

Curriculum Map

Geography

NOTE: The Geography curriculum is planned on a two year rolling programme in KS1 and a three-year programme for Years 3,4 and 5. Year 6 is a stand-alone class so has its unique programme.

Year	YEAR A		
	Autumn: Where in the World do these people live?	Spring: Where do our favourite animals live?	Summer: What's it like where I live?
Reception	Links to previous learning (Nursery)	Links to previous learning	Links to previous learning
	Understanding the World The World 30-50 months • Comments and asks questions about aspects of their familiar world, such as the place where they live or the natural world. 40-60 months • Looks closely at similarities, differences, patterns and change.	Autumn's learning on UK and where we live	Autumn's learning about Where People Live.
	Knowledge	Knowledge	Knowledge
	<u>Where do these people live?</u> I can learn about the human and physical geography of a small area in several non-European countries (including Senegal) . I know and understand my locality, and a series of locations and places outside of Europe, including Senegal. I know about and can describe the physical and human geography of a distant place (Senegal). I know and can use geographical vocabulary, e.g. near, far, long way away.	<u>Where do our favourite animals live?</u> I know and can name and locate the world's seven continents and five oceans. I recognise and name some of the continent names: Asia, Oceania, Europe, Antarctica, Africa, North America, South America. I understand that some of these continents have significant hot and/or cold areas. I know and can describe specific human and physical features in these landscapes. I can use specific place knowledge to describe the habitat of a significant animal. <u>Senegal:</u> <u>I know that Senegal is in Africa</u> <u>I know that Senegal is hot.</u> <u>I know some of the animals that live in Senegal.</u>	<u>What is it like where we live?</u> I will build place vocabulary to define where I live. which is deepened through fieldwork experiences and using maps I know about the local area and name key landmarks, such as the nearest local green space (e.g. from a vocabulary list of features of the local area, identify which are human or physical and describe these features) I know about and can talk about a natural environment, naming its features using some key vocabulary I know how to locate places on a map of the local area using locational and directional language (e.g. after a walk to a nearby green space, describe the route taken on a simple base map using everyday directions and locational language prompted by their journey stick) I know where I live: I know Arnside is in Cumbria I know the nearest town is Kendal I know how I can help to protect our local environment (not dropping litter)
Key Skills	Key Skills	Key Skills	
I can name some of the world's continents (Africa, Europe, N&S America) I can read images, maps, atlases and globes I can ask and answer questions about places. I can use basic geographical vocabulary. I can role-play to summarise this understanding. <u>Fieldwork:</u> I can explore the use of a World map.	I can use world maps, atlases and globes to identify countries, continents and oceans I can use simple fieldwork and observational skills. <u>Senegal:</u> <u>I can talk about how Senegal is hot and England is cold.</u> <u>I can talk about and recognise some of the animals that live in Senegal</u> <u>https://www.lionrecoveryfund.org/project/saving-senegals-last-lions/</u> <u>https://a-z-animals.com/animals/location/africa/senegal/</u> <u>I can talk about how environments vary from one another – how Senegal is different from England.</u> <u>ELG: I can look closely at similarities, differences, patterns and change in my local environment.</u> <u>I can explore the use of a weather map.</u>	I can identify the significant features (landmarks) of my local area and consider viewpoints in relation to this I can compare journeys and landscapes and understand near/far, often/rarely I can learn about maps, map-making and symbols. <u>Fieldwork:</u> I can explore the use of an OS map. I can draw simple maps of my immediate environment (Journey to school).	
Vocabulary	Vocabulary	Vocabulary	
Environment • Place • Feature • World • City • Map • Weather Scale Europe, Africa, North and South America	<u>Cold ,Hot</u> Environment • Place • Feature • World • City • Map • Weather • Compare • Similar • Different <u>Elephants, leopards, lions, hippopotamus</u>	Village, town, city County Country Environment • Place • Feature • World • City • Map • Weather	

			<ul style="list-style-type: none"> • Compare • Similar • Different Scale
	Cultural opportunities	Cultural opportunities	Cultural opportunities
	Communication Having a sense of place in the world	Twin school project: Ziguinchor in Senegal Having a sense of place in the world	Communication Having a sense of place in the world
	Key values	Key values	Key values
	School Values: Happy, Healthy and Secure. Confident and Independent. Respectful and Caring. Inspired and Excited to Learn. Teamwork. British Values: The rule of law. Individual liberty. Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith. Democracy. Christian Star Qualities: Love, Joy, Peace, Patience, Kindness, Gentleness, Self-Control, Faithfulness, Goodness	School Values: Happy, Healthy and Secure. Confident and Independent. Respectful and Caring. Inspired and Excited to Learn. Teamwork. British Values: The rule of law. Individual liberty. Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith. Democracy. Christian Star Qualities: Love, Joy, Peace, Patience, Kindness, Gentleness, Self-Control, Faithfulness, Goodness	School Values: Happy, Healthy and Secure. Confident and Independent. Respectful and Caring. Inspired and Excited to Learn. Teamwork. British Values: The rule of law. Individual liberty. Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith. Democracy. Christian Star Qualities: Love, Joy, Peace, Patience, Kindness, Gentleness, Self-Control, Faithfulness, Goodness
	Book list & Resources	Book list & Resources	Book list & Resources
	All around the world Uk wooden jigsaw	The Quetzal by Claire Griffel Books about African animals. Globe Africa is not a country A girl in Senegal	

YEAR A

	Autumn: Where in the World do these people live?	Spring: Where do our favourite animals live?	Summer: What's it like where I live?
	Links to previous Learning	Links to previous Learning	Links to previous Learning
	Knowledge of the globe, continents and countries Knowledge of our locality Knowledge of maps and symbols	<u>Non-European Country: Senegal</u> I know that Senegal is hotter than the UK and has different animals to us.	North, South, East, West Finding and describing locations on maps and globes Knowledge of continents & countries.
	Knowledge	Knowledge	Knowledge
	<u>Where do these people live?</u> I understand that within a location/country, there are different ways of living I know and can describe the physical and human geography of several different places I can learn about the human and physical geography of a small area in several non-European countries (including Senegal). I know and understand my locality, and a series of locations and places outside of Europe, including Senegal. I know about and can describe the physical and human geography of a distant place (Senegal).	<u>Where do our favourite animals live?</u> I recognise and name some of the continent names: Asia, Oceania, Europe, Antarctica, Africa, North America, South America. I understand that some of these continents have significant hot and/or cold areas. I know and can describe specific human and physical landmarks in some of these continents. I can use specific place knowledge to describe and explain the habitat of a significant animal. <u>Senegal:</u> I know that Senegal is a hot country with a rainy season. I 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. I know some of the animals and birds that live in Senegal (lion, leopard, chimpanzees, elephants, hippopotamus, buffalo) https://www.lionrecoveryfund.org/project/saving-senegals-last-lions/ https://a-z-animals.com/animals/location/africa/senegal/	<u>What's it like where I live?</u> I know about the local area, and name and locate key landmarks (e.g. create a vocabulary list of the human and physical features of the local area, and describe these features and locate them on a map using images or drawings). I know and can recognise a natural environment and describe it using key vocabulary. I know I live in Arnside/etc and that that is in England. I know Cumbria is a county in England. I know the nearest city is Lancaster. I know what the weather is like in Arnside.
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	<p>Key Skills</p> <p>I can use geographical vocabulary, e.g. near, far, long way away (distant), North, South, East and West.</p> <p>I can complete a travel document and work with a peer in a role play that summarises this understanding.</p> <p>I can name and locate the world's seven continents on a globe/world map.</p> <p>I can read images, maps, atlases and globes.</p> <p>I can ask and answer questions about people and places.</p> <p>Vocabulary</p> <p>Country, continent near, far, long way away (distant) North, South, East and West Europe, Africa, Asia, North and South America, Oceania, Antarctica</p> <p>Cultural Opportunities</p> <p>Communication Having a sense of place in the world</p> <p>Key values</p> <p>School Values: Happy, Healthy and Secure. Confident and Independent. Respectful and Caring. Inspired and Excited to Learn. Teamwork.</p> <p>British Values: The rule of law. Individual liberty. Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith. Democracy.</p> <p>Christian Star Qualities: Love, Joy, Peace, Patience, Kindness, Gentleness, Self-Control, Faithfulness, Goodness</p> <p>Book List & Resources</p>	<p>Key Skills</p> <p>I can describe an animal's habitat, daily life, habits and characteristics,</p> <p>I can describe issues facing landscapes, countries and continents that the animals live in.</p> <p>I can explain how humans can set aside areas to protect a species.</p> <p>I can study a globe with an adult</p> <p>I can discuss UK & Senegalese weather</p> <p>I can discover Senegal on a globe.</p> <p>I can explain how Senegal's weather is different from ours.</p> <p>I can name the seven continents and five oceans.</p> <p>I can complete a weather chart.</p> <p>Vocabulary</p> <p>Leopard, chimpanzee, elephant, buffalo, lion</p> <p>Tropical</p> <p>Climate and weather</p> <p>Cultural Opportunities</p> <p>Senegalese Twinning Project</p> <p>Communication Having a sense of place in the world</p> <p>Key values</p> <p>School Values: Happy, Healthy and Secure. Confident and Independent. Respectful and Caring. Inspired and Excited to Learn. Teamwork.</p> <p>British Values: The rule of law. Individual liberty. Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith. Democracy.</p> <p>Christian Star Qualities: Love, Joy, Peace, Patience, Kindness, Gentleness, Self-Control, Faithfulness, Goodness</p> <p>Book List & Resources</p> <p>The Quetzal by Claire Griffel</p> <p>Books about African animals.</p> <p>Africa is not a country</p> <p>A girl in Senegal</p>	<p>Key Skills</p> <p>I can describe a journey on a map of the local area using simple compass directions and locational and directional language (e.g. after a walk to a nearby green space, describe the route taken on a large-scale map using compass directions and locational language prompted by their journey stick).</p> <p>I can explain where I live and describe some of the geographical features of my locality.</p> <p>I can describe what it is like where I live – what I like and dislike about the area.</p> <p>I can explain how to keep safe in the water</p> <p>I can explain some reasons why people might come to Arnside</p> <p>I can begin to use Google Earth to find places I know</p> <p>I am starting to understand and give directions.</p> <p>I can show interest in field-work and explain what I have seen.</p> <p>I can record what I have seen in different ways.</p> <p>I can use a digital camera to record what I see.</p> <p>I can make observations about what I see: longest, shortest, highest.</p> <p>I can explain where I live and describe some of the geographical features of my locality.</p> <p>Vocabulary</p> <p>Estuary, rivers, streams, lakes, seas (The Kent, Morecambe Bay) Hills, fells and mountains (The Knott) Village, town, city (Arnside, Milnthorpe, Lancaster) County (Cumbria/Lancashire) North-West England</p> <p>Cultural Opportunities</p> <p>Communication Having a sense of place in the world</p> <p>Key values</p> <p>School Values: Happy, Healthy and Secure. Confident and Independent. Respectful and Caring. Inspired and Excited to Learn. Teamwork.</p> <p>British Values: The rule of law. Individual liberty. Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith. Democracy.</p> <p>Christian Star Qualities: Love, Joy, Peace, Patience, Kindness, Gentleness, Self-Control, Faithfulness, Goodness</p> <p>Book List & Resources</p>
YEAR A			
2	Autumn: Where do these people live?	Spring: Where do our favourite animals live?	Summer: What's it like where I live?

<p>Links to previous Learning</p> <p>Where do people live? (R) What's it like where I live? (R)</p>	<p>Links to previous Learning:</p> <p>Name and locate the world's seven continents and five oceans Know locational language Where do our favourite animals live? (R)</p>	<p>Links to previous Learning</p> <p>Our local area Map skills, route planning, describe route on a simple map and a map key</p>
<p>Knowledge</p> <p><u>Where do these people live?</u></p> <p>I can learn about the human and physical geography of a small area in several non-European countries (including Senegal). I know and understand my locality, and a series of locations and places outside of Europe, including Senegal. I know about and can describe the physical and human geography of a distant place (Senegal). I know and can use geographical vocabulary, e.g. near, far, long way away.</p>	<p>Knowledge</p> <p><u>What effect does the changing climate have on animals around the world?</u></p> <p>I know and can name and locate the world's seven continents and five oceans. I recognise and name some of the continent names: Asia, Oceania, Europe, Antarctica, Africa, North America, South America. I understand that some of these continents have significant hot and/or cold areas. I know and can describe specific human and physical landscapes in these continents.</p> <p>Senegal: I 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 (comparing Arnside with Senegal). I know that Senegal is in Africa and is warmer than the UK because it is nearer to the equator. I know that Senegal has deserts and tropical rainforests, which have different animals and birds living in them. I know that climate change is affecting animals' habitats around the world.</p> <p>FT-chocolate</p>	<p>Knowledge</p> <p><u>What's it like where I live?</u></p> <p>I know the local area and its physical and human geography (e.g. investigate how other people view the local area, e.g. tourism websites, create a vocabulary list of the human and physical features of the local area, and how people can use and change these and describe these features and locate them on a map using images or drawings) I know and can recognise different natural environments and describe them using a range of key vocabulary</p> <p>Our local area I know three places within Arnside. I know the location of Arnside National School, my house, the shops on the front and Arnside Knott, on a street map. I know the location of Arnside National School within Arnside, Arnside within Cumbria, Cumbria within England and England within the UK, the UK within Europe and Europe within the world. I know that the nearest city is Lancaster and the nearest major city is Manchester. I know key human and physical features within the locality of Arnside I know the local climate and weather patterns. I know that I have opportunities to ask for changes in Arnside.</p>
<p>Key Skills</p> <p><u>Where do these people live?</u></p> <p>I can describe in detail the physical and human geography of a distant place using geographical vocabulary. I can understand, explain and describe aerial photographs and video material of different places.</p> <p>I can use maps, globes and atlases to identify continents. I can use maps, globes and atlases to identify seas & oceans. I can use aerial photographs and maps to identify places. I can describe the location of these features on a map. I can apply my knowledge of an area to devise a simple map. I can recognise and recall basic symbols in a key. I can use geographical language (see vocabulary below) to describe a location. I can use simple compass directions and locational and simple directional language to describe the location of features and routes on a map.</p>	<p>Key Skills</p> <p><u>What effect does the changing climate have on animals around the world?</u></p> <p>I can use specific place knowledge to understand the threats facing the habitats of a significant animal, including Climate Change.</p> <p>I can use world maps, atlases and globes to accurately identify some countries, the continents and the seven oceans. I can share facts about the key features of the continents by describing and drawing macro habitats. I can research and explain some of my own key facts about continents of the world. I can identify seasonal and daily weather patterns in various countries. I can measure and read temperature. I can identify the climate of the continents. I can use a tally chart to collect data.</p> <p>Senegal: I can locate Senegal on a globe and on a map of Africa. I can listen to a story about the wildlife in Senegal and describe the animals, their habitats and threats to their habitats. https://www.lionrecoveryfund.org/project/saving-senegals-last-</p>	<p>Key Skills</p> <p><u>What's it like where I live?</u></p> <p>I can describe a journey on a map of the local area, locating features and landmarks seen on the journey (e.g. after a walk to a nearby green space, describe with confidence the route taken on a large-scale OS map using compass directions and locational language prompted by their journey stick).</p> <p>I can use directional language (near and far, left, right, North, South, West and East) to describe the journey from School to the playground, the front and their house (homework-with parental support) I can describe where at least; three places of interest are on a street map and locate them. I can demonstrate the route on a map. I can devise a simple map. I can construct and use simple symbols in a key. I can use aerial photos to recognise local landmarks and basic human and physical features. I can use simple fieldwork and observational skills to observe and describe the geography of Arnside school and its grounds and features of its surrounding environment. I can explain what I like and dislike about Arnside.</p>

		lions/ https://a-z-animals.com/animals/location/africa/senegal/	I can make a reasoned judgement with ideas to improve Arnside. I participate in writing a letter to Tim Farron to explain and communicate our ideas. I can label a diagram or photograph using some geographical vocabulary. I can identify key features of a locality by using a map. I can recognise characteristic physical and human features of places - built up, noisy, busy.
	Vocabulary	Vocabulary	Vocabulary
	Globe, map, atlas Locate, location, identify Country, continent, Symbols, key, compass, North, South (South-East), East and West Aerial photography, plan, scale Europe, Africa, Asia, North and South America, Oceania, Antarctica	World map, ocean, Continent, Northern Hemisphere, Southern Hemisphere, Asia, Africa, North America, South America, Australia, Europe, Antarctica, Atlantic, Pacific, Indian, Arctic, Ocean, Antarctic Ocean, land, sea, country, forest, hill, mountain, sea, ocean, sea, river, valley, season, weather, North Pole, South Pole, Equator, tropical, heating cooling, temperature, Celsius, climate, environment, habitat, seasonal changes	Fieldwork, local area, position, locate, observe, describe, explore, perspective, features, map, location, streets, bridleway, aerial photographs, vegetation, village, Victorian church, St James, shops, services, house, community, bungalow, retirement, bay, North Eastern, river (Kent), farm, coast, coastline, mountains, hills, estuary (beach?), quicksand, valley, woodland, viaduct, boar, tide, coastguard, local environment, AONB, holiday destination, countryside, Arnside Knott, route, map symbols, map key,
	Cultural Opportunities	Cultural Opportunities	Cultural Opportunities
	Communication Having a sense of place in the world	Communication Having a sense of place in the world Senegalese Twinning Project	Local fieldtrips, Ashmeadow, Estuary, Coastguard, Arnside Knott, Pier/front Communication Having a sense of place in the world
	Key values	Key values	Key values
	School Values: Happy, Healthy and Secure. Confident and Independent. Respectful and Caring. Inspired and Excited to Learn. Teamwork. British Values: The rule of law. Individual liberty. Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith. Democracy. Christian Star Qualities: Love, Joy, Peace, Patience, Kindness, Gentleness, Self-Control, Faithfulness, Goodness	School Values: Happy, Healthy and Secure. Confident and Independent. Respectful and Caring. Inspired and Excited to Learn. Teamwork. British Values: The rule of law. Individual liberty. Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith. Democracy. Christian Star Qualities: Love, Joy, Peace, Patience, Kindness, Gentleness, Self-Control, Faithfulness, Goodness	School Values: Happy, Healthy and Secure. Confident and Independent. Respectful and Caring. Inspired and Excited to Learn. Teamwork. British Values: The rule of law. Individual liberty. Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith. Democracy. Christian Star Qualities: Love, Joy, Peace, Patience, Kindness, Gentleness, Self-Control, Faithfulness, Goodness
	Book List & Resources	Book List & Resources	Book List & Resources
	All aboard for the Bobo road, by Around the world in 80 days (summary) The Water Princess, by Georgie Badiel The Ghanaian Goldilocks, by Dr Tamara Pizzoli	Wild Animals of the North, by Dieter Braun Wild Animals of the South, by Dieter Braun Meerkat Mail, by Emily Gravett https://www.bbc.co.uk/bitesize/topics/zyhp34j (Explore the World) The Quetzal by Claire Griffel Books about African animals.	Where am I on the map? (twinkl) Our Local Area (twinkl)

YEAR A

3	Autumn- Rivers: How does the water go round and round?	Spring: Senegal Week Earthquakes and Volcanoes: How does the earth shake, rattle and roll?	Summer- Climate and Weather: Why is Climate Important?
	Links to previous Learning	Links to previous Learning	Links to previous Learning
	The Water Cycle – Science	I know there are different animals and birds in Senegal I know the weather is warmer in Senegal Where do people and communities live? What's it like where we live?	Weather (KS1) Where do animals live?
	Knowledge	Knowledge	Knowledge
	What makes the water go round and round?	Where is Senegal?	Climate and Weather: Why is Climate Important?

<p><u>Rivers</u> I know the names of the seas surrounding the UK and the names of some of the rivers that flow into them. I know some of the significant mountain environments in the UK and the rivers from which they flow. I know how some of the landscapes associated with rivers are formed. I know some of the processes associated with rivers and mountains. I know and can explain the water-cycle, using the appropriate vocabulary. I know the index in an atlas and legend (key) on a map is used to find rivers. I know some of the major world rivers and which continent they flow through I know that geographers explore to find answers to questions, such as Sidi Mubarak Bombay and George Tembo, who searched for the source of the Nile alongside John Hanning Speke.</p>	<p><u>Rivers</u> I know the names of the seas surrounding the UK and the names of some of the rivers that flow into them. I know some of the significant mountain environments in the UK and the rivers from which they flow. I know how some of the landscapes associated with rivers are formed. I know some of the processes associated with rivers and mountains. I know and can explain the water-cycle, using the appropriate vocabulary. I know the index in an atlas and legend (key) on a map is used to find rivers. I know some of the major world rivers and which continent they flow through I know that geographers explore to find answers to questions, such as Sidi Mubarak Bombay and George Tembo, who searched for the source of the Nile alongside John Hanning Speke.</p>	<p><u>Senegal:</u> I know where Senegal is on a map/atlas and globe. I know it is in Africa. I know it is on the North Atlantic Ocean. I know the name of our twin school in Ziguinchor. I know that Senegal has a warm, dry climate and a desert region and I know how the climate will differ in those areas. I know the capital city is Dakar. Fairtrade: I know that some products are more fairly traded than others and it is important to think about what we buy. I know that the most fertile and rich land producing rice, fruits and vegetables is in Casamance, Southern Sénégal where our twins live. This is also the area with the most forests. <u>How does the earth Shake, Rattle and Roll?</u></p> <p><u>Volcanoes & Earthquakes - Physical</u> I know how volcanoes are formed and earthquakes occur. I know the main groups of rocks: sedimentary, igneous and metamorphic. I know that the Lake District was formed by volcanic activity. I know the distribution of earthquakes and volcanoes follows a pattern. I know how tectonic plates move I know some of the parts of a volcano. I know what happens when a volcano erupts</p> <p><u>Volcanoes - Human</u> I know that people live near volcanoes because the soil is fertile and great for growing.</p>	<p>I know the difference between weather and climate. I know that climates can be predominantly hot, cold, wet or dry, hot and wet, hot and dry. I know that the climate of a place affects the soil, flora and fauna of that place, and impacts on human activity in a variety of ways. I know that biomes include deserts, forests, grasslands, tundra and aquatic environments. I know that biomes are defined collectively by the climate, soil, organisms, flora and fauna of a large geographical area. I know that each biome consists of many ecosystems whose communities and wildlife have adapted to the small differences in climate and the environment inside the biome</p>
<p>Key Skills</p>	<p>Key Skills</p>	<p>Key Skills</p>	<p>Key Skills</p>
<p><u>Rivers:</u> I can identify rivers and seas using an atlas or map. I can identify a river on a map to find where it starts and ends. I can describe the course of the River Kent from source to mouth I can explain the ways rivers can be used. I can use geographical language to describe some features of a river. I can observe and describe how some features of river change. I can explain why these changes happened. I can recognise geographical issues, such as flooding or dam building, that could affect people living near rivers. I can observe and record the physical features of a river. I can use a range of maps and other sources of geographical information to research rivers, recognising and describing their key features.</p> <p><u>Fieldwork</u> I can create a river in the playground using natural materials, use a watering can to form the river, observe and record what happens to the water over different materials, take photographs and label with key river features and processes). Visit the River Kent and identify key features. Collect samples of water from different parts of the river to observe clarity: which parts of the river has clearer water? Why? Trip to local river (The Kent)</p>	<p><u>Rivers:</u> I can identify rivers and seas using an atlas or map. I can identify a river on a map to find where it starts and ends. I can describe the course of the River Kent from source to mouth I can explain the ways rivers can be used. I can use geographical language to describe some features of a river. I can observe and describe how some features of river change. I can explain why these changes happened. I can recognise geographical issues, such as flooding or dam building, that could affect people living near rivers. I can observe and record the physical features of a river. I can use a range of maps and other sources of geographical information to research rivers, recognising and describing their key features.</p> <p><u>Fieldwork</u> I can create a river in the playground using natural materials, use a watering can to form the river, observe and record what happens to the water over different materials, take photographs and label with key river features and processes). Visit the River Kent and identify key features. Collect samples of water from different parts of the river to observe clarity: which parts of the river has clearer water? Why? Trip to local river (The Kent)</p>	<p><u>Senegal:</u> I can locate Senegal on a map/globe and describe its location. I can make comparisons between our lives and those of children in Senegal. I can collect and interpret rainfall data for Senegal to compare with that of the UK. I can describe the biomes (tropical and desert) and climate of Senegal. I can identify patterns of land-use in Senegal and make links (synthesise) to their geography: coastal (tourism), river-side (agriculture) I can use prediction and prior knowledge to find out about unknown places, and combine this with observation I can use a range of primary and secondary sources, including the internet, books & Google Earth I can suggest own ways of presenting information, including graphically and in writing I can name and locate some of the world's earthquakes and volcanoes. I can locate the Pacific Ring of Fire and the Mid- Atlantic Range I can describe and explain key aspects of physical geography: earthquakes and volcanoes. I can describe and explain key aspects of human geography:</p>	<p><u>Why is Climate important?</u> I can locate some of the world's climate zones on a globe or map, name examples and have some understanding of them I can extract geographical data (e.g. rainfall, temperature, weather, climate/ vegetation zones) from pictorial/ graphical representations I can describe and give examples of the variety of biomes and vegetation belts I can use appropriate geographical vocabulary to describe weather, climate, climate zones, biomes and vegetation belts I can identify the world's hottest, coldest, wettest and driest locations</p> <p><u>Fieldwork:</u> In the school grounds: collect and represent weather data • taking digital photos and annotating them with labels or captions • collecting, analysing and presenting quantitative data in charts and graphs</p>

	<ul style="list-style-type: none"> making models, annotated drawings and field sketches to record observations drawing freehand maps of routes of the river relating a large-scale plan of the local area or fieldwork site to the environment, identifying river features relevant to the enquiry recording selected geographical information on a map or large-scale plan, using colour or symbols and a key taking digital photos and annotating them with labels or captions collecting, analysing and presenting quantitative data in charts and graphs using simple sampling techniques appropriately <p>developing a simple method of recording their feelings about a place or site</p>	<p>types of settlement and land use around volcanoes</p> <p>I can describe sine if the advantages and disadvantages of living in earthquake zones and close to volcanoes.</p> <p>I can describe some major volcanic eruptions and earthquake disasters.</p> <p>Fieldwork:</p> <p>Discover which rocks are present in our locality and how they were formed.</p> <p>Study physical maps to name and locate the tectonic plates.</p>	
	<p>Vocabulary</p> <p>North America, South America, Africa, Europe, Asia, Australia The Rhine, The Volga, The Ganges, The Nile, The Amazon, The Mississippi Irish Sea, North Sea, English Channel, Atlantic Ocean Thames, Severn, Trent, Tay, Bann, Tyne, Clyde, Dee, Mersey, Exe. (<i>River Twiss, Doe, Greta, Lune</i>) Atlas, index, key Upper, middle and lower course Mouth, source, tributaries, valley, channel, waterfall, estuary, floodplain, meander, dam, reservoir Deposition, erosion Tidal bore Dam, reservoir, Coniston hydro-electric power scheme</p>	<p>Vocabulary</p> <p>Senegal, Africa Country Continent Ocean Climate eruption, evacuation Crust, mantle, outer core, inner core. Tectonic plates: converging, subduction, diversion eruption cloud, crater, magma chamber, conduit</p>	<p>Vocabulary</p> <p>Climate, weather Zones, habitats, adaptations Vegetation belts Flora and fauna Biomes: deserts, forests, grasslands, tundra and aquatic environment</p>
	<p>Cultural Opportunities</p>	<p>Cultural Opportunities</p>	<p>Cultural Opportunities</p>
	<p>Local river fieldwork to collect data – The River Kent</p>		<p>Rising Stars Geography – collect data re weather</p>
	<p>Key values</p>	<p>Key values</p>	<p>Key values</p>
	<p>Inspired and excited to learn Confident and independent Joy School Values: Happy, Healthy and Secure. Confident and Independent. Respectful and Caring. Inspired and Excited to Learn. Teamwork. British Values: The rule of law. Individual liberty. Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith. Democracy. Christian Star Qualities: Love, Joy, Peace, Patience, Kindness, Gentleness, Self-Control, Faithfulness, Goodness</p>	<p>School Values: Happy, Healthy and Secure. Confident and Independent. Respectful and Caring. Inspired and Excited to Learn. Teamwork. British Values: The rule of law. Individual liberty. Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith. Democracy. Christian Star Qualities: Love, Joy, Peace, Patience, Kindness, Gentleness, Self-Control, Faithfulness, Goodness</p>	<p>Inspired and excited to learn Confident and independent Respectful and caring Joy, kindness, peace, gentleness School Values: Happy, Healthy and Secure. Confident and Independent. Respectful and Caring. Inspired and Excited to Learn. Teamwork. British Values: The rule of law. Individual liberty. Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith. Democracy. Christian Star Qualities: Love, Joy, Peace, Patience, Kindness, Gentleness, Self-Control, Faithfulness, Goodness</p>
	<p>Book List & Resources</p>	<p>Book List & Resources</p>	<p>Book List & Resources</p>
	<p>Hamilton Trust – LKS2 Mountains, Rivers and Coasts. Block A: The Journey of a River, Block B: Rivers for People Rising Stars Geography: Rivers BBC Bitesize: KS2 Rivers The journey of a river from its source to the sea - YouTube clip Interesting facts about major rivers from sciencekids.co.nz A good section on World Rivers from primaryhomeworkhelp.co.uk Simple major river facts from factmonster.com https://www.rgs.org/schools/teaching-resources/rivers-(1)/# https://www.rgs.org/schools/teaching-resources/rural-investigations/ Royal Geographical Society - Hidden histories of exploration (rgs.org)</p>	<p>Rising stars geography Twinkle – Extreme Earth: Volcanoes</p>	<p>Trundle wheel (or long tape measure) Clipboards Compass Digital camera Template map of the area surveyed Atlases DEFRA Maps of Livestock Populations and Maps of Crop Areas Atlases with a topographic map or Topographic map of the UK</p>

	Trundle wheel (or long tape measure), Clipboards, Compass, Digital camera. Template map of the area surveyed, Atlases, DEFRA Maps, Population maps, Atlases with a topographic map or Topographic map of the UK		
YEAR A			
	Autumn – Rivers: What makes the water go round and round?	Spring: Senegal Week Earthquakes and Volcanoes: How does the earth shake, rattle and roll?	Summer - Climate and Weather: Why is Climate Important?
	Links to previous Learning	Links to previous Learning	Links to previous Learning
	Year 3 Residential The Water Cycle – Science Residential Coniston/Ingleton	<u>Senegal:</u> I know where Senegal is on a map/atlas and globe. I know it is in Africa. I know it is on the North Atlantic Ocean. I know the name of our twin school. I know that Senegal has a warm, dry climate. I know some of the flora and fauna of Senegal. I know the capital city is Dakar. Where do people and communities live? What's it like where we live? A study of an Alpine Region The Amazon	Weather (KS1) Where do animals live?
	Knowledge	Knowledge	Knowledge
4	<u>What makes the water go round and round?</u> <u>Rivers</u> I know the names of the seas surrounding the UK and the names of some of the rivers that flow into them. I know the significant mountain environments in the UK and the rivers from which they flow. I know how some of the landscapes associated with rivers are formed including streams, meanders and estuaries. I know some of the processes associated with rivers and mountains, . I know and can explain the water-cycle in detail, using the appropriate vocabulary. I know the index in an atlas and legend (key) on a map is used to find rivers. I know some of the major world rivers and which continent they flow through I know the impact of damming rivers. <i>(Link to Coniston residential -Coniston hydro-electric power scheme)</i> I know about some of the Lake District Dams and the effect they have had on local people and the environment I know that geographers explore to find answers to questions, such as Sidi Mubarak Bombay and George Tembo, who searched for the source of the Nile alongside John Hanning Speke.	<u>What makes Senegal unique?</u> <u>Senegal:</u> I know some of the major cities of Senegal: Dakar, Ziguinchor. I know the major rivers of Senegal including the Casamance River in Ziguinchor. I know that the most fertile and rich land producing rice, fruits and vegetables is in Casamance, Southern Sénégal where our twins live. This is also the area with the most forests. I know that Senegalese people communicate in French but also have indigenous languages. I know that climate change will have an impact on the economy and environment in Senegal - they are the victims in this as they have not contributed to the problem. Fairtrade: I know that some products are more fairly traded than others and it is important to think about what we buy. <u>How does the earth Shake, Rattle and Roll?</u> <u>Volcanoes & Earthquakes - Physical</u> I know how volcanoes are formed and earthquakes occur. I know the main groups of rocks and can give examples of each: sedimentary, igneous and metamorphic. I know that the Lake District was formed by volcanic activity. I know that Arnside is built on limestone, which is sedimentary. I know the distribution of earthquakes and volcanoes follows a pattern. I know how tectonic plates move I know and can label parts of a volcano. I know and can describe what happens when a volcano erupts, identifying different kinds of eruptions. <u>Volcanoes - Human</u> I know that people live near volcanoes because the soil is fertile and great for growing.	<u>Climate and Weather: Why is Climate Important?</u> I know the difference between weather and climate. I know that climates can be predominantly hot, cold, wet or dry, hot and wet, hot and dry. I know that the climate of a place affects the soil, flora and fauna of that place, and impacts on human activity in a variety of ways. I know that biomes include deserts, forests, grasslands, tundra and aquatic environments. I know that biomes are defined collectively by the climate, soil, organisms, flora and fauna of a large geographical area. I know that each biome consists of many ecosystems whose communities and wildlife have adapted to the small differences in climate and the environment inside the biome

<p>Key Skills</p> <p>Rivers: I can identify rivers and seas using an atlas or map. I can identify a river on a map to find where it starts and ends. I can describe the course of the River Kent from source to mouth I can explain the ways rivers can be used. I can use geographical language to describe features of a river. I can observe and describe how some features of river change. I can explain why these changes happened. I can recognise geographical issues, such as flooding or dam building, that could affect people living near rivers. I can observe and record the physical features of a river. I can use a range of maps and other sources of geographical information to research rivers, recognising and describing their key features.</p> <p>Fieldwork: I can create a river in the playground using natural materials, use a watering can to form the river, observe and record what happens to the water over different materials, take photographs and label with key river features and processes). Visit the River Kent and identify key features. Collect samples of water from different parts of the river to observe clarity: which parts of the river has clearer water? Why?</p> <p>Fieldwork Trip to local river (The Kent)</p> <ul style="list-style-type: none"> • making models, annotated drawings and field sketches to record observations • drawing freehand maps of routes of the river • relating a large-scale plan of the local area or fieldwork site to the environment, identifying river features relevant to the enquiry • recording selected geographical information on a map or large-scale plan, using colour or symbols and a key • taking digital photos and annotating them with labels or captions • collecting, analysing and presenting quantitative data in charts and graphs • using simple sampling techniques appropriately <p>developing a simple method of recording their feelings about a place or site</p>	<p>Key Skills</p> <p>I can describe Senegal's location in Africa using the points of a compass. I can describe the location of Ziguinchor within Senegal. I can recognise and recall the Senegalese flag. I can research key facts about Senegal using the internet (population, economy, trade, language, major cities and rivers, climate, etc) to make a fact sheet about the country. I can recall the major rivers of Senegal. I can make comparisons between our lives and those of children in Senegal. I can collect and interpret rainfall data for Senegal to compare with that of the UK. I can describe the biomes (tropical and desert) and climate of Senegal. I can identify patterns of land-use in Senegal and make links to their geography: coastal (tourism), river-side (agriculture) I can name and locate some of the world's earthquakes and volcanoes. I can locate the Pacific Ring of Fire and the Mid- Atlantic Range I can describe and explain key aspects of physical geography: earthquakes and volcanoes. I can describe and explain key aspects of human geography: types of settlement and land use around volcanoes I can describe some of the advantages and disadvantages of living in earthquake zones and close to volcanoes. I can describe some major volcanic eruptions and earthquake disasters.</p> <p>Fieldwork: Discover which rocks are present in our locality and how they were formed. Study physical maps to name and locate the tectonic plates. Predict where earthquakes and volcanic eruptions are more likely by looking at a physical map of the earth.</p>	<p>Key Skills</p> <p>Why is Climate important? I can locate some of the world's climate zones on a globe or map, name examples and have some understanding of them I can extract geographical data (e.g. rainfall, temperature, weather, climate/ vegetation zones) from pictorial/ graphical representations I can describe and give examples of the variety of biomes and vegetation belts I can use appropriate geographical vocabulary to describe weather, climate, climate zones, biomes and vegetation belts I can identify the world's hottest, coldest, wettest and driest locations</p> <p>Fieldwork: In the school grounds: collect and represent weather data</p>
<p>Vocabulary</p> <p>North America, South America, Africa, Europe, Asia, Australia The Rhine. The Volga, The Ganges, The Nile, The Amazon, The Mississippi, The Yangtze, The Congo, The Panama, The Rio Grande Irish Sea, North Sea, English Channel, Atlantic Ocean Thames, Severn, Trent, Tay, Bann, Tyne, Clyde, Dee, Mersey, Exe. River Kent (<i>River Twiss, Doe, Greta, Lune</i>) Atlas, index, legend Upper, middle and lower course Mouth, source, tributaries, valley, channel, waterfall, estuary, delta, floodplain, meander, confluence, dam, reservoir Industry, leisure, conservation Tidal bore Hydro-electric power, renewable energy, dam, reservoir, Thirlmere,</p>	<p>Vocabulary</p> <p>Indigenous Capital city/major city: Dakar, Ziguinchor. Casamance River Flora and fauna eruption, evacuation Crust, mantle, outer core, inner core. Tectonic plates: converging, subduction, diversion eruption cloud, crater, magma chamber, conduit</p>	<p>Vocabulary</p> <p>Climate, weather Zones, habitats, adaptations Vegetation belts Flora and fauna Biomes: deserts, forests, grasslands, tundra and aquatic environment</p>

	Haweswater, Kentmere, Killington, Coniston Hydro-electric power scheme.		
	Cultural Opportunities	Cultural Opportunities	Cultural Opportunities
	Local river fieldwork to collect data – The River Kent	Senegalese Twinning Project	Rising Stars Geography – collect data re weather
	Key values	Key values	Key values
Inspired and excited to learn Confident and independent Joy School Values: Happy, Healthy and Secure. Confident and Independent. Respectful and Caring. Inspired and Excited to Learn. Teamwork. British Values: The rule of law. Individual liberty. Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith. Democracy. Christian Star Qualities: Love, Joy, Peace, Patience, Kindness, Gentleness, Self-Control, Faithfulness, Goodness	School Values: Happy, Healthy and Secure. Confident and Independent. Respectful and Caring. Inspired and Excited to Learn. Teamwork. British Values: The rule of law. Individual liberty. Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith. Democracy. Christian Star Qualities: Love, Joy, Peace, Patience, Kindness, Gentleness, Self-Control, Faithfulness, Goodness	Inspired and excited to learn Confident and independent Respectful and caring Joy, kindness, peace, gentleness School Values: Happy, Healthy and Secure. Confident and Independent. Respectful and Caring. Inspired and Excited to Learn. Teamwork. British Values: The rule of law. Individual liberty. Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith. Democracy. Christian Star Qualities: Love, Joy, Peace, Patience, Kindness, Gentleness, Self-Control, Faithfulness, Goodness	
Book List & Resources	Book List & Resources	Book List & Resources	
Hamilton Trust – LKS2 Mountains, Rivers and Coasts. Block A: The Journey of a River, Block B: Rivers for People BBC Bitesize: KS2 Rivers The journey of a river from its source to the sea - YouTube clip Interesting facts about major rivers from sciencekids.co.nz A good section on World Rivers from primaryhomeworkhelp.co.uk Simple major river facts from factmonster.com https://www.rgs.org/schools/teaching-resources/rivers-(1)/# https://www.rgs.org/schools/teaching-resources/rural-investigations/ Royal Geographical Society - Geography resources for teachers (rgs.org) Royal Geographical Society - Hidden histories of exploration (rgs.org)	Twinkle – Extreme Earth: Volcanoes Rising Stars geography	Trundle wheel (or long tape measure) Clipboards Compass Digital camera Template map of the area surveyed Atlases DEFRA Maps Population maps Atlases with a topographic map or Topographic map of the UK	

YEAR A

5	Autumn – Rivers: What makes the water go round and round?	Spring: Senegal Week Earthquakes and Volcanoes: How does the earth shake, rattle and roll?	Summer – The Lake District Residential/ Map reading 4 figure grid references
	Links to previous Learning	Links to previous Learning	Links to previous Learning
	The Water Cycle - Science	I know some of the major cities of Senegal: Dakar, I can describe its location in Africa using the points of a compass. I can describe the location of Ziguinchor. I can draw the Senegalese flag. I know the major rivers of Senegal. I know that Senegalese people communicate in French but also have indigenous languages. Our World Climate and weather The Amazon Changes in the environment	Y3/4 residential topics
	Knowledge	Knowledge	Knowledge
<u>What makes the water go round and round?</u>	<u>How do swiftns link us with our twins in Senegal?</u>	<u>What makes a good map?</u>	I know the Location of the Lake District, Windermere, Coniston, Keswick and Langdale on maps of different scales. I know the key features of an Ordnance Survey map.
<u>Rivers</u> I know the names of the seas surrounding the UK and the names of the major rivers that flow into them.	<u>Senegal:</u> I know that some birds migrate from the UK to Africa, including		

<p>I know the significant mountain environments in the UK and the rivers from which they flow. I know how some of the landscapes associated with rivers are formed: Source, streams, V-shaped valleys, waterfalls, meanders and estuaries. I know the processes associated with rivers and mountains. I know and can explain the water-cycle in detail, using the appropriate vocabulary. I know the index in an atlas and legend (key) on a map is used to find rivers. I know some of the major world rivers, the mountain ranges from which they originate and which continent they flow through I know the impact of damming rivers. <i>(Link to Coniston residential -Coniston hydro-electric power scheme)</i> I know about some of the Lake District Dams and the effect they have had on local people and the environment</p> <p>I know that geographers explore to find answers to questions, such as Sidi Mubarak Bombay and George Tembo, who searched for the source of the Nile alongside John Hanning Speke.</p>	<p>swifts. I know that some swifts fly from Senegal to Arnside for the summer to breed. I know the reasons for the swifts' migration and the dangers they face on the way. I know what we can do to help swifts in Arnside (provide habitats/reduce pollution). <u>Swift Facts:</u> They breed, sleep, feed and drink on the wing. From the moment they leave the nest (in Arnside) they fly to Africa (some go to Senegal) and do not touch down until they return to Arnside to lay their eggs. They do exercises in the nest to strengthen their wings for the journey. Before heading off to migrate south, they eat lots of bugs, forming a bug-ball in their gullet which they can snack on when travelling over the Sahara Desert or the Mediterranean Sea, where food sources are scarce. They struggle through storms, over hunters in Southern Europe, through sand-storms and drought over the Sahara, past predators (falcons and hawks) to get to Sub-Saharan Africa, where food sources are plentiful, the days are longer (closer to the equator) and they can refuel.</p> <p>Fairtrade: I know that if I buy fairly traded products, it will help farmers in Africa. <u>How does the earth Shake, Rattle and Roll?</u></p> <p>Volcanoes & Earthquakes - Physical I know how volcanoes are formed and earthquakes occur. I know the main groups of rocks and can give examples of each: sedimentary, igneous and metamorphic. I know that the Lake District was formed by volcanic activity. I know that Arnside is built on limestone, which is sedimentary. I know the distribution of earthquakes and volcanoes follows a pattern. I know how tectonic plates move I know and can label parts of a volcano. I know and can describe what happens when a volcano erupts, identifying different kinds of eruptions. I know and can explain the link between tsunami and earthquakes.</p> <p>Volcanoes - Human I know that people live near volcanoes because the soil is fertile and great for growing. I know that disaster relief charities work globally in disaster areas and can describe the relief work that they do.</p>	<p>I know the symbols for: place of worship, train station, parking, campsite, golf course, footpath, nature reserve, motorway, cycle trail, main road and can locate them on a map. I know the function of contour lines on an Ordnance Survey map. I know that contour lines show high and low areas of land. I know that contour lines join up areas of the same height, and when they are close together it means the hill or mountain is steep. When they are far apart it means the land is gently sloping or undulating. I know the location of mountains on a map of the Lake District. I know the 4 cardinal points of the compass: N S E W & the 4 intercardinal points NE SE SW NW I know that on an Ordnance Survey map, each square represents the same size area: 1 square km (1km²). I know Eastings are the numbers that run from left to right on the map & Northings run from south to north. I know The National Grid splits the country into much bigger squares each of which is 100km across. I know about land usage in the Lake District and how this has changed over time. I know some of the advantages and disadvantages of tourism in the Lake District.</p>	<p>I know the symbols for: place of worship, train station, parking, campsite, golf course, footpath, nature reserve, motorway, cycle trail, main road and can locate them on a map. I know the function of contour lines on an Ordnance Survey map. I know that contour lines show high and low areas of land. I know that contour lines join up areas of the same height, and when they are close together it means the hill or mountain is steep. When they are far apart it means the land is gently sloping or undulating. I know the location of mountains on a map of the Lake District. I know the 4 cardinal points of the compass: N S E W & the 4 intercardinal points NE SE SW NW I know that on an Ordnance Survey map, each square represents the same size area: 1 square km (1km²). I know Eastings are the numbers that run from left to right on the map & Northings run from south to north. I know The National Grid splits the country into much bigger squares each of which is 100km across. I know about land usage in the Lake District and how this has changed over time. I know some of the advantages and disadvantages of tourism in the Lake District.</p>
<p>Key Skills</p> <p>I can categorize river usage into industry, leisure, conservation, other I can identify possible future impacts of river usage I can use geographical language to identify and explain the features of a river. I can demonstrate an understanding of how some features of rivers are similar or different and how and why they change. I can ask questions about why these changes happen and whether they could happen elsewhere? I can recognise geographical issues, such as flooding or dam building, that</p>	<p>Key Skills</p> <p><u>Senegal:</u> I can identify swifts and map their route from Africa to Arnside, describing the dangers they face on the way. I can follow their migratory route on a globe and match it with a world map to identify countries and geographical features they will fly over on their journey. I can use scale on a map to calculate the approximate distance a swift will travel on its migration.</p>	<p>Key Skills</p> <p>I can use maps and atlases of different scales to locate locations in the Lake District, using the index and simple co-ordinates I can observe measure and record human and physical features using a range of methods, e.g. sketch maps, plans, graphs and digital technologies. I can use the eight compass points to describe routes on a map. I can use four or six-figure grid references to locate places on a map. I can plan a journey using the eight compass points and four or six-figure grid references: Plan a route to walk to camp.</p>	<p>Key Skills</p> <p>I can use maps and atlases of different scales to locate locations in the Lake District, using the index and simple co-ordinates I can observe measure and record human and physical features using a range of methods, e.g. sketch maps, plans, graphs and digital technologies. I can use the eight compass points to describe routes on a map. I can use four or six-figure grid references to locate places on a map. I can plan a journey using the eight compass points and four or six-figure grid references: Plan a route to walk to camp.</p>

	<p>could affect people living near rivers. I can observe, measure and record the physical features of a river using a range of methods e.g. sketch maps, plans, graphs, and digital technologies. I can use a range of maps and other sources of geographical information to find information/data about rivers.</p> <p>Fieldwork: I can create a river in the playground using natural materials, use a watering can to form the river, observe and record what happens to the water over different materials, take photographs and label with key river features and processes). Visit the River Kent and identify key features. Collect samples of water from different parts of the river to observe clarity: which parts of the river has clearer water? Why?</p> <ul style="list-style-type: none"> • making models, annotated drawings and field sketches to record observations • drawing freehand maps of routes of the river • relating a large-scale plan of the local area or fieldwork site to the environment, identifying river features relevant to the enquiry • recording selected geographical information on a map or large-scale plan, using colour or symbols and a key • taking digital photos and annotating them with labels or captions • collecting, analysing and presenting quantitative data in charts and graphs • using simple sampling techniques appropriately <p>developing a simple method of recording their feelings about a place or site</p>	<p>I can draw a sketch map for a walk around Arnside.</p> <p>Lesson Ideas: Sketch map a walking route around Arnside to visit nest sites to watch the swifts access their young. Write a diary of the journey of a swift from Arnside to Senegal. Make a poster to explain why swifts are AMAZING! Invite someone from the RSPB or Swift Project to share their knowledge about swifts Research how we can protect swifts as they are in decline. Identification – look at swifts, swallows and martens online and in photographs. Spot the differences between them. Where do they all go in the winter? Map the migration of a swift from Arnside to Senegal, describing the biomes, countries and geographical features they would see on the way. Measure the route from Arnside the Senegal. How far is it and how long will it take the bird to fly? What information would be needed to find this out?</p> <p>I can name and locate some of the world’s earthquakes and volcanoes and explain why there are there. I can locate the Pacific Ring of Fire and the Mid- Atlantic Range. I can describe and explain key aspects of physical geography: earthquakes and volcanoes. I can describe and explain key aspects of human geography: types of settlement and land use around volcanoes, giving reasons for their situation. Why would someone live near a volcano or in an earthquake zone? I can describe the different states of a volcano: active, dormant, extinct. I can describe some major volcanic eruptions and earthquake disasters and the most recent ones, which have made the news.</p> <p>Fieldwork: Discover which rocks are present in our locality and how they were formed. Study physical maps to name and locate the tectonic plates. Predict where earthquakes and volcanic eruptions are more likely by looking at a physical map of the earth.</p>	<p>I can use a range of maps and other sources of geographical information and select the most appropriate for a task. I can demonstrate an understanding of the difference between Ordnance Survey and other maps and when it is most appropriate to use each. I can recognise Ordnance survey symbols on a map of the Lake District and locate specific mountains and campsites using 6 figure grid references and 8 points of the compass. I can recognise contour lines on an Ordnance Survey map and use them to describe a route’s gradient. I can draw a detailed route and consider distances and time taken. I can describe how land use has changed over time. I can use fieldwork to observe, measure, record and present the human features in the local area. I can observe, measure and record human and physical features using a range of methods e.g. sketch maps/aerial photographs/OS maps of Lake District mountains or the campsite I can demonstrate understanding of how and why some features of the Use historical maps and photographs of the Lake District to learn about factors influencing change. I can use a range of key geographical vocabulary to describe and explain rural land-use.</p>
	<p>Vocabulary</p> <p>North America, South America, Africa, Europe, Asia, Australia The Rhine, The Volga, The Ganges, The Nile, The Amazon, The Mississippi, The Yangtze, The Congo, The Panama, The Rio Grande, The Indus, The Loire, The Murray, The Ob Irish Sea, North Sea, English Channel, Atlantic Ocean Thames, Severn, Trent, Tay, Bann, Tyne, Clyde, Dee, Mersey, Exe, Spey, Conwy, Tweed, River Kent Atlas, index, legend Upper, middle and lower course Mouth, source, tributaries, valley, channel, waterfall, gorge, rapids, estuary, delta, floodplain, meander, confluence, levee Erosion, deposition, oxbow lake, dam, reservoir, Industry, leisure, conservation Tidal bore Hydroelectric power, renewable energy, dam, reservoir, Thirlmere,</p>	<p>Vocabulary</p> <p>Biomes (tropical and desert, temperate) Tourism Agriculture Indigenous Climate eruption, evacuation Crust, mantle, outer core, inner core. Tectonic plates: converging, subduction, diversion eruption cloud, crater, magma chamber, conduit Tsunami</p>	<p>Vocabulary</p> <p>Ordnance survey, grid reference, co-ordinates, compass, cardinal points, intercardinal points, contour lines, land usage</p>

	<p>Haweswater, Kentmere, Killington, Coniston Hydro-electric power scheme.</p> <p>Cultural Opportunities</p> <p>Local river fieldwork to collect data – The River Kent</p> <p>Key values</p> <p>Inspired and excited to learn Confident and independent Joy School Values: Happy, Healthy and Secure. Confident and Independent. Respectful and Caring. Inspired and Excited to Learn. Teamwork. British Values: The rule of law. Individual liberty. Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith. Democracy. Christian Star Qualities: Love, Joy, Peace, Patience, Kindness, Gentleness, Self-Control, Faithfulness, Goodness</p> <p>Book List & Resources</p> <p>Hamilton Trust – LKS2 Mountains, Rivers and Coasts. Block A: The Journey of a River, Block B: Rivers for People Twinkl – Rivers Unit Pack: Y6 Geography BBC Bitesize: KS2 Rivers The journey of a river from its source to the sea - YouTube clip Interesting facts about major rivers from sciencekids.co.nz A good section on World Rivers from primaryhomeworkhelp.co.uk Simple major river facts from factmonster.com https://www.rgs.org/schools/teaching-resources/rivers-(1)/# https://www.rgs.org/schools/teaching-resources/rural-investigations/ Royal Geographical Society - Hidden histories of exploration (rgs.org)</p>	<p>Cultural Opportunities</p> <p>Senegalese Twinning Project</p> <p>Key values</p> <p>School Values: Happy, Healthy and Secure. Confident and Independent. Respectful and Caring. Inspired and Excited to Learn. Teamwork. British Values: The rule of law. Individual liberty. Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith. Democracy. Christian Star Qualities: Love, Joy, Peace, Patience, Kindness, Gentleness, Self-Control, Faithfulness, Goodness</p> <p>Book List & Resources</p> <p>http://www.italia.it/en/travel-ideas/the-mountains.html Twinkl – Extreme Earth: Volcanoes</p>	<p>Cultural Opportunities</p> <p>Residential at Langdale – Camp Residential to Langdale</p> <p>Key values</p> <p>Confident and Independent Happy, Healthy and Secure Respectful and Caring Inspired and Excited to Learn. Teamwork. Patience, Kindness, Self-Control, Joy School Values: Happy, Healthy and Secure. Confident and Independent. Respectful and Caring. Inspired and Excited to Learn. Teamwork. British Values: The rule of law. Individual liberty. Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith. Democracy. Christian Star Qualities: Love, Joy, Peace, Patience, Kindness, Gentleness, Self-Control, Faithfulness, Goodness</p> <p>Book List & Resources</p> <p>https://www.ordnancesurvey.co.uk/mapzone/map-skills https://www.twinkl.co.uk/resource/t2-m-17187-ks2-compass-points-powerpoint www.nurturelakeland.org www.lakedistrict.gov.uk http://www.visionofbritain.org.uk/</p>
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YEAR A

6	<p>Autumn: Coasts – What are the different landscapes found along the coastline?</p>	<p>Spring: Global Warming and Climate Change – Are we damaging our world?</p> <p>Senegal Week: How has the physical geography of Senegal affected the people who live there?</p>	<p>Summer: How will Arnside change in the future? How does it compare with London?</p>
	<p>Links to previous Learning</p> <p>Map-reading Y5 – using OS maps, grid references Rivers – erosion and weathering, the power of water to shape the landscape Link to previous science: making solutions (dissolving solids in liquids)</p>	<p>Links to previous Learning</p> <p>Climate and Weather; Our World Senegal: flora and fauna, climate, major cities and rivers, biomes</p>	<p>Links to previous Learning</p> <p>Map-reading – Y5 Residentials (y3,4,5) # Know that London is our capital city & all the other capital cities of the UK (KS1) London topic (Y2)</p>
	<p>Knowledge</p> <p><u>What are the different landscapes found along the coastline?</u></p> <p>I know that there are different kinds of weathering and erosion (mechanical and chemical) I know that hydraulic action (attrition, abrasion and destructive waves) cause coastal features that evolve over time: crack, cave, arch, stack, stump. I know that land can move due to sliding, slumping and rock-falls, which alters the coastline. I know that hydraulic and wind action erodes rock, transports (transportation through the process of Longshore drift) and deposits sand</p>	<p>Knowledge</p> <p><u>Are we damaging our world?</u></p> <p>I know where our energy and natural resources come from, and the impacts of their use. I know and can explain some ways biomes (including the oceans) are valuable, why they are under threat and a range of ways they could be protected for the future. I know and understand how human activity is influenced by climate and weather. I know and understand that no one type of energy production will provide all our energy needs</p>	<p>Knowledge</p> <p><u>How will Arnside change in the future?</u></p> <p>I know and can explain how, and offer reasons why, the types of industry in the area have changed over time. I know and understand how human activity is influenced by climate and weather. I know and can understand that no one type of energy production will provide all our energy needs. Present information gathered in fieldwork using a range of graphs and other data presentation techniques.</p>

	<p>(deposition - constructive waves) to create beaches, bays, sandbanks and dunes I know how tidal mudflats and saltmarshes are formed I understand the need for sea defences and consider their effectiveness and aesthetic appeal.</p> <p><u>How does the coast effect people's lives?</u></p> <p>I know how coastal land is used (tourism, farming, ports, energy production, ship-building, fishing) and its impact on the physical geography. I know how coastal erosion can disrupt lives, transport links and settlements. <u>Should you build a cliff-top house?</u> I know how global warming will have an impact on coastal settlements.</p> <p>Local History: I know that Lancaster was once an important and powerful <u>port</u>, which was used to ship slaves. I know about the "slave triangle"</p>	<p><u>How does the position of a place on the globe effect its climate?</u></p> <p>Mapping Knowledge: I know about the equator, tropics, hemisphere, time-zones and poles and how the climate is affected by a place's location. I know the names and locations of oceans, seas and continents.</p> <p><u>How has the physical geography of Senegal affected the people who live there?</u> Senegal: I know the countries that border Senegal, including the Gambia. I know that Senegal was a French colony so their official language is French. I know that the main religion of Senegal is Islam. I know that Senegal is a Low Income Country (LIC), which relies on agriculture, tourism and mining economically. I know how desertification is caused and what impact it has on the economy and environment. I know the impact that climate change will have on Senegal. I know how some animals have adapted to live in the different biomes of Senegal (link to science) I know that in a global economy, our choices can impact countries poorer than our own: Fairtrade. I know that many of the slave workers, victims of the 'slave triangle', were from Senegal.</p>	<p><u>How does Arnside compare with London?</u></p> <p>I know the major capital cities of the world & be able to locate them. I know the countries of Europe and their capitals. I know the geographical features (physical and human) and location of London. I know the importance of London globally for time (Greenwich meantime – review learning of latitude and longitude from Autumn term) I know that London is made up of a combination of villages, why people settled there. I know that London is an important global economic and trade centre. I know that Britain is a monarchy – the head of which is the Queen – who lives in Buckingham Palace. I know that Britain is governed by a democratic parliament – based in the Houses of Parliament – and the leader is the Prime Minister (who lives in Downing Street). I know that the Houses of Parliament is made up of the House of Commons and the House of Lords – both of which work to make the laws of the country.</p>
	<p>Key Skills</p> <p>I can use the internet to research I can recognise geographical features and explain how they were formed, making predictions about what might happen in the future. I can understand why settlements form and how people make a living from the land/coast. I can understand how erosion/environmental issues can impact human geography. I can find locations on a globe and in an atlas. I can name and locate an extensive range of places in the world including globally and topically significant features (coastal) and events (tsunami/global warming – sea levels rising). I can research UK and global coastal settlements: physical and human geography of the areas.</p> <p>Fieldwork: I can plan a route for a coastal fieldtrip using an OS Map. I can draw a sketch map of my route. I can highlight possible hazards and explain how to minimise risk. I can photograph and record geographical findings and features using sketch maps. I can recognise an increasing range of Ordnance Survey symbols on maps and locate features using six-figure grid references, using these to make deductions about changes in human and physical geography. I can use historical maps to compare with modern OS maps to investigate changes in land use and topography over time.</p>	<p>Key Skills</p> <p>I can describe key aspects of the distribution of natural resources including energy, minerals and water I can use maps, atlases and globes to locate countries and describe features studied I can use the eight points of a compass, symbols and keys to build my knowledge of the UK and the wider world I can 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>I can describe places according to latitude and longitude (and their link with time – meridian/time zones/Greenwich Meantime), hemispheres.</p> <p>Senegal: I can describe the position of Senegal using latitude, longitude, its position on the equator, time-zone and hemisphere, making links to its climate (tropical/ desert). I can read the population pyramid for Senegal and make deductions based on this data. I can locate Senegal on a map/atlas/globe. I can make comparisons between urban and rural areas of Senegal – land-use, deprivation, employment, etc. I can use data from the Environmental Performance Index to compare the UK and Senegal.</p>	<p>Key Skills</p> <p><u>How will Arnside change in the future?</u></p> <p>I can describe and understand key aspects of: – physical geography – human geography I can learn geographical skills and fieldwork: use maps and symbols to build my knowledge of the UK I can use fieldwork to observe, measure, record and present features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies I can use digital maps to research factual information about features. I can present information gathered in fieldwork using a range of graphs and other data presentation techniques.</p> <p><u>How does Arnside compare with London?</u></p> <p>I can recognise patterns in human and physical features in London and understand some of the conditions, processes or changes which influence these patterns (use population pyramids). I can explain some links and interactions between people, places and environments in London (Identify different zones & their features, such as financial/political/historical/residential/industrial) I can use the Environmental Quality Index (EQI) and create my own using an Environmental Quality Survey (compare London data with Arnside data). I can establish how councils might change their funding allocation according to this data.</p>

	<p>I can use a range of numerical and quantitative skills to analyse, interpret and present data collected from fieldwork observations, measurements and recordings in the locality along the coast, e.g. direction and flow of water when the tide is going in/out; height and times of high tides (draw table and graph – make predictions); rate of erosion; impact on structures (photographs); size of pebbles on beach; plastic pollution/vandalism on beach (where is it and why?); human impact on coast; rock features; coastal features (caves, cracks, mudflats, saltmarshes, spits, headlands, beaches, coves, bays); evidence of erosion and weathering; land use; different kinds of beaches; high and low tide marks.</p>	<p>I can draw line graphs and pie charts to show and interpret data from the UK and Senegal. I can use this to understand how human geography effects government priorities.</p>	<p>I can use different maps of London and identify their purposes (rivers, tube map, tourist map, etc)</p>
	<p>Vocabulary</p> <p>Hydraulic action, weathering, erosion: Attrition, Abrasion, destructive waves Stacks, stumps, arches, caves Mass movement: sliding, slumping, rock-falls Tidal mudflats, saltmarsh, bore Settlements, human and physical geography</p>	<p>Vocabulary</p> <p>Environment Sustainability Energy Renewable Distribution Poverty and deprivation Developing world/developed world Population Demography urban/rural Latitude, longitude, hemispheres, poles, tropics Time zones, Greenwich Meantime, Meridian</p>	<p>Vocabulary</p> <p>Capital city Compass Points (Eight points) Meridian, Greenwich Mean Time Democracy Monarchy Trade and commerce Sustainability Projections Predictions Topographical Industry, employment, primary, secondary, tertiary or quaternary Amenities, accessible, public services, public spaces</p>
	<p>Cultural Opportunities</p> <p>Local study: saltmarshes, mudflats, bays and beaches, headlands Geography Field Trip to visit locations Visit Coastguard station Debates and discussions about colonialisation.</p>	<p>Cultural Opportunities</p> <p>Senegalese Twinning Project Understanding how life is different to people around the world Understanding how poverty has an impact on lives Understanding the inter-related nature of the globe and of geography/politics.</p> <p>Understanding our influence on the environment on a local and global level.</p>	<p>Cultural Opportunities</p> <p>Cultural visit to London including trips to museums, cathedrals, Houses of Parliament, Downing Street, Buckingham Palace, theatre, walking tour of London (mapped by children), use of public transport (mapped by children).</p> <p>Understanding our influence on the environment on a local and global level.</p>
	<p>Key values</p> <p>An appreciation and respect for our local environment School Values: Happy, Healthy and Secure. Confident and Independent. Respectful and Caring. Inspired and Excited to Learn. Teamwork. British Values: The rule of law. Individual liberty. Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith. Democracy. Christian Star Qualities: Love, Joy, Peace, Patience, Kindness, Gentleness, Self-Control, Faithfulness, Goodness</p>	<p>Key values</p> <p>School Values: Happy, Healthy and Secure. Confident and Independent. Respectful and Caring. Inspired and Excited to Learn. Teamwork. British Values: The rule of law. Individual liberty. Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith. Democracy. Christian Star Qualities: Love, Joy, Peace, Patience, Kindness, Gentleness, Self-Control, Faithfulness, Goodness</p>	<p>Key values</p> <p>School Values: Happy, Healthy and Secure. Confident and Independent. Respectful and Caring. Inspired and Excited to Learn. Teamwork. British Values: The rule of law. Individual liberty. Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith. Democracy. Christian Star Qualities: Love, Joy, Peace, Patience, Kindness, Gentleness, Self-Control, Faithfulness, Goodness</p>
	<p>Book List & Resources</p> <p>Atlases Reference books https://www.geography-fieldwork.org/gcse/coasts/coastal-processes/before-you-start/ https://www.geography-fieldwork.org/gcse/coasts/coastal-processes/fieldwork/ https://www.rgs.org/schools/teaching-resources/coasts-(1)/ (fieldwork planning)</p>	<p>Book List & Resources</p> <p>Atlases Globe Ipad Maps of the conquests of Alexander the Great Maps of Ancient and Modern Greece Photocopiable Maps of Africa</p>	<p>Book List & Resources</p> <p>Reference Books Maps of the Underground A-Z of London https://uk-air.defra.gov.uk/air-pollution/daqi?view=more-info&pollutant=ozone#pollutant http://dclgapps.communities.gov.uk/imd/ioid_index.html https://www.geography-fieldwork.org/gcse/urban/cbd/fieldwork/</p>

			<p>EPI records for UK and Senegal (saved in One Drive) Senegal - Our World in Data United Kingdom - Our World in Data Human Development Reports (undp.org) Population Pyramids The impact of climate change in Sub Saharan Africa: vulnerabilities, resilience and finance Banque de France (banque-france.fr) Climate change vocabulary worksheets</p>	<p>https://www.rgs.org/schools/teaching-resources/colouring-london/ https://www.rgs.org/schools/teaching-resources/primary-fieldwork-in-london/</p>
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