

Hopton Geography Curriculum



Key concepts: **Location** (where places are - map work); **Place** (physical and human features of a location); **Change; Sustainability;** **Interconnection** (the connection between physical and human features); **Scale** (examining from a local to global level – fieldwork)

Key Threads:

Locality	Significant People	Human Influence	The Wider World	Comparison	Investigation	British Values
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Reception Year (F2)

People Culture and Communities ELG

Children at the expected level of development will:

- - Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts, and maps;
- - Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class;
- - Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.

The Natural World ELG

Children at the expected level of development will:

- - Explore the natural world around them, making observations and drawing pictures of animals and plants;
- - Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class;
- - Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

Children will:	Geographical Knowledge -knowledge of locations	Geographical Understanding -physical and human processes	Geographical Enquiry -map work -fieldwork
<p>All about me</p> <p>Draw information from a simple map.</p> <p>Understand the effect of changing seasons on the natural world around them.</p>	<p>Draw children’s attention to the immediate environment, introducing and modelling new vocabulary where appropriate.</p> <p>Familiarise children with the name of the road, and or village/town/city the school is located in. (British Values – identity)</p>	<p>Guide children’s understanding by draw children’s attention to the weather and seasonal features.</p> <p>Provide opportunities for children to note and record the weather. Select texts to share with the children about the changing seasons.</p> <p>Throughout the year, take children outside to observe the natural world and encourage children to observe how animals behave differently as the seasons change.</p> <p>Look for children incorporating their understanding of the seasons and weather in their play.</p>	<p>Look at aerial views of the school setting, encouraging children to comment on what they notice, recognising buildings, open space, roads and other simple features.</p> <p>Offer opportunities for children to choose to draw simple maps of their immediate environment, or maps from imaginary story settings they are familiar with.</p>
<p>Celebrations</p> <p>Draw information from a simple map.</p> <p>Recognise some environments that are different from the one in which they live.</p> <p>Recognise some similarities and differences between life in this</p>	<p>Teach children about places in the world that contrast with locations they know well. (India -Diwali, Christmas around the world) (British Values – respect for other cultures)</p> <p>Use relevant, specific vocabulary to describe contrasting locations.</p> <p>Use images, video clips, shared texts and other resources to bring the wider world into the classroom.</p> <p>Listen to what children say about what they see.</p> <p>Avoid stereotyping and explain how children’s lives in other countries may be similar or different in terms of</p>	<p>Encourage children to talk about the differences they notice between people, whilst also drawing their attention to similarities between different families and communities.</p> <p>Answer their questions and encourage discussion.</p> <p>Suggestion: talk positively about different appearances, skin colours and hair types. (British Values – respect for other cultures)</p>	<p>Offer opportunities for children to choose to draw simple maps of their immediate environment, or maps from imaginary story settings they are familiar with. (Santa’s journey)</p>

country and life in other countries.	how they travel to school, what they eat, where they live, and so on.		
Water Draw information from a simple map. Explore the natural world around them. Understand the effect of changing seasons on the natural world around them.	Draw children’s attention to the immediate environment, introducing and modelling new vocabulary where appropriate; canal, river, stream.	Provide children with have frequent opportunities for outdoor play and exploration. (observing the weather & seasons) Encourage interactions with the outdoors to foster curiosity and give children freedom to touch, smell and hear the natural world around them during hands-on experiences. (Uses of water.)	Look at aerial views of the school setting, encouraging children to comment on what they notice, recognising buildings, open space, roads and other simple features. (Focus on water – what does the sea/river/canal look like on a map? Offer opportunities for children to choose to draw simple maps of their immediate environment, or maps from imaginary story settings they are familiar with. (Pirate maps)
Growing & Change Draw information from a simple map. Recognise some environments that are different from the one in which they live. Understand the effect of changing seasons on the natural world around them.	Teach children about a range of contrasting environments within both their local and national region. (Espresso – through the door; compare living in Africa/India/China) – as relevant to current cohort. (British Values – respect for other cultures) Share non-fiction texts that offer an insight into contrasting environments.	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 children outside to observe the natural world and encourage children to observe how animals behave differently as the seasons change. Look for children incorporating their understanding of the seasons and weather in their play.	Offer opportunities for children to choose to draw simple maps of their immediate environment, or maps from imaginary story settings they are familiar with. (Imaginary land at the top of the castle)
Space Draw information from a simple map. Recognise some environments that are different from the one in which they live.	Share non-fiction texts that offer an insight into contrasting environments. (The moon – what would it be like to live there?)		Look at aerial views of the Earth – discuss the features shown, water/land/shapes of countries.
Castles Draw information from a simple map. Recognise some environments that are different from the one in which they live. Understand the effect of changing seasons on the natural world around them.	Teach children about a range of contrasting environments within both their local and national region. (compare Balmoral and Sandal Castle) 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.	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. Model the vocabulary needed to name specific features of the world, both natural and made by people.	Look at aerial views of the school setting, encouraging children to comment on what they notice, recognising buildings, open space, roads and other simple features. (Castles – moats)

Year 1 and 2 Cycle 1	Geographical Knowledge -knowledge of locations	Geographical Understanding -physical and human processes	Geographical Enquiry -map work -fieldwork
<p>What is Great Britain? <i>By studying the UK, children will be taught to:</i></p>	<p>(Year 1) *Name and locate by identifying characteristics the 4 countries that make up the UK - England, Scotland, Wales and Northern Ireland. *Understand that the UK is an island. *Know London is the capital city of England. Ask simple geographical questions e.g. what is it like to live in this place, what is the landscape like? Mountains? Rivers? Cities?</p> <p>(Year 2) *Name and locate by identifying characteristics of the four countries in the UK and their capital cities in the UK. England- London, Northern Ireland- Belfast, Scotland- Edinburgh, Wales- Cardiff. *Name the 4 seas that surround the UK - The English Channel, North Sea, Irish Sea and the Atlantic Ocean. *Begin to know the geographical differences between town and country locations.</p>	<p>*Use basic geographical vocabulary for the key physical features of the UK, including: rivers, valleys, sea, mountains, hills, forests, cliffs and beaches. Key human features of the U.K. include villages, towns, cities, harbours, factories, offices, farms, ports, houses and shops.</p>	<p>Map work (Year 1) *Use maps and atlases to identify and locate the countries of the United Kingdom *know simple features of countries in the UK. *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 and routes on maps of the UK. *Compare geographical features of towns and the countryside using their existing observations, maps and photographs. *Use aerial photographs to begin to locate countries. *Use basic geographical vocabulary to refer to human and physical features. *Devise a simple map of a journey both locally and around the UK. (British Values – self-knowledge)</p> <p>(Year 2) *use world maps, atlases and globes to identify the United Kingdom, its countries and their capital cities. As well as the countries, continents and oceans studied at this key stage. *Use aerial photographs and Google Earth to recognise landmarks and basic human and physical features of the UK *Describe human and physical features of London. Compare geographical features of towns and the countryside using their existing observations, maps and photographs. (British Values – self-knowledge) *Devise a simple map of a journey both locally and around the UK.; and use and construct basic symbols in a key</p>
<p>How does the UK climate compare to hot and cold regions? <i>By studying the weather in the UK and comparing it to</i></p>	<p>(Year 1) *Name and locate the world’s seven continents. Understand what the weather is typically like in these places.</p>	<p>*Identify the physical features of a continent, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. Identify the human features of a continent, including: city, town, village, factory, farm, house, office, port, harbour and shop.</p>	<p>Fieldwork (Year 1) *Use observational skills to keep a weekly weather chart with symbols and present this data. *Explore the use of a weather map.</p>

<p>locations around the world, children will be taught to:</p>	<ul style="list-style-type: none"> *Observe, measuring, recording weather, using weather symbols on maps. *Discuss weather words that the children may not have heard before e.g. hail, sleet, snowstorm, drizzle, downpour, shower, overcast, gloomy, blustery, gust, brisk, fog, haze, mist, smog. *A basic look at climate - Are all places on our planet the same temperature? Where are the colder and warmer areas of our planet? How close is this place to the Equator / Poles? What would this tell us about the climate in this place? How does this type of weather compare to the UK? <p>Identify the animals that live in hot and cold places</p> <p>(Year 2)</p> <ul style="list-style-type: none"> *Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. *Understand that rainfall and temperature are key factors in determining climate? *Observe, measure, recording weather. Read temperature and rainfall measurements. *Research weather, creating 'weather wheels' for each place, weather reports, using weather symbols on maps. If there is a difference, what are the reasons for this? (Link to climate and global position in relation to the Equator etc). *Is there anywhere on the planet where it is always night? Always day? What is the 'land of the midnight sun'? *Identify the animals that live in hot and cold places and recognise how they adapt 	<ul style="list-style-type: none"> *Recognise and describe the features of hot and cold places <p>(Year 1)</p> <ul style="list-style-type: none"> *Identify seasonal and daily weather patterns in the UK by observing changes from summer, through autumn to winter <p>(Year 2)</p> <ul style="list-style-type: none"> *Start to make observations about why the weather changes and what causes the things they observe. 	<ul style="list-style-type: none"> *Label a diagram or photograph using some geographical vocabulary - deserts, rainforests and polar regions? □ *Ask simple geographical questions, take and use digital photographs, make detailed sketches and/or draw labelled diagrams? *Use tally charts and simple tables to collect information. <p>(Year 2)</p> <ul style="list-style-type: none"> *Identify key features on a weather map. *Discuss changes in weather and seasons from a chart. *Mark locations on a map of UK – our town, our school, my holiday? *Identify and label deserts, rainforests and polar regions
<p>How is Mexico different to where we live? By investigating Australia and comparing it to Mirfield, children will be taught to:</p>	<p>(Year 1)</p> <ul style="list-style-type: none"> *Locate Mexico on a world map and know that it is a hot place compared to the UK. -Locate the village of Tocuaro. <p>(Year 2)</p> <ul style="list-style-type: none"> *Locate Mexico on a world map and know that it is a hot place compared to the UK. -Locate the village of Tocuaro and know that it is located near the Lake Patzcuaro and describe how people use the river and the issues the villagers now face (it is drying up). 	<p>(Year 1)</p> <ul style="list-style-type: none"> * Understand geographical similarities and differences of Mirfield and Mexico <p>(Year 2)</p> <ul style="list-style-type: none"> Understand geographical similarities and differences of Mirfield/Huddersfield and Mexico. Begin to classify key features of places into 'natural' and 'man-made' 	<p>(Year 1)</p> <ul style="list-style-type: none"> *Use a junior atlas to find the Tocuaro. *Draw a simple map of Tocuaro <p>(Year 2)</p> <ul style="list-style-type: none"> *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 and routes on a map in Tocuaro. *Devise a simple map of Tocuaro and use and construct basic symbols in a key

Year 1 and 2 Cycle 2	Geographical Knowledge -knowledge of locations	Geographical Understanding -physical and human processes	Geographical Enquiry -map work -fieldwork
<p>Where do we live in the UK? <i>By investigating the school, local environment and where we live, children will be taught to:</i></p>	<p>(Year 1) *name and locate the four countries of the UK and the capital city of London (Year 2) *name and locate the four countries and capital cities: London, Edinburgh, Cardiff, Belfast, Dublin</p>	<p>(Years 1 and 2) *use basic geographical vocabulary to refer to local key physical features, including: quarry, woods, hill, moorland, river, soil, vegetation, season and weather *use basic geographical vocabulary to refer to local key human features, including: city, town, village, house, office and shop</p>	<p>Map work *use maps, atlases and globes to identify the United Kingdom and its countries *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 and routes on maps of the classroom and school * use aerial photographs and Google Earth to recognise landmarks and basic human and physical features starting from the school and moving out to the UK * devise a simple map; and use and construct basic symbols in a key (around school)</p>
<p>Island of Struay - What is it like living on an island? <i>By investigating the island of Struay and comparing it to Mirfield, children will be taught to:</i></p>	<p>(Year 1 and 2) *name and locate the island of Coll on a map (the real location that the island of Struay is based on) *locate the nearest mainland towns (Year 2) *locate other islands around the British Isles – Isle of Mann, Isle of Wight, Scilly Isles, Outer and Inner Hebrides</p>	<p>(Years 1 and 2) *use basic geographical vocabulary to refer to local key physical features, including: island, inland, coastline, mainland, tide. *use basic geographical vocabulary to refer to island key human features, including: town, village, house, jetty, harbor, lighthouse, office and shop</p>	<p>*devise a simple map of their own Island Home; use and construct basic symbols in a key *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 and routes on a map (and in PE)</p>
<p>How does a Victorian seaside resort compare to the same resort today? <i>By studying Scarborough, a seaside resort of the UK in greater depth, children will be taught to:</i></p>	<p>(Year 1) *name and locate some of the major seaside resorts of the UK (Year 2) *develop knowledge of the human and physical geography of a small area of the United Kingdom</p>	<p>*compare and contrast the basic physical and human features of a seaside town with an inland one- Mirfield *use basic geographical vocabulary to refer to: -key local physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather -key local human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</p>	<p>(Year 1) *use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map of the local area; and use and construct basic symbols in a key Fieldwork (Year 2) *use simple fieldwork and observational skills to study the physical and human features of the local area: What kind of a place is Scarborough? Take photographs, conduct surveys and interviews. Focus on how the physical geography of the coastal location has affected the human geography of the area: the tourist industry. Identify land use: housing, shops, tourist-related sites.</p>

Year 3 and 4 Cycle 1	Geographical Knowledge -knowledge of locations	Geographical Understanding -physical and human processes	Geographical Enquiry -map work -fieldwork
<p>Map work – Roman Invasion <i>By studying and comparing two regions of the UK and by using OS maps to study their own locality of Mirfield, children will be taught to:</i></p>	<p>(Y 3) *locate Huddersfield on a map, surrounding towns and geographical features. *name and locate surrounding counties, cities and geographical regions of the United Kingdom (British Values – self-knowledge) (Y 4) *On an OS map locate the region of Yorkshire, identify the Ridings – where does this come from? Identify Huddersfield on the OS map use a 4 point grid reference figures. *name and locate counties adjacent to Yorkshire, (Lancashire, Cheshire, Cumbria, Derbyshire, cities and geographical regions of the North of the United Kingdom, Leeds/Manchester/Hull/Liverpool and recognise their identifying human and physical characteristics.</p>	<p>(Y3) *describe and understand key aspects of human geography, including: types of settlement and land use (Y4) *understand geographical similarities and differences through the study of human and physical geography of two regions of the United Kingdom</p>	<p>(Y3) *use maps, atlases, globes and digital/computer mapping to locate countries, the region of Yorkshire and Huddersfield. * Children can identify a basic set of Ordnance Survey map symbols * use fieldwork to observe, record and find human and physical features of the local area (Y4) *use maps, atlases, globes and digital/computer mapping to locate countries, the region of Yorkshire and Huddersfield. *Children can identify a wider range of Ordnance Survey map symbols *design their own maps showing the human and physical features of Huddersfield and using four point grid reference figures</p>
<p>What is the difference between the Northern and Southern hemisphere? <i>By studying the the Artic and Antartic regions, children will be taught to:</i></p>	<p>(Year 3) *Name and locate the world's seven continents and five oceans. Locate the Equator and North (Arctic Circle) and South Poles (Antartic Circle) in an atlas and on a globe. *Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles *Explain why the Polar Regions are so cold. *Discuss and compare the climate zone of the Polar Region and compare it to that of the UK/Mirfield. *Understand the impact of global warming on the Polar Regions. (Year 4) * Identify the different hemispheres on a map. *Locate and label different countries/continents in the Northern and Southern hemisphere. Make predictions on how they think life will be different in the two hemispheres and why? ☒</p>	<p>(Year 3) *Recognise the physical and human features of the Polar Regions and compare them to the UK. (Year 4) *Use appropriate geographical vocabulary to describe some of the physical and human features of the Polar Regions and compare them to the UK/Mirfield.</p>	<p>(Year 3) *Use maps, atlases, globes and digital/computer mapping to locate the Polar Regions. *Use maps, atlases, globes and digital/computer mapping to understand key aspects of climate zones. (Year 4) *Use the four points of the compass, four figure grid references, symbols and keys to build their knowledge of the wider world. *Use maps, atlases, globes and digital/computer mapping to understand key aspects of biomes.</p>

	<ul style="list-style-type: none"> *Understand the term 'biome and identify some differing ones. *Understand the position and significance of the Arctic and the Antarctic Circle in the context of comparing Polar Regions to the UK. *Make connections between their own lives and the impact on the wider world e.g. Global warming. 		
<p>Anglo- Saxon land By investigating the location of the Roman Empire and its impact on the UK, children will be taught to:</p>	<p>(Y3) *locate Italy and its surrounding countries and oceans, naming its capital city of Rome (Y4) *locate the countries of Europe * locate Rome and consider how its location allowed Rome to expand its empire. (British Values – respect for other cultures)</p>	<p>(Y3) * describe and understand key aspects of human geography, mostly in the UK - consider the impact that the Romans had on British settlements (place names, roads, villas) (Y4) *describe and understand key aspects of human geography, mostly in the UK, including: types of Roman settlement and land use (historically and comparing to today) Study a Roman Villa in York and/or Cirencester, identify Roman place names, roads etc. Look at the roads around York.</p>	<p>(Y3) *use maps, atlases, globes and digital/computer mapping to locate York, Cirencester and other important Roman locations. Focus on the Roman names for different cities. (Londonium) Fieldwork (Y4) *use a range of methods including sketch maps, plans and graphs, and digital technologies to collect and present information about York</p>
Year 3 and 4 Cycle 2	Geographical Knowledge -knowledge of locations	Geographical Understanding -physical and human processes	Geographical Enquiry -map work -fieldwork
<p>Why was the River Nile so important to the Ancient Egyptians? By studying the development of this ancient civilisation, children will be taught to:</p>	<p>(Year 3) *locate Africa and Egypt on a map *identify the position and significance of the Equator; (Year 4) *locate the Southern and Northern Hemispheres and find the Tropic of Cancer and Tropic of Capricorn</p>	<p>(Year 3) *identify the role of the Nile in farming, trade and the development of settlements (Year 4) *identify how the distribution of natural resources, particularly the River Nile, contributed to the development of the civilisation (links between physical and human geography) *describe why people may choose to live near the River Nile *identify the source and tributaries and which sea the Nile flows in to</p>	<p>(Year 3) *use maps, atlases, globes and digital/computer mapping to locate Africa and Egypt *use maps, atlases, globes and digital/computer mapping to identify other physical and human features of Egypt: lakes, mountains, other rivers, modern cities (Year 4) *use the four points of the compass, four figure grid references, symbols and keys to build their knowledge of the wider world</p>
<p>What can we learn about Huddersfield from our map skills? By studying and comparing two regions of the UK and by using OS maps to study their own wider locality of Huddersfield, children will be taught to:</p>	<p>(Y 3) *locate Huddersfield on a map *name and locate counties, cities and geographical regions of the United Kingdom (Y 4) *locate the region of Yorkshire, identify the Ridings – where does this come from? *name and locate counties, cities and geographical regions of the United Kingdom and recognise their identifying human and physical</p>	<p>(Y3) *describe and understand key aspects of human geography, including: types of settlement and land use (Y4) *understand geographical similarities and differences through the study of human and physical geography of two regions of the United Kingdom</p>	<p>(Y 3) *use maps, atlases, globes and digital/computer mapping to locate countries, the region of Yorkshire and Huddersfield. * Children can identify a basic set of Ordnance Survey map symbols * use fieldwork to observe, record and find human and physical features of the local area (Y4) *use maps, atlases, globes and digital/computer mapping</p>

	characteristics		to locate countries, the region of Yorkshire and Huddersfield. *Children can identify a wider range of Ordnance Survey map symbols *design their own maps showing the human and physical features of the local area and using four point grid reference figures
What impact did the Romans have on British settlements? By investigating the location of the Roman Empire and its impact on the UK, children will be taught to:	(Y3) *locate Italy and its surrounding countries and oceans, naming its capital city (Y4) *locate the countries of Europe	(Y3) * describe and understand key aspects of human geography, mostly in the UK - consider the impact that the Romans had on British settlements (Y4) *describe and understand key aspects of human geography, mostly in the UK, including: types of Roman settlement and land use (historically and comparing to today)	(Y3) *use maps, atlases, globes and digital/computer mapping to locate countries Fieldwork * use fieldwork to observe, measure, record and present information about physical features: Which micro-habitats are in our school grounds? (Y4) *use a range of methods including sketch maps, plans and graphs, and digital technologies to collect and present information

Year 5 and 6 Cycle 1	Geographical Knowledge -knowledge of locations and place	Geographical Understanding -physical and human processes	Geographical Enquiry -map work -fieldwork
<p>How did the geography of Ancient Greece impact the city states? <i>By studying Greece, children will be taught to:</i></p>	<p>(Year 5) *locate Greece and the seas/oceans around it (British Values – respect for other cultures) (Year 6) *locate Greece and surrounding countries of Turkey, Croatia, Bulgaria, Macedonia etc. Identify Adriatic and Mediterranean seas, identify Athens, Sparta, Corinth and Troy (where they believe it was situated)</p>	<p>(Year 5) *describe and understand the interaction between physical and human processes, in terms of the mountainous landscape of Greece and the quantity of islands giving rise to separate states in Ancient Greece (Year 6) *Explain how the physical geography of Greece impacted on its history</p>	<p>(Years 5 and 6) *use maps, atlases, globes and digital/computer mapping to locate Greece *use the eight points of a compass, four- and six-grid references, symbols and key to build their knowledge of Greece.</p>
<p>Why is our Earth violent? <i>By studying the structure of the Earth and the movement of tectonic plates children will be taught to:</i></p>	<p>(Year 5) *identify the position and significance of the Equator; and the Southern and Northern Hemispheres; the Arctic and Antarctic circles; lines of longitude and latitude, including the Tropics of Cancer and Capricorn; and time zones and the Prime/Greenwich Meridian (Year 6) Identify the locations of the tectonic plates and explain why the ring of fire exists</p>	<p>(Year 5) *describe and understand key aspects of physical geography, particularly the effects of plate tectonics: mountains, volcanoes and earthquakes (Year 6) *describe and understand the interaction between physical and human processes, in terms of the effect the landscape has on land use, location of settlements and availability of natural resources * draw conclusions about the impact of natural disasters through the study of photographs, population numbers and other primary sources.</p>	<p>(Years 5 and 6) *use maps, atlases, globes and digital/computer mapping to locate key volcanoes and earthquake locations and develop an understanding of the cause of the ring of fire. *use the eight points of a compass, four- and six-grid references, symbols and key to build their knowledge of the location of the tectonic plates and the ring of fire.</p>
<p>Eastern Europe - Can we compare how the geography of the Northern Frontier of Russia and Yorkshire impacts on life? <i>By comparing the regions of Russian Far North and Yorkshire children will be taught to:</i></p>	<p>(Year 5) *locate Russia and the countries and oceans around it, (Year 6) *locate Russia and the countries and oceans around it, concentrating on its environmental regions, key physical and human characteristics, and major cities.</p>	<p>(Year 5 and 6) *describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts (Year 6) *compare the roots of the relationship between the indigenous Nenet people and the land to that of modern humans (environmental issues) (British Values – respect for other cultures) * consider the impact that the disaster at Chernobyl had on the local people and environment.</p>	<p>(Year 5) *use maps, atlases, globes and digital/computer mapping to locate Russia and follow the course of the River Ob *use the eight points of a compass, four and six-figure grid references, symbols and key to build their knowledge of Russia. (Year 6) *use a range of methods including graphs, and digital technologies to collect and present information e.g. about climate Fieldwork *use fieldwork to observe, measure, record and present the human features in the local area Identify patterns in location (more central), original purposes: houses, hotels, shops/industry – links to tourist industry.</p>

Year 5 and 6 Cycle 2	Geographical Knowledge -knowledge of locations and place	Geographical Understanding -physical and human processes	Geographical Enquiry -map work -fieldwork
<p>How does the course of a river Impact on human and physical geography ? <i>By studying the course of the River Calder the children will be taught to:</i></p>	<p>(Year 5) *locate the source of the river concentrating on the physical features of a river. Trace the course of the River Calder (Year 6) *identify features such as oxbow lake, source, mouth/delta, erosion, sediment</p>	<p>(Year 5 and 6) * identify the relationship between the natural landscape and human settlement patterns relating to the river (Year 6) * describe and explain the processes that cause river erosion</p>	<p>(Years 5 and 6) *use an OS map to find grid references, Understand the mapping symbols along the course of the river.</p>
<p>What are Rainforest sand why are they so important? <i>By studying the rainforests of Central and South America, focusing on the physical features, children will be taught to:</i></p>	<p>(Year 5) *locate the rainforests and the countries of Central and South America on a map, concentrating on the physical features and compare these to rainforest in the UK. (Year 6) * Compare a rainforest in the UK with a region in Central America – understand some of the reasons for similarities and differences (British Values – respect for other cultures) * identify the position and significance of the Equator; and the Southern and Northern Hemispheres; the Arctic and Antarctic circles; and lines of longitude and latitude, including the Tropics of Cancer and Capricorn.</p>	<p>(Year 5) * what is the definition of a rainforest? compare and contrast temperate with tropical rainforests. (Year 6) * explain the importance of the Central American region in terms of trade. Export of chocolate (link to Mayans) *describe and understand key aspects of physical geography including: climate zones, biomes and vegetation belts, in relation to how they provide habitats for the plants and animals studied</p>	<p>(Years 5 and 6) *use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied *use the eight points of the compass, four and six-figure grid references, symbols and keys to build their knowledge of the wider world</p>
<p>Why did New York become such an important settlement? studying the geography of North America and focusing on New York, children will be taught to:</p>	<p>(Year 5) *identify the countries and key states and major cities of North America. Washington, New York, Philadelphia, Los Angeles, Chicago. (Year 6) *Compare and contrast the geographical features of New York, Chicago and Los Angeles</p>	<p>(Year 5) *understand geographical similarities and differences; and change, through the study of maps and photographs of New-York Manhattan. Geographical features - Manhattan Island – River Hudson, natural harbor - other 4 boroughs- Bronx, Brooklyn, Queens, Staten Island (Year 6) - Human aspects of dense population, pollution, crime, Why is it so multicultural? History of immigration.</p>	<p>(Year 5) *use maps, atlases and digital/computer mapping to identify land use in the Manhattan area *use the eight points of a compass, six-grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the local area (Year 6) *use a range of methods including sketch maps, plans and graphs, and digital technologies to collect and present information</p>

	Years that knowledge/skills are first introduced		Progression of fieldwork and sketch mapping	
	Locational knowledge	Reading and using maps	Fieldwork	Creating and drawing maps
Y1	<ul style="list-style-type: none"> *name and locate the four countries of the UK and London *name and locate the world's seven continents *identify hot and cold places in relation to the Equator and the North and South Poles 	<ul style="list-style-type: none"> *use simple compass directions (North, South, East and West) 	Come Outside <i>What are the different parts of the school used for and why?</i> The school and its grounds	<ul style="list-style-type: none"> *look at an object from above and draw it – use a visualiser and draw round it on the smartboard *give a basic map of the classroom and rectangles of card representing the tables – chn arrange on the map and draw around them *go on a walk around the school, noting what is passed on the route. On a large whole class outline map of the school, map the route taken and draw on key features passed (or place models of the features on a floor map.) *look at aerial views of the local area alongside maps of the same area to understand that maps are a representation of a place from a 'birds-eye view'
Y2	<ul style="list-style-type: none"> *name and locate the capital cities of the four countries of the UK *name and locate the UK's surrounding seas/oceans *name and locate the world's five oceans 			<ul style="list-style-type: none"> *review understanding of maps as a representation of a place from a 'birds-eye view', using maps of the classroom and school – orienteering activities *outline map of Jamaica (either individual or whole class); as aspects of the country are studied, add them to the map, devising symbols for a key *give a basic outline map of Scarborough with some key landmarks marked on; give pictures of landmarks identified on fieldwork trip – chn position them on the map (this could be a whole class activity on a large map)
Y3	<ul style="list-style-type: none"> *identify the position of the Equator; and the Southern and Northern Hemispheres, recognising that Europe is in the Northern Hemisphere 	<ul style="list-style-type: none"> *use the eight points of the compass 	The UK <i>What are the similarities and differences between Mirfield and ?</i>	<ul style="list-style-type: none"> *draw a map of the classroom *use a map of the school for orienteering activities *give a base map of Mirfield and a list of key features – chn place them on the map and devise a key (during or after fieldwork trip)
Y4	<ul style="list-style-type: none"> *identify the position and significance of the Equator; and the Southern and Northern Hemispheres *identify the position and significance of the Arctic and Antarctic circles 	<ul style="list-style-type: none"> *use four-figure grid references 	Romans in the UK <i>How did the Romans impact British settlements?</i>	<ul style="list-style-type: none"> *draw a sketch map of a Roman settlement, identifying different habitats
Y5	<ul style="list-style-type: none"> *identify the position and significance of the lines of longitude and latitude, including the Tropics of Cancer and Capricorn 	<ul style="list-style-type: none"> *use six-grid references 	River Calder <i>What is the course of the River Calder?</i>	<ul style="list-style-type: none"> *draw a sketch map of the River Calder mapping out the course of the river from source to mouth.
Y6	<ul style="list-style-type: none"> *identify and understand time zones and the Prime/Greenwich Meridian 	<ul style="list-style-type: none"> *use six-grid references independently on residential 	Lake District Orienteering activities on residential <i>A study of the key features of a walk through Glaramara</i>	<ul style="list-style-type: none"> Use an OS map during residential at Derwent Water and identify key features on a full day walk.