



St Blasius Shanklin CE Primary Academy – Geography Curriculum overview

Intent

At St Blasius Academy, Children are encouraged to develop a greater understanding and knowledge of the world, as well as their place in it. They will learn about the diversity of the world around them: on their doorstep, around their country and further afield, in comparing countries from around the world, extending the hand of friendship to all cultures and countries. The National Curriculum underpins our teaching and pupils are equipped with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. As an academy, we aim to deliver an aspirational curriculum offering opportunities for our children to explore and lead their learning with wisdom and endurance. As pupils progress through the school, their growing knowledge about the world helps them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Our education thrives to build character - developing our pupils, their skills and well-being, and to further social justice - making learning accessible an inspirational to all and ensuring everyone has the chance to succeed. Geographical knowledge and skills are progressive and transferable to other curriculum areas. We want our pupils to be curious about the world around them and so teachers provide exciting learning opportunities to motivate them to enjoy acquiring and developing their skills, equipping them well for further education and beyond.

Implementation

At St Blasius Academy, the key areas of Geography based on national Curriculum requirements include:

- Locational Knowledge
- Place Knowledge
- Human and Physical Geography
- Geographical skills and fieldwork

Teachers have identified the key knowledge and skills of each topic and these are mapped across the school, demonstrating a clear progression of skills in Key Stage 1 and Key Stage 2 which builds on the previous year's learning. Tasks given provide appropriate challenge to all learners and key knowledge is reviewed and consolidated as necessary.

We provide opportunities for learning outside the classroom to develop and consolidate skills and concepts introduced in the classroom. Fieldwork provision enables pupils to develop skills of recording, analysis and their enquiry skills. Children also learn about weather and climate changes which enables pupils to be responsible citizens and think about our impact on our planet.

Impact

We want to ensure that children at St Blasius Academy are equipped with geographical skills and knowledge that will enable them to be ready for the curriculum at Key Stage 3. Children develop a sense of curiosity to find out about the world and the people who live there, through their learning of Geography. We want our children to have the ability to take responsibility and share an understanding about current issues in society and the environment. As children progress through the school, they develop knowledge of the world around them and can also think about their local area and its place within the wider world. Children will develop skills in locational knowledge, place knowledge and human and physical geography as well as the development and application of key skills.

Geography Long Term Plan

	Autumn	Spring	Summer
Year 1	The Seasons		
	The World	Physical/Human	Comparisons with UK Our Island
Year 2	Local Study		
	Habitats	UK	Australia
Year 3	Equator	Europe	Italy Volcanoes
Year 4	Brazil	Climate Zones/Biomes	Settlement
Year 5	Tropics/Africa	Fairtrade	Water/Rivers UK Study/Map Skills
Year 6	Map Skills/Local study		
	Development	Natural Disasters	USA

Age-related Expectations and Coverage

Early Years Foundation Stage (Early Learning Goals linked to Geography)

During the EYFS, the learning environment, adult-led activities and child initiated activities will be planned and supported to encourage progress in Geography. Children at the end of the EYFS who have reached the expected level of development will be able to:

Understanding the World - People, Culture and Communities

- using knowledge from observation, discussion, stories, non-fiction texts and maps Describe their immediate environment
- differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps. Explain some similarities and

Understanding the World - The Natural World

- them, making observations and drawing pictures of animals and plants Explore the natural world around
- differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class Know some similarities and
- and changes in the natural world around them, including the seasons and changing states of matter. Understand some important processes

Key Stage 1

By the end of Key Stage 1 pupils will be able to:

- Name and locate the world's 7 continents and 5 oceans
- Name, locate and identify characteristics of the 4 countries and capital cities of the UK and its surrounding seas
- Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK, and of a small area in a contrasting non-European country
- Identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles

- Use basic geographical vocabulary to refer to key physical features, including beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. Key human features including city, town, village, factory, farm, house, office, port, harbour and shop.
- Use world maps, atlases and globes to identify the UK and its countries as well as the countries, continents and oceans studied at this key stage.
- Use simple compass directions and directional language to describe the location of features and routes on a map
- Use aerial photographs and plan perspectives to recognise landscapes and basic human and physical features; devise a simple map; and use a 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.

Key Stage 2

By the end of Key Stage 2 pupils will be able to:

- 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, physical and human characteristics, countries, and major cities
- 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
- 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)
- Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America
- Describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle
- Describe and understand human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water
- 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.

Geography - Key Stage 1

Year 1

National Curriculum Content	Breadth of study	Skills
Locational Knowledge The World	Children can: Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas; use key vocabulary to demonstrate knowledge and understanding in this strand: United Kingdom, England, Scotland, Wales, Northern Ireland, town, city, village, sea, beach, hill, mountain, London, Belfast, Cardiff, Edinburgh, capital city, world map, continent, ocean, Europe, Africa, Asia, Australasia, North America, South America, Antarctica. Name and locate the world's 7 continents and 5 oceans, understanding the terms 'continent' and 'sea'. Understand that a world map shows all the countries in the world. Identify the UK and the countries where members of the class come from.	Use maps and a globe to identify the continents and oceans and understand that both a map and a globe show the same thing. Locate the continents on a paper map. Use simple compass directions (North, South, East and West) to describe the location of features on a map.
Place Knowledge Comparisons with UK	Children begin to compare places in the UK with a place outside of the UK. Pupils develop contextual knowledge of the location of globally significant places. They should develop knowledge about the world, the United Kingdom and their locality. Children begin to understand basic vocabulary relating to human and physical geography. Understand the geographical similarities and differences through studying the human and physical geography of a small area of the UK and of a small area in a contrasting non-European country.	Study pictures/videos of a locality and ask geographical questions e.g. What is it like to live in this place? How is this place different to where I live? Express own views about a place, people and environment. Draw and label pictures to show how places are different. Children can apply the skills of observing similarities and differences to places as well as people

<p>Human & Physical Geography The Seasons/Physical and Human</p>	<p>Building on EYFS knowledge of how environments may vary. Children begin to learn about the physical and human features of geography. Identify the human and physical features of the two localities studied. Identify seasonal and daily weather patterns in the UK.</p> <p>Children can: 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; use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather; use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.</p>	<p>Use basic geographical vocab to refer to key physical features including: beach, coast, forest, mountain, sea, river, season: weather. Use basic geographical vocab to refer to key human features, including: city, town, village, factory, farm, house and shop. Be able to verbalise and write about similarities and differences between the features of the two localities.</p> <p>Ask questions about the weather and seasons. Observe and record e.g. draw pictures of the weather at different times of the year or keep a record of how many times it rains in a week in the winter and a week in the summer. Express opinions about the seasons and relate the changes to changes in clothing and activities e.g. winter = coat, summer = t-shirts.</p>
<p>Fieldwork The World</p>	<p>Building on EYFS knowledge of their own environment, children begin to use maps to locate places and name features using keys and symbols. Children also begin to look at how the environment has changed over time.</p> <p>Use world maps, atlases and globes to identify the United Kingdom and its countries. 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 e.g. note taking, videoing, data collection, sketches, observations.</p>	<p>Observe and record information about the local area e.g. how many shops there are near the school, how many bus stops are there close to the school. Children to take photos of interesting things in the local area and explain what the photos show. On a walk in the local area, children to pick things up e.g. a stick, stone, leaf etc and use them to create memory maps to show the journey. Study aerial photographs of the school and label it with key features e.g. school, church, park, shops. Look at a simple map of the local area and identify the things they know and have seen. Make a simple map. Create an aerial map of the school/local area as a class by using different sized blocks. Children can interpret geographical information from a range of sources. They can communicate geographical information in a</p>

		variety of ways.
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Geography - Key Stage 1		
Year 2		
National Curriculum Content	Breadth of study	Skills
Locational Knowledge UK	Name, locate and identify the characteristics of the 4 countries and capital cities of the UK.	Use maps and globes to locate the UK. Be able to identify the 4 countries and label the capital cities. Explain the purpose of a capital city and form opinions on how this affects population size.
Place Knowledge Australia	Understand the geographical similarities and differences through studying the human and physical geography of a small area of the UK and of a small area in a contrasting non-European country	Study pictures/videos of two differing localities, one in the UK and one in a contrasting non-European country, and ask geographical questions e.g. What is it like to live in this place? How is this place

		<p>different to where I live? How is the weather different? How are lifestyles different?</p> <p>Study pictures of the localities in the past and in the present and ask 'How has it changed?'</p> <p>Draw pictures to show how places are different and write comparatively to show the difference.</p> <p>Express own views about a place, people and environment. Give detailed reasons to support own likes, dislikes and preferences.</p>
Human & Physical Geography Habitats	<p>Identify the location of hot and cold areas in the world in relation to the Equator and the North and South Poles.</p> <p>Identify the human and physical features of the two localities studied.</p>	<p>Use both maps and globes, identify the coldest places in the world – The North and South pole, related to their study of the Arctic. Make predictions about where the hottest places in the world are? Children to identify the equator and locate the places on the Equator which are the hottest.</p> <p>Use basic geographical vocab to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.</p> <p>Use basic geographical vocab to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.</p>
Fieldwork Local study	<p>Fieldwork to develop knowledge and understanding of the school and local area.</p> <p>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 – fieldwork in the local area/close proximity to the school e.g. the road, park, river, and shops.</p> <p>Children can:</p> <ul style="list-style-type: none"> use world maps, atlases and globes to identify the countries, continents and oceans studied at this key stage; use simple compass directions and locational and directional to describe the location of features and routes on a map; devise a simple map; and use and construct basic symbols in a key; use simple fieldwork and observational skills to study the geography of the surrounding area, including key human and physical features, using a range of methods; use key vocabulary to demonstrate knowledge and understanding in this strand: compass, 4-point, direction, North, East, South, West, 	<p>Study maps and aerial photographs and use simple compass directions (North, South, East and West) and locational and directional language to describe the location of features and routes on a map.</p> <p>Draw own maps of the local area; use and construct basic symbols in a key.</p> <p>Observe and record the features around the school e.g. the different types of plants, the animals seen by the river compared to the animals seen on the road, the different amounts of traffic on Victoria Avenue compared to the school road.</p> <p>Children to make suggestions for the cause of the differences. Communicate findings in different ways e.g. reports, graphs, sketches, diagrams, pictures.</p> <p>Children make sketches/notes of their trip to school/trip to the river and then create a map to direct others which uses a key and includes the main physical and human features.</p>

	plan, record, observe, aerial view, key, map, symbols, direction, position, route, journey, the UK, changes, tally chart, pictogram, world map, country, continent, human, physical.	
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Geography - Lower Key Stage 2

Year 3

National Curriculum Content	Breadth of study	Skills
Locational knowledge Equator/Europe	Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate the countries of Europe, including Russia. Look at the environmental regions of Europe (different areas defined by their environmental conditions, such as climate, landforms, soil etc). Identify the key physical and human characteristics, countries and major cities e.g. rivers, mountains, capitals, landmarks.	Build on prior knowledge of UK regions by using maps to locate countries of Europe. Study maps to make assumptions about the different areas of Europe e.g. using map keys to identify mountainous areas, urban areas. Identify hilliest areas and flattest areas as well as decide which rivers they think are the largest. Study some pictures of different parts of Europe (e.g. top of a mountain, on the banks of a river, on a farm. Make reasoned

	<p>Know the position and significance of the Equator, the Tropic of Cancer, the Tropic of Capricorn, and Arctic and Antarctic Circle</p>	<p>judgements about where the pictures are taken and defend e.g. a mountain top may be in France because there is a large mountain range there.</p> <p>Match key landmarks to the country and make suggestions as to how landmarks affect a country (tourism, economy etc) e.g Eiffel tower in Paris generates a lot of revenue through tourism. Relate to UK landmarks.</p> <p>Use the language of 'north', 'south', 'east', 'west' to relate countries to each other.</p> <p>Using maps, locate the Equator, the Tropics of Cancer and Capricorn and Arctic and Antarctic Circle. Consider the countries and climates that surround these lines and discuss the relationships between these and the countries.</p> <p>Critically study photographs – do they think these were taken close to the Equator or further away.</p>
<p>Place Knowledge Italy</p>	<p>Compare a region of the UK with a volcanic region of Italy e.g. Sicily. Identify similarities and differences between this region and a region of the UK.</p>	<p>Look at maps, pictures and other sources to identify similarities and differences between a UK region and Sicily. Compare physical and human features, draw conclusions, pose questions and use prior knowledge of map reading.</p> <p>Identify main trade and economy in Sicily and compare to region of the UK.</p> <p>Look at settlements, particularly in relation to the volcanoes – what conclusions can be drawn?</p> <p>Analyse evidence and draw conclusions e.g. make comparisons between locations using photos/pictures, temperatures in different locations and population numbers.</p>
<p>Human and Physical Geography Volcanoes</p>	<p>Study of volcanoes – causes, effects etc. Do a short study of the Pacific Ring of Fire and compare to Sicily.</p> <p>Study how human Geography has changed over time (link to History Y3 Topic on Romans)</p>	<p>Locate places in the world where volcanoes occur.</p> <p>Understand and be able to communicate in different ways the cause of volcanoes and the process that occurs before a volcano erupts.</p> <p>Draw diagrams, produce writing and use the correct vocabulary for each stage of the process of volcanic eruption.</p> <p>Ask and answer questions about the effects of volcanoes.</p> <p>Discuss how volcanoes affect human life e.g. settlements and</p>

		<p>spatial variation.</p> <p>Ask, research and explain the following questions: Why did the stone age civilization, the iron age settlers and the Romans choose to settle where they did? What were their settlements like? How did they use the land and how has land use changed today? What was Roman Isle of Wight like? How did they trade? How is that different today?</p> <p>Relate land use and trade to settlements.</p>
<p>Fieldwork</p> <p>Local study</p>	<p>Understand the 8 compass points and use them to explain/identify points on a map.</p> <p>Fieldwork project</p>	<p>Use locational language to describe the location of points on a map of the school/local area e.g. Tell the children some visitors are coming to visit the area in which you live, which includes a tour around the school building and grounds. Plan a tour of the school, which includes a map/ plan of the school and the main geographical features you would see identified, with a key.</p> <p>Take digital photographs of the main features of the school and plot them on to a map to show the route round the school, using coordinates to show where these key features are</p> <p>Undertake environmental surveys of the school grounds - litter, noise, likes/ dislikes, areas for improvement</p> <p>Use the school grounds to undertake weather surveys, including wind direction, where the sun shines (north, south, west), recording a changes and observations using a method of choice e.g. rainfall - is it the same on all sides of the school.</p> <p>Make an aerial plan/map of the school, drawing round different sized blocks (moved on from year 1 collective aerial planning using blocks).</p>

Geography - Lower Key Stage 2

Year 4

National Curriculum Content	Breadth of study	Skills
<p>Locational knowledge</p> <p>Brazil</p>	<p>Understand the difference between the Northern and Southern hemisphere.</p>	<p>Identify the different hemispheres on a map.</p> <p>Use the compass points N, NE, E, SE, S, SW, W, NW to direct and locate using a compass.</p> <p>Locate and label different countries/continents in the Northern and</p>

	<p>While studying the Amazon rainforest, spend two lessons using maps, atlases, globes and digital/computer mapping (Google Earth) to locate the countries, mountain ranges, capitals, rivers and oceans of South America.</p> <p>Brazil – biomes (see Human&Physical Geography)</p>	<p>Southern hemisphere. Raise questions about the different hemispheres and make predictions on how they think life will be different in the two hemispheres.</p> <p>Focus on Amazon rainforest – identify the climate, the habitats, the plant and animal types and how people live in the rainforest. Study life in the Amazon rainforest through primary sources – recounts/photographs, and ask questions, make comparisons to life in the UK and consider how life in the UK may be similar. Discuss how the rainforest may be linked to us e.g. trade. Locate other rainforests using Google earth and maps, identifying patterns in their location.</p> <p>Use maps, globes and Google Earth to identify the continent of South America. Looking at a map of climate zones, children to use prior knowledge of the world to identify the climate they think may exist in different parts of South America. Identify and mark on a map the different countries of South America. Identify the major cities and consider how they differ to other regions in the country. Looking at photographs, children to compare and contrast two differing regions e.g. rich/poor Brazil, hilly/icy Argentina. Using photographs, children to make connections between South America and the UK. Locate the mountain ranges, rivers and oceans. Consider how the location of these geographical features has shaped life. Refer to UK e.g. London and the Thames/Lake District. Understand how geographical features are marked on a map. Using this knowledge, children to study world maps to identify other major cities, hilly areas, rivers etc. Ask geographical questions e.g. Are there any links? (big cities near rivers, less populated areas near hilly ones etc).</p>
Place Knowledge - Brazil	Whilst studying the Amazon, make comparisons with the UK.	Compare life in Amazon with life in the UK. Children present their

<p>Human and Physical Geography Settlement Brazil (biomes)</p>	<p>Why did the Anglo Saxons and the Vikings choose to settle where they did? What were their settlements like? How did they use the land and how has land use changed today? What was Anglo Saxon Isle of Wight like? How did they trade? How is that different today?</p> <p>(link to History year 4 topic Vikings and Anglo-Saxons)</p> <p>A focus on biomes: A biome is a large region of Earth that has a certain climate and certain types of living things. The main types are: Tundra, Desert, Grassland, Tropical Rain Forest. Identify where some of these are on the world map. Focus in particular on the biomes of Antarctica and on the Amazon rainforest Vegetation belts</p> <p>Understand the term 'climate zones' and identify some differing</p>	<p>views in a variety of ways (diary, report etc) on what the think life in Amazon is like. Read real accounts and compare.</p> <p>Look at pictures and labelled diagrams of different historical settlements over time. Produce own pictures and labelled diagrams. Ask and answer questions through own knowledge and self-conducted research: What resources were used? Why were they used? Why were their settlements so different? What tools were available? What was the purpose of the settlements? Study maps of Anglo Saxon and Roman settlements. Draw conclusions about the location of the settlements based on prior knowledge. Compare with current maps and make suggestions about change. Study how land in the local area was used during the historical periods studied. Look at land use in the same area today and consider how and why this has changed. Identify main economies in the immediate area. Compare with trade in the past. Why has this changed.</p> <p>Understand the term 'biome'. Use knowledge of this term to make suggestions for places in the world which may be biomes. Once the children are aware that the main types are tundra, desert, grassland and rain forest, children to use maps to locate areas they think may be biomes e.g. very green areas could be rainforests, flat pale ones could be deserts etc. Defend reasoning using knowledge of maps.</p> <p>Make comparisons between this Antarctica biome and others, discussing with classmates the similarities as well as the differences. Develop informed opinions about global warming in relation to the Antarctic and develop reasoned arguments about our role on the planet..</p> <p>Use and explain the term 'climate zone'.</p>
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	<p>ones. Touch upon global warming and its implications.</p>	<p>Identify the different climate zones. Ask questions and find out what affects the climate. Use maps to identify different climate zones. Discuss and compare the climate zones of the UK and relate this knowledge to the weather in the local area. Children to ask questions about global warming. Discover the cause of global warming and research the implications. Reach reasoned and informed solutions and discuss the consequences for the future. Identify changes to be made in own lives in response to this.</p>
<p>Fieldwork Local Study</p>	<p>Children begin to experiment with and understand 4 figure grid references and symbols on maps. Fieldwork study – 2 weeks e.g. Survey the use of land in the immediate locality of the school e.g. local high street, walking distance area, using the following classifications: Residential: houses, flats, hotels, hostels Retail: food, clothing, footwear, sports, toys, furniture, etc.... Professional/ Commercial: solicitors, banks, building societies, company offices etc.... Industrial and Storage: machine tools, engineering, factories, warehouses Entertainment/ Leisure: theatres and cinemas, public houses, restaurants, cafes Public Authorities: local government offices, police, libraries, hospitals, churches, chapels, schools Other: vacant property, car parking, open spaces, development sites Compare the land-use in the area chosen with old maps and photographs of the same area to examine how the land-use has changed over time. Investigate why the land-use has changed Undertake a survey of buildings and materials Investigate what jobs people do within and beyond the school, in the local area. Sort them into categories and investigate where and how far people travel to work</p>	<p>Design questions and studies to conduct in the local area. Identify local features on a map and begin to experiment with four figure grid references, using them to locate and describe local features. Undertake surveys, conduct investigations, classify buildings. Use recognised symbols to mark out local areas of interest on own maps. Choose effective recording and presentation methods e.g. tables to collect data. Present data in an appropriate way using keys to make data clear. Draw conclusions from the data.</p>

	Compare shops in the local area with the nearest city centre Interview/ question people who use the shops about the services/ types of shop provided/ shopping habits	
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Geography - Upper Key Stage 2
Year 5

National Curriculum Content	Breadth of study	Skills
Locational knowledge Africa	Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate the countries of Africa. Use 4 figure grid references to read maps. Make connections between the Equator and the tropics and Africa. Identify largest urban areas in Africa and the deserts/plains etc. Compare 2 different regions in Africa, rural/urban. In Science, when looking at night and day, look at the Prime/Greenwich Meridian and time zones.	Confidently use maps, globes and Google Earth. Use atlases/maps to describe and locate places using 4 figure grid references. Locate the Equator on a map, atlas and globe and draw conclusions about the climates of countries on the Equator and on the tropics. Locate largest urban areas on a map and use geographical symbols e.g. contours to identify flattest and hilliest areas of the continent. Ask questions e.g. what is this landscape like? What is life like

		<p>there?</p> <p>Study photos/pictures/maps to make comparisons between locations.</p> <p>Identify and explain different views of people including themselves.</p>
<p>Place Knowledge</p> <p>UK Study</p>	<p>Depth study of the UK:</p> <p>Name and locate counties and cities of UK</p> <p>Environmental regions, key physical and human characteristics, major cities and national parks. Look at counties, hills, mountains, coasts.</p> <p>Choose 3 key areas of the UK and look at how land use has changed over time.</p>	<p>Use maps to locate features of the UK e.g. rivers, mountains, large cities.</p> <p>Explain and defend which are physical and which are human features.</p> <p>Label counties, cities, mountains and rivers.</p> <p>Study photographs and maps of 3 different locations in the UK.</p> <p>Ask Geographical questions e.g. How was the land used in the past? How has it changed? What made it change? How may it continue to change?</p>
<p>Human and Physical Geography</p> <p>Fairtrade, Water & Rivers</p>	<p>Rivers and the water cycle including transpiration</p> <p>Human geography including trade between UK and Europe and ROW.</p> <p>Fair/unfair distribution of natural resources including energy, food, minerals and water (Fairtrade).</p> <p>During the Victorian times, how was the land used, what was the main economy on the Isle of Wight and what were the trade links? How does this compare to today?</p> <p>(Link to Y5 history Topic Victorians)</p>	<p>Use the language of rivers e.g. erosion, deposition, transportation.</p> <p>Explain and present the process of rivers.</p> <p>Compare how river use has changed over time and research the impact on trade in history.</p> <p>Research and discuss how water affects the environment, settlement, environmental change and sustainability.</p> <p>Identify trade links around the world based on a few chosen items e.g. coffee, chocolate, bananas. Discover where food comes from.</p> <p>Discuss/debate fair trade. Investigate facts and join in a reasoned discussion. Generate solutions/promote ethically sound trade.</p> <p>Study maps and pictures of Victorian Isle of Wight - compare and contrast photos and maps from today.</p> <p>Discuss land use and draw conclusions about the reasons for this based on the human inhabitants and changing needs.</p> <p>Explain and present the differences between Victorian Isle of Wight and present day Merton.</p> <p>Reflect on the impact trade has on an area and generate ideas for cause and effect.</p>
<p>Fieldwork</p> <p>Map skills/Rivers</p>	<p>When studying both Victorians and rivers, visit to the River Medina. Talk about the trade route that this used to be. Children to make field notes/observational notes about the land there to be discussed at school when talking about the features of rivers.</p> <p>Children to take photos to support their notes. Look at the land use their now and compare this to how it would have been during</p>	<p>Look for evidence of past river use by visiting the location.</p> <p>Make field notes/observational notes about land features.</p> <p>Visit a river, locate and explain the features.</p> <p>Take photographs to support findings e.g showing different transport used in the area today which would not have been used during Victorian times.</p>

	Victorian times.	Study pictures of the river in Victorian times and compare and contrast. Select a method to present the differences in transport in the area today. Record measurement of river width/depth.
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Geography - Upper Key Stage 2

Year 6

National Curriculum Content	Breadth of study	Skills
Locational knowledge Map skills / USA	Name and locate the key top geographical features including coast, features of erosion, hills, mountains and rivers. Understand how these features have changed over time. On a world map locate the main countries in Africa, Asia and Australasia/Oceania. Identify their main environmental regions, key physical and human characteristics, and major cities. Children to be able to identify main capital cities/oceans etc.	Use 6 figure grid references to identify countries and cities in the world, the main mountain ranges and the longest rivers. Understand how these features may have changed over time. Select the most appropriate map for different purposes e.g atlas to find a country, Google Earth to find a village. Explain the climates of given countries in the world and relate this to knowledge of the hemispheres, the Equator and the Tropics. Locate the major cities of the world and draw conclusions as to their similarities and differences.

	Understand the significance of Latitude and longitude.	Use maps to identify longitude and latitude.
Place Knowledge - USA	Study of North America: environmental regions, key physical and human characteristics. major cities, mountain ranges, rivers, lakes, landmarks.	Study maps of the USA to identify environmental regions. Compare and contrast these regions. Locate the key physical and human characteristics. Relate these features to the locality e.g. population sizes near tourist landmarks/rivers, transport links to mountains. Locate all the man-made features in the USA e.g. Statue of Liberty, Golden Gate Bridge, Grand Canyon, Yosemite National Park, The White House etc. and relate to UK landmarks. Reflect on the importance and value of the tourism industry in these areas.
Human and Physical Geography Natural Disasters & Developments Local study	Earthquakes/natural disasters – floods, tsunamis. Study of Shanklin land and settlements pre and post war compared to modern day. (link to History Y6 WWI topic) British Trade. Distribution of natural resources.	Describe and explain the processes that cause natural disasters. Draw conclusions about the impact of natural disasters through the study of photographs, population numbers and other primary sources. Study photographs, aerial photographs and maps of Shanklin pre-war, post-war and present day. Compare maps and aerial photographs. Make comparisons and reflect on the reasons for the differences. Study population numbers throughout the course of WWI and WWII and reflect on the reasons for changes. Study pictures of land use during these three periods. Draw conclusions and develop informed reasons for the changes. Study one key building in the locality during the three periods (e.g. hospital) and reflect on the changes. Look at maps on different scales and calculate scales on own maps. Research and present Britain's export trade. Ask and answer the following geographical questions: What are our main export businesses? Which countries do we trade with most? What may be the reasons for this? Why do we need to import from elsewhere? Where does Britain lead industry? Where does it not? What conclusions can be drawn?
Fieldwork Traffic study	6 figure grid references.	Undertake a traffic survey of the local main road - tally counting, types of vehicle observed, comparing the traffic flow at different times of the day, parking problems, varying needs of different high

	<p>Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p>	<p>street users - shopkeepers, children, senior citizens, businesses. Collate the data collected and record it using data handling software to produce graphs and charts of the results. Ask Geographical questions e.g. how is traffic controlled? What are the main problems? Undertake a street/noise survey of the local road/ high street Form and develop opinions e.g. Do the pupils like/ dislike the road/ street? Compare road with another busier/quieter street/road Make suggestions and reflect on own beliefs. Which street/road do the pupils prefer? What changes/improvements would they make to either environment? With the children's help, design and carry out a survey of the views of people in the high street to find out what they think are the benefits/ drawbacks of closing the high street to traffic. Use local maps to find other routes traffic might take. Report on the effects of environmental change on themselves and others. Carry out a role-play where pupils look at the issue of traffic in the high street from different viewpoints, making presentations to represent different points of view. This could lead to a class debate for the best way to improve traffic in the high street/ road. Select methods for collecting, presenting and analysing data Analyse evidence and draw conclusions. Be aware of own responsibility in the world</p>
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