

***Consideration, Care and Courtesy***

**St Edmund’s Catholic Primary School**

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| **Geography Curriculum Document** | |
| **Aims** | The EYFS curriculum, ‘The Natural World Early Learning Goal’ aims to ensure all pupils:  - Explore the natural world around them, making observations and drawing pictures of animals and plants;  - 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 and changing states of matter.  The national curriculum for geography aims to ensure that all pupils:   * develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes * understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time * are competent in the geographical skills needed to: * collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes * interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS) * communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length. |

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| EYFS | | | |
|  | Think like a geographer …  Locational and Place knowledge | Think like a geographer…  Human & physical geography | Work like a geographer …  Geographical Skills and Fieldwork |
| **Nursery** | Understand position through words alone. For example, “The bag is under the table,” – with no pointing.  Describe a familiar route. Discuss routes and locations, using words like ‘in front of’ and ‘behind’. | Use all their senses in hands-on exploration of natural materials eg ice, plants, wood. | Begin to understand the need to respect and care for the natural environment and all living things. |
| **Reception** | Recognise some environments that are different to the one in which they live.  Know that there are different countries in the world and talk about the differences they have experienced or seen in photos | Understand some important processes and changes in the natural world around them, including the seasons.  Recognise some similarities and differences between life in this country and life in other countries.  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. | Draw information from a simple map  Explore the natural world around them.  Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.  Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. |
| **Early Learning Goal** | **Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps; (ELG PCC)** | **Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps. (ELG PCC)**  **Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. (ELG PCC)**  **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;** |  |
| **Focus** | **Home Sweet Home**  **Celebrations of the World**  **Our Wonderful World** | | **Mapping and Fieldwork – Complete a journey of either the school grounds or immediate locality and create a journey stick. A journey stick is ‘is essentially a memento of a nature walk, featuring items collected whilst on the walk. These might be things like leaves, twigs, flowers, feathers, or anything else natural that you find along the way.’**  **Books: Rosie’s Walk, Bear Hunt, Welcome, Snail and the Whale.** |
| **Vocabulary** | **Under, behind, in front of, next to, over, home**  **Home, house, school, park, Concourse, England, Skelmersdale**  **Desert, forest, beach, mountains, river, town.** | **Ice, plants, wood, rough, smooth, hard, soft, stone, bark, shells,**  **Autumn, winter, spring, summer, hot, cold, warm, wind, sun, snow, hail, clouds, thunder, blow**  **Weather, types of houses, activities eg swimming, walking, going to park, food.** | **Map, forwards, backwards, over, under, around, route, up, down**  **Trees, buildings, post box, bridge, tunnel, roundabout, school, park, Concourse.** |

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| **Year One and Two Cycle A**  **Continents and Oceans**  **United Kingdom and it’s countries.**  **Capital Culture: Investigation of local area** | | | | |
| **Focus and Questions**  **Using a World Map(flat)/Globe:**   1. **What is the equator? Where are the North and South pole?** 2. **What areas of the globe would be hot and which areas would be cold?** 3. **What are continents?** 4. **What/Where are the continents of the World?** 5. **What are oceans? What/Where are the five oceans of the World?** 6. **Where is the UK? What continent contains United Kingdom? What oceans surround the UK?** 7. **What countries make the UK?** 8. **What is a city/town/village? What is a capital city? What are the capital cities of UK countries? Name a famous landmark in each capital city.** 9. **What the human and physical features of a capital city? What are the physical and human features of London?** 10. **What are the physical and human features of the Lake District? Compare with London Why are they different/same? Are these diverse physical/human features the same for all the countries of the UK?**   **Fieldwork**   1. **What is a map? What do we use it for?** 2. **Y1 – Classroom Map given – Can you find four items in classroom and mark them on the classroom map?** 3. **Y2 – Map of local Area – Can you map your journey to school? What did you see on the way? (Can be competed as homework)** 4. **Y1/2 – Complete Folded Directional map – Stand in middle of field - What can you see North, South, East and West of the school?** 5. **Discuss human and physical features of the local area. What is a key? What are the keys for school, church, hospital, field, trees, road, path. Create a class map.**   **During the year the weather needs to be discussed including the change in seasons.** | | | | |
|  | Think like a geographer …  Locational and Place knowledge | Think like a geographer…  Human & physical geography | Work like a geographer …  Geographical Skills | Work like a geographer …  Fieldwork |
| **Cycle A**  **Objectives** | **Locational Knowledge**  Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.  Name and locate the world’s seven continents and five oceans. | Discuss the location of hot and cold areas of the world in relation to the equator and the North and South poles.  Describe some places and features using basic geographical vocabulary. Refer to statutory vocabulary below.  Make observations about features that give places their character. | Observe and describe daily weather patterns.  Use a range of sources such as simple maps, globes, atlases and images to identify the countries, continents and oceans.  Use simple compass directions (North, South, East, West) and location 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. Use and construct basic symbols in a key. | Use simple fieldwork and observational skills when studying the geography of their school and its grounds and key human and physical features of its surrounding environment. |
| **Vocabulary** | **The UK and its Countries**  England, Northern Ireland, Scotland, Wales, United Kingdom, London, Edinburgh, Belfast, Cardiff, city.  **Continents and Oceans**  Globe, Africa, Europe, Arctic, Pacific, continent, Antarctica, North America, Atlantic, Southern, Asia, South America, Indian, Australia | **Key physical features**  Beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season, weather.  **Key human features**  City, town, village, factory, farm, house, office, port, harbour, shop. | North, East, South, West, near, far, left, right, routes, map, keys including school, church, hospital, field, trees, road, path. | **Key physical features**  Beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season, weather.  **Key human features**  City, town, village, factory, farm, house, office, port, harbour, shop. |

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| **Year One and Two Cycle B**  **Skelmersdale/Port Douglas (Australia)**  **(Focusing on forest, settlement and coast)**  **Capital Culture: Investigation of local area** | | | | |
| **Focus and Questions**  **Using a World Map(flat)/Globe:**   1. **Discuss the World Map – Briefly indicating: Seven Continents, Five Oceans, Equator, North Pole, South Pole** 2. **What is a forest? Settlement? Coast?** 3. **Where is Skelmersdale? Is there a forest? (Tawd Valley Country Park) Is there a settlement? (New Town of Skelmersdale) Is there a coast? (Formby or Crosby Beach)** 4. **What are physical and human Features? What are the physical and human features of Tawd Valley Country Park?** 5. **What are the physical and human features of Skelmersdale?** 6. **What are the physical and human features of Formby or Crosby?** 7. **Which area of Skelmersdale do you like or dislike? Why?** 8. **Where is Port Douglas? Is there a forest? (Daintree Rainforest) Is there a settlement? (Port Douglas) Is there a coast? (Douglas Beach including Alexandra Reef)** 9. **What are the physical and human features of Daintree Rainforest?** 10. **What are the physical and human features of Port Douglas?** 11. **What are the physical and human features of Douglas Beach including Alexandra Reef** 12. **Which area of Port Douglas do you like or dislike? Why?** 13. **What are the differences between Skelmersdale and Port Douglas?**   **Fieldwork**   1. **What is a map? What do we use it for?** 2. **Y1 – Classroom Map given – Can you find four items in classroom and mark them on the classroom map?** 3. **Y2 – Map of local Area – Can you map your journey to school? What did you see on the way? (Can be competed as homework)** 4. **Y1/2 – Complete Folded Directional map – Stand in middle of field - What can you see North, South, East and West of the school?** 5. **Discuss human and physical features of the local area. What is a key? What are the keys for school, church, hospital, field, trees, road, path. Create a class map.**   **During the year the weather needs to be discussed including the change in seasons.** | | | | |
|  | Think like a geographer …  Locational and Place knowledge | Think like a geographer…  Human & physical geography | Work like a geographer …  Geographical Skills | Work like a geographer …  Fieldwork |
| **Cycle B**  **Objectives** | **Place knowledge**  Understand geographical similarities and differences through studying the human and physical Geography of a small area of the United Kingdom and of a small area in a contrasting non- European country.  **Locational knowledge**  Name and locate some places in their locality, the UK and wider world. | Identify seasonal and daily weather patterns in the United Kingdom.  Describe some places and features using basic geographical vocabulary. Refer to statutory vocabulary below.  Express their views on some features of their environment e.g. what they do or do not like. | Observe and describe daily weather patterns.  Use a range of sources such as simple maps, globes, atlases and images to identify the United Kingdom and its countries.  Use simple compass directions (North, South, East, West) and location 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. | Use simple fieldwork and observational skills when studying the geography of their school and its grounds and key human and physical features of its surrounding environment. |
| **Vocabulary** | Skelmersdale, Australia, Daintree Rainforest, World Heritage Site, Pacific Ocean, coral sea, Great Barrier Reef, time zones, continent, Queensland, Port Douglas, forest, settlement, coast, town, tourist use, trade, seasons. | Wet, dry, fog, seasons, drizzle, hurricane, blizzard, tornado, storm, equator  **Key physical features**  Beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season, weather.  **Key human features**  City, town, village, factory, farm, house, office, port, harbour, shop. | North, East, South, West, near, far, left, right, routes, map | Wet, dry, fog, seasons, drizzle, hurricane, blizzard, tornado, storm, equator  **Key physical features**  Beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season, weather.  **Key human features**  City, town, village, factory, farm, house, office, port, harbour, shop. |

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| **Year Three and Four Cycle A**  **Sicily including Mount Etna (Volcanoes and Earthquakes)**  **Capital Culture: Investigate litter in the local area** | | | | |
| **Focus and Questions**  **Using a World Map which includes *four grid references*:**   1. **Discuss the World Map – Briefly indicating: Seven Continents, Five Oceans, Equator, North Pole, South Pole – Hot and Cold Countries** 2. **Do you know the eight compass points? How do you use four grid references?** 3. **What is a country? Using four grid reference identify the following countries: United Kingdom, France, Germany, Italy, Spain, Russia, United States of America, Australia, South Africa, China – Compare with Atlas** 4. **Where is Sicily? Refer to four grid reference. What continent is it in? What oceans surround it? What the major cities of Sicily? Can you find Palermo, Syracuse, Messina, Catania using a four grid reference? In terms of compass points, where can the major cities be found?** 5. **What are human and physical features of a place? (man-made – nature)** 6. **What does settlement mean? Which groups settled in Sicily? Who had the most influence on Sicilian history? Greeks and Romans What human features of Sicily originate from the Greeks and the Romans? Syracuse – Neapolis Archaeological Park: Evidence of Roman/Greek human features - Historical centre of Syracuse: Ortigia island, a maze of narrow streets, ornate Baroque churches and centuries-old palazzi.** 7. **What are imports and exports? What are the exports of Sicily? Lemons, oranges, olives and pistachio nuts. Where are they grown? What type of land is required? How are they produced? How are they exported to the rest of the world?** 8. **What are the physical features of Sicily? Mount Etna and Earthquakes. Where is Mount Etna? Is it an active volcano? The most active stratovolcano in the world. When was the last time it erupted? What makes a volcano erupt?** 9. **What is an earthquake? When was the last time there was an earthquake in Sicily? How often do they happen? What makes an earthquake happen?** 10. **What safety measures are in place in Sicily in case there is an earthquake or a volcanic eruption?**   **Geographical Skills – Using aerial photographs and ordnance survey maps**   1. **What are the eight compass points? How do you use four grid references? What is a key? What are the symbols for: school, church, hospital, field, trees, road, path, motorway?** 2. **What is an ordnance survey map? What is an aerial photo? Compare the area around the school linking aerial photograph to ordnance survey map?** 3. **Can you map the local area on a grid with a four grid reference?**   **Fieldwork/Communication – Is litter outside the school grounds an issue?**   1. **How can we investigate the question, ‘Is litter outside the school grounds an issue’? Daily collection (ICT could be used to record)** 2. **What is being done to help control litter in the area? Where are the bins in the area? Are there enough bins?** 3. **What type of litter was collected? Who is likely to have littered those items? Where should those items be placed rather than on the ground? Why should we not litter? Is this a human or physical feature?** 4. **How can we improve the levels of litter in the area? How can we encourage the public not to litter near our school? Ideas to be collected from children – Create poster which can be laminated and placed on school fence. ICT could be used.** | | | | |
|  | Think like a geographer …  Locational and Place knowledge | Think like a geographer…  Human & physical geography | Work like a geographer …  Geographical Skills | Work like a geographer …  Fieldwork |
| **Cycle A**  **Objectives** | **Locational Knowledge**  Locate the world’s countries, using maps to focus on Europe particularly Sicily (including the location of Russia), concentrating on their environmental regions, key physical and human characteristics, countries and major cities.  **Place Knowledge**  Understand geographical similarities and difference through the study of human and physical geography of a region in a European country. | Use geographical language to describe some aspects of human and physical features and patterns. | Use a range of sources including atlases, globes and satellite images to locate countries and describe features studied.  Use the eight compass points, four 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.  Communicate geographical information through a range of methods including the use of ICT. |
| **Vocabulary** | Region, Europe, Italy, Sicily, Island, Mediterranean Sea, volcano, Mount Etna. | Volcanic Ash, lava, eruption, dormant, active, magma, mantle, crust, ash cloud, igneous rocks  Settlement, import, export, trade links. | North, East, South, West, North East, North West, South East, South West, ordnance map, four grid reference, keys including school, church, hospital, field, trees, road, path, motorway, river, lake, mountain, volcano. | Human feature, litter, bins, litter pickers, data, record, bar graph, poster |

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| **Year Three and Four Cycle B**  **Lake District National Park**  Capital Culture: A river study | | | | |
| **Focus and Questions**  **Using a map of UK which includes *four grid references*:**   1. **Discuss the map of United Kingdom and using a four grid reference – Briefly indicating: Countries and capital cities – England (London), Wales (Cardiff), Scotland (Edinburgh) and Northern Ireland (Belfast) – Where is Skelmersdale? Where is the Lake District? Is the Lake District a village, town or city? An National Park and UNESCO World Heritage Site.** 2. **What are the human features of the Lake District? When did people start to settle in the Lake District? First settlements: Bronze/Iron Age. Evidence of stone within the land being used for tools and weapons. Evidence of people farming the land. What is Castle Rigg Circle? When was is created? Bronze Age. How was it created? Humans moved the stones** 3. **Using a map with four grid references and compass points, identify the settlements: Ambleside, Keswick and Windermere. Are they villages, towns or cities?** 4. **What is produced from the land in the Lake District? Mainly livestock: Sheep(hills), beef(low lands), dairy and fish. Where is it produced? What type of land is used?** 5. **Are there other ways of developing the economy? Tourism. What is tourism? What things do people like to do in the Lake District? What do they like to visit? Where do they stay?** 6. **What are the physical features of the Lake District? What is the land like? What is the coast? What is a mountain? What is a lake? What is a river? Identify on an ordnance survey map: Lake Windermere, River Rothay and River Brathy (Inflows), River Leven (outflow), Scafell Pike (Highest peak near Lake Windermere) and Seascale beach. What are the map symbols for a river, lake, mountain, beach?** 7. **Water is an important physical feature of the Lake District, discuss the water cycle and how water is important for all living things? How does the water cycle work?** 8. **Why is water important? How can we conserve water?**   **Geographical Skills – Using aerial photographs and ordnance survey maps**   1. **Where is the source of the River Tawd? Where does it end? How long is the river Tawd? Which areas does it run through? What four grid references does the river flow through?**   **Fieldwork/Communication – The River Tawd**   1. **Children to visit the Tawd in Yewdale** 2. **What is the flow rate? What the breadth and depth of the river? What lives in the river? What does it look like? Is it clean/polluted? What litter can you see in the river?** 3. **Children to create a fact file on the ‘The River Tawd’.** | | | | |
|  | Think like a geographer …  Locational and Place knowledge | Think like a geographer…  Human & physical geography | Work like a geographer …  Geographical Skills | Work like a geographer …  Fieldwork |
| **Cycle B**  **Objectives** | **Locational Knowledge**  Name and locate counties and cities of the United Kingdom, geographical regions and their identify human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers).  **Place Knowledge**  Understand geographical similarities and difference through the study of human and physical geography of a region of the United Kingdom. | Use geographical language to describe some aspects of human and physical features and patterns. | Use a range of sources including globes and satellite images to locate countries and describe features studied.  Use the eight compass points, four 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.  Communicate geographical information through a range of methods including the use of ICT. |
| **Vocabulary** | Region, national park, World Heritage site, river, mountains, Scafell Pike, Lake Windermere, River Rothay, River Brathy, River Leven, Windermere, Ambleside, Keswick | Water cycle – Evaporation, river, water vapour, condensation, clouds, run off, precipitation, liquid, ground water, sea, sun  key human aspects:  Economic activity (tourism), land use including food production, settlement. | North, East, South, West, North East, North West, South East, South West, ordnance map, four grid reference, keys including school, church, hospital, field, trees, road, path, motorway, river, lake, mountain. | Inflow, outflow, source, breadth, depth, bank, flow rate, tributary. |

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| **Year Five and Six Cycle A**  South America - Amazon Basin  Capital Culture: Investigate the transport of Skelmersdale | | | | |
| **Focus and Questions**  **Using a map of the world (globe, paper and digital) which includes six *grid references*:**   1. **Discuss the map of the World and using a six grid reference – Where are the equator, Equator, Northern Hemisphere, Southern Hemisphere, Arctic and Antarctic Circle?** 2. **Discuss the map of the World and using a six grid reference – What are latitude, longitude, prime/Greenwich Meridian, Tropic of Cancer and Capricorn? How do they relate to time zones, night and day and the seasons?** 3. **Where is the Amazon Basin? What continent is it in? What ocean is around it? What countries does it cover? Bolivia, Brazil, Colombia, Ecuador, Guyana, Peru, Suriname, Venezuela and Guiana. Using the eight point compass and six grid reference, where are the countries on a map?** 4. **What is a climate zone? Where do you find the following zones? Polar, temperate, subtropical and tropical. What type of weather would be found in each zone?** 5. **What is a biome? What does aquatic, grassland, forest, desert and tundra mean? How does a climate zone and biome link? Is this a physical feature or human feature?** 6. **What climate zone is the Amazon Basin? Tropical What type of biome (vegetation belt) is it? Dense moist tropical forest Why is the Amazon Basin so important to the human race and climate change?** 7. **What is a settlement? Who lives in the Amazon Basin? Who are the Mashco Piro Tribe? Why is it dangerous for them to have contact the modern world?** 8. **How does human activity affect the Amazon Basin? What natural resources are used by humans and what effect does it have on the environment? Mining – gold, copper, iron ore, tine. Logging – wood. Food – Soybean and cattle ranching. Damming the water ways – Hydroelectricity. All have a negative effect on the Amazon Basin.** 9. **What other material is exported from the Amazon Basin? Chocolate. How is it made? When was it discovered? Does it have an affect on the survival of the Amazon Basin? Governments are encouraging farmers to grow Cacao Trees because it can be grown and harvested with no affect on the Amazon Basin, it can help to restore the Amazon Basin.**   **Geographical Skills – Using ordnance survey maps and digital maps**   1. **What is a four grid reference? What is a six grid reference? Using the map, where are the transport links to Manchester, Liverpool, Wigan and Southport? How can someone from Skelmersdale travel to Manchester, Liverpool, Wigan and Southport using car, train, bus and bicycle? What are the map symbols for train station, bus station, train track, cycle track? Why would you want to go to Manchester, Liverpool, Wigan and Southport? Train – College/University, work, shopping, experiences – days out.** 2. **Has transport changed over time? Discuss previous train links.**   **Fieldwork/Communication – What are the affects of Skelmersdale transport links?**   1. **Are the links accessible? Can the people of Skelmersdale travel to were they want to go? How do people travel? How often do they use the present transport links? How can we find out? Transport Questionnaire to be sent to parents using ‘Forms’ – How do you travel? Do you have a car? Do you use the bus? Do you use the train? Do you use a bicycle? How would you get to Manchester? Liverpool? Wigan? Southport? Do you have any thoughts about the transport links?** 2. **What was the results of the Questionnaire? What does the results mean? What impact does this have on the people Skelmersdale and their daily lives? What action do we need to take? Write letter to local MP about the transport links.** | | | | |
|  | Think like a geographer …  Locational and Place knowledge | Think like a geographer…  Human & physical geography | Work like a geographer…  Geographical Skills | Work like a geographer…  Fieldwork |
| **Cycle A**  **Objectives** | **Locational Knowledge**  Locate the world’s countries, using maps to focus on South America particularly the Amazon Basin, concentrating on their environmental regions, key physical and human characteristics, countries and major cities.  Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere. (Year Five)  Identify the Tropic of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night). (Year Six)  Discuss land-use patterns, and understanding how some of these aspects have changed over time.\*  **Place Knowledge**  Understand geographical similarities and difference through the study of human and physical geography of a region of South America. | Use geographical language to describe some aspects of human and physical features and patterns. | Use a range of sources including digital maps, atlases, globes and satellite images to locate countries and describe features studied.  Use the eight compass points, 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.  Communicate geographical information through a range of methods including the use of ICT. |
| **Vocabulary** | South American, Amazon Basin, Rainforest, deforestation, climate, environment, Amazon River.  latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere.  Identify the Tropic of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night). | **Identify key physical aspects:**  Climate zones, Polar, temperate, subtropical, tropical, biomes and vegetation belt, aquatic, grassland, forest, desert and tundra  **Identify key human aspects:**  settlements, distribution of natural resources including energy and minerals.  Trade: imports and exports - chocolate | North, East, South, West, North East, North West, South East, South West, ordnance map, four and six grid reference, keys including school, church, hospital, field, trees, road, path, motorway, river, lake, mountain, train station, bus station, train track, cycle track. | Questionnaire, Word – Forms, data collection, analysis, action. |

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| **Year Five and Six Cycle B**  United States of America – Everglades  Capital Culture: Investigate the amenities of Skelmersdale | | | | |
| **Focus and Questions**  **Using a map of the world (globe, paper and digital) which includes six *grid references*:**   1. **Discuss the map of the World and using a six grid reference – Where are the equator, Equator, Northern Hemisphere, Southern Hemisphere, Arctic and Antarctic Circle?** 2. **Discuss the map of the World and using a six grid reference – What are latitude, longitude, prime/Greenwich Meridian, Tropic of Cancer and Capricorn? How do they relate to time zones, night and day and the seasons?** 3. **Where is the Everglades? What continent is it in? What ocean is around it? What country is it in? What American state is it in? Using the eight point compass and six grid reference, where is the Everglades on a map? How big is it?** 4. **What is a climate zone? Where do you find the following zones? Polar, temperate, subtropical and tropical. What type of weather would be found in each zone?** 5. **What is a biome? What does aquatic, grassland, forest, desert and tundra mean? How does a climate zone and biome link? Is this a physical feature or human feature?** 6. **What climate zone is the Everglades? Subtropical. What type of biome (vegetation belt) is it? Subtropical/Temperate – deciduous forest and flooded grasslands – ‘River of Grass’ What living creatures live in the Everglades? Why is the Everglades important? Provides drinking water for Florida state, abundance of wildlife and fish, acts as a buffer from the sea when there is a hurricane.** 7. **What is a settlement? Who lives in the Everglades? Who are the Gladesmen? When did they arrive? How did they live? How did they survive? Do they still live there now?** 8. **How does human activity affect the Everglades? Water control/areas drained, introduced species, development of agriculture/industry/urban areas including the crops: rice and sugar cane.** 9. **What is the ‘Comprehensive Everglades Restoration Plan’? Why is it important? Restore the Everglades to former state. What will it provide? Drinking water for the state of Florida.**   **Geographical Skills – Using ordnance survey maps and digital maps**   1. **What is a four grid reference? What is a six grid reference? What does amenities mean? What amenities can be found in the local area? Swimming pool, shopping centre, library, police station, cinema, church. What are the map symbols for swimming pool, shopping centre, library, police station, cinema, church? Can you find them on a map using a six point reference?** 2. **Can you sketch/create a map indicating the amenities using six grid reference and universal key?**   **Fieldwork/Communication –What amenities in Skelmersdale do you use? Do they need improving?**   1. **Children to complete a questionnaire in the Concourse** 2. **What amenities do you use? How often do you use them? Are you happy with them? Are there any changes you would like to see?** 3. **What was the results of the Questionnaire? What does the results mean? What impact does this have on the people Skelmersdale and their daily lives? What action do we need to take? Write article/letter about issues identified in questionnaire.** | | | | |
|  | Think like a geographer …  Locational and Place knowledge | Think like a geographer…  Human & physical geography | Work like a geographer…  Geographical Skills | Work like a geographer…  Fieldwork |
| **Cycle B**  **Objectives** | **Locational Knowledge**  Locate the world’s countries, using maps to focus on North America particularly the Everglades in Florida, concentrating on their environmental regions, key physical and human characteristics, countries and major cities.  Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere. (Year Five)  Identify the Tropic of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night). (Year Six)  **Place Knowledge**  Understand geographical similarities and difference through the study of human and physical geography of a region of North America. | Use geographical language to describe some aspects of human and physical features and patterns. | Use a range of sources including digital maps, atlases, globes and satellite images to locate countries and describe features studied.  Use the eight compass points, 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.  Communicate geographical information through a range of methods including the use of ICT. |
| **Vocabulary** | North America, Florida, Everglades, weather, wetlands, climate, World Heritage Site.  Latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere.  Identify the Tropic of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night). | **Identify key physical aspects:**  Climate zones, biomes and vegetation belts.  **Identify key human aspects:**  settlements, distribution of natural resources including energy and minerals.  Land use including trade: import and export – winter vegetables, rice and sugar cane. | North, East, South, West, North East, North West, South East, South West, ordnance map, four and six grid reference, keys including school, church, hospital, field, trees, road, path, motorway, river, lake, mountain, library, swimming baths, shops. | Questionnaire, data collection, analysis, action. |