

St Bartholomew's C of E Primary School Geography Curriculum Overview



	Year 1		
Autumn 1	Autumn 2	Spring	Summer
<p>Topic: <u>Our local area.</u></p> <p><u>Topic overview</u></p> <p>Children are taught about the local area, Armley. They learn about places in the local area such as their school, shops, the library and leisure facilities. The children use a map to follow a route around the local area and using simple field work and observational skills they observe the different key human and physical features of its surrounding environment.</p> <p>Children go on to make their own 2d and 3d maps and use compass directions to navigate themselves around the buildings. They use and construct basic symbols in a key.</p>	<p>Topic: <u>Weather and Seasons</u></p> <p><u>Topic overview</u></p> <p>The children will learn about the 4 seasons and the daily weather patterns in the UK. They will compare this to other hot and cold places around the world in relation to the equator and the north and south pole.</p> <p>The children will be have the opportunity to look at weather reports and carry out their own reports.</p>	<p>Topic: <u>On the farm</u></p> <p><u>Topic overview</u></p> <p>The children will use simple compass directions (north, south, east and west) and locational and directional language (for example—near, far, left, right) to describe the location of features of a farm and routes on a map.</p> <p>They will look at key human features such city, town, village, factory, farm and shop.</p>	<p>Topic: <u>Africa</u></p> <p><u>Topic overview</u></p> <p>The children will name and locate the 7 continents on a map. Look at the countries in comparison to the equator and compare Africa to when we looked at Antarctica and the differences in weather patterns.</p> <p>To look at the key human and physical features in Kenya and compare a small town to Leeds. Children to compare what Kenyan life is like compared to life in the UK.</p>
<p><u>Vocabulary to be taught in this topic:</u></p> <p>Map. Compass directions, north, south, east, west. Field work. Observations. Local area. Navigate. Human and physical features.</p>	<p><u>Vocabulary to be taught in this topic:</u></p> <p>Weather. Seasons. Cold. Hot. Equator. Continents. Countries. World.</p>	<p><u>Vocabulary to be taught in this topic:</u></p> <p>Map. Compass directions, north, south, east, west. locational and directional language (for example—near, far, left, right)</p>	<p><u>Vocabulary to be taught in this topic:</u></p> <p>Continents. Countries. Equator. Human and Physical features. Village. Town. Hot. Cold.</p>
<p><u>Curriculum links</u></p> <p>English – Amazing Me – We learn about ourselves and where we live.</p> <p>History – Childhood now and then. Looking at Armley in the past.</p>	<p><u>Curriculum links</u></p> <p>English – Seasons stories</p> <p>Science – Weather and seasons</p>	<p><u>Curriculum links</u></p> <p>English – Farm Stories.</p> <p>DT – Farm puppets</p>	<p><u>Curriculum links</u></p> <p>English – Looking at different African texts</p> <p>Art – African masks</p>

Skills taught in Year 1:

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<p align="center"><u>Mapping:</u></p> <ul style="list-style-type: none"> ■ Use vocabulary such as bigger/smaller, near/far. ■ Use a range of maps and globes (including picture maps) at different scales. ■ Know that maps give information about places in the world (where/what?). ■ Locate land and sea on maps. ■ Use large scale maps and aerial photos of the school and local area. ■ Recognise simple features on maps e.g. buildings, roads and fields. ■ Follow a route on a map starting with a picture map of the school. ■ Recognise that maps need titles. ■ Recognise landmarks and basic human features on aerial photos. ■ Know which direction is North on an OS map. ■ Draw a simple map e.g. of a garden, route map, place in a story. ■ Use and construct basic symbols in a map key. ■ Know that symbols mean something on maps. ■ Find a given OS symbol on a map with support ■ Begin to realise why maps need a key. ■ Look down on objects and make a plan e.g. of the classroom or playground. 	<p align="center"><u>Fieldwork:</u></p> <ul style="list-style-type: none"> ■ Use cameras and audio equipment to record geographical features, changes, differences e.g. weather, seasons, vegetation, buildings etc. ■ Use simple fieldwork techniques such as observation and identification to study the geography of the school and its grounds as well as the key human and physical features of its surrounding environment. ■ Use simple compass directions (NSEW). ■ Use locational and directional language to describe feature and routes e.g. left/right, forwards and backwards. ■ Use aerial photos and plan perspectives to recognise landmarks and basic human and physical features. 	<p align="center"><u>Enquiry and investigation:</u></p> <ul style="list-style-type: none"> ■ Ask simple geographical, 'where?', 'what?', and 'who?' questions about the world and their environment e.g. 'What is it like to live in this place?' ■ Investigate through observation and description. Recognise differences between their own and others' lives. 	<p align="center"><u>Communication:</u></p> <ul style="list-style-type: none"> ■ Speak and write about, draw, observe and describe simple geographical concepts such as what they can see where. ■ Notice and describe patterns. ■ Interpret and create meaningful labels and symbols for a range of places both in and outside the classroom. ■ Use basic geographical vocabulary from the PoS (above) as well as to describe specific local geographical features (tube station, canal etc.) ■ Give and follow simple instructions to get from one place to another using positional and directional language such as near, far, left and right. ■ Use maps and other images to talk about everyday life e.g. where we live, journey to school etc. 	<p align="center"><u>Use of ICT / technology</u></p> <ul style="list-style-type: none"> ■ Use simple electronic globes/maps. ■ Do simple searches within specific geographic software. ■ Use a postcode to find a place on a digital map. ■ Add simple labels to a digital map. ■ Use the zoom facility of digital maps and understand that zooming in/out means more/less detail can be seen. ■ Use programmable toys or sprites to move around a course/screen following simple directional instructions. ■ Use cameras and audio equipment to record geographical features, changes, and differences e.g. weather/seasons, vegetation, buildings etc. ■ Describe and label electronic images produced.

Year 2		
Autumn	Spring	Summer
<p>Autumn 2- Topic: Great Fire of London <u>Topic overview</u> The children will begin the topic by locating London and identifying key landmarks in the city. They will explore the physical and human features of city and then develop this knowledge, learning about the other countries and capital cities that make up the United Kingdom.</p>	<p>Topic: Castles <u>Topic overview</u> In this topic, the children will use compass points to navigate. They will look at and ariel photographs to identify and create landmarks. Children will use their developing fieldwork skills to study the geography of school and their surroundings before creating their own maps and keys. They will complete the unit by making their own 3D maps of a town.</p>	<p>Topic: Seaside <u>Topic overview</u> This unit begins with locating the continents and oceans of the world. Children will then explore British beaches and seas using their fieldwork skills to find out about more Scarborough during a visit to the seaside town. They will enjoy reading the Katie Morag stories which explore fictional coastal towns too. To complete this work they will use what they have learnt to compare different beaches with those from other countries.</p>
<p><u>Vocabulary to be taught in this topic:</u></p> <ol style="list-style-type: none"> 1. England 2. London 3. Scotland 4. Edinburgh 5. Wales 6. Cardiff 7. Ireland 8. Belfast 9. United Kingdom 10. City 	<p><u>Vocabulary to be taught in this topic:</u></p> <ol style="list-style-type: none"> 1. North 2. East 3. South 4. West 5. Globe 6. Atlas 7. Map 8. Symbol 9. Key 10. Ariel photograph 11. Landmark 	<p><u>Vocabulary to be taught in this topic:</u></p> <ol style="list-style-type: none"> 1. Beach 2. Cliff 3. Coast 4. Ocean 5. Sea 6. River 7. Port 8. Harbour 9. Shop 10. Names of continents and oceans
<p><u>Curriculum links</u> Writing through theme – newspaper article about the events of the GFoL English – Toby and the Great Fire of London and poem on fire D.T – making Tudor houses Art – making dioramas of the fire Computing – creating a GFoL scene by superimposing a photograph of themselves onto a background depicting a Tudor street Science – testing materials to see which would make the best pair of curtains for a house in London History – The Great Fire of London</p>	<p><u>Curriculum links</u> Writing through theme – diary entry about attending a pageant English – Rapunzel and non-chronological report about Queen Elizabeth D.T – making a castle Science – making catapults Computing – collecting data on their favourite Disney princes and princesses History – Different types of castles, castle life, The Battle of Hastings, peasant revolt and The Tower of London</p>	<p><u>Curriculum links</u> Writing through theme – postcard and poster about Edwardian seaside holidays English – Lighthouse Keepers Lunch and ocean creature riddles D.T – making ice lollies Computing – PowerPoint about Bridlington Science – food chains History – Seaside holidays in the past</p>
<p><u>Skills taught in Year 2:</u></p>		

<u>Mapping:</u>	<u>Fieldwork:</u>	<u>Enquiry and investigation:</u>	<u>Communication:</u>	<u>Use of ICT / technology</u>
<ul style="list-style-type: none"> ■ Use vocabulary such as bigger/smaller, near/far. ■ Use a range of maps and globes (including picture maps) at different scales. ■ Know that maps give information about places in the world (where/what?). ■ Locate land and sea on maps. ■ Use large scale maps and aerial photos of the school and local area. ■ Recognise simple features on maps e.g. buildings, roads and fields. ■ Follow a route on a map starting with a picture map of the school. ■ Recognise that maps need titles. ■ Recognise landmarks and basic human features on aerial photos. ■ Know which direction is North on an OS map. ■ Draw a simple map e.g. of a garden, route map, place in a story. ■ Use and construct basic symbols in a map key. ■ Know that symbols mean something on maps. ■ Find a given OS symbol on a map with support ■ Begin to realise why maps need a key. ■ Look down on objects and make a plan e.g. of the classroom or playground. 	<ul style="list-style-type: none"> ■ Use cameras and audio equipment to record geographical features, changes, differences e.g. weather, seasons, vegetation, buildings etc. ■ Use simple fieldwork techniques such as observation and identification to study the geography of the school and its grounds as well as the key human and physical features of its surrounding environment. ■ Use simple compass directions (NSEW). ■ Use locational and directional language to describe feature and routes e.g. left/right, forwards and backwards. ■ Use aerial photos and plan perspectives to recognise landmarks and basic human and physical features. 	<ul style="list-style-type: none"> ■ Ask simple geographical, 'where?', 'what?', and 'who?' questions about the world and their environment e.g. 'What is it like to live in this place?' ■ Investigate through observation and description. Recognise differences between their own and others' lives. 	<ul style="list-style-type: none"> ■ Speak and write about, draw, observe and describe simple geographical concepts such as what they can see where. ■ Notice and describe patterns. ■ Interpret and create meaningful labels and symbols for a range of places both in and outside the classroom. ■ Use basic geographical vocabulary from the PoS (above) as well as to describe specific local geographical features (tube station, canal etc.) ■ Give and follow simple instructions to get from one place to another using positional and directional language such as near, far, left and right. ■ Use maps and other images to talk about everyday life e.g. where we live, journey to school etc. 	<ul style="list-style-type: none"> ■ Use simple electronic globes/maps. ■ Do simple searches within specific geographic software. ■ Use a postcode to find a place on a digital map. ■ Add simple labels to a digital map. ■ Use the zoom facility of digital maps and understand that zooming in/out means more/less detail can be seen. ■ Use programmable toys or sprites to move around a course/screen following simple directional instructions. ■ Use cameras and audio equipment to record geographical features, changes, and differences e.g. weather/seasons, vegetation, buildings etc. ■ Describe and label electronic images produced.

Year 3		
Autumn	Spring	Summer
<p>Topic: Italy <u>Topic overview</u></p> <p>Children are taught to plot a direct route between two places on a maps starting with local maps and advancing to international routes. Children are to consider fastest routes by method of transport, direct routes and routes that involve stops. Children are also encouraged to investigate UK geographical features originating from Romans (e.g: aqueducts, Hadrian's Walls etc) and consider their purpose and practicality. Children also have the opportunity to build their own aqueducts to check for water resistance. Children also use grid referencing to produce a map of Italy and complete a comparison of the physical features of Italy and England. We also touch on volcanoes in this topic.</p>	<p>Topic: Yorkshire, Lancashire and Where did Francis Drake go? <u>Topic overview</u></p> <p>At the beginning of the topic, children plot on a map Francis Drake's route around the world after timelining his life events in their books. Children then tackle one country per week detailing issues in that particular country. Children cover a range of issues such as deforestation (Brazil), time zones (International Date Line), climate change, water shortage and poverty. Children have the opportunity to investigate local Geography compared to that of Lancashire. The Local Geography aspect is reinforced by a trip to Temple Newsam to see the Tudor history and geography of Yorkshire.</p>	<p>Topic: Settlements <u>Topic overview</u></p> <p>Children recap previous learning in Science by considering a human's basic needs for survival. Children will then consider what kinds of terrains e.g.: flat, rocky hillside etc are ideal for settling in and why. They then design their own places to settle using justification as to why they have chosen to locate their settlement in a particular place. They then study places around Britain and debate the benefits and consequences of living in particular places e.g.: flooding, fresh air etc. This ties in with typical attributes to modern day settlements e.g.: pollution.</p>
<p><u>Vocabulary to be taught in this topic:</u></p> <p>Territory, direct route, defence, control, purpose, transport, aqueduct, devastation, topological, water source, routes</p>	<p><u>Vocabulary to be taught in this topic:</u></p> <p>continent, equator, climate change, United Nations, deforestation, greenhouse gases, time zones, International Date Line, poverty, shortage,</p>	<p><u>Vocabulary to be taught in this topic:</u></p> <p>Settlement, protection, shelter, terrain, rocky, pollution</p>
<p><u>Curriculum links</u></p> <p>DT- Building aqueducts Science- Rocks English- Instructions</p>	<p><u>Curriculum links</u></p> <p>Time-Maths Day and night- Science Writing to persuade- English Chronological order- History Deforestation article to be used in Set 1 English.</p>	<p><u>Curriculum links</u></p> <p>Anglo-Saxons (History) Survival (Science) Comprehension and debate (English)</p>
<p><u>Skills taught in Year 3:</u></p>		

<u>Mapping:</u>	<u>Fieldwork:</u>	<u>Enquiry and investigation:</u>	<u>Communication:</u>	<u>Use of ICT / technology</u>
<ul style="list-style-type: none"> • Use a wider range of maps (including digital), atlases and globes to locate countries and features studied. • Use maps and diagrams from a range of publications, e.g. holiday brochures, leaflets, town plans. • Use maps at more than one scale. • Recognise that larger scale maps cover less area. • Make and use simple route maps. • Recognise patterns on maps and begin to explain what they show. • Use the index and contents page of atlases. • Label maps with titles to show their purpose • Recognise that contours show height and slope. • Use 4 figure coordinates to locate features on maps. • Create maps of small areas with features in the correct place. • Use plan views. • Recognise some standard OS symbols. • Link features on maps to photos and aerial views. • Make a simple scaled drawing e.g. of the classroom. • Use a scale bar to represent some distances. • Relate measurements on large scale maps to measurements outside. 	<ul style="list-style-type: none"> ▪ Use the eight points of a compass. ▪ Observe, measure and record the human and physical features in the local area using a range of methods including sketch maps, cameras and other digital devices. ▪ Make links between features observed in the environment to those on maps and aerial photos. 	<ul style="list-style-type: none"> ▪ Ask more searching questions including, 'how?' and, 'why?' as well as, 'where?' and 'what?' when investigating places and processes ▪ Make comparisons with their own lives and their own situation. ▪ Show increasing empathy and describe similarities as well as differences. 	<ul style="list-style-type: none"> ▪ Identify and describe geographical features, processes (changes), and patterns. ▪ Use geographical language relating to the physical and human processes detailed in the PoS e.g. tributary and source when learning about rivers. ▪ Communicate geographical information through a range of methods including sketch maps, plans, graphs and presentations. ▪ Express opinions and personal views about what they like and don't like about specific geographical features and situations e.g. a proposed local wind farm. 	<ul style="list-style-type: none"> ▪ Use the zoom facility on digital maps to locate places at different scales. ▪ Add a range of text and annotations to digital maps to explain features and places. ▪ View a range of satellite images ▪ Add photos to digital maps. ▪ Draw and follow routes on digital maps. ▪ Use presentation/multimedia software to record and explain geographical features and processes. ▪ Use spreadsheets, tables and charts to collect and display geographical data. Make use of geography in the news – online reports & websites.

Year 4				
Autumn		Spring		Summer
<p>Topic: Victorian Leeds (Water) <u>Topic overview</u> This topic uses Victorian Leeds: local geography to unpick changes over time. We look at the population of Leeds, as well as census data; inventions and how they may have directly affected the population; the reign of the British Empire on a large scale. Through learning about local canals and imports and exports, the children make links to world issues. The children compare Leeds now compared to Victorian Leeds using a range of sources to see how human and natural resources have changed over time.</p>		<p>Topic: Amazon Rainforests (Water) <u>Topic overview</u> This topic studies the Amazon Rainforest: making comparisons with the climate both there and in Leeds; the importance of the water cycle and the effect on native population; comparing life in Brazil to local life; deforestation of the Amazon Rainforest and the impact upon world climate. The children will explore rainforests further through fieldwork opportunities undertaken at Tropical World.</p>		<p>Topic: Ancient Egypt (Water) <u>Topic overview</u> This topic studies the country of Egypt and its ancient civilisation. The children investigate human and physical features of Egypt, both past and present; the importance of the River Nile and its impact upon the people; making comparisons with the River Nile and the River Aire; developing previous learning, the children compare and contrast the use of canals during Victorian era to the use of the River Nile in Ancient Egypt. We use maps to locate key sites and follow the journey of how they got the resources needed to build a pyramid.</p>
<p><u>River vocabulary</u> Abrasion, bank, basin, bed, canal, cliff, confluence, dam, delta, depth, downstream, erosion, estuary, flood, floodplain, irrigation, meander, mouth, mudflats, oxbow, pollution, rapids, source, tributary, upstream, valley, waterfall.</p>				
<p><u>Vocabulary to be taught in this topic:</u> Victorian, population, line graph, city, borough, year, invention, timeline, industrial revolution, British empire, import, export, sources, canal, local</p>		<p><u>Vocabulary to be taught in this topic:</u> Biome, canopy, emergent, understory, forest floor, decay, logging, equator, undergrowth, uncontacted tribes, vines, rainfall, species, tropical</p>		<p><u>Vocabulary to be taught in this topic:</u> Civilisation, human, physical, valley, plain, mouth, source, bank, floodplain, fertile, drought, famine, crops</p>
<p><u>Curriculum links</u> History – The Victorians English – Oliver Twist Maths – Line graphs</p>		<p><u>Curriculum links</u> English – The Great Kapok Tree ICT – Water cycle Minecraft Art – Rainforest oil pastels DT – Making a rainforest greenhouse</p>		<p><u>Curriculum links</u> History – Ancient Egypt Art - Deathmasks</p>
<p><u>Skills taught in Year 4:</u></p>				
<p><u>Mapping:</u></p> <ul style="list-style-type: none"> Use a wider range of maps (including digital), atlases and globes to locate countries and features studied. Use maps and diagrams from a range of publications, e.g. holiday brochures, leaflets, town plans. 	<p><u>Fieldwork:</u></p> <ul style="list-style-type: none"> Use the 8 points of a compass. Observe, measure and record human and physical features in the local area using a range of methods, including sketch maps, cameras and other digital devices. 	<p><u>Enquiry and investigation:</u></p> <ul style="list-style-type: none"> Ask more searching questions including, 'how?' and, 'why?' as well as, 'where?' and 'what?' when investigating places and processes. Make comparisons with their own lives and their own situation. 	<p><u>Communication:</u></p> <ul style="list-style-type: none"> Identify and describe geographical features, processes (changes), and patterns. Use geographical language relating to the physical and human processes detailed in the PoS e.g. tributary and 	<p><u>Use of ICT / technology</u></p> <ul style="list-style-type: none"> Use the zoom facility on digital maps to locate places at different scales. Add a range of text and annotations to digital maps to explain features and places. View a range of satellite images.

<ul style="list-style-type: none"> • Use maps at more than one scale. • Recognise that larger scale maps cover less area. • Make and use simple route maps. • Recognise patterns on maps and begin to explain what they show. • Use the index and contents page of atlases. • Label maps with titles to show their purpose • Recognise that contours show height and slope. • Use 4 figure coordinates to locate features on maps. • Create maps of small areas with features in the correct place. • Use plan views. • Recognise some standard OS symbols. • Link features on maps to photos and aerial views. • Make a simple scaled drawing e.g. of the classroom. • Use a scale bar to represent some distances. • Relate measurements on large scale maps to measurements outside. 	<ul style="list-style-type: none"> • Make links between features observed in the environment to those on maps and aerial photos. 	<ul style="list-style-type: none"> • Show increasing empathy and describe similarities as well as differences. 	<p>source when learning about rivers.</p> <ul style="list-style-type: none"> • Communicate geographical information through a range of sketch maps, plans, graphs and presentations. • Express opinions and personal views about what they like and don't like about specific geographical features and situations e.g. a prosed local wind farm. 	<ul style="list-style-type: none"> • Add photos to digital maps. • Draw and follow routes on digital maps. • Draw and follow routes on digital maps. • Use presentation/multimedia software to record and explain geographical features and processes. • Use spreadsheets, tables and charts to collect and display geographical data. • Make use of geography in the news – online reports and websites.
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Year 5				
Autumn		Spring		Summer
<p>Topic: America <u>Topic overview</u></p> <p>To link with the history topics of Mysteries in History, chn learn about the physical geography of America. They learn about states and learn about the 8 compass points using maps of America. Within our Titanic topic, chn learn about the Atlantic Ocean and iceberg formation to compliment their history knowledge. When teaching Mary Celeste in history, we then compare New York to Leeds both present day and historically.</p>		<p>Topic: Sustainability <u>Topic overview</u></p> <p>During the sustainability topic, chn learn about greenhouse gases, carbon footprints and air miles to understand how to reduce their carbon footprint overall to protect the planet. The chn also learn about renewable and non-renewable energy sources and research which energy source would be best for the UK. When studying human geography, chn learn about insecurity around the world with people who do not have enough energy nor enough food. They learn how to conserve resources and avoid waste to save the planet.</p>		<p>Topic: Greece and the Mediterranean <u>Topic overview</u></p> <p><u>To add 'Greece and the Mediterranean' after discussing with geog teacher from Y5.</u></p>
<p><u>Vocabulary to be taught in this topic:</u></p> <p>Hemisphere equator USSR New York USA compass Longitude states</p> <p>Latitude</p>		<p><u>Vocabulary to be taught in this topic:</u></p> <p>Recycle Pollution Renewable Non renewable Solar power Wind power Litter Food rich Foor poor Inequality Conserve Insecurity waste</p>		<p><u>Vocabulary to be taught in this topic:</u></p>
<p><u>Curriculum links</u></p>		<p><u>Curriculum links</u></p>		<p><u>Curriculum links</u></p>
<p><u>Skills taught in Year 5:</u></p>				
<p><u>Mapping:</u></p> <ul style="list-style-type: none"> Use a wide range of maps, atlases, globes and digital maps to locate countries and features studied. Relate different maps to each other and to aerial photos. 	<p><u>Fieldwork:</u></p> <ul style="list-style-type: none"> Use eight cardinal points to give directions and instructions. Observe, measure and record human and physical features using a range of methods including sketch maps, cameras 	<p><u>Enquiry and investigation:</u></p> <ul style="list-style-type: none"> Ask and answer questions that are more causal e.g. Why is that happening in that place? Could it happen here? What happened in the past to cause that? How is it likely change in the future? 	<p><u>Communication:</u></p> <ul style="list-style-type: none"> Identify and explain increasing complex geographical features, processes (changes), patterns, relationships and ideas. Use more precise geographical language relating to the 	<p><u>Use of ICT / technology</u></p> <ul style="list-style-type: none"> Use appropriate search facilities when locating places on digital/online maps and websites.

<ul style="list-style-type: none"> ▪ Begin to understand the differences between maps e.g. Google maps vs. Google Earth, and OS maps. ▪ Choose the most appropriate map/globe for a specific purpose. ▪ Follow routes on maps describing what can be seen. ▪ Interpret and use thematic maps. ▪ Understand that purpose, scale, symbols and style are related. ▪ Recognise different map projections. ▪ Identify, describe and interpret relief features on OS maps. ▪ Use six figure coordinates. ▪ Use latitude/longitude in a globe or atlas. ▪ Create sketch maps using symbols and a key. ▪ Use a wider range of OS symbols including 1:50K symbols. ▪ Know that different scale OS maps use some different symbols. ▪ Use models and maps to discuss land shape i.e. contours and slopes. ▪ Use the scale bar on maps. ▪ Read and compare map scales. <p style="text-align: center;">Draw measured plans.</p>	<p>and other digital technologies e.g. data loggers to record (e.g. weather) at different times and in different places.</p> <ul style="list-style-type: none"> ▪ Interpret data collected and present the information in a variety of ways including charts and graphs. 	<p>Make predictions and test simple hypotheses about people and places.</p>	<p>physical and human processes detailed in the PoS e.g. tundra, coniferous/deciduous forest when learning about biomes.</p> <ul style="list-style-type: none"> ▪ Communicate geographical information in a variety of ways including through maps, diagrams, numerical and quantitative skills and writing at increasing length. ▪ Develop their views and attitudes to critically evaluate responses to local geographical issues or events in the news e.g. for/against arguments relating to the proposed wind farm. 	<ul style="list-style-type: none"> ▪ Use wider range of labels and measuring tools on digital maps. ▪ Start to explain satellite imagery. ▪ Use and interpret live data e.g. weather patterns, location and timing of earthquakes/volcanoes etc. ▪ Collect and present data electronically e.g. through the use of electronic questionnaires/surveys. ▪ Communicate geographical information electronically e.g. multimedia software, webpage, blog, poster or app. <p>Investigate electronic links with schools/children in other places e.g. email/video communication</p>
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Year 6				
Autumn		Spring		Summer
<p><u>Topic: The World of WW2</u> <u>Topic overview</u></p> <p>In this topic, children will study the topic of WW2 closely linked with the history-teaching element. Children will study main events of WW2: battles, impact, outcomes and causes. They will then study the human and physical implications of all of these studied topics. Children will study the locations of different battles and how their biomes contrast, surviving in these different places. Children have the chance to study Germany (modern and historical) and compare it to the UK. Through the combination of both humanities subjects, children will have an appreciation of WW2, its spread around the world and the impact it had on the human race.</p>		<p><u>Topic: Leeds Locals</u> <u>Topic overview</u></p> <p>During this topic, children will learn all about their native or current city – Leeds. They will study the city and improve their map skills by location and route planning exercises. Children will have chance to share their experiences of living in Leeds and connect a web of knowledge into a functioning understanding of Leeds. Children will plan a trip around Leeds, link previous trips such as Armley Mills to new areas of understanding and finish by delivering a presentation tour of Leeds. This will build on the Victorians teaching in Year 4 which only taught about the direct locality Armley. Children will study the locations of their new schools and learn how to get around the city moving into KS3.</p>		<p><u>Topic: Natural disasters</u> <u>Topic overview</u></p> <p>Children will study natural disasters around the world: the causes; the solutions; the damage; the impact on the people. They will look at what makes disaster disastrous and necessary responses. Links made to modern disasters will be prevalent as this is a topic, which is aimed to reflect current issues. This topic will focus on news reports and global warming as a springboard to introduce the topic of disasters. With nearly all disasters being caused by global warming, there will be a direct link throughout each lesson of the climate change cause and a solution to prevent it in the future. Use of maps, videos and internet research will be encouraged to give this topic a feeling of reality and that the children really do have a part to play in the future of the planet.</p>
<p><u>Vocabulary to be taught in this topic:</u> Biome, equator, landscape, location, longitude, latitude, battle, theatre, tropical, desert, tundra, plain, savannah, jungle, survival, supplies, movement, immigration, evacuation</p>		<p><u>Vocabulary to be taught in this topic:</u> Hometown, local, locality, vicinity, residential, commercial, transport, breeze card, activities, demographic, city centre, metropolitan, commute, native, hometown,</p>		<p><u>Vocabulary to be taught in this topic:</u> tsunami Natural disasters volcano tornado avalanche earthquake blizzard drought bushfire tremor dust storm magma twister windstorm heat wave</p>
<p><u>Curriculum links</u> History – WW2 (closely taught) Art – Propaganda posters ICT – studying WW2 data and researching battles PSCHE – War: How it affects us all.</p>		<p><u>Curriculum links</u> Maths – planning journey on bus. English/ICT – Presentation of Leeds Locals PSCHE – Growing up and moving schools Maths – Coordinates for map lessons.</p>		<p><u>Curriculum links</u> Science – Climate change Maths – Working out disaster impacts (people and £) and biological disasters (COVID19) PSCHE – Human Impact of disasters English – Creating support posters Music – Create a rap for a chosen disaster.</p>
<u>Skills taught in Year 6:</u>				
<p><u>Mapping:</u></p> <ul style="list-style-type: none"> ▪ Use a wide range of maps, atlases, globes and digital maps to locate countries and features studied. ▪ Relate different maps to each other and to aerial photos. 	<p><u>Fieldwork:</u></p> <ul style="list-style-type: none"> ▪ Use eight cardinal points to give directions and instructions. ▪ Observe, measure and record human and physical features using a range of methods including sketch maps, cameras 	<p><u>Enquiry and investigation:</u></p> <ul style="list-style-type: none"> ▪ Ask and answer questions that are more causal e.g. Why is that happening in that place? Could it happen here? What happened in the past to cause that? How is it likely change in the future? 	<p><u>Communication:</u></p> <ul style="list-style-type: none"> ▪ Identify and explain increasing complex geographical features, processes (changes), patterns, relationships and ideas. ▪ Use more precise geographical language relating to the 	<p><u>Use of ICT / technology</u></p> <ul style="list-style-type: none"> ▪ Use appropriate search facilities when locating places on digital/online maps and websites.

<ul style="list-style-type: none"> ▪ Begin to understand the differences between maps e.g. Google maps vs. Google Earth, and OS maps. ▪ Choose the most appropriate map/globe for a specific purpose. ▪ Follow routes on maps describing what can be seen. ▪ Interpret and use thematic maps. ▪ Understand that purpose, scale, symbols and style are related. ▪ Recognise different map projections. ▪ Identify, describe and interpret relief features on OS maps. ▪ Use six figure coordinates. ▪ Use latitude/longitude in a globe or atlas. ▪ Create sketch maps using symbols and a key. ▪ Use a wider range of OS symbols including 1:50K symbols. ▪ Know that different scale OS maps use some different symbols. ▪ Use models and maps to discuss land shape i.e. contours and slopes. ▪ Use the scale bar on maps. ▪ Read and compare map scales. <p style="text-align: center;">Draw measured plans.</p>	<p>and other digital technologies e.g. data loggers to record (e.g. weather) at different times and in different places.</p> <ul style="list-style-type: none"> ▪ Interpret data collected and present the information in a variety of ways including charts and graphs. 	<p>Make predictions and test simple hypotheses about people and places.</p>	<p>physical and human processes detailed in the PoS e.g. tundra, coniferous/deciduous forest when learning about biomes.</p> <ul style="list-style-type: none"> ▪ Communicate geographical information in a variety of ways including through maps, diagrams, numerical and quantitative skills and writing at increasing length. ▪ Develop their views and attitudes to critically evaluate responses to local geographical issues or events in the news e.g. for/against arguments relating to the proposed wind farm. 	<ul style="list-style-type: none"> ▪ Use wider range of labels and measuring tools on digital maps. ▪ Start to explain satellite imagery. ▪ Use and interpret live data e.g. weather patterns, location and timing of earthquakes/volcanoes etc. ▪ Collect and present data electronically e.g. through the use of electronic questionnaires/surveys. ▪ Communicate geographical information electronically e.g. multimedia software, webpage, blog, poster or app. <p>Investigate electronic links with schools/children in other places e.g. email/video communication</p>
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