

















	AUTUMN TERM <i>Local</i>	SPRING TERM <i>National</i>	SUMMER TERM <i>Global</i>
EYFS	NURSERY	NURSERY	NURSERY
Concept	<i>Communication and Language</i>	<i>Communication and Language Understanding the world</i>	<i>Communication and Language Understanding the world</i>
Enquiry	<i>Why are there no dinosaurs in Hambleton? Why can we not see the houses of parliament?</i>	<i>Africa and North/South Pole.... What is the same? What is different?</i>	<i>Where is this story happening?</i>
N.C skills	N/A	N/A	N/A
Vocabulary	Dinosaur names, past, then, long time ago, alive, Guy Fawkes, London, England, houses of parliament, hambleton,	<i>Africa, North Pole, South Pole, Snow, Ice, cold, penguins, polar bears, hot, African animal names, trees, grass, globe</i>	<i>Country, hot, cold, like Hambleton, not like hambleton, places they see in the traditional stories they read.</i>
Links	<i>History Link: Dinosaurs, Bonfire Night, Remembrance day, Nativity</i>	<i>History Link: Pirates</i>	<i>History Link: Traditional Tales</i>
Key skills and knowledge	<p>Communication and Language</p> <ul style="list-style-type: none"> Understand 'why' questions Use a wider range of vocabulary Develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'. Develop their pronunciation but may have problems saying: - some sounds: r, j, th, ch, and sh - multisyllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus' Use longer sentences of four to six words. Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions. Start a conversation with an adult or a friend and continue it for many turns.  	<p>Communication and Language</p> <ul style="list-style-type: none"> Understand 'why' questions Use a wider range of vocabulary Develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'. Develop their pronunciation but may have problems saying: - some sounds: r, j, th, ch, and sh - multisyllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus' Use longer sentences of four to six words. Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions. Start a conversation with an adult or a friend and continue it for many turns.  <p>Understanding the World</p> <ul style="list-style-type: none"> Talk about what they see using a wide vocabulary. – Begin to understand the need to respect and care for the natural environment and all living things.  Know that there different countries in the world and talk about the differences they have experienced or seen in photos 	<p>Communication and Language</p> <ul style="list-style-type: none"> Understand 'why' questions Use a wider range of vocabulary Develop their communication, but may continue to have problems with irregular tenses and plurals, such as 'runned' for 'ran', 'swimmed' for 'swam'. Develop their pronunciation but may have problems saying: - some sounds: r, j, th, ch, and sh - multisyllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus' Use longer sentences of four to six words. Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions. Start a conversation with an adult or a friend and continue it for many turns.  <p>Understanding the World</p> <ul style="list-style-type: none"> Talk about what they see using a wide vocabulary. – Begin to understand the need to respect and care for the natural environment and all living things.  Know that there different countries in the world and talk about the differences they have experienced or seen in photos

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EYFS	RECEPTION	RECEPTION	RECEPTION
Concept	<i>Communication and Language</i>	<i>Communication and Language Understanding the world</i>	<i>Communication and Language Understanding the world</i>
Enquiry	<i>Where did dinosaurs used to live?</i>	<i>What can you see on the pirate map?</i>	<i>Where and when is the story taking place? (using pictures in story books)</i>
N.C skills	N/A	N/A	N/A
Vocabulary	Hambleton, dinosaur names, grass, trees, water, houses, park, features of hambleton then and now.	<i>Map, globe, sea, land, island, bigger, smaller, hot, day, night, different, same, animal names, England, Australia</i>	<i>setting, weather, summer, autumn, winter, spring, England, Australia, place names from stories.</i>
Links	<i>History Link: Dinosaurs, Bonfire Night, Remembrance day, Nativity</i>	<i>History Link: Pirates</i>	<i>History Link: Traditional Tales</i>
Key skills and knowledge	<p>Communication and Language</p> <ul style="list-style-type: none"> Learn and use new vocabulary in new contexts Ask questions to find out more and to check they understand what has been said to them. Articulate their thoughts and ideas in well formed sentences Engage in non-fiction books Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary <p>Understanding the World</p> <ul style="list-style-type: none"> Draw information from a simple map. Recognise some similarities and differences between life in this country and life in other countries Explore the natural world around them.  Recognise some environments that are different to the one in which they live  	<p>Communication and Language</p> <ul style="list-style-type: none"> Learn and use new vocabulary in new contexts Ask questions to find out more and to check they understand what has been said to them. Articulate their thoughts and ideas in well formed sentences Engage in non-fiction books Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary <p>Understanding the World</p> <ul style="list-style-type: none"> Draw information from a simple map. Recognise some similarities and differences between life in this country and life in other countries Explore the natural world around them.  Recognise some environments that are different to the one in which they live  	<p>Early Learning Goal Communication and Language</p> <ul style="list-style-type: none"> Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. Make comments about what they have heard and ask questions to clarify their understanding Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.  Offer explanations for why things might happen, making use of recently introduced vocabulary from stories and non-fiction, texts when appropriate. <p>Early Learning Goal Understanding the World </p> <ul style="list-style-type: none"> Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. Understand some important processes and changes in the natural world around them, including the seasons.

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YEAR 1	<i>Animals Including Humans</i>	<i>Materials and their Properties</i>	<i>Plants</i>
Concepts			
Enquiry	<i>Where is my school within the UK?</i>	<i>What is the weather like in the UK?</i>	<i>How is our world connected?</i>
N.C skills	Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom	Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles	Name and locate the world's seven continents and five oceans.
Vocabulary	<i>hill, forest, river, soil, village, town, farm, house, shop, map, United Kingdom, locate, fieldwork, north, south, east, west, Hambleton, north, south, east, west,</i>	<i>hill, river, season, weather, England, Scotland, Wales, Northern Ireland, locate, fieldwork, observe</i>	<i>sea, ocean, city, world, globe, map, arctic, pacific, southern, Indian, Atlantic, land, locate, north, south, east, west, continent</i>
Links	<i>History Link: Changes in Living Memory: Yr 1 Aut</i>	<i>History Link: Alan Turing Institute– Yr1 Spr Science Link: Seasonal Changes</i>	<i>History Link: Changes in flight: Yr 1 Sum</i>
Key skills and knowledge	<ul style="list-style-type: none"> Geographical enquiry: What are Human and Physical Features? Start local with a field trip into the area around school/school grounds - use observational skills to identify important physical and human features <i>p. 18 in fieldwork handbook</i> Zoom in and discuss places which are special to children in the school grounds and why.  Zoom out - compass directions North East South West - discuss features which can be seen in school grounds facing in each direction. Children create own maps to represent special places in the school grounds/local area, with simple key  Zoom in to look at the physical features in Hambleton. Discuss & explore why they are a physical feature – Don't go any further than the park in Hambleton. Zoom in to look at the human features in Hambleton. Discuss and explore what makes them a human feature 	<ul style="list-style-type: none"> Start Local by observing local daily weather patterns (link to ongoing seasonal observations in science). <i>p. 14 in fieldwork handbook</i> Windy days and wind direction – which are the windiest places in the school grounds and why? Rainy days - observe puddles and evaporation – where and why do puddles form? Sunny days – find sunny and shady places in school grounds. Observe movement of shadows. Snowy days – if possible, collect and observe snow and snowflakes. Vocabulary session. Summarise and define key vocabulary. Frayer model Zoom out and discuss seasons of the year in the UK (link to science). Zoom out and locate hot and cold places on the globe and identify North and South Poles and Equator (link into summer term global geography). Look at similarities and differences between North and South Pole. Talk about the equator being a red line on a map and how hot places are near it. 	<ul style="list-style-type: none"> Start local to investigate where Hambleton is, what country are we in and where is this within the wider world? Geographical enquiry: What is a Continent and an Ocean? Zoom out and use atlases and globes to name and locate seven continents and five oceans of the world. Zoom in to look at the continents in more detail and their connecting oceans, Asia and Europe Zoom in to look at the continents in more detail and their connecting oceans, Australia and Africa Zoom in to look at the continents in more detail and their connecting oceans, North America, South America, Antarctica Zoom out to look at What shape is the earth? How could people journey across the world? Investigate journey lines between the continents (Link to Year 1 Autumn Term compass directions)

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YEAR 2	<i>Hambleton</i>	<i>The UK 4 countries and their capital cities</i>	<i>Comparison Study – Poulton-Le-Fylde/Hambleton and Dorchester Marylands US</i>
Concepts	Investigate Places - Locational Knowledge, Place Knowledge	Investigate Places - Locational Knowledge, Place Knowledge	Investigate Places - Locational Knowledge, Place Knowledge
	Investigate Patterns – Human and Physical Features	Investigate Patterns – Human and Physical Features	Investigate Patterns – Human and Physical Features
	Communicate Geographically - Geographical Skills & Fieldwork	Communicate Geographically - Geographical Skills & Fieldwork	Communicate Geographically - Geographical Skills & Fieldwork
Enquiry	<i>What makes my local area special?</i>	<i>Where are other people in the UK?</i>	<i>What are the similarities and differences between Hambleton and Dorchester, Maryland US?</i>
N.C skills	Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom	Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas	Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom and a small area in a contrasting non-European country: Poulton- Le-Fylde (North West England) Dorchester (Maryland, North America)
Vocabulary	<i>Physical features, vegetation, human features, aerial, river, atlas, location</i>	<i>Physical features, vegetation, human features, village, town, farm, house, shop, factory, office, aerial, compare, contrast, similarities, differences, location, atlas</i>	<i>Physical features, beach, cliff, coast, ocean, sea Human features, village/town, farm, shop, port, harbour, similarities, differences, North pole, south pole, equator</i>
Links	<i>History Link: Blackpool over time: Yr 2 Aut</i>	<i>History Link: King Charles II and GFoL: Yr 2 Spr</i>	<i>History Link: Harriet Tubman: Yr 2 Sum</i>
Key skills and knowledge	<ul style="list-style-type: none"> ● <u>Bridge back to recall and recount Year 1 summer term to locate school by zooming in from world map to Europe, UK, Lancashire, looking at maps.</u> ● Start local and navigate around school play areas using printed map. Children mark best and worst thing about the play areas on map (human/physical features).  ● Vocabulary: human and physical features sorting – Frayer Model ● Zoom in and plan a walk to Bob Williamson Park using maps. ● Field trip to Bob Williamson Park, taking photos and making notes of journey and features of park. p.16 in fieldwork handbook ● Create maps to represent Bob Williamson Park with a key – noting the human and physical features. ● Zoom in and discuss how their play area could be improved and why this is important - community link?   	<ul style="list-style-type: none"> ● Start local and bridge back to recount and recall autumn Y2 by looking at location and features of Fylde Coast and Hambleton ● Research, understand and identify human features in the UK: houses, roads and bridges are things that have been built by people. ● Research, understand and identify physical features in the UK: seas, mountains and rivers are natural and have not been put there by people. ● Zoom in to locate and look at London – Largest urban area in the UK ● Zoom in to locate and look at Cardiff – very flat but surrounded by hills. ● Zoom in to locate and look at Belfast – This is both a city and town ● Zoom in to locate and look at Edinburgh – Built on an extinct volcano 	<ul style="list-style-type: none"> ● Start local with maps and fieldwork to observe Lancashire from school grounds. ● <u>Bridge back to Yr1 Sum Term, recount and recall seven continents and five oceans, focusing on N. America.</u> ● Zoom out to recap human and physical features of Poulton-Le-Fylde/Hambleton on a map and aerial photos. ● Zoom out and explore locational knowledge of the UK and world geography to plot locations of Hambleton/Poulton-Le-Fylde, Lancashire and Dorchester, Marylands US on the world map. ● Zoom in and investigate the North and South Poles and Equator. Discuss geographical differences in location e.g. proximity to Equator. ● Zoom in and look at human and physical features of Dorchester, Marylands US on map and aerial photos. ● Compare human and physical features of Dorchester, Marylands US with Hambleton/Poulton-Le-Fylde. Bridge forward to Yr 6 N & S America



	AUTUMN TERM <i>Local</i>	SPRING TERM <i>National</i>	SUMMER TERM <i>Global</i>
YEAR 3	<i>Lancashire</i>	<i>Agriculture</i>	<i>Transport, Travel, Tourism and Global Trade</i>
Concepts	Investigate Places - Locational Knowledge, Place Knowledge	Investigate Places - Locational Knowledge, Place Knowledge	Investigate Places - Locational Knowledge, Place Knowledge
	Investigate Patterns – Human and Physical Features	Investigate Patterns – Human and Physical Features	Investigate Patterns – Human and Physical Features
	Communicate Geographically - Geographical Skills & Fieldwork	Communicate Geographically - Geographical Skills & Fieldwork	Communicate Geographically - Geographical Skills & Fieldwork
Enquiry	<i>How has Lancashire changed over time?</i>	<i>What does UK farming look like and is it sustainable?</i>	<i>What is global travel, tourism and trade, how is our world connected?</i>
N.C Skills	Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time Describe and understand key aspects of human geography, including: types of settlement and land use	Describe and understand key aspects of human geography, including: types of settlement and land use	Describe and understand key aspects of human geography, including: economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water: Egypt
Vocabulary	<i>Lancashire, grid reference, OS, compass, settlement, topography, topographical, characteristics, identify</i>	<i>Sustainability, settlement, characteristics, identify, define, agriculture, explain, energy</i>	<i>Travel, tourism, trade, transport, distribution, energy, minerals, natural resources, characteristics, identify ,explain</i>
Links	<i>History Link: Local Study: Yr 3 Aut</i>	<i>History Link: Stone Age First Farmers: Yr 3 Spr DT Link: Food tech</i>	<i>History Link: Egyptians: Yr 3 Sum</i>

Key skills and knowledge

- **Bridge back to recount and recall map reading skills from Yr 1 and 2. Look at 4 figure grid references on OS maps of local area.**
- Start local and link to local history by looking for clues of change over time in the local area.
- Zoom out and use 8 points of compass to use maps on fieldwork trip into Lancashire. (Link to Year 1 Autumn Term compass directions) [p. 30 in fieldwork handbook](#)
- Compare old maps to OS map, noting any changes. Look for old buildings and changes inland use and plot on a map with key.
- Vocabulary session. Summarise and define key vocabulary. Frayer model
- Zoom out to look at the county of Lancashire and change over longer historical period. Collate findings to create an information leaflet comparing Lancashire now and from the past. How has this affected our community now?



- Start local by observing farming through fieldwork at a local farm (The Holts Farm or R. Bees farm shop????), with a focus on sustainability. What are the challenges for the future?
- Create maps of the farm with keys
- Build on and bridge back to recount and recall locational geography by locating and discussing human and physical features of the UK.
- Zoom into farming in Lancashire. What are the challenges?
- Zoom out to look at locational geography of the world by locating human and physical features of farming in Florida
- Compare findings of local fieldwork with studies of farming in Florida. What are the differences? Which is the most sustainable?
- Sustainable rooftop city farming initiative in USA e.g. NYC – pros and cons. Could this work in the UK?




- Start local by using OS maps to complete a land use survey of the local area, looking for clues as to where people might work. [p.26 in fieldwork handbook](#)
- Request a workplace visit from AstraZeneca. Writing to businesses in the local area and investigate the range of jobs available.
- Zoom out to look at Egypt's tourism, trade and travel
- Compare land use in local area to land use and trade links in the UK (link to geography – bridge back to Year 3 agriculture.
- Compare land use in UK to land use more widely in Egypt.
- Investigate how dependent the UK is on travel, tourism and global trade.
- What are the future job opportunities for pupils? What are the pros and cons of choosing to work in the local area or moving elsewhere?








	AUTUMN TERM <i>Local</i>	SPRING TERM <i>National</i>	SUMMER TERM <i>Global</i>
YEAR 4	<i>The Water Cycle and Local Rivers</i>	<i>The UK in relation to Time Zones, Longitude, Latitude and Hemispheres</i>	<i>Comparison Study: UK and Greece</i>
Concepts	Investigate Places - Locational Knowledge, Place Knowledge	Investigate Places - Locational Knowledge, Place Knowledge	Investigate Places - Locational Knowledge, Place Knowledge
	Investigate Patterns – Human and Physical Features	Investigate Patterns – Human and Physical Features	Investigate Patterns – Human and Physical Features
	Communicate Geographically - Geographical Skills & Fieldwork	Communicate Geographically - Geographical Skills & Fieldwork	Communicate Geographically - Geographical Skills & Fieldwork
Enquiry	<i>Why is the River Wyre important?</i>	<i>Where are we, how is our world categorised?</i>	<i>What are the similarities and differences between the UK and Greece?</i>
N.C Skills	<i>Describe and understand key aspects of physical geography, including rivers and the water cycle</i>	Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)	Locate the world's countries, using maps to focus on Europe (including the location of Russia), concentrating on their environmental regions, key physical and human characteristics, countries, and major cities Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region within Europe
Vocabulary	Water cycle, drainage, Source, Delta, Flow, Watercourse, Tributaries, Meanders, Deltas, Estuary, Subterranean river, Erosion, condensation, precipitation, evaporation, cumulonimbus cloud, change, investigate, cause, effect, meteorologist	Time zones, latitude, longitude, Northern Hemisphere, Southern Hemisphere, Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian, change, investigate, cause, effect	Europe, region, longitude, latitude, environmental, mainland, population, climate, change, investigate, cause, effect, organise, tourism
Links	<i>Science Link: Evaporation – water/seasonal changes</i>	<i>History Link: Roman Invasion: Yr 4 Spr</i>	<i>History Link: Ancient Greece: Yr 4 Sum</i>

Key skills and knowledge



- Start local by discussing signs of water use in and around school (taps, drains etc).
- Zoom in to look at the water cycle and represent using a simple diagram.
- Zoom out to locate the River Wyre in the local area on OS maps and follow the course of the River Wyre to the coast. Create a map of the River Wyre with a key. Compare to River Calder ((link to history Year 3 autumn term – Cotton Mills)
- Zoom in to look at the features of a river.
- Fieldwork trip to the River Wyre to investigate the features of the river (direction of flow, depth, velocity, width) [p. 32 in fieldwork handbook](#)
- Vocabulary session. Summarise and define key vocabulary. Frayer model
- Zoom in to look at erosion and deposition within rivers.

- Start local by locating the UK and our location on a globe. Focus on the equator and how this divides the world in to the Northern and Southern Hemispheres.
- Zoom in to look at lines of longitude and latitude on a globe. Use map co-ordinate to locate places around the world.
- Zoom in to look at the Arctic and Antarctic Circles. Fact find information regarding the features, climate and environmental factors of these locations. 
- Investigate and compare the Tropics of Cancer and Capricorn, what is it like in these regions, how does this compare to the UK?
- Zoom in to discuss and consider what the Prime Meridian is, why we need it and where is it located
- Discuss and investigate the different Time Zones around the world.

- Start local by revising human and physical features of the local area – bridge back to aut & spr term
- Zoom out to revise continents and oceans. Bridge back to Year 1 Summer Term. Revise Equator and learn location of Northern and Southern Hemispheres, latitude and longitude, Tropics of Cancer and Capricorn, Arctic and Antarctic Circle Bridge back to Year 4 Spring Term.
- Zoom into Europe, locational knowledge and name some countries and capital cities. Focus on: England, Italy, Spain, France, Germany, Russia and Greece)
- Zoom into mainland Greece, locational knowledge – locate in relation to the UK. Look at human and physical features of Greece on maps & aerial photos.
- Discuss and explore climate, population, language, currency, famous landmarks (link to history – Ancient Greece)
- Zoom out to compare Greece to North West England – what is the same and what is different? How is each area changing as a result of human forces such as climate change and tourism? (specifically compare London and Athens) 

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YEAR 5	<i>Environmental Change and Care</i>	<i>Mountains, Volcanoes and Earthquakes</i>	<i>Rivers of the World</i>
Concepts	Investigate Places - Locational Knowledge, Place Knowledge	Investigate Places - Locational Knowledge, Place Knowledge	Investigate Places - Locational Knowledge, Place Knowledge
	Investigate Patterns – Human and Physical Features	Investigate Patterns – Human and Physical Features	Investigate Patterns – Human and Physical Features
	Communicate Geographically - Geographical Skills & Fieldwork	Communicate Geographically - Geographical Skills & Fieldwork	Communicate Geographically - Geographical Skills & Fieldwork
Enquiry	<i>What is our impact on our world and local area?</i>	<i>What physical features make our world unique?</i>	<i>How does water (rivers) shape our landscape across the world?</i>
N.C skills	Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities	Describe and understand key aspects of physical geography, including mountains, volcanoes and earthquakes	Describe and understand key aspects of human geography, including: types of settlement and land use
Vocabulary	Analyse, apply, horizontal, vertical, record, environmental change, carbon footprint, reflect, human processes	Analyse, apply, horizontal, vertical, record, mountains, volcanoes, earthquakes, UK mountains, dormant, active, extinct, mountain ranges, ring of fire	Analyse, apply, horizontal, vertical, record, landscape, formation, European rivers, flooding, dams, diversity
Links			
Key skills and knowledge	<ul style="list-style-type: none"> Start local by thinking about environmental issues that are important to the children. Use news items as a starting point. p. 24 in fieldwork handbook Discuss the ways in which countries or groups of countries can or have worked together to tackle issues e.g. geopolitical groups (UN, EU), trade links, migration, climate change, deforestation or other issues. Children investigate the role of different countries including the UK in these issues and reflect on global citizenship (link to Children's Rights) Children use their geographical knowledge from autumn and spring term to identify an issue which concerns the future of the local area (e.g. sustainable travel or carbon footprint). Children use a range of fieldwork methods to observe and collect data in the local area. Children take action by using their findings to create a plan and make recommendations to local leaders or headteacher. Children reflect on their role as local and global citizens (link to PHSE). p. 34 in fieldwork handbook    	<ul style="list-style-type: none"> Start local by linking back to topographical observations of local area in autumn term. Zoom in to look at the Earth, explore what it is made of and draw and label a cross section diagram. Zoom out to build on world locational knowledge by linking to major mountain ranges and rivers on each continent with a focus on Europe and N and S America). Discuss why the earth's surface is shaped like it is – tectonic plate movement, earthquakes, volcanoes. Zoom in to look at structure of a volcano - Explore the meaning of Active, Dormant and Extinct Zoom in on Mont Blanc – Western Europe's highest peak. Identify key features and locational knowledge Zoom in to look at Earthquakes, why do they happen, how do we measure them – Richter and Mercalli scales Plot major volcanoes and earthquake zones on world map – the Ring of Fire 	<ul style="list-style-type: none"> <u>Bridge back to Year 4 Autumn Term to recount and recall the water cycle and river formation/features.</u> Zoom in to use an index and atlas to locate at the main rivers in the UK: Trent, Severn, Thames, Ouse, Clyde, Wye, Tay look at facts, features, location and plot on a map of the UK. Zoom out to use an index and atlas to locate Europe's five largest rivers, the Volga, the Danube, the Rhine, Rhona & the Oder - look at facts, features, location & plot on a World map. Zoom out again to use an index and atlas to locate the five largest rivers in the world, The Nile, Amazon, Mississippi, Yangtze, Mississippi and Yenisei - look at facts, features, location and add to the map of the World. Vocabulary session. Summarise and define key vocabulary. Frayer model Zoom in to look how we use rivers across the world. Human and physical features and uses. Zoom in to look at flooding and the use of dams. Should we use dams? Look at and discuss hydroelectric power.



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YEAR 6	Coastal Regions	Weather and Climate Zones	North and South America Study
Concepts	Investigate Places - Locational Knowledge, Place Knowledge	Investigate Places - Locational Knowledge, Place Knowledge	Investigate Places - Locational Knowledge, Place Knowledge
	Investigate Patterns – Human and Physical Features	Investigate Patterns – Human and Physical Features	Investigate Patterns – Human and Physical Features
	Communicate Geographically - Geographical Skills & Fieldwork	Communicate Geographically - Geographical Skills & Fieldwork	Communicate Geographically - Geographical Skills & Fieldwork
Enquiry	<i>What is special about North-West England?</i>	<i>What is the impact of weather and climate zones on the environmental factors in our world?</i>	<i>How is our world diverse are areas in North and South America the same?</i>
N.C skills	Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time <i>Describe and understand key aspects of human geography, including: types of settlement and land use</i>	<i>Describe and understand key aspects of physical geography, including climate zones, biomes, vegetation belts</i>	Locate the world's countries, using maps to focus on North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, & major cities Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region within North or South America
Vocabulary	Migration, explore, conclusions, patterns, erosion, dunes, eight point	Biomes, vegetation belts, Measure, deciduous forest, rainforest, marine, freshwater, climate zones, taiga conservation, fossil fuels, economic activity, tundra	Interconnected, interdependent, conclusions, explore, boundary, significant, colonise, indigenous, economic activity, death valley,
Links	<i>History Link: WWI Migration and Impact on the NW: Yr6</i>	<i>History Link: Vikings and Anglo Saxon Invasion, why did they come to the UK? Yr 6 Spr</i>	<i>History Link: Mayans: Yr 6 Sum</i>
Key skills and knowledge	<ul style="list-style-type: none"> Zoom out to explore how water, weathering and erosion can change the landscape – bridge back to Yr4 Water Cycle and Rivers unit. Zoom in to look at the Coastal regions in the North-West of England. Identify and map the main coastal features in the UK. Research and describe how coastal features change through weathering and erosion Zoom out to look how coastlines in the North-West and UK have changed over time. Zoom in to look at Blackpool, where is it and what is it like there? Field trip to Blackpool and Sand Dunes Use fieldwork and map work to observe the topography of the local land (peaks and plain) from viewpoint near school according to 8 points of the compass. How does this compare to the topographical map of the UK and Blackpool Compare the physical geography of Blackpool with that of my own area - Hambleton. Compare land use in Blackpool with my own area. 	<ul style="list-style-type: none"> Start local by observing and measuring weather patterns in the UK and linking to seasons. p. 20 in fieldwork handbook Zoom out and build on world locational geography to learn about climate zones Zoom in to look at polar, temperate, tropical, subtropical Zoom out to look at the main world Biomes: Marine and Freshwater: vegetation, plant and animals Desert and Savannah: vegetation, plant and animals Deciduous Forest and Rainforest: vegetation, plant and animals p. 28 in fieldwork handbook Tundra and Taiga: vegetation, plant and animals Vocabulary session. Summarise and define key vocabulary. Frayer model Children look at the impact of environmental change on these areas - bridge back to summer term Year 5 recount and recall rivers of the world.  	<ul style="list-style-type: none"> <u>Bridge back to Year 1 and recount and recall the continents and oceans of the world, including any countries and capital cities of importance.</u> Zoom in to look at the Americas, what do you know? Compare the boundary lines of North and South America Locational study of a significant place within North America, human and physical features  Locational study of a significant place within South America, human and physical features. Comparative Study, compare the locations studied from North and South America. Physical features, human features, weather, climate. Look local by comparing our area to the Death Valley US. <u>Bridge back to Yr 6 Spring Term to recount and recall biomes and discuss the climate regions across the countries/boundary lines of North America.</u>



Geographical skills and fieldwork: Key Stage 1

- use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage
- use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map
- use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key
- use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.

Geographical skills and fieldwork: Key Stage 2

- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world
- 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.