

# Geography Curriculum

2023 - 2024

# Geography Curriculum Map

	Year 1	Year 2	Year 3 & Year 4 2023-2024	Year 3 & Year 4 2022-2023	Year 5	Year 6
Locational Knowledge	Months of the year	Major cities of the UK	Peak District	Regions of the UK	Southern Counties of UK	Local study: Sheffield
	The United Kingdom	Continents & Oceans	Mountains of the UK	Local study: Nottingham	Contrasting region: London	The Poles
	School Environment	Kenya: Masai Mara	Retford Area	North America: New York	Brazil: Amazon rainforest	
	Tuxford			Asia: Japan		Climate zones
Place Knowledge	British Isles	Continents & Oceans	Regions of UK	Nottingham V New York	Major world rivers	UK of polar regions
				Regions of UK		Major capital cities
				States of North America		World landmarks
				Countries of Asia		
Human & Physical Geography	Local seasonal changes	Seasons, weather & Climate	World Mountains	Volcanoes	Rivers & basins	Climate zones
			Tourism	North America	Amazon rainforest	Polar regions
				Volcanoes	Longitude and time zones	Trade
				Asia		Extreme weather
Geographical Skills & Field Work	Plan view	Locate self on maps	Aerial photos	Atlas skills	Relief maps	Time Zones
	NSEW	Map of school	Scale	8 point compass	Aerial photos & maps	
	Directions	Aerial photos	NSEW		Hemispheres	
	Ordnance survey symbols	Maps & keys	Ordnance survey symbols		Latitude, longitude, grid reference, scale	



- Computing

# Geography Progression



		Nursery			Reception		
Locational Knowledge		-Name and locate places/ areas/ items within the classroom. -Understands a map shows places. -Knows different countries in the world and can name country they live in. -Discuss locations.			-Talk about where they live. -Identify a map. Name and locate places/ areas within EYFS setting/ playground. -Finds another country on a map. -Names a place in the world that is different to Retford.		
		Year 1	Year 2	Year 3 & Year 4 Cycle B	Year 3 & Year 4 Cycle A	Year 5	Year 6
		-What is a country? -Name and locate Tuxford Primary Academy. -Name, locate and identify characteristics of four countries and capital cities of the UK and its surrounding seas.	-What is a continent? -Name and locate Tuxford and surrounding area. -Name and locate seven continents and five oceans. -Name and locate the Equator, The North Pole and The South Pole. -Name and locate Kenya.	-What is a county and a region. -Name and locate East Retford - UK maps -Name and locate some regions of The UK: East Midlands, Yorkshire and the Humber, The North-West. -Name and locate countries and areas of the world with certain climate zones. -Name and locate the lines of latitude and identify their position and significance. -Name and locate towns, cities and counties in the East Midlands. -Name and locate hemispheres. -Name and locate counties that The Peak District is in: Derbyshire, Yorkshire, Staffordshire, Cheshire, Greater Manchester. -Human and physical characteristics are of Peak District. -Land use patterns in Peak District. -Changes in land use patterns - East Retford area.	-Name and locate all remaining regions of the UK. -Name and locate food producing counties and towns around The UK: Lincolnshire, Worcestershire, Lancashire, Northumberland, Cornwall etc -Land use in Nottinghamshire and other and East Midlands region. -Know some land types in regions of UK -Human and physical characteristics/ key topographical features/ land use patterns in The East Midlands. -Name and locate countries on The Ring of Fire: Columbia, Japan, Indonesia, Philippines, Mexico, Guatemala etc -Name and locate volcanoes/ countries. -Name and locate countries in North America. -Name and locate major cities in The North East region of the USA. -Key physical and human characteristics North East region of USA.	-Name and locate local rivers. -Name and locate world rivers and countries they run through. -Name and locate India and major cities. -Land use patterns around rivers. -Name and locate rest of UK's remaining major cities. -Land use patterns and changes over time - London. -Position and significance of lines of longitude, The Prime/Greenwich Meridian and time zones. -Name and locate tallest mountains in 4 UK countries. -Name and locate world mountains/mountain ranges and countries/continents. -Human and physical characteristics/ key topographical features/ land use patterns & changes over time in European region. -Name and locate European countries.	-Location of Nottinghamshire within world - recap all covered. -Name and locate world cities (trade). -Name and locate countries involved in trade and manufacturing of cotton. -Locate airports and docks around the UK. -Location and connections of places within international trade. -Name and locate South American countries and capital cities. -Brazil - latitude and longitude -Brazil - time zones -Human and physical characteristics/ key topographical features/ land use patterns & changes over time in Amazon rainforest and a city in Brazil.
Place Knowledge		-Say where they live. -Find areas around nursery. -Maps show places. -Knows different countries and own country. -Discuss locations.			-Talk about where they live. -Identify a map. Name and locate places/ areas within EYFS setting/ playground. -Finds another country on a map. -Names a place in the world that is different to Retford. -Talk about similarities and differences between where we live and other places.		
		Year 1	Year 2	Year 3 & Year 4 Cycle B	Year 3 & Year 4 Cycle A	Year 5	Year 6
		LOCAL - Study of school grounds and immediate locality. -Mini studies of London, 4 UK countries and their capital cities.	LOCAL - Study of Tuxford and surrounding area. <b>Depth Study: Masai village/ Masai Mara (Kenya) compared to Tuxford area (Small area of the UK with small area of contrasting non- European country).</b> Similarities and differences by studying human and physical geography.	LOCAL - Study of East Retford area. <b>Depth Study: East Midlands &amp; The Peak District. (Region of the UK).</b> Similarities and differences by studying human and physical geography.		<b>Brazil and Amazon rainforests (Region within South America).</b> Similarities and differences by studying human and physical geography.	Similarities and differences by studying human and physical geography.

		Nursery			Reception		
		<ul style="list-style-type: none"> <li>-Follows a scavenger hunt and name features around nursery.</li> <li>-Talk about how things were made.</li> <li>-Use senses to explore the world around them.</li> </ul>			<ul style="list-style-type: none"> <li>-Talk about things that are 'human' made.</li> <li>-Locate human made things around EYFS setting and school.</li> <li>-Talk about similarities and differences between where we live and other places.</li> <li>-to describe the features of where I live.</li> </ul>		
Human Geography	Year 1	Year 2	Year 3 & Year 4 Cycle B	Year 3 & Year 4 Cycle A	Year 5	Year 6	
	<ul style="list-style-type: none"> <li>-What is a human feature?</li> <li>-Human features of school and immediate area.</li> <li>-Human features of four UK countries and their capital cities including: City, town, village, farm, house, port, harbour</li> <li>-Major landmarks/ human features in London.</li> <li>-The term 'urban'</li> <li>-Basic reasons why lots of people live in London</li> <li>-How weather affects human activity - UK</li> <li>-How water gets to my tap - reservoirs</li> </ul>	<ul style="list-style-type: none"> <li>-Human features of Tuxford area including factories, town, offices, shops</li> <li>-Human features of Europe including: city</li> <li>-How climate/ weather affects human activity</li> <li>-Human features of Masai Mara/ Kenya.</li> <li>- Kenya compared to their own.</li> <li>-How homes are built differently due to climate - Masai Mara/own homes.</li> </ul>	<ul style="list-style-type: none"> <li>-Human features of Himalayas</li> <li>-Human features of East Retford area and Peak District.</li> <li>-What is a natural resource?</li> <li>-Minerals in The Peak District</li> <li>-Water as a natural resource - Buxton Spring Water</li> <li>-Tourism in The Peak District (economic activity).</li> <li>-Tourist attractions in The Peak District.</li> <li>-National Parks (land use)</li> <li>-Settlement types/ land use Tuxford area, East Midlands and the Peak District - comparative.</li> <li>-Growth of settlement - Tuxford area</li> </ul>		<ul style="list-style-type: none"> <li>-Land use – around rivers in The UK and the River Ganges</li> <li>-Water as a source of energy - hydro power</li> <li>-Effects of flooding on people and surrounding area.</li> <li>-London as a settlement and how it has grown.</li> <li>-Effects of tourism on landscape and Eco tourism.</li> <li>-Seasonal tourism</li> <li>-How climate affects the buildings are made.</li> </ul>	<ul style="list-style-type: none"> <li>-Energy sources in The UK and which of these are natural resources.</li> <li>-Global trade</li> <li>-Industries within the UK</li> <li>-Natural resource of cotton</li> <li>-Cotton manufacturing</li> <li>-Push and pull factors for moving to cities</li> <li>-Fair trade</li> <li>-Amazon rainforest - natural resources – medicines</li> <li>-Deforestation (land use)</li> <li>-Palm Oil production (land use)</li> <li>-Ports and trade from The UK</li> </ul>	
		Nursery			Reception		
		<ul style="list-style-type: none"> <li>-Talk about 2 signs of Autumn, Winter, Spring and Summer</li> <li>-Explores natural materials through play.</li> <li>-Knows when you add water to dry sand you can make a sand castle.</li> <li>-use senses to explore the world around them.</li> <li>-Observe and describe the natural world - changes.</li> <li>-Talk about things you would find on a beach.</li> </ul>			<ul style="list-style-type: none"> <li>-Understands the effect of the changing seasons on the natural world around them.</li> <li>-Talks about nature made things.</li> <li>-Describes what they see, hear and feel whilst outside.</li> <li>-Talk about similarities and differences between where we live and other places.</li> <li>-to describe the features of where I live.</li> </ul>		
Physical Geography	Year 1	Year 2	Year 3 & Year 4 Cycle B	Year 3 & Year 4 Cycle A	Year 5	Year 6	
	<ul style="list-style-type: none"> <li>-Name seasons</li> <li>-Seasonal and daily weather patterns - Tuxford area, Isles of Scilly, Shetland Islands</li> <li>- compare</li> <li>-Know what an island and a coastline are.</li> <li>-Know some of the physical features of coastlines including estuary, beach, cliff</li> <li>-The term 'urban'</li> <li>-Know that our water comes from rain</li> <li>-Seagrasses</li> <li>-Physical features of school and surrounding area.</li> <li>-Physical features of UK countries are including: sea, ocean, forest, hill, mountain, river, valley</li> </ul>	<ul style="list-style-type: none"> <li>-Southern Europe - warmer weather/ location to Equator</li> <li>-Northern Europe - cooler weather/ location to Equator</li> <li>-Vegetation and wildlife Masai Mara</li> <li>-Wilderness and nature reserves links to physical features</li> <li>-Weather and climate in Kenya</li> <li>-Know hot places are often located near to the Equator</li> <li>-Weather, climate and physical features and wildlife of North and South Poles</li> <li>-Physical features of Tuxford area including: hill, river</li> <li>-Physical features of Europe</li> <li>-Physical features of savannah and Masai Mara including: vegetation, soil, hill, mountain</li> </ul>	<ul style="list-style-type: none"> <li>-mountains</li> <li>- Features and formation</li> <li>-Area of Outstanding Natural Beauty</li> <li>-Physical features of Tuxford, Retford area and Peak District</li> </ul>		<ul style="list-style-type: none"> <li>-Rivers</li> <li>-Water cycle</li> <li>-Biomes, climate zones and vegetation belts (latitude)</li> <li>-Biomes - deserts, freshwater, kelp forests, taiga, temperate forest.</li> <li>-Vegetation layers of rainforest.</li> <li>Climate zones, biomes and vegetation belts: The UK and South American region - South America/ tropical rainforests</li> <li>Physical features of region of South America/ tropical rainforests</li> </ul>	<ul style="list-style-type: none"> <li>-Hurricanes, cyclones, tornado</li> <li>-Tsunami</li> <li>Build on from yr 3</li> </ul>	

		Nursery			Reception		
		-Immediate surrounding and classroom.			-EYFS area outside and inside.		
<b>Sense of Scale</b>	Year 1	Year 2	Year 3 & Year 4 Cycle B	Year 3 & Year 4 Cycle A	Year 5	Year 6	
	<p><b>Local</b> -Study of school grounds and immediate locality.</p> <p><b>The UK</b> -Countries and capital cities</p> <p>-UK seas</p> <p><b>The World</b> -Build on EYFS skills</p>	<p><b>Local</b> -Study of Tuxford and surrounding area.</p> <p><b>The UK</b> -Revise taught knowledge from Year 1</p> <p><b>The World</b> -Africa/ Kenya/ Masai Mara</p> <p>-North and South Poles -Antarctica</p> <p>-Europe - some countries</p> <p>-The World - continents</p> <p>-The World - oceans</p>	<p><b>Local</b> -Study of East Retford area.</p> <p><b>The UK</b> -East Midlands region and Peak District</p> <p>-Local counties and regions</p> <p>-Local cities and towns</p> <p>-Climate zones and biomes</p>		<p><b>Local</b> - Rivers in local area</p> <p><b>The UK</b> -UK rivers</p> <p>- The UK major cities and towns</p> <p>-Counties around London</p> <p>-UK mountains</p> <p><b>The World</b> Europe: countries and major cities (inc Russia)</p> <p>-Countries and major cities - time zones (inc Russia - crossing continents)</p> <p>-India and major cities (The Ganges link)</p> <p>-Location of mountain range across each continent (inc Russia)</p>	<p><b>Local</b> -Retford/ our community</p> <p><b>The UK</b> -Energy production sites -Trade cities and ports</p> <p><b>The World</b> -Retford within the World - revise all previous taught content: town, city, region, county, country, continent, biome, climate zones, hemisphere</p> <p>-Interconnectedness of trade - countries and major cities</p> <p>- Natural disaster location - Hurricane Katrina, North America</p>	
<b>Environmental Education/</b>	Year 1	Year 2	Year 3 & Year 4 Cycle B	Year 3 & Year 4 Cycle A	Year 5	Year 6	
	<p>-Litter and how it damages a place.</p> <p>-Litter pick</p> <p>-Seagrasses in the UK - importance and damage that is happening to them.</p> <p>-Seahorse conservation/ seagrasses.</p> <p>-How to protect seagrasses.</p> <p>-Less rainfall in UK - ways they can save water (water butts)</p>	<p>-Ways to improve local area - wild flower seed bombs/ biodiversity.</p> <p>-Plastic pollution - effects and ways to stop this.</p> <p>-Drought and warming planet - ways to help stop this - turn lights off etc</p>	<p>-Car and exhaust fumes and ways to develop clean air in our local area.</p> <p>-Climate change.</p> <p>-Polar ice sheet melting- reasons for this, effects and ways to slow down climate change.</p> <p>-Deforestation - effects and what they can do to help.</p> <p>-Eco tourism and how this helps the environment.</p>		<p>-How human activity is polluting rivers and ways to reduce this.</p> <p>-Dams and how they are affecting rivers and the people and ecosystems around them.</p> <p>-Air pollution and emissions - within London - ways we can help to reduce air pollution in cities</p> <p>-Climate zones and biomes</p>	<p>-Renewable energy - include an aspect in their Retford improvement plans</p> <p>-Fair trade - what can they do to help.</p> <p>-Palm Oil industry - what are the effects and what can they do to help.</p>	
		Nursery			Reception		
		Uses senses to explore the world around them. Grow their own food.			Talk about things that are natural and man-made. Grow their own food.		

		Nursery			Reception		
		<ul style="list-style-type: none"> <li>-Complete a simple scavenger hunt</li> <li>- Understand a map shows you where places are.</li> <li>-Discuss routes and locations using words like in front and behind</li> <li>-Describe a familiar route</li> <li>-Follow instructions based on positional language.</li> </ul>			<ul style="list-style-type: none"> <li>-To identify a map.</li> <li>- To look at aerial views of the EYFS playground and comment on what they notice</li> <li>-Find another country on a map.</li> <li>-To create a simple map for someone else to follow around the EYFS area.</li> </ul>		
Map Work	Year 1	Year 2	Year 3 & Year 4 Cycle B	Year 3 & Year 4 Cycle A	Year 5	Year 6	
	<p><b>Know about and use: Plan view</b></p> <ul style="list-style-type: none"> <li>-Locational and directional vocab: near, far, left, right</li> <li>- Aerial view/plan - draw</li> <li>-Compare basicdistances</li> <li>- 4 points of compass</li> <li>- Route - basic routes</li> <li>-Weather symbols</li> <li>-UK countryboundaries</li> <li>- Label features around school</li> <li>-Locate 4 UK countries, capital cities and seas</li> <li>- globe, atlas, map</li> </ul>	<p><b>Know about and use:</b></p> <ul style="list-style-type: none"> <li>- Postcode - search for a place</li> <li>- Zoom in and zoom out</li> <li>-Scale - draw objects 1:1 and 1:2</li> <li>- What an ordnance survey map symbol is and find them</li> <li>- Direction N on ordnance survey map</li> <li>-Sketch map - draw</li> <li>-Maps need a key - create a key</li> <li>-Continent boundariesand some country boundaries</li> <li>-Locate 5 oceans and7 continents plus Equator and poles - globe, atlas, map</li> <li>- Add a line to mark a route</li> <li>- Add simple information to a map</li> <li>- label, markers</li> </ul>	<p><b>Know about and use:</b></p> <ul style="list-style-type: none"> <li>-8 points of compass -follow and give instructions</li> <li>- Range of Ordnance style symbols</li> <li>- Scale bar used to estimate distance</li> <li>- Measurement tool is used to measure distances</li> <li>- Digital maps at more than one scale</li> <li>_ Term ‘as the crow flies’</li> <li>- What the freehand line draw tool is and how this can be used</li> <li>-Oblique view</li> <li>-What 4-figure grid reference is</li> <li>- Lines of latitude</li> <li>- Climate zones, vegetation zones and biomes</li> <li>-Country boundaries</li> <li>- Map selector tool to scroll between aerial view and OS map</li> <li>-Maps a title to showpurpose</li> <li>-Make and use a map of a route with features in correct order.</li> </ul>	<p><b>Know about and use:</b></p> <ul style="list-style-type: none"> <li>-Why maps have grids</li> <li>-Topographical map</li> <li>-Ring fire - different worldmap orientation</li> <li>- Know what radius is on a map</li> <li>Know what the buffer tools is and how it can be used</li> <li>-County and regional boundaries</li> <li>- Area measurement tool</li> <li>- Add annotations - labels and text</li> <li>-Keys for soil types onthematic map</li> <li>-Standard symbols in akey of a map to show land/ soil types</li> <li>- Scale bar to calculate a range of distances</li> </ul>	<p><b>Know about and use:</b></p> <ul style="list-style-type: none"> <li>- Distribution maps and patterns</li> <li>- 6-figure grid references</li> <li>- Lines of longitude</li> <li>- Contours show height and slope</li> <li>- Locate rivers using digital mapping</li> <li>-Index page of atlas</li> <li>-Time zones on a map</li> <li>- Topographical maps for purposes</li> <li>-Sketch maps and digitalmapping to research</li> <li>- Maps to research an area: meanders and oxbow lakes</li> <li>- Linear and area measuring tools accurately</li> <li>- Historical and modern day maps to find out how a place has grown over time</li> <li>- Population overlays</li> <li>- Tube maps street maps and OS symbols to plan a route</li> <li>- Read and compare map scales using scale bar.</li> <li>-Russia - 2 continents</li> </ul>	<p><b>Know about and use:</b></p> <ul style="list-style-type: none"> <li>- British National grid</li> <li>- Scale bar to plan distance and time needed,</li> <li>-Follow a route sayingwhat is seen using OSsymbols</li> <li>-Make sketch maps with an intended purpose and theme</li> <li>-Draw scale maps</li> <li>-Use standard OS symbols on own map</li> <li>-Draw a plan to scale</li> <li>- Digital maps to research factual information</li> <li>-Map and track globalsupply chain of cotton</li> <li>- Maps at various scales</li> <li>- Thematic maps for purpose</li> <li>- Distribution maps at different scales</li> </ul>	
		Nursery			Reception		
		<ul style="list-style-type: none"> <li>-Uses sense to explore the world around them.</li> <li>-talks about 3 signs of each season</li> <li>-Talk about what they find at a beach.</li> </ul>			<ul style="list-style-type: none"> <li>-Describe features of where they live.</li> <li>-Describe what they see, hear, feel whilst outside</li> <li>-Understand the effects of the changing seasons on the natural worldaround them</li> </ul>		
Fieldwork	Year 1	Year 2	Year 3 & Year 4 Cycle B	Year 3 & Year 4 Cycle A	Year 5	Year 6	
	<p><b>Fieldwork study –school area</b></p> <ul style="list-style-type: none"> <li>-Create weather diaryand review</li> <li>-Observe and recordweather in 3 UK destinations includinglocal area</li> <li>-Litter survey and litterpick</li> </ul>	<p><b>Fieldwork study – Tuxford/surroundingarea</b></p> <ul style="list-style-type: none"> <li>-Find something in local area/ school grounds that needs improving</li> <li>-Plan and develop anarea of the school grounds/ Thrumpton area</li> </ul>	<p><b>Fieldwork study –Retford</b></p> <ul style="list-style-type: none"> <li>-Collect data from school community about travel/transport</li> <li>-Present data - barchart/ [pictogram</li> <li>-Analyse data</li> <li>-Draw conclusions andplan a way to improve the way they travel to school.</li> </ul>		<p><b>Fieldwork study – LocalRivers</b></p> <ul style="list-style-type: none"> <li>-Use fieldwork to observe, measure, record and present thephysical features of a river in the local area,</li> <li>-Collect and analyse data about differenttransport within London</li> </ul>	<p><b>Fieldwork study –Retford Town Centre/Our Community</b></p> <ul style="list-style-type: none"> <li>-Collect data to find out about land use and facilities in RetfordTown Centre.</li> <li>-Present and analyse data about land use and facilities</li> <li>-Use collected info to make plans for how they could improve an aspect of Retford</li> </ul>	

	Autumn	Spring	Summer
Nursery	<p><b>All about me</b></p> <p><u>People, cultures and communities</u>                      Recognise that some environments are different to the one they live in                      Belonging; talking about family and school, and being part of a team.                      We also have groups and teams outside of school.                      Different communities we belong to.  <u>Natural World</u>                      Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.                      Lights - looking at where Diwali originates from.</p>	<p><b>Significant people - Robert Falcon Scott</b></p> <p><u>People, cultures and communities</u>                      Know that there are different countries in the world and talk about the differences seen or experiences in photos or real life e.g. the arctic, Britain, Spain, Kenya; anywhere they have been on holiday  <u>Natural World</u>                      Use all of their senses in hands-on exploration of natural materials.                      Small world arctic scene                      Comparing the climate in a hot and cold country.</p>	<p><b>Our Environment</b></p> <p><u>Natural World</u>                      Explore the natural world around them.                      Recognise that some environments are different to the one they live in                      Begin to understand that they need to respect and care for the natural environment and all living things                      Begin to understand the need to respect and care for the environment e.g. pollution</p> <p>Make aquatic pictures / Beach pictures – linking to previous learning about climate and the different beaches we have around the world.                      Beach role play</p>
Reception	<p><b>Weather and seasons</b></p> <p><u>Natural World</u>                      Understand some important processes and changes in the natural world around them and contrasting environments. Drawing on any prior experiences.                      Explore seasonal changes/the weather                      Autumn walk – what can we see in our environment? The natural world round us.                      Talk about our own Autumn celebrations                      Describe and taste seasonal foods</p> <p><u>People, cultures and communities</u>  <b>How Tuxford has changed</b>                      Draw information from simple maps                      Observe the local area                      Introduce maps through stories</p>	<p><b>Our local environment</b></p> <p><u>People, cultures and communities</u>                      Draw on information using simple maps                      Describe their local environment from observations and discussions.                      Explore the natural world around them                      Explore jobs/roles in local locality  <u>Natural World</u>  <b>Polar regions</b>                      Know some similarities and differences between the natural world around them and the contrasting environments, drawing on their experience and what has been read in class.                      Within the world – polar animals in cold places                      polar regions                      Looking at where the polar regions are on a globe and explore what the weather might be like there. Compare the environment to ours.                      What is the same and what is different?</p>	<p><b>Understand position using simple maps</b></p> <p>Design own maps                      Understand position and direction                      Describe a familiar route                      Use of tradition stories to show maps and direction                      Little Red Riding Hood                      Goldilocks and the Three Bears                      The Three Little Pigs</p> <p><u>People, cultures and communities</u>                      Explain differences and similarities between life in their local area and those what has been read in class.                      Observe and talk about houses in Tuxford - compare them to character’s houses in traditional stories. Which do they prefer and why?</p>

	Autumn	Spring	Summer
Year 1	<p style="text-align: center;"><b>Our Local Area</b>  <b>Big Question: Why is Tuxford Primary Academy a necessity in our local area?</b>  <b>HUMAN/ PHYSICAL GEOGRAPHY</b>                      LOCAL AREA/FIELDWORK  <b>SENSE OF SCALE</b></p> <p>Can we create a plan of the classroom?                      -To know what a plan is.                      -To know positional vocabulary: near, next to, left, right, above, below.                      -To create a simple plan of our classroom.                      Text LINK - Martha Maps It Out – Leigh Hodkinson</p> <p>What are ‘human’ and ‘physical’ features of our school?                      -To know what the terms ‘physical features’ (natural/ nature made - EYFS) and ‘human features’ (human made - EYFS) means.                      -To know what an aerial view is.                      -To sort geographical features of school into human and physical feature using aerial photos and plan perspectives.                      (<i>Aerial Views – Playground</i>)</p> <p>Can I describe the position of the different features of our school grounds?                      -To know what the 4 points of a compass are.                      -To use positional vocabulary and basic compass points N, E, S, W                      -To use maps and aerial views to locate and compare basic distances.</p> <p>Can we follow a route around our school?                      -To know what a route is.                      -To follow a basic route on a map of the school.                      -To use positional vocabulary to describe location of features and routes on a map of the school.                      -To use 4 points on a compass.                      Text LINK - Martha Maps It Out – Leigh Hodkinson</p> <p>Can we create a map of our school?                      -To use an aerial photos and plan views to locate, describe and label features around school.                      -To use 4-point compass directions on a map of the school.                      -To draw an aerial plan view of the school.                      (<i>RGS Lesson 2 – Map Skills/ fieldwork around school</i>)                      Text LINK - Martha Maps It Out – Leigh Hodkinson</p> <p style="background-color: #00FF00;"><b>ENVIRONMENTAL EDUCATION/ SUSTAINABILTY LINK LESSON: What is litter and how does it damage a place?</b></p> <p>-To know what litter is.                      -To know some of the ways litter damages a place.                      -To do a simple litter survey (photos on map of school) of our school grounds and the area directly around them.                      -To act upon the results of the simple survey.                      (Litter survey and litter pick)                      Text LINKS - What A Waste – Jess French                      Text - Tidy - Emily Gravett</p>	<p style="text-align: center;"><b>The United Kingdom</b>  <b>Big Question: What is the United Kingdom and where are we in it?</b>  <b>LOCATIONAL KNOWLEDGE</b>  <b>HUMAN/ PHYSICAL GEOGRAPHY</b>  <b>SENSE OF SCALE</b></p> <p>What are urban and rural areas?                      -To know what a town is.                      -To know what the terms ‘urban’ and ‘rural’ mean.                      -To know the key human and physical features of an urban and a rural area.                      -To use geographical vocabulary, compare the features of an urban area (Retford) to a rural area.                      Text LINK- Window – Jeannie Baker</p> <p>What is a country? &amp; What are countries that make up the UK?                      -To know what a country is.                      -To know what a globe is.                      -To name and locate (map &amp; globe) the four countries of the UK – England, Scotland, Wales and Northern Ireland                      -To use the 4 points on a compass to describe the basic location of countries.                      Text LINK - Maps Of The United Kingdom – Rachel Dixon</p> <p>Which country do I live in and what is it like?                      -To locate England on world maps, atlases and globes.                      -To name some human and physical features of England.                      -To use aerial photographs to recognise basic features and place of interest.                      Text LINK - Maps Of The United Kingdom – Rachel Dixon</p> <p>What are the capital cities of the UK?                      -To know what a city is.                      -To know what an atlas is.                      -To locate the UK and its capital cities on a map and in an atlas.                      -To know the capital city of England is London                      -To know the other capital cities in relation to countries:                      Wales=Cardiff                      Scotland = Edinburgh                      Northern Ireland = Belfast</p> <p>What is London like?                      -To know some of the human features and landmarks of London (urban/ city area).                      -To know why lots of people live in London (jobs, entertainment, access).                      -To compare London to Tuxford/ Retford in terms of human and physical features.                      Text LINKS - A Walk In London – Salvatore Rubbino                      Katie Morag In London – James Mayhew                      The Queen’s Hat – Steve Anthony</p> <p>Where are Wales and Northern Ireland and what are they like? (Include weather)                      -To locate Wales and Northern Ireland in atlas.                      -To know what the weather is like in Wales and Northern Ireland.                      -To know some physical features of Wales and Northern Ireland.</p>	<p style="text-align: center;"><b>The United Kingdom</b>  <b>Big Question: What is the United Kingdom and where are we in it?</b>  <b>LOCATIONAL KNOWLEDGE</b>  <b>HUMAN/ PHYSICAL GEOGRAPHY</b>  <b>SENSE OF SCALE</b></p> <p>Where is Scotland and what is like?                      -To locate Scotland in atlas.                      -To know what the weather is like in Scotland.                      -To describe the location of Scotland using directional vocabulary and 4 compass points.                      -To know some physical features of Scotland.                      (mountains, lochs, forests, wildlife, weather conditions, bogs, PEAT, rural/ wilderness areas)                      Text LINK- Katie Morag In Scotland – James Mayhew</p> <p>What is an island and a coastline?                      -To know what an island is and to know we live on an island.                      -To know what a coastline is.                      -To know some of the physical features of our coastlines (harbours, ports, estuaries, beaches, cliffs, rockpools, reed beds, mudflats, caves, sand dunes and some islands – Shetland Islands (Scotland), Isles of Scilly (off coast of Cornwall)                      -To be able to describe the location of the Shetland Islands and the Isles of Scilly using directional vocabulary and 4 compass points.                      Text LINK - Katie Morag –Island Stories</p> <p>What are the 4 seas that surround the UK and where are they?                      -To name the UK’s surrounding seas.                      -To locate the seas surrounding the UK in an atlas.                      -To use the 4 points of a compass to describe the basic location of the UK seas.                      Text LINK - Maps Of The United Kingdom – Rachel Dixon</p> <p style="background-color: #00FF00;"><b>ENVIRONMENTAL EDUCATION/ SUSTAINABILTY LINK LESSON: How can we help to protect/ save seagrasses around our coasts?</b></p> <p>-To know what seagrass is.                      -To know how seagrass is being damaged.                      -To know some things they can do to help protect sea seagrass around the UK.                      Text LINK – Seahorse – Chris Butterworth (Link - See seahorses/ seagrass project: <a href="#">here</a>)</p> <p style="background-color: #00FF00;"><b>ENVIRONMENTAL EDUCATION/ SUSTAINABILTY LINK LESSON: Where does our water come from and how can we help to save water?</b></p> <p>-To know that tap water comes from the rain, then high ground, then a river and then reservoir.                      -To know that less rainfall is happening in UK Summers.                      -To know ways that they can save water.                      (water butts for gardening).                      Text links – The Drop Goes Plop – Sam Godwin                      What a waste (water section) – Jess French</p>



		<p>-To describe the location of these places using directional vocabulary and 4 compass points.  <i>Text LINK - Maps Of The United Kingdom – Rachel Dixon</i></p>	
	<p><b>ONOGING ACROSS ALL TERMS - What is the weather like in Tuxford and the UK?</b>                  TERM 1 – Basic weather diary of school based on observations.                  TERM 2 – Weather diary - Tuxford and London – compare                  TERM 3 – Weather diary – Tuxford, Shetland Islands and Isles of Scilly                  -To name the seasons and know about seasonal changes/ patterns in Tuxford area/UK                  -To name different types of weather in Tuxford area/ UK                  -To know some weather symbols.                  -To create a simple weather diary using symbols for school/ Tuxford area.                  -To observe and record the weather for school/ Tuxford area using different measurements/ observations.                  -To review our weather diary and reflect on the impact the weather has on our activities.</p>		
	<p>Vocabulary                  left, right, forwards, backwards, behind, direction, forwards, backwards, map, plan view, observe, physical (natural/ nature made) and human features (human made), aerial view, plan view, locate, compass, compass rose, compass points, 4-point,house, direction, North, East, South, West, position, route, distance, near, far, close up, view, litter, damage, survey, locate, fieldwork</p> <p><u>Weather - ongoing</u>                  weather, the UK, changes, seasons, daily/ day to day, weather recording, observation (looking), temperature/thermometer, sun, rain, thunder, snow, wind, hail, forecast, waterproof</p>	<p>Vocabulary                  rural, urban, countryside, town, country, village, city, country, shop, farm, house, different, similar map, atlas, globe, island, North, East, South, West, landmarks, motorways, forest ,railway lines, castles, aerial photographs, physical feature, human features, mountains, rivers, , hill, valley, sea, capital city, transport, shop, route, population, capital city, locate, landmark</p> <p>Cardiff, Edinburgh, Belfast, Tuxford, London, London Eye, River Thames, Buckingham, Palace, The United Kingdom, the UK, England, Scotland, Wales and Northern Ireland, The River Thames</p>	<p>Vocabulary                  railway lines, castles, aerial photographs, physical feature, human features, mountains, rivers, sea, ocean, East, South, West, island, coastline, seagrass, protect, damage, environment, seahorse, rain, sea, river, reservoir, water shortage, warmer Summers, rainfall, water butt, harbour, port, estuary, beach, cliff, mudflats, locate, heatwave</p> <p>North Sea, North Atlantic Ocean, English Channel, Irish Sea, North, Shetland Isles, Isles of Scilly</p>

	Autumn	Spring	Summer
<p><b>Year 2</b></p>	<p>Local Area – Tuxford area surrounding school                      Big Question: Where is Tuxford and what can we find out about its location?  <b>HUMAN/ PHYSICAL GEOGRAPHY</b>                      LOCAL AREA/FIELDWORK                      SENSE OF SCALE</p> <p>Can I use a map and an aerial view to locate features near to our school?                      -To know what a postcode is.                      -To search for a place using a postcode.                      -To know that when you ‘zoom in’ you see a smaller area in and that when you zoom out you see a larger area.                      -To locate human and physical features on a map and an aerial view of Tuxford Lane.                      Text LINK - Maps of the United Kingdom – Rachel Dixon</p> <p>What is scale on a map?                      -To know what the term ‘scale’ means.                      -To draw objects to scale 1:1 and 1:2                      -To use aerial imagery and scale plans of school and its grounds.                      Text Link – Here we Are – Oliver Jeffers</p> <p>What can we find near our school? (Fieldwork around Tuxford area)                      -To know what an Ordnance Survey map symbol is for.                      -To find a given Ordnance Survey symbol on a map.                      -To add picture to a map.</p> <p>Can we map our walk around Tuxford?                      -To know which direction N is on an Ordnance survey map.                      -To use positional and directional language and the 4 points of compass to describe the location of key places.                      -To add a line to mark a basic route on a map of Tuxford Lane.</p> <p>Can we make a map of Tuxford?                      -To know what a sketch map is.                      -To draw a sketch map of the Tuxford area showing some landmarks.                      -To know why maps need a key.                      -To create a key using simple symbols.                      Text LINK - Once upon a time map book – BG Hennessy</p> <p><b>ENVIRONMENTAL EDUCATION/ SUSTAINABILTY LINK LESSON:</b> What could we do to look after and improve the area around our school it? (Fieldwork)                      -To add simple information to maps for example, labels and markers for green spaces.                      -To find something in the school grounds that needs improving.                      -To plan and develop an area of the school grounds to improve it.                      (BIODIVERSITY IMPROVEMENTS – plants/ wild flowers)                      Text Link –Old Enough to Save the Planet</p> <p>WRITING LINKS– Directional Writing linked to map work, persuasive writing – litter                      WRITING LINK – Directional vocab – instructions for a route.</p>	<p>Continents and Oceans                      Big Question: Is water everywhere?  <b>LOCATIONAL KNOWLEDGE</b>  <b>SENSE OF SCALE</b></p> <p>What is a globe and how does it show land and sea or oceans on Earth?                      -To know that a globe shows where there is land and sea on Earth.                      -To locate land and sea on a globe.</p> <p>What is a continent and where are the 7 continents?                      -To know that a continent is a large area of land.                      -To know there are seven continents on Earth.                      -To know the names of the seven continents.                      -To locate the seven continents on a globe and in an atlas.</p> <p>Which continent do I live in and what is it like?                      -To know we live in Europe.                      -To know Europe is one of the world’s smaller continents.                      -To know that in Southern Europe the weather can be warm and sunny, but in Northern Europe the weather is cooler.</p> <p>What is an ocean and where are the 5 oceans?                      -To know what an ocean is.                      -To know there are five oceans on Earth.                      -To know the names of the five oceans.                      -To know the Atlantic Ocean is the closest ocean to where I live.                      -To locate the five oceans on a globe and in an atlas.                      Text Link - The Big Book of the Blue – Yoval Zommer</p> <p><b>ENVIRONMENTAL EDUCATION/ SUSTAINABILTY LINK LESSON:</b> What is plastic pollution and how can we help to stop this damaging our oceans?                      -To know what plastic pollution is.                      -To know how plastic pollution is damaging our oceans.                      -To know some simple ways to help stop plastic pollution – recycle, reuse, plastic alternatives – carrier bags and water bottles                      Text Links - Dear Greenpeace – Simon James                      Who Swallowed Stanley? - Sarah Roberts                      Let’s investigate plastic pollution – Ruth Owen</p> <p>Where is the Equator and how does this affect how hot a place is?                      - To locate the Equator on a globe.                      -To know that hot places are often located near to the Equator.                      -To compare seasonal weather changes in Retford to seasonal weather changes with a place on the Equator.</p> <p>Where are the polar regions and what are they like?                      -To know the poles are The South Pole and The North Pole.                      -To locate the South and North Poles on a globe.                      -To know what the weather is like and key physical features of the continent of Antarctica and the area in the Arctic circle.                      Text Link - Frozen Planet – Leisa Stewart-Sharpe</p>	<p>Depth Study - Small area of UK to small area/ compared to a small area of a non-European area - Tuxford Area and Masai Mara                      Big Question: How does my local area compare to a Masai village (Kenya)?  <b>HUMAN/PHYSICAL GEOGRAPHY</b>  <b>PLACE KNOWLEDGE</b></p> <p>*FEEL FREE TO CHANGE THE LOCATION*</p> <p>Where is Kenya? Where is the Masai Mara?                      -To know that when you zoom in you see a smaller area of a map and when you zoom out you see a larger area.                      -To locate Africa on a globe and in an atlas.                      -To locate Kenya in an atlas on a map of Africa.                      -To use directional vocabulary to describe the location of Kenya in relation to the UK.</p> <p>What is the Masai Mara and what are the physical features of a savannah?                      -To know that the Masai Mara is a large area of wilderness which is mostly savannah.                      -To know what the physical features of a savannah are.                      -To find information out from aerial photographs.                      Text Link – One Day on our Blue Planet: In the Savannah – Ella Bailey</p> <p>Why is the Masai Mara such an important place?                      *Oddizzi has planning for Mugurameno village*                      -To know that the Masai Mara is a safe place for many endangered animals because of the savannah habitat.                      -To name some of the animals that live on the savannah – buffalo, lion, wildebeest, rhino, meercat, marabou stork, warthog, lappet-faced vulture, spotted hyena                      -To know what the great migration is and that it is one of the greatest gatherings of animals in the world.                      Text Link: The Ugly Five – Julia Donaldson</p> <p>How do the human and physical features of a small area of the Masai Mara compare to the physical features of my local area?                      -To know the similarities and differences between the human and physical features of a part of the Masai Mara and Tuxford area.                      To know how these physical features make the lives of people in Retford and on the Masai Mara different.                      -To use aerial photos to find information out.</p> <p>What are the weather and seasons like in Kenya (Masai Mara) and why is it like this?                      -To know that Kenya is on the Equator.                      -To know that the Masai Mara is very near to the Equator and this makes it a hot place.                      -To know that the Masai Mara is usually hot and dry all year round.                      -To know that it only really rains during the ‘Rainy Season’ during March, April and May.</p> <p>How does the climate in the Tuxford compare to the climate in a small area of the Masai Mara?                      -To know that the climate in the UK and Kenya are linked to their location in relation to the Equator and The Poles (recap)</p>

	<p>WRITING LINKS - Explanation - HOT and COLD Places, persuasive - plastic pollution</p>	<p>-To know how the climate and seasonal changes affect the animals and people that live on the Masai Mara.                  -To compare the climate and seasonal changes in the Tuxford area to those in a small part of the Masai Mara.</p> <p><b>ENVIRONMENTAL EDUCATION/ SUSTAINABILITY LINK LESSON:</b></p> <p><b>What is drought and how we can help to stop the Masai becoming too hot?</b>                  -To know what drought is and why it happens.                  -To know how longer droughts are affecting the lives of people that live on the Masai Mara.                  -To know some simple ways they can help to slow down the warming of our planet such as switching off lights, wearing warm clothes and walking more often.  <i>Text Links: Lila and the Secret of the Rain – David Conway and Jude Daly</i>  <i>Mama Mita – Donna Jo Napoli</i>  <i>Old enough to save the planet – Anna Taylor</i></p> <p><b>What are Maasai homes like and how do they compare homes to Retford?</b>                  -To know what Maasai homes (human features) are like and explain why they are like this.                  -To compare homes (human features) on the Masai Mara to homes in the Tuxford area.                  -To know some basic reasons why homes might be different in the two places.</p> <p><b>What is daily life like in a Maasai tribe and why is it like this?</b>                  -To know some of the things that are part of daily life in a Maasai tribe.                  -To know some of the ways daily life is affected by the weather and seasons on the Masai Mara.  <i>Text Links: Lila and the Secret of the Rain – David Conway and Jude Daly</i>  <i>Mama Mita – Donna Jo Napoli</i></p> <p><b>How does the daily life of a child in a Maasai tribe compare the daily life for Year 2 children at Tuxford Primary Academy?</b>                  -To know the similarities and differences between their own lives and the lives of a child in a Maasai tribe.</p> <p><b>Is all of Kenya like the Masai Mara? How does this compare to the UK?</b>                  -To know that not all of the landscape and vegetation in Kenya is like the Masai Mara.                  -To know that there are large cities and towns in Kenya.                  -To know that the lives of the Maasai people are different to lives of many people living in Kenya and in the UK.  <b>**NB Masai – spelling for area</b>  <b>Maasai – spelling for tribes</b></p>
<p><b>Vocabulary</b></p> <p>Local area, observe, factory, office, lock, canal, weir, green space, vegetation, Ordnance Survey map, symbol, route line, sketch map, key, improve, label, marker, area, cartographer, ,scale, postcode, zoom in, zoom out, scale, scale plan, marker, school grounds, industrial estate, address, junction, local</p>	<p><b>Vocabulary</b></p> <p>continent, area, equator, vegetation, oceanographer, plastic pollution, recycle, reuse, seasonal weather changes, polar area</p> <p>Asia, Africa, North America, South America, Europe, Antarctica, Australia, Arctic Ocean, Southern Ocean, Indian Ocean, Atlantic Ocean, Pacific Ocean, South Pole, North Pole, Arctic circle area,</p>	<p><b>Vocabulary</b></p> <p>Soil, vegetation, equator, migration, tribe, savannah, habitat, wilderness, endangered, drought, warming, planet, daily life, environment, valley, ranger, conservationist, distant, ‘rainy season’, livestock, water hole, nomad, nomadic, the big five, barren , game reserve, nature reserve, climate</p> <p>Africa, Kenya, Masai Mara, North Pole, South Pole</p>

	Autumn	Spring	Summer
<b>Year 3 &amp; Year 4</b>	<p><b>Monsterous Mountains</b>  <b>Big Question: Where do mountains come from?</b>                      PLACE KNOWLEDGE                      PHYSICAL GEOGRAPHY                      SENSE OF SCALE</p> <p><b>Where are mountains located in the UK?</b>                      -To know what the geographical definition of mountain is.                      -To locate mountains in the UK using an atlas contents page, index and Ordnance survey symbols.                      -To locate mountains on topographical maps.  <a href="https://www.youtube.com/watch?v=4i_6eToM3X8&amp;list=PLJp4yCtYcXprknSY_FAUpWG5ZbDwHmfY7&amp;index=3">https://www.youtube.com/watch?v=4i_6eToM3X8&amp;list=PLJp4yCtYcXprknSY_FAUpWG5ZbDwHmfY7&amp;index=3</a> – STEVE BACKSHALL</p> <p><b>Where are the great mountain ranges of the UK?</b>                      -To introduce some of the great mountain ranges of the UK To know the main mountains in each of the 4 UK countries.                      -To locate some of these mountain ranges on atlases and on topographical maps.                      -To use a range of viewpoints up to satellite.</p> <p><b>How is a mountain formed?</b>                      -To know The Himalayan were formation began 50 millions of years ago as the Indian and Eurasian tectonic plates collided.                      -To know there are different types of mountains – focus on fold mountain, volcanic and dome.                      -To know how these mountains are formed.</p> <p style="background-color: #00FF00;"><b>ENVIRONMENTAL EDUCATION/ SUSTAINABILTY LINK LESSON –</b>  <b>some links: What are the positive and negative impacts on tourism on Mount Snowdon?</b>                      -To know some of the positive and negative impacts of tourism                      - Loss of ecosystems</p>	<p><b>Depth Study of a region of the UK - The Peak District/ East Midlands</b>  <b>Big Question: Why is the Peak District so important?</b>                      PLACE KNOWLEDGE                      HUMAN/PHYSICAL GEOGRPAHY                      SENSE OF SCALE</p> <p><b>What is a National Park and why is The Peak District one of them?</b>                      -To know what the terms landscape and area of outstanding natural beauty mean.                      -To know that a National Park is protected landscape because of its special qualities and areas of outstanding natural beauty.                      -To know that The Peak District was the first National Park ever created.</p> <p><b>Where is the Peak District?</b>                      -To know some regions of the UK: East Midlands, Yorkshire and the Humber, The North-West.                      --To know which counties The Peak District in is: Derbyshire, Yorkshire (South/ West), Staffordshire, Cheshire, Greater Manchester.                      -To locate cities (Sheffield and Manchester), counties and regions in an atlas.</p> <p><b>What can maps tell us about how the land is used in The Peak District?</b>                      -To know what a freehand line draw tool is and how this can be used.                      -To know how land is used in The Peak District.                      -To use the freehand line draw tool to show and compare land use in a small area of the Peak District and the East Retford Area.</p> <p>Can we use maps to find out about <b>the physical features of The Peak District?</b>                      -To know what an oblique view is.                      -To know some of the physical features of The Peak District                      -To use oblique and aerial views to locate physical features of The Peak District.  <i>(SIGNIFICANT: caves, valleys, hills, moorlands, bog, heathland, rivers, peatland, meadows, grassland, reservoirs</i>  <i>OTHER: woodland, pastures, streams. Fens, quarries)</i></p> <p>What are 4 figure grid references and how can we use them to locate tourist attractions in The Peak District?                      -To know what a 4 figure grid reference is.                      -To use a grid reference in the search function.                      -To locate a place using a 4 figure grid reference in the search bar.  <a href="https://www.youtube.com/watch?v=c0du8v4EE_Y">https://www.youtube.com/watch?v=c0du8v4EE_Y</a> – STEVE BACKSHALL</p> <p><b>What is tourism and why do so many tourists visit the Peak District?</b>                      - To know what tourism and a tourist attraction are.                      -To name some landmarks and tourist attractions in The Peak District.                      -To know why tourists, visit The Peak District.</p>	<p><b>Local area</b>  <b>Big Question: Where is Retford and what can we find out about its location?</b>                      *Can change to Babworth/Scrooby if it links in better                      HUMAN/ PHYSICAL GEOGRAPHY                      LOCAL AREA/FIELDWORK                      SENSE OF SCALE</p> <p><b>Which county and region is Retford in?</b>                      -To know what a county and a region are.                      -To know that Retford is in the county of Nottinghamshire and the region called the East Midlands.                      -To locate Retford, Nottinghamshire and The East Midlands in an atlas and a map.</p> <p>What are the towns, cities and counties in The East Midlands?                      -To name some towns, the cities and the counties that are in the East Midlands.                      -To locate some towns, the cities and the counties that are in the East Midlands in an atlas and on a map.</p> <p><b>How do the 8 point compass points help us to locate places more accurately?</b>                      -To know what the 8 points on a compass are.                      -To follow basic directions using up to 8 points on a compass.                      -To give basic directions using up to 8 cardinal points on a compass.</p> <p>Where is the town of Retford in the UK?                      -To know the difference between a town and a city.                      -To name major towns and cities near to Retford.                      -To use the search facility on a digital map to locate towns and cities near to Retford.                      -To use the 8 cardinal points of a compass to compare the location of towns and cities with each other.</p> <p><b>How has Retford grown as a settlement and why? (SHORT LESSON - History link – can link to Babworth)</b>                      -To use maps at more than one scale to explain what Retford is like now and how it has changed.                      -To use the zoom function to explore places at different scales.                      -To use the map selector tool on a digital map to scroll between historical and modern-day maps.</p> <p><b>Can I use map symbols to help me locate landmarks in my local area?</b>                      -To know a range of Ordnance style symbols.                      -To use some Ordnance survey style symbols to identify and locate local landmarks on a digital map,                      -To know what the human and physical features of Retford are.  <a href="https://www.youtube.com/watch?v=oINfYYkezys">https://www.youtube.com/watch?v=oINfYYkezys</a> – STEVE BACKSHALL  <b>(Children to bring in photos of themselves in Retford at key places –</b></p>

		<p>-To use the zoom function on a digital map to explore places at different scales. (Chatsworth House, Ladybower Reservoir, Mam Tor, Kinder Scout, Stanage Edge, Castleton, Matlock Bath, Heights of Aberham, Gulliver's Kingdom, Peak Cavern, Trek Cavern, Blue John Cavern)</p> <p><b>What natural resources does the Peak District have and why are they so important?</b></p> <p>-To know what a natural resource is. -To know that minerals such as <b>Blue John fluorite (only place in world)</b>, fluorspar, calcite and barite are natural resources. -To know what these natural resources are used for.</p> <p><b>ENVIRONMENTAL EDUCATION/ SUSTAINABILITY LINK LESSON:</b> <b>Why does The Peak District have so many reservoirs?</b></p> <p>-To know why water is an important natural resource. -To know that there are 7 rivers that flow through The Peak District including The River Derwent and the River Trent and that this makes it a good location for reservoirs. -To know that Buxton Spring water is collected and bottled in The Peak District.</p> <p><b>Writing opportunity:</b> Create a travel guide to the Peak District/ Castleton</p>	<p><b>leisure centre, gym club, library, park locate on map??)</b></p> <p><b>Can I plan and draw a map of a journey through Retford?</b></p> <p>-To draw lines on a digital maps to mark longer routes. -To give maps a title to show their purpose. -To make and use a map of a route in East Retford with the features in correct order.</p> <p><b>What's quickest way to school?</b></p> <p>-To know that the scale bar is used to estimate distances. -to know that the measurement tool is used to measure distances. -To know what 'as the crow flies' means. -To use the scale bar and measurement tool to measure and compare distances.</p> <p><b>How do people travel to school?</b></p> <p>-To collect data from the school community about how they travel to school. (parental survey as a tally chart - at start of school day) -To present collected data. (bar chart/ pictogram) -To analyse data about how people travel to school. -To draw conclusions from data about how people travel to school.</p> <p><b>ENVIRONMENTAL EDUCATION/ SUSTAINABILITY LINK LESSON:</b> <b>Can we make the way we travel to school better for the environment?</b></p> <p>-To know that car exhaust fumes can pollute the air and cause damage to plants, animals and people. -To use conclusions from data collected. To plan how to improve the way we travel to school.</p>
	<p><b>Vocabulary</b> Contours, contour lines, slope, elevation, 'above sea level', base, peak, summit, erosion, snowdrift, avalanche, glacier, mountain range, African Plate, Eurasian Plate, collide, fold mountain, volcanic mountain, fault block mountain, alpine, ECO tourism, sustainable tourism, seasonal sports, tundra biome, mountaineer.</p> <p>Austria, Slovenia, Switzerland, Liechtenstein, Germany, France and Italy, Mount Blanc, The Alps, The Caucasus Mountains, The Himalayas, The Andes, The Rocky Mountains, Transatlantic Mountains, The Great Dividing Range, The Mid Ocean Ridge</p>	<p><b>Vocabulary</b> landscape, 'area of outstanding natural beauty', National Park, regions, counties, land use, free hand line draw tool, oblique view, bog, heathland, meadow, pasture, fen, quarry, tourism, tourist attraction, landmark, 4 figure grid reference, natural resource, mineral, perspective, region, county, geologist, Northing, Easting</p> <p>The East Midlands, Yorkshire and The Humber, The North West, Derbyshire, Yorkshire, Staffordshire, Cheshire, Greater Manchester, Sheffield, Manchester, The Peak District</p>	<p><b>Vocabulary</b> County, region, 8 point compass directions, North East, North West, South East, South West, digital map, zoom function, selector tool, historical map, modern-day map, scale bar, measurement tool, 'as the crow flies', exhaust fumes, pollute, perspective, settlement, orienteering, orienteering instructor</p> <p>The East Midlands, The South West, East of England, Northern Ireland, South East, The North West, The North East, The West Midlands, Yorkshire and the Humber, Nottinghamshire, Derbyshire, Leicestershire, Rutland, Lincolnshire, West Northamptonshire, Nottingham, Derby, Leicester, Lincoln, Chesterfield, Mansfield</p>

	Autumn	Spring	Summer
Year 5	<p><b>Local study - Fieldwork</b>  <b>Big Question: How does a river form and why are they so important to us?</b>  <b>HUMAN/ PHYSICAL GEOGRAPHY</b>                      LOCAL AREA/FIELDWORK</p> <p><b>What is the water cycle?</b>                      -To recall the main stages of the water cycle.</p> <p><b>What is a river and where are the world's main rivers?</b>                      -To know what a river is.                      -To locate countries and major cities that rivers flow through using an atlas and digital mapping.                      -To use the index and contents page of atlas.                      -To use topographical maps for specific purposes.</p> <p><b>What are the main stages and features of a river and how are they used in the UK?</b>                      -To know some local rivers.                      - To know the main stages of a river.                      -To locate local rivers using digital mapping.                      -To use fieldwork to observe, measure, record and present the physical features of a river in the local area using sketch maps, plans and digital technologies.</p> <p><b>How are rivers used in the UK?</b>                      -To know how rivers in the UK are used.                      -To know how the land use changes from the source to the mouth of local river.                      -To use maps to research factual information about locations and features.                      -To use linear scale to measure rivers.</p> <p><b>What is erosion and deposition?</b>                      (possibly several lessons)                      -To know how water erodes a river bank.                      -To know how deposition changes the shape of a river.                      -To know how meanders and oxbow lakes form.                      -To use digital maps to identify meanders and oxbow lakes.                      -To discuss the use linear and area measuring tools accurately.                      -To discuss that rivers in the UK deposit minerals and to name some – copper, gold, lead, silver.</p> <p><b>Where is The River Nile and why is it so important to people?</b>                      -To know why The River Nile is important to so many people. (History link- Egyptians)                      -To locate The River Nile on a digital distribution map and explain patterns.                      -To locate the continent, countries and major cities that The River Nile flows through in atlas.</p>	<p><b>Amazon Rainforest – Brazil</b>  <b>Big Question; Why should the rainforests be important to us?</b>  <b>LOCATIONAL KNOWLEDGE</b>  <b>HUMAN/ PHYSICAL GEOGRAPHY</b></p> <p><b>Where are the rainforests located on a world map?</b>                      -To learn where rainforests are                      -To be able to name some of the countries and continent that they are in</p> <p><b>What are biomes and vegetation belts?</b>                      -To identify continents                      -To identify different biomes                      -To understand what makes each biome different, considering temperatures, climate etc.</p> <p><b>What are the different layers of the rainforest?</b>                      -To learn and understand the 4 layers of the rainforest (recap from year 2)                      -To know the vocabulary related to each layer</p> <ul style="list-style-type: none"> <li>-Emergent</li> <li>-Canopy</li> <li>-Understory</li> <li>-Forest floor</li> </ul> <p><b>To identify and understand the significance of the Equator, hemispheres and tropics</b>                      -To identify and understand the significance of the equator                      -To explain what hemispheres are                      -To understand what the tropics are                      -To know how these all link to the rainforests</p> <p><b>To Investigate and understand the climate zone of a rainforest</b>                      -To research facts about temperate rainforests and tropical rainforests                      - To identify the differences/ where they fall on a world map in comparison to the equator and tropics.</p> <ul style="list-style-type: none"> <li>-Temperate Rainforests</li> <li>-Tropical Rainforest</li> <li>-Tropic of Cancer</li> <li>-Tropic of Capricorn</li> </ul> <p><b>How much of the Amazon Rainforest is situated in Brazil?</b>                      -To locate and explore the Amazon Rainforest – its location on a map/ continent country and surrounding oceans.                      -To explain how land is used in the Amazon Rainforest – agriculture, soil fertility, cultivation, native people                      -To give examples as to why rainforests are under threat-deforestation (linked to environmental education below)</p> <p><b>ENVIRONMENTAL EDUCATION/ SUSTAINABILITY LINK LESSON: What is deforestation and what are the effects?</b>                      -To know what deforestation is.</p>	<p><b>London Study/ Lines of Longitude and Time Zones</b>  <b>What can we find out about our capital city?</b>  <b>LOCATIONAL KNOWLEDGE</b>  <b>HUMAN/ PHYSICAL GEOGRAPHY</b></p> <p><b>Where are the major cities of the UK and the world?</b>                      -To know some of the UK's and the World's major cities.                      -To locate the UK's major cities.                      -To know why a city is considered a 'major city' – trade, population, location, political, history, landmarks and tourist attractions, role industry                      -To use an index and contents page of an atlas.</p> <p><b>Why is River Thames important to London?</b>                      -To know how London grown as a settlement.                      -To know what impact The River Thames has had on London's development currently and in the past.                      -To locate the River Thames on an OS map of London using the line tool.</p> <p><b>How has London grown as settlement?</b>                      -To know what a distribution map is.                      -To use historical and modern day maps and aerial views to find out about how a place has grown and changed over time.                      -To read and compare map scales using the scale bar.                      -To interpret digital distribution maps using population overlays.</p> <p><b>How can we use 6 figure grid references to locate landmarks around London?</b>                      -To know what a 6-figure grid reference is and what the 6 figures represent.                      -To use 6 figure grid references to locate landmarks in London.                      -To use the grid reference tool.  <a href="https://www.youtube.com/watch?v=FXuo_ocVMVU&amp;list">https://www.youtube.com/watch?v=FXuo_ocVMVU&amp;list</a></p> <p><b>ENVIRONMENTAL EDUCATION/ SUSTAINABILITY LINK LESSON: How do people get around in London and how is this affecting the environment?</b>                      -To know what air pollution and emissions are.                      -To know why the people of London must reduce air pollution and how this is starting to happen – cycle network, zero emissions, buses, emissions charges, tree planting, speed limits damaging the ozone layer and contributing to global warming.                      -To collect and analyse data of different transport used with Central London.</p> <p><b>Can I get around in London?</b>                      -To use a London Tube map, street map and Ordnance survey symbols to plan a basic route.                      -To use the London tube map to navigate to major landmarks.                      -To align a street map and Ordnance survey symbols to follow a route.</p> <p><b>Why is Greenwich such an important place to the whole world?</b>                      -To know what the Prime/ Greenwich Meridian is.                      -To know that The Royal Observatory in Greenwich is where East meets West at Longitude 0 degrees.                      -To know what Greenwich Mean Time and the International Date Line is.                      -To locate different time zones around the world.</p> <p><b>Can I use Greenwich mean time to find out the time of different cities around the World?</b>                      -To know how lines of longitude are used to set the time in countries.</p>

	<p><b>ENVIRONMENTAL EDUCATION/ SUSTAINABILITY LINK LESSON:</b> How flooding affecting people's lives/communities in locally?</p> <p>-To discuss how human activity affects rivers.</p> <p>-To talk about how many countries use water as a source of natural energy.</p> <p>Writing opportunity: Write a narrative from the perspective of a water droplet travelling down a river.</p>	<p>-To know what the effects of deforestation are – habitat loss, changes to settlements, cultural impact (indigenous people), climate change, soil erosion (can't grow crops), increased flooding, release of tropical diseases.</p> <p>-To use distribution maps and maps at different scales to illustrate the issue of deforestation in the Amazon.</p> <p><b>What are the reasons for deforestation?</b></p> <p>-To know some of the reasons for deforestation.</p> <p>(Palm Oil plantations (global need for this as it is in almost everything), wood and paper, for farming, economics and trade with other countries, medicines a good income which removal of poverty/ better prospects for people in terms pay, health care, education for families).</p>	<p>-To use different time zones around the world to find out the time in the major cities around the world.</p> <p>-To use longitude on an Atlas, globe and digital map</p>
	<p><b>Vocabulary</b></p> <p>run-off, meander, formed, course, flow, bend, upper course, middle course, lower course, deposition, deposit, bank, delta, floodplain, mouth, silt, tributary, upstream, confluence, channel, transportation, sediment, merge, Oxbow Lake, wave power</p> <p>Trent, Maun, Meden, Poulter, Idle, Ryton, The Nile</p>	<p><b>Vocabulary</b></p> <p>Biome, vegetation, continents, environment, rainforest, biodiversity, emergent, canopy, understory, forest floor, equator, tropic of cancer, tropic of Capricorn, hemisphere, latitude, temperate rainforest, tropical rainforest, native, cultivate, agriculture,</p> <p>Deforestation, logging, mining, climate change</p>	

	Autumn	Spring	Summer
<b>Year 6</b>	<p><b>Extreme Weather</b>  <b>Big Question: Is extreme weather caused by human or nature?</b>  <b>LOCATIONAL KNOWLEDGE</b>  <b>HUMAN/ PHYSICAL GEOGRAPHY</b>                      Typhoon, hurricane and cyclone  <a href="https://youtu.be/JQZhmEqdwhQ">https://youtu.be/JQZhmEqdwhQ</a></p> <p><b>How are hurricanes/tornado formed and what is their cause?</b>                      -To know what a hurricane is                      -To be able to use a map to locate hurricane                      -To explain and sequence how hurricane are formed                      -To be able to identify the features of a hurricane                      -To know how hurricanes are measured  <b>Hurricane Katrina- research project</b>  <b>Can hurricanes be stopped?</b>                      -To know where and when are they likely to happen                      -To know what impact a hurricane can have                      -To be aware of how it is measured                      -To research which parts of the world have experienced a hurricane                      -To understand why they are they unusual events in the UK</p> <p><b>How are tsunamis generated and what are they like?</b>                      -To know what a tsunami is                      -To understand what causes a tsunami – tectonic plates and movement of the seabed floor                      -To explain the damage caused by tsunamis</p> <p><b>ENVIRONMENTAL EDUCATION/ SUSTAINABILITY LINK LESSON: How do natural disasters affect people and life around them?</b>                      -To know what some of the effects of natural disasters are. Pervious learning in year 3/4 - earthquakes/volcano eruptions.                      -To know what impact this has on location (link to the most recent/ relevant event).</p>	<p><b>Trade and Interconnectedness</b>  <b>Big Question: How is the world connected by Trade?</b>  <b>LOCATIONAL KNOWLEDGE</b>  <b>HUMAN/ PHYSICAL GEOGRAPHY</b></p> <p><b>What is global trade?</b>                      To know what global trade is.                      -To know how and why trade has become global.                      -To know what globalisation means.</p> <p><b>How do imports and exports work in the UK?</b>                      -To know what import and export means.                      -To know that some cities are important in our trade industry because of where they are located: Southampton (coastal), Bristol (coastal), London (capital trade centre), Sheffield, Swansea and Manchester                      To know why countries, need to import goods.</p> <p><b>How is land used for trade in the UK?</b>                      -To know some of the industries that people in the United Kingdom work in.                      -To find some airports and docks around the country, map them and investigate what they are like and what can be found there using digital imagery.</p> <p><b>What is the global supply chain? Why is cotton clothing more expensive?</b>                      -To know that cotton is a natural resource.                      -To know that the different parts that make up the finished item are often sourced in different locations around the world.                      -To map and track the global supply chain of cotton clothing across different countries.</p> <p><b>ENVIRONMENTAL EDUCATION/ SUSTAINABILITY LINK LESSON: What is fast fashion and how is it having an impact on our environment? What can we do to help to reduce the damage of fast fashion on our planet?</b>                      -To what 'fast fashion' is.                      -To discuss the negative impacts of fast fashion on the environment.                      -To know some of the ways we can help reduce the damage fast fashion is having on our planet.</p> <p><b>ENVIRONMENTAL EDUCATION/ SUSTAINABILITY LINK LESSON: Is all trade fair?</b>                      -To know what fair trade is.                      -To name and locate different countries around the world using an atlas.                      -To use maps at various scales to make links between fair trade products such as flowers and jewellery to their source location.</p>	<p><b>Climate zones</b>  <b>Big Question: Why does a place's location in the world affect its climate?</b>  <b>PLACE KNOWLEDGE</b>  <b>LOCATIONAL KNOWLEDGE</b>  <b>PHYSICAL GEOGRAPHY</b></p> <p><b>Identify the different lines of latitude and explain how latitude is linked to climate.</b>                      - To identify the position and significance of latitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn and Arctic and Antarctic Circle                      -To know what is the difference between weather and climate?                      -To know what do the lines across a world map show? -To know how latitude is linked to climate?                      -To know how the shape of the world affect our climate?                      What if...the Earth was shaped like a cube?</p> <p><b>Locate different climate zones and explore the differences between the Northern and Southern Hemispheres</b>                      - To describe and understand key aspects of: physical geography, including: climate zones - identify the position and significance of latitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn and Arctic and Antarctic Circle                      To know how the climate vary between the Equator and the Poles?                      -To know the main climate zones? • How do we get our seasons?                      -To know why do Australians sometimes spend Christmas on the beach?                      What if...the world's climate got slightly cooler every year?</p> <p><b>Explore and compare temperate and tropical climates.</b>  <b>How is climate in the Uk different to that of the tropics?</b>                      - To describe and understand key aspects of: physical geography, including: climate zones                      -To know what sort of climate zone is the UK in?                      - Know how the temperature in London compare with that in Manaus?                      -To know how does the rainfall in London compare with that in Manaus?                      -To know how might those differences affect the landscape and vegetation of each place?                      What if...the UK only had two seasons?                      - Interpret and present discrete and continuous data using appropriate graphical methods, including bar charts (Yr 4) - Round decimals with one decimal place to the nearest whole number                      - Use negative numbers in context</p> <p><b>Explore weather patterns within a climate zone</b>                      -To know which climate zones are the wettest and driest?                      -To know which climate zones are the hottest and coolest?                      To know how the climate vary between different zones?                      -To know how the seasons vary between different zones?                      What if...you moved to live in the tropics?</p>



			<p><b>What is the weather like on a typical day for places in different climate zones?</b></p> <ul style="list-style-type: none"> <li>-To know how weather in each place change during the year?</li> <li>-To know how the weather in each place may change during a typical day?</li> <li>-To know why the seasons in Seville are different from those in Santiago, even though they are in the same sort of climate zone?</li> <li>-To know which climate zones might have similar weather at the same time?</li> </ul> <p>What if...the Earth stopped tilting on its axis?</p> <p><b>ENVIRONMENTAL EDUCATION/ SUSTAINABILITY LINK LESSON</b></p> <p>What is renewable energy and does my local area have any?</p> <ul style="list-style-type: none"> <li>-To know energy sources are used around the UK and which of these are natural resources.</li> <li>-To use 6 figure grid references to locate wind farms in The East Midlands.</li> <li>-To know what renewable energy is.</li> <li>-To include an aspect of sustainable energy</li> </ul>
	<p><b>Vocabulary</b>                  Tsunami amplitude displace fault zone earthquake harbour wave magnitude ocean, peak, ring of fire, shoaling tectonic shift trough underwater vertical wavelength</p>	<p><b>Vocabulary</b>                  Global trade, globalisation, import, export, goods, dock, cotton trade, global supply chain, fast fashion, fair trade</p> <p>Southampton, Bristol, Liverpool, Swansea, Hull</p>	<p><b>Vocabulary</b>                  Climate, equator, season, temperature, arid, polar, tropical, axis, hemisphere weather, latitude, sphere, precipitation, temperate, mediterranean.</p>