West Meadows Primary School

Geography

Sequence of Learning Documents

Geography

Sequence of Learning Documents

Key Concepts: Nursery

Nursery – Human and Physical Geography

Nursery	**Recognise and name key features of their immediate environment**
	Earth's Systems · Space · interconnection
	• Teach children vocabulary which allows them to recognise natural and man-made features of their local environment
	  • **Natural** (physical): wood, river, tree, flower, grass, plant, bush, rain, water
	  • **Man-made** (human): park, train, car, bus, lorry, boat, aeroplane, shop, house, road, supermarket, hairdressers, police station, library, fire station, café, pub / restaurant, working men's club, farm (including the names of animals found on the farm – duck, cow, horse, rabbit, pig, chicken, sheep)

Nursery – Place Knowledge

Nursery

Begin to make sense of their own life-story and family's history (links to History)

Place Diversity Time

- Spend time with children talking about photos and memories
- Encourage children to retell what their parents told them about their life story and family (link to how their immediate locality has changed, e.g., moved house, street names lived on, how the local area has changed geographically over time - land use)

Show interest in different occupations (in the local area)

Place Time Diversity

- Invite different people to visit, from a range of occupations: plumber, farmer, vet, member of emergency services, author (link to local area as much as possible)
- Plan and introduce new vocabulary related to the occupation and encourage children to use it in their speech and play
- Consider opportunities to challenge gender and other stereotypes (when inviting people in to visit, try and challenge stereotypes, e.g., female plumber)

Begin to understand the need to respect and care for the natural environment and all living things (links to PSHCE / Science)

- Plan and introduce new vocabulary related to the exploration – tidying up the classroom, putting litter in the bin, not walking on flowers, pulling plants out of the ground etc.
- Encourage children to use this vocabulary in their discussions as they care for living things and their environment (classroom and school grounds).
- Encourage children to refer to books, wall displays and online resources. This will support their investigations and extend their knowledge and ways of thinking.

Environment

interconnection

Nursery – Locational Knowledge

Nursery	**Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.** • Practitioners can create books and displays about the children's families around the world or holidays they have been on. • Encourage children to talk about each other's families and ask questions. • Use a diverse range of props – puppets, dolls, and books to encourage children to notice and talk about similarities and differences.

Place

Diversity

interpretation

Nursery – Geographical Skills and Fieldwork

Nursery	Place Scale **Using and Interpreting Maps** Begin to understand maps hold information in patterns and print. Make imaginary maps with marks that have meaning, use journey strings to recall and sequence journeys. **Position and Orientation** Describe a familiar route, begin to use appropriate vocabulary, and directions left and right with increasing confidence. **Drawing** Create closed shapes with continuous lines … draw maps using shapes and purposeful mark making. **Symbols** Use symbols as cues such as footsteps on a playground. Use objects to represent other objects, e.g., a line of sticks as a road. **Perspective and Scale** Talk about distance and know some places are further away than others. Begin to explore scale through small world play. **Digital Maps** Begin to recognise some features on a large-scale aerial view, e.g. the cars in the car park, the school and playground, roads and houses (Google maps)

Geography

Sequence of Learning Documents

Key Concepts: Reception

Reception – Human and Physical Geography

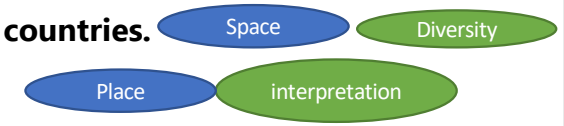
Reception	**Recognise some environments that are different from the one in which they live.** Space, Place, Diversity, interconnection • Teach children about a range of contrasting environments within both their local and national region. • Model the vocabulary needed to name specific features of the world – both natural and made by people. • Share non-fiction texts that offer an insight into contrasting environments. • Listen to how children communicate their understanding of their own environment and contrasting environments through conversation and in play. **Understand the effect of changing seasons on the natural world around them.** Place, Earth's Systems, Environment • Guide children's understanding by drawing children's attention to the weather and seasonal features • Provide opportunities for children to note and record the weather • Select texts to share with the children about the changing seasons • Throughout the year, take the children outside to observe the natural world and encourage children to observe how animals behave differently as the seasons change (hibernating animals – hedgehogs, bats, and dormice)

Reception – Place Knowledge

Reception	**Talk about members of their immediate family and community (links to PSHCE)** Place Diversity • During dedicated talk time, listen to what children say about their family • Share information about your own family, giving children time to ask questions or make comments • Encourage children to share pictures of their family and listen to what they say about the pictures • Using examples from real-life and from books, show children how there are many different families **Name and describe people who are familiar to them** Place Diversity • Talk about people that the children may have come across within their community – delivery and shop staff, hairdressers, the police, the fire service, nurses, doctors, and teachers • Listen to what the children say about their own experiences with people who are familiar to them interpretation

Reception – Locational Knowledge

Reception	**Recognise some similarities and differences between life in this country and life in other countries.** • Teach children about places in the world that contrast with locations they know well • Use relevant, specific vocabulary to describe contrasting locations • Use images, video clips, shared texts, and other resources to bring the wider world into the classroom. Listen to what the children say about what they see. • Avoid stereotyping and explain how children's lives in other countries may be similar or different in terms of how they travel to school, what they eat, where they live and so on.



Reception – Maps and Mapping Skills

Reception	 **Using and Interpreting Maps** Derive information from a simple map. Use a plan view to find / mark features. Follow a simple map using landmarks. **Position and Orientation** Point to North and South Poles on a globe. Use a compass to identify the direction of North in the playground. Use more complex directional language. **Drawing** Draw and create simple maps from memory about features in a familiar environment. **Symbols** Begin to use simple symbols on maps to show features and journeys. Recognise some map symbols. **Perspective and Scale** Start to gain some knowledge of their own country, their location, and its features. Know that you need to zoom out to see a larger area. **Digital Maps** Manipulate and annotate large scale maps, adding simple text, markers, and photographs.

Reception – Early Learning Goals

EYFS

In EYFS, children work towards reaching the Early Learning Goals by the end of Reception:

Place | Diversity | Time | interpretation

Past and Present

- Talk about the lives of the people around them and their roles in society.
- Know some similarities and differences between things in the past and now (in a geographical context), drawing on their experience and what has been read in class.

Diversity

People and Community

- **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.**

Earth's Systems | Space | Diversity | interconnection

The Natural World

- 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 seasons and changing states of matter.

Bold Early Learning Goals are those which link directly to Geography. All others listed, also have cross-curricular links with other subjects.

Geography

Sequence of Learning Documents

Year 1
Autumn 1

Continents, Countries and Capital Cities!

	I know…	So I can…
Year 1 Autumn 1	…The world is made up of seven areas of lands which are called continents …The names of the seven continents are: Europe, Africa, North America, South America, Asia, Antarctica, Australia …The location of the world's seven continents on a map of the world. …That UK stands for United Kingdom …The UK is made up of four countries …The names of the four countries are: England, Northern Ireland, Scotland, Wales …The location of the four countries of the UK on a map of the UK …That every country has a capital city …The names of the capital cities of the four countries of the UK are: London, Belfast, Edinburgh, Cardiff …The location of London, Belfast, Edinburgh and Cardiff on a UK map …That I live in England, which is part of the UK, which is part of Europe …How to use world maps, atlases and globes to locate the continents, countries and cities studied. …There are four seasons across a year. …The names of the four seasons are: spring, summer, autumn and winter …The weather changes with the seasons …Specific vocabulary to describe the changes from summer to autumn …The weather in the UK changes daily …Specific vocabulary to describe daily weather patterns in the UK	**Locational Knowledge** • Name and locate the world's 7 continents. • Name, locate and identify the four countries and capital cities of the UK. **Geographical Fieldwork and Skills** • Use world maps, atlases and globes to identify the UK and its countries and the continents of the world. **Human and Physical Geography** • Identify seasonal and daily weather patterns in the UK (focusing on changes from summer to autumn)

Y1 – Autumn 1 – Continents, Countries and Capital Cities!

Learning Point 1	**I know the names of the 7 continents of the world.** Space Scale I know that the world is made up of seven areas of land which are called continents. I know the names of the seven continents are: Europe, Africa, North America, South America, Asia, Antarctica, and Australia. I know the location of the world's seven continents on a map of the world, in an atlas and on a globe.
	So I can name and locate the world's 7 continents on a world map.
Learning Point 2	**I know the names and locations of the countries of the UK.** Space Place Scale I know that UK stands for 'United Kingdom'. I know the UK is made up of four countries. I know the names of the four countries are: England, Northern Ireland, Scotland, Wales. I know that I live in England, which is part of the UK, which is part of the continent of Europe. I know the location of the four countries of the UK on a map of the UK, an atlas and on a globe. I know there is a link between what a place looks like on a globe, a map and on a digital map (Google Earth).
	So I can name and locate the four countries and capital cities of the UK on a map of the UK.
Learning Point 3	**I know the names and locations of the capital cities of the UK.** Space Scale I know that every country has a capital city. I know names of the capital cities of the four countries of the UK are: London, Belfast, Edinburgh, Cardiff I know the location of London, Belfast, Edinburgh and Cardiff on a UK map, an atlas and on a globe.
	So I can name and locate the capital cities of the UK on a map of the UK.

Y1 – Autumn 1 – Continents, Countries and Capital Cities!

Human and Physical - Seasonal Weather Patterns -	**I know that the weather can change with the seasons (focus on summer to autumn changes).** I know there are four seasons across a year. I know the names of the four seasons are: spring, summer, autumn and winter. I know that the weather tells us what it's like outside each day (e.g. raining, sunny). I know when something is covered with water, we say that it is wet. I know when things or places are not wet, we say that they are dry. I know the weather changes with the seasons. I know specific vocabulary to describe the changes from summer to autumn. Earth's Systems, Environment, Scale, Time, interconnection
	So I can describe the changes to people, places and environments from summer to autumn.
Human and Physical – Daily Weather Patterns -	**I know that the weather can change daily.** I know the weather in the UK changes daily. I know specific vocabulary to describe daily weather patterns in the UK (cloudy, sunny, rainy, windy, foggy). Earth's Systems, Time
	So I can create a weather diary for seven days. Composite task 1: - What can you tell me about the UK? Composite task 2 – How has the weather changed this week?

Geography

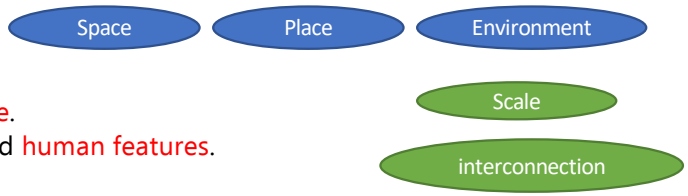
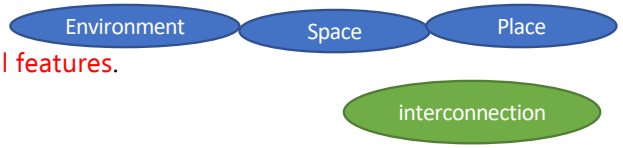
Sequence of Learning Documents

Year 1
Autumn 2

Our Local Area: Hoyland

	I know…	So I can…
Year 1 Autumn 2	…that our school is in Hoyland ….that Hoyland is in Barnsley which is a town. …that Barnsley is in England in the United Kingdom and the continent of Europe … that in the world there are things that are made by people and these are called human features (e.g. buildings) ….that in the world there are things that are not made by people and these are called physical features … that human and physical features are present in school and the local area … that parts of our local area are different depending on the human and physical features …the local human and physical features of Hoyland through direct observation …There are four seasons across a year. …The names of the four seasons are: spring, summer, autumn and winter …The weather changes with the seasons …Specific vocabulary to describe the changes from autumn to winter …The weather in the UK changes daily …Specific vocabulary to describe daily weather patterns in the UK	**Place Knowledge** • Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK (Hoyland) **Human and Physical Geography** • Identify seasonal and daily weather patterns in the UK (focusing on changes from autumn to winter)

Y1 – Autumn 2 – Our Local Area: Hoyland

Learning Point 1	**I know what human features are.** I know that our school is in Hoyland. I know that Hoyland is a village in Barnsley, which is a town. I know that Barnsley is in England in the United Kingdom and the continent of Europe. I know that in the world there are things that are made by people and these are called human features. I know some of the human features of Hoyland (farm, house, office, shop, factory). What are human and physical features? - BBC Bitesize 
	So I can label human features on photographs of Hoyland.
Learning Point 2	**I know what physical features are.** I know that in the world there are things that occur naturally and these are called physical features. I know some of the physical features of Hoyland (hill, trees, fields) What are human and physical features? - BBC Bitesize 
	So I can identify and record human and physical features of Hoyland on a walk around the area.

Geography

Sequence of Learning Documents

Year 1
Spring 1

What's the difference?
Kibera & Hoyland

	I know…	So I can…

**Year 1
Spring 1**
	…Nairobi is the capital city of the country of Kenya, which is in the continent of Africa.
	…the location of Nairobi on a map, atlas and globe.
	…some key physical features of Nairobi.
	…some key human features of Nairobi.
	…Kibera is a small area of Nairobi.
	…the location of Kibera on a map, atlas and globe.
	…that Kibera is a slum settlement in Nairobi.
	…some human features of a slum settlement.
	…what life is like for a child living in a slum settlement.
	…some similarities and differences between Hoyland and Kibera and can use these to compare life in each of these villages.
	…There are four seasons across a year.
	…The names of the four seasons are: spring, summer, autumn and winter
	…The weather changes with the seasons
	…Specific vocabulary to describe the changes from winter to spring
	…The weather in the UK changes daily
	…Specific vocabulary to describe daily weather patterns in the UK
		Place Knowledge
		• Understand geographical similarities and differences through studying the human and physical geography of a small area in a contrasting non-European country (Kibera, Kenya).
		
		Geographical Skills and Fieldwork
		• Use world maps, atlases and globes to identify the countries, continents and oceans studied at this key stage.
		
		Human and Physical Geography
		• Use basic geographical vocabulary to refer to key human & physical features.
		  • **Human**: village, farm, city, town, shop, school, house, factory, port, harbour
		  • **Physical**: mountain, valley, vegetation, season, weather
		• Identify seasonal and daily weather patterns in the UK (focusing on changes from winter to spring)

Y1 – Spring 1 – What's the difference? Kibera & Hoyland

Learning Point 1

I know the location of Nairobi.

I know that Nairobi is the capital city of the country of Kenya, which is in the continent of Africa.
I know some key human features of Nairobi (using Google Earth / Digimaps) – houses, roads, buildings, shops, golf course, hospital, skyscrapers, library.
I know some key physical features of Nairobi (using Google Earth / Digimaps) – river, Nairobi National Park
I know there is a link between what a place looks like on a globe, a map and on a digital map (Google Earth).

So I can name and locate Nairobi on a map, atlas and globe and name some key human and physical features.

Learning Point 2

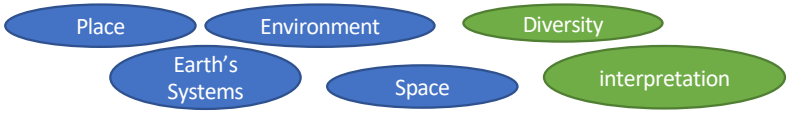
I know the location of Kibera.

I know that Kibera is a village in Nairobi (city), in Kenya (country), in Africa (continent).
I know that a village is smaller than a town.
I know the location of Africa, Kenya and Kibera on a map, atlas and globe.
I know there is a link between what a place looks like on a globe, a map and on a digital map (Google Earth).

So I can identify the location of Africa, Kenya and Kibera on a map, atlas and globe.

Learning Point 3

I know some key human features of Kibera.



I know Kibera is a small area of Nairobi.
I know that Kibera is a slum settlement in Nairobi.
I know a slum settlement is a highly populated area of a city marked by crowding, dirty run-down housing, and generally poor living conditions (https://youtu.be/pI_mDIx7edo).
I know some human features of a slum settlement (https://www.kibera.org.uk/photos/).
I know that Kibera houses about 250,000 people.
I know that Kibera is the biggest slum in Africa and one of the biggest in the world.
I know what life is like for a child living in a slum settlement

Learning point 3 continued on the next page…

Y1 – Spring 1 – What's the difference? Kibera & Hoyland

Learning Point 3 Continued…	I know there are many schools in Kibera which are mainly run by churches. I know that unemployment is very high in Kibera, which means not many people have a job. I know that the main reason people are unemployed (do not have a job) in Kibera is because they are not able to read and write. I know that living conditions in Kibera are very poor, which means there are lots of illnesses.
	So I can describe what life is like for a child living in a Kibera slum settlement.
Learning Point 4	**I know some similarities and differences between Hoyland and Kibera.** Space Place interconnection Recap human and physical features of Hoyland and Kibera. I know that to compare means to find things that are similar and things that are different. I know some similarities and differences in human features between Hoyland and Kibera (population, past times, building use, e.g. shops, homes, schools). I know some similarities and differences in physical features between Hoyland and Kibera. I know that there are charities who work with people in poorer countries. I know that a charity is an organisation (a group of people) who work to provide money or help to people who need it.
	So I can identify what life is like for a child living in Hoyland and a child living in Kibera and discuss where is the best place to live and why. Composite task: - What are the similarities and differences between Kiberia and Hoyland?

Geography

Sequence of Learning Documents

Year 1
Spring 2

Out and About – Hoyland (Fieldwork)

	I know…	So I can…
Year 1 Spring 2	…I know what a map is and what it is used for. …I know that a map shows us where places are and key features of those places. …I know there are different types of maps, including paper maps and online maps (including SatNav and Google Earth). …I know that people use maps to get from one place to another. …I know what a map is and what it shows. …I know that maps and plans are views from above or a bird's eye view of a place. …I know that maps use symbols. …I know maps and plans show the distance between places or objects accurately through using a map scale. …I know that maps can be drawn at different levels of detail from the position of objects in a room (a plan), to the location of countries, continents and oceans in the world (a world map). …I know there are four main compass points which help people navigate direction: north, east, south and west. …I know aerial photographs are show features on a map from above. …I know an aerial photo is a photograph from above, a bird's eye view. …I know photos from above help people draw maps accurately. …I know that a sketch map is a roughly drawn map, drawn by hand, with basic details on about the area. …I know a sketch map is drawn from above. It is a birds eye view of an area, because it is what birds would see as they are flying. …I know a sketch map needs to represent the key features and landmarks of an area and that these need to be positioned correctly. …I know that the symbols used for each key feature need to be the same (e.g. all churches marked with a cross). …I know that the key needs to also include the symbols which have been used on the map.	**Human and Physical geography:** • Use geographical vocabulary to refer to human features on a map or plan (town, village, factory, farm, house, shop, office) • Use geographical vocabulary to refer to physical features on a map (forest, hill, soil). **Geographical skills and fieldwork:** • Use simple compass directions (North, South, East and West) to describe the location of features on a map. • Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features. • Devise a simple map, and use and construct basic symbols in a key.

Y1 – Spring 2 – Out and About: Hoyland

Learning Point 1	**I know what a map is and what it is used for.** Place Scale I know that a map shows us where places are and key features of those places. I know there are different types of maps, including paper maps and online maps (including SatNav and Google Earth). I know that people use maps to get from one place to another.
	So I can explore a range of maps, focusing on my local area.
Learning Point 2	**I know what a map is and what it shows.** Place Scale I know that maps and plans are views from above or a bird's eye view of a place. I know that maps use symbols. I know maps and plans show the distance between places or objects accurately through using a map scale. I know that maps can be drawn at different levels of detail from the position of objects in a room (a plan), to the location of countries, continents and oceans in the world (a world map). I know there are four main compass points which help people navigate direction: north, east, south and west.
	So I can identify where key features are on a map of Hoyand, using the four compass points.
Learning Point 3	**I know aerial photographs are show features on a map from above.** Place Scale I know an aerial photo is a photograph from above, a bird's eye view. I know photos from above help people draw maps accurately. I know that a sketch map is a roughly drawn map, drawn by hand, with basic details on about the area. I know a sketch map is drawn from above. It is a birds eye view of an area, because it is what birds would see as they are flying. I know a sketch map needs to represent the key features and landmarks of an area and that these need to be positioned correctly. I know that the symbols used for each key feature need to be the same (e.g. all churches marked with a cross). I know that the key needs to also include the symbols which have been used on the map.
	So I can draw a sketch map of my local area, using aerial photos to help me. Composite task: Create a map of Hoyland and explain what you have included.

Geography

Sequence of Learning Documents

Year 1
Summer Term

Out and About – Our School (Map Making)

	I know…	So I can…

Year 1 Summer Term	…I know that a sketch map is a roughly drawn map, drawn by hand, with basic details on about the area.
	…I know a sketch map is drawn from above. It is a birds eye view of an area, because it is what birds would see as they are flying.
	…I know a sketch map needs to represent the key features and landmarks of an area and that these need to be positioned correctly.
	…I know that our school grounds have different human and physical features (benches, play equipment, trim trail, planters, playground, astroturf, nature trail, school building, fences, trees, flag pole, car park, cars, paths, steps, football pitch, woods, field).
	…I know that these features can be represented using photos and text labels on a map.
	…I know how I feel about different areas of my school grounds and can identify my favourite places to play.
	…I know there are four seasons across a year.
	…I know the names of the four seasons are: spring, summer, autumn and winter.
	…I know the weather changes with the seasons.
	…I know specific vocabulary to describe the changes from spring to summer.
	…I know the weather in the UK changes daily.
	…I know specific vocabulary to describe daily weather patterns in the UK (cloudy, sunny, rainy, windy, foggy).
		Human and Physical Geography
		• Use basic geographical vocabulary to refer to key human & physical features.
		  • Human: benches, play equipment, trim trail, planters, playground, astroturf, nature trail, school building, fences, flag pole, car park, cars, paths, steps, football pitch
		  • Physical: trees, woods, field
		• Identify seasonal and daily weather patterns in the UK (focusing on changes from spring to summer)
		
		Geographical skills and fieldwork:
		• Devise a simple map, and use and construct basic symbols in a key (classroom).
		• Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.

Y1 – Summer Term – Out and About: Our School

Learning Point 1	**I know how to create my own sketch map.** Place Environment Scale Recap: I know that a sketch map is a roughly drawn map, drawn by hand, with basic details on about the area. I know a sketch map is drawn from above. It is a birds eye view of an area, because it is what birds would see as they are flying. I know a sketch map needs to represent the key features and landmarks of an area and that these need to be positioned correctly.
	So I can create a sketch map of the classroom.
Learning Point 2	**I know a map shows key features of an area.** Space Place interpretation I know that our school grounds have different human and physical features (benches, play equipment, trim trail, planters, playground, astroturf, nature trail, school building, fences, trees, flag pole, car park, cars, paths, steps, football pitch, woods, field). I know that these features can be represented using photos and text labels on a map. I know how I feel about different areas of my school grounds and can identify my favourite places to play.
	So I can add photos and labels to a Digimap view of our school grounds.

Geography

Sequence of Learning Documents

Year 2
Autumn 1

Oceans, Seas and Special Symbols

	I know…	So I can…
Year 2 Autumn 1	…the world is covered by land and water. …some of the bodies of water are called oceans. …the names of the 5 oceans of the world: Atlantic, Pacific, Indian, Arctic and Southern. …the location of the 5 oceans of the world on a world map, atlas and globe. …some of the bodies of water are called seas. …the names of the seas that surround the UK: North Sea, Irish Sea, English Channel, Celtic Sea …the location of the surrounding seas of the UK on a map, atlas and globe. …that the characteristics of a country represent the country's culture. …some characteristics can be the flag, national flower, key landmarks and patron saint. …what the four flags of the four countries of the UK look like. …the names of the four national flowers of the four countries of the UK (England – Rose, Wales – Daffodil, Scotland – Thistle, Northern Ireland – Shamrock) …the names of some of the key landmarks of the four countries of the UK: England – Angel of the North, Humber Bridge, Stone Henge, Blackpool Tower, London Eye, Westminster Abbey, White Cliffs of Dover Wales – Snowdon, Conwy Castle Scotland – Edinburgh Castle, Hadrian's Wall, Loch Ness Northern Ireland – Giant's Causeway, Titanic Museum	**Locational Knowledge** • Name and locate the world's 7 continents and learn the names of the 5 oceans. • Name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas. **Geographical Fieldwork and Skills** • Use world maps, atlases and globes to identify the UK and its countries as well as the countries, as well as the continents and oceans studied at this key stage.

Y2 – Autumn 1 – Oceans, Seas and Special Symbols

Learning Point 1	**To recap Year 1, Autumn 1 – Learning Points 1-3.** Space Scale I know the names and locations of the seven continents of the world. I know the names and locations of the four countries of the UK. I know names and locations of the capital cities of the four countries of the UK. I know there is a link between what a place looks like on a globe, a map and on a digital map (Google Earth).
	So I can name and locate the world's 7 continents, the four countries of the UK, and the capital cities of the four countries of the UK on a map, atlas and globe.
Learning Point 2	**I know the names and locations of the 5 oceans of the world.** Space Earth's Systems Scale I know the world is covered by land and water. I know some of the bodies of water are called oceans. I know the names of the 5 oceans of the world: Atlantic, Pacific, Indian, Arctic and Southern. I know the location of the 5 oceans of the world on a world map, atlas and globe.
	So I can name and locate the five oceans of the world on a map, atlas and globe.
Learning Point 3	**I know the names and locations of the seas surrounding the UK.** Space Earth's Systems Scale I know some bodies of water are called seas. I know the names of the seas that surround the UK: North Sea, Irish Sea, English Channel, Celtic Sea I know the location of the surrounding seas of the UK on a map, atlas and globe.
	So I can name and locate the surrounding seas of the UK on a map, atlas and globe.

Y2 – Autumn 1 – Oceans, Seas and Special Symbols

Learning Point 4	**I know the flags of the four countries of the UK.** Place Space Diversity interpretation I know that the characteristics of a country represent the country's culture. I know some characteristics can be the flag, national flower, key landmarks and patron saints. I know what the four flags of the four countries of the UK look like. I know which flag belongs to each country: Y Ddraig Goch, meaning 'Welsh Dragon' (Wales); St. Andrew's Cross (Scotland); St. Patrick's Cross (Northern Ireland); St. George's Cross (England). I know that the UK also has its own flag, called the Union Jack.
	So I can identify the national flag for each country of the UK.
Learning Point 5	**I know the names of the national flowers of the four countries of the UK.** I know the names of the four national flowers of the four countries of the UK (England – Tudor Rose; Wales – Daffodil; Scotland – Thistle; Northern Ireland – Shamrock) I know what each flower looks like. I know which flower represents each country. Place Diversity interpretation
	So I can identify and name the four national flowers of the four countries of the UK.
Learning Point 6	**I know some key landmarks of the four countries of the UK.** Place Space interconnection I know the names of some of the key landmarks of the four countries of the UK: England – Angel of the North, Humber Bridge, Stone Henge, Blackpool Tower, London Eye, Westminster Abbey, White Cliffs of Dover Wales – Snowdon, Conwy Castle Scotland – Edinburgh Castle, Hadrian's Wall, Loch Ness Northern Ireland – Giant's Causeway, Titanic Museum I know what the landmarks look like and which country of the UK they can be found in.
	So I can identify, name and locate some of the key landmarks of the UK on a map of the UK.

Y2 – Autumn 1 – Oceans, Seas and Special Symbols

Learning Point 7	**I know the patron saints of the four countries of the UK.** Place Diversity interpretation I know that a patron saint is someone who has devoted their whole life to something greater than themselves. I know that a patron saint is someone who worked hard to make the world a better place. Time I know that each of the four countries of the UK has a patron saint. I know the name of the patron saint for each country of the UK: England – St. George; Wales – St. David; Northern Ireland – St. Patrick; Scotland – St. Andrew. I know that the patron saint was either born, lived, or was active in that country.
	So I can name the patron saint for each country of the UK.
Additional Notes	Patron Saint days to be celebrated across the school year: Place Diversity St. Andrew's Day – 30th November (See C. Sumner for PowerPoint) Time St. David's Day – 1st March (St. David of Wales - Storynory) St. Patrick's Day – 17th March (St. Patrick - Storynory) interpretation St. George's Day – 23rd April (St. George And The Dragon – Storynory)
	Composite task: What things make each country of the UK unique?

Geography

Sequence of Learning Documents

Year 2
Autumn 2

Our Capital City: London

	I know…	So I can…

**Year 2
Autumn 2**
	… that in the world there are things that are made by people and these are called human features (e.g. buildings).
	…that human features are present in London (statues, roads, swimming pools, solar panels, park, skyscrapers, houses, London Bridge (and other bridges), Trafalgar Square, Gherkin, trains, Westfield shopping centre, London Eye, Shard.
	….that in the world there are things that are not made by people and these are called physical features.
	… that physical features are present in London (River Thames).
	… that parts of London are different depending on the human and physical features.
	…some of the human and physical features of London, through studying maps and atlases.
		Place Knowledge
		• Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK (London).
		
		Geographical Fieldwork and Skills
		• Use world maps, atlases and globes to identify the UK and its countries as well as the capital city of the UK.
		
		Human and Physical Geography
		• Use basic geographical vocabulary to refer to key human & physical features.
		  • **Human**: statues, roads, swimming pools, solar panels, park, skyscrapers, houses, London Bridge (and other bridges), Trafalgar Square, Gherkin, trains, Westfield shopping centre, London Eye, Shard, London Underground
		  • **Physical**: river

Y2 – Autumn 2 – Our Capital City: London

Learning Point 1	**To recap Year 1, Autumn 1 – Learning Points 2-3 and Year 1, Autumn 2.** Space interconnection I know the names and locations of the four countries of the UK. I know names and locations of the capital cities of the four countries of the UK. I know that in the world there are things that are made by people and these are called human features. I know that in the world there are things that occur naturally and these are called physical features.
	So I can name and locate the four countries and capital cities of the UK and identify human and physical features learned so far.
Learning Point 2	**I know some human features of London.** Space Place interconnection I know that in the world there are things that are made by people and these are called human features. I know that human features are present in London (statues, roads, swimming pools, solar panels, park, skyscrapers, houses, London Bridge (and other bridges), Trafalgar Square, Gherkin, trains, Westfield shopping centre, London Eye, Shard, London Underground. Video Link: London from above in 2018 – YouTube
	So I can identify and name some human features of London.
Learning Point 3	**I know some physical features of London.** Space Place Earth's Systems interconnection I know that in the world there are things that occur naturally and these are called physical features. I know that physical features are present in London (river) I know that a river is a moving body of water that drains the land. I know that a river flows from its source on high ground, into the sea. I know that the main physical feature of London is the River Thames. I know the River Thames is the longest river in England. I know the River Thames is the second longest river in the UK.
	So I can explore the River Thames interactive map to find key physical and human features along the River Thames. LGFL - The River Thames – Map Composite task: Describe the human and physical features of London (factfile or information text).

Geography

Sequence of Learning Documents

Year 2
Spring 1

What's the difference? Sydney & London

	I know…	So I can…
Year 2 Spring 1	…that Sydney is a major city in the country of Australia. …the location of Australia and Sydney on a map, atlas and globe. …that human features are present in Sydney (Darling harbour, Sydney harbour bridge, Sydney Opera House, skyscrapers, sports stadiums, fairground, roads, gold course, vineyards, water park). …that physical features are present in Sydney (coast, Bondai beach, Darling river, cliffs, Blue mountains). …that parts of Sydney are different depending on the human and physical features. …some similarities and differences between Sydney and London and can use these to compare life in each of these cities.	**Place Knowledge** • Understand geographical similarities and differences through studying the human and physical geography of a small area in a contrasting, non-European country (Sydney, Australia). **Human and Physical Geography** Use basic geographical vocabulary to refer to • **Physical** geography including: coast, Bondai beach, Darling river, cliffs, Blue mountains • **Human** geography including: Darling harbour, Sydney harbour bridge, Sydney Opera House, skyscrapers, sports stadiums, fairground, roads, golf course, vineyards, water park

Y2 – Spring 1 – What's the difference? Sydney & London

Learning Point 1	**I know the location of Sydney.** Space Scale I know that Sydney is a major city in the country of Australia. I know the location of Australia and Sydney on a map, atlas and globe. I know there is a link between what a place looks like on a globe, a map and on a digital map (Google Earth).
	So I can name and locate Australia and Sydney on a map, atlas and globe.
Learning Point 2	**I know some human features of Sydney.** Space Place Environment I know that human features are present in Sydney (Darling harbour, Sydney harbour bridge, Sydney Opera House, skyscrapers, sports stadiums, fairground, roads, golf course, vineyards, water park). View from Above- Sydney – YouTube
	So I can identify and name some human features of Sydney.
Learning Point 3	**I know some physical features of Sydney.** Space Environment I know that physical features are present in Sydney (coast, Bondai beach, Darling river, cliffs, Blue mountains). I know that parts of Sydney are different depending on the human and physical features.
	So I can explore a digital map of Sydney and identify key physical features.
Learning Point 4	**Would you rather live in Sydney or London? Why?** Place Diversity interpretation I know some similarities and differences between Sydney and London, in terms of human and physical features.
	So I can explain the pros and cons of living in London and Sydney and decide where I would most like to live. Composite task: Discuss the similarities and differences between Sydney and London.

Geography

Sequence of Learning Documents

Year 2
Spring 2

Hot and Cold

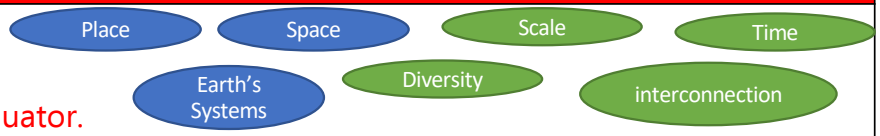
	I know…	So I can…
Year 2 Spring 2	…that the equator is an imaginary line which goes around the middle of the world. …that the earth orbits the sun. I know that the equator is always closest to the sun. I know that because the equator is closest to the sun, this is where the hottest areas of the Earth are located. I know we can use compass directions to describe a journey. I know a journey line is a line to show a route on a map. I know that in the world, there are hot and cold areas. I know that hot areas of the world are on and around the equator. I know that cold areas of the world are furthest away from the equator, around the North and South Poles. I know the location of the Equator, and the North and South Poles on a map. I know that in hot places, you might see sand or palm trees. I know in cold places, you might see snow and ice. I know what clothes we might wear if we were going to a hot or cold place. I know that we can use the word cool when the weather is a little bit cold, but not very cold. I know when we say the weather is mild, it is comfortable: it is not too warm and not too cool. I know that when we look at the weather in one place over a long period of time, we call that its climate. I know that the climate in a place tells us what the weather is likely to be at different times of the year. I know that parts of the world that have similar climates are called climate zones. I know that all areas of the world are split into climate zones, depending on how hot or cold they are. I know that some of the climate zones are called: temperate, cold, warm, tropical. I know the location of temperate, cold, warm and tropical climate zones on a map. I know that in a warm climate zone, we might find: lion, giraffe, camel, elephant I know that in a tropical climate zone, we might find: tree frog, koala, snake, monkey I know that in a cold climate zone, we might find: polar bear, moose, penguin, arctic fox I know that in a temperate climate zone, we might find: squirrel, rabbit, fox, badger	**Human and Physical Geography** • Identify the location of hot and cold areas of the world in relation to the Equator, and the North and South Poles

Y2 – Spring 2 – Hot and Cold

Learning Point 1	**I know the location of the Equator.** Space Earth's Systems interconnection I know that the equator is an imaginary line which goes around the middle of the world. I know that the Earth orbits the sun. I know that the equator is always closest to the sun. I know that because the equator is closest to the sun, this is where the hottest areas of the Earth are located.
	So I can locate the equator and other given features shown on a globe.
Learning Point 2	**I know what a journey line is.** Space Scale Recap: I know the names of the continents are: North America, South America, Europe, Africa, Australia, Asia, Antarctica Recap: I know the names of the oceans are: Southern Ocean, Pacific Ocean, Atlantic Ocean, Indian Ocean, Arctic Ocean Recap: I know the four compass directions are: north, east, south, west I know we can use compass directions to describe a journey. I know a journey line is a line to show a route on a map.
	So I can make my own journey line using key words (continents, oceans, compass points) to describe the journey.

Y2 – Spring 2 – Hot and Cold

Learning Point 3

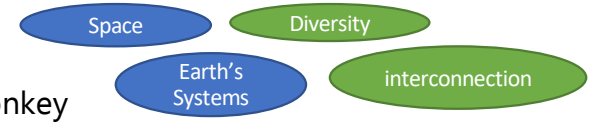


I know the location of hot and cold areas of the world.

I know that in the world, there are hot and cold areas.
I know that hot areas of the world are on and around the equator.
I know that cold areas of the world are furthest away from the equator, around the North and South Poles.
I know the location of the Equator, and the North and South Poles on a map.
I know that in hot places, you might see sand or palm trees.
I know in cold places, you might see snow and ice.
I know what clothes we might wear if we were going to a hot or cold place.
I know that we can use the word cool when the weather is a little bit cold, but not very cold.
I know when we say the weather is mild, it is comfortable: it is not too warm and not too cool.
I know that when we look at the weather in one place over a long period of time, we call that its climate.
I know that the climate in a place tells us what the weather is likely to be at different times of the year.
I know that parts of the world that have similar climates are called climate zones.
I know that all areas of the world are split into climate zones, depending on how hot or cold they are.
I know that some of the climate zones are called: temperate, cold, warm, tropical.
I know the location of temperate, cold, warm and tropical climate zones on a map.

So I can create a climate zone world map, showing temperate, cold, warm and tropical climate zones.

Y2 – Spring 2 – Hot and Cold

Learning Point 4	**I know what animals we would find in the four climate zones studied.** I know that in a warm climate zone, we might find: lion, giraffe, camel, elephant I know that in a tropical climate zone, we might find: tree frog, koala, snake, monkey I know that in a cold climate zone, we might find: polar bear, moose, penguin, arctic fox I know that in a temperate climate zone, we might find: squirrel, rabbit, fox, badger 
	So I can add animals to my climate zone map, to show where they would be found. Composite task: How are countries near to the equator different to the UK?

Geography

Sequence of Learning Documents

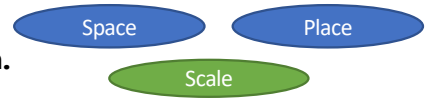
Year 2
Summer 1

Marvellous Maps: London (Fieldwork)

	I know…	So I can…

Year 2 Summer 1	…I know there are four main compass points which help people navigate direction: north, east, south and west.
	…I know we can also use locational and directional language for example: near and far; left and right, to describe the location of a feature on a map.
	…I know that maps have symbols which represent key features and landmarks.
	…I know the location of landmarks present in London (statues, roads, swimming pools, solar panels, park, skyscrapers, houses, London Bridge (and other bridges), Trafalgar Square, Gherkin, trains, Westfield shopping centre, London Eye, Shard, London Underground, River Thames
	…I know we can use paper maps and digital maps, e.g. Digimaps & Google Earth, to locate key features of an area.
		Human and Physical geography:
		• Use basic geographical vocabulary to refer to key human & physical features.
		  • **Human**: statues, roads, swimming pools, solar panels, park, skyscrapers, houses, London Bridge (and other bridges), Trafalgar Square, Gherkin, trains, Westfield shopping centre, London Eye, Shard, London Underground
		  • **Physical**: river
		
		Geographical skills and fieldwork:
		• Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features on a map.
		• Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features.

Y2 – Summer 1 – Marvellous Maps: London

Learning Point 1	**I know words to describe the location and direction of features on a map.**  I know there are four main compass points which help people navigate direction: north, east, south and west. I know we can also use locational and directional language for example: near and far; left and right, to describe the location of a feature on a map.
	So I can describe the location of features and routes studied on a map of London.
Learning Point 2	**I know that maps have symbols which represent landmarks and key features of an area.**  I know that maps have symbols which represent key features and landmarks. I know the location of landmarks present in London (statues, roads, swimming pools, solar panels, park, skyscrapers, houses, London Bridge (and other bridges), Trafalgar Square, Gherkin, trains, Westfield shopping centre, London Eye, Shard, London Underground, River Thames I know we can use paper maps and digital maps, e.g. Digimaps & Google Earth, to locate key features of an area.
	So I can use aerial photos and digital maps to locate landmarks of London. Composite task: What key features would appear on a map of London? (creating own map)

Geography

Sequence of Learning Documents

Year 3
Autumn Term

The United Kingdom

	I know…	So I can…
Year 3 Autumn	…that England is made up of areas of land called counties. …the names of some of the counties in England, including South Yorkshire, where I live. …the location of some of the counties of the UK, including South Yorkshire where I live, on a map, including a digital map (Google maps). …that the UK is divided into different geographical regions, depending on their human and physical characteristics. …some of the geographical regions of the UK (Lake District, Peak District, Brecon Beacons, Yorkshire Dales, Snowdon, Highlands, London, Barnsley, Hoyland, Dover) …the location of the geographical regions of the UK on a map, including digital map, and atlas. …the human and physical characteristics of the geographical regions studied (rivers, mountains). …the key topographical features of the geographical regions studied are: hills, mountains, coasts and rivers. …that the UK is an island with limited space. …some ways in which space is used in the UK (housing, health care, factories, education, farming, transport, recreation and leisure, retail, business). …that land use in the UK can be described as rural or urban. …the land use in the UK is mainly rural. …key features of urban and rural areas. …that urban areas are more populated than rural areas.	**Locational Knowledge** • Name and locate counties and cities of the UK, geographical regions and their identifying human and physical characteristics, key topographical features and land use patterns, and understand how some of these aspects have changed over time. **Geographical Fieldwork and Skills** • Use maps, atlases and globes and digital / computer mapping to locate [counties] and cities of the UK and describe features studied. **Human and Physical Geography** Describe and understand key aspects of: • **Physical geography**: rivers, mountains • **Human geography**: types of settlement, land use

Y3 – Autumn Term – The United Kingdom

Learning Point 1

To revise Year 2, Autumn 2.

Space Environment interconnection Scale

I know names and locations of the capital cities of the four countries of the UK.
I know that in the world there are things that are made by people and these are called human features.
I know that in the world there are things that occur naturally and these are called physical features.

So I can revise naming and locating the four countries and capital cities of the UK and identifying human and physical features learned so far, with a focus on the River Thames.

Learning Point 2

I know the names and locations of some counties of the UK.

Space Place Scale

I know that England is made up of areas of land called counties.
I know that a county is a smaller area of the UK containing lots of towns and villages.
I know the names of some of the counties in England, including South Yorkshire, where I live, and Greater London, where the River Thames is located.
I know the location of some of the counties of the UK, including South Yorkshire where I live, on a map, including a digital map (Google maps).
I know there is a link between what a place looks like on a map and on a digital map (Google Earth).

So I can name and locate some counties of the UK, including the county in which I live.

Learning Point 3

I know that each town and city within a county has a council which controls the area and services within it.

I know that each town and city within a county has a council which controls the area and the services within it, e.g. education, transport, policing, fire safety and waste management (link to Barnsley Council).
I know that Barnsley Council control:

- our transport services, including bus and train services
- some schools in our area. These are called State Schools.
- policing in our area
- fire safety services in our area
- waste management, including bins and waste recycling centres.

Space Place interpretation

So I can identify ways in which Barnsley Council control our local area.

Y3 – Autumn Term – The United Kingdom

Learning Point 4

I know the human, physical and topographical features of the geographical regions of the UK. Space Place Scale Diversity

I know that the UK is divided into different geographical regions, depending on their human and physical characteristics.
I know the names of some of the geographical regions of the UK: Lake District, Peak District, Brecon Beacons, Yorkshire Dales, Snowdonia National Park, Scottish Highlands, London, Barnsley, Hoyland, Dover.
I know the location of the geographical regions of the UK on a map, including digital map, and atlas.
I know the human (city, town, village, buildings e.g. office, shop, town hall, housing estates, roads) and physical characteristics (river, coast, hill, mountain, lakes) of the geographical regions studied (see above).
I know the key topographical features of the geographical regions studied (above) are: hills, mountains, coasts and rivers.

So I can name and locate geographical regions of the UK and identify human, physical and topographical features of these regions using maps, including digital maps, and atlases.

Learning Point 5

I know that land use in the UK can be described as rural or urban. Space Environment Diversity

I know that the UK is an island with limited space.
I know some ways in which space is used in the UK (housing, health care, factories, education, farming, transport, recreation and leisure, retail, business).
I know that land use in the UK can be described as rural or urban.
I know some uses of urban land (housing, health care, factories, education, transport, retail, and business).
I know that population means the number of people living in an area.
I know that urban areas are more populated than rural areas because they are mainly towns and cities, which have more human features connected with them.

So I can identify urban and rural areas of the UK, based on their population.

Y3 – Autumn Term – The United Kingdom

Learning Point 6

I know some uses of rural land in the UK.

Space | Environment | Diversity | Time

I know the main use of land in the UK is rural.
I know some ways in which rural space is used in the UK (agriculture, forestry, costal, freshwater, protected land).
I know that agriculture is farming (growing and harvesting crops, raising animals or livestock).
I know that forestry means understanding and caring for the natural resources that come from forests (water, animals, plants, soil, rocks).
I know that coastal means where the land meets the sea.
I know that freshwater is found in rivers, streams, lakes, ponds and ice (it has a low concentration of salt).
I know that protected lands are locations with special protections, because of their recognised natural, ecological importance (nature reserves, national parks).

So I can identify and locate different areas of rural land use in the UK using maps.

Learning Point 7

I know how land use patterns have changed over time in Yorkshire (using Digimaps).

Space | Place | Earth's Systems

I know that Yorkshire is a county in England, in the UK.
I know that Yorkshire is split into the smaller counties of: North Yorkshire, South Yorkshire, West Yorkshire, East Ridings of Yorkshire.
I know that the use of land in Yorkshire has changed significantly over time.
I know that land use can change through human and physical means.
I know that human changes to land use can be linked to: housing developments, water collection, transport links, energy developments, nature reserves.
I know that physical changes to land use can be linked to coastal erosion.
I know that land use changes can be positive or negative.

Scale | interpretation | interconnection

So I can identify how land use in Yorkshire has changed over time and debate whether these changes are positive or negative.

Composite task: How can we describe the different landscapes in the UK?

Geography

Sequence of Learning Documents

Year 3
Spring 1

Rivers

	I know…	So I can…
Year 3 Autumn	…that a river flows downwards from high ground to the sea and that it has the power to erode and shape the landscape over time. …how a river changes on its journey from source to sea. …the key features of the water cycle. …what happens as a river reaches the coast, including estuaries, deltas, mud flats and salt marshes. …why estuaries are so important for wildlife and nature reserves. …the names of the major rivers of the four countries of the UK.	**Locational Knowledge** • Name and locate counties and cities of the UK, geographical regions and their identifying human and physical characteristics, key topographical features and land use patterns, and understand how some of these aspects have changed over time (rivers). **Geographical Fieldwork and Skills** • Use maps, atlases and globes and digital / computer mapping to locate geographical regions of the UK and describe features studied (rivers). **Human and Physical Geography** Describe and understand key aspects of: • **Physical geography**: rivers, mountains, water cycle

Y3 – Spring 1 – Rivers

Learning Point 1

To revise Year 2, Autumn 1 LP3 and Year 2, Autumn 2, LP3.

Space | Environment

I know the names and locations of the seas surrounding the UK.
I know some physical features of London (River Thames).

So I can revise naming and locating the seas surrounding the UK and identifying the River Thames as a physical feature of London and recall remembered facts about it.

Learning Point 2

I know that a river flows downwards from high ground to the sea and that it has the power to erode and shape the landscape over time.

Environment | Earth's Systems | Time | interconnection

I know a river is formed by the water movement from high ground to lower ground.
I know small rivers can also be called: streams, creeks and brooks.
I know a river usually flows out to sea (mouth).
I know the source is a place where a river begins.
I know the source is often, but not always, in the mountains.
I know that as rivers flow through the land, they change shape and size.
I know that rivers change shape due to erosion.
I know erosion is the process by which soil and rock is removed from one area of the earth through natural causes, such as wind, water and ice, and transported elsewhere.

So I can explain how a river flows from high ground to the sea, using the geographical language I have learned.

Y3 – Spring 1 – Rivers

Learning Point 3

I know how a river changes on its journey from source to mouth.

I know a river can be divided into different stages.
I know these stages are called: upper course, middle course and lower course.

I know the upper course is where the source of the river is located.
I know that these areas are usually mountainous and where there are steep slopes.
I know that the river bed is rocky and narrow.
I know there are high levels of precipitation in the mountains, so the water flows quickly over the land.
I know that the river flows at its fastest in the upper course.
I know that v-shaped valleys, waterfalls and tributaries can be found in the upper course.
I know that a v-shaped valley is where there are steep slopes and a narrow river bed.
I know that a waterfall is a cascade of water falling from a height.
I know a waterfall is formed when a river or stream flows over a steep rock face or cliff.
I know a tributary is a stream or smaller river that flows into another, larger river.

I know the middle course is where the land becomes flatter.
I know the river becomes broader and deeper and begins to loop and curve (meander).
I know in the middle course, as the river moves, it continues to erode, so the shape of the river is constantly changing over time.
I know that as well as eroding, the river also transports and deposits soil and other material further along the channel.
I know that transportation is the process where eroded material is carried downstream.
I know the process of deposition is where eroded material is deposited.
I know that deposition occurs when the water flows slowly on the inside of a meander.
I know a meander is a curve that occurs as the river moves through increasingly flat land. It looks snake-like in its shape.
I know the curve in the meander changes over time, due to erosion and deposition of sediment.
I know that sediment is the solid material that is picked up on the outside of the meander and carried downstream, to be deposited.
I know that due to erosion and deposition, loops can join together to form oxbow lakes.
I know an oxbow lake is where the river takes a straighter course and cuts off the meander.

Y3 – Spring 1 – Rivers

Learning Point 3 continued…

Learning point 3 continued…
I know the lower course is where the land is now very flat.
I know that the valley has changed from v-shaped to u-shaped due to the slowing of the movement of the river.
I know the river in the lower course, is at its widest point.
I know that as the river flows into the sea, it may have an estuary or delta.
I know the mouth of the river is where the tide meets the river's channel. This is called an estuary.
I know a delta is a D-shaped mass of channels formed when the river deposits its material faster than the sea can remove it.

So I can describe the three stages of a river and their features.

Learning Point 4

I know the key features of the water cycle (story linked).

Earth's Systems | Time | interconnection

I know that the sun warms the sea.
I know the sea water evaporates and turns into water vapour.
I know the water vapour rises into the air.
I know that the water vapour condenses into water droplets and forms clouds.
I know that the clouds rise and then the water falls as rain.
I know the rain flows into streams.
I know the streams flow into rivers.
I know the rivers flow into the sea.
This lesson forms an introduction to the water cycle, which will be taught in more detail in Y4 science (States of Matter).

So I can explain the process of the water cycle.

Learning Point 5

I know the names of the major rivers of the four countries of the UK.

Space | Place | Scale

I know the names of some of the major rivers of the UK: Thames, Severn, Trent, Tay, Bann, Clyde, Dee.
I know the locations of some of the major rivers of the UK on a map and an atlas.

So I can identify, name and locate some of the major rivers of the UK, on a map and atlas.

Composite task: How does a river flow from high ground to the sea?

Geography

Sequence of Learning Documents

Year 3
Spring 2

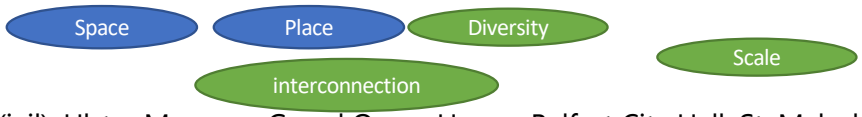
What's the difference? Belfast & Paris

	I know…	So I can…
Year 3 Spring 2	…I know that Belfast is the capital city of Northern Ireland, in the UK, in Europe I know the location of Belfast on a map of the UK I know some key human features of Belfast are: SS Nomadic, Crumlin Road Gaol (jail), Ulster Museum, Grand Opera House, Belfast City Hall, St. Malachy's Church, Botanic Gardens, Waterfront Hall, Belfast Castle, Belfast Zoo, Albert Memorial Clock, Stormont Parliament Buildings, The Titanic Exhibition Centre, George Best City Airport I know some key physical features of Belfast are: River Lagan, Cave Hill (dormant volcano), Belfast Lough (Loch), Crawfordsburn Beach I know that the main language spoken in Belfast is English. I know the currency used in Belfast is the Great British Pound (£). I know that Paris is the capital city of France, a country in Europe I know the location of Paris on a map (including digital map) I know some key human features of Paris are: Eiffel Tower, bridges (oldest is Pont Neuf), apartments, Notre Dame Cathedral, Arc de Triomphe, Louvre Museum, Sacre Coeur I know some key physical features of Paris are: River Seine, Monmartre I know the main language spoken in Paris is French. I know the currency used in Paris is the Euro. I know key human and physical features of Belfast (see learning point 1) I know key human and physical features of Paris (see learning point 2) I know the main language spoken in Belfast and Paris. I know the currency use in Belfast and Paris.	**Place Knowledge** • Understand geographical similarities and differences through the study of human and physical geography of a region of the UK compared with a region in Europe **Human and Physical Geography** Describe and understand key aspects of: • **Physical geography**: River Lagan, Cave Hill (dormant volcano), Belfast Lough (Loch), Crawfordsburn Beach, River Seine, Monmartre • **Human geography**: SS Nomadic, Crumlin Road Gaol (jail), Ulster Museum, Grand Opera House, Belfast City Hall, St. Malachy's Church, Botanic Gardens, Waterfront Hall, Belfast Castle, Belfast Zoo, Albert Memorial Clock, Stormont Parliament Buildings, The Titanic Exhibition Centre, George Best City Airport, Eiffel Tower, bridges (oldest is Pont Neuf), apartments, Notre Dame Cathedral, Arc de Triomphe, Louvre Museum, Sacre Coeur

Y3 – Spring 2 – What's the difference? Belfast & Paris

Learning Point 1

I know key human and physical features of Belfast.



I know that Belfast is the capital city of Northern Ireland, in the UK, in Europe
I know the location of Belfast on a map of the UK
I know some key human features of Belfast are: SS Nomadic, Crumlin Road Gaol (jail), Ulster Museum, Grand Opera House, Belfast City Hall, St. Malachy's Church, Botanic Gardens, Waterfront Hall, Belfast Castle, Belfast Zoo, Albert Memorial Clock, Stormont Parliament Buildings, The Titanic Exhibition Centre, George Best City Airport
I know some key physical features of Belfast are: River Lagan, Cave Hill (dormant volcano), Belfast Lough (Loch), Crawfordsburn Beach
I know that the main language spoken in Belfast is English.
I know the currency used in Belfast is the Great British Pound (£).

So I can locate Belfast on a map and identify key human and physical features.

Learning Point 2

I know key human and physical features of Paris.

I know that Paris is the capital city of France, a country in Europe
I know the location of Paris on a map (including digital map)
I know some key human features of Paris are: Eiffel Tower, bridges (oldest is Pont Neuf), apartments, Notre Dame Cathedral, Arc de Triomphe, Louvre Museum, Sacre Coeur
I know some key physical features of Paris are: River Seine, Monmartre
I know the main language spoken in Paris is French.
I know the currency used in Paris is the Euro.

So I can locate Paris on a map and identify key human and physical features.

Learning Point 3

I know similarities and differences between Belfast and Paris.

I know key human and physical features of Belfast (see learning point 1)
I know key human and physical features of Paris (see learning point 2)
I know the main language spoken in Belfast and Paris.
I know the currency use in Belfast and Paris.

So I can create a fact file about Belfast and Paris and compare key features of each city.

Composite task: What are the similarities and differences between Belfast and Paris?

Geography

Sequence of Learning Documents

Year 3
Summer Term

Marvellous Maps: The UK (Fieldwork)

	I know…	So I can…
Year 3 Summer Term	…that a compass is a tool that shows us which way to go. It helps us follow directions. …that compasses are useful in lots of situations, like: to work out which direction a landmark is from you; to help you follow a hiking trail; to help you follow a straight line; sailing; to work out where you are. …that a compass works because our Earth is a huge magnet, with a north and south pole, and a magnetic field. …that compasses have a very light magnetic needle inside them that can swing freely. …that the magnetic needle inside a compass always points north. …that compasses show cardinal directions – north, east, south and west. …that compasses can also show intercardinal directions – north-east, south-east, south-west, north-west. …that to get a more accurate direction, an 8-point compass can be used. …how to use an 8-point compass. …that contour lines show the shape and elevation of the land. …that the Ordnance Survey (OS) is the mapping agency for the United Kingdom. Their maps cover the whole UK. …OS maps use symbols and lines to represent different features, such as buildings, campsites, car parks, forests, roads, paths, rivers and railways. …that the key is the part of the map which tells us what each of the symbols mean. It is usually at the side of the map. …that contour lines are the orange lines on OS maps – they join places of the same height (elevation). …that contour lines can be used to see the shape of the land on a flat map. …the location of mountainous areas of the UK, by identifying contour lines. …that a sketch map should include: labels for place names, a bird's eye view, OS symbols, shading for land use (urban and rural), and a key.	**Locational knowledge:** • Name and locate counties and cities of the UK, geographical regions and key human and physical characteristics. **Geographical skills and fieldwork**: • Use maps, atlases and globes and digital / computer mapping to locate counties of the UK and describe features studied (OS maps) • Use the eight points of a compass, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom.

Y3 – Summer Term – Marvellous Maps: The UK

Learning Point 1

I know the 8-points of a compass. Space interconnection Scale

I know that a compass is a tool that shows us which way to go. It helps us follow directions.
I know that compasses are useful in lots of situations, like: to work out which direction a landmark is from you; to help you follow a hiking trail; to help you follow a straight line; sailing; to work out where you are.
I know that a compass works because our Earth is a huge magnet, with a north and south pole, and a magnetic field.
I know that compasses have a very light magnetic needle inside them that can swing freely.
I know that the magnetic needle inside a compass always points north.
I know that compasses show cardinal directions – north, east, south and west.
I know that compasses can also show intercardinal directions – north-east, south-east, south-west, north-west.
I know that to get a more accurate direction, an 8-point compass can be used.

So I can locate some counties of the UK, using the 8-point compass to describe where they are in relation to one another.

Learning Point 2

I know how to use an 8 point compass. Space Scale interconnection

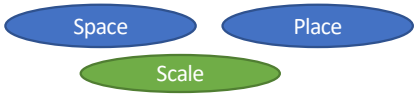
I know to use a compass we need to:

- Find where we are on the map
- Find the point on the map we want to head towards
- Lie the compass flat on the map so the straight side of the baseplate makes a line between where you are and where you want to go
- Rotate the disc, so that the N is pointing north on the map
- Pick up the compass and hold it flat in front of you, making sure the direction of travel arrow on the baseplate points straight ahead
- Turn yourself slowly round, keeping an eye on the needle. When the red line ends up exactly with N(orth), stop. The direction of travel arrow will now be pointing in the direction you need to go

So I can use an 8 point compass to find my way around markers in the school grounds (orienteering – see Cat for PE Hub resources).

Y3 – Summer Term – Marvellous Maps: The UK.

Learning Point 3



I know that contour lines show the shape and elevation of the land.

I know that the Ordnance Survey (OS) is the mapping agency for the United Kingdom. Their maps cover the whole UK.
I know OS maps use symbols to represent different features, such as buildings, campsites, car parks and forests.
I know OS maps also use different types of lines to represent roads, paths, rivers and railways.
I know that OS maps use symbols, which means they also need a key.
I know that the key is the part of the map which tells us what each of the symbols mean. It is usually at the side of the map.
I know that as well as showing us the location of features, OS maps can tell us what the terrain is like in the area, e.g. where there are hills or valleys.
I know that contour lines are the orange lines on OS maps – they join places of the same height (elevation).
I know that contour lines can be used to see the shape of the land on a flat map.
I know that where a slope is steepest, the contour lines are closest together.
I know that where a slope is shallow, the contour lines are far apart.
I know the location of mountainous areas of the UK, by identifying contour lines.

So I can identify mountainous regions of the UK on a map (e.g. Lake District).

Learning Point 4

I know the key features of the UK on an OS map.

I know some OS symbols: telephone, wood, car park, lighthouse, church with tower, picnic area, railway line, post office, hospital, bridge, school, coastline
I know the location of features on a UK map using OS symbols
I know the lines used in OS maps to represent roads, paths, rivers and railways.
I know the location of roads, paths, rivers and railways on an OS map, by identifying the different types of lines,

So I can study an OS map of the UK and pick out the symbols and features studied (symbols, contour lines, lines for roads, paths, rivers and railways).

Y3 – Summer Term – Marvellous Maps: The UK.

Learning Point 5

I know that a sketch map should include: labels for place names, a bird's eye view, OS symbols, shading for land use (urban and rural), and a key.

Place Space Scale

I know how to find a satellite image of Hoyland (Google Maps or Digimaps).
I know how to use a printed map to help me create a sketch map.
I know that my sketch map needs to include labels for place names.
I know that my sketch map needs to include a bird's eye view.
I know that my sketch map needs to include OS symbols.
I know that my sketch map needs to include shading to show land use (urban and rural has been taught).
I know that my sketch map needs to include a key.

So I can create a sketch map of Hoyland, including the key features studied.

Composite task: Can you draw and explain the key features of Hoyland using a sketch map?

Geography

Sequence of Learning Documents

Year 4
Autumn Term

Our Continent: Europe

	I know…	So I can…
Year 4 Autumn	…that Europe is a continent. …that Europe is made up of 44 countries. …the names of some of the countries in Europe (including the countries of the UK plus France, Italy, Germany and Spain). …that Russia is located next to Europe. …the names of the capital cities of some of the countries of Europe (including the countries of the UK plus France, Italy, Germany and Spain) …that Europe is made up of different environmental regions …the names of the environmental regions in Europe are: tundra, boreal / taiga, temperate, deciduous forest, savannah / tropical grassland …that each environmental region has its own physical and human characteristics. …the physical characteristics of the tundra biome. …the physical characteristics of the boreal / taiga biome. …the physical characteristics of the temperate / deciduous biome. …the position and significance of the Arctic. …the position and significance of the Equator. …the position and significance of the Northern Hemisphere.	**Locational Knowledge** • Locate the world's countries using maps to focus on Europe, including the location of Russia, concentrating on their environmental regions, key physical and human characteristics, countries and major cities. • Identify the position and significance of the Arctic. • Identify the position and significance of the Northern Hemisphere and the Equator. **Geographical Fieldwork and Skills** • Use maps, atlases, globes and digital mapping to locate countries of Europe and describe features studied. **Human and Physical Geography** Describe and understand key aspects of: • **Physical geography:** climate zones, biomes, vegetation belts, river, mountains, volcanoes • **Human geography:** types of settlement, land use, economic activity and trade links, distribution of natural resources, including energy, food, minerals and water.

Y4 – Autumn Term – Our Continent: Europe

Learning Point 1

To recap Year 1, Autumn 1.

Space Scale

I know the names and locations of the seven continents of the world.
I know that Europe is the continent on which I live.
I know that a continent is made up of lots of countries.
I know that each country has a capital city.

So I can

Learning Point 2

I know that Europe is a continent, made up of countries which each have a capital city.

Space Place Scale Diversity

I know that Europe is a continent.
I know that Europe is made up of 44 countries.
I know the names of some of the countries in Europe (must include the countries of the UK plus France, Italy, Germany and Spain).
I know that Russia is a country located next to Europe.
I know the names of the capital cities of some of the countries of Europe (must include those of the UK plus Paris, Rome, Berlin and Madrid).

So I can identify and locate Europe and some of its countries and capital cities on a world map, atlas and globe.

Learning Point 3

I know what an ecosystem is.

Earth's Systems Environment Space interconnection interpretation Diversity

I know that an ecosystem is a space on planet earth where living things live and have adapted to live, because of the availability of water, minerals, light, heat and the climate there.
I know that there are three main types of ecosystem – terrestrial, aquatic and mixed.
I know that Europe is mainly covered by terrestrial ecosystems (forests, jungles, deserts, grasslands, tundra or savanna).
I know that in an ecosystem, there are producers, consumers and decomposers.
I know the producers in a terrestrial ecosystem are the vegetation (plants / flora) and they can make their own food.
I know the consumers in a terrestrial ecosystem can be primary or secondary consumers.
I know that primary consumers are herbivores (they eat the producer / vegetation).
I know that the secondary consumers are carnivores.
I know the decomposers in a terrestrial ecosystem feed on decomposing living things, such as dry leaves, animal carcasses, dead tree trunks and excrement.

So I can explain what an ecosystem is.

Y4 – Autumn Term – Our Continent: Europe

Learning Point 4

Environment | Space | Place | Environment | Diversity | Scale | Time | interpretation | interconnection

I know the main environmental regions in Europe and their physical characteristics.

I know that Europe is mainly covered by terrestrial ecosystems (forests, jungles, deserts, grasslands, tundra or savanna). These are also known as environmental regions or biomes.

I know the names of the environmental regions in Europe are: tundra, boreal / taiga, temperate, deciduous forest, savannah / tropical grassland.

I know that each environmental region has its own physical characteristics.

I know the physical characteristics of the tundra (Nothern Russia is an example of this region) are: climate – cold, windy, little rainfall, snow covers the ground for much of the year; soil – permafrost layer of frozen soil under the Earth's surface; vegetation (plants) – trees do not grow, but when the snow melts, small plants flower; animals – polar bears, arctic foxes, grey wolves, caribou and when the surface of the permafrost melts in summer, shallow lakes appear which attract insects, birds and other wildlife

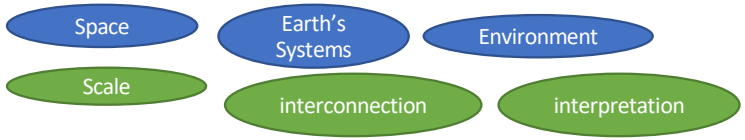
I know the physical characteristics of the boreal / taiga (Finland, Sweden and Norway are examples of this region) are: climate – long, cold, snowy winters and short cool summers, sub-Arctic; soil – permafrost layer of frozen soil under the Earth's surface, in other areas, a layer of bedrock lies just beneath the soil. Both of these prevent water from draining from the top layers of soil. This creates shallow bogs; vegetation (plants / flora) – coniferous trees, spruce, pine, fir trees (evergreen); animals (fauna) – birds usually migrate south during winter months, small animals mostly rodents live close to the floor, many birds of prey such as owls and eagles, hunt these animals, moose is able to live in the cold taiga, bears, lynx and the Siberian tiger.

I know the physical characteristics of the temperate / deciduous forest (UK is an example of this region) are: climate – not extreme temperatures, 'temperate' means moderate; soil – temperate soils are high in minerals and nutrients, and decomposers work to break down decaying matter within the soil, which allows lots of plant life to grow; vegetation (plants / flora) – grasses, deciduous and evergreen trees, e.g. Oak, Sycamore, Birch, Chestnut, moss, fern, wild flowers on forest floor; animals (fauna) – great diversity of animal life, including deer, foxes, badgers, hedgehogs, spiders, slugs, frogs, birds including sparrows, owls, blackbirds, robins, magpies. Animals in this biome must be able to adapt to seasonal change. Some animals migrate or hibernate.

So I can name the biomes of Europe and their physical characteristics.

Y4 – Autumn Term – Our Continent: Europe

Learning Point 5



I know the position and significance of the Arctic.
I know that the polar regions are located at the most northern and southern points of the globe.
I know where the Arctic is located on a map, atlas and globe.
I know the Arctic is the area of land and sea north of the Arctic Circle.
I know the Arctic has a large ice sheet which covers Greenland.
I know the Arctic has large areas of sea ice (frozen sea water).
I know the area of sea ice changes from summer to winter.
I know the areas not covered by ice sheets are called tundra.
I know that the North Pole and surrounding Arctic ocean is not owned by any one country, but is managed by the United Nations (UN).
I know the United Nations is a group of countries which work together to promote world peace and working together.
I know that the Arctic sea ice acts as a giant reflector at the top of our planet, helping to keep the Earth at an even temperature.
I know that less ice, means less reflected heat, meaning more intense heatwaves (global warming) across the globe and the temperature is rising. This is called climate change.
I know that melting ice in the Arctic, is speeding up climate change.
I know that global warming is causing Arctic ice to melt.
I know that today, scientists, geographers and leaders of the world are trying to combat climate change.
I know Greta Thunberg is a Swedish environmental activist who is known for challenging world leaders to take immediate action for climate change.
I know some things I can do to try and combat climate change: walk to school, turn lights off, turn taps off, try and go meat free once a week.

So I can identify the position of the Arctic and understand its importance in regulating the Earth's temperature.

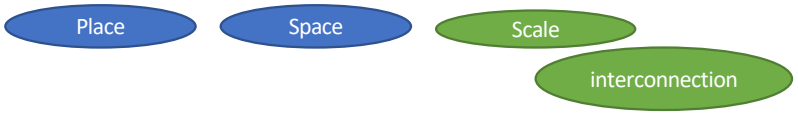
Learning Point 6

I know the position and significance of the Equator.
I know the Equator is an imaginary line that divides the Earth in half.
I know the Equator is an equal distance between the North and South Poles.
I know the weather on the Equator is hot all year round because it is closest to the Sun.
I know that at the Equator, day and night are both 12 hours long.

So I can identify and locate the Equator on a map, atlas and globe and describe its importance.

Y4 – Autumn Term – Our Continent: Europe

Learning Point 7



I know the position and significance of the Northern Hemisphere.
I know a hemisphere is the name given to half a sphere, cut in half through its widest point.
I know a hemisphere is most commonly used when describing different areas of the Earth.
I know that the Equator divides the Earth into two halves called Hemispheres.
I know the part of the Earth north of the Equator is called the Northern Hemisphere.
I know around 80% of the world's population lives in the Northern Hemisphere.
I know around 90% of the world's land is in the Northern Hemisphere.
I know that the Northern Hemisphere includes all of North America, Europe and most of Asia and Africa.

So I can identify and locate the Northern Hemisphere on a map, atlas and globe and recall some facts about it.

Composite task: Where would you choose to live in Europe and why?

Geography

Sequence of Learning Documents

Year 4
Spring Term

What's the difference?
Edinburgh & Naples
(Volcanoes)

	I know…	So I can…
Year 4 Spring Term	…that Edinburgh is the capital city of Scotland, in the UK, in Europe …the location of Edinburgh on a map of the UK …some key human features of Edinburgh …some key physical features of Edinburgh …that Naples is a city in the country of Italy, in Europe …the location of Naples on a map (including digital map) …some key human features of Naples …some key physical features of Naples …what the Earth looks like underground …how volcanoes are formed …how volcanoes can affect people's lives	**Locational Knowledge** • Locate the world's countries using maps to focus on Europe, concentrating on key physical and human characteristics, countries and major cities. **Place Knowledge** • Understand geographical similarities and differences through the study of human and physical geography of a region of the UK and a region in Europe (Edinburgh, Scotland and Naples, Italy) **Geographical Fieldwork and Skills** • Use maps, atlases, globes and digital mapping to locate countries of Europe and describe features studied (volcanoes). **Human and Physical Geography** Describe and understand key aspects of: • **Physical geography:** volcanoes

Y4 – Spring Term – What's the difference? Edinburgh & Naples

Learning Point 1

I know key human and physical features of Edinburgh.

Place | Space | Scale | Diversity

I know that Edinburgh is the capital city of Scotland, in the UK, in Europe
I know the location of Edinburgh on a map of the UK
I know some key human features of Edinburgh are: Edinburgh Castle, Edinburgh Dungeon, Burns Monument, Grassmarket, Holyrood, John Knox House, Melville Monument, Museum of Edinburgh, National Museum of Scotland, Nelson Monument, Princes Street Gardens, Royal Mile, Scottish National Gallery, Scottish National Portrait Gallery, Scottish Parliament, Forth Bridge, Water of Leith (Footpath), Leith Harbour, coast (North Sea)
I know some key physical features of Edinburgh are: Arthur's Seat, Castle Rock, Carlton Hill, Water of Leith (River), Firth of Forth, River Forth
I know that Arthur's Seat is an extinct volcano in Edinburgh, Scotland, UK, Europe.

So I can locate Edinburgh on a map and identify key human and physical features.

Learning Point 2

I know key human and physical features of Naples.

Place | Space | interconnection

I know that Naples is a city in the country of Italy, in Europe
I know the location of Naples on a map (including digital map)
I know some key human features of Naples are: Castel Nuovo, Castel dell'Ovo, Castel Sant'Elmo (castles), Duomo di Napoli, port
I know some key physical features of Naples are: Gulf of Naples (coast line), Mediterranean Sea, Mount Vesuvius, Campi Flegrei
I know that Mount Vesuvius is an active volcano in Naples, Italy, Europe.

So I can locate Naples on a map and identify key human and physical features.

Learning Point 3

I know what the Earth looks like underground.

Earth's Systems | Environment | Scale

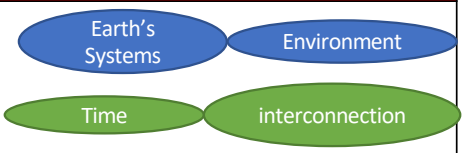
I know the layers that make up the Earth are called: Crust, Mantle, Outer Core, Inner Core
I know the Crust is a thin outer layer of cold, hard rock that covers the Earth. It is 10km-90km thick.
I know the Mantle is extremely hot rock that often flows like treacle. It is 3000km thick.
I know the Outer Core is mainly made up of Iron with some Nickel. It is over 4000 degrees Celsius. It is mostly liquid with some rocky parts. The Outer Core moves around the Inner Core, creating the Earth's magnetism.
I know the Inner Core is made up of Iron and Nickle. It is the hottest layer of the Earth at over 5000 degree Celsius. It melts the metals in the Outer Core to form Magma.

So I can create and label a cross section of the Earth.

Y4 – Spring Term – What's the difference? Edinburgh & Naples

Learning Point 4

I know how volcanoes are formed.

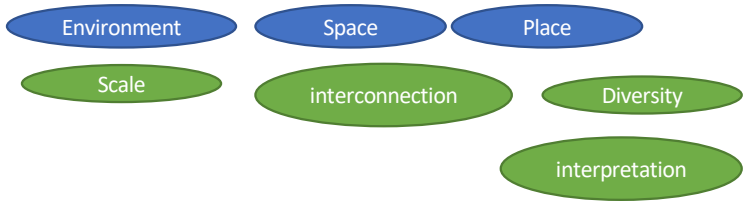


I know that the Earth's Crust isn't one, solid layer. It is broken up into huge areas called tectonic plates, which float on top of the Mantle.
I know that tectonic plates can move in different ways.
I know that volcanoes can be formed when tectonic plates move apart.
I know that pressure builds up inside the Earth, which affects the Earth's Crust, so that Magma can sometimes erupt through it.
I know the lava and ash that has erupted through the crust, builds up to form the classic volcano cone shape over time.
I know the names for some parts of a volcano are: Magma Chamber, Conduit / Main Vent, Crater, Eruption Cloud.

So I can explain how a volcano is formed.

Learning Point 5

I know how volcanoes can affect people's lives.



I know that most volcanoes are located around the Pacific Ocean and that this area is called The Ring of Fire.
I know that the terms 'extinct', 'dormant' and 'active' can be used to describe volcanoes.
I know that active means a volcano that has erupted within the last 10,000 years.
I know that dormant means a volcano that hasn't erupted in the last 10,000 years, but that may erupt again.
I know that extinct means a volcano that hasn't erupted in the last 10,000 years and isn't likely to erupt again.
I know some risks of living near a volcano are:

- Ash can destroy farm crops.
- Buildings can be destroyed by lava flow.
- People can be swept away by pyroclastic flows or lahars (mud flows).
- Ash can cause health problems for people and animals.
- Frequent earthquakes can damage property.

I know some benefits of living near a volcano are:

- Farming near a volcano can be very good because the volcanic soil can produce very good crops.
- Volcanic regions can produce geothermal energy which is clean and renewable.
- Volcanoes are tourist attractions, bringing money and jobs to the area.
- Scientists can predict when a volcano will erupt.
- Dormant volcanoes may not erupt for hundreds of years.
- The isolated slopes of volcanoes are good habitats for plants and animals.
- Minerals and rock made from volcanic lava are mined and used for building materials, bringing jobs to the area.

I know that Tonga is a volcano situated in The Ring of Fire which recently erupted (January, 2022)

So I can sort for and against statements for living near a volcano.

Composite task: Where would you prefer to visit on holiday, Edinburgh or Naples, and why?

Geography

Sequence of Learning Documents

Year 4
Summer Term

Marvellous Maps: Hoyland (Fieldwork)

	I know…	So I can…
Year 4 Summer Term	…that a grid reference tells us the location of something on a grid or map. …that how to find a grid reference …that the letters or numbers along the bottom are called eastings. …that the numbers up the side are called northings. …the easting always comes before the northing. …how to locate features of Barnsley on an OS map (printed from Digimaps), using 4-figure grid references. …that a sketch map should include: labels for place names, a bird's eye view, OS symbols, shading for land use (urban and rural), and a key.	**Geographical skills and fieldwork**: • Use four-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom. • Use fieldwork to observe, measure, record and present the human and physical features in the local area (Barnsley), using a range of methods including sketch maps and plans.

Y4 – Summer Term – Marvellous Maps: Hoyland

Learning Point 1

Environment | Space | Scale

[Revision from Y3]
I know why map symbols are used.
I know Ordnance Survey is Britain's mapping agency.
I know OS create up to date and accurate maps, depicting the landscape's human and physical features.
I know all OS maps use the same symbols which are included in a key, so people using the map know what each symbol represents.
I know the symbols represent human features, e.g. information points and physical features, e.g. forest

So I can recognise some OS map symbols.

Learning Point 2

Space | Scale

I know what grid references are.
I know that a grid reference tells us the location of something on a grid or map.
I know that to find a grid reference you need to read across the horizontal axis until you get to the left corner of the square you want. Then, read up the vertical axis until you get to the bottom corner of the square you want (CPG+).
I know that the letters or numbers along the bottom are called eastings.
I know that the numbers up the side are called northings.
I know the easting always comes before the northing.
I know how to locate features of Barnsley on an OS map (printed from Digimaps), using 4-figure grid references.

So I can locate features of Barnsley on an OS map (printed from Digimaps), using 4-figure grid references.

Learning Point 3

Space | Place | Scale

I know that a sketch map should include: labels for place names, a bird's eye view, OS symbols, shading for land use (urban and rural), and a key.
I know how to find a satellite image of Barnsley (Google Maps or Digimaps).
I know how to use a printed map to help me create a sketch map.
I know that my sketch map needs to include labels for place names.
I know that my sketch map needs to include a bird's eye view.
I know that my sketch map needs to include OS symbols.
I know that my sketch map needs to include shading to show land use (urban and rural has been taught).
I know that my sketch map needs to include a key.

So I can create a sketch map of an area of Barnsley, including the features studied (place names, OS symbols etc.)

Composite task: Create a map of Hoyland for someone who has never visited.

Geography

Sequence of Learning Documents

Year 5
Autumn Term

North America

	I know…	So I can…
Year 5 Autumn	…that North America is a continent made up of 23 countries. …the location of North America on a world map. …the names and locations of some of the countries in North America. …some of the names of some capital cities of North American countries. …the main environmental regions in North America and their physical characteristics …some of the different climate zones in North America. …some similarities and differences between climate zones in North America. …some physical features of North America (Grand Canyon, Niagara Falls). …how certain physical features are formed (Grand Canyon, Niagara Falls). …some human features of North America (Panama Canal, Hoover Dam) …why the Panama Canal and Hoover Dam were built. …why different parts of the world have different time zones. …the position and significance of the Prime / Greenwich Meridian. …how to calculate the time at different locations in North America, based on the Prime / Greenwich Meridian. …how to calculate corresponding times within different locations in North America.	**Locational Knowledge** • Locate the world's countries using maps to focus on North America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities. • Identify the position and significance of the • the Prime / Greenwich Meridian and time zones (including day and night) [linked to North America]. **Geographical Fieldwork and Skills** • Use maps, atlases, globes and digital / computer mapping to locate countries of North America and describe features studied. **Human and Physical Geography** Describe and understand key aspects of: • **Physical geography:** climate zones, biomes, vegetation belts, rivers • **Human geography:** types of settlement, land use, economic activity and trade links, distribution of natural resources, including energy, food, minerals and water.

Year 5 – Autumn Term

Learning Point 1

To revise Y4, Autumn Term, Learning Points 4-7 and Year 3 Spring Term (Learning Point about erosion and waterfalls)

Space

Scale

I know some physical characteristics of the tundra, taiga/boreal, and temperate/deciduous biomes (environmental regions).
I know the position and significance of: the Arctic, the Equator, and the Northern Hemisphere.

So I can recall my knowledge of the Northern Hemisphere, the Equator and the location of North America.

Learning Point 2

I know that North America is a continent, made up of 23 countries, which each have a capital city.

Place

Scale

I know that North America is a continent made up of 23 countries, including Canada, the United States, Greenland and Mexico.
I know the names and locations of some of the countries of North America (listed above) on a world map, atlas and globe (including Digimaps).
I know the names and locations of major cities in North America (Ottawa, New York, San Francisco, Mexico City, Washington D.C., Niagara Falls, Panama City) on a world map, atlas and globe (including Digimaps).

So I can identify and locate North America and some of its countries on a world map, atlas and globe.

Learning Point 3

I know the main environmental regions (biomes) in North America and their physical characteristics.

Space

Environment

Place

I know that North America is mainly covered by terrestrial ecosystems (forests, jungles, deserts, grasslands, tundra or savanna). These are also known as environmental regions or biomes.
I know the names of the environmental regions in North America are: tundra, boreal / taiga, temperate / deciduous forest, desert.
I know that each environmental region has its own physical characteristics.
Children can revisit their knowledge of the tundra, taiga/boreal, and temperate/deciduous biomes from their learning about Europe in Y4, before learning about the desert biome, which is the only new biome covered in this North America topic.
I know the physical characteristics of the desert (Mohave Desert in North America is an example and the driest desert in North America) are: climate – arid (dry), receives no more than 25cm of precipitation in a year, because the rate of evaporation rapidly exceeds the annual rainfall; deserts are the driest place on Earth, with extreme temperatures, high wind speeds and sudden storms and sand storms; soil – is mainly sand with small amounts of nutrients for plants to use as food. Because of this, they cannot support much plant life; vegetation (plants / flora) – plants found in the desert biome have had to adapt to grow in severe weather conditions and lack of water. They have had to adapt to store water in their stems and they don't grow very high. Most desert plants grow apart from each other and have large root systems to reduce the amount of competition that they have for their stems (Cacti); animals (fauna) - Most animals are small, like reptiles and rodents. They need to be small enough to hide under the small vegetation or in burrows to escape the heat. Many animals are also nocturnal, so they can come out at night when the weather is cooler. Animals have had to adapt to store water or find water in the foods they eat. Others like the camel have adapted to store fat in their hump because fat stores heat.

Diversity

Scale

interpretation

So I can name the biomes of North America and their physical characteristics.

Year 5 – Autumn Term

Learning Point 4

I know North America is made up of different climate zones.

Earth's Systems | Space | Scale | interconnection | Time

I know that climate zones are areas around the world with specific patterns of weather.
I know in a certain place, if there is a pattern of weather that occurs over a long period of time, this can be described as its climate.
I know the weather is the general day-to-day conditions of a place, while the climate is the pattern of this weather over a long time.
I know there are different types of climate zones around the world, all determined by the position of a place in relation to the Equator.
I know the main climate zones in North America are: polar, temperate, arid and tropical.
I know some key features of the polar climate zone are: long cold winters, annual temperatures mostly below freezing, windy, very little precipitation.
I know some key features of the temperate climate zone are: moderate rainfall spread across the year, mild to warm summers and cool to cold winters (the UK).
I know some key features of the arid climate zone are: dry air and clear skies can cause large ranges in temperature between day and night, precipitation is no more than 25cm per year.
I know some key features of the tropical climate zone are: warm or hot throughout the year, temperatures do not change greatly, but winds and rain bring different types of weather. Most tropical places experience wet and dry seasons and areas closest to the Equator are the wettest.
I know some similarities and differences between the main climate zones in North America.

So I can compare climate zones in North America, identifying key similarities and differences.

Learning Point 5

I know some physical features of North America and how they were formed.

Space | Earth's Systems | Scale | interconnection

I know some physical features of North America (Grand Canyon and Niagara Falls).
I know the location of the Grand Canyon and Niagara Falls on a map, atlas and globe (Google Earth / Digimaps).
I know how the physical features of the Grand Canyon and Niagara Falls were formed.
I know the Grand Canyon was formed over millions of years as the Colorado River eroded the Colorado Plateau.
I know that a plateau is an area of fairly level high ground.
I know the Niagara Falls were formed when melting glaciers formed massive fresh-water lakes (called the Great Lakes), one of which ran downhill toward another. I know the rushing waters carved out (eroded) a river in their descent and at one point passed over a steep cliff-like formation (waterfall) to form Niagara Falls.

So I can name, locate and identify the physical features of North America and explain how the Grand Canyon and Niagara Falls were formed.

Year 5 – Autumn Term

Learning Point 6

I know some human features of North America and why they were built.

Space | Place | Scale

I know some human features of North America (Panama Canal and Hoover Dam).
I know the location of the Hoover Dam and Panama Canal on a map, atlas and globe (Google Earth / Digimaps).
I know the Hoover Dam was built to provide irrigation water and hydroelectric power and to control seasonal flooding of the Colorado River.
I know the Panama Canal was built to join the Atlantic and Pacific Oceans, so that boats could sail between the two oceans without them having to go all the way around the South American continent. It also serves as a shortcut that saves time and costs in transporting all kinds of goods.

So I can name and locate the Panama Canal and Hoover Dam on a world map, atlas and globe (including Digital map), and identify why they were built.

Learning Point 7

I know the position and significance of the Prime / Greenwich Meridian.

Earth's Systems | Scale | Diversity

Understanding time zones - BBC Bitesize
I know that we split the globe into time zones using imaginary lines called Meridians.
I know that Meridians run from the North Pole to the South Pole.
I know there are 24 Meridians around the globe, because the Earth takes 24 hours to rotate on its axis.
I know that one of the Meridians, runs through the UK and this is called the Prime Meridian.
I know that the Prime Meridian runs through a place in London called Greenwich.
I know the Prime Meridian splits the globe into Eastern and Western Hemispheres.
I know that the time in countries to the east of the Prime Meridian are always in front of that in the UK.
I know that the time in countries to the west of the Prime Meridian are always behind that of the UK.
I know that time zones are not always in straight lines because they may need to curve around country borders.
I know that different places in the world have different times and this is why the world is divided into 24 different time zones, one for each hour in the day.
I know that North America is spread out across many time zones.
I know how to calculate the time at different locations in North America, based on the Prime / Greenwich.
I know how to calculate corresponding times within different locations in North America, including Ottawa, New York, San Francisco, Mexico City, Washington D.C., Niagara Falls, Panama City.

So I can calculate the time in different locations in North America, compared to Greenwich Meantime and other North American locations.

Composite task: How do the biomes and climate zones of North America different from each other and those of Europe?

Geography

Sequence of Learning Documents

Year 5
Spring Term

What's the difference?
Lake Constance (Germany) &
The Great Lakes (North America)

	I know…	So I can…
Year 5 Spring Term	…that Germany is a country in Europe …the location of Germany on a map (including Digital map) …that Lake Constance (Konstanz) is a key physical feature of Germany and the 3rd largest lake in Central Europe …some key physical features of the area surrounding Lake Constance Bavarian Alps (mountains), Black Forest, River Rhine …Lake Constance borders Switzerland, Austria and Germany and connects through the River Rhine to the North Sea …Lake Constance was formed over time by the Rhine glacier during the last Ice Age …that Canada is a country in the continent of North America …the location of Canada on a map (including digital map) …that the Great Lakes are a key physical feature of Canada …the Great Lakes are an interconnected group of 5 lakes in the north-eastern United States …the Great Lakes border Canada and connect through the Saint Lawrence River, to the Atlantic Ocean …the Great lakes were formed 10,000 years ago, when large ice sheets were melted to form the lakes …the Great Lakes contain 20% of the world's freshwater …the names of the Great Lakes are: Lake Erie, Lake Michigan, Lake Superior, Lake Huron, Lake Ontario …Lake Superior is the largest freshwater lake in the world	**Locational Knowledge** • Locate the world's countries using maps to focus on Europe and North America, concentrating on key physical characteristics. **Place Knowledge** • Understand geographical similarities and differences through the study of human and physical geography of a region of a European country (Germany – Lake Constance and surrounding areas, including the Bavarian Alps and Black Forest), and a region in North America (Canada – Lakeland Area – Great Lakes and surrounding areas) **Geographical Fieldwork and Skills** • Use maps, atlases, globes and digital mapping to locate countries of Europe and North America and describe features studied (lakes). **Human and Physical Geography** Describe and understand key aspects of: • **Physical geography:** lakes, rivers, mountains, forests • **Human geography**: tourism – beach holidays, entertainment tourism, active tourism, cultural tourism, faith tourism, eco tourism

Year 5 – Spring Term – What's the difference? The Lakes

Learning Point 1

I know that Lake Constance and its surrounding area of the Black Forest and Bavarian Alps are a key physical feature of Germany.
I know that Germany is a country in Europe
I know the location of Germany on a map (including Digital map)
I know that Lake Constance (Konstanz) is a key physical feature of Germany and the 3rd largest lake in Central Europe
I know some key physical features of the area surrounding Lake Constance Bavarian Alps (mountains), Black Forest, River Rhine
I know Lake Constance borders Switzerland, Austria and Germany and connects through the River Rhine to the North Sea
I know Lake Constance was formed over time by the Rhine glacier during the last Ice Age

Place
Space
Earth's Systems
Scale

So I can identify, name and locate key physical features of Lake Constance and its surrounding areas.

Learning Point 2

I know that the Great Lakes are a key physical feature of North America.
I know that Canada is a country in the continent of North America
I know the location of Canada on a map (including digital map)
I know that the Great Lakes are a key physical feature of Canada
I know the Great Lakes are an interconnected group of 5 lakes in the north-eastern United States
I know the Great Lakes border Canada and connect through the Saint Lawrence River, to the Atlantic Ocean
I know the Great lakes were formed 10,000 years ago, when large ice sheets were melted to form the lakes
I know the Great Lakes contain 20% of the world's freshwater
I know the names of the Great Lakes are: Lake Erie, Lake Michigan, Lake Superior, Lake Huron, Lake Ontario
I know Lake Superior is the largest freshwater lake in the world.

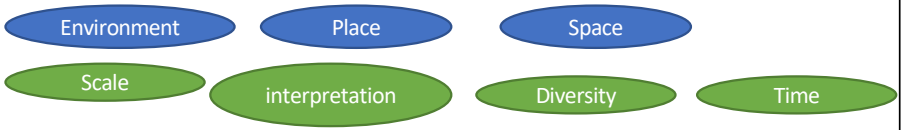
Place
Space
Earth's Systems
interconnection
Diversity

So I can identify, name and locate key physical features of the Great Lakes and surrounding areas.

Year 5 – Spring Term – What's the difference? The Lakes

Learning Point 3

I know what tourism is and advantages and disadvantages of tourism.



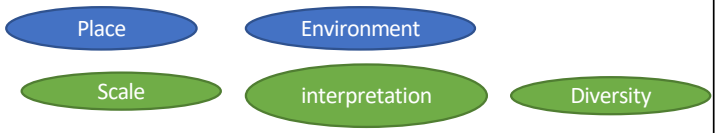
I know that tourism is where people travel to a place for pleasure, such as a holiday.
I know these people are called tourists.
I know tourism can be abroad or in the country you live in.
I know there are different types of tourism: beach holidays, entertainment tourism, active tourism, cultural tourism, faith tourism, eco-tourism.
I know that beach holidays are relaxing holidays where people may take part in water sports.
I know that entertainment tourism is holidays to places where there are theme parks, theatres or other forms of entertainment.
I know that active tourism can be skiing, hiking or climbing.
I know that cultural tourism is trips to historical sites, museums and art galleries.
I know that faith tourism is where people travel to sites that are significant to their religion.
I know that eco-tourism is environmentally friendly holidays where people might go to help with places that have been damaged (link to Kibera volunteer work from Y1).
I know that since the middle of the twentieth century (mid-1900s) the number of tourists each year has grown from 25 million to over 1 billion.
I know some reasons for the growth in tourism are: people have more money left over after they have paid for important things like food and bills; travel is cheaper and easier; people have more paid time off from their jobs; the internet.
I know some advantages of tourism are: tourism provides jobs for local people; it brings money to the area – restaurants, museums etc.; traditional food, clothing and art can be appreciated; eco-tourism can help improve the local environment
I know some disadvantages of tourism are: jobs in tourism may not last all year (e.g. some places are seasonal); jobs can be poorly paid; the money generated by tourism often goes to big companies from outside the local area, instead of the local people; places can become too busy; travelling can be harmful to the environment (flying by aeroplane)

So I can identify and discuss advantages and disadvantages of tourism.

Year 5 – Spring Term – What's the difference? The Lakes

Learning Point 4

I know how Lake Constance, the Black Forest and the Bavarian Alps are affected by tourism.



I know that Lake Constance is the largest freshwater lake in Germany.
I know that surrounding Lake Constance is the Black Forest and the Bavarian Alps.
I know tourists mainly visit Lake Constance and its surrounding areas for active and cultural tourism.
I know some reasons why people visit Lake Constance and its surrounding area.
I know that Lake Constance is a popular destination for sailing, cycling, hiking, windsurfing and swimming (active tourism).
I know that the Bodensee-Radweg cycle path circles the entire lake in about 260km.
I know the Black Forest is located near Lake Constance and is also a popular tourist destination.
I know people visit the Black Forest because it is the setting for Grimm Brothers Fairy Tales and also known for its thermal hot springs, spa towns, and crystal-clear lakes. It is the home of cuckoo clocks and the delectable Black Forest cake.
I know the people of the Black Forest care about sustainability, so they offer tourists a range of environmentally-friendly mobility options: buses and trains are free of charge or you can test an electric car or use an e-Bike, as well as cycle or hike (active tourism).
I know the Bavarian Alps are famous for winter sports, e.g. skiing and snowboarding (active tourism).
I know tourists also visits the Bavarian Alps all year round because they can go canoeing, hiking and paragliding (active tourism).
I know the Bavarian Alps also attract cultural tourists because of the Schloss (Chateaus, Palaces and Manor Houses).

So I can give reasons why people like to visit Lake Constance and its surrounding areas of the Black Forest and Bavarian Alps.

Year 5 – Spring Term – What's the difference? The Lakes

Learning Point 5

I know how the Great Lakes are affected by tourism.
I know that tourists visit the Great Lakes because of the many outdoor activities they can do, such as: camping, cycling, kayaking, fishing, diving, observing wildlife and wild flowers, hiking, climbing, parasailing, swimming, scuba diving, snorkelling, relaxing at the beaches, water sports and winter sports such as ice luging, ice climbing, ice diving, ice kiting, ice sailing
Teacher subject knowledge support: A Guide to the Great Lakes of North America (theculturetrip.com)

Space

interpretation

So I can give reasons why people like to visit each of the Great Lakes in the form of a presentation.

Composite task: Discuss the similarities and differences between the Great Lakes and Lake Constance

Geography

Sequence of Learning Documents

Year 5
Summer Term

Marvellous Maps: Hoyland (Fieldwork)

	I know…	So I can…
Year 5 Summer	…6-figure grid references are a more accurate way of locating something on a map …that using a 6-figure grid reference reduces the area covered from 1km squared, to 100m squared. This makes it much quicker and easier to find what you are looking for …how to work out a 6-figure grid reference …how to locate features of Hoyland, using 6-figure grid references …that a sketch map should include: labels for place names, a bird's eye view, OS symbols, shading for land use (urban and rural), and a key.	**Geographical skills and fieldwork**: • Use six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom. • Use fieldwork to observe, measure record and present the human and physical features in the local area (Hoyland) using a range of methods including sketch maps, graphs and plans.

Year 5 – Summer Term – Marvellous Maps: Hoyland

Learning Point 1

Space | Environment | Scale

[Revise from Y3]

I know contour lines are used to show the shape of the land on a map.

I know a human feature of the environment is built and man made, whereas a physical feature is a natural feature of the environment (recap).
I know physical and human features are represented using a range of symbols on maps and also a map key.
I know height is shown on Ordinance Survey maps using contour lines.
I know contour lines show the shape of the land.
I know that the closer together contour lines are, the steeper the slope of the land.

So I can create a 3D model using map contour lines.

Learning Point 2

Place | Scale

I know how to use 6-figure grid references.

Recap 4-figure grid referencing (Year 4)
I know 6-figure grid references are a more accurate way of locating something on a map.
I know that using a 6-figure grid reference reduces the area covered from 1km squared, to 100m squared. This makes it much quicker and easier to find what you are looking for.
I know, to work out a 6-figure grid reference, you need to:

- Work out the 4-figure grid reference and leave a gap after the 2nd and 4th digits, e.g. 43_58_
- Split the horizontal axis into tenths.
- Look at which section the feature is in.
- Split the vertical axis into tenths.
- Look at which section the feature is in.

So I can locate and retrieve features on a map, using 6-figure grid references (CGP+ activity).

Year 5 – Summer Term – Marvellous Maps: Hoyland

Learning Point 3

I know how to locate features of Hoyland, using 6-figure grid references.

Place Scale

I know how to locate features of Hoyland on an OS map (printed from Digimaps), using 6-figure grid references.
I know how to plan a route to find the 6-figure grid reference in real-life.
I know how to locate features in the local area, using 6-figure grid references (fieldwork walk – find the location of the 6-figure grid reference in real life).
I know that I can record what is located at a 6-figure grid reference point, using a tally chart, photos, drawings etc.
I know that I can present my findings, using graphs that I have studied in maths.

So I can locate 6-figure grid reference points in Hoyland in real-life, record and present my findings using graphs.

Composite task: Using an OS map, describe the route you would take from Hoyland library to the Academy theatre for someone who has never visited Hoyland.

Geography

Sequence of Learning Documents

Year 6
Autumn Term

South America

	I know…	So I can…
Year 6 Autumn	…the position and significance of the Southern Hemisphere. …that South America is a continent made up of 12 countries. …the location of South America on a world map. …the names and locations of some of the countries in South America. …some of the names of some capital cities of South American countries. …the main environmental regions (biomes) in South America and their physical characteristics. …that different parts of the world have different climate zones. …the names and locations of some of the different climate zones in South America. …some similarities and differences between climate zones in South America. …some physical features of South America (Amazon Rainforest, Andes). …how certain physical features are formed (Amazon Rainforest, Andes). …the position and significance of latitude and longitude, including the Tropics of Cancer and Capricorn.	**Locational Knowledge** • Locate the world's countries using maps to focus on South America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities. • Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime / Greenwich Meridian and time zones (including day and night). **Geographical Fieldwork and Skills** • Use maps, atlases, globes and digital / computer mapping to locate countries of South America and describe features studied. **Human and Physical Geography** Describe and understand key aspects of: • **Physical geography:** climate zones, biomes, vegetation belts, rivers, mountains, volcanoes, earthquakes • **Human geography:** types of settlement, land use, economic activity and trade links, distribution of natural resources, including energy, food, minerals and water.

Year 6 – Autumn Term – South America

Learning Point 1

I know the position and significance of the Southern Hemisphere. Space Place Scale

I know the Equator is at the centre of the lines of latitude and is at 0° latitude.
I know that anything laying south of the Equator is in the Southern Hemisphere and is labelled °S (South).
I know that the South Pole is 90°S.
I know that most of South America is in the Southern Hemisphere.
I know that the Southern Hemisphere has more water and less land mass than the Northern Hemisphere.

So I can identify the position of the Southern Hemisphere and explain its significance.

Learning Point 2

I know that South America is a continent, made up of 12 countries, which each have a capital city. Space Place Scale

I know that South America is a continent made up of 12 countries.
I know the South America is mainly in the Southern, Western Hemisphere.
I know the location of South America on a world map.
I know the names and locations of some of the countries in South America (Argentina, Bolivia, Brazil, Chile, Colombia, Ecuador, Peru, Venezuela).
I know the names and locations of some capital cities of South American countries (Buenos Aires, La Paz-Sucre, Brasilia, Santiago, Bogota, Quito, Lima, Caracas)

So I can identify, name and locate South America and some of its countries and capital cities on a world map, atlas and globe.

Year 6 – Autumn Term – South America

Learning Point 3

Place | Earth's Systems | Environment | interpretation | Scale | Diversity

I know the main environmental regions (biomes) in South America and their physical characteristics.

I know that South America is mainly covered by terrestrial ecosystems (forests, jungles, deserts, grasslands, tundra or savanna). These are also known as environmental regions or biomes.

I know the names of the environmental regions in South America are: temperate / deciduous forest, tropical forests, mountains, grasslands, desert.

I know that each environmental region has its own physical characteristics.

Children will have covered temperate / deciduous forest and desert, including their physical characteristics in Y3 – Autumn Term – Our Continent: Europe and Y5 – Autumn Term – North America. They can therefore revisit this learning and apply it to South America. The new biomes to learn about are listed below.

I know the physical characteristics of tropical forests (Amazon Rainforest in South America) are: climate – very wet with over 200cm of rain each year, very warm with an average temperature of 28 degrees C, hot and humid, consistent climate all year round, there are no seasons; soil – thin layer of fertile soil at the surface where dead leaves decompose, soil is red because it is rich in iron, because of heavy rainfall the nutrients are quickly washed out of the soil; vegetation (plants / flora) – warm and wet climate provides the perfect condition for plant life to grow, a wide variety of plants supports many animals, birds and insects, plants have adapted to the tropical conditions of the rainforest – e.g. trees and plants have shallow reaching roots to absorb nutrients from the thin and fertile layer of soil; animals (fauna) – many animals have adapted to the unique conditions of the tropical rainforest. Sloth uses camouflage and moves very slowly to make it difficult for predators to spot. The Spider Monkey has long, strong limbs to help it climb through the rainforest trees. The flying frog has fully webbed feet and hands, which allows it to glide from plant to plant. The Toucan has a long, large bill to allow it to reach and cut fruit from branches that are too weak to support its weight. Characteristics of tropical rainforests - Tropical rainforests - AQA - GCSE Geography Revision - AQA - BBC Bitesize / South America - Biomes - North America, South America and Australia - Geography and Biomes - LibGuides at Trinity College

Year 6 – Autumn Term – South America

Learning Point 4 continued…

Earth's Systems | Environment | Space | Scale | Diversity | interconnection

I know the main environmental regions (biomes) in South America and their physical characteristics.

I know the physical characteristics of mountains (Andes in South America) are: climate – because of the vast size of the Andes, the climate is very diverse. Generally speaking, the northern part of the Andes (Northern Andes) is rainy and warm, the southern part (Southern Andes) is rainy and cold and the central part (Central Andes) is very dry. The mountains have a large influence on the climate in the surrounding areas. The higher you travel, the colder it gets and the further south you travel, the colder it gets. Precipitation in the Andes is mainly snow; soil – in the Northern Andes the soil is fertile and soft where the area is more tropical. In the southern and higher regions the soil is hard and rock; vegetation (plants / flora) – mainly deciduous woodland, shrubs that are scattered throughout the slopes. Excessive forestry has seen certain species of evergreen trees become endangered species. Despite this, the Andes Mountains are still home to some of the most diverse and hardy plant-life on Earth; animals (fauna) – less animals can be found as you travel up the mountain. At the lower end (up to 13,000 feet or 4,000 meters), Pumas can be found. Llamas and their close relatives can also live at altitudes up to 12,800 feet in the Andes. The Andean Condor is a vulture that is one of the world's largest flying birds. It can soar above even the tallest mountains.

I know the physical characteristics of grasslands (Pampas Plain in South America) are: climate – cold winds from the south periodically meet warm air from the tropical north, creating violent gales accompanied by heavy rain. Generally it is temperate with an average temperature of 15 degrees C, with colder winters often below 0 degrees C; soil – one of the most fertile areas in the world. It is mainly fine sand, clay and silt washed down towards the Atlantic by the great rivers or blown in dust storms from the west; vegetation (plants / flora) – many species of grasses, native herbaceous plants including sheep grass, carqueja, white romerillo, flying straw and Creole barley; animals –skunks, pumas, Geoffrey cats, pampas foxes, otters, opossums, birds including hawks and owls, migratory birds make an annual stop in the Pampas Plain.

So I can name the biomes of South America and their physical characteristics.

Learning Point 5

Space | Place | Scale | interconnection

I know the names and locations of the climate zones in South America and similarities and differences between them.

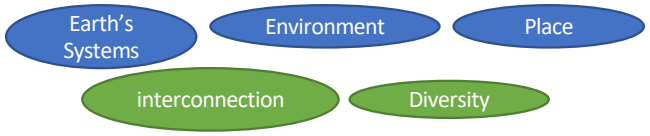
I know the main climate zones in South America are tropical and temperate.
I know that a tropical climate zone is hot and humid as it sits directly opposite the Equator.
I know that a temperate climate zone has mild (moderate) summers and winters that aren't too cold (like our climate in the United Kingdom).
I know the location of the tropical climate zones on a map of South America.
I know the location of the temperate climate zones on a map of South America.

So I can create a climate zone map of South America, highlighting the tropical and temperate zones and compare them.

Year 6 – Autumn Term – South America

Learning Point 6

I know some physical features of South America and how they were formed (Andes).

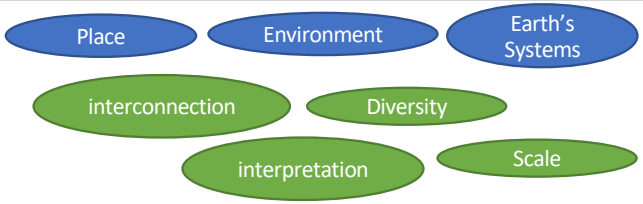


I know that mountains are landforms that rise well above the surrounding land in the form of a peak.
I know that mountains are steeper, larger and taller than hills and are more than 600 metres in height.
I know the Andes Mountains are a physical feature of South America.
I know the Andes are a large volcanic chain of mountains that run the length of the west coast of South America, along the Ring of Fire.
I know the location of the Andes Mountains on a map, atlas and globe (including computer / digital map).
I know the Andes Mountains were formed by tectonic activity.
I know tectonic activity is where two tectonic plates collide, and one subducts the other, pushing it upwards.

So I can explain how the Andes mountains were formed.

Learning Point 7

I know some physical features of South America and how they were formed (Amazon Rainforest).



I know that tropical rainforests are a tall, dense forest that receives lots of rain every year.
I know that the Amazon Rainforest is a physical feature of South America.
I know the location of the Amazon Rainforest on a map, atlas and globe (including computer / digital map).
I know the Amazon Rainforest is the largest wet tropical forest in the world.
I know the Amazon Rainforest has a radius of 5.5 million square kilometres (25 times bigger than Britain).
I know the Amazon Rainforest has been a natural evolution of habitats over centuries.
I know the Amazon Rainforest is over 55 million years old, dating back as far as the Ice Age.
I know that during the Ice Age, the Amazon Rainforest was divided into islands of Savannah.
I know that once the Ice Age ended, the Amazon Rainforest reverted and the islands re-joined with swarms of trees.
I know that the Amazon Rainforest is the most significant ecosystem on our planet.
I know the Amazon Rainforest absorbs over 40% of our global pollution of carbon dioxide and transforms this into the oxygen we need to breath.
I know that the Amazon Rainforest is often called 'the lungs of the world' due to the scale and speed in which the Amazon's estimated 390 billion trees are able to photosynthesise.

So I can explain how the Amazon Rainforest was formed.

Year 6 – Autumn Term – South America

Learning Point 8

I know the position and significance of lines of latitude and longitude, including the Tropics of Cancer and Capricorn.

Space | Place | Scale | Diversity

I know we use lines of latitude to find out how far north or south a place is.
I know these lines run parallel to the Equator.
I know there are five major lines of latitude, which are: Arctic Circle (North Pole), Antarctic Circle (South Pole), the Tropic of Cancer, the Tropic of Capricorn, the Equator.
I know that the Tropics of Cancer and Capricorn are lines of latitude.
I know the Tropic of Cancer is approximately 23.5°N (North) of the Equator and the Tropic of Capricorn is approximately 23.5°S (South) of the Equator.
I know the position of the Tropics of Cancer and Capricorn on a map, atlas and globe.
I know both that the Tropics of Cancer and Capricorn are places within the hemisphere where it is possible for the sun to be directly overhead.

I know we use lines of longitude to find out how far east or west a place is.
I know that lines of longitude run from the top of the Earth to the bottom, and divide up the Earth, a bit like the segments of an orange.
I know there are 360 lines of longitude, and the Greenwich Meridian (Y4 Autumn Term) is the starting point at 0°
I know the other lines show how many degrees east or west of the Greenwich Meridian a place is.
I know to find the location of a place in the world, you need to look at where the line of latitude and longitude cross and read the number of degrees.
See: Understanding latitude and longitude - BBC Bitesize

So I can identify name and label the five major lines of latitude on a map.

Composite task: King Charles said: "Forests are the world's air-conditioning systems – the lungs of the planet – and we are on the verge of switching it off." Discuss.

Geography

Sequence of Learning Documents

Year 6
Spring Term

World Trade

	I know…	So I can…
Year 6 Spring Term	…what trade is …how and why trade has become global …that we (the UK) 'import' and 'export' food in a system of global trade …how global trade increases the range of food items available to us in the UK …the location of the source of popular food items found in our local supermarkets (in the UK) …the multi-stop journeys different products travel before reaching our shops …that manufactured items go through three stages of production that take place at different locations around the world: primary, secondary, and tertiary …what products the UK exports, and which countries the UK exports the most to …the countries where the UK exports the most to, are known as the UK's 'top trading partners' …the physical and human geography of the UK determines what we export (climate, land mass, natural resources; skills, wealth and education of the population …the positive impact that buying fairtrade products has on communities in other countries …the locations of fairtrade producers around the world …how the human and physical geography of a country determines its highest-value export …I know the three key physical geography features that effect what a country can export are: natural resources, bodies of water (coasts, rivers, lakes), and climate **Note for teachers:** *this unit has been planned around the resources creates by the Royal Geographical Society - Royal Geographical Society - Resources for schools (rgs.org). Make sure you check resources, including weblinks before delivering the lessons, as they may have been removed or changed. Alternatives can be found.*	**Locational Knowledge** • Locate the world's countries, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities **Place Knowledge** • Understand geographical similarities and differences through the study of human and physical geography of a region in a European country (Spain), and a region within South America (Peru – mountainous regions). **Geographical Fieldwork and Skills** • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied (mountains) **Human and Physical Geography** Describe and understand key aspects of: • **Physical geography:** climate zones, biomes and vegetation belts, rivers, mountains • **Human geography:** types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water

Year 6 – Spring Term – World Trade

Learning Point 1

I know what 'trade' is and how and why it has become global

Place | Space | Environment | Diversity | interpretation | Scale | Time

I know the term 'trade' means 'the buying and selling of goods and services we want and need'
I know that trade involves an exchange of goods (and/or services) in return for other goods and services or money
I know that when thinking about trade geographically, it is important to think about scale (local, to national, to global), and how trade links people from different locations
I know examples of trade being carried out at different scales:

- Local – e.g. trading a Pokémon or football card with a friend or selling a toy you no longer play with to someone in your village / town / city / county
- National – e.g. selling or buying something from someone in another part of the country you live in
- International / Global – e.g. selling or buying something from someone from another country

I know that trade has occurred since civilisation began (link to previous learning about the Stone Age & the Romans etc.)
I know that when trade began, it could only happen at a local scale because people had no contact with others from distant places
I know that during the Stone Ages, for example, trade links were relatively local and tended to only connect people from the same, small communities
I know that trade has changed considerably through time
I know that in the past, goods and skills were exchanged on a local scale within communities
I know that over time, trade has grown to a global scale and that nowadays it links people from locations all over the world
I know that improvements in technology, transport and communications allow money and items to be exchanged across longer distances and more quickly
I know the term 'globalisation' means the process of the world's countries becoming more connected as a result of international trade and cultural exchange

So I can research how and why trade has changed through time and create a Trade Timeline to show my findings.

Learning Point 2

I know how global trade increases the range of food items available to us in the UK.

Place | Environment | Space | Diversity | interpretation

I know that we 'import' and 'export' food in a system of global trade.
I know that import means bringing goods into a country for sale.
I know that export means sending goods to another country for sale.
I know some foods that we buy and eat are not grown here in the UK because of the physical Geography of the UK. For example:

- I know that tropical, exotic or out-of-season fruits, vegetables and spices must be imported from overseas, because we do not have the required climate for growth in the UK.
- I know some products, such as wheat can be grown more cheaply on a larger scale, in countries with a greater landmass such as the USA.

I know that foods from just one meal, such as breakfast, could have come from all over the world, for example: orange juice may be from Spanish oranges, tea from India, sugar from Brazil, and cereal from corn grown in the USA.
I know that it is a good idea to source food that is grown in the UK when possible, as it is better for the environment and supports British farmers.

So I can locate the source of popular food items found in our local supermarkets.

Year 6 – Spring Term – World Trade

Learning Point 3

Place | Space | Environment | Scale | Time | Diversity

I know the multi-stop journeys different products travel before reaching our shops.

I know that manufactured items go through three stages of production that take place at different locations around the world: primary, secondary, and tertiary.
I know that the primary stage is: extracting the raw materials e.g. farming, mining, fishing, and forestry.
I know that the secondary stage is: turning raw materials into other products (processing/manufacturing stage) e.g. wood into furniture, tin into mobile phones, fish into fish fingers.
I know that the tertiary stage is: services as provided to businesses (shops selling the brand) and other customers.
I know the distribution of goods to retailers around the globe falls into the tertiary sector.
I know there is a global supply chain for cotton clothing items.
I know the possible raw materials and constituent parts of the cotton clothing items could be: cotton, zips, buttons, string
I know the different stages of producing cotton clothing items could be: dying the cotton, sewing, packaging
I know the people involved in the production of cotton clothing items could be: transporter, packager, sewer, retailer etc.
I know the process of cotton farming in Peru, South America (https://www.youtube.com/watch?v=P3Q7obH5sHU)
I know the stages of production in the context of the production of cotton garments are:

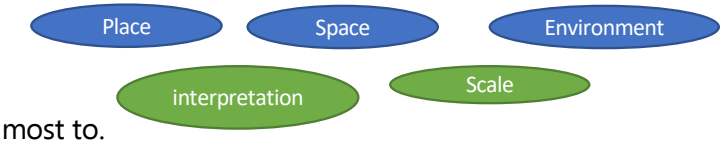
- Primary: cotton is farmed in Peru and zips/buttons are made in India and China.
- Secondary: materials are transported to Turkey where they are manufactured in factories to make clothing.
- Tertiary: finished products are exported to stores to be sold globally to find their markets (buyers), which are mainly in Europe and North America.

I know the locations of the different stages of the global supply chain of the cotton clothing: The Piura and Vitor regions of Peru where the cotton is farmed; Suriname, where the aluminium for zips is mined; Kipaş Holding, Kahramanmaraş, Turkey: textile factory in Turkey; Kahramanmaraş Airport, Turkey is where the cotton is taken for distribution to Europe and the USA (Google Earth - http://www.google.co.uk/intl/en_uk/earth/)
I know key features of the environment of each place, such as road links for transport of the cotton clothing items and availability of raw materials.
I know the that the primary and secondary stages are usually in developing countries (less economically developed countries) and the tertiary stage is usually in developed countries (more economically developed countries).
I know that the further along the supply chain, the more value is added to the cotton through its processing, manufacturing and sewing, and packaging as well as the delivery of the items to locations where consumers are.

So I can use read, discuss, and order sort cards into primary, secondary, and tertiary stage groups.

Year 6 – Spring Term – World Trade

Learning Point 4

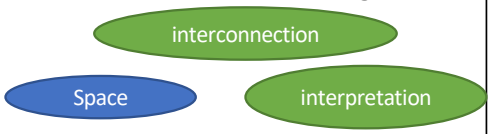


I know what products the UK exports, and which countries the UK exports the most to.
I know that data, in the form of a table, pie chart or bar graph, can show us where the UK exports the most to.
I know the countries where the UK exports the most to, are known as the UK's 'top trading partners' because the most money is made through trade with these countries.
I know that data related to global trade can be read more clearly when it is presented in graphs.
I know that a key skill in geography is presenting geographical data in graph form.
I know that a pie chart and bar chart tell us about the UK's trading partners (see lesson slides).
I know that there are patterns of global trade: usually more developed countries export valuable manufactured goods such as electronics and cars and import cheaper primary products such as tea and coffee.
I know the UK is a more developed country and exports valuable manufactured goods.
I know the physical and human geography of the UK determines what we export. The climate, land mass available for growing, and natural resources (physical) and skills, wealth and education of population (human) determine what a country, including the UK, can export.
I know that the UK could not export coffee beans or gold because the UK climate is temperate and so certain things cannot be grown.
I know that in the UK, natural resources available off shore are fish and oil; and natural resources available underground are diamonds, gold, copper (but not in large quantities).
I know that the skills and education of the population affect what we export because a highly skilled and educated workforce = high average income = cost of labour is higher than some less developed countries.

So I can interpret data and create a table and a graph related to the top 10 exports of the UK.

Learning Point 5

I know the positive impact that buying fairtrade products has on communities in other countries.
I know the 'fairtrade' approach to global trade is "Trade between companies in developed countries and producers in developing countries in which fair prices are paid to the producers". Benefits of Fairtrade - YouTube
I know some benefits to fairtrade: better price, protected workers' rights and working conditions, extra money which farmers can choose how to spend (e.g. invest in business or community projects such as schools, healthcare or transport)
I know some items which are common fairtrade products by volume by analysing the pie chart (see lesson slides).
I know the locations of some Fairtrade producers around the world: Where Fairtrade works - Fairtrade Foundation
I know that fairtrade items are more expensive to buy because there is a Fairtrade minimum price, and a Fairtrade premium



So I can create a poster giving at least three reasons why people should pay more for fairtrade products and the positive impact of buying fairtrade products on people in developing countries.

Year 6 – Spring Term – World Trade

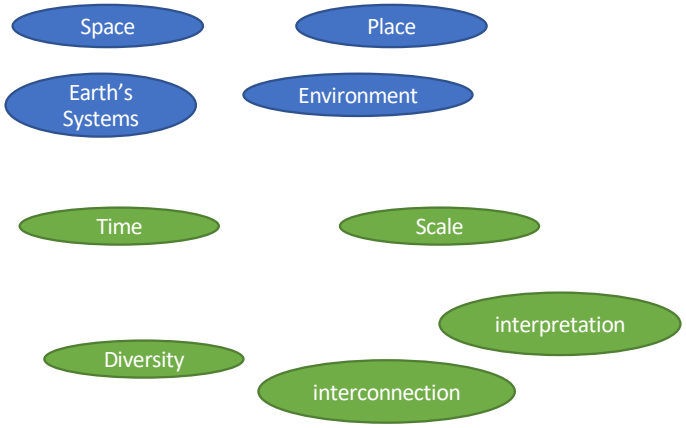
Learning Point 6

I know how the human and physical geography of a country determines its highest-value export.

I know that the physical geography of a country determines what it can produce and what it can export.
I know the three key physical geography features that effect what a country can export are: natural resources, bodies of water (coasts, rivers, lakes), and climate.
I know some of the most high-value exports for countries around the world Mapping the Top Export of Every Country (visualcapitalist.com)
I know that if a country owns the land or sea above an oil or natural gas reserve, they can extract the oil or natural gas from the rock deep under the earth's crust and export it to other countries.
I know that oil is a very valuable natural resource in the modern world and we are very dependent on it (fuels transportation, plastic products, and even lipstick).
I know that more than 90% of proven oil reserves are in just 15 countries.
I know that 1/5 (20%) of all global trade is in natural resources.
I know whether a country is coastal or landlocked, or has rivers and lakes determine its exports. For example, Greenland is an island and its highest value export is fish.
I know the weather and climate of a country determines what products can be grown there. For example, palm oil (vegetable oil) comes from oil palm trees which only grow in warm climates like those in Africa, and fruit such as mangoes only grow in tropical climates such as central and South America.
I know that the human geography of a country determines what the highest-value export is.
I know the level of development of a country allows or limits the value of the products it exports and money that can be made from their exports. For example: the education and skills of the population, technology and communications, manufacturing facilities and high-tech machinery for production are all necessary to produce and export expensive and complex manufactured items.
I know that products that require lots of knowledge and skills from experts and are complex to make and are valuable exports. E.g. computer products, cars, air crafts, space crafts etc.
I know that more developed countries have the transport links, technology, and communications to produce these products, which sell for high prices, making lots of money for the country and companies based in that country.

So I can name and locate at least five countries around the world and their highest-value export, before giving reasons why this could be their highest-value export.

Composite task: Discuss how human and physical geography can affect export.


Space
Place
Earth's Systems
Environment
Time
Scale
interpretation
Diversity
interconnection

Geography

Sequence of Learning Documents

Year 6
Summer Term

Marvellous Maps: Barnsley

	I know…	So I can…
Year 6 Summer Term	…how to use 6-figure grid references to locate features of Barnsley. …how to plan a route to find the 6-figure grid reference location in real-life (town). …how to record my findings about what is located within the 6-figure grid reference area (tally, tables, drawings, photos etc.). …that I can present my findings using graphs (linked to Y6 maths objectives). …that a sketch map should include: labels for place names, a bird's eye view, OS symbols, shading for land use (urban and rural), and a key.	**Geographical skills and fieldwork**: • Use six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom. • use fieldwork to observe, measure, record and present the human and physical features in the local area (Barnsley), using a range of methods including sketch maps, plans and graphs and digital technologies.

Year 6 – Summer Term – Marvellous Maps: Barnsley

Learning Point 1

Revision from Y4 (4-figure) and Y5 (6-figure)

Space Scale

I know that 4- and 6-figure grid references can be used to find precise locations on a map.

I know landscape features and places (both human and physical) can be located on an Ordinance Survey map through the use of grid references and grid squares.
I know the eastings and northings are the numbers around the edge of an OS map.
I know to pinpoint a place, you take the eastings number first, then the northing (along the corridor and up the stairs).
I know you also need the two letter code, e.g. SK 2607.
I know 6-figure grid references enable more accurate readings, as two more figures give the exact location within the grid square identified through the 4-figure grid reference.

So I can use map skills to locate a range of feature on a map 6-figure grid references (CGP+ activity).

Learning Point 2

I know how to locate features of Barnsley using 6-figure grid references.

Space Place Scale

I know how to use 6-figure grid references to locate features of Barnsley.
I know how to plan a route to find the 6-figure grid reference location in real-life (town).
I know how to record my findings about what is located within the 6-figure grid reference area (tally, tables, drawings, photos etc.).
I know that I can present my findings using graphs (linked to Y6 maths objectives).

So I can locate features of Barnsley using 6-figure grid references, record and present my findings using graphs.

Learning Point 3

I know that a sketch map should include: labels for place names, a bird's eye view, OS symbols, shading for land use (urban and rural), and a key.

I know how to find a map of Barnsley, with a 6-figure grid refence scale (Google Maps or Digimaps).
I know how to create a 6-figure grid reference system, by splitting the 4-figure grid reference squares into tenths on my printed map.
I know how to create a sketch map of a 6-figure grid reference square, using my printed map to help me.
I know that my sketch map needs to include labels for place names.
I know that my sketch map needs to include a bird's eye view.
I know that my sketch map needs to include OS symbols.
I know that my sketch map needs to include shading to show land use (urban and rural has been taught).
I know that my sketch map needs to include a key.

Space Scale

So I can create a sketch map of a 6-figure grid reference area of Barnsley, including the features studied (place names, OS symbols etc.)

Composite task: Describe the key geographical features of Barnsley and Hoyland and explain the similarities and differences between them