge End Points:</p> <p>Locational Knowledge</p> <ul style="list-style-type: none"> • Can name and locate the world's seven continents and five oceans • Can name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas <p>Place Knowledge:</p> <ul style="list-style-type: none"> • Understands geographical similarities and differences through studying the human and physical geography of a 	Term 1	Term 2	Term 3
	<p>Topic and overarching enquiry question</p> <p>Coverage from NC</p>	<p style="text-align: center;">Weather</p> <p style="font-size: small; text-align: center;">(to be repeated throughout the year)</p> <p>How can we investigate the weather patterns in the UK?</p> <p style="font-size: x-small; text-align: center;">Can identify seasonal and daily weather patterns in the United Kingdom</p> <p style="font-size: x-small; text-align: center;">Undertake simple fieldwork within school locality</p> <p style="font-size: x-small; text-align: center;">Can use basic geographical vocabulary to refer to key physical features of our local area including: season and weather</p>	<p style="text-align: center;">Our school</p> <p>How do we map our school?</p> <p style="font-size: x-small;">Understands geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom</p> <p style="font-size: x-small;">Construct simple maps Use locational and directional language (near, far, left and right)</p>	<p style="text-align: center;">The UK</p> <p>What do we mean by the United Kingdom?</p> <p style="font-size: x-small;">Can name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</p> <p style="font-size: x-small;">Can use basic geographical vocabulary to refer to key physical/human features of our local area including: hill, town, village, house, shop.</p>

<p>small area of the United Kingdom, and of a small area in a contrasting non-European country</p> <p>Human and Physical Geography:</p> <ul style="list-style-type: none"> ● Can 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 ● Can use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather and; ● key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop <p>KS1 Skills and fieldwork end points: Children will be able to –</p> <ul style="list-style-type: none"> ● Use world maps, atlases and globes ● Use simple compass directions and locational and directional language (near, far, left and right) ● Use aerial photos and construct simple maps ● Undertake simple fieldwork within school locality 	<p>Enquiry questions</p> <p>How do we know the season?</p> <p>What is the weather like today? (using thermometer and rain gauge)</p>	<p>Where are places on a map?</p> <p>What are the key features of our school?</p> <p>How would we create a map of our school?</p> <p>How do we use directional language when using a map?</p>	<p>What are the features of the local area?</p> <p>What is the route the church?</p> <p>What are the countries of the UK?</p> <p>What are the capital cities of each country?</p> <p>What are the key features of the countries of the UK?</p>	
	Year 2			
	Term	Term 1	Term 2	Term 3
	<p>Topic and overarching enquiry question</p> <p>Coverage from NC</p>	<p>The wider world</p> <p>What would your life be like if you lived in Toucaro?</p> <p>Can name and locate the world's seven continents and five oceans. To identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</p>	<p>Aerial plans and perspectives</p> <p>Why is London a significant place?</p>	<p>An island home</p> <p>How can we compare and contrast localities?</p>
	<p>Enquiry questions</p>	<p>What are the 7 continents of the world?</p> <p>What are the 5 oceans of the world?</p> <p>Where are the hot and cold areas of the world?</p> <p>What are the human and physical features of Toucaro?</p> <p>What is life like in a traditional Mexican village?</p>	<p>What is the name of our capital city and where is it located on a map?</p> <p>What are the significant landmarks in London?</p> <p>What are the significant landmarks of Bamsley?</p> <p>What do you know about the River Thames?</p> <p>Can you use a compass when navigating around a map of London?</p> <p>How can we use aerial photos to recognise landmarks and key features?</p>	<p>How is an island different from the mainland?</p> <p>What is the Isle of Coll like?</p> <p>What is it like to live on the Isle of Coll?</p> <p>How are the land and buildings used on the Isle of Coll?</p> <p>How does life of the Isle of Coll compare to life in Bamsley?</p> <p>How do we use simple compass directions?</p>

LKS2	Year 3			
	Term	Term 1	Term 2	Term 3
	<p>Topic and overarching enquiry question</p> <p>Coverage from NC</p>	<p>Local area study (Yorkshire and the Humber)</p> <p>Why would you choose to live in Tankersley?</p> <p>Understands geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. Use fieldwork to observe, measure record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies</p>	<p>Settlements</p> <p>How is the land used in Settlements?</p> <p>Describe and understand key aspects of human geography including; types of settlement and land use. Use digital mapping to look at how the land is used in settlements.</p>	<p>The UK</p> <p>How much do you know about the UK?</p> <p>Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied Use the 8 points of a compass</p>
	<p>Enquiry questions</p>	<p>How can we locate our local area on an aerial map?</p> <p>How can we use fieldwork to find the human and physical features of our local area?</p> <p>How are symbols and a keys used to show how the land is used in our local area?</p> <p>How do we create a map to show how the land is used in the local area? (sketch map)</p> <p>How do we use a 4-figure grid reference?</p> <p>How can we use the 8 points of the compass to navigate around the playground?</p>	<p>What is a settlement?</p> <p>What does a settlement need?</p> <p>How is the land used in a settlement?</p> <p>How are settlements linked?</p> <p>What is an ideal place to settle?</p>	<p>How can we use the 8 points of a compass to locate the countries and cities of the UK?</p> <p>Can we use an atlas to find the main rivers and seas of the UK?</p> <p>How can we find the counties near us on a map?</p> <p>What are the main cities and towns in South Yorkshire?</p> <p>How has the UK changed over time?</p>

Year 4				
	Term	Term 1	Term 2	Term 3
	Topic and overarching enquiry question	Climate zones, biomes and vegetation belts What is the difference between climate zones and biomes? <small>Describe and understand key aspects of: -Physical geography, including: climate zones, biomes and vegetation belts Identify the position and significance of the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle. Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</small>	Rivers and the water cycle Why are most of the World's cities close to rivers? <small>Describe and understand key aspects of: -Physical geography, including: rivers and the water cycle. Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</small>	Europe Why would you want to live in eastern Europe? <small>Can locate the world's countries, using maps to focus on Europe (including Russia) concentrating on its environmental regions, key physical and human characteristics, countries, and major cities. Understands geographical similarities and differences through the study of human and physical geography of a region in a European country. Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</small>
	Coverage from NC			
	Enquiry questions	What is the difference between weather and climate? Where is the best place in our playground for a greenhouse? (fieldwork) What is a climate zone, a biome and a vegetation belt? What are the main features of each biome? How have animals and fauna adapted to their biomes? In what ways are some biomes vulnerable and how can they be protected?	Where are the key rivers of the UK? Where are the longest rivers in the world? What is so special about the river Nile? What are the main features of a river? How can we investigate the main features of a stream? (fieldwork) How are the features of a rivers course created?	Which countries make up the continent of Europe? What are the human and natural wonders of the Mediterranean? How do you identify mountains on a map? How can we see how steep a mountain is on a map? What are the main cities and regions in Italy? In what ways is Bologna different from where you live?

Year 5				
	Term	Term 1	Term 2	Term 3
UKS2	Topic and overarching enquiry question	Longitude, Latitude, time zones and maps Are maps really as useful as we think? <small>Identify the position and significance the Prime/Greenwich Meridian and time zones (including day and night) Identify the position and significance of latitude, longitude, Use 6-figure grid references, scale plan.</small>	Energy and the Environment Are there enough natural resources for everyone? <small>Describe and understand key aspects of: Human Geography including distribution of natural resources including energy, food, minerals and water</small>	South America Why is Brazil so well known? <small>Can locate the world's countries, using maps to focus on South America, concentrating on its environmental regions, key physical and human characteristics, countries, and major cities. Understands geographical similarities and differences through the study of human and physical geography of a region in South America Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</small>
	Coverage from NC			
	Enquiry questions	What are the lines of latitude and longitude and why are they so important? Why are there time zones? What is an Ordnance Survey map and why do they use symbols? How do you use a 6-figure grid reference to find a specific place on a map? (including use of digimaps) What is a scale plan and how are they useful? (scale plan of local area) Fieldwork lesson – local area workplace study	What do settlers need? (link to Y3) Where does our power come from? Is our power renewable or non-renewable? Where does our food come from? Why is important to conserve energy food and water? Is there always enough for everyone?	Where is South America? What are the main countries and major cities of South America? What are the main environmental regions and physical features of Brazil? What are the main human features of Brazil? Why do people want to move to the cities of Brazil? Why is Rio known as the city of two halves? How does life in the Amazon rainforest compare to life in South Yorkshire? (Local area fieldwork – looking at 'exploring woodlands') and comparing to the Amazon
Year 6				
	Term	Term 1	Term 2	Term 3

		<p>Topic and overarching enquiry question</p> <p>Coverage from NC</p>	<p>Mountains, Volcanos and Earthquakes</p> <p>What makes the Earth angry?</p> <p>Describe and understand key aspects of physical geography including mountains, volcanoes and Earthquakes. <small>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</small></p>	<p>USA</p> <p>Why do tourists flock to the USA?</p> <p><small>Can locate the world's countries, using maps to focus on North America, concentrating on its environmental regions, key physical and human characteristics, countries, and major cities. Understands geographical similarities and differences through the study of human and physical geography of a region in North America Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</small></p>	<p>Trade, Economics and Sustainability</p> <p>How are things distributed across the world?</p> <p><small>Describe and understand key aspects of human geography including economic activity and trade links.</small></p>
		<p>Enquiry questions</p>	<p>What are the key features of a mountain? How are different types of mountains made? What are the features of a volcano? What impact does a volcanos eruption have on the lives of those living nearby? (Vesuvius) What causes an earthquake? What is an aftershock?</p>	<p>Where is North America? Which countries make up the largest part of North America? Where the USA and what is meant by the USA? What are the key physical features of the USA? What are the key human features of the USA?</p>	<p>What do we trade? Who do we trade with? Why is fair trade important? How can we explain the global supply chain? How has trading changed with time? How can we reduce our carbon footprint?</p>