



# GEOGRAPHY SKILLS AND KNOWLEDGE PROGRESSION OVERVIEW 2020-2021

Kingfisher Hall Academy

*Ensuring our Geography is a Force for Positive Change*

# Kingfisher Hall Curriculum Overview 2020-2021 "Be a force for positive change"

Term Theme	Autumn 1 This is me	Autumn 2 Girl Power	Spring 1 The mystery of Our History	Spring 2 Eureka!	Summer 1 Features of Creatures	Summer 2 Protectors of the Planet
Y6	<b>Government and Politics</b> History (Greece) Geography (National / Global)	<b>Slavery</b> History (Slavery) Science (Light)	<b>WW2</b> History (WW2) Science (electricity)	<b>Tame the Dragon</b> Geography (Global)	<b>Where did we come from?</b> Science (Evolution) Geography (Global)	<b>What's cooking?</b> Science (Animals & living things)
Y5	<b>Children of the world</b> Geography (Global)	<b>Industrial Revolution</b> History (IR & Victorians) Science (Forces)	<b>A Street Through Time</b> History (Local street) Geography (Local) History (Vikings)	<b>Heavens Above</b> Science (Space) History (Benin)	<b>What's in the Woodland Walk?</b> Science (Animals)	<b>Hand me downs</b> Geography (Global) Science (Materials)
Y4	<b>My Family</b> Geography (Europe)	<b>Invasion, Invasion, Invasion!</b> History (Romans) Geography (Global)	<b>Settle down</b> History (Saxons)	<b>How does it work?</b> Science (Electricity) Science (Sound)	<b>Rainforests</b> Science (Living things) Science (Animals)	<b>We need the trees</b> Science (States of Matter) Geography (Global)
Y3	<b>Maybe it's because I'm a Londoner</b> Geography (Local) History (London)	<b>Stones and Bones</b> History (Stone age) Science (Rocks)	<b>Amazing Egyptians</b> Science (Forces & Magnets) History (Egyptians)	<b>Angry Earth</b> Geography (Global) Science (Light)	<b>Animal Kingdom</b> Science (Animals)	<b>Please Help Me Mr Bee</b> Science (plants)
Y2	<b>Where I live; my community</b> Geography (Local)	<b>Football Crazy</b> History (People)	<b>Fire! Fire!</b> History (Great Fire of London)	<b>See how it grows</b> Science (Plants)	<b>Down in the Woodland Walk</b> Science (Animals)	<b>From street to sea</b> Geography (Global) Science
Y1	<b>Where I learn; my school</b> Geography (Local)	<b>Whatever the Weather</b> Geography (National) Science (Seasons)	<b>What toys did my grandparents play with?</b> History (Toys)	<b>Beautiful Beanstalks!</b> Science (Plants)	<b>Amazing Animals</b> Science (animals)	<b>Reduce; Reuse; Recycle</b> Science (materials)
R	My family at home Books: -Anna Hibiscus song	Seasons Books: -A brave bear -Blue Penguin -The snowman	Dinosaurs Books: -The dinosaur who lost his roar -Bedtime for monsters	People who help us Books: -Naughty bus	Traditional Tales Books:	<b>My world</b> Books: -10 things I can do to help my world.
N	- Marvellous me (Differences and similarities). - Rainbow Colours Books: Elmer's Surprise	Seasonal Changes - Celebrations. Books: When will it be winter? and The night before Christmas	Fairy Tales - Woodland animals and habitats Books: The Gingerbread Man and The Gruffalo	Africa - Courage & Friendship Books: Handa's Surprise and Room on the broom	People who help us - Farm Books: Doctor Daisy and The enormous turnip	Space - Transition- Emotions & feelings Books: Alien's love underpants and Ruby's worries

	<b>Geography</b>
<b>Intent</b>	<p><b>To develop children’s fascination about the world, the people around them as well as their place in it.</b></p> <p>Children will develop a love of Geography and build a geographical overview of the world. From Nursery to year 6 children will study local, national and global geography. They will be able to ask and answer questions, understand diverse places, people and resources, whilst developing a deep understanding of the Earth’s key physical and human features and processes.</p>
<b>Knowledge Threads</b>	The areas of learning in geography are sequenced and linked through the study of: <b>sustainability, location, human and physical features, human and physical processes and comparing and contrasting</b>
<b>Sustainability 17 Global Sustainability Goals</b>	<p>Society: community, health care, education, culture</p> <p>Economy: employment, infrastructure, fair trade, security,</p> <p>Environment: consumption, renewable energy, conservation, restoration, reduce pollution,</p>
<b>Location</b>	Continents, oceans, regions, countries, capital cities, global position (northern/southern hemisphere, equator, tropics), compass directions, distances
<b>Human and Physical Features</b>	<p>Naturally occurring landforms of environments: hills, mountains, valleys, bodies of water (streams, becks, tarns, rivers, lakes, seas, oceans, lagoons), natural resources (sites of copper, tin, zinc, cobalt). NOTE: features that appear natural but are put there or managed by humans are human features (fields, trees, forest, woods, vegetation)</p> <p>Things made or altered by people: urban and suburban settlements (cities and hamlets), rural settlements (hamlets and villages). Leisure and manufacturing facilities, transport infrastructure, commerce sites, financial institutions, retail outlets, farming and agriculture, reservoirs, dams, power stations, pavements, street furniture.</p>
<b>Human and Physical Processes</b>	<p>Physical processes give rise to the physical features we see- these can sometimes take a millennia to happen and are ongoing: erosion, deposition, the water cycle, ocean circulation, climate change, earthquakes and volcanoes.</p> <p>Human processes are influenced and can influence physical features which offer possibilities and constraints for human activity: transport, trade, migration, settlements, industry, travel, leisure and tourism, pollution.</p>
<b>Comparing and contrasting</b>	How physical, human and cultural elements are different from each other on a global and local scale. Even places that are near to one another can have a great deal of diversity. Physical aspects to compare: climate, vegetation, fauna, bodies of water, landscape. Human characteristics to compare: population density, ethnicity, nature of the built environment and poverty levels.
<b>Child initiated</b>	There must be enough scope in the medium term planning to allow children’s interests and enquiry to be explored although all knowledge threads and geographical skills are covered

### Characteristics of Geographers

- A passion for and a commitment to the subject and a real sense of curiosity to find out about the world and the people who live there
- An excellent knowledge of where places are and what they are like (contextual knowledge of the location of places, seas and oceans, including their defining physical and human characteristics)
- An extensive base of geographical knowledge and vocabulary; collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
- Highly developed and frequently used geographical skills and techniques
- The ability to analyse how different physical and human environments are similar or contrasting and also interdependent and interconnected
- Skill to interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
- The ability to communicate geographical information in a variety of ways, including through maps and writing at length

### Geography: Sequencing Big Ideas

#### EYFS

The principle focus of Geography teaching in EYFS is to enable pupils to develop curiosity about the natural world around them. Through purposeful play, observation and discussion of stories and non-fiction texts they should explore the similarities and differences between life in this country and others. They will explore the natural world around them, including the change in seasons, making observations and drawing pictures based on their own experiences and what has been read in class.

#### ***Nursery and Reception Geographical Skills***

#### ***The Big Geographical Ideas***

Investigate Place

- To be interested in the natural world
- Make comments about similarities between life in this country compared to others

Investigate Patterns

- To observe how the seasons change

Communicate Geographically

- Make comments about what they have heard in stories and non-fiction texts
- Look at maps
- Describe their immediate environment drawing on their observations and discussions

## KS1

The purpose of Geography teaching in KS1 is so that pupils develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography. They should begin to use geographical skills, including first-hand observation, to enhance their locational awareness. They will compare and contrast physical and human features, use simple fieldwork and observational skills to study their local area, ask and answer geographical questions and use simple maps. In Year 1 they will explore weather and climate in the UK and around the world, use basic geographical language to compare the physical and human features of locations (Town and Country). In Year 2 they will compare and contrast a small area of the UK with that of a non-European country.

### *The Big Geographical Ideas*

<b>Investigate Place</b>	<ul style="list-style-type: none"><li>➤ Ask and answer geographical questions such as, e.g. How is food produced? How does it reach the shops in our town?</li><li>➤ Compare and contrast physical and human features of town and country areas</li><li>➤ Where we live - name/locate on map/globe four countries in UK, capital cities, surrounding seas ☐ Use aerial photos – recognise landmarks, basic human /physical features</li><li>➤ Use simple field work and observational skills to study local area around the school, studying simple human/physical characteristics in the surrounding environment e.g. land use around the school</li><li>➤ Name/locate on map/globe seven continents / five oceans</li><li>➤ Ask and answer geographical questions such as, e.g. What types of building are in the road where the school is?</li></ul>
<b>Investigate Patterns</b>	<ul style="list-style-type: none"><li>➤ Identify seasonal weather patterns</li><li>➤ Record daily weather patterns – record observations, measure rainfall, etc.</li><li>➤ Identify hot/cold areas of world – North Pole, South Pole, Equator</li><li>➤ Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country</li></ul>
<b>Communicate Geographically</b>	<ul style="list-style-type: none"><li>➤ Communicate using geographical vocabulary: city, town, village, factory, farm, house, office, forest, hill, mountain, river, soil, valley, vegetation to describe town and country areas</li><li>➤ Use simple directions N, S, E, W to describe routes – also left, right, near, far</li><li>➤ Devise a simple map; and use and construct basic symbols in a key. Use simple grid references (A1, B1) Use geographical language such as beach, cliff, coast, port, harbour, sea, ocean and words from year 1 where appropriate.</li></ul>

## Lower KS2

In Year 3 and 4, pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical tools and skills to enhance their locational and place knowledge. They will name and locate major regions on a map, describe geographical similarities and differences between different areas and describe land use and changes in this over time. They will use maps, atlases and globes and begin to use the eight points of a compass. In Year 3 pupils should identify key geographical features of the countries in the UK and show how some of these have changed over time, and describe and understand key aspects of earthquakes and volcanoes. In Year 4 pupils should understand geographical similarities and differences through the study of the human and physical geography of a region in a European country and use a wide range of geographical sources to investigate places and patterns.

### *The Big Geographical Ideas*

<b>Investigate Place</b>	<ul style="list-style-type: none"><li>➤ Name/locate on map/digital map: major regions, cities in UK and Europe</li><li>➤ Identify human / physical features / key topographical features/characteristics of the UK and European countries including hills, mountains, rivers and coasts</li><li>➤ To ask and investigate geographical questions such as: Why do earthquakes/ volcanoes occur?</li><li>➤ To ask and investigate geographical questions about the physical and human characteristics of a location (use fieldwork)</li></ul>
<b>Investigate Patterns</b>	<ul style="list-style-type: none"><li>➤ Identify and describe land use patterns and how they change over time</li><li>➤ Identify and describe patterns in areas where volcanoes/earthquakes occur</li><li>➤ Use fieldwork to observe and record the human and physical features in the local area using a range of methods including sketch maps, plans and graphs and digital technologies.</li><li>➤ Describe the geographical similarities/differences (human and physical) between UK and a European country, e.g. Spain</li><li>➤ Investigate human features such as types of settlement and land use</li><li>➤ Investigate economic activity such as trade links and the distribution of natural resources (energy, food, water)</li></ul>
<b>Communicate Geographically</b>	<ul style="list-style-type: none"><li>➤ To communicate using geographical vocabulary including rivers, mountains, volcanoes, earthquakes</li><li>➤ Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li><li>➤ Explain own views about locations, giving reasons</li><li>➤ To communicate using geographical vocabulary including settlements, land use, trade, energy</li><li>➤ Begin to use the eight points of a compass, four-figure grid references, symbols and key to communicate knowledge of the United Kingdom</li></ul>

## Upper KS2

The purpose of Geography teaching in Year 5 and 6 is to extend pupil's knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical tools and skills to enhance their locational and place knowledge. Pupils should name and locate a variety of major countries and cities and identify human and physical characteristics of these. They should draw on a range of geographical resources and use different types of fieldwork to observe, measure and record and use the 8-points of a compass. In Year 5 pupils should understand geographical similarities and differences through the study of the human and physical geography of a region in North and South America. In Year 6 they should use fieldwork to observe, measure and record the human and physical features in the local area, understand geographical similarities and differences through the study of the human and physical geography of a region in the UK and a European country.

### *The Big Geographical Ideas*

<b>Investigate Place</b>	<ul style="list-style-type: none"> <li>➤ Name/locate on map/globe/digital map a variety of major countries and cities in North and South America</li> <li>➤ Identify human / physical features / key topographical features/characteristics of countries in North and South America using a variety of resources</li> <li>➤ Physical features – climate zones, biomes, vegetation belts, rivers</li> <li>➤ Human features – types of settlement and land use, economic activity (trade links), distribution of natural resources (energy, food, water)</li> <li>➤ Ask and investigate geographical questions about the physical and human characteristics of a location</li> <li>➤ Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location</li> <li>➤ Use different types of fieldwork sampling (random and systematic) to observe, measure and record the human and physical features in the local area; Record the results in a range of ways</li> <li>➤ Analyse different representations of a location e.g. satellite image/map</li> </ul>
<b>Investigate Patterns</b>	<ul style="list-style-type: none"> <li>➤ Identify lines of longitude/latitude including Equator, Tropics Cancer/ Capricorn, Arctic/Antarctic circles, time zones and Greenwich Meridian (link to day/night)</li> <li>➤ Understand some of the reasons for geographical differences/similarities between countries</li> <li>➤ Describe how locations are changing and explain the reasons why</li> <li>➤ Describe how countries/regions are interconnected and interdependent</li> <li>➤ Identify the geographical similarities/differences (human and physical) between area of UK, and an area in a European country</li> <li>➤ Understand some of the reasons for geographical differences/similarities between countries</li> <li>➤ Describe how locations are changing and explain the reasons why</li> <li>➤ Describe how countries/regions are interconnected and interdependent</li> <li>➤ Describe how the locality of the school has changed over time</li> </ul>
<b>Communicate Geographically</b>	<ul style="list-style-type: none"> <li>➤ Y5- Use the eight points of a compass, four-figure grid references (Y5), six-figure grid references (Y6) to locate and give directions on a map,(including ordinance survey)</li> <li>➤ Read a variety of symbols and key to communicate knowledge of the United Kingdom and the wider world</li> <li>➤ Communicate using geographical vocabulary including: - Physical features (climate zones, biomes, vegetation belts, rivers, mountains) -Human features (types of settlement and land use, economic activity (trade links), distribution of natural resources (energy, food, water))</li> <li>➤ Create maps, graphs, plans, including the use of digital technology</li> </ul>

# Year 1

Topic/ Term	Where I learn; My School Autumn 1	Whatever the Weather Spring 2
Learning Intentions	<ul style="list-style-type: none"> <li>➤ Locate their classroom within the school grounds on an aerial map</li> <li>➤ To know the of the name of their school, their road and the town it is in.</li> <li>➤ To name and locate my city and country on a map</li> <li>➤ To name and locate the four countries in the United Kingdom</li> <li>➤ To investigate the physical features of my local environment</li> <li>➤ To investigate the human features of my local environment</li> <li>➤ To identify features of my local environment on maps</li> <li>➤ To use directional language to describe my locality (North, South, East, West)</li> <li>➤ To create a simple map and key of the local environment</li> </ul>	<ul style="list-style-type: none"> <li>➤ To begin to identify seasonal and daily weather patterns in the UK</li> <li>➤ To identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</li> <li>➤ To explore weather and climate in the UK and around the world</li> <li>➤ To begin to name and locate the world's 7 continents and 5 oceans</li> <li>➤ To compare and contrast weather in UK and around the world</li> <li>➤ To use world maps, atlases and globes</li> </ul>
Fieldwork	Local area - features and maps	Types homes around the school
Links to National Curriculum	<p><i>Locational Knowledge</i></p> <ul style="list-style-type: none"> <li>• <i>Develop knowledge about their environment and locality</i></li> <li>• <i>name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding sea</i></li> </ul> <p><i>Geographical skills and fieldwork</i></p> <ul style="list-style-type: none"> <li>• <i>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</i></li> <li>• <i>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.</i></li> <li>• <i>world maps, atlases and globes to identify the United Kingdom and its countries</i></li> <li>• <i>Use basic geographical language to compare the physical and human features of locations (town &amp; country)</i></li> </ul>	<p><i>Human and physical geography</i></p> <ul style="list-style-type: none"> <li>• <i>identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</i></li> <li>• <i>identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</i></li> <li>• <i>use basic geographical vocabulary to refer to:</i> <i>key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</i> <i>key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</i></li> </ul> <p><i>Geographical skills and fieldwork</i></p> <ul style="list-style-type: none"> <li>• <i>world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage</i></li> </ul>
Prior Learning	EYFS: Our local environment	EYFS: Our local environment
Knowledge Threads		
Sustainability	Goal 15 – life on land, impact of humans/traffic: pollution/ air quality- pollution catcher	Changing weather, Severe weather Sustainability goal 13 (climate action)



<b>Location</b>	<p>Locate their classroom within the school grounds on an aerial view map.</p> <p>Early map work</p> <p>Have knowledge of the name of their school, the road and the town it is in.</p>	<p>The nearer to the equator places are located, the hotter the temperature. The further away from the equator, and the nearer to the North and South Poles places are located, the colder the temperature.</p> <p>Where is the UK located compared to these areas?</p> <p>Background Knowledge:</p> <p>Use a map/atlas to locate the UK, polar, equatorial and desert climates:</p> <p>Polar climates are found in the Arctic Ocean and in the north and Antarctica and the Southern Ocean in the south</p> <p>Equatorial (tropical) climates are found near the equator.</p> <p>The main areas of rainforest are around the Amazon River in the continent of South America, around the Congo River in Africa and the islands of Indonesia in the Pacific Ocean in Asia</p> <p>Desert Climates are found on over one-third of the world's surface. The biggest deserts are: the Sahara and the Kalahari in Africa and the Great Victoria in Australia</p>
<b>Human and Physical Features</b>	<p>There are many more human features than physical: houses, schools, transport links, shops, industrial sites, factories, parks</p> <p>Identify the difference between physical and human features around the school grounds.</p>	<p>Polar Climates: polar ice caps are found (physical feature)</p> <p>Equatorial climates: rainforests- plants and animals thrive here (physical)</p> <p>Desert climates: few plants and animals</p> <p>UK: more mild climate so a mixtures of features: forest, rivers, countryside, cities etc.</p>
<b>Human and Physical Processes</b>	<p>Human: population: more people living in the city of London when compared to a village, commuting/traffic (how do they get to school?)</p> <p>Physical: Pond life in woodland area. (Why is this physical and not human?)</p>	<p>Certain weather is expected to be found across the four seasons: Summer, Winter, Autumn, Spring</p> <p>In the UK it is more likely to be sunny in the summer and to snow in the winter</p> <p>Weather is a physical process that happens in the Earth's atmosphere</p> <p>Sunny, partly cloudy, cloudy, rain, snow, windy, thunderstorms</p> <p>Extreme weather can occur anywhere on earth and cause disruption. It can include: heatwave, drought, flood, monsoon, blizzard, gale/storm, cyclone/hurricane, tornado/ twister</p>
<b>Comparing and contrasting</b>	<p>In our school we see lots of human features, other areas outside of our school have a variety of human and physical features (forests, vegetation)</p> <p>Use aerial photos to look at our local area – what can we identify? How does an aerial photo of the school look the same/ different to an aerial photo of surrounding area?</p> <p>Compare and contrast aerial photograph of Kingfisher with another aerial photograph of a school.</p>	<p>In different places on Earth we can expect to find different temperatures and weather</p> <p>The type of weather that is usually expected of a place is called its climate</p> <p>Weather can change bay to day or hour to hour</p> <p>Climate: what you expect to get, Weather: what you actually get</p> <p>Climate usually remains the same over long periods of time, weather changes frequently</p> <p>Polar Climates: extremely cold winters and during summer temperatures rarely rises above the freezing point.</p> <p>Equatorial climates: hot and wet</p> <p>Desert: extremely high temperature during the day</p> <p>UK: much more mild than the above climates</p>
<b>Vocabulary</b>	<ul style="list-style-type: none"> <li>To use geographical vocabulary: North, East, South, West, maps, plan, symbol, atlas, near, far, left, right, photographs + topic specific vocabulary</li> </ul>	

Locational Skills	<ul style="list-style-type: none"> <li>● Recognise how places are linked to other places in the world.</li> </ul>	<ul style="list-style-type: none"> <li>● Make simple comparisons between features of different places</li> <li>● Compare and contrast weather in UK and other areas around the world</li> </ul>
Geographical Skills and Fieldwork	<ul style="list-style-type: none"> <li>● Express their own views about places and the local area.</li> <li>● Make observations about where things are e.g. around school and local area</li> <li>● Sketch simple features they observe within their school grounds</li> <li>● Experience simple scale drawings of their school</li> </ul>	<ul style="list-style-type: none"> <li>● Make observations about where things are e.g. around school and local area</li> <li>● Sketch simple features they observe in the local area</li> </ul>
Maps Skills	<ul style="list-style-type: none"> <li>● Have experience of aerial photographs and try to identify known places with support</li> <li>● Have experience of maps and attempts to make own, real or imaginary</li> <li>● Use an Infant atlas to locate places</li> <li>● Follow verbal directions including N,S,E,W</li> <li>● Have experience of maps and attempts to make own, real or imaginary</li> <li>● Follow a route on a map using directional language such as near/far, left/right</li> </ul>	<ul style="list-style-type: none"> <li>● Use an Infant atlas to locate places</li> </ul>
Physical Geography and Human Geography	<ul style="list-style-type: none"> <li>● Begin to identify key features associated with a town or village eg. church, farm, shop, house</li> <li>● Begin to identify and compare human and physical features around the school grounds</li> </ul>	<ul style="list-style-type: none"> <li>● Identify the key features associated with dwellings eg. factory, detached house, semi-detached house, terraced house</li> <li>● Compare how people live in cold places with how people live in hot places</li> </ul>

## Year 2

Topic/ Term	Where I live; My Community Autumn 1	From Street to Sea Summer 2
Learning Intentions	<p>Name and locate the four countries of the UK</p> <p>Name and locate the capital cities of the UK</p> <p>Use aerial photos to recognise landmarks</p> <p>Use simple compass directions (North, South, East and West)</p> <p>Use locational and directional language</p> <p>Plan a route on a map</p> <p>To understand the difference between natural (physical) features and manmade (human) features of a place</p> <p>To name and locate the main physical and human features of my community on a map</p>	<p>To name and locate 7 continents and 5 oceans on a world map</p> <p>To name and locate the equator and the poles on a world map</p> <p>To identify the physical and human features of an island</p> <p>To investigate what facilities are needed in a village, town and city and explain why</p> <p>To investigate the jobs of people living by the coast</p> <p>To understand what is different and what is the same about living by the coast and living in my locality</p> <p>To research the culture of my class country (population, currency, food, music, jobs etc)</p> <p>To research the features of a UK seaside and compare it with tropical seaside.</p>
Fieldwork	A locational walk around the surrounding area – plan a route, use directional language, identify features.	Visit to Walton-on-the-Naze
Links to National Curriculum	<p><i>Locational knowledge</i></p> <ul style="list-style-type: none"> <li>name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</li> </ul> <p><i>Geographical skills and fieldwork</i></p> <ul style="list-style-type: none"> <li>use world maps, atlases and globes to identify the United Kingdom and its countries</li> </ul> <p><i>Human and physical geography</i></p> <ul style="list-style-type: none"> <li>use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</li> <li>key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</li> <li>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.</li> </ul>	<p><i>Locational knowledge</i></p> <ul style="list-style-type: none"> <li>name and locate the world's seven continents and five oceans</li> </ul> <p><i>Geographical skills and fieldwork</i></p> <ul style="list-style-type: none"> <li>use world maps, atlases and globes to identify the countries, continents and oceans studied at this key stage</li> </ul> <p><i>Place knowledge</i></p> <ul style="list-style-type: none"> <li>understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country</li> </ul> <p><i>Human and physical geography</i></p> <ul style="list-style-type: none"> <li>use basic geographical vocabulary to refer to:</li> <li>key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</li> <li>key human features, including: city, town, village, factory, farm, house, office, port, harbour and shore</li> </ul>

Prior Learning	Year 1: Where I learn; My School	Year 1: Whatever the Weather
Knowledge Threads		
Sustainability	Air quality in London. Sustainability goal 13. Children look at Lichen around the local area and use lichen guide to judge air quality. (builds on pollution catchers in year 1) Link to IT by the children using the lichen app on tablets <a href="http://www.apis.ac.uk/nitrogen-lichen-field-manual">http://www.apis.ac.uk/nitrogen-lichen-field-manual</a>	Sustainability goal 14. Life underwater. Plastic pollution in the oceans. How can we help? Why does dropping litter in my own local area affect the animals in the ocean?
Location	The four countries in the UK and their capitals. That we live in London (build from year 1) and Enfield is a borough of London. Map the local area when on the lichen walk. Looking at human and physical features. Make 3D map in class (link to maths re nets and 3D shapes) and then draw.	Draw the globe on an orange and compare to a globe. Then peel the orange and lay the skin flat to teach the children that a world map is a 2D representation of the spherical earth. Children will be able to identify and find on a map London and a Caribbean Island. What is an island? Will be able to name the seven continents and five oceans. Draw a map of Montserrat and locate the volcano and towns. Could use this to help draw a map of their own made up island. What human and physical feature do they want and why? Add a compass with N E S W.
Human and Physical Features	Looking at these features on the local mapping field work. Schools, businesses, traffic lights, roads. Begin to introduce the fact that although parks contain physical features, these are man-made and therefore human (like the pond in Durants Park)	Look at a volcanic island in the Caribbean, e.g. Montserrat and its physical features. Look at the coastline of Montserrat and compare it to a British coast line (Walton)
Human and Physical Processes	Continue with the theme of air quality. Why is the air in London so much more polluted than in rural Snowdonia? Why are there more people in the cities? Why do we see cars and lorries on the road?	Look at the news of the volcanic eruption in Montserrat. This was a physical process which impacted on many Human process for example destruction of villages and business. The migration of people as they fled the island.
Comparing and contrasting	Build on Year 1 by comparing the environment around our school to that of a school in a rural area. (for example Ysgol Latymer in Snowdonia)	What is life like in the two locations. Could focus on the sea and livelihood through fishing and the problems plastic pollution is causing. Similarities is that micro plastics are found across all the seas and oceans in the world and having a negative effect on wildlife. Compare weather and climate – discussing equator and beginning to use terminology such as equatorial countries. Could also look at the impact of the volcanic eruption on daily life and compare the life of a child in Montserrat to that of their own.

Vocabulary	<ul style="list-style-type: none"> <li>To use geographical vocabulary: North, East, South, West, maps, plan, symbol, atlas, near, far, left, right, photographs, aerial, photograph, sketch, map, locate, key + topic specific vocabulary</li> <li>4 countries and capital cities in the UK, Human feature Physical features, Lorry, train, transport, Rural, urban, city village, lichen pollution, air quality,</li> <li>Island, beach, harbour, volcano, plastic pollution,</li> </ul>	
Locational Skills	Name and locate places in the UK Name and locate landmarks of the UK Identify the four countries and capital cities of the UK	Make simple comparisons between features of different places Compare and contrast a small area of the United Kingdom with a small area in a non-European country Recognise how places are linked to other places in the world.
Geographical Skills and Fieldwork	Find where they live on a map of the world and a map of the United Kingdom Label a diagram or photograph using some geographical words Use simple fieldwork and observational skills in the local environment Begin to make a simple scale drawing	Label a diagram or photograph using some geographical words Use simple fieldwork and observational skills Begin to make a simple scale drawing
Maps Skills	Use infant atlases and globes to locate places Follow a given route on a map using N, S, E W Use large scale maps	Use large scale maps
Physical Geography and Human Geography	Explain what makes a locality special Explain how an area has been spoilt or improved and give reasons Describe some places that are not near the school Understand how the environment change from one season to the next	Describe a place outside Europe using geographical words like beach, coast, forest, hill, mountain, ocean, valley Describe some of the features of an island Explain how an area has been spoilt or improved and give reasons Explain how the jobs people do may be different in different parts of the world Explain how the weather of different habitats affects different people Understand how the environment change from one season to the next

## Year 3

Topic/ Term	Maybe It's Because I'm a Londoner Autumn 1	Stones and Bones Spring 1	Angry Earth Spring 2
Learning Intentions	<ul style="list-style-type: none"> <li>➤ To use an atlas to locate London and its landmarks</li> <li>➤ To use a key to label a map with the main physical features</li> <li>➤ To research the key facts of London and the UK (population, currency, time zone, flag, language)</li> <li>➤ To use coordinates on a map to locate objects in the locality</li> <li>➤ To use different types of maps to identify roads in the locality</li> <li>➤ To use local OS maps to explore the keys for different types of roads</li> <li>➤ To use an aerial map and/or Google Earth to make a map of the locality</li> <li>➤ To plan a route using maps, symbols and keys.</li> </ul>	<ul style="list-style-type: none"> <li>➤ To describe the geographical features of land use for early settlements.</li> <li>➤ Identify key locations for purpose.</li> </ul>	<ul style="list-style-type: none"> <li>➤ To locate and describe the different climate zones around the world</li> <li>➤ To identify the different types of volcanoes and locate different volcanoes around the world</li> <li>➤ To use an atlas to locate the main features of the world map including the Equator, Northern Hemisphere and Southern Hemisphere</li> <li>➤ To understand how volcanoes affect people's lives</li> <li>➤ To understand how earthquakes affect people's lives</li> <li>➤ To understand how drought affects people's lives</li> <li>➤ To compare the UK's weather with that of a region affected by volcanoes, earthquakes or draught</li> </ul>
Fieldwork	Map work in local environment		
Links to National Curriculum	<p><i>Locational knowledge</i></p> <ul style="list-style-type: none"> <li>● name and locate counties and cities of the United Kingdom</li> </ul> <p><i>Geographical skills and fieldwork</i></p> <ul style="list-style-type: none"> <li>● use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> <li>● use the eight points of a compass, four figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</li> <li>● use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</li> </ul>	<ul style="list-style-type: none"> <li>● Identify key geographical features of the countries in the UK and show how some of these have changed overtime (What is the UK like?)</li> <li>● describe and understand key aspects of human geography, including: types of settlement and land use.</li> </ul>	<p><i>Locational knowledge</i></p> <ul style="list-style-type: none"> <li>● locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</li> <li>● identify the position of the Equator, Northern Hemisphere, Southern Hemisphere</li> </ul> <p><i>Human and physical geography</i></p> <ul style="list-style-type: none"> <li>● describe and understand key aspects of: physical geography, including: climate zones, volcanoes and earthquakes</li> <li>● human geography, including: the distribution of natural resources including food and water</li> </ul>

Prior Learning	KS1- four countries in UK, capital cities and surrounding seas	KS1- four countries in UK, capital cities and surrounding seas	Yr 1: Weather and Seasons Yr 2: From Street to Sea
Sustainability	How has the land use changed over time and the impact it has had on the environment? What will happen in next 12,000 years to the land use and the environment?		Why would people choose to live near a volcano? – minerals, geothermal energy, fertile soils and tourism Impact of volcanoes on the climate
Location	Recap on the countries and capitals in the UK, looking at the regions within England. What is the capital of England? London split into boroughs – London Borough of Enfield.	Location of settlements	Where in the world do volcanoes and earthquakes occur?- Pacific Ocean –‘the ring of fire’-ASIA Map out where the tectonic plates/ fault lines are
Human and Physical Features	Physical features: keys physical features in London – why are there not that many? Human features: Key human features in London – Why do you think there are more human features in London?	Knowing which physical features attracted the settlements. Why were these features appealing?	Physical features: volcanoes, earthquakes, tectonic plates, layers of the Earth Human features: seismic proof buildings in Japan-ASIA
Human and Physical Processes	Human: Population growth of London over time. Physical: floods, Thames Estuary		The process of eruption within a volcano, shaking of the ground caused by seismic waves: earthquakes Further impact of earthquakes and volcanoes, e.g. the process of a tsunami
Comparing and contrasting	How the London physical features are different as you travel north -topographical features Compare and contrast the human and physical features, processes and location to other places in the UK Comparison of the climate across the UK. Can be a difference of between 10-15°C between North Scotland and South England.	Compare and contrast the physical and human features and how they have changed over time.	Comparing locations around the world and the destruction caused, e.g. Mount Vesuvius: Pompeii in 79AD and Iceland in 2010. Do we have any volcanoes in the UK? Scotland’s-Arthurs Seat (extinct), Snowdonia (extinct) in Wales. Do we have earthquakes in the UK?
Vocabulary	● To use geographical vocabulary: KS1 + North East,North East, South East, South West, 4 figure grid reference, OS map, scale + topic specific vocabulary		
Locational Skills	<ul style="list-style-type: none"> <li>● Begin to identify significant places and environments</li> <li>● Locate and name the countries making up the British Isles, with their capital cities</li> <li>● Locate and name the continents on a World Map.</li> <li>● Locate the main countries of Europe inc. Russia.</li> <li>● Identify capital cities of Europe.</li> </ul>	<ul style="list-style-type: none"> <li>● Compare a region of the UK with a region in Europe, eg. local hilly area with a flat one or under sea level. Link with Science, rocks.</li> </ul>	<ul style="list-style-type: none"> <li>● Begin to identify significant places and environments</li> <li>● Identify the position and significance of Equator, N. and S. Hemisphere, Tropics of Cancer and Capricorn.</li> <li>● Identify and describe where places are around the world</li> <li>● Compare and contrast areas within the UK and South America</li> <li>● Locate and name the continents on a World Map.</li> <li>● Locate the main countries of Europe inc. Russia.</li> <li>● Locate the main countries of Europe inc. Russia.</li> </ul>
Geographical Skills and	<ul style="list-style-type: none"> <li>● Analyse evidence and draw conclusions eg make comparisons with two locations using photos pictures,</li> </ul>		<ul style="list-style-type: none"> <li>● Analyse evidence and draw conclusions eg make comparisons with two locations using photos</li> </ul>

Fieldwork	temperatures and location <ul style="list-style-type: none"> <li>• Accurately plot 8 points of the compass on a map</li> <li>• Draw a sketch of a simple feature from an observation or photo</li> <li>• Make a map of a short route experienced with features in correct order</li> </ul>		pictures, temperatures and location
Maps Skills	<ul style="list-style-type: none"> <li>• Use large scale OS maps (approx. scale 1:1000)</li> <li>• Begin to use maps sites on internet (Google Maps and Google Earth)</li> <li>• Have experience of aerial photographs and identify known places</li> <li>• Use letters or number grid reference to locate features on a map</li> <li>• Learn the eight points of a compass, 2 figure grid reference (maths co-ordinates), some basic symbols and key (including the use of a simplified Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Use a range of maps to locate areas</li> <li>• Identify key geographical features of the countries in the UK and show how some of these have changed overtime (What is the UK like?)</li> </ul>	<ul style="list-style-type: none"> <li>• Begin to use maps sites on internet (Google Maps and Google Earth)</li> <li>• Have experience of aerial photographs and identify known places</li> <li>• Use letters or number grid reference to locate features on a map</li> </ul>
Physical Geography and Human Geography	<ul style="list-style-type: none"> <li>• Describe the physical and human features of a locality (London)</li> <li>• Explain why a locality has certain physical and human features</li> <li>• Describe the physical and human features of a locality (UK and class country)</li> </ul>	<ul style="list-style-type: none"> <li>• Types of settlements in Early Britain linked to History.</li> <li>• Why did early people choose to settle there?</li> <li>• describe and understand key aspects of human geography, including: types of settlement and land use</li> </ul>	<ul style="list-style-type: none"> <li>• Explain why a locality has certain physical and human features</li> <li>• Describe physical processes: how volcanoes are created</li> <li>• Describe physical processes: how Earthquakes are created</li> </ul>



## Year 4

Topic/ Term	Where my family live (Europe & the World) Autumn 1	European Study (Italy) Spring 1	Rainforests Summer 2
Learning Intentions	<ul style="list-style-type: none"> <li>➤ To use an atlas to locate the main features of the world map including the Equator, Northern Hemisphere and Southern Hemisphere and Arctic and Antarctic Circles</li> <li>➤ To use an atlas to locate my countries and capital cities</li> <li>➤ Identify neighboring countries and key physical features</li> <li>➤ To use a key to label a map with the main physical features of my class country</li> <li>➤ To research the key physical and human features of a chosen country</li> <li>➤ To investigate what daily life is like in my chosen country (food, jobs, homes, sports)</li> </ul>	<ul style="list-style-type: none"> <li>➤ To locate Europe and name its countries</li> <li>➤ To Understand geographical similarities and differences of Italy and England.</li> <li>➤ To research the key physical and human features of Italy</li> <li>➤ To research Human geography including trade links in the Roman era.</li> </ul> <p><u>Early Settlements:</u></p> <ul style="list-style-type: none"> <li>• human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</li> </ul>	<ul style="list-style-type: none"> <li>➤ To identify key features of the local environment</li> <li>➤ To locate Edmonton on different maps</li> <li>➤ To identify and label the key features of Edmonton on a map and create own map</li> <li>➤ To carry out a survey to investigate how the school field can be improved</li> <li>➤ To investigate local weather data</li> <li>➤ To use research to redesign field to improve it for the local community</li> </ul>
Fieldwork			
Links to National Curriculum	<p><i>Locational knowledge</i></p> <ul style="list-style-type: none"> <li>• 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</li> <li>• identify the position and significance of the Equator, Northern Hemisphere, Southern Hemisphere, Arctic and Antarctic Circles</li> </ul> <p><i>Geographical skills and fieldwork</i></p> <ul style="list-style-type: none"> <li>• use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> </ul>	<p><i>Place knowledge</i></p> <ul style="list-style-type: none"> <li>• understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region in a European country,</li> </ul> <p><i>Geographical skills and fieldwork</i></p> <ul style="list-style-type: none"> <li>• use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> <li>• use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</li> </ul>	<p><i>Human and physical geography</i></p> <ul style="list-style-type: none"> <li>• describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</li> <li>• human geography, including: types of settlement and land use, Geographical skills and fieldwork</li> </ul> <p><i>Geographical skills and fieldwork</i></p> <ul style="list-style-type: none"> <li>• use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</li> </ul> <p><i>Locational knowledge</i></p>

	<ul style="list-style-type: none"> <li>• Use the 8 points of a compass, 6-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</li> <li>• Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</li> </ul>		<ul style="list-style-type: none"> <li>• locate the world's countries, using maps to focus on North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</li> <li>• identify the position and significance of the Equator, Northern Hemisphere, Southern Hemisphere, Arctic and Antarctic Circles</li> </ul>
Prior Learning	<p>Yr1 - Where I learn; My school</p> <p>Yr2 - Where I live; My Community</p> <p>Yr3 - Maybe it's because I'm a Londoner</p>	<p>Yr2: continents</p> <p>Yr3: human and physical features of the UK, volcanic sands, Early settlements</p>	<p>Yr1: Weather</p> <p>Yr4: States of Matter (Science)</p>
<b>Knowledge Threads</b>			
<b>Sustainability</b>	Natural resources for energy and renewable energy now	School age doesn't start until 6 years in Italy, whereas as we start at 4 years. Do you think our children should stay home until they are 6? Links to mental health and wellbeing. Leader in the use of renewable energy sources: wind and water power	Amazon conservation, increasing productivity, habitat and species rehabilitation, sustainable agriculture, expansion of protection areas, ecotourism, Rainforest Action Network
<b>Location</b>	Recap on the countries and capitals in the UK, looking at the regions within England. Link to learning about different continents in KS1. Focus on Europe as the second smallest continent, yet has 50 countries.	Europe – Links with prior learning.	Southern hemisphere, northern hemisphere, western hemisphere, equator, tropic of cancer, North America (23 countries), South America (12 countries), Surrounded by Pacific and Atlantic Oceans, fourth largest continent, Amazon Rainforest (Located in 9 countries – 60% in Brazil). Other examples of rainforests around the world: Congo Rainforest: Central Africa/ Southeast Asian Rainforest: Indonesia, Laos and Cambodia/ Daintree Rainforest: Australia,
<b>Human and Physical Features</b>	Human: Human features across Europe, which countries / areas have the most Human features? Why? Physical: land, mountains, rivers, climate	Physical: Rivers, Mediterranean climate, mountainous, volcanic, Mediterranean biome, beaches, Human: Land marks, exports, language, religion, cities, population	Physical: 4 main layers of vegetation, Amazon River (world's largest river by volume), Amazon Rainforest, tributaries, rich soil, grasslands, swamps, natural resources (bauxite, gold, manganese, copper, tin, nickel). Human: Indigenous villages, vegetation.
<b>Human and Physical Processes</b>	Human: Increase in population causes increase in human features Physical: Natural disasters, climate, flat land, mountains, coastal areas	Human: farming/ agriculture and the economy, tourism and landmarks Physical: natural hazards - earthquakes, volcanoes, heatwaves.	Human: Trade, industry, indigenous tribes/uncontacted tribes, threats and effects, farming and agriculture, wildfires, deforestation, greenhouse gas emissions, mining, logging, poaching.

			Physical: Water cycle, climate change, oxygen levels (Amazon produces 20% of planets oxygen).
Comparing and contrasting	Compare and contrast the human and physical features, processes and locations to different areas across Europe	<p>The regions with England and the regions in Italy- devolved power in Italy</p> <p>Different time zone, lifestyles, currency between Italy and the UK</p> <p>Comparison within Italy across the regions:</p> <p>Human: governments, languages, flags,</p> <p>Physical: climate, flat land, mountains (northern), coastal areas (South and East)</p> <p>Compare and contrast the human and physical features, processes and location to previous areas studied.</p>	<p>Physical: Time zone, climate zone, terrain/topography/landscape, bodies of water, biome.</p> <p>Human: Lifestyle/way of life (Yanomami tribe), language, culture, flag, population density, land-use, location within continent and the globe, types of settlement, economic activity, ecosystem, ethnicity, poverty levels, vegetation.</p> <p>Compare and contrast the human and physical features, processes and location to previous areas studied</p>
Vocabulary	<ul style="list-style-type: none"> <li>To use geographical vocabulary: KS1 + North East, North East, South East, South West, 4 figure grid reference, OS map, scale, large scale map, medium scale, map, features + topic specific vocabulary</li> <li>Europe, continent, globe, atlas, physical features / human features, Grid reference, ordnance survey, United Kingdom, Topographical, maps, hills, mountains, rivers, coast, Ocean, Western Peninsula, Northern Hemisphere, Landlocked, erosion</li> <li>Italy, Europe, continents, topographical, maps, hills, Mountains, rivers, coast, Landmarks, governments, autonomy, weather, climate, population, Ocean, Mediterranean Sea.</li> </ul>		
Locational Skills	<ul style="list-style-type: none"> <li>Begin to identify significant places and environments</li> <li>Identify and describe where places are around the world</li> </ul>	<ul style="list-style-type: none"> <li>Begin to identify significant places and environments</li> <li>Identify and describe where places are around the world</li> </ul>	<ul style="list-style-type: none"> <li>Begin to identify significant places and environments</li> <li>Identify and describe where places are around the world</li> </ul>
Geographical Skills and Fieldwork	<ul style="list-style-type: none"> <li>Analyse evidence and draw conclusions e.g. make comparisons between locations, photos, pictures, maps</li> </ul>	<ul style="list-style-type: none"> <li>Analyse evidence and draw conclusions e.g. make comparisons between locations, photos, pictures, maps</li> </ul>	<ul style="list-style-type: none"> <li>Analyse evidence and draw conclusions e.g. make comparisons between locations, photos, pictures, maps</li> </ul>
Maps Skills	<ul style="list-style-type: none"> <li>Use eight point compass points well planned using a map</li> <li>Begin to use four figure grid reference to locate features on a map</li> <li>Use maps sites on internet (Google Maps and Google Earth)</li> <li>Use satellite images and aerial photographs to extend learning within topic</li> </ul>	<ul style="list-style-type: none"> <li>Use eight point compass points well planned using a map</li> <li>Begin to use four figure grid reference to locate features on a map</li> <li>Use maps sites on internet (Google Maps and Google Earth)</li> <li>Use satellite images and aerial photographs to extend learning within topic</li> </ul>	<ul style="list-style-type: none"> <li>Use eight point compass points well planned using a map</li> <li>Begin to use four figure grid reference to locate features on a map</li> <li>Use maps sites on internet (Google Maps and Google Earth)</li> <li>Use satellite images and aerial photographs to extend learning within topic</li> </ul>
Physical Geography & Human Geography	<ul style="list-style-type: none"> <li>Describe the main physical differences between cities and villages</li> <li>Use appropriate symbols to represent different physical and human features on a map</li> </ul>	<ul style="list-style-type: none"> <li>Describe the main physical differences between cities and villages</li> <li>Use appropriate symbols to represent different physical and human features on a map</li> </ul>	<ul style="list-style-type: none"> <li>Describe the main physical differences between cities and villages</li> <li>Use appropriate symbols to represent different physical and human features on a map</li> </ul>

## Year 5

Topic/ Term	Children of the World	A Street Through Time	Hand me Downs
Learning Intentions	<ul style="list-style-type: none"> <li>➤ To locate countries and using maps</li> <li>➤ To describe human and physical features</li> <li>➤ To use an 8-point compass</li> <li>➤ To use a 6 figure reference grid</li> <li>➤ To use maps, atlases and globes</li> <li>➤ To compare the day in a life of a child in a contrasting South American country</li> <li>➤ To compare the life of a child in a contrasting European country</li> <li>➤ To compare the life of a child in a contrasting North American country</li> <li>➤ To identify the tropics of cancer and Capricorn</li> <li>➤ To identify the equator and the significance of longitude and latitude.</li> </ul>	<ul style="list-style-type: none"> <li>➤ To locate Enfield on range of maps using 4 and 6 figure grid references</li> <li>➤ To draw a sketch map of the local area</li> <li>➤ To identify the key human and physical features of Edmonton using an aerial map and/or Google Earth</li> <li>➤ To compare the changed of features of Enfield over time</li> <li>➤ To use a range of sources to research how the settlement Enfield has changed over time</li> <li>➤ To survey the local area to identify the main economic activities</li> <li>➤ To understand how and why the socio-ethnic makeup of Enfield has changed over time</li> </ul>	<ul style="list-style-type: none"> <li>➤ To locate countries and using maps</li> <li>➤ To describe human and physical features</li> <li>➤ To use an 8-point compass</li> <li>➤ To use a 6 figure reference grid</li> <li>➤ To identify high profile areas where clothes are made</li> <li>➤ To identify the need for change</li> <li>➤ To research global warming</li> <li>➤ To describe reasons for fair trade.</li> </ul>
Fieldwork		A routed walk around a local street in Enfield	
Links to National Curriculum	<p><i>Locational knowledge</i></p> <ul style="list-style-type: none"> <li>• locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</li> <li>• 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)</li> </ul> <p><i>Geographical skills and fieldwork</i></p> <ul style="list-style-type: none"> <li>• use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> </ul>	<p><i>Geographical skills and fieldwork</i></p> <ul style="list-style-type: none"> <li>• use maps, atlases, globes and digital/computer mapping to locate countries and describe features</li> <li>• use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</li> <li>• use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</li> </ul> <p><i>Human and physical geography</i></p> <ul style="list-style-type: none"> <li>• human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</li> </ul>	<ul style="list-style-type: none"> <li>• use the 8 points of a compass, 4 and 6-figure grid references, symbols and key</li> <li>• describe and understand key aspects of physical geography, including: climate zones</li> <li>• locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</li> </ul>
Prior Learning	Yr3 - Maybe it's because I'm a Londoner Yr4 – Where my family live	Yr2: My community, Yr3: My London Yr3: Stones and Bones	Yr4: Rainforests Yr2: From Street to Sea
Knowledge Threads			
Sustainability	Peace, Justice and partnership towards poverty awareness around the world.	Use of natural resources, development of land-use, sustainable lifestyle.	Responsible consumption and production – introducing a uniform swap shop, reducing waste of

			clothes and encouraging recycling of uniform and other unwanted items of clothing.
<b>Location</b>	Discover countries around the world – building upon where their family live / are from. Choose countries that have a huge contrast to daily life in the UK. Focus on a child in Kenya, Shoe box appeal	Look at the regions and counties within England. Northern hemisphere. The Vikings (Norsemen) originated from what is now Denmark, Sweden and Norway. First raided the monastery at Lindisfarne (Island). Settled in coastal areas of England (Shetland, Orkney, The Hebrides, The Isle of Man, East Anglia, York – Known as Danelaw). Vikings were in search for better land for their farms. The Vikings were attracted by England, its climate and fertile land. Link to History: Battle of Hastings, Conquered England in 1066, The Battle of Stamford Bridge.	Look at high profile areas where clothes are made around the world. Where are they? Why are they made in those countries? Identify the need for change – child labour.
<b>Human and Physical Features</b>	Physical: Fertile land/soil, coasts, islands, natural resources (tin, iron ore), warm ocean current, minerals (magnetite). Human: Ring fortress, forests, farmland, vegetation, population, buildings, schools	Physical: Fertile land/soil, coasts, islands, natural resources (tin, iron ore), warm ocean current, minerals (magnetite). Human: Ring fortress, forests, farmland, vegetation, settlements, Viking houses/huts – Longhouses, Jorvik (York) , long-ships.	Physical: Biomes, climate Human: Population, trade
<b>Human and Physical Processes</b>	Physical: Climate, ocean circulation, winds. Human: Agriculture/bountiful harvests, fishing, hunting, land-use, population growth, migration, trade	Physical: Climate, ocean circulation, winds. Human: Agriculture/bountiful harvests, fishing, hunting, land-use, population growth, migration, trade (wheat, wool, honey, fox, beads, pendants), craft (amber), Viking raids.	Physical: Climate, ocean circulation, winds. Human: trade increase due to supply and demand, population increase, increase in child workers, Is global warming a physical or human feature?
<b>Comparing and contrasting</b>	Compare and contrast UK to Kenya – a day in the life a Kenyan child and a ‘Kingfisher’ child Physical: Climate/climate zone, vegetation, seas, landscape, terrain/topography/landscape, time zone, biome, oceans, location within Europe and the globe, ecosystem. Human: Population, language, nature of the built environment/settlements, land-use, trade, architecture. Compare and contrast the human and physical features, processes and location to previous areas studied previously.	Compare and contrast a street through time Physical: Climate/climate zone, vegetation, seas, landscape, terrain/topography/landscape, time zone, location Human: Population, language, nature of the built environment/settlements, land-use, trade, architecture. Compare and contrast the human and physical features over time in one specific area of Enfield	Compare and contrast their life and daily tasks to that of a child making clothes in a different country.
<b>Vocabulary</b>	<ul style="list-style-type: none"> <li>To use geographical vocabulary: KS1 + North East, North East, South East, South West, 4 figure grid reference, OS map, scale, large scale map, medium scale map, features, satellite images, primary sources, secondary sources, evidence, OS map symbols + topic specific vocabulary</li> <li>latitude, longitude, equator, North &amp; South hemisphere, Tropics of Cancer &amp; Capricorn, Prime/ Greenwich Meridian, continent, climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes</li> <li>Erosion, alter, change, mountain, arable, human and physical features, fertile, settlement, Topographical, economic, natural resources, minerals, population.</li> </ul>		

	<ul style="list-style-type: none"> <li>Continent, Northern hemisphere, southern hemisphere, arrive, depart, statistics, timetable, line graph, bar, line chart, mode, range, maximum, minimum, outcome, million, trade</li> </ul>		
Locational Skills	<ul style="list-style-type: none"> <li>Identify the position and significance of latitude/longitude and the Greenwich Meridian. Linking with science, time zones, night and day</li> <li>Locate the main countries in Europe and North or South America. Locate and name principal cities.</li> </ul>	<ul style="list-style-type: none"> <li>Confidently identify significant places and environments</li> <li>Locate and name the main counties and cities in England.</li> <li>Linking with History, compare land use maps of UK from past with the present, focusing on land use.</li> </ul>	<ul style="list-style-type: none"> <li>Identify the position and significance of latitude/longitude and the Greenwich Meridian. Linking with science, time zones, night and day</li> <li>Locate the main countries in Europe and North or South America. Locate and name principal cities.</li> <li>Link to Fairtrade and Global Warming</li> </ul>
Geographical Skills and Fieldwork	<ul style="list-style-type: none"> <li>Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied</li> <li>Use the eight points of a compass, four-figure grid references, symbols and key</li> <li>Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</li> </ul>	<ul style="list-style-type: none"> <li>Use maps, aerial photos, plans and web resources to describe what a locality might be like</li> <li>Confidently explain scale and use maps with a range of scales</li> <li>Choose the best way to collect information needed and decide the most appropriate units of measure</li> <li>Analyse evidence and draw conclusions e.g. field work, data on land use, comparing land use data, look at patterns and explain reasons behind it</li> <li>Draw a sketch of key features of the topic studied with increasing accuracy.</li> <li>Draw a sketch map using symbols and a key</li> </ul>	<ul style="list-style-type: none"> <li>Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied</li> <li>Use the eight points of a compass, four-figure grid references, symbols and key</li> <li>Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</li> </ul>
Maps Skills	<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li>Use eight point compass points confidently and accurately within a practical context when navigating their own route</li> <li>Recognise and use OS map symbols and describe features shown on a OS map</li> <li>Draw and use maps and plan in a range of scales</li> <li>Use primary and secondary sources of information for evidence</li> <li>Create maps using aerial photographs and satellite images.</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>
Physical Geography & Human Geography	<ul style="list-style-type: none"> <li>Describe and understand key aspects of: Physical geography including coasts, rivers and the water cycle including transpiration; climate zones, biomes and vegetation belts.</li> </ul>	<ul style="list-style-type: none"> <li>Explain geographical features affect economic activity</li> <li>Explain how human activity has caused on environment to change</li> </ul>	<ul style="list-style-type: none"> <li>Describe and understand key aspects of: Physical geography including coasts, rivers climate zones, biomes and vegetation belts.</li> <li>Human geography including trade between UK and Europe and ROW</li> <li>Fair/unfair distribution of resources</li> </ul>

## Year 6

Topic/ Term	My World (Coat of Arms)	Tame the Dragon (Trade and Commerce)	Fascinating France
Learning Intentions	<ul style="list-style-type: none"> <li>➤ To compare and contrast population in other countries to that of Enfield.</li> <li>➤ To study the purpose of a coat of arms</li> <li>➤ To use school virtues to create a Kingfisher Coat of Arms</li> <li>➤ To locate the World's Countries using maps</li> <li>➤ To identify tropics, hemispheres and Earth's lines.</li> </ul>	<ul style="list-style-type: none"> <li>➤ To identify geographical similarities and differences.</li> <li>➤ To identify a variety of world trade</li> <li>➤ To locate countries on world maps</li> <li>➤ To describe human geography</li> <li>➤ To use digital and computer mapping to locate areas</li> <li>➤ To understand economic growth.</li> </ul>	<ul style="list-style-type: none"> <li>➤ To identify landmarks in France</li> <li>➤ To compare and contrast France with own community</li> <li>➤ To identify human and physical features</li> <li>➤ To locate French cities</li> <li>➤ To use maps to plan a route</li> </ul>
Fieldwork			Trip to France
Links to National Curriculum	<ul style="list-style-type: none"> <li>• <i>locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</i></li> <li>• <i>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</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region in North or South America</i></li> <li>• <i>describe and understand key aspects of human geography, including: economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</i></li> <li>• <i>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country</i></li> <li>• <i>use the 8 points of a compass, 4 and 6-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the wider world</i></li> </ul>
Prior Learning	YR4: Italy and Yr5: Amazon Rainforest	YR3: volcanic island Yr4: Italy & Rainforests YR5: Children of the world & Hand me downs Across KS1/ KS2 – knowledge of the UK	Year Group Links: All year groups studying the French language
<b>Knowledge Threads</b>			
Sustainability		Economic growth and industry and infrastructure	France: Sustainable tourism, sustainable water management, eco bike tour. UK: Sustainable development strategy, 'Green Brexit', sustainable agriculture practices, sustainability exchange, zero emissions city, low and zero carbon infrastructure, sustainable development goals (SDGs), reducing and recycling waste, low-emission/electric vehicles, wind turbines, solar energy, renewable energy/resources, Buzzbike, fair trade, sustainable fashion brands.



Location	Various locations around the world – discussion on why they have a coat of arms, what does it symbolise? What would a Kingfisher coat of arms look like? Take inspiration from the locations around the world that our school demographic originate from.	South American and North American trade links.	Paris, France. Understand the relationship between urban and rural tourism and its economic development.
Human and Physical Features	Physical: climate, equator, Tropics, rivers, mountains, terrain Human: population, agriculture	Physical: Volcanoes, mountains, rocky steep terrain, caldera, cliffs, volcanic rock, hot springs, Biomes. Human: settlements, beaches, tourism industry, museums, urban and rural, vegetation, reservoirs, dams, power-stations.	Physical: coastline, ocean, climate terrain, plains, Human: landmarks, population, tourism, buildings, parks
Human and Physical Processes	Human: Agriculture, transport, migration – population growth, industry, pollution, travel, trade. Physical: Climate change.	<u>Santorini</u> Physical: Earthquakes, erosion, ocean circulation, climate change, volcanic eruptions, deposition. Human: Agriculture, tourism, trade, travel, leisure, pollution, transport, pollution, migration, population	Development of economy and tourism. Climate change, population increase, flooding, earthquakes, volcanic eruptions.
Comparing and contrasting	Compare and contrast climate, vegetation, population to that of Enfield – apply this to design of coat of arms.	Comparing and contrasting infrastructure, employment, tourism, farming, industry, population density, way of life, language, flag, culture, settlements, vegetation, fauna, ethnicity, poverty levels (socio-economic status), architecture.	Comparing landmarks and physical features to their hometown in the UK
Vocabulary	<ul style="list-style-type: none"> <li>To use geographical vocabulary: KS1 + North East, North East, South East, South West, 4 figure grid reference, OS map, scale, large scale map, medium scale map, features, satellite images, primary sources, secondary sources, evidence, OS map symbols + topic specific vocabulary</li> <li>Coat of Arms, patriotic, flags, emblems, continents, UN, EU</li> <li>Industrial, employment, infrastructure, arable, pastoral, mixed farming, carrying, capacity, statistics, contiguous, trade, fair trade, distribution,</li> <li>France, French, ferry, overseas, geographical, river seine, erosion, deposition, urban and rural tourism</li> </ul>		
Locational Skills	<ul style="list-style-type: none"> <li>Name and locate the key topographical features including coast, features of erosion, hills, mountains and rivers. Understand how these features have changed over time.</li> </ul>	On a world map locate the main countries in Africa, Asia and Australasia/Oceania. Identify their main environmental regions, key physical and human characteristics, and major cities. •	<ul style="list-style-type: none"> <li>Compare a region in UK with a region in Europe</li> </ul>
Geographical Skills and Fieldwork	<ul style="list-style-type: none"> <li>Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</li> </ul>	<ul style="list-style-type: none"> <li>Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</li> </ul>	<ul style="list-style-type: none"> <li>Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</li> </ul>
Maps Skills	<ul style="list-style-type: none"> <li>Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied</li> <li>Extend to 6 figure grid references with teaching of latitude and longitude in depth.</li> </ul>	<ul style="list-style-type: none"> <li>Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied</li> <li>Extend to 6 figure grid references with teaching of latitude and longitude in depth.</li> </ul>	<ul style="list-style-type: none"> <li>Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied</li> <li>Extend to 6 figure grid references with teaching of latitude and longitude in depth.</li> </ul>



	<ul style="list-style-type: none"> <li>Expand map skills to include non-UK countries.</li> </ul>	<ul style="list-style-type: none"> <li>Expand map skills to include non-UK countries.</li> </ul>	<ul style="list-style-type: none"> <li>Expand map skills to include non-UK countries.</li> </ul>
Physical Geography and Human Geography	<ul style="list-style-type: none"> <li>Describe and understand key aspects of: Physical geography including Volcanoes and earthquakes, looking at plate tectonics and the ring of fire.</li> </ul>	<ul style="list-style-type: none"> <li>Distribution of natural resources focussing on energy</li> </ul>	<ul style="list-style-type: none"> <li>Describe and understand key aspects of: Physical geography including climate, time zones, rural, town and village.</li> </ul>