



	<b>Autumn 1 (Geography)</b>	<b>Autumn 2 (History)</b>	<b>Spring 1 (Geography)</b>	<b>Spring 2 (History)</b>	<b>Summer 1 (Geography)</b>	<b>Summer 2 (History)</b>
<b>FS1</b>		<b>Sparkle and Shine</b>  (Where does Santa live?)	<b>Splash</b>  (Chinese New Year)		<b>Creep, Crawl &amp; Wiggle</b>  (Seaside holidays)	<b>Sunshine and Flowers</b>  (Trip to the seaside)
<b>FS2</b> ELG – Know some similarities and differences between the natural world around them and contrasting environment, drawing on experiences and what has been read to them	<b>Exploring Autumn</b>  Identify differences and similarities between Kenya and Wombwell - Handa's surprise.		<b>Winter Wonderland</b>  Compare the polar regions to Kenya and the UK.	<b>Ready, Steady, Grow</b>  Easter Egg Hunt-simple map skills	<b>Long ago Pirates</b>  Identify key features on a map.	<b>Big, Wide World</b>  Town mouse and country mouse Caring for the environment Seaside  Recognise some environments are different from the one in which they live.
<b>Year 1</b>	Name, locate and identify characteristics of the four countries of the United Kingdom.  Identify seasonal and daily weather patterns in the United Kingdom.  Use world maps and digital mapping to identify the United Kingdom and its countries.		<b>Revisit Autumn 1</b> Name, locate and identify characteristics of the capital cities of the United Kingdom.  <b>Revisit Autumn 1</b> Identify seasonal and daily weather patterns in the United Kingdom.  <b>Revisit Autumn 1</b> Use world maps and digital mapping to identify the		<b>Revisit Spring 1</b> Name and locate the surrounding seas of the United Kingdom.  Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom. Compare Wombwell &	

			<p>United Kingdom and its countries.</p> <p>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features. Devise a simple map and construct basic symbols in a key.</p> <p>Use simple fieldwork and observational skills to study the geography of the school and its grounds.</p>		<p>Cleethorpes (Summer trip to Seaside)</p> <p><b>Revisit Spring 1</b> Identify seasonal and daily weather patterns in the United Kingdom.</p> <p>Use simple compass directions North, South, East and West.</p>	
<p><b>Year 2</b></p>	<p>Name and locate the world's seven continents and five oceans.</p> <p>Use world maps and atlases to identify continents and oceans.</p>		<p><b>Revisit Autumn Term 1</b> Identify seasonal and daily weather patterns in the location of hot and cold areas of the world in relation to the Equator and the North and South Poles (refer back to Year 1 learning of weather patterns in United Kingdom).</p>		<p><b>Revisit Spring Term 1</b> 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. Compare</p>	

			<p>Use simple compass directions (North, South, East and West) and locational and directional language to describe the location of features and routes on a map</p>		<p>Wombwell with Trocuaro</p>	
<p><b>Year 3</b></p>	<p><b>Revisit Key Locational Knowledge from KS1</b>  Name and locate the World's countries – Europe</p> <p>Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied.</p> <p>Use the eight points of a compass, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.</p>		<p><b>Revisit Autumn Term 1</b>  Compare a region of the UK with a region in Europe. Compare Wombwell with Donetsk in the Ukraine</p> <p>Identify the position and significance of Equator, Northern Hemisphere, Southern Hemisphere</p> <p>Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied.</p>		<p><b>Revisit Spring Term 1</b>  Focus study on tourism in Peak district – Castleton</p> <p>Physical geography, including: mountains (link to Science and rocks)</p> <p>Human geography, including: types of settlement and land use.</p> <p>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.</p>	

					Use Ordnance Survey maps to build their knowledge of the United Kingdom and the wider world.	
<b>Year 4</b>	<p>Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America.</p> <p><b>Revisit Year 3</b> 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.</p> <p>Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and</p>		<p><b>Revisit Autumn Term 1</b> Compare a region of the UK with a region in Europe by understanding geographical similarities and differences through the study of human and physical geography. Compare London with Barcelona.</p> <p>Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied.</p> <p>Use fieldwork to observe, measure, record and present the human and physical features in</p>		<p><b>Revisit Spring Term 1 – continue to compare River Besso with River Thames</b> Describe the key understanding of physical geography including rivers and the water cycle (linked to Science) and human geography, including: types of settlement and land use.</p> <p>Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied.</p>	

	<p>describe features studied.</p> <p>Identify the position and significance of the Prime/Greenwich Meridian. and time zones (including day and night).</p>		<p>the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p>			
<p><b>Year 5</b></p>	<p>Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and America</p> <p>Identify the position and significance of latitude, longitude,</p> <p><b>Revisit Year 4</b> Use the eight points of a compass, four and six-figure grid references, symbols and keys (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom</p>		<p><b>Revisit Autumn Term 1</b></p> <p>Compare a region in UK with a region in North America by understanding geographical similarities and differences through the study of human and physical geography</p> <p>Compare South Yorkshire with the West America</p> <p>Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of</p>		<p><b>Revisit Spring Term 1</b></p> <p>Describe and understand key aspects of: * physical geography, including: volcanoes and earthquakes.</p> <p>Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied (link to place and location knowledge as well as human and physical geography)</p>	

	and the wider world.		methods, including sketch maps, plans and graphs, and digital technologies.			
<b>Year 6</b>	<p>Locate the world's countries focusing on North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.</p> <p>Identify the position and significance of the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle</p> <p><b>Revisit year 5</b> 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</p>		<p><b>Revisit Autumn Term 1</b></p> <p>Compare a region in UK with a region in South America by understanding geographical similarities and differences through the study of human and physical geography</p> <p>Compare Yorkshire with Central South America</p> <p>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.</p>		<p><b>Revisit Spring Term 1</b></p> <p>Describe and understand key aspects of: * physical geography, including: climate zones, biomes and vegetation belts.</p> <p><b>Consolidation of Year 5 learning</b></p> <p>Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied</p> <p>(link to place and location knowledge as well as human and physical geography)</p>	

	and the wider world.					
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## Geography Vocabulary Development

	<b>Locational Knowledge</b>	<b>Place knowledge</b>	<b>Human and Physical Geography</b>	<b>Geographical Skills and Fieldwork</b>
<b>Nursery</b>	Classroom, playground, hall, field, trees, hill, path, pond, house, school Spring, Autumn,	Lapland, travel, cold, snow, seaside, sand, sea, beach	Seasons, Summer, Autumn, Winter, Spring, sunny, rainy, windy, snowy,	Tree, pond, school, field, playground, forest school, route, track, stage, container store, sandpit, construction area, map
<b>Reception</b>	Hough Lane, post box, Wombwell cemetery, Wombwell Park, St Mary's Church, road, street, shops, school, church, park, traffic lights, crossing, house	England, Kenya, Africa, Arctic, Antarctic, country, homes, hot, cold, weather, landscape, buildings, hills, same, different	Seasons, Summer, Autumn, Winter, Spring, sunny, rainy, windy, snowy	Left, right, forward, backward, above, under, tunnel, roundabout, map
<b>Year 1</b>	Characteristics, countries, United Kingdom, England, cities, towns, farmland, coasts, seaside towns, Northern Ireland, Giant's Causeway, coast, Scotland, mountains and lakes, Loch Ness Wales, mountains, farmland, coast, rain, capital city, London, Buckingham Palace, River Thames, Houses of Parliament, Belfast, Stormont Estate, Docks/Titanic Quarter, Edinburgh, Edinburgh Castle, Royal Mile, Cardiff, Docks, Football stadium, Cathay Park, English Channel, North Sea, Irish Sea, Atlantic Ocean	Similar, different, human, physical, physical, United Kingdom, Wombwell, town, Barnsley, High Street, shops, St Mary's Church, railway station, transport, woods, factories, farmland, fields, primary school, police station, mining community, climate, compare, Cleethorpes, costal, Humber Estuary, seafront, beach, promenade, pier, shops, leisure centre, park, train station, retail park, steam train,	Seasons, weather, United Kingdom, north, Cairngorms, snow, Google Earth, weather station, monitor, rainfall, temperature, wind, beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather city, town, village, factory, farm, house, office, port, harbour and shop	World map, digital map, United Kingdom, countries, capital cities, sea, compass direction, north, south, east, west, magnetic north, aerial photograph, landmark, human, physical, symbols, key, plan, Google Earth, fieldwork, observational skills, observe, school grounds, digital photograph, measure, record, weather conditions, rainfall, temperature, wind, small world, model, sketch map, plan
<b>Year 2</b>	Continent, ocean, Asia, Africa, North America, South America, Antarctica, Europe, and Australasia.	Similar, different, human, physical, physical, United Kingdom, Wombwell, Barnsley, town, High Street, shops, St Mary's Church, railway station, transport, woods, factories, farmland, fields, primary school, police station, mining	Seasonal, daily, weather patterns, location, hot, cold, world, Equator, North Pole, South Pole, weather patterns, Equator	World map, atlas, continents, oceans, globe, Earth, land, water, map (2D), globe (3D), locate, United Kingdom, North pole, South Pole, compass directions, north, south, east, west, location, direction, route, fieldwork, observational skills, school grounds, human features, physical features,

		community, Trocuaro, village, Mexico, countryside, mountains, population, shops, church, weather, Lake Patzcuaro, food, water, trade		environment, freehand map, trees, muga, playground, compare, contrast, Wombwell, Trocuaro, fieldwork techniques, mapping, graphing, local area, environmental issues, digital photographs, data, questionnaire
<b>Year 3</b>	Locate, countries, Europe, continent, atlas, France, Germany, Spain, Portugal, Italy, Poland, Romania, Sweden, Ukraine, Equator, Northern Hemisphere, Southern Hemisphere	Compare, United Kingdom, Europe, geographical similarities/ differences, human/ physical geography, Sheffield, city, South Yorkshire, Peak District National Park, steel industry, university, tram system, railway station, River Sheaf, compare, contrast, climate, Wombwell, Donetsk, twinned, country, Ukraine, mining city/ industry, football teams	Physical geography, mountains, local, Sheffield, Derbyshire, hills, valleys, River Sheaf, Blue John, Mam Tor, Lady Bower Reservoir weather patterns, human geography, settlement, land use, tourism, Peak district, Castleton, compare, housing, building, transport links, road networks, population, Blue John Mine	Maps, atlases, globe, digital/ computer mapping, Google Earth, locate, countries, describe features, Google Maps, Digimaps, identify, human/ physical features, oblique (street view), aerial view, Ordnance Survey, Sheffield, recognise symbols and keys, follow routes, magnetic / true North, eight points of a compass: north, south, east, west, north-east, north-west, south-east, south-west
<b>Year 4</b>	Locate, Europe, Russia, North and South America, environmental regions, Russia, polar climate, USA, UK, temperate, Egypt, dessert, Brazil, tropical, Prime/Greenwich Meridian, time zones, meridians, Prime Meridian, Greenwich, times zones	Compare, region, Europe, similarities, differences, human, physical, London, capital city, England, train stations, transport, underground, tourist destination, Buckingham Palace, Tower of London, Houses of Parliament, flat terrain, River Thames, government, Millennium Dome, Olympic Stadium, Canary Wharf	River Thames, London, River Besos, Barcelona, source, Tributaries, settlement, land use, economic activity, trade links, distribution, natural resources, energy, food, minerals, water, cities, river, London Docks/Canary Wharf, Thames Flood Barrier	Maps, atlases, globes, digital/computer mapping (Google Earth), locate, countries, describe features, London, human and physical features, historical maps, compare, contrast, north, south, east west, north-east, north-west, south-east, south-west, four and six-figure grid references, symbols and key, Ordnance Survey maps, four-figure grid reference, locate, key features, London, Barcelona, fieldwork, observe, measure, record, present, human/ physical features, local area, sketch maps, plans, graphs, digital technologies, present, interpret
<b>Year 5</b>	Europe, Russia, North and South America, countries, major cities, environmental regions, Russia, Polar Climate, USA, UK, temperate, Egypt, dessert, Brazil, tropical, position, significance, latitude, longitude, lines of latitude, north, south, parallel to the Equator, lines of	Compare, region, UK, North America, geographical similarities/differences, human/physical geography, Sheffield, South Yorkshire, London, capital city, England, Europe, Ireland, France, Spain, Italy, Belgium, Germany, Ukraine, Poland, Switzerland,	physical geography, mountains, volcanoes, earthquakes, Yellow Stone Park, Geysers/Hot water lakes, Los Angeles/San Francisco, Tectonic Plates, San Andria Fault, Ring of Fire, Alaska, Aleutian Island Chain, active Volcano, features, Earthquakes, Nevada, human geography, settlement, land use,	Maps, atlases, globes, digital/computer mapping (Google Earth), locate, countries, describe, features, thematic maps, atlases, interpret, climate information, annual rainfall, monthly average temperature, north, south, east west, north-east, north-west, south-east, south-west, four and six-figure grid references, symbols, key, Ordnance

	<p>longitude, east, west, Equator - 0° latitude, Northern Hemisphere - °N</p>	<p>Russia, Wombwell, South, Yorkshire, Yorkshire, county, boroughs, South, North, West and East Yorkshire (East Riding of Yorkshire), cities, ceremonial counties, contrasting, climate, physical/human features, West America, <i>countries, North America, USA (United States of America), continent, North America, states, Washington DC, capital city, West Coast, Los Angeles, San Francisco, Nevada desert, inland</i></p>	<p>economic activity, trade links, distribution, natural resources, energy, food, minerals, water, Fisherman's Wharf, Native Americans</p>	<p>Survey maps, locate, key features, North America, West Coast, Washington DC, The White House, The Pentagon, San Francisco, Golden Gate Bridge, Fisherman's Wharf, Silicon Valley, Los Angeles, Theme Parks, Disney Land, fieldwork, observe, measure, record, present, sketch maps, plans, graphs, digital technologies, collect, interpret, present, weather information, charts, graphs, climate, Nevada Dessert</p>
<p><b>Year 6</b></p>	<p>Environmental regions, physical and human characteristics, countries, major cities, Alaska, Anchorage, Canada, Ottawa, USA, Washington DC, Mexico, Mexico City, Brazil, Brazilia, Argentina, Buenos Aires, Rocky Mountains, Andes, Aconcagua, River Amazon, Atacama Desert, Tropic of Cancer 23.5°N, Tropic of Capricorn 23.5°S, Arctic Circle 66.5°N, Antarctic Circle 66.5°S, Equator</p>	<p>Compare, region, United Kingdom, South America, geographical similarities and differences, Counties, countries, contrast, climate, key physical, human features, Yorkshire, Central South America, Amazon Rainforest, Brazil, Bolivia, Colombia, Ecuador, Guyana, Peru, Suriname, Venezuela. Brazil, Atacama Desert, Chile, West coast, Wombwell, South Yorkshire, Yorkshire, county, North Yorkshire, borough</p>	<p>physical geography, climate zones, biomes, vegetation belts, Amazon rainforest, tropical climate zone, South America, biomes, rainforests, temperate, tropical, vegetation belts, Atacama Desert, arid climate zone, tundra biome, world's driest desert, human geography, settlement, land use, economic activity, trade links, distribution, natural resources, energy, food, minerals, water, materials, foods, rainforests, ingredients, medicine, world's rainforests, economic reasons, deforestation, decline, impact, World's global warming, Earths future.</p>	<p>maps, atlases, globes, digital/computer mapping, Google Earth, countries, describe, features, thematic maps, atlases, interpret, climate, annual rainfall, monthly average, temperature, digital maps, compare, contrast, Apple maps, Google maps, north, south, east west, north-east, north-west, south-east, south-west, four and six-figure grid references, symbols, keys, Ordnance Survey maps, United Kingdom, locate, key features, South America, Ordnance Survey maps, contour lines, calculate, distance, scale bar, globe, world map, longitude, latitude, fieldwork, observe, measure, record, present, human/ physical features, methods, sketch maps, plans, graphs, digital technologies, collect, interpret, present, weather information, interpret, charts, graphs, climate, rainforest, global rainfall patterns.</p>



## Geography EYFS and KS1

<b>ELG</b>	<p><b>ELG Understanding the World</b>            People, Culture and Communities</p> <ul style="list-style-type: none"> <li>* Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</li> <li>* Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.</li> </ul> <p><b>The Natural World</b></p> <ul style="list-style-type: none"> <li>* Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</li> <li>* Understand some important processes and changes in the natural world around them, including the seasons.</li> </ul>			
<b>National Curriculum</b>	<p><b>Key stage 1</b>            Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness. Pupils should be taught to:</p>			
	<b>Locational knowledge</b>	<b>Place knowledge</b>	<b>Human and Physical Geography</b>	<b>Geographical Skills and Fieldwork</b>
	<p>Name and locate the world's seven continents and five oceans.</p> <p>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</p>	<p>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</p>	<p>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.</p> <p>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            *key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</p>	<p>Use 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.</p> <p>Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map            Geography – key stages 1 and 2 3.</p> <p>Use aerial photographs and plan perspectives to recognise</p>

				<p>landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.</p> <p>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.</p>
<b>Nursery</b>	<p><b>Locational knowledge</b>  <i>Talk about what they see in their own environment – School and home.</i>  <a href="#">classroom, playground, hall, field, trees, hill, path, pond, house, school</a></p> <p><b>Place knowledge</b>          Know that there are different countries in the world they have experienced or seen in photos.  <i>Know where Santa lives and that it is a different country called Lapland.</i>  <a href="#">Lapland, travel, cold, snow</a>  <i>Look at and talk about children’s’ holiday photos.</i>  <a href="#">Seaside, sand, sea, beach.</a></p> <p><b>Human and Physical Geography – (see location and place knowledge and geographical skills and fieldwork)</b>  <i>Begin to know about the changing seasons – daily weather chart and seasonal walks.</i>  <a href="#">Seasons, Spring, Autumn, Summer, Winter, sunny, rainy, windy, snowy</a></p> <p><b>Geographical Skills and Fieldwork</b>  <i>With the support of an adult, know that a map can be used to find places (Egg Hunt – adult lead).</i>  <a href="#">map, tree, pond, school, field, playground, forest school, route, path</a>  <i>Know that the land is green and the water is blue on a map or globe (Google Earth).</i>  <i>With the support of an adult, identify features on a simple map.</i>  <a href="#">Tree, track, stage, container store, sandpit, construction area</a></p>			
<b>Reception</b>	<p><b>Locational knowledge</b>  <i>Local area</i>  <i>Talk about and visit the local environment:</i>  <a href="#">Hough Lane – Post Box</a></p>			

[Wombwell cemetery – Memorial](#)  
[Wombwell Park](#)  
[St Mary's Church](#)  
[road, street, shops, school, church, park, traffic lights, crossing, house](#)

**Place knowledge**

Recognise some similarities and differences between life in this country and life in other countries.  
*Compare photos of Wombwell and countries visited. Know about differences in weather, landscape and buildings.*  
*Know that there are different countries in the world and can name other countries, Africa (Kenya) and Arctic region.*  
*Know that different countries have different homes.*  
*Children should be able to recognise there are different environments around the world – and that Kenya is hotter than Wombwell and the Arctic is colder than Wombwell.*  
*Read Stories from different cultures – (Handa's Surprise (Kenya), Lost and Found (Arctic)).*  
[England, Kenya, Africa, Arctic, Antarctic, country, homes, hot, cold, weather, landscape, buildings, hills, same, different.](#)

**Human and Physical Geography – (see location and place knowledge and geographical skills and fieldwork)**

Recognise some environments that are different to the one in which they live. (see above 'Recognise some similarities and differences between life in this country and life in other countries.')

*Children should be able to recognise there are different environments around the world – and that Kenya is hotter than Wombwell and the Arctic is colder than Wombwell*

**Geographical Skills and Fieldwork**

Draw information from a simple map *of the outdoor provision.*  
*With adult support, use a simple map to locate real objects around school – Egg Hunt and finding pirate treasure.*  
*Children will know that google earth represents our planet.*  
[left, right, forward, backward, above, under, tunnel, roundabout, map](#)

**Year 1**

Name, locate and identify characteristics of the four countries of the United Kingdom.  
[England – Cities \(Sheffield\), towns \(Wombwell, Barnsley\) farmland, coasts, seaside towns \(Cleethorpes\).](#)

Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom.  
*Children will know that Wombwell is: A Town in Barnsley*

Identify seasonal and daily weather patterns in the United Kingdom.  
*Children will know: -The further North in the United Kingdom, generally the colder it gets (observe on Google Earth,*

Use world maps and digital mapping to identify the United Kingdom and its countries.  
*Know how to use a map of the UK to identify and represent the location of its capital cities and surrounding seas.*

	<p><u>Northern Ireland – Giant’s Causeway, coast</u>  <u>Scotland – Mountains (Ben Nevis) and lakes (Loch Ness)</u>  <u>Wales – Mountains (Snowdon), farmland, coast</u></p> <p>Name, locate and identify characteristics of the capital cities of the United Kingdom.  <u>London – Buckingham Palace, River Thames, Houses of Parliament,</u>  <u>Belfast – Stormont Estate, Docks/Titanic Quarter.</u>  <u>Edinburgh – Edinburgh Castle, Royal Mile</u>  <u>Cardiff – Docks, Football stadium, Cathay Park</u></p>	<p>Has a <u>High Street</u> (be able to name some of the <u>shops &amp; buildings</u>)  Has a <u>church</u>  Has a <u>park</u>  It has a <u>railway station</u> (transport)  It has a local <u>woods</u>  It has <u>factories</u> (Billington Structures)  Surrounding by <u>farmland and fields</u>  It has 3 <u>Primary schools</u> within walking distance  It has a <u>police station</u>  Is a <u>mining community</u></p>	<p><u>Cairngorms, snow</u>) and the further south the warmer it gets.  -How the <u>weather</u> differs across seasons in <u>Wombwell</u>.  -How to make and use a <u>weather station</u> at certain points in year (to monitor rainfall / temperature / wind).</p> <p>Use basic geographical vocabulary to refer to:  *key physical features, including: <u>beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</u>  *key human features, including: <u>city, town, village, factory, farm, house, office, port, harbour and shop</u></p>	<p>Use simple <u>compass directions</u> North, South, East and West.</p> <p>Children will know:  -That <u>directions</u> can be given using a standardised format of <u>North, South, East and West</u>.  -They will know that <u>North</u> points towards to the <u>magnetic North Pole</u>.  -Children will know the direction of <u>magnetic North</u> in relation to the <u>school</u> and be able to point to <u>North, South, East and West</u>. (Make use of the <u>playground map</u>).</p>
	<p>Name and locate the surrounding <u>seas</u> of the <u>United Kingdom</u>.  <u>English Channel, North Sea, Irish Sea, Atlantic Ocean</u></p>	<p>When contrasting <u>places</u>, look at <u>climate</u> and <u>key physical</u> and <u>human features</u> as well as how the area is used by the people who live there and visit it.</p> <p>Compare <u>Wombwell</u> with <u>Cleethorpes</u>  Children will know the main physical and human characteristic of <u>Cleethorpes</u>:  <u>Coastal</u>  On mouth of the <u>Humber Estuary</u> (Port of Grimsby)  <u>Seafront</u>  <u>Beach</u>  It has a <u>Promenade and Pier</u>  <u>Shops</u> on the <u>seafront</u> are different to <u>High Street shops</u>  It has a <u>leisure centre</u>  It has a <u>park</u>  It has a <u>train station</u></p>		<p>Use aerial photographs and plan perspectives to recognise <u>landmarks</u> and <u>basic human</u> and <u>physical features</u>.; devise a simple map; and use and construct basic <u>symbols</u> in a <u>key</u>.</p> <p>Children will know how:  -To recognise features of the school on an <u>aerial photograph</u>. and use this to create their own small world and <u>plan</u> of forest schools including a <u>simple key</u> to represent trees etc.  -Use <u>Google Earth</u> to locate and explore characteristics of the <u>UK</u> as outlined in locational knowledge.</p>

		<p><i>It has a <u>retail park</u></i>  <i>It has a miniature <u>steam train</u></i></p>		<p>Use simple <u>fieldwork</u> and <u>observational skills</u> to study the geography of their <u>school</u> and <u>its grounds</u>.</p> <p><i>-Take <u>digital photographs</u> of places visited.</i>  <i>-Measure and <u>record</u> simple <u>weather conditions</u> in the <u>playground</u> (<u>rainfall</u>, <u>temperature</u>, <u>wind</u>).</i>  <i>-Observe and <u>record</u> <u>seasonal changes</u> (<u>weather</u>, <u>changes in trees</u> and <u>plants</u>)</i>  <i>-Visit a <u>green space</u> to <u>observe</u> <u>physical</u> and <u>human features</u> and how people use it (<u>forest schools</u> or walk to <u>Wombwell Woods</u>).</i>  <i>-Use <u>small world</u> to make <u>models</u> of <u>visited places</u>.</i>  <i>-Draw <u>freehand sketch maps</u> / <u>plans</u> of places visited, labelling <u>key features</u> and / or adding in <u>photographs</u> of features.</i></p>
<p><b>Year 2</b></p>	<p>Name and locate the <u>world's seven continents</u> and <u>five oceans</u>.  <u>Asia, Africa, North America, South America, Antarctica, Europe, and Australasia.</u></p>	<p>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</p> <p><i>(Revisiting work from Year 1)</i>  <i>Children will know that Wombwell is:</i>  <i>A <u>Town</u> in <u>Barnsley</u></i></p>	<p>Identify <u>seasonal</u> and <u>daily weather patterns</u> in the <u>location</u> of <u>hot</u> and <u>cold</u> areas of the <u>world</u> in relation to the <u>Equator</u> and the <u>North</u> and <u>South Poles</u> (referring back to Year 1 learning of <u>weather patterns</u> in <u>United Kingdom</u>).</p> <p><i>Children will know:</i>  <i>-The further <u>North</u> in the <u>United Kingdom</u>, generally the <u>colder</u> it gets and the further south the</i></p>	<p>Use world maps and <u>atlases</u> to identify <u>continents</u> and <u>oceans</u>.</p> <p><i>Children will know:</i>  <i>-How to use an <u>atlas</u> to locate <u>continents</u> and <u>oceans</u> at this KS (see locational knowledge Year 1 &amp; 2).</i>  <i>-Look at an OS style map to view school and its surrounding streets.</i>  <i>-Know that a <u>globe</u> is a representation of <u>Earth</u></i></p>

		<p>Has a <u>High Street</u> (be able to name some of the <u>shops &amp; buildings</u>)          Has a <u>church</u>          Has a <u>park</u>          It has a <u>railway station</u> (transport)          It has a local <u>woods</u>          It has <u>factories</u> (Billington Structures)          Surrounding by <u>farmland and fields</u>          It has 3 <u>Primary schools</u> within walking distance          It has a <u>police station</u>          Is a <u>mining community</u></p> <p>When contrasting places, look at <u>climate</u> and key <u>physical</u> and <u>human</u> features as well as how the area is used by the people who live and visit it.</p> <p><u>Compare Wombwell</u> with <u>Trocuaro</u></p> <p><i>Children will know that <u>Trocuaro</u> is :</i>  <i>A <u>village in Mexico</u></i>  <i>It's in the <u>countryside</u>, high in the <u>mountains</u></i>  <i><u>Population</u> - 600 people</i>  <i>It has 3 <u>shops</u></i>  <i>A <u>pink church</u></i>  <i><u>Weather</u> is cool in the morning and evening and warm during day</i>  <i>It's near <u>lake Patzcuaro</u> (which provides <u>food, water and trade</u>)</i></p>	<p>warmer it gets (linked to Year 1 learning.)          -The <u>UK</u>, is <u>North</u> of the <u>Equator</u>          -Where the <u>equator</u> is and that it is an imaginary line that runs around the centre of the <u>Earth</u> (splitting into <u>North</u> and <u>South</u>).          -At the extreme <u>North</u> and <u>South</u> are the <u>coldest points</u> and these are <u>North Pole</u> and <u>South Pole</u>.          -Know the <u>Equator</u> is the <u>hottest part</u> because it is closest to the <u>sun</u>.</p> <p>Use basic geographical vocabulary to refer to:  <u>*key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</u>  <u>*key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</u></p>	<p>showing areas of <u>land and water</u>.          -Know that a <u>map</u> is a <u>2D</u> representation of a <u>3D globe</u>.          -Know how to use a <u>globe</u> to locate <u>United Kingdom</u> and <u>North</u> and <u>South Pole</u> (see <u>human and physical geography</u>)</p> <p>Use simple <u>compass directions</u> (North, South, East and West) and locational and directional <u>language</u> [for example, near and far; left and right], to describe the <u>location</u> of features and <u>routes on a map</u>.</p> <p><i>Children will know:</i>  <i>-Where <u>North, South, East and West</u> is, in relation to <u>school</u> (recap from Year 1.)</i>  <i>-Know how to follow a <u>map</u> of the <u>school grounds</u> when given <u>directions</u> by adult or another child.</i>  <i>-Will know how to give their own <u>directions</u> using a <u>map</u> (can be completed orally).</i></p> <p>Use simple <u>fieldwork</u> and <u>observational skills</u> to study the geography of their <u>school</u> and <u>its grounds</u> and the <u>key human</u> and <u>physical features</u> of <u>its surrounding environment</u>.</p>
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Key knowledge

Blue or underlined text – key vocabulary



## Geography KS2

<b>National Curriculum</b>	<b>Key Stage 2</b>			
	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 knowledge, understanding and skills to enhance their locational and place knowledge. Pupils should be taught to:			
	<b>Locational knowledge</b>	<b>Place knowledge</b>	<b>Human and Physical Geography</b>	<b>Geographical Skills and Fieldwork</b>
	<p>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.</p> <p>Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.</p> <p>Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic</p>	<p>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, and a region within North or South America.</p>	<p>Describe and understand key aspects of:</p> <ul style="list-style-type: none"> <li>* physical geography, including: <b>climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</b></li> <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>	<p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>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.</p> <p>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.</p>

	and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night).			
<b>Year 3</b>	<p>Name and <u>locate</u> the World's <u>countries</u> - <u>Europe</u>:</p> <p><i>Children will know how to:</i>  <u>-Locate the continent of Europe using an atlas.</u>  <u>-Know the location of France, Germany, Spain, Portugal, Italy, Poland, Romania, Sweden, Ukraine.</u></p> <p>Identify the position and significance of the <u>Equator</u>, <u>Northern Hemisphere</u>, <u>Southern Hemisphere</u></p> <p><i>Children will know:</i>  <u>Where the equator is on Earth</u>  <u>Where the UK is in relation to the equator.</u>  <u>That the UK is in the Northern Hemisphere.</u></p>	<p><u>Compare a region</u> of the <u>UK</u> with a region in <u>Europe</u> by understanding <u>geographical similarities</u> and <u>differences</u> through the study of <u>human</u> and <u>physical geography</u>.</p> <p><i>Children will know that:</i>  <u>Sheffield is a city</u>  <u>It is in South Yorkshire</u>  <u>It is on the edge of the Peak District</u>  <u>Sheffield is known for its steel industry</u>  <u>It has two football teams</u>  <u>It has two universities</u>  <u>It has a tram system</u>  <u>It has a railway station</u>  <u>It's near the Peak District National Park</u>  <u>The River Sheaf runs through it</u></p> <p>When <u>contrasting</u> places, look at <u>climate</u> and <u>key physical</u> and <u>human features</u> as well as how the area is used by the people who live there and visit it.</p> <p><u>Compare Wombwell</u> with <u>Donetsk</u></p> <p><i>Children will know that:</i>  <u>Donetsk is a city</u>  <u>It is twinned with Sheffield</u>  <u>It is in the country of Ukraine</u></p>	<p><u>Physical geography</u>, including: <u>mountains</u></p> <p><i>Know about the physical geography of the local surrounding area of Sheffield/ Derbyshire</i></p> <p><u>Hills, valleys, River Sheaf</u>  <u>Blue John (linked to science Rocks)</u>  <u>Mam Tor</u>  <u>Lady Bower Reservoir</u>  <u>Weather patterns</u></p> <p><u>Human geography</u>, including: types of <u>settlement</u> and <u>land use</u>.</p> <p><i>Focus study on tourism in Peak district – Castleton</i>  <u>Compare:</u>  <u>Housing/building structures with Peak District towns and Sheffield City</u>  <u>Transport Links</u>  <u>Road networks</u>  <u>Population</u>  <u>Visit to Castleton – with Blue John Mine</u></p>	<p>Use <u>maps</u>, <u>atlases</u>, <u>globes</u> and <u>digital/ computer mapping</u> (<u>Google Earth</u>) to <u>locate countries</u> and <u>describe features</u> studied (link to place and location knowledge as well as human and physical geography)</p> <p><i>To include Google Earth and Google Maps. Digi maps to identify human and physical features studied.</i>  <u>Use oblique (street view) and aerial view</u></p> <p><i>Know how to use an OS map of Sheffield to:</i>  <u>Recognise symbols &amp; keys</u>  <u>Begin to follow routes</u></p> <p>Use the <u>eight points</u> of a <u>compass</u>, <u>symbols</u> and <u>key</u> (including the use of <u>Ordnance Survey maps</u>) to build their knowledge of the <u>United Kingdom</u> and the wider world.</p> <p><i>Revise 4 points of the compass and establish where magnetic / true North is (recap Yr1 &amp; Yr2)</i>  <u>Children know the eight points of a compass.</u></p>

		<p><i>It has a <u>railway station</u></i>  <i>It is a <u>mining city</u> and a large coal <u>mining industry</u></i>  <i>It has a <u>university</u></i>  <i>It has a <u>football team</u></i></p>		<p>Use fieldwork to <u>observe, measure, record and present</u> the <u>human and physical features</u> in the <u>local area</u> using a range of methods, including <u>sketch maps, plans and graphs</u>.</p> <p><i>-Complete simple <u>sketch maps</u> of <u>Castleton</u> to observe <u>landscape/vegetation/buildings/ human and physical features</u>.</i>  <i>-Conduct a <u>transport survey</u> and present <u>results</u> as a <u>bar graph</u></i>  <i>-Simple questionnaires (Why have people come to Castleton today?) Consider how to present results.</i></p>
<p><b>Year 4</b></p>	<p><u>Locate</u> the world's <u>countries and major cities</u> using <u>maps</u> to focus on <u>Europe</u> (including the location of <u>Russia</u>).</p> <p><i>Children will be able to name the following countries and major cities:</i></p> <p><i>Russia – Moscow</i>  <i>UK – London,</i>  <i>Germany – Berlin</i>  <i>Spain – Madrid</i>  <i>France - Paris</i></p> <p>Identify the position and significance of the <u>Prime/Greenwich Meridian</u> and <u>time zones</u> (including day and night).</p> <p><i>Children will know:</i></p>	<p><u>Compare</u> a region of the UK with a <u>region</u> in <u>Europe</u> by understanding <u>geographical similarities and differences</u> through the study of <u>human and physical geography</u>.</p> <p><i>Children will know that:</i>  <i>Revise &amp; Recap (from KS1 learning) <u>London is the capital of England</u></i>  <i>London has many <u>train stations (transport)</u></i>  <i>It has an <u>underground</u></i>  <i>London is a <u>tourist destination</u> (eg <u>Buckingham Palace, Tower of London, Houses of Parliament</u>)</i>  <i>London is mainly <u>flat terrain</u></i>  <i>The river that runs through London is called the <u>River Thames</u></i>  <i>It is where the King mainly resides</i></p>	<p>Describe and understand key aspects of:  * physical geography, including: rivers, and the water cycle</p> <p><i>Children will know about:</i>  <i><u>The River Thames in London</u> and the <u>River Besos in Barcelona</u></i>  <i>Where it originates from (<u>source</u>)</i>  <i>Where it flows to</i>  <i>How long is it?</i>  <i>Know that water flows downhill from its source to the sea</i>  <i>Know about the main <u>tributaries of the River Thames/River Besos</u></i></p> <p>* human geography, including: <u>types of settlement and land</u></p>	<p>Use <u>maps, atlases, globes and digital/computer mapping (Google Earth)</u> to <u>locate countries and describe features</u> studied</p> <p>(Link to place and location knowledge as well as human and physical geography.)</p> <p><i>Continue to use Year 3 mapping skills</i>  <i>Continue to use <u>OS maps</u> (from Year 3)</i>  <i>Look at OS maps of <u>London</u></i>  <i>Use OS maps of London to identify <u>human and physical features</u> studied i.e. <u>Buckingham Palace, Thames Flood Barrier</u></i>  <i>Use <u>historical maps</u> to compare and contrast the development of <u>London</u></i></p>

	<p>We split the globe into time zones using imaginary lines called <u>meridians</u>. They run from the North Pole to the South Pole</p> <p>There is an imaginary line running through the UK called the <u>Prime Meridian</u></p> <p>The Prime Meridian runs through a place in London called <u>Greenwich</u></p> <p>What <u>time zones</u> are across the planet</p> <p>There are 24 time zones</p> <p>Time in countries to the east of the Prime Meridian is always in front of that in the UK</p> <p>Time in countries to the west of the Prime Meridian is always behind that of the UK</p>	<p>It is where our <u>government</u> presides</p> <p><u>Millennium Dome</u></p> <p><u>Olympic Stadium</u></p> <p><u>Canary Wharf</u> (financial area)</p> <p>When contrasting <u>places</u>, look at <u>climate</u> and <u>key physical</u> and <u>human features</u> as well as how the area is used by the people who live there and visit it.</p> <p>Compare <u>London</u> with <u>Barcelona</u></p> <p>Children will know that: <u>Barcelona is a city (linked to language learnt in school)</u></p> <p><u>It has many train stations</u></p> <p><u>It has a metro (underground)</u></p> <p><u>It has a tram system (overground)</u></p> <p><u>It is by the sea</u></p> <p><u>It has an airport</u></p> <p><u>Barcelona has many tourist destinations (La Sagrada Familia)</u></p> <p><u>Gothic Quarter, Las Ramblas)</u></p>	<p>use, economic activity including <u>trade links</u>, and the <u>distribution of natural resources</u> including energy, food, minerals and water.</p> <p>Children will know: <u>Why are these cities on Rivers</u></p> <p><u>What type of settlements they are</u></p> <p><u>Know about trade and transport along the River Thames</u></p> <p><u>Link to the history of the Thames</u></p> <p><u>London Docks/Canary Wharf</u></p> <p><u>Thames Flood Barrier</u></p> <p><u>Plan a river boat trip along the River Thames</u></p>	<p>Use the <u>eight points of a compass</u>, <u>four and six-figure grid references</u>, <u>symbols</u> and <u>key</u> (including the use of <u>Ordnance Survey maps</u>) to build their knowledge of the United Kingdom and the wider world.</p> <p><u>Use four-figure grid reference to locate key features in London/Barcelona</u></p> <p>Use fieldwork to observe, <u>measure, record and present the human and physical features</u> in the <u>local area</u> using a range of methods, including <u>sketch maps, plans and graphs, and digital technologies</u>.</p> <p><u>Collect weather information present and interpret it in charts and graphs relating to the climate of Barcelona</u></p>
<p><b>Year 5</b></p>	<p>Locate the world's countries, using maps to focus on <u>Europe</u> (including the location of <u>Russia</u>) and <u>North and South America</u></p> <p>Children will be able to name the following <u>countries</u> and <u>major cities</u> (recap) and name their <u>environmental regions</u>:</p> <p><u>Russia - Polar Climate</u></p> <p><u>USA and UK - temperate</u></p>	<p>Compare a <u>region</u> in UK with a <u>region</u> in <u>North America</u> by understanding <u>geographical similarities</u> and <u>differences</u> through the study of <u>human and physical geography</u></p> <p>Children will know that: <u>Revise &amp; Recap (from LKS2 learning)</u>. <u>Sheffield is in South Yorkshire</u></p> <p><u>London is the capital of England</u></p>	<p>Describe and understand key aspects of: * <u>physical geography</u>, including: <u>volcanoes</u> and <u>earthquakes</u>,</p> <p><u>Know about Yellow Stone Park</u></p> <p><u>Geysers/Hot water lakes</u></p> <p><u>Los Angeles/San Francisco</u></p> <p><u>Tectonic Plates</u></p> <p><u>San Andria Fault</u></p> <p><u>Ring of Fire</u></p>	<p>Use <u>maps, atlases, globes</u> and <u>digital/computer mapping</u> (Google Earth) to <u>locate countries</u> and <u>describe features</u> studied (link to place and location knowledge as well as human and physical geography)</p> <p><u>Thematic maps in atlases to interpret climate information, annual rainfall, monthly average temperature, etc.</u></p>

	<p><u>Egypt - dessert</u> <u>Brazil - tropical</u></p> <p>Re-cap of Year 3&amp;4 learning of the equator Identify the <u>position</u> and <u>significance</u> of <u>latitude</u>, <u>longitude</u>,</p> <p>Children will know: We use <u>lines of latitude</u> to find out how far <u>north</u> or <u>south</u> a place is. These lines run <u>parallel to the Equator</u>. We use <u>lines of longitude</u> to find out how far <u>east</u> or <u>west</u> a place is. These lines run from the top of the Earth to the bottom. The <u>Equator</u> is at the centre of the lines of latitude and is at <u>0° latitude</u>. Anything lying north of the Equator is in the <u>Northern Hemisphere</u> and is labelled <u>°N</u>.</p>	<p>Countries within <u>Europe</u> include: <u>Ireland</u> <u>France</u> <u>Spain</u> <u>Italy</u> <u>Belgium</u> <u>Germany</u> <u>Ukraine</u> <u>Poland</u> <u>Switzerland</u> <u>Parts of Russia</u></p> <p>Children will know that <u>Wombwell</u> is in <u>South Yorkshire</u> (re-cap of KS1 learning)</p> <p>We live in <u>South Yorkshire</u> <u>Yorkshire</u> is a <u>county</u> within the UK <u>Yorkshire</u> is split into smaller <u>boroughs</u> <u>Yorkshire</u> is split into <u>South</u>, <u>North</u>, <u>West</u> and <u>East Yorkshire</u> (<u>East Riding of Yorkshire</u>) <u>Yorkshire</u> has 8 cities within it <u>Yorkshire/South Yorkshire</u> is in <u>England</u> and <u>England</u> has 48 ceremonial <u>counties</u> in total.</p> <p>When <u>contrasting</u> places, look at <u>climate</u> and <u>key physical</u> and <u>human features</u> as well as how the area is used by the people who live there and visit it. (Which is covered under place knowledge and human and physical geography)</p>	<p><u>Alaska Aleutian Island Chain (for active Volcanoes)</u> <u>Features of Volcanoes &amp; Earthquakes</u> <u>Nevada</u></p> <p>* human geography, including: <u>types of settlement</u> and <u>land use</u>, <u>economic activity</u> including <u>trade links</u>, and the <u>distribution of natural resources</u> including <u>energy</u>, <u>food</u>, <u>minerals</u> and <u>water</u>.</p> <p>Children will know: The types of <u>settlements</u> of <u>Los Angeles/San Francisco</u> That <u>Yellow Stone Park</u> even though it is a <u>physical feature</u> it is a <u>tourist destination</u> <u>Trade links</u> relating to the <u>bay of San Francisco</u> and <u>Fisherman's Wharf</u> (linked to <u>Native Americans</u>)</p>	<p>Use the <u>eight points</u> of a <u>compass</u>, <u>four</u> and <u>six-figure grid</u> references, <u>symbols</u> and <u>key</u> (including the use of <u>Ordnance Survey maps</u>) to build their knowledge of the United Kingdom and the wider world.</p> <p>Use <u>six figure grid</u> to <u>locate key features</u> in <u>North America</u>, specifically the <u>West Coast</u> (<u>Washington DC</u>, <u>The White House</u>, <u>The Pentagon</u>, <u>San Francisco Golden Gate Bridge</u>, <u>Fisherman's Wharf</u>, <u>Silicon Valley</u>, <u>Los Angeles</u>, <u>Theme Parks</u>, <u>Disney Land</u>)</p> <p>Use <u>fieldwork</u> to <u>observe</u>, <u>measure</u>, <u>record</u> and <u>present</u> the human and physical features in the local area using a range of methods, including <u>sketch maps</u>, <u>plans</u> and <u>graphs</u>, and <u>digital technologies</u>.</p> <p><u>Collect &amp; interpret</u> and <u>present weather information</u> and <u>interpret it in charts and graphs</u> relating to the <u>climate of Nevada Dessert</u></p>
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		<p>Compare South Yorkshire with the <u>West America</u></p> <p><i>Children will know that:</i>  <i>There are 23 <u>countries</u> in <u>North America</u></i>  <i><u>USA</u> is a country found in the continent <u>North America</u>.</i>  <i><u>USA</u> is made up of 50 <u>states</u>.</i>  <i><u>Washington DC</u> is the <u>capital city</u> of <u>USA</u> (<u>North America</u>)</i>  <i><u>Washington</u> is in the American state of <u>Washington</u></i>  <i><u>Washington</u> is on the <u>West Coast</u> of <u>North America</u></i>  <i><u>Los Angeles</u> is on the <u>West Coast</u> of <u>North America</u></i>  <i><u>San Francisco</u> is on the <u>West Coast</u> of <u>North America</u></i>  <i>The <u>Nevada desert</u> is <u>inland</u>.</i></p>		
<p><b>Year 6</b></p>	<p>Locate the world's countries focusing on North and South America, concentrating on their <u>environmental regions</u>, key <u>physical and human characteristics</u>, <u>countries</u>, and <u>major cities</u>.</p> <p><i>Know location of:</i>  <i><u>Alaska – Anchorage</u></i>  <i><u>Canada – Ottawa</u></i>  <i><u>USA - Washington DC</u></i>  <i><u>Mexico – Mexico City</u></i>  <i><u>Brazil – Brazilia</u></i>  <i><u>Argentina – Buenos Aires</u></i></p> <p><i>Know location of:</i>  <i><u>Rocky Mountains and Andes</u></i>  <i><u>Aconcagua (highest mountain</u></i></p>	<p><u>Compare</u> a <u>region</u> in <u>UK</u> with a region in <u>South America</u> by understanding <u>geographical similarities and differences</u> through the study of <i>human and physical geography</i></p> <p><i>Children will know that:</i>  <i>There are 48 <u>counties</u> within the <u>UK</u></i>  <i>We live in the <u>North of England</u></i>  <i>There are 4 <u>countries</u> within the <u>UK</u></i></p> <p>When <u>contrasting</u> places, look at <u>climate</u> and <u>key physical</u> and <u>human features</u> as well as how</p>	<p>Describe and understand key aspects of:  * <u>physical geography</u>, including: <b><u>climate zones</u></b>, <b><u>biomes</u></b> and <b><u>vegetation belts</u></b>,</p> <p><i>Children will know:</i>  <i>That the <u>Amazon rainforest</u> is a <u>tropical climate zone</u> within <u>South America</u>.</i>  <i>There are 2 types of <u>biomes</u> for <u>rainforests</u>, <u>temperate</u> and <u>tropical</u>.</i>  <i>Within the <u>Amazon Tropical Rainforest</u> biome there are lots</i></p>	<p><i>Consolidation of Year 5 learning</i>  Use <u>maps</u>, <u>atlases</u>, <u>globes</u> and <u>digital/computer mapping</u> (<u>Google Earth</u>) to locate <u>countries</u> and <u>describe features</u> studied  (link to place and location knowledge as well as human and physical geography)</p> <p><i>Thematic maps in atlases</i> to interpret climate information, annual rainfall, monthly average temperature, etc.  <i>Use of different <u>digital maps</u> to <u>compare and contrast</u>? <u>Apple maps</u> vs <u>Google maps</u></i></p>

	<p><i>in Americas), <u>River Amazon</u>, <u>Atacama Desert</u></i></p> <p>Identify the position and significance of the <u>Tropics of Cancer and Capricorn</u>, <u>Arctic and Antarctic Circle</u></p> <p><i>Children will know:</i>  <i>The <u>Arctic Circle</u> surrounds the <u>North Pole</u> at 66.5°N.</i>  <i>The <u>Antarctic Circle</u> surrounds the <u>South Pole</u> at 66.5°S.</i>  <i>The <u>Tropic of Cancer</u> is approximately <u>23.5°N</u> of the <u>Equator</u>.</i>  <i><u>Tropic of Capricorn</u> is approximately <u>23.5°S</u> of the <u>Equator</u>.</i>  <i>There are five major lines of latitude:</i></p> <ul style="list-style-type: none"> <li>• <i>the <u>Arctic Circle</u> (the <u>North Pole</u>)</i></li> <li>• <i>the <u>Antarctic Circle</u> (the <u>South Pole</u>)</i></li> <li>• <i>the <u>Tropic of Cancer</u></i></li> <li>• <i>the <u>Tropic of Capricorn</u></i></li> <li>• <i>and the <u>Equator</u>.</i></li> </ul>	<p>the area is used by the people who live there and visit it.</p> <p>Compare <u>Yorkshire</u> with <u>Central South America</u></p> <p><i>Children will know that:</i>  <i>There are only 12 <u>countries</u> in <u>South America</u></i>  <i>That <u>South America</u> is 73 times bigger than the <u>United Kingdom</u>.</i>  <i>The world's biggest rainforest is found in <u>South America</u> called the <u>Amazon Rainforest</u></i>  <i>The <u>Amazon rain forest</u> is approx. 28 times bigger than the <u>UK</u></i>  <i>The <u>Amazon Rainforest</u> is mainly in <u>Brazil</u></i>  <i>But stretches over 7 other countries including: <u>Bolivia</u>, <u>Colombia</u>, <u>Ecuador</u>, <u>Guyana</u>, <u>Peru</u>, <u>Suriname</u>, <u>Venezuela</u>.</i>  <i><u>Brazil</u> is the biggest country in <u>South America</u></i>  <i>The <u>Atacama Desert</u> is in the country of <u>Chile</u> in <u>South America</u></i>  <i><u>Chile</u> is on the <u>West coast</u> of <u>South America</u></i>  <i><u>Chile</u> is the 7th biggest country in <u>South America</u></i>  <i>Revise &amp; Recap (from Year 5).</i>  <i>We live in <u>Wombwell</u> in <u>South Yorkshire</u></i></p> <p><i><u>Yorkshire</u> is the biggest county in the <u>UK</u></i>  <i><u>North Yorkshire</u> is the biggest</i></p>	<p><i>of different <u>vegetation belts</u> (over 80,000 different plants)</i></p> <p><i>Children will know;</i></p> <p><i>The <u>Atacama Desert</u> is in an <u>arid climate zone</u> within <u>South America</u></i>  <i>Within the <u>climate zone</u> the <u>Atacama dessert</u> is in <u>Tundra biome</u></i>  <i>The <u>Atacama Desert</u> is the world's driest desert.</i></p> <p>* <u>human geography</u>, including: types of <u>settlement and land use</u>, <u>economic activity</u> including <u>trade links</u>, and the <u>distribution of natural resources</u> including <u>energy</u>, <u>food</u>, <u>minerals</u> and <u>water</u>.</p> <p><i>Children will know:</i>  <i>The majority of <u>materials</u> and <u>foods</u> we use today come from <u>rainforests</u>.</i>  <i>Around of quarter of <u>ingredients</u> found in <u>medicine</u> are from the <u>world's rainforests</u>.</i>  <i>Due to <u>economic reasons</u> and <u>deforestation</u> of our world's rainforests they are now in <u>decline</u>.</i>  <i>Because rainforests are in decline this is having a <u>huge impact</u> on the <u>World's global warming</u>.</i></p>	<p>Use the <u>eight points of a compass</u>, <u>four and six-figure grid references</u>, <u>symbols</u> and <u>key</u> (including the use of <u>Ordnance Survey maps</u>) to build their knowledge of the <u>United Kingdom</u> and the wider world.</p> <p><i>Use <u>six figure grid</u> reference to <u>locate key features</u> in <u>South America</u> (<u>Points along Amazon River</u>, <u>Anchorage</u> etc.)</i></p> <p><i><u>Thematic maps</u> in <u>atlases</u> to <u>interpret climate information</u>, <u>annual rainfall</u>, <u>monthly average temperature</u>, etc.</i></p> <p><i>When using <u>OS maps</u> understand <u>contour lines</u></i>  <i>Use a <u>map of the world</u>, to <u>calculate simple distance</u> between places using a <u>scale bar</u> (eg. <u>Work out how far away the Amazon River</u> is from <u>UK</u>)</i></p> <p><i>Use <u>globes</u> and <u>world maps</u> using <u>longitude and latitude</u>.</i>  <i>Use <u>fieldwork</u> to observe, measure, record and present the <u>human and physical features</u> in the <u>local area</u> using a range of <u>methods</u>, including <u>sketch maps</u>, <u>plans</u> and <u>graphs</u>, and <u>digital technologies</u>.</i></p> <p>Children will be able to:</p>
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		<u>borough in Yorkshire.</u>	<u>Global warming is impacting on our Earths future.</u>	<u>Collect &amp; interpret and present weather information and interpret it in charts and graphs relating to the climate of The Rain Forest</u>  <u>The rainforests affect global rainfall patterns.</u>
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