

# 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 B		
EYFS	Autumn What are seasons?	Spring What are the seven wonders of the world?	Summer Where does our food come from?
	<p><b>Links to previous learning</b></p> <p>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.</p>	<p><b>Links to previous learning</b></p> <p>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.</p>	<p><b>Links to previous learning</b></p> <p>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.</p>
	<p><b>Knowledge</b></p> <p>I will develop locational and place knowledge about their locality, and the UK as a whole I will begin to understand basic subject-specific vocabulary relating to physical geography I understand the different parts of the UK and that the weather may vary, and there can be hot and cold areas of the UK on the same day. I can use role play and geographical vocabulary to explain the differences. I know there are four seasons.</p> <div style="border: 1px solid black; padding: 5px; margin: 5px 0;"> <ul style="list-style-type: none"> <li>I understand that the weather changes.</li> </ul> </div> <p>I know that people predict the weather.</p>	<p><b>Knowledge</b></p> <p>I know where the high places are in the world. I know what the world's highest mountain is called.</p> <p>I know which animals live in mountains and how they survive.</p> <p>I will begin to identify and name continents. I will identify and name some physical wonders. I will begin to learn to use world maps, atlases and globes. I know what different landscapes look like. I know which continent China is in.</p> <p><i>What animals might I find in Africa? (birds)</i> <i>I know some of the animals and birds that live in Senegal, which do not live in the UK.</i> <i>I know that Senegal is in Africa and it is hot.</i></p>	<p><b>Knowledge</b></p> <p>I know where the local shops are. I know what fresh, frozen and fast food is. I know my food comes from plants or animals. I can describe some of the steps in producing food. I understand what farming is, and areas where farming occurs. I understand what a farmer does. I understand where the plants and animals that we eat come from.</p> <p>I understand what cereal crops are made into I know where everyday products (milk) come from I know that many different types of food come from the UK. I understand the job of a dairy farmer.</p>
	<p><b>Key Skills</b></p> <p>I can use simple fieldwork and observational skills in my school, its grounds and surroundings. I can identify changes in the weather I can identify seasonal weather patterns in the UK I can assist in taking repeated observations and record these using symbols. I will begin to use geographical skills, including first-hand observation, to enhance my locational awareness. I can use and construct basic symbols in a key. I can explore the use of a weather map I can explore the use of a map. I can identify what a map is. I can use role play and geographical vocabulary to explain the differences in seasons. I can describe the different seasons.</p> <ul style="list-style-type: none"> <li>I can observe different kinds of weather.</li> <li>I can choose the word or symbol to represent a type of weather.</li> </ul>	<p><b>Key Skills</b></p> <p>I can begin to use basic vocabulary to refer to physical and human features. I can name some of the world's major rivers. I can name an 'ancient' and old-world wonder. I can name some 'modern' world wonders. I can name some major cities. I will begin to use atlases, maps and globes to locate some of the wonders.</p> <p><i>What animals might I find in Africa? (birds)</i> <i>I can recognise some African birds and animals.</i></p>	<p><b>Key Skills</b></p> <p>I will begin to use locational and directional language (e.g. near and far) to describe the location of features and routes on a map I will begin to name the four countries of the UK, and its surrounding seas I will begin to use world maps and globes to identify the UK and its countries I can identify foods that can be bought on the local high street. I can mix and combine foods.</p>

<ul style="list-style-type: none"> <li>I can describe the change in weather over a week.</li> </ul>		
<p><b>Vocabulary</b></p> <p>Weather: sun, cloud, wind, rain, snow, fog, thunder, lightning, storm  Temperature: hot, cold, cool, warm  Sky  Seasons: autumn, spring, winter, summer</p>	<p><b>Vocabulary</b></p> <p>Maps, atlases, globes, Continents: Africa, Europe, Asia, America UK/England/Britain Senegal</p> <p>Vocabulary introduced by 'What A Wonderful World' including trees, roses, flowers, sky, clouds, night, day, rainbow, people, friends, babies. Colours and shades: green, red, blue, white, dark, bright</p> <p>Descriptive: high, long, wide, wonder, freezing, wild, up-and-down, cold</p> <p>Physical features: mountain, hill, rivers, rocks, snow, ice, city</p> <p>Locations: Everest, UK</p> <p>River wonderful, desert</p> <p>hotel, place of worship, shops</p>	<p><b>Vocabulary</b></p> <p>shops, supermarket, market, farm, local, locality, fast food, frozen food, fresh food</p> <p>Kitchen, food, lunchbox, food story, farm, plant, raw, picnic ingredients, whole animal, change, packet, factory, delivered</p> <p>Farm, farmer, tractor, big or small area, flat, hilly, river, fields, eggs, chickens, wheat</p> <p>Cow, milk, farm, farmer</p> <p>Flat</p>
<p><b>Cultural opportunities</b></p> <p>Observation  Communication  Exploration of the school grounds  Understanding our neighbourhood</p>	<p><b>Cultural opportunities</b></p> <p>Senegalese Twinning Project</p> <p>Observation  Communication  Listening to and appreciating lyrics to songs  Exploration  Understanding our neighbourhood</p>	<p><b>Cultural opportunities</b></p> <p>Observation  Communication  Understanding where food comes from  Making choices and decisions about food  Visiting a local farm</p>
<p><b>Key values</b></p> <p><b>School Values:</b> Happy, Healthy and Secure. Confident and Independent. Respectful and Caring. Inspired and Excited to Learn. Teamwork.</p> <p><b>British Values:</b> 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><b>Christian Star Qualities:</b> Love, Joy, Peace, Patience, Kindness, Gentleness, Self-Control, Faithfulness, Goodness</p>	<p><b>Key values</b></p> <p><b>School Values:</b> Happy, Healthy and Secure. Confident and Independent. Respectful and Caring. Inspired and Excited to Learn. Teamwork.</p> <p><b>British Values:</b> 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><b>Christian Star Qualities:</b> Love, Joy, Peace, Patience, Kindness, Gentleness, Self-Control, Faithfulness, Goodness</p>	<p><b>Key values</b></p> <p><b>School Values:</b> Happy, Healthy and Secure. Confident and Independent. Respectful and Caring. Inspired and Excited to Learn. Teamwork.</p> <p><b>British Values:</b> 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><b>Christian Star Qualities:</b> Love, Joy, Peace, Patience, Kindness, Gentleness, Self-Control, Faithfulness, Goodness</p>
<p><b>Book list &amp; Resources</b></p> <p>Percy's Park - A Year in Percy's Park by Nick Butterworth</p> <p>Seren's Seasons by Twinkl Originals</p> <p>Weather maps, atlases and globes</p> <p>The Sun Has Got Its Hat On song – <a href="#">link</a></p> <p>Earth from space – <a href="#">link</a> (start from 1.25)</p> <p>BBC Weather Watchers – <a href="#">link</a></p> <p>Met Office: Regional climates – <a href="#">link</a></p> <p>Clouds by Anne F Rockwell (HarperCollins, 2009)</p> <p>'Who has seen the wind?' poem – <a href="#">link</a></p> <p>Stormy Weather by Debi Gliori (Bloomsbury, 2010) – optional</p> <p>BBC weather website – <a href="#">link</a></p> <p>Aesop's fable 'The North wind and the sun' – <a href="#">link</a> or audio <a href="#">link</a></p> <p>'Show Me, Show Me: Firework song' – <a href="#">link</a></p> <p>'A pleasant day' – <a href="#">link</a></p>	<p><b>Book list &amp; Resources</b></p> <p>Claire Griffel: The Quetzal</p> <p>What A Wonderful World song – <a href="#">link</a></p> <p>Map of the UK that shows mountain features (optional)</p> <p>Bar-headed geese video – <a href="#">link</a></p> <p>What A Wonderful World – <a href="#">link</a></p> <p>'World Wonders' big book</p> <p>UNESCO World Heritage List – <a href="#">link</a></p> <p>UNESCO's selection criteria – <a href="#">link</a></p>	<p><b>Book list &amp; Resources</b></p> <p>Map of the local area around your school</p> <p>Local images of high streets, retail parks and markets</p> <p>Role-play toys such as plastic fruit and vegetables, packaging, tills, money, etc to set up a role-play shopping area in your classroom</p> <p>Town Centre Personality Test – <a href="#">link</a></p> <p>Food: A fact of life – <a href="#">link</a></p> <p>Can I eat it? presentation – <a href="#">link</a></p> <p>What is it like to be a farmer? – <a href="#">link</a></p> <p>Milking video – <a href="#">link</a></p> <p>Cheese-making video – <a href="#">link</a></p> <p>A cow's-eye-view of a day video – <a href="#">link</a></p> <p>Selection of foods</p> <p>Staple foods from around the world – <a href="#">link</a></p>

		The battle of the weather fronts' – <a href="#">link</a> 'Winter wonderland' song – link		
1	All about me	<b>Autumn</b> What are seasons?	<b>Spring</b> What are the seven wonders of the world?	<b>Summer</b> Where does our food come from?
		<b>Links to previous Learning</b>	<b>Links to previous Learning</b>	<b>Links to previous Learning</b>
		<b>Knowledge</b>	<b>Knowledge</b>	<b>Knowledge</b>
		<p>I know and can name and describe changes in the weather</p> <p>I know the names of the seasons and can describe the basic UK seasonal weather patterns</p> <p>I know the different parts of the UK (England, Scotland, Wales, Northern Ireland), and that the weather may vary there.</p> <p>I understand that the weather changes.</p> <p>I know that people predict the weather.</p> <p>I understand what wind is.</p> <p>I understand it blows from different directions, and this causes changes in weather.</p> <p>I know the points of the compass.</p>	<p><u>What are the seven wonders of the world?</u></p> <p>I know and can identify and name continents.</p> <p>I know where the high places are in the world.</p> <p>I know what the world's highest mountain is called.</p> <p>I know which animals live there, and how they survive.</p> <p>I know what a river is and how it is different to a desert.</p> <p>I know some of the world's major rivers.</p> <p>I know what these rivers are like (place knowledge).</p> <p>I know an 'ancient' and old-world wonder.</p> <p>I know three major world cities: Hong Kong, San Francisco and Lagos.</p> <p>I know what types of landscapes they are.</p> <p>I understand what I would see there.</p> <p><u>What animals might I find in Africa? (birds)</u></p> <p>I know some of the birds that live in Senegal (ostrich, ibis, spoonbill, stork, flamingo, parrot)</p> <p>I know that Senegal is warm and tropical in its climate.</p> <p>I know that Senegal has rainforests with a wide variety of birds and animals.</p>	<p>I understand what cereal crops become and where everyday products like milk come from</p> <p>I know where the local high street is and can role-play a visit there.</p> <p>I know what food is sold there.</p> <p>I understand what fresh, frozen and fast food is.</p> <p>I know my food comes from plants or animals.</p> <p>I can describe some of the steps in producing food.</p> <p>I can describe how foods have been changed (processed).</p> <p>I know what farming is, and areas where farming occurs.</p> <p>I know what a farmer does.</p> <p>I understand where the plants and animals that we eat come from.</p> <p>I understand the job of a dairy farmer.</p> <p>I understand how milk is produced.</p> <p>I understand the parts of the UK and their traditional foods.</p> <p>I know where Wales and Scotland are located.</p> <p>I can name the countries in the UK.</p> <p>I understand the geography of the UK.</p>
<b>Key Skills</b>	<b>Key Skills</b>	<b>Key Skills</b>		
<p><b>Geographical skills and fieldwork</b></p> <p>I can assist in taking repeated observations and record these using symbols.</p> <p>I can measure the weather using different devices, draw graphs and tables to show patterns in weather and temperature.</p> <p>I can observe different kinds of weather.</p> <p>I can choose the word or symbol to represent a type of weather.</p> <p>I can describe the change in weather over a week.</p> <p>I can interpret data in a chart or graph.</p> <p>I can use role play and geographical vocabulary to explain the differences in seasons.</p> <p>I can describe the different seasons.</p> <p>I can describe the weather in another part of the country.</p> <p>I can ask geographical questions about the weather.</p> <p>I can use weather vocabulary.</p> <p>I can identify changes related to the four seasons.</p> <p>I can identify daily and seasonal weather patterns in the UK.</p> <p>I understand weather symbols.</p> <p>I can identify hot and cold areas of the world.</p>	<p>I can locate the 'modern' world wonders.</p> <p>I can compare the ancient world wonders with those built in the last hundred years.</p> <p><u>What animals might I find in Africa? (birds)</u></p> <p>I can locate Senegal and England on a globe.</p> <p>I can identify the climate of Senegal</p> <p>I can compare the climate of Senegal to the climate in England (Cumbria)</p> <p>I can use world maps, atlases and globes to identify the UK and its countries, as well as the countries, continents and oceans studied at this key stage: I can locate Ziguinchor in Senegal</p> <p>I can locate the continent we live in and identify some key features</p> <p>I can recognise and name some of the birds that live in Senegal.</p> <p>I can compare the climate in the UK with that of Senegal.</p>	<p>I can use locational and directional language (e.g. near and far) to describe the location of features and routes on a map</p> <p>I can name &amp; locate of the four countries and capital cities of the UK, and its surrounding seas.</p> <p>I can use world maps, atlases and globes to identify the UK and its countries</p> <p>I can identify foods that can be bought on the local high street and can identify processed food</p> <p>I can explain that many different types of food come from the different UK regions.</p> <p>I can mix and combine foods to make it into different products.</p>		

<p><b>Vocabulary</b></p> <p>Maps, photographs  weather symbol, satellite, above, sky, umbrella, predict  Weather, stormy, thunder, lightning, breeze, gale, winds, rains, torrents, tides, sunshine, snowflakes, storm, oceans roaring, north, south, east, west, days of the week  Wind, weather, change, compass, blown, north, south, east, west, sun, wind, shiver, shine, icy blast, freezing, cold, warm, blow, thaw, melt, cold blast, glow, winter, summer, bright  Weather, observe, predict  Climate, region, north, south, east, west, warm air, cold air, continent, London, Edinburgh, Cardiff, Belfast, Atlantic</p>	<p><b>Vocabulary</b></p> <p>Vocabulary introduced by 'What A Wonderful World' including trees, roses, flowers, sky, clouds, night, day, rainbow, people, friends, babies. Colours and shades: green, red, blue, white, dark, bright  Descriptive: high, long, wide, wonder, deadly, freezing, wild, up-and-down, high-flyer, rollercoaster, cold  Physical features: mountain, hill, ridge, cliff, highland, moor, mound, rivers, rocks, snow, ice  Locations: Everest, UK  River wonderful, desert, major world rivers: Congo, Yangtze, Amazon, Nile, Volga, Mississippi  Botanical garden, opera house, arena, museum, stadium, hotel, place of worship, shops  Human features: Great Wall of China, Asia; Golden Gate Bridge, North America; The Louvre Museum, Europe; Christ the Redeemer Statue, South America; Suez Canal, Africa  Physical features: Ayers Rock/Uluru, Oceania; Mount Erebus, Antarctica  Asia, Africa, North America  Nigeria, USA, China, San Francisco, Hong Kong, Lagos  UK capitals: Edinburgh, London, Cardiff, Belfast  Other relevant world cities they have studied</p>	<p><b>Vocabulary</b></p> <p>High street, shops, supermarket, market, farm, local, locality, fast food, frozen food, fresh food  Kitchen, food, lunchbox, food story, farm, plant, raw ingredients, whole animal, change (processed), packet, factory, delivered  Farm, farmer, tractor, big or small area, flat, hilly, mountainous, stream/river, coastal, fields, eggs, chickens, wheat, barley  Cow, milk, farm, farmer, wheat, barley, oilseed rape, pasture, grassland  United Kingdom, Wales, Scotland, Northern Ireland, flat, lowland, pig, pork pie, oats, oatcakes, traditional, picnic  United Kingdom, Wales, Scotland, Northern Ireland</p>
<p><b>Cultural Opportunities</b></p> <p>Observation  Communication  Exploration of the school grounds  Understanding our neighbourhood</p>	<p><b>Cultural Opportunities</b></p> <p><b>Senegalese Twinning Project</b>  Observation  Communication  Listening to and appreciating lyrics to songs  Exploration  Understanding our neighbourhood</p>	<p><b>Cultural Opportunities</b></p> <p>Observation  Communication  Understanding where food comes from  Making choices and decisions about food  Visiting a local farm</p>
<p><b>Key values</b></p> <p><b>School Values:</b> Happy, Healthy and Secure. Confident and Independent. Respectful and Caring. Inspired and Excited to Learn. Teamwork.  <b>British Values:</b> The rule of law. Individual liberty. Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith. Democracy.  <b>Christian Star Qualities:</b> Love, Joy, Peace, Patience, Kindness, Gentleness, Self-Control, Faithfulness, Goodness</p>	<p><b>Key values</b></p> <p><b>School Values:</b> Happy, Healthy and Secure. Confident and Independent. Respectful and Caring. Inspired and Excited to Learn. Teamwork.  <b>British Values:</b> The rule of law. Individual liberty. Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith. Democracy.  <b>Christian Star Qualities:</b> Love, Joy, Peace, Patience, Kindness, Gentleness, Self-Control, Faithfulness, Goodness</p>	<p><b>Key values</b></p> <p><b>School Values:</b> Happy, Healthy and Secure. Confident and Independent. Respectful and Caring. Inspired and Excited to Learn. Teamwork.  <b>British Values:</b> The rule of law. Individual liberty. Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith. Democracy.  <b>Christian Star Qualities:</b> Love, Joy, Peace, Patience, Kindness, Gentleness, Self-Control, Faithfulness, Goodness</p>
<p><b>Book List &amp; Resources</b></p> <p>Percy's Park - A Year in Percy's Park by Nick Butterworth  Seren's Seasons by Twinkl Originals  Weather maps, atlases and globes  The Sun Has Got Its Hat On song – <a href="#">link</a>  Earth from space – <a href="#">link</a> (start from 1.25)  BBC Weather Watchers – <a href="#">link</a>  Met Office: Regional climates – <a href="#">link</a>  Clouds by Anne F Rockwell (HarperCollins, 2009)  'Who has seen the wind?' poem – <a href="#">link</a></p>	<p><b>Book List &amp; Resources</b></p> <p>Map of the UK that shows mountain features (optional)  Bar-headed geese video – <a href="#">link</a>  What A Wonderful World – <a href="#">link</a>  'World Wonders' big book  UNESCO World Heritage List – <a href="#">link</a>  UNESCO's selection criteria – <a href="#">link</a></p>	<p><b>Book List &amp; Resources</b></p> <p>Map of the local area around your school  Local images of high streets, retail parks and markets  Role-play toys such as plastic fruit and vegetables, packaging, tills, money, etc to set up a role-play shopping area in your classroom  Town Centre Personality Test – <a href="#">link</a>  Food: A fact of life – <a href="#">link</a>  Can I eat it? presentation – <a href="#">link</a>  What is it like to be a farmer? – <a href="#">link</a></p>



	<p><i>Stormy Weather</i> by Debi Gliori (Bloomsbury, 2010) – optional  BBC weather website – <a href="#">link</a>  Aesop’s fable ‘The North wind and the sun’ – <a href="#">link</a> or audio <a href="#">link</a>  ‘Show Me, Show Me: Firework song’ – <a href="#">link</a>  <a href="#">BBC weather map – link</a><a href="#">Met Office: Regional climates – link</a>  <a href="#">Crickweb weather map creator – link</a>  ‘A pleasant day’ – <a href="#">link</a><a href="#">The battle of the weather fronts’ – link</a>  ‘Winter wonderland’ song – <a href="#">link</a></p>		<p>What is it like to be a farmer? – <a href="#">link</a>  Working on a livestock farm video – <a href="#">link</a>  Milking video – <a href="#">link</a>  Cheese-making video – <a href="#">link</a>  Hay (optional)  A cow’s-eye-view of a day video – <a href="#">link</a>  Farmer questions video – <a href="#">link</a>  Life on a dairy farm – <a href="#">link</a>  This is Dairy Farming – <a href="#">link</a>  Cow health and welfare – <a href="#">link</a>  Selection of foods from around the UK – Welsh cakes, porridge, oats, oatcakes, Melton Mowbray pork pie, Stilton cheese, Scottish shortbread, English Bramley apples, cheddar cheese, Northern Irish potatoes, soda bread (optional)  A 200-year-old tree in Nottingham – <a href="#">link</a>  The origins and history of foods – <a href="#">link</a>  Staple foods from around the world – <a href="#">link</a>  A guide to English food and drink – <a href="#">link</a>  Famous Welsh foods – <a href="#">link</a>  Foods from Northern Ireland – <a href="#">link</a>  Food recipes from Scotland – <a href="#">link</a></p>
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**YEAR B**

<b>2</b>	<b>Autumn:</b> What are seasons?	<b>Spring</b> What are the seven wonders of the world?	<b>Summer</b> Where does our food come from?
	<b>Links to previous Learning</b>	<b>Links to previous Learning</b>	<b>Links to previous Learning</b>
	Names of continents & oceans Habitats	Seasons and weather (Autumn term)	
	<b>Knowledge</b>	<b>Knowledge</b>	<b>Knowledge</b>
I know and can name and describe changes in the weather confidently. I know and can name the seasons and describe the basic UK seasonal weather patterns. I understand the different parts of the UK, and that the weather may vary there due to the wind. I understand that the weather changes. I can observe different kinds of weather. I know that people predict the weather.	<u>What are the seven wonders of the world?</u>  I know what an Atlas, a Globe and Google Earth are and use them to accurately locate continents and oceans. I know the location of hot and cold areas of the world, compared with the UK. I know the key physical features of the continents. I know about weather patterns within the continent’s environments. I know where the high places are in the world. I know what the world’s highest mountain is called. I know which animals live there, and how they survive. I know what a river is and how it is different to a desert. I know some of the world’s major rivers. I know what these rivers are like (place knowledge). I know an ‘ancient’ and old-world wonder. I know three major world cities: Hong Kong, San Francisco and Lagos. I know what types of landscapes they are. I understand what I would see there.	I know where the local high street is, and can role-play a visit there. I know what food is sold there. I understand what fresh, frozen and fast food is. I know my food comes from plants or animals. I can describe some of the steps in producing food. I can describe how foods have been changed (processed). I know what farming is, and areas where farming occurs in the locality and in different regions of the UK. I know what a farmer does. I understand where the plants and animals that we eat come from. I understand the parts of the UK and their traditional foods. I know where Wales and Scotland are located. I can name the countries in the UK. I understand the geography of the UK. I know the types of food produced, and the locations of these.	
		<a href="#">What animals might I find in Africa? (birds)</a>	

		<p>I know some of the birds that live in Senegal (ostrich, ibis, spoonbill, stork, flamingo, parrot)</p> <p>I know that Senegal is warm and tropical in its climate.</p> <p>I know that Senegal has rainforests with a wide variety of birds and animals.</p>	
	<p><b>Key Skills</b></p>	<p><b>Key Skills</b></p>	<p><b>Key Skills</b></p>
	<p>I can take repeated observations accurately and record these using symbols.</p> <p>I can measure the weather using different devices, draw graphs and tables to show patterns in weather and temperature.</p> <p>I can locate the UK within Europe.</p> <p>I can find and describe evidence of the seasons and weather in my school grounds.</p> <p>I can explain why some things only happen in certain seasons (e.g. lambs are born)</p> <p>I can observe different kinds of weather.</p> <p>I can choose the word or symbol to represent a type of weather.</p> <p>I can describe the change in weather over a week.</p> <p>I can interpret data in a chart or graph.</p> <p>I understand what wind is.</p> <p>I understand it blows from different directions, and this causes changes in weather.</p> <p>I know the points of the compass.</p> <p>I can use role play and geographical vocabulary to explain the differences in seasons.</p> <p>I can describe the different seasons.</p> <p>I can describe the weather in another part of the country.</p> <p>I can write geographical questions about the weather.</p> <p>I can use weather vocabulary.</p> <p>I can identify changes related to the four seasons.</p> <p>I can identify daily and seasonal weather patterns in the UK.</p> <p>I understand weather symbols.</p> <p>I can identify hot and cold areas of the world.</p>	<p><u>What are the seven wonders of the world?</u></p> <p>I can locate the 'modern' world wonders.</p> <p>I can compare the ancient world wonders with those built in the last hundred years.</p> <p><u>What animals might I find in Africa? (birds)</u></p> <p>I can locate the continent of Africa on a world map and on a globe and identify some key features.</p> <p>I can locate Senegal within Africa and know that it is in Western Africa.</p> <p>I can identify the climate of Senegal</p> <p>I can compare the climate of Senegal to the climate in England (Cumbria)</p> <p>I can locate Ziguinchor</p> <p>I can compare Ziguinchor to Arnside</p> <p>I can recognise and name some of the birds that live in Senegal.</p> <p>I can compare the climate in the UK with that of Senegal.</p>	<p>I can use locational and directional language (e.g. near and far) to describe the location of features and routes on a map</p> <p>I can name, locate and identify characteristics of the four countries and capital cities of the UK, and its surrounding seas</p> <p>I can use world maps, atlases and globes to identify the UK and its countries, as well as the countries, continents and oceans studied at this key stage</p> <p>I can identify types of food: fast, fresh, processed</p> <p>I can identify foods that can be bought on the local high street and can describe how food has been processed</p> <p>I can name and describe regional products from the UK</p> <p>I can explain why foods come from specific regions.</p> <p>I understand the job of a dairy farmer, and can describe their year.</p> <p>I understand how milk and other food products are produced.</p> <p>I can understand the type of land that a dairy farm needs to thrive.</p> <p>I can mix and combine foods to make it into different products.</p>
	<p><b>Vocabulary</b></p>	<p><b>Vocabulary</b></p>	<p><b>Vocabulary</b></p>
	<p>Locational knowledge: England, Scotland, Wales, Northern Ireland, Great Britain, United Kingdom.</p> <p>Seasons: Winter, Autumn, Spring, Summer</p> <p>Weather: rain, snow, hail, fog, sun.</p> <p>Temperature: hot, cold, cool, warm.</p> <p>Maps, photographs, evidence</p> <p>weather symbol, satellite, above, sky, umbrella, predict</p> <p>Weather, stormy, thunder, lightning, breeze, gale, winds, rains, torrents, tides, sunshine, snowflakes, storm, oceans roaring, north, south, east, west, days of the week</p> <p>Wind, weather, change, compass, blown, north, south, east, west, sun, wind, shiver, shine, icy blast, freezing, cold, warm, blow, thaw, melt, cold blast, glow, winter, summer, bright</p> <p>Weather, observe, predict</p> <p>Climate, region, north, south, east, west, warm air, cold air, continent, London, Edinburgh, Cardiff, Belfast, Atlantic</p>	<p>ostrich, ibis, spoonbill, stork, flamingo, parrot, quetzal</p> <p>Modern Ancient</p>	<p>High street, shops, supermarket, market, farm, local, locality, fast food, frozen food, fresh food</p> <p>Kitchen, food, lunchbox, food story, farm, plant, raw ingredients, whole animal, change (processed), packet, factory, delivered</p> <p>Farm, farmer, tractor, big or small area, flat, hilly, mountainous, stream/river, coastal, fields, eggs, chickens, wheat, barley</p> <p>Cow, milk, farm, farmer, wheat, barley, oilseed rape, pasture, grassland</p> <p>United Kingdom, Wales, Scotland, Northern Ireland, flat, lowland, pig, pork pie, oats, oatcakes, traditional, picnic</p> <p>Regions of the UK: South East, London, North West, East of England, West Midlands, South West, Yorkshire and the Humber, East Midlands, North East</p>
	<p><b>Cultural Opportunities</b></p>	<p><b>Cultural Opportunities</b></p>	<p><b>Cultural Opportunities</b></p>
	<p>Observation</p> <p>Communication</p>	<p>Senegalese Twinning Project</p> <p>Observation</p> <p>Communication</p>	<p>Observation</p> <p>Communication</p> <p>Understanding where food comes from</p>

	<p>Exploration of our school grounds and locality Understanding our neighbourhood and locality</p> <p><b>Key values</b></p> <p><b>School Values:</b> Happy, Healthy and Secure. Confident and Independent. Respectful and Caring. Inspired and Excited to Learn. Teamwork. <b>British Values:</b> The rule of law. Individual liberty. Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith. Democracy. <b>Christian Star Qualities:</b> Love, Joy, Peace, Patience, Kindness, Gentleness, Self-Control, Faithfulness, Goodness</p> <p><b>Book List &amp; Resources</b></p> <p>Percy's Park - A Year in Percy's Park by Nick Butterworth Seren's Seasons by Twinkl Originals Weather maps, atlases and globes The Sun Has Got Its Hat On song – <a href="#">link</a> Earth from space – <a href="#">link</a> (start from 1.25) BBC Weather Watchers – <a href="#">link</a> Met Office: Regional climates – <a href="#">link</a> <i>Clouds</i> by Anne F Rockwell (HarperCollins, 2009) 'Who has seen the wind?' poem – <a href="#">link</a> <i>Stormy Weather</i> by Debi Gliori (Bloomsbury, 2010) – optional BBC weather website – <a href="#">link</a> Aesop's fable 'The North wind and the sun' – <a href="#">link</a> or audio <a href="#">link</a> 'Show Me, Show Me: Firework song' – <a href="#">link</a> <a href="#">BBC weather map – link</a><a href="#">Met Office: Regional climates – link</a> <a href="#">Crickweb weather map creator – link</a> 'A pleasant day' – link The battle of the weather fronts' – link 'Winter wonderland' song – link</p>	<p>Listening to and appreciating lyrics to songs Exploration Understanding our neighbourhood</p> <p><b>Key values</b></p> <p><b>School Values:</b> Happy, Healthy and Secure. Confident and Independent. Respectful and Caring. Inspired and Excited to Learn. Teamwork. <b>British Values:</b> The rule of law. Individual liberty. Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith. Democracy. <b>Christian Star Qualities:</b> Love, Joy, Peace, Patience, Kindness, Gentleness, Self-Control, Faithfulness, Goodness</p> <p><b>Book List &amp; Resources</b></p> <p>Map of the UK that shows mountain features (optional) Bar-headed geese video – <a href="#">link</a> <i>What A Wonderful World</i> – <a href="#">link</a> 'World Wonders' big book UNESCO World Heritage List– <a href="#">link</a> UNESCO's selection criteria – <a href="#">link</a></p>	<p>Making choices and decisions about food Visiting a local farm</p> <p><b>Key values</b></p> <p><b>School Values:</b> Happy, Healthy and Secure. Confident and Independent. Respectful and Caring. Inspired and Excited to Learn. Teamwork. <b>British Values:</b> The rule of law. Individual liberty. Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith. Democracy. <b>Christian Star Qualities:</b> Love, Joy, Peace, Patience, Kindness, Gentleness, Self-Control, Faithfulness, Goodness</p> <p><b>Book List &amp; Resources</b></p> <p>Map of the local area around your school Local images of high streets, retail parks and markets Role-play toys such as plastic fruit and vegetables, packaging, tills, money, etc to set up a role-play shopping area in your classroom Town Centre Personality Test – <a href="#">link</a> Food: A fact of life – <a href="#">link</a> Can I eat it? presentation – <a href="#">link</a> What is it like to be a farmer? – <a href="#">link</a> Oilseed rape image – <a href="#">link</a> Oilseed rape: one field through the year – <a href="#">link</a> What is it like to be a farmer? – <a href="#">link</a> Working on a livestock farm video – <a href="#">link</a> Milking video – <a href="#">link</a> Cheese-making video – <a href="#">link</a> Hay (optional) A cow's-eye-view of a day video – <a href="#">link</a> Farmer questions video – <a href="#">link</a> Life on a dairy farm – <a href="#">link</a> This is Dairy Farming – <a href="#">link</a> Cow health and welfare – <a href="#">link</a> Selection of foods from around the UK – Welsh cakes, porridge, oats, oatcakes, Melton Mowbray pork pie, Stilton cheese, Scottish shortbread, English Bramley apples, cheddar cheese, Northern Irish potatoes, soda bread (optional) A 200-year-old tree in Nottingham – <a href="#">link</a> The origins and history of foods – <a href="#">link</a> Staple foods from around the world – <a href="#">link</a> Regions of England – <a href="#">link</a> A guide to English food and drink – <a href="#">link</a> Famous Welsh foods – <a href="#">link</a> Foods from Northern Ireland – <a href="#">link</a> Food recipes from Scotland – <a href="#">link</a></p>
<b>YEAR B</b>			
3	<p><b>Autumn: Autumn: Our World</b> Where on earth are we?</p> <p><a href="#">Links to previous Learning</a></p>	<p><b>Spring: Senegal Week</b> How is the UK changing?</p> <p><a href="#">Links to previous Learning</a></p>	<p><b>Summer:</b> Why is Climate Important?</p> <p><a href="#">Links to previous Learning</a></p>

	<p>Rivers (last term) Senegal – desert biome, maps of northern Africa for relative locations. Where does our food come from? (KS1)</p>	<p>I know that it is hot in Senegal because it is near the Equator. I can find Senegal on a globe. Senegal – ecosystems and biomes The Weather What are seasons?</p>	
	<p><b>Knowledge</b></p> <p><u>Where on earth are we?</u> I can improve my locational knowledge through identifying the position and significance of latitude, longitude, the 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) I know different ways of describing a location on the Earth’s surface depend on scale. Locally, I know some compass points, and the address defining the location of our home and school.</p>	<p><b>Knowledge</b></p> <p><u>Senegal:</u> I know where Senegal is on a map/atlas (using the index) and globe. I know it is in West 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. <u>How is the UK Changing?</u> (Focus on Arnside) I know that the United Kingdom of Great Britain and Northern Ireland lies in Europe, located north-west off the European mainland. I know it includes the island of Great Britain, the north-eastern part of the island of Ireland, and other smaller islands. I know, can locate and describe some physical environments in the UK, e.g. coastal environments, the UK’s significant rivers and mountains. I understand how a region has changed</p>	<p><b>Knowledge</b></p> <p><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>
	<p><b>Key Skills</b></p> <p>I can practise geographical skills through using maps, atlases, globes and digital/computer mapping to locate features studied: I can use grid systems, from alpha-numeric to OS grid references. Global Positioning Systems (GPS) use national grid references and angular measurements together with lines of latitude and longitude (imaginary lines drawn on the Earth’s surface) to describe precise location on the Earth’s surface, forming a geographic coordinate system I can use the eight points of the compass to build my knowledge of the wider world.</p> <p><u>Fieldwork:</u> All children could use maps, GPS or satnav to plan a walking route, using as many forms of address as appropriate (e.g. street, settlement, county names, postcodes and compass directions), and then follow them during a walk in the locality.</p>	<p><b>Key Skills</b></p> <p><u>Senegal:</u> I can locate Senegal on a map/globe and describe its location. I can describe the biomes that exist in Senegal. <u>How is the UK Changing?</u> (Focus on the locality) I can use appropriate geographical vocabulary to describe change. I can describe where the UK is located, and that it consists of England, Scotland, Wales and Northern Ireland I can name and locate some key topographical features of the UK I can locate where we live within the UK I can describe changes that have happened in their local area I can share my hopes for the future of the area. <u>Fieldwork:</u> I can use fieldwork to observe, measure, record and present the changes in the local area using a range of methods, including sketch maps, plans and graphs and digital technologies.</p>	<p><b>Key Skills</b></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 <u>Fieldwork:</u> In the school grounds: collect and represent weather data.</p>
	<p><b>Vocabulary</b></p> <p>Equator, latitude, longitude, tropics and the International Date Line) global locations Grid references</p>	<p><b>Vocabulary</b></p> <p>Biomes Globe, atlas, index Climate Desert Tropical rainforest Topographical, regions, urban, rural, prediction, advantages and disadvantages, opinions, past, present, future development Sustainability</p>	<p><b>Vocabulary</b></p> <p>climate, weather Zones, habitats, adaptations Vegetation belts Flora and fauna Biomes: deserts, forests, grasslands, tundra and aquatic environment</p>



	<p><b>Cultural Opportunities</b></p> <p>Knowing our place in the world. Where do other people that you know live?</p> <p><b>Key values</b></p> <p><b>School Values:</b> Happy, Healthy and Secure. Confident and Independent. Respectful and Caring. Inspired and Excited to Learn. Teamwork.  <b>British Values:</b> The rule of law. Individual liberty. Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith. Democracy.  <b>Christian Star Qualities:</b> Love, Joy, Peace, Patience, Kindness, Gentleness, Self-Control, Faithfulness, Goodness</p> <p><b>Book List &amp; Resources</b></p> <p>Rising Stars Geography Year 3 Unit 2  Atlases, Globes and maps of different scales</p>	<p><b>Cultural Opportunities</b></p> <p>Senegalese Twinning Project  Understanding our place in the world  Understanding that our lives are different to others in the world  Learning that different languages are spoken throughout the world</p> <p><b>Key values</b></p> <p><b>School Values:</b> Happy, Healthy and Secure. Confident and Independent. Respectful and Caring. Inspired and Excited to Learn. Teamwork.  <b>British Values:</b> The rule of law. Individual liberty. Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith. Democracy.  <b>Christian Star Qualities:</b> Love, Joy, Peace, Patience, Kindness, Gentleness, Self-Control, Faithfulness, Goodness</p> <p><b>Book List &amp; Resources</b></p> <p>Rising Stars Geography Year 5 Unit 1 (Adapted)</p>	<p><b>Cultural Opportunities</b></p> <p>Understanding our responsibility in caring for our world  Understanding the inter-related nature of the globe  Debate/communication  Enquiry  <b>Fieldwork – collecting weather data in the school grounds</b></p> <p><b>Key values</b></p> <p><b>School Values:</b> Happy, Healthy and Secure. Confident and Independent. Respectful and Caring. Inspired and Excited to Learn. Teamwork.  <b>British Values:</b> The rule of law. Individual liberty. Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith. Democracy.  <b>Christian Star Qualities:</b> Love, Joy, Peace, Patience, Kindness, Gentleness, Self-Control, Faithfulness, Goodness</p> <p><b>Book List &amp; Resources</b></p> <p>Rising Stars Geography Year 3 Unit 1</p>
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**YEAR B**

4	<p><b>Autumn: Our World</b>  <b>Where on Earth are we?</b></p> <p><b>Links to previous Learning</b></p> <p>Rivers (last term)  Senegal – desert biome, maps of northern Africa for relative locations.  Ancient Egypt (history)</p> <p><b>Knowledge</b></p> <p><u>Where on earth are we?</u>  I can improve my locational knowledge through identifying the position and significance of latitude, longitude, the 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)  I know different ways of describing a location on the Earth’s surface depend on scale.  Locally, I know some compass points, and the address defining the location of our home and school.</p> <p><b>Key Skills</b></p> <p>I can practise geographical skills through using maps, atlases, globes and digital/computer mapping to locate features studied:  I can use grid systems, from alpha-numeric to OS grid references. Global Positioning Systems (GPS) use national grid references and angular measurements together with lines of latitude and longitude (imaginary lines drawn on the Earth’s surface) to describe precise location on the Earth’s surface, forming a geographic coordinate system</p>	<p><b>Spring: How are the people of Senegal similar or different to us?</b>  <b>Why is Climate important?</b></p> <p><b>Links to previous Learning</b></p> <p>Senegal’s location and geography including climate &amp; biomes  Basic flora and fauna</p> <p><b>Knowledge</b></p> <p><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 Senegalese people communicate in French but also have indigenous languages.    Fairtrade: I know that some products are more fairly traded than others and it is important to think about what we buy.    <u>How is the UK Changing?</u> Focus on the Northwest    I know, can locate and describe several physical environments in the UK, e.g. coastal and mountain environments, and how they change.  I know some of the distinct characteristics of some cities in the Northwest and how some of these have changed over time.  I know how a region has changed and how it is different from another region of the UK.</p> <p><b>Key Skills</b></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 draw 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.</p>	<p><b>Summer: How is the UK changing?</b></p> <p><b>Links to previous Learning</b></p> <p><b>Where on Earth are we?</b></p> <p><b>Knowledge</b></p> <p><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> <p><b>Key Skills</b></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</p>
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<p>I can use the eight points of the compass to build my knowledge of the wider world.</p> <p><u>Fieldwork:</u> All children could use maps, GPS or satnav to plan the route to their residential next term, driving, using as many forms of address as appropriate (e.g. street, settlement, county names, postcodes and compass directions), and then follow them during the journey.</p>	<p><u>How is the UK changing?</u> Focus on The Northwest</p> <p>I can use appropriate geographical vocabulary to describe change. I can describe where the UK is located, and that it consists of England, Scotland, Wales and Northern Ireland. I can name and locate some of the regions of the UK. I can name and locate some key topographical features of the UK I can locate where we live within the UK I can describe changes that have happened in our local area I can share my hopes for the future of the area. I can describe how another region of the UK has changed over time I understand that change is continual I can describe what my local area was like in the past I understand that their local area will continue to change I can offer opinions on their local area at present and the changes underway I can use appropriate geographical vocabulary to describe change. I can describe land use in Urban and Rural areas in the UK. <u>Fieldwork:</u> How do I locate a point on a map?</p> <p>I can use simple sketch maps that show how land is used. I can draw a simple sketch map. I can use a key/legend on a map to show how land is used. I can create a simple sketch map to show how land is used. I can describe land use in Urban and Rural areas in the UK. I can explain how land is used for different types of farming. I can use fieldwork to observe, measure, record and present the changes in the local area using a range of methods, including sketch maps, plans and graphs and digital technologies.</p>	<p>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 <u>Fieldwork:</u> In the school grounds: collect and represent weather data</p>
<p><b>Vocabulary</b></p> <p>Equator, latitude, longitude, tropics and the International Date Line) global locations Grid references</p>	<p><b>Vocabulary</b></p> <p><b>Indigenous, population, economy, trade, language</b> Topographical, regions, urban, rural, prediction, advantages and disadvantages, opinions, sustainability, past, present, future Grid reference, contours, Northings, Eastings Ordnance Survey, scale, compass Points</p>	<p><b>Vocabulary</b></p> <p>climate, weather Zones, habitats, adaptations Vegetation belts Flora and fauna Biomes: deserts, forests, grasslands, tundra and aquatic environment</p>
<p><b>Cultural Opportunities</b></p> <p>Knowing our place in the world. Where do other people that you know live?</p>	<p><b>Cultural Opportunities</b></p> <p><b>Senegalese Twinning Project</b> <b>Understanding our place in the world</b> <b>Understanding that our lives are different to others in the world</b> <b>Learning that different languages are spoken throughout the world</b> Understanding our responsibility in caring for our world Understanding the inter-related nature of the globe Debate/communication Enquiry</p>	<p><b>Cultural Opportunities</b></p> <p>Fieldwork – collecting weather data in the school grounds</p>
<p><b>Key values</b></p> <p><b>School Values:</b> Happy, Healthy and Secure. Confident and Independent. Respectful and Caring. Inspired and Excited to Learn. Teamwork. <b>British Values:</b> The rule of law. Individual liberty. Mutual respect for and tolerance of those with different faiths and beliefs and for those without</p>	<p><b>Key values</b></p> <p><b>School Values:</b> Happy, Healthy and Secure. Confident and Independent. Respectful and Caring. Inspired and Excited to Learn. Teamwork. <b>British Values:</b> The rule of law. Individual liberty. Mutual respect for</p>	<p><b>Key values</b></p> <p><b>School Values:</b> Happy, Healthy and Secure. Confident and Independent. Respectful and Caring. Inspired and Excited to Learn. Teamwork. <b>British Values:</b> The rule of law. Individual liberty. Mutual respect</p>

	<p>faith. Democracy.  <b>Christian Star Qualities:</b> Love, Joy, Peace, Patience, Kindness, Gentleness, Self-Control, Faithfulness, Goodness</p>	<p>and tolerance of those with different faiths and beliefs and for those without faith. Democracy.  <b>Christian Star Qualities:</b> Love, Joy, Peace, Patience, Kindness, Gentleness, Self-Control, Faithfulness, Goodness</p>	<p>for and tolerance of those with different faiths and beliefs and for those without faith. Democracy.  <b>Christian Star Qualities:</b> Love, Joy, Peace, Patience, Kindness, Gentleness, Self-Control, Faithfulness, Goodness</p>
	<b>Book List &amp; Resources</b>	<b>Book List &amp; Resources</b>	<b>Book List &amp; Resources</b>
	Rising Stars Geography Year 3 Unit 2 Atlases, Globes and maps of different scales	<b>Rising Stars Geography Year 5 Unit 1</b> <a href="https://www.ordnancesurvey.co.uk/mapzone/map-skills">https://www.ordnancesurvey.co.uk/mapzone/map-skills</a> <a href="https://www.twinkl.co.uk/resource/t2-m-17187-ks2-compass-points-powerpoint">https://www.twinkl.co.uk/resource/t2-m-17187-ks2-compass-points-powerpoint</a>	Rising Stars Geography Year 3 Unit 1

**YEAR B**

5	<b>Autumn Our World</b> <b>Where on earth are we?</b>	<b>Spring - Why do some birds migrate to Senegal?</b> <b>How is the UK Changing?</b>	<b>Summer -</b> <b>How can I describe my location on a map?</b>
	<b>Links to previous Learning</b>	<b>Links to previous Learning</b>	<b>Links to previous Learning</b>
	Rivers (last term) Senegal – desert biome, maps of northern Africa for relative locations.	Senegal’s location, climate, biomes, cities, rivers, economy, language Basic flora and fauna Swift migration between Senegal and Arnside	Y3/4 residential topics
<b>Knowledge</b>	<b>Knowledge</b>	<b>Knowledge</b>	
<p><u>Where on earth are we?</u>  I can improve my locational knowledge through identifying the position and significance of latitude, longitude, the 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)  I know different ways of describing a location on the Earth’s surface depend on scale.  Locally, I know some compass points, and the address defining the location of our home and school.</p>	<p><u>How do ospreys link us with our twins in Senegal?</u>  I know that some birds migrate from the UK to Africa.  I know that some osprey fly from Senegal to Arnside for the summer to breed.  I know the reasons for the ospreys’ migration and the dangers they face on the way.  I know what we can do to help ospreys in Morecambe Bay (provide habitats/reduce pollution).  <b>Osprey Facts:</b>  A migratory bird, it is present in the UK in summer. Ospreys eat fish, catching them in spectacular fashion as they dive towards lakes and lochs, stretch out their talons and scooping them out of the water with ease.  Ospreys migrate to West Africa during winter; satellite tracking has shown them flying up to 430 km in just one day. It takes them about 20 flying days to complete the journey, but, in autumn, birds stop off to refuel at lakes and reservoirs.  They nest at Foulshaw on Morecambe Bay  <u>How is the UK Changing? Focus on contrasting urban localities and The Lake District</u>  I know how WWII changed the West Midlands.  I know how the Olympics changed East London.  I know that change is continual.  I know some of the ways in which development can be sustainable  I can understand that people hold differing views about change in our region.  I know about the advantages and disadvantages of tourism in the Lake District  I know the location of The Lake District, within Cumbria, within England and the UK.  I know key words which explain human and physical features of</p>	<p><u>How can I describe my exact location on a map?</u>  I know the 4 cardinal points of the compass: N S E W &amp; intercardinal NE SE SW NW  I know that on an Ordnance Survey map, each square represents the same size area: 1 square km (1km<sup>2</sup>).  I know that Eastings are the numbers than run from left to right on the map &amp; Northings run from south to north.  I know The National Grid splits the country into much bigger squares each of which is 100km across.</p>	

		<p>Langdale. I know how land use has changed over time in the Lake District, especially Langdale. I know the nature of farming in Cumbria is related to the environment (altitude, soil quality, weather/climate, gradient of the land)</p>	
	<p><b>Key Skills</b></p> <p>I can practise geographical skills through using maps, atlases, globes and digital/computer mapping to locate features studied: I can use grid systems, from alpha-numeric to OS grid references. Global Positioning Systems (GPS) use national grid references and angular measurements together with lines of latitude and longitude (imaginary lines drawn on the Earth's surface) to describe precise location on the Earth's surface, forming a geographic coordinate system I can use the eight points of the compass to build my knowledge of the wider world.</p> <p><u>Fieldwork:</u> All children will use maps, GPS or satnav to plan a route, walking route on camp, and driving for any planned out-of-school activities, using as many forms of address as appropriate (e.g. street, settlement, county names, postcodes and compass directions), and then follow them during the journey.</p>	<p><b>Key Skills</b></p> <p><u>Senegal:</u> I can identify osprey 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 an osprey will travel on its migrate. <u>How is the UK Changing? Focus on contrasting urban localities and The Lake District</u></p> <p>I can describe where the UK is located, and that it consists of England, Scotland, Wales and Northern Ireland. I can name and locate some of the regions of the UK. I can name and locate some key topographical features of the UK I can locate where we live within the UK I can describe changes that have happened in our local area I can share my hopes for the future of the area. I can describe how another region of the UK has changed over time I understand that change is continual I can describe what my local area was like in the past I understand that their local area will continue to change I can offer opinions on their local area at present and the changes underway I can use appropriate geographical vocabulary to describe change. I can describe land use in Urban and Rural areas in the UK.</p>	<p><b>Key Skills</b></p> <p><u>Fieldwork:</u> I can use historical maps and photographs of the Lake District to learn about factors influencing change. I can use simple sketch maps that show how land is used. I can draw a simple sketch map. I can use a key/legend on a map to show how land is used. I can create a simple sketch map to show how land is used. I can describe land use in Urban and Rural areas in the UK. I can explain how land is used for different types of farming. I can use fieldwork to observe, measure, record and present the changes in the local area using a range of methods, including sketch maps, plans and graphs and digital technologies.</p>
	<p><b>Vocabulary</b></p> <p>Equator, latitude, longitude, tropics and the International Date Line) global locations Grid references</p>	<p><b>Vocabulary</b></p> <p>Migrate/migration Sahara Desert Mediterranean Sea Osprey Topographical, regions, urban, rural, prediction, advantages and disadvantages, opinions, sustainability, past, present, future</p>	<p><b>Vocabulary</b></p> <p>Grid reference, contours, Northings, Eastings Ordnance Survey Scale Compass Points</p>
	<p><b>Cultural Opportunities</b></p> <p>Knowing our place in the world. Where do other people that you know live?</p>	<p><b>Cultural Opportunities</b></p> <p>Senegalese Twinning Project Understanding our place in the world Understanding that our lives are different to others in the world Learning that different languages are spoken throughout the world Cumbria Wildlife Trust, Foulshaw/ RSPB - how charities look after the natural world. Tracking Ospreys   Satellite Tracking Birds - The RSPB Debate/communication Enquiry Understanding our responsibility in caring for our world Understanding the inter-related nature of the globe</p>	<p><b>Cultural Opportunities</b></p> <p>Residential at Langdale – Camp Knowledge and appreciation of the Lake District Understanding our impact on the natural world</p>



	<p><b>Key values</b></p> <p><b>School Values:</b> Happy, Healthy and Secure. Confident and Independent. Respectful and Caring. Inspired and Excited to Learn. Teamwork.</p> <p><b>British Values:</b> 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><b>Christian Star Qualities:</b> Love, Joy, Peace, Patience, Kindness, Gentleness, Self-Control, Faithfulness, Goodness</p> <p><b>Book List &amp; Resources</b></p> <p>Rising Stars Geography Year 3 Unit 2</p> <p>Atlases, Globes and maps of different scales</p>	<p><b>Key values</b></p> <p><b>School Values:</b> Happy, Healthy and Secure. Confident and Independent. Respectful and Caring. Inspired and Excited to Learn. Teamwork.</p> <p><b>British Values:</b> 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><b>Christian Star Qualities:</b> Love, Joy, Peace, Patience, Kindness, Gentleness, Self-Control, Faithfulness, Goodness</p> <p><b>Book List &amp; Resources</b></p> <p>Rising Stars Geography Year 5 Unit 1</p>	<p><b>Key values</b></p> <p><b>School Values:</b> Happy, Healthy and Secure. Confident and Independent. Respectful and Caring. Inspired and Excited to Learn. Teamwork.</p> <p><b>British Values:</b> 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><b>Christian Star Qualities:</b> Love, Joy, Peace, Patience, Kindness, Gentleness, Self-Control, Faithfulness, Goodness</p> <p><b>Book List &amp; Resources</b></p> <p><a href="https://www.ordnancesurvey.co.uk/mapzone/map-skills">https://www.ordnancesurvey.co.uk/mapzone/map-skills</a></p> <p><a href="https://www.twinkl.co.uk/resource/t2-m-17187-ks2-compass-points-powerpoint">https://www.twinkl.co.uk/resource/t2-m-17187-ks2-compass-points-powerpoint</a></p> <p><a href="http://www.nurturelakeland.org">www.nurturelakeland.org</a></p> <p><a href="http://www.lakedistrict.gov.uk">www.lakedistrict.gov.uk</a></p> <p><a href="http://www.visionofbritain.org.uk/">http://www.visionofbritain.org.uk/</a></p>
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**YEAR B**

6	<p><b>Autumn: Coasts</b></p> <p><b>What are the features that make up the coastal landscape?</b></p>	<p><b>Spring: Are we damaging our world?</b></p> <p><b>What is it like to live in Senegal?</b></p>	<p><b>Summer: How will Arnside change in the future?</b></p> <p><b>How does Arnside contrast with London?</b></p>
	<p><b>Links to previous Learning</b></p> <p>Map-reading Y5 – using OS maps, grid references</p> <p>Rivers – erosion and weathering, the power of water to shape the landscape</p> <p>Link to previous science: making solutions (dissolving solids in liquids)</p>	<p><b>Links to previous Learning</b></p> <p><b>Senegal: flora and fauna, climate, major cities and rivers, biomes</b></p> <p>Coasts (link to seas and oceans)</p> <p>Ancient Egypt, Rome and the timeline of Ancient Civilisations.</p> <p>The seven wonders of the world (KS1)</p>	<p><b>Links to previous Learning</b></p> <p>Map-reading – Y5</p> <p>Residential (y3,4,5) #</p> <p>Know that London is our capital city &amp; all the other capital cities of the UK (KS1)</p>
	<p><b>Knowledge</b></p> <p><u>What are the different landscapes found along the coastline?</u></p> <p>To know that there are different kinds of weathering (mechanical and chemical)</p> <p>To know that hydraulic action (attrition, abrasion and destructive waves) cause coastal features that evolve over time: crack, cave, arch, stack, stump.</p> <p>To know that land can move due to sliding, slumping and rock-falls, which alters the coastline.</p> <p>To learn that hydraulic and wind action erodes rock, transports (transportation through the process of Longshore drift) and deposits sand (deposition - constructive waves) to create beaches, bays, sandbanks and dunes</p> <p>To know how tidal mudflats and saltmarshes are formed</p> <p>To know how coastal land is used (tourism, farming, fishing)</p> <p>To research UK and global coastal settlements: physical and human geography of the areas.</p> <p>I understand the need for sea defences and consider their effectiveness and aesthetic appeal.</p> <p>Link to English: Black Lives Poetry unit</p> <p><b>I know that Lancaster was once an important and powerful port, which was used to ship slaves. I know the wealth of the area was a result of the successful slave trading.</b></p> <p>I know about the “slave triangle”, which was at its peak about 1750, taking captured slaves from West Africa to the Caribbean, returning to the UK with goods such as sugar, rum and exotic woods, and then taking manufactured goods, guns and ammunition to Africa.</p> <p>Although Lancaster slave ships were relatively small, it was the fourth largest port in the land at the time, the trade flourishing there during the</p>	<p><b>Knowledge</b></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.</p> <p>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.</p> <p>I know and understand how human activity is influenced by climate and weather.</p> <p>I know and understand that no one type of energy production will provide all our energy needs</p> <p><u>How does the position of a place on the globe effect its climate?</u></p> <p><b>Mapping Knowledge:</b></p> <p>I know about the equator, tropics, hemisphere, time-zones and poles and how the climate is affected by a place’s location.</p> <p>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></p> <p><b>Senegal:</b></p>	<p><b>Knowledge</b></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.</p> <p>I know and understand how human activity is influenced by climate and weather.</p> <p>I know and can understand that no one type of energy production will provide all our energy needs.</p> <p>Present information gathered in fieldwork using a range of graphs and other data presentation techniques.</p> <p><u>How does London compare with Arnside? (Residential)</u></p> <p>I know the major capital cities of the world &amp; be able to locate them.</p> <p>I know the countries of Europe and their capitals.</p> <p>I know the geographical features (physical and human) and location of London.</p> <p>I know how London has changed over time (link to history)</p> <p>I know the importance of London globally for time (Greenwich meantime – review learning of latitude and longitude from Autumn term)</p> <p>I know that London is made up of a combination of villages, why people settled there.</p>

<p>second half of the 18th Century. By 1807, 29,000 slaves had been taken to the Caribbean by Lancaster ships.</p>	<p>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 developing country, 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>I know that London is an important global economic and trade centre.  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><b>Key Skills</b></p>	<p><b>Key Skills</b></p>	<p><b>Key Skills</b></p>
<p><b>Fieldwork:</b>  <b>I can plan a route for a coastal fieldtrip using an OS Map.</b>  <b>I can draw a sketch map of my route.</b>  <b>I can highlight possible hazards and explain how to minimise risk.</b>  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.  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><b>Are we damaging our world?</b>  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.   I can describe places according to latitude and longitude (and their link with time – meridian/time zones/Greenwich Meantime), hemispheres.  <b>Senegal:</b>  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.</p>	<p><b>How will Arnside change in the future?</b>   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.   <b>How does Arnside compare with London? (residential)</b>   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 &amp; 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.  I can use different maps of London and identify their purposes (rivers, tube map, tourist map, etc)</p>
<p><b>Vocabulary</b></p>	<p><b>Vocabulary</b></p>	<p><b>Vocabulary</b></p>
<p>Hydraulic action, weathering, erosion: Attrition, Abrasion, destructive waves  Stacks, stumps, arches, caves  Mass movement: sliding, slumping, rock-falls  Tidal mudflats, saltmarsh, bore</p>	<p>Environment  Sustainability  Energy  Renewable  Distribution</p>	<p>Sustainability  Projections  Predictions  Topographical  Industry, employment, primary, secondary, tertiary or quaternary</p>

	<p>Settlements, human and physical geography</p> <p><b>Cultural Opportunities</b></p> <p>Local study: saltmarshes, mudflats, bays and beaches, headlands Geography Field Trip to visit locations <b>Debates and discussions about colonialisation.</b> Visit Coastguard station</p> <p><b>Key values</b></p> <p>An appreciation and respect for our local environment <b>School Values:</b> Happy, Healthy and Secure. Confident and Independent. Respectful and Caring. Inspired and Excited to Learn. Teamwork. <b>British Values:</b> The rule of law. Individual liberty. Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith. Democracy. <b>Christian Star Qualities:</b> Love, Joy, Peace, Patience, Kindness, Gentleness, Self-Control, Faithfulness, Goodness</p> <p><b>Book List &amp; Resources</b></p> <p>Atlases Reference books <a href="https://www.geography-fieldwork.org/gcse/coasts/coastal-processes/before-you-start/">https://www.geography-fieldwork.org/gcse/coasts/coastal-processes/before-you-start/</a> <a href="https://www.geography-fieldwork.org/gcse/coasts/coastal-processes/fieldwork/">https://www.geography-fieldwork.org/gcse/coasts/coastal-processes/fieldwork/</a> <a href="https://www.rgs.org/schools/teaching-resources/coasts-(1)/">https://www.rgs.org/schools/teaching-resources/coasts-(1)/</a> (fieldwork planning) Rising Stars Geography (Y6)</p>	<p>Poverty and deprivation Developing world/developed world Population Demography urban/rural Latitude, longitude, hemispheres, poles, tropics Time zones, Greenwich Meantime, Meridian</p> <p><b>Cultural Opportunities</b></p> <p><b>Senegalese Twinning Project</b> 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><b>Key values</b></p> <p><b>School Values:</b> Happy, Healthy and Secure. Confident and Independent. Respectful and Caring. Inspired and Excited to Learn. Teamwork. <b>British Values:</b> The rule of law. Individual liberty. Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith. Democracy. <b>Christian Star Qualities:</b> Love, Joy, Peace, Patience, Kindness, Gentleness, Self-Control, Faithfulness, Goodness</p> <p><b>Book List &amp; Resources</b></p> <p>Atlases Globe Ipads Photocopiable Maps of Africa EPI records for UK and Senegal (saved in One Drive) <a href="#">Senegal - Our World in Data</a> <a href="#">United Kingdom - Our World in Data</a> <a href="#">Human Development Reports (undp.org)</a> Population Pyramids <a href="#">The impact of climate change in Sub Saharan Africa: vulnerabilities, resilience and finance   Banque de France (banque-france.fr)</a> Climate change vocabulary worksheets Rising Stars Geography (Y6)</p>	<p>Amenities, accessible, public services, public spaces</p> <p>Capital city Compass Points (Eight points) Meridian, Greenwich Mean Time Democracy Monarchy Trade and commerce</p> <p><b>Cultural Opportunities</b></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). Understanding our influence on the environment on a local and global level.</p> <p><b>Key values</b></p> <p><b>School Values:</b> Happy, Healthy and Secure. Confident and Independent. Respectful and Caring. Inspired and Excited to Learn. Teamwork. <b>British Values:</b> The rule of law. Individual liberty. Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith. Democracy. <b>Christian Star Qualities:</b> Love, Joy, Peace, Patience, Kindness, Gentleness, Self-Control, Faithfulness, Goodness</p> <p><b>Book List &amp; Resources</b></p> <p>Reference Books Maps of the Underground A-Z of London <a href="https://uk-air.defra.gov.uk/air-pollution/daqi?view=more-info&amp;pollutant=ozone#pollutant">https://uk-air.defra.gov.uk/air-pollution/daqi?view=more-info&amp;pollutant=ozone#pollutant</a> <a href="http://dclgapps.communities.gov.uk/imd/iod_index.html">http://dclgapps.communities.gov.uk/imd/iod_index.html</a> <a href="https://www.geography-fieldwork.org/gcse/urban/cbd/fieldwork/">https://www.geography-fieldwork.org/gcse/urban/cbd/fieldwork/</a> <a href="https://www.rgs.org/schools/teaching-resources/colouring-london/">https://www.rgs.org/schools/teaching-resources/colouring-london/</a> <a href="https://www.rgs.org/schools/teaching-resources/primary-fieldwork-in-london/">https://www.rgs.org/schools/teaching-resources/primary-fieldwork-in-london/</a> Rising Stars Geography (Y6)</p>
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