

GEOGRAPHY OVERVIEW: Based NC Programme of Study

Nur	AUTUMN	SPRING	SUMMER
	<p>The Gruffalo Discussing features of a forest, including the animals.</p> <p>What Is My Favourite Nursery Rhyme? Looking at brick walls, noticing the pattern and where in the environment that bricks can be found.</p> <p>Discussing a farm environment- animals.</p> <p>Listening walk around the campus.</p>	<p>Chinese New Year- looking at non fiction books about China, making Chinese food, investigation area with objects- chopsticks, red envelopes etc.</p> <p>Spring walk around the campus- looking at blossom, daffodils outside, growing leaves.</p> <p>Where Can We Go On An Adventure?- discussing different environments- We're Going On A Bear Hunt/ We're Going On A Lion Hunt. Walking Through The Jungle.</p> <p>What Different Homes Are There? Sharing non fiction books about homes around the world. Discussing their own homes.</p>	<p>India Indian culture- making chapati's, Indian dancing, listening to Indian music, exploring spices and books about India. Playing with animals that live in India in the small world area.</p> <p>Who Lives In The Garden? Finding out about bugs that live in the garden in the UK.</p> <p>What Different Jobs Can I Do When I Am A Grown Up? Visitors talking about different jobs that they do. Walk around the school, discussing different job roles.</p>
Rec	AUTUMN	SPRING	SUMMER
	<p>All about Me : In this unit the children will talk about where they live, what kind of home, the area they live, who lives near them. We will locate the different areas Prestwich, Whitefield, Radcliffe etc on a map of Manchester and look at how far they are from school.</p> <p>Toys: During this unit the children will look at different toys from around the world eg Spanish Dancer dolls / Russian dolls</p>	<p>Flight: In this unit the children will talk about where they have been to on a plane. We will introduce a globe and a world map, locating the UK and the different places they have flown to for holidays or to visit family who live abroad. We will discuss distance travelled, what the weather was like in the country they visited, languages spoken and different cuisines.</p> <p>China: During Chinese new Year we will be looking at China. The children will find out about China or Chinese new year at home. We will locate China on the World map and globe and discuss how populated it is, comparing it with larger, less populated places. We will look at language, Chinese writing, cuisine, flags and celebrations.</p> <p>Park:</p>	<p>Africa and countries around the World: In this unit we will look at the continent of Africa, explaining the difference between a continent and a country. We will discuss the different countries that make up Africa, the different languages spoken, cuisine, different types of homes and lifestyle, particularly in the poorer areas. We will also link in the countries around the world that our pupils have family members from eg Israel, Pakistan, India, depending on the current cohort. The family members from these places will have the opportunity to come in and talk to the children about life growing up in these different locations, and how they are different to the UK and Manchester. We will look at the world map and globe to locate the countries and discuss their sizes etc in comparison to UK / England. We will look at cuisine, language, homes, flags etc for each country we look at.</p>

GEOGRAPHY OVERVIEW: Based NC Programme of Study

		In this unit the children will talk about their own experiences of the park, and the parks they have visited. We will look at maps of Manchester and locate different parks, looking at them on Google Maps, maps showing aerial views and maps in parks. We will look at the different areas and colours on the maps and what they represent. We will discuss the use of a key on a map. The children will draw their own parks and make their own maps. We will look at contrasting location of the park and the city.	Fantasy / Dragons: In this topic we will learn about Komono dragons, where they live and how they survive. We will again compare the location to where the children live and the animals we see here in the wild. We will look at the globe and world map to locate them.
	ONGOING: during the year we will be looking at each season as it occurs. We will discuss seasonal changes eg leaves falling in Autumn, colder weather in winter etc. each day we will fill in our calendar, season and weather chart.		
Dev Mat			
	AUTUMN	SPRING	SUMMER
Y1	<p>Fieldwork in the school grounds In this unit children will learn simple fieldwork skills, including observation, description and recording (plus simple map work) to study the geography of their school and its grounds.</p> <p>They will consider both human features (man-made) and more natural physical geographical features.</p>	<p>Hot and cold places of the world (7 continents and 5 oceans). The purpose of geography study is to inspire in children a curiosity and fascination about the world. This unit aims to help children to think geographically and to equip them with some knowledge about continents, oceans, hot and cold places of the world - and how these are different from the UK.</p>	<p>UK countries and capital cities In this unit, children learn to name, locate and identify the characteristics of the four countries of the United Kingdom (England, Scotland, Wales and Northern Ireland) as well as their capital cities (London, Edinburgh, Cardiff and Belfast) and its surrounding seas (North Sea, English Channel, Irish Sea and St George’s Channel.) They will learn what each of these countries is like and they compare (human and physical geographical landmarks and characteristics).</p>
NC	<ul style="list-style-type: none"> • small area of the United Kingdom <p>SKILLS:</p> <ul style="list-style-type: none"> • Use a range of maps and globes (including picture maps) at different scales • Use vocabulary such as bigger/smaller, near/far • Know that maps give information about places in the world 	<ul style="list-style-type: none"> • name and locate the world’s 7 continents and 5 oceans <p>Use basic geographical vocabulary to refer to:</p> <ul style="list-style-type: none"> • key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather • key human features, including: city, 	<ul style="list-style-type: none"> • name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas <p>SKILLS:</p> <ul style="list-style-type: none"> • Use a range of maps and globes (including picture maps) at different scales • Use vocabulary such as bigger/smaller, near/far

GEOGRAPHY OVERVIEW: Based NC Programme of Study

	<p>(where/what?)</p> <ul style="list-style-type: none">• Recognise simple features on maps eg buildings, roads and fields• Follow a route on a map starting with a picture map of the school• Draw a simple map eg of a garden, route map, place in a story• Use and construct basic symbols in a map key• Know that symbols mean something on maps• Look down on objects and make a plan eg of the classroom or playground <p>Use simple fieldwork techniques such as observation and identification to study the geography of the school and its grounds as well as the key human and physical features of its surrounding environment</p> <ul style="list-style-type: none">• Use locational and directional language to describe feature and routes eg left/right, forwards and backwards <p>Use aerial photos and plan perspectives to recognise landmarks and basic human and physical features</p> <p>Ask simple geographical, 'where?', 'what?', and 'who?' questions about the world and their environment eg 'What is it like to live in this place?'</p> <p>Investigate through observation and description.</p> <p>Recognise differences between their own and others' lives</p>	<p>town, village, factory, farm, house, office, port, harbour and shop</p> <p>SKILLS:</p> <ul style="list-style-type: none">• Locate land and sea on maps• 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• Use a range of maps and globes (including picture maps) at different scales• Use vocabulary such as bigger/smaller, near/far• Know that maps give information about places in the world (where/what?)• Ask simple geographical, 'where?', 'what?', and 'who?' questions about the world and their environment eg 'What is it like to live in this place?'• Investigate through observation and description.• Recognise differences between their own and others' lives	<ul style="list-style-type: none">• Know that maps give information about places in the world (where/what?)
--	---	--	---

GEOGRAPHY OVERVIEW: Based NC Programme of Study

	<p>ONGOING LEARNING: Each term, children will be thinking about what happens during the relevant season, what the weather is like including what happens to the length of the day, and what happens to plants and animals. Children will <u>make links to learning in science</u> and to work on 'hot and cold places of the world' in Y1</p>	
	<p>Speak and write about, draw, observe and describe simple geographical concepts such as what they can see where. Notice and describe patterns.</p> <p>Interpret and create meaningful labels and symbols for a range of places both in and outside the classroom.</p> <p>Use basic geographical vocabulary from the PoS (above) as well as to describe specific local geographical features (tube station, canal etc.)</p> <ul style="list-style-type: none"> • Give and follow simple instructions to get from one place to another using positional and directional language such as near, far, left and right. <p>Use maps and other images to talk about everyday life eg where we live, journey to school etc. Use simple electronic globes/maps</p> <ul style="list-style-type: none"> • Use programmable toys or sprites to move around a course/screen following simple directional instructions • Use cameras and audio equipment to record geographical features, changes, differences eg weather/seasons, vegetation, buildings etc. • Describe and label electronic images produced 	
<p>Y2</p>	<p>Small area in the UK (with reference to 'UK countries & capital cities' - see Y1) Fieldwork:</p> <p>This 'small area' will usually be the area (e.g. town) in which the children live. They will investigate the key human and physical features of the school's surrounding environment, e.g. the housing estate, or part of the town in which the school is located etc. They will consider similarities and differences between their own school's environment and others. They will start with their school and its grounds (Y1) before moving out into the immediate neighbourhood (Y2). A theme such as 'play' might be chosen on which to focus e.g. Where do the children play and have fun and what are these places like? Which are built places e.g. recreation grounds, swimming pool and which are more natural places e.g. parks, woods or fields? Do they have a garden or other outside space at their home? Where in the school grounds do they play?</p>	<p>Small area in a contrasting area in a non-European country – with reference to the 7 continents and 5 oceans (see Y1)</p> <p>In this unit, children will learn about a small area <u>within</u> a contrasting non-European country. It is likely to be an area similar in size to the children's own town or village. It could be a small area in Australia, Africa or Asia but preferably not North or South America as these are covered in KS2. The chosen area might be a place with which some of the children have links; or a place familiar to the teacher. Although exploring a small area in detail, the children still need to be aware of its broader geographical context, such as the country/continent in which it is located. Children will explore similarities and differences between the small area being studied and areas with which they are more familiar. This builds on the knowledge, skills and understanding from the previous Y2 theme – small</p> <p>Seasonal & daily weather: In this unit, children will learn about seasonal and daily weather patterns in the United Kingdom. They will <u>observe, describe and record weather conditions</u> and start to consider how these affect human activity. Include season, what the weather is like including what happens to the length of the day, hot and cold places.</p>

GEOGRAPHY OVERVIEW: Based NC Programme of Study

	<p>Where do they go to play at the weekends or on holiday? What are their favourite places and why?</p>	<p>area in the UK.</p>	
<p>NC</p>	<p>Use basic geographical vocabulary to refer to:</p> <ul style="list-style-type: none"> 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 Use a range of maps and globes (including picture maps) at different scales <p>SKILLS:</p> <ul style="list-style-type: none"> Use vocabulary such as bigger/smaller, near/far Know that maps give information about places in the world (where/what?) Locate land and sea on maps Use large scale maps and aerial photos of the school and local area Recognise simple features on maps eg buildings, roads and fields Recognise that maps need titles Recognise landmarks and basic human 	<ul style="list-style-type: none"> Understand geographical similarities and differences through studying the human and physical geography of a small area in a contrasting non-European country 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>SKILLS:</p> <ul style="list-style-type: none"> Use a range of maps and globes (including picture maps) at different scales Use vocabulary such as bigger/smaller, near/far Know that maps give information 	<p>Identify seasonal and daily weather patterns in the United Kingdom</p> <p>SKILLS:</p> <ul style="list-style-type: none"> Use cameras and audio equipment to record geographical features, changes, differences eg weather, seasons, vegetation, buildings etc. Use simple compass directions (NSEW)

GEOGRAPHY OVERVIEW: Based NC Programme of Study

	<p>features on aerial photos</p> <ul style="list-style-type: none"> • Know which direction is North on an OS map • Know that symbols mean something on maps • Find a given OS symbol on a map with support • Begin to realise why maps need a key <p>Ask simple geographical, ‘where?’, ‘what?’, and ‘who?’ questions about the world and their environment eg ‘What is it like to live in this place?’</p> <p>Investigate through observation and description.</p> <p>Recognise differences between their own and others’ lives</p>	<p>about places in the world (where/what?)</p> <ul style="list-style-type: none"> • Locate land and sea on maps • Recognise simple features on maps eg buildings, roads and fields • Recognise that maps need titles • Recognise landmarks and basic human features on aerial photos • Know which direction is North on an OS map • Know that symbols mean something on maps • Find a given OS symbol on a map with support • Begin to realise why maps need a key • <p>Ask simple geographical, ‘where?’, ‘what?’, and ‘who?’ questions about the world and their environment eg ‘What is it like to live in this place?’</p> <p>Investigate through observation and description.</p> <p>Recognise differences between their own and others’ lives</p>	
<p>Each term, children will be thinking about what happens during the relevant season, what the weather is like including what happens to the length of the day, and what happens to plants and animals. Children will <u>make links to learning in science</u> and to work on ‘hot and cold places of the world’ in Y1</p>			
<p>Speak and write about, draw, observe and describe simple geographical concepts such as what they can see where. Notice and describe patterns. Interpret and create meaningful labels and symbols for a range of places both in and outside the classroom. Use basic geographical vocabulary from the PoS (above) as well as to describe specific local geographical features (tube station, canal etc.)</p> <ul style="list-style-type: none"> • Give and follow simple instructions to get from one place to another using positional and directional language such as near, far, left and right. Use maps and other images to talk about everyday life eg where we live, journey to school etc. • Use simple electronic globes/maps • Do simple searches within specific geographic software 			

GEOGRAPHY OVERVIEW: Based NC Programme of Study

	<ul style="list-style-type: none"> • Use a postcode to find a place on a digital map • Add simple labels to a digital map • Use the zoom facility of digital maps and understand that zooming in/out means more/less detail can be seen • Use programmable toys or sprites to move around a course/screen following simple directional instructions • Use cameras and audio equipment to record geographical features, changes, differences eg weather/seasons, vegetation, buildings etc. • Describe and label electronic images produced
--	--

	Autumn	Spring	Summer
Y3	<p>The local environment</p> <p>The purpose of this unit is to enable children to investigate their local area using maps, aerial photos, satellite imagery and other geographical sources. They should learn where they are in the world and describe a range of physical and human features of their locality. They should begin to realise that different types of maps e.g. OS Ordnance Survey, https://digimapforschools.edina.ac.uk/, Google Maps/Earth, Bing Maps etc. show different features in more/less detail.</p>	<p>Volcanoes & Earthquakes</p> <p>In this unit children investigate earthquakes and volcanoes: what they are; why they happen; and how they affect the landscape and human activity. They learn that the Earth is constantly moving and changing, inside and on the surface (plate tectonics) resulting in physical features such as earthquakes and volcanoes. They should begin to ask questions about what they hear in the news and make links between what is happening around the world (e.g. natural disasters) and what they have learned in school.</p>	<p>A <u>region</u> in the UK e.g. Lake District</p> <p>The purpose of this unit is for children to study a <u>region</u> of the United Kingdom. This region could be anywhere in the UK but is likely to be different from the region in which they live. It builds on work based on the local area earlier in the year, 'the local environment'. The chosen region could be a National Park, an AONB or a governmental region such as Greater London etc. It could contain several cities and <u>counties</u>, e.g. the South West which would include Cornwall, Devon and Somerset, with a focus on coasts. The chosen region might be one which is significant to the teacher or some of the children in the class. The children will study key aspects of human and physical geography in e.g. the Lake District. They will consider geographical similarities and differences between the Lake District and other regions of the world or the UK, including their own locality. <i>(Children will also refer back to this learning when studying other regions of the world later in KS2).</i></p>
	<p>name and locate counties and cities of the United Kingdom</p> <p style="text-align: center;">SKILLS:</p> <ul style="list-style-type: none"> • Use the 8 points of a compass • Observe, measure and record the human and physical features 	<p>locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America</p> <p>Describe and understand key aspects of:</p> <p>physical geography, including: climate zones, biomes and</p>	<p>(build on Aut term and Spring term):</p> <p>name and locate counties and cities of the United Kingdom</p> <p>Describe and understand key aspects of:</p> <p>physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, <u>volcanoes and earthquakes</u>, and the water cycle</p> <p>human geography including: types of settlement and land use,</p>

GEOGRAPHY OVERVIEW: Based NC Programme of Study

<p>in the local area using a range of methods including sketch maps, cameras and other digital devices</p> <ul style="list-style-type: none"> • Make links between features observed in the environment to those on maps and aerial photos 	<p>vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p> <p>SKILLS:</p>	<p>economic activity inc trade links, and the distribution of natural resources inc energy, food, minerals and water.</p> <p>SKILLS:</p> <ul style="list-style-type: none"> • Use a wider range of maps (including digital), atlases and globes to locate countries and features studied • Use maps and diagrams from a range of publications eg holiday brochures, leaflets, town plans • Use maps at more than one scale • Recognise that larger scale maps cover less area • Make and use simple route maps • Recognise patterns on maps and begin to explain what they show • Use the index and contents page of atlases • Label maps with titles to show their purpose • Recognise that contours show height and slope • Use 4 figure coordinates to locate features on maps • Create maps of small areas with features in the correct place • Use plan views • Recognise some standard OS symbols • Link features on maps to photos and aerial views • Make a simple scaled drawing eg of the classroom • Use a scale bar to calculate some distances <p>Relate measurement on large scale maps to measurements outside</p>
<p>Ongoing objectives:</p> <p>Ask more searching questions including, ‘how?’ and, ‘why?’ as well as, ‘where?’ and ‘what?’ when investigating places and processes</p> <p>Make comparisons with their own lives and their own situation.</p> <p>Show increasing empathy and describe similarities as well as differences.</p> <p>Identify and describe geographical features, processes (changes), and patterns.</p> <p>Communicate geographical information through a range of methods including sketch maps, plans, graphs and presentations.</p> <p>Express opinions and personal views about what they like and don’t like about specific geographical features and situations eg a proposed local wind</p>		

GEOGRAPHY OVERVIEW: Based NC Programme of Study

farm.

- **Use the zoom facility on digital maps to locate places at different scales**
- Add a range of text and annotations to digital maps to explain features and places
- **View a range of satellite images**
- Add photos to digital maps
- Draw & follow routes on digital maps
- Use presentation/multimedia software to record and explain geographical features and processes
- Use spreadsheets, tables and charts to collect and display geographical data

Make use of geography in the news - online reports & websites.

<https://digimapforschools.edina.ac.uk/> will be used within any fieldwork/UK unit of work.

	Autumn	Spring	Summer
Y4	<p>Environmental geography e.g. recycling-reducing-reusing, plastics, clothes etc. In this unit children will learn about the importance of taking care of the environment. They will consider environments at a range of scales from their classroom to the whole world. It might include issues around litter and waste e.g. damage to the environment; reducing the</p>	<p>Region in a European country In this theme, children learn about a region in a European country. Any region or country can be chosen. It could, for example, be a region of France, such as the Paris Basin or the Rhône Valley, a region of Italy such as Tuscany or Sicily, or a region of Germany such as Bavaria or the Weser Uplands. The chosen region might be a place with which some of the children have links, or a place known to the teacher. However, it might be a less familiar region and does not have to link with the language chosen for study at KS2. Although they are exploring a region in detail,</p>	<p>Rivers (and mountains) In this theme, children learn about rivers and <u>the water cycle</u> (link to science). This might be in the context of a local river study (fieldwork) and/or key aspects of the main rivers in the UK and in the wider world. Children will learn that rivers have sources, channels, tributaries and mouths, that they receive water from a wide area</p>

GEOGRAPHY OVERVIEW: Based NC Programme of Study

	<p>level of resource use; and reuse, as well as recycling, of resources. Children will recognise how people can adversely affect, as well as improve, the environment. They will begin to identify and explain differing views that people have about topical environmental and geographical issues</p>	<p>the children still need to be aware of its broader geographical context, such as the country and continent in which it is located. Children will explore similarities and differences between the region being studied and regions of the UK with which they might be more familiar. This theme builds on the knowledge, skills and understanding from the Y3 theme - a region of the UK.)</p>	<p>and that most flow eventually into a lake or the sea. They will learn that human activity affects and is influenced by rivers. They will link their learning about rivers to other bodies of water such as reservoirs, lakes, seas and oceans.</p>
<p>NC</p>	<p>Describe and understand key aspects of: human geography including: types of settlement and land use, economic activity inc trade links, and the distribution of natural resources inc energy, food, minerals and water.</p> <p>SKILLS:</p> <ul style="list-style-type: none"> • Observe, measure and record the human and physical features in the local area using a range of methods including sketch maps, cameras and other digital devices <p>Ask more searching questions including, ‘how?’ and, ‘why?’ as well as, ‘where?’ and ‘what?’ when investigating places and processes Make comparisons with their own lives and their own situation. Show increasing empathy and describe similarities as well as differences. Express opinions and personal views about what they like and don’t like about specific geographical features and situations eg a proposed local wind farm.</p>	<p>Locate the World’s countries, using maps to focus on Europe</p> <p>Describe and understand key aspects of: human geography including: <u>types of settlement and land use</u>, economic activity inc trade links, and the distribution of natural resources inc energy, food, minerals and water.</p> <p>physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p> <p>SKILLS:</p> <ul style="list-style-type: none"> • Use a wider range of maps (including digital), atlases and globes to locate countries and features studied • Use maps and diagrams from a range of publications eg holiday brochures, leaflets, town plans • Use maps at more than one scale • Recognise that larger scale maps cover less area 	<p>Describe and understand key aspects of: human geography including: <u>types of settlement and land use</u>, economic activity inc trade links, and the distribution of natural resources inc energy, food, minerals and water.</p> <p>physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p> <p>SKILLS:</p> <ul style="list-style-type: none"> • Make links between features observed in the environment to those on maps and aerial photos • Recognise patterns on maps and begin to explain what they show • Recognise that contours show height and slope <p>Identify and describe geographical features, processes (changes), and patterns.</p>

GEOGRAPHY OVERVIEW: Based NC Programme of Study

Use geographical language relating to the physical and human processes detailed in the PoS eg tributary and source when learning about rivers.

Communicate geographical information through a range of methods including sketch maps, plans, graphs and presentations.

ONGOING OBJECTIVES/Skills:

- Make and use simple route maps
- Use the index and contents page of atlases
- Label maps with titles to show their purpose
- **Use 4 figure coordinates to locate features on maps**
- Create maps of small areas with features in the correct place
- Use plan views
- **Recognise some standard OS symbols**
- Link features on maps to photos and aerial views
- Make a simple scaled drawing eg of the classroom
- Use a scale bar to calculate some distances

Relate measurement on large scale maps to measurements outside

- **Use the zoom facility on digital maps to locate places at different scales**
- Add a range of text and annotations to digital maps to explain features and places
- **View a range of satellite images**
- Add photos to digital maps
- Draw & follow routes on digital maps
- Use presentation/multimedia software to record and explain geographical features and processes
- Use spreadsheets, tables and charts to collect and display geographical data

Make use of geography in the news - online reports & websites.

IN YEAR 4, CHILDREN WILL ALSO LEARN ABOUT WEATHER AND CLIMATE – BOTH IN THE UK AND WORLDWIDE – WITHIN EACH OF THE TOPICS ABOVE.

GEOGRAPHY OVERVIEW: Based NC Programme of Study

<https://digimapforschools.edina.ac.uk/> will be used within any fieldwork/UK unit of work.

	Autumn 1	Autumn 2	Summer
Y5	<p>The Geography of the UK Children will learn about (and revise) the geography of the UK within the context of a specific topical issue such as energy use (e.g. coal, gas, nuclear, wind and solar). This might be an overview followed by debate of local issues e.g. fracking or the siting of wind-farms etc. Children research what, exactly, is meant by the UK and GB. (“The United Kingdom of Great Britain and Northern Ireland” is more commonly known as the United Kingdom. Great Britain comprises only England, Scotland and Wales - not Northern Ireland). They might also research key topographical features and land-use patterns of some <u>counties</u> - perhaps the key counties in each country; any counties/areas in the news; counties relevant to other geographical features and areas being studied; counties of special relevance to individual children e.g. where their relatives live, where they were born, where they’ve been on holiday, their own and neighbouring counties etc.</p>	<p>Where does our food come from? Children will learn that food comes from various and diverse places. They will also learn that some food is produced locally but much of our food is grown (or reared) in other countries and has to be transported over many miles to reach us. Children will learn that different foods require different climates and soils, and that humans are needed to grow, harvest and transport food from its source to our tables. They will also learn that whilst many people in the world produce their own food, some rely on others to farm and transport the food for their consumption. Children will also learn that not everybody in the world has enough food to eat (and why) yet others have more than enough and may even waste the food they have.</p>	<p><u>Region in a (North or) South American country</u> In this unit children study the geography of the Amazon Basin which is the region of South America drained by the Amazon River and its tributaries. As most of the region is covered by tropical rainforest (biome) they will learn about this and, if possible, other rainforests of the world. Children will start to learn how the future of tropical rainforests and other ecosystems is closely connected to human lives and lifestyles. They will also learn about the wider country of Brazil in which most of the Amazon rainforest is located.</p>

GEOGRAPHY OVERVIEW: Based NC Programme of Study

<p>NC</p>	<ul style="list-style-type: none"> name and locate counties and cities of the United Kingdom <p style="text-align: center;">SKILLS:</p> <ul style="list-style-type: none"> Use a wide range of maps, atlases, globes and digital maps to locate countries and features studied. Relate different maps to each other and to aerial photos Begin to understand the differences between maps eg Google maps vs Google Earth, and OS maps Choose the most appropriate map/globe for a specific purpose Follow routes on maps describing what can be seen Interpret and use thematic maps Understand that purpose, scale, symbols and style are related Recognise different map projections Observe, measure and record human and physical features using a range of methods including sketch maps, cameras and other digital technologies eg data loggers to record (eg weather) at different times and in different places Interpret data collected and present the information in a variety of ways including charts and graphs <p>Ask and answer questions that are more causal eg Why is that happening in that place? Could it happen here? What happened in the past to cause that? How is it likely change in the future?</p>	<p>human geography, including: <u>types of settlement and land use, economic activity including trade links</u>, and the distribution of natural resources including energy, <u>food, minerals and water</u></p> <p style="text-align: center;">SKILLS:</p> <p>Identify and explain increasing complex geographical features, processes (changes), patterns, relationships and ideas.</p> <ul style="list-style-type: none"> Collect and present data electronically eg through the use of electronic questionnaires/surveys Communicate geographical information electronically eg multimedia software, webpage, blog, poster or app <p>Investigate electronic links with schools/children in other places eg email/video communication</p>	<p>Locate the world's countries using maps to focus on North or South America Locate a region within North or South America</p> <p>Describe and understand key aspects of: physical geography, including: climate zones, <u>biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes</u>, and the water cycle</p> <p style="text-align: center;">SKILLS:</p> <p>Use more precise geographical language relating to the physical and human processes detailed in the PoS eg tundra, coniferous/deciduous forest when learning about biomes. Communicate geographical information in a variety of ways including through maps, diagrams, numerical and quantitative skills and writing at increasing length.</p> <p>Make predictions and test simple hypotheses about people and places.</p> <ul style="list-style-type: none"> Use appropriate search facilities when locating places on digital/online maps and websites Use wider range of labels and measuring tools on digital maps Start to explain satellite imagery
-----------	--	---	--

GEOGRAPHY OVERVIEW: Based NC Programme of Study

		<ul style="list-style-type: none"> • Use and interpret live data eg weather patterns, location and timing of earthquakes/volcanoes etc
<p>In Year 5 children will also learn about worldwide <u>biomes and vegetation belts</u>. This will support their work on <u>world geography</u> in both Y5 and Y6. https://digimapforschools.edina.ac.uk/ will be used within any fieldwork/UK unit of work.</p>		

	Autumn	Spring	Summer
Y6	<p>Significance of Latitude, Longitude & Time Zones</p>	<p>Research world’s countries and key features Within the context of a <u>world-wide topical issue</u> such as climate change or the geography of plastics, palm oil, trade etc. children revise and research aspects of world geography (including the 7 continents and 5 oceans.) How many</p>	<p>Fieldwork: land use, economic activity, map work The purpose of the learning within this theme is for children to study the human and physical geography of a specific place e.g. Manchester or a seaside town such as Blackpool, comparing it with other places studied previously. They will consider elements such as tourism, transport, industry,</p>

GEOGRAPHY OVERVIEW: Based NC Programme of Study

		<p>countries are there in the world? What are their key characteristics (human/physical)? Can they name and locate some key countries in each continent; locate and understand the significance of e.g. Greenland, Russia, China, India etc.?</p> <p>They might research specific countries in the news; countries relevant to other geographical features (e.g. mountains and rivers) or regions studied; countries relevant to individual children/teachers e.g. where their relatives live or were born, where they've been on holiday etc.</p>	<p>settlements, land use and change over time etc. through the use of maps, images and other sources of geographical information. They will use fieldwork to observe, measure, record and present using a range of methods including sketch maps, plans, graphs and digital technologies. They will develop digital mapping skills using https://digimapforschools.edina.ac.uk/ (OS maps).</p>
<p>NC</p>	<p>identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)</p> <p>physical geography, including: <u>climate zones</u>, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p> <p>SKILLS:</p> <p>Use latitude and longitude in an atlas or on a globe</p>	<p>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</p> <p>SKILLS:</p> <p>Ask and answer questions that are more causal eg Why is that happening in that place? Could it happen here? What happened in the past to cause that? How is it likely change in the future?</p> <p>Make predictions and test simple hypotheses about people and places.</p>	<p>Name and locate countries and cities in the UK, geographical regions and their identifying human and physical characteristics, key topographical features (inc hills, mountains, rivers and coasts) and land use patterns; and understand how some of these aspects have changed over time.</p> <p>SKILLS:</p> <ul style="list-style-type: none"> • Use 8 cardinal points to give directions and instructions • Observe, measure and record human and physical features using a range of methods including sketch maps, cameras and other digital technologies eg data loggers to record (eg weather) at different times and in different places • Interpret data collected and present the information in a variety of ways including charts and graphs • Use a wide range of maps, atlases, globes and digital maps to locate countries and

GEOGRAPHY OVERVIEW: Based NC Programme of Study

			<p>features studied.</p> <ul style="list-style-type: none">• Relate different maps to each other and to aerial photos• Begin to understand the differences between maps eg Google maps vs Google Earth, and OS maps• Choose the most appropriate map/globe for a specific purpose• Follow routes on maps describing what can be seen• Interpret and use thematic maps• Understand that purpose, scale, symbols and style are related• Recognise different map projections• Identify, describe and interpret relief features on OS maps• Use 6 figure coordinates• Create sketch maps using symbols and a key• Use a wider range of OS symbols including 1:50K symbols• Know that different scale OS maps use some different symbols• Use models and maps to discuss land shape ie contours and slopes• Use the scale bar on maps• Read and compare map scales <p>Draw measured plans</p>
<p>ONGOING OBJECTIVES</p> <p>Identify and explain increasing complex geographical features, processes (changes), patterns, relationships and ideas.</p> <p>Use more precise geographical language relating to the physical and human processes detailed in the PoS eg tundra, coniferous/deciduous forest when learning about biomes.</p> <p>Communicate geographical information in a variety of ways including through maps, diagrams, numerical and quantitative skills and writing at increasing length.</p> <p>Develop their views and attitudes to critically evaluate responses to local geographical issues or events in the news eg for/against arguments relating to the proposed wind farm.</p>			

GEOGRAPHY OVERVIEW: Based NC Programme of Study

- **Use appropriate search facilities when locating places on digital/online maps and websites**
 - Use wider range of labels and measuring tools on digital maps
 - Start to explain satellite imagery
 - Use and interpret live data eg weather patterns, location and timing of earthquakes/volcanoes etc
 - Collect and present data electronically eg through the use of electronic questionnaires/surveys
 - Communicate geographical information electronically eg multimedia software, webpage, blog, poster or app
- Investigate electronic links with schools/children in other places eg email/video communication