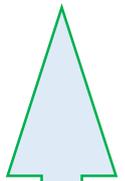




GEOGRAPHY



What are the Countries and Cities of the World and how can I navigate around them? Locate the World's countries. Recap Europe. Locate European Russia. (C3B) 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 (inc day and night) Mapping – could link with literacy – 'The Chronicles of Narnia' C3 A (Link – lions natural habitat in Kenya???)

What is a biome?

Describe and understand key aspects of biomes and vegetation belts, Climate Zones

Cycle A Focus – Grasslands - Kenya
Cycle B Focus –Russia (note European and Asian) and the environmental regions within it. Taiga biome.

Include locational features from **Where in the World**, esp time zones. **Key physical and human characteristics, major cities.**
Y5 and Y6(Half a term)

Where do the modern day Maya live? Mexico Contrasting locality - North America economic activity including trade links examples: chocolate (1/2 a Term) Is this different from where the ancient Maya people lived? **Look at Rainforest biome.** What are the main features of the Yucatan Peninsula? Eg forests / hurricanes? What can we find out about the people of the Yucatan Peninsula? (Eg, Fair trade, tourism and the world of work?) Palm oil, deforestation. What is everyday life like in the city of Cancun? What might the future look like for the modern day Maya? Use maps, atlases, globes and digital / computer mapping to locate countries and describe features studied. Y5 (Half a term)

Why should we trade and what is 'The Circular Economy'?

Trade and Economics – the Human Impact. Distribution of energy, food, minerals and water. Including: The distribution of natural resources including energy, food, minerals and water..

How is technology being used to help reduce waste of natural resources? Discuss man-made inventions, problem solving technology, and the impacts of manufacturing and disposal. Y6 (Half a term)

Water

The Water cycle, rivers and mountains, Climate change, tidal energy, pollution and erosion. Y5/6

Wild World Describe and understand key aspects of volcanoes and earthquakes, natural disasters. Focus Continent: N America: San Francisco, Florida. Look at Hurricanes etc: Y6

Throughout KS2 To extend knowledge and understanding of the location and characteristics of a range of the world's most significant human and physical features.

In UKS2:
Human Features:
Physical Features:
TBC

Upper
KS2
(5+6)

What are the countries and cities of Europe? Locate the world's Countries, using maps to focus on Europe. Revisit: 7 continents, 5 oceans.

To locate Europe and environmental regions within Europe. Investigate different climates within Europe. Key physical and human characteristics of Europe, countries and major cities within Europe.

Investigate major human and physical elements of Europe. Locate Tropics of Cancer and Capricorn. Locate Equator and Northern and Southern Hemisphere. Use maps, atlases, globes and digital / computer mapping to locate countries and describe features studied. Year 4

Climate, Biomes and Vegetation Belts. Climates and vegetation belts: **Forest, tundra, grassland, desert, ice sheet.** Locate Arctic and Antarctic Circle. Also compare different types of settlement and land use in these regions. Focus: The Biomes of the Arctic and Antarctic. Compare with deserts and rainforests across the World.

Locational Study: A region within North America Understand geographical similarities and differences through the study of human and physical geography of a region within N America.

What's the same and what's different. Understand geographical similarities and differences through the study of human and physical geography of a region in a European Country.

Contrasting UK region – Yorkshire and York, N York Moors.

Recap: Name and locate counties and cities of the UK, geographical regions and their identifying human and physical characteristics, key topographical features **What is the same and what is different to Orford.** Year 3

Why settle here? – Local Geography – Orford and the region of The East of England. **Human and Physical Geography of this region of the UK** **Land use patterns** Different types of settlement and land use, maps, use 8 points of a compass, 4 & 6 fig grid ref. Symbols and key (inc us of OS maps) to build their knowledge of the UK and the wider world.

To 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. Year 3

Throughout KS2 To extend knowledge and understanding of the location and characteristics of a range of the world's most significant human and physical features.

In LKS2:
Human:
Physical:
TBC

Lower
KS2
(3+4)

Where is the UK and what cities are here? Name and locate: The UK, 7 Continents, 5 Oceans,

Name, Locate and Identify characteristics of the four countries and capital cities of the UK and surrounding seas.

Use world maps, atlases, and globes to identify the UK and its countries, as well as the countries, continents and oceans studied at this key stage. (Half a term) Y2

What's the same and what's different? Understand geographical similarities and differences through studying the human and physical geography of a *small area of the UK* and of a *small area in a contrasting Non – European Country.* E.g *Galapagos.* Y2

Wow, look at the Weather!

Identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the World in relation to the Equator and the N and S Poles. (Half a term) Y1

What do I know about the UK? Name, Locate and Identify characteristics of the four countries and capital cities of the UK and surrounding seas. Compare and contrast England, Ireland, Scotland and Wales. Locate 4 capitals. Name North Sea, English Channel, Y1

Why settle here? – Local Geography – Orford Town Use simple compass directions (N,S,E,W) and locational and directional language (eg near and far, left and right) to describe the location of features and routes on a map. Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key. Understand how key topographical features and land use patterns have changed over time. Y2

Local Study – Our School: Use **simple fieldwork** and observational skills to study the geography of our school and its grounds and the key human and physical features of its surrounding environment. (NB Link to Hist) Mapping could also link with literacy and use maps in 'Meerkat Mail', the Three Little Pigs Y1

KS1 Vocab:

Key physical features, including:
Beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.

Key human features, including:
City, town, village, factory, farm, house, office, port, harbour, shop.

KS1
Y2
KS1
Y1

BIG IDEAS Key: 1. Locational knowledge. 2. Human and physical geography. 3. Geographical Skills and Fieldwork. i) Collect, analyse and communicate data gathered through fieldwork ii) Interpret a range of sources of geographical info (maps, globes, diagrams, etc.) iii) Communication geographical information, through creation of maps, numerical and quantitative skills and writing at length. ..Ask Geographical Questions.... Assess and critically evaluate potential answers to those questions.....Making reasoned judgements on the evidence.....Understanding and empathizing with the views of others Considering possible actions / reactions and their consequences.