



## William Penn WP Curriculum Map – Geography

|                     | Autumn   | Spring   | Summer   |
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| Year R              | Fantastic Fairytales   | Amazing Animals  | Helpful Heroes   |
| Year 1/2<br>Cycle A | Community Heroes   | Shiver and Sizzle  | Oh I do like to be beside....  |
| Year 1/2<br>Cycle B | Who Lives Here?  | Spring Has Sprung  | Back in Time for...  |
| Year 3/4<br>Cycle A | Raging Rivers and Marvellous Mountains                                       | The Roman Empire   | Groovy Greeks  |
| Year 3/4<br>Cycle B | Ancient Ancestors (Stone Age to Iron Age)                                    | We're Sailing down the Nile<br>(Ancient Egypt)                           | Our World  |
| Year 5/6<br>Cycle A | We'll Meet Again<br>(WWII links with Coolham airfield and Battle of Britain) | Rulers of the Rainforest<br>(Ancient Mayan Civilization and rainforests) | Vikings (Life and Legend)  |
| Year 5/6<br>Cycle B | Wonders of the Universe  | Super Settlers (Anglo Saxons and Scots)                                  | Friends And Heroes<br>(Quakerism and Democracy)<br>A local History Study |

## Key Stage One

| Year 1/2<br>Cycle A        | Community Heroes   | Shiver and sizzle   | Oh I do like to be beside...  |
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| <b>Outcomes</b>            | Physical and human geography of the school environment<br>OS maps and drawing simple plans   | Understanding of place<br>The globe – poles, equator, hemispheres<br>Comparison of Africa, Antarctica and UK<br>Similarities and differences  | What is the seaside?<br>Where can the seaside be found?<br>Geographical features of seascides<br>Compare and contrast Brighton and Rio  |
| <b>Skills<br/>Outcomes</b> | <p><b>Progression Outcomes:</b></p> <p><b>1. Contextual World knowledge</b><br/>Simple place knowledge eg. Where is my school?<br/>Revisit place knowledge using maps in books (world, continents, UK)</p> <p><b>2. Understanding</b><br/>Describe human and physical features of the school environment in detail eg. transects, teaching and identifying the difference between physical and human environments</p> <p><b>3. Geographical Enquiry</b><br/>Ask and answer questions about places eg. What is a human feature? How could we describe our school environment?<br/>How could we represent our school environment?<br/>Use simple sources eg. local maps, OS maps, aerial photographs, photographs of school over time<br/>Make relevant observations</p> <p><b>4. Fieldwork/Map skills</b><br/>Make detailed observations of the school environment<br/>Conduct a local survey eg. litter, traffic and collect data in pro-formas<br/>Draw a field sketch of the school environment (add appropriate labels and titles)<br/>Prepare questions to ask a member of staff about the school environment eg. When was it built? How has it changed?<br/>Use a camera to record findings<br/>Identify school on aerial images<br/>Know what a map does and identify school on range of maps<br/>Draw a plan of school using a key/scale as appropriate</p> | <p><b>Progression Outcomes:</b></p> <p><b>1. Contextual World knowledge</b><br/>Simple place knowledge eg. locating Africa, Antarctica, UK<br/>Revisit place knowledge using maps in books (world, continents, UK)</p> <p><b>2. Understanding</b><br/>Describe human and physical features eg. city/village or grassland/ice cap<br/>Use basic geographical vocabulary eg. map, globe, place, city<br/>Identify patterns eg. in land use</p> <p><b>3. Geographical Enquiry</b><br/>Ask and answer questions about places eg. Why don't people live in Antarctica?<br/>Make observations of local environment<br/>Use a range of simple sources eg. map of Africa, aerial photograph of Antarctica, globe, local map of Coolham</p> <p><b>4. Fieldwork/Map skills</b><br/>Read simple maps and identify key features eg. rivers<br/>Observe school environment and use this to make comparisons<br/>Draw school environment<br/>Find information on aerial photographs</p> | <p><b>Progression Outcomes:</b></p> <p><b>1. Contextual World knowledge</b><br/>Simple place knowledge eg. identifying seascides on map of UK; locating Rio and Brighton on maps of different scales<br/>Revisit place knowledge using maps in books (world, continents, UK)</p> <p><b>2. Understanding</b><br/>Describe human and physical features of the seaside eg. beach, pier, city (Use photographs of both places and label features)<br/>Identify similarities and differences between Rio and Brighton eg. use photographs<br/>Compare and contrast Rio/Brighton to places identified in Shiver and Sizzle topic</p> <p><b>3. Geographical Enquiry</b><br/>Ask and answer questions about places eg. Why do people visit seascides? What can people do at the seaside in Brighton? (These questions could be answered during fieldwork trip to the seaside)<br/>Make observations from primary (fieldwork) and secondary sources (photographs)<br/>Use a range of simple sources</p> <p><b>4. Fieldwork/Map skills</b><br/>Fieldwork opportunity in Brighton: observation skills; local survey; sketch maps; asking questions; collecting data; using cameras; use tourist maps/brochures</p> |

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| <p><b>National Curriculum P of S</b></p> | <p><b>Place knowledge</b><br/> understand geographical similarities and differences through studying the <b>human and physical geography of a small area of the United Kingdom</b>, and of a small area in a contrasting non-European country<br/> <b>Human and physical geography</b><br/> use basic geographical vocabulary to refer to:<br/> <b>key physical features</b>, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather<br/> <b>key human features</b>, including: city, town, village, factory, farm, house, office, port, harbour and shop<br/> <b>Geographical skills and fieldwork</b><br/> use <b>world maps, atlases and globes</b> to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage<br/> use <b>aerial photographs and plan perspectives to recognise landmarks and basic human and physical features</b>; devise a simple map; and use and construct basic symbols in a key<br/> <b>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.</b></p> | <p><b>Place knowledge</b><br/> understand <b>geographical similarities and differences</b> through studying the <b>human and physical geography</b> of a small area of the United Kingdom, and of a <b>small area in a contrasting non-European country</b><br/> <b>Human and physical geography</b><br/> <b>Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</b><br/> use basic geographical vocabulary to refer to:<br/> <b>key physical features</b>, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather<br/> <b>key human features</b>, including: city, town, village, factory, farm, house, office, port, harbour and shop<br/> <b>Geographical skills and fieldwork</b><br/> use <b>world maps, atlases and globes</b> to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage<br/> <b>use aerial photographs</b> and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key<br/> <b>use simple fieldwork and observational skills to study the geography of their school and its grounds</b> and the key human and physical features of its surrounding environment.</p> | <p><b>Place knowledge</b><br/> understand <b>geographical similarities and differences</b> through studying the <b>human and physical geography</b> of a <b>small area of the United Kingdom</b>, and of a <b>small area in a contrasting non-European country</b><br/> <b>Human and physical geography</b><br/> use basic geographical vocabulary to refer to:<br/> <b>key physical features</b>, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather<br/> <b>key human features</b>, including: city, town, village, factory, farm, house, office, port, harbour and shop<br/> <b>Geographical skills and fieldwork</b><br/> use <b>world maps, atlases and globes</b> to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage<br/> <b>use aerial photographs</b> and plan perspectives to recognise <b>landmarks and basic human and physical features</b>; <b>use simple fieldwork and observational skills</b> to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</p> |
| <p><b>Year 1/2 Cycle B</b></p>           | <p><b>Who lives here?</b></p>   | <p><b>Spring Has Sprung</b></p>  | <p><b>Back in time for...</b></p>  |
| <p><b>Outcomes</b></p>                   | <p>Location of countries in UK, capitals and identifying features<br/> Fact files for each country of UK<br/> Locating castles for each country of UK and using maps to understand their location eg. top of cliff<br/> Compass directions and locational language<br/> Drawing maps of school with title and keys<br/> Mapping routes around school<br/> OS maps – symbols and keys<br/> Identify local journeys on maps eg. route to school<br/> Imaginary map – draw map with range of physical and human features, position castle appropriately and create own map symbols/key</p>   | <p>Comparing places – South Downs and global rainforests<br/> Similarities and differences<br/> Place and location knowledge<br/> Animal and plant comparison<br/> People and land-use comparison<br/> Use local OS maps/aerial photographs of the South Downs to extend knowledge</p>   | <p>Climate<br/> Climate of UK and world (climate at equator and poles)<br/> Seasons<br/> Weather – recording weather, impact of different types of weather</p>   |
| <p><b>Skills Outcomes</b></p>            | <p><b>Progression Outcomes:</b><br/> <b>1. Contextual World knowledge</b><br/> Simple place knowledge – countries of UK and capital cities<br/> Revisit place knowledge using maps in books (world, continents, UK)<br/> Locating UK castles and using maps to identify why they have been positioned there eg. top of a cliff<br/> <b>2. Understanding</b><br/> Describe physical features that explain a castle's position<br/> <b>3. Geographical Enquiry</b><br/> Ask and answer questions eg. Why were the castles built</p>   | <p><b>Progression Outcomes:</b><br/> <b>1. Contextual World knowledge</b><br/> Simple place knowledge of South Downs and global rainforests<br/> Revisit place knowledge using maps in books (world, continents, UK)<br/> <b>2. Understanding</b><br/> Describe humans and physical features of the South Downs and rainforests<br/> Identify similarities and differences eg. place, animals, plants, people, uses</p>  | <p><b>Progression Outcomes:</b><br/> <b>1. Contextual World knowledge</b><br/> Simple place knowledge eg. revision of countries of UK and capital cities (link to this topic focus by using a weather map)<br/> Revisiting place knowledge from Shiver and Sizzle – refer to climate<br/> World place knowledge – climate at the equator, poles<br/> <b>2. Understanding</b><br/> Identify similarities and differences between climate of UK and other known places (make links in learning)<br/> Identify patterns in climate using world maps/globes</p>  |

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| National Curriculum P of S | <p>where they are?<br/>Use a range of simple sources eg. tourist maps/brochures<br/>Make observations of the school environment in order to draw simple maps</p> <p><b>4. Fieldwork/Map skills</b><br/>OS maps of local area – find N, understand map symbols, use map symbols, find symbols, understand the key<br/>Map a simple local journey eg. to school, to the post box<br/>Use observation skills of the school environment to draw simple sketches<br/>Use a camera to record key features to include on maps<br/>Understand what information can be gained from maps<br/>Follow a simple route on a map of the school by using directional language and compass points<br/>Draw a simple map of the school including title/map symbols and a key<br/>Draw a plan of the school using birds-eye view</p>   | <p><b>3. Geographical Enquiry</b><br/>Ask and answer questions about places eg. What large and special physical feature do we live near? Who has visited? What is it like? Opportunity to invite someone to speak about the South Downs National Park<br/>Use a range of simple sources<br/>Make observations from secondary sources</p> <p><b>4. Fieldwork/Map skills</b><br/>Fieldwork opportunity – visit place on the South Downs eg. Devils Dyke, Kithurst (Observation skills; local survey; sketch maps; asking questions; collecting data; using cameras)<br/>Use aerial photographs to make observations of the South Downs/rainforests eg. identify areas that have been logged<br/>Read a map of the South Downs eg. What can we learn from the map?<br/>Find N on OS map<br/>Link the South Downs map to everyday life eg. places we know or have visited</p>   | <p><b>3. Geographical Enquiry</b><br/>Asking and answering key questions eg. What is climate? What is weather? What is the impact of different types of weather? eg. flooding<br/>Use a range of simple sources including for example, weather forecasts; newspaper articles<br/>Make observations – weather watch/data collection eg. daily temperature</p> <p><b>4. Fieldwork/Map skills</b><br/>Observations from primary sources<br/>Use pro-formas to collect data eg. weather data</p>  |
|                            | <p><b>Locational knowledge</b><br/>name and locate the world's seven continents and five oceans<br/>name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</p> <p><b>Place knowledge</b><br/>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</p> <p><b>Human and physical geography</b><br/>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<br/>use basic geographical vocabulary to refer to:<br/>key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather<br/>key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop<br/>Geographical skills and fieldwork</p> <p><b>Geographical skills and fieldwork</b><br/>use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage<br/>use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map<br/>use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key</p> | <p><b>Place knowledge</b><br/>understand <b>geographical similarities and differences</b> through <b>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</b></p> <p><b>Human and physical geography</b><br/>use basic geographical vocabulary to refer to:<br/><b>key physical features</b>, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather<br/><b>key human features</b>, including: city, town, village, factory, farm, house, office, port, harbour and shop<br/>Geographical skills and fieldwork</p> <p><b>Geographical skills and fieldwork</b><br/><b>use world maps, atlases and globes</b> to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage<br/>use <b>aerial photographs</b> and plan perspectives to <b>recognise landmarks and basic human and physical features</b>; devise a simple map; and use and construct basic symbols in a key<br/>use <b>simple fieldwork and observational skills</b> to study the geography of their school and its grounds and the <b>key human and physical features of its surrounding environment</b>.</p> | <p><b>Locational knowledge</b><br/><b>name, locate</b> and identify characteristics of the <b>four countries and capital cities of the United Kingdom</b> and its surrounding seas</p> <p><b>Human and physical geography</b><br/><b>identify seasonal and daily weather patterns in the United Kingdom</b> and the <b>location of hot and cold areas of the world in relation to the Equator and the North and South Poles</b></p> <p>use basic geographical vocabulary to refer to:<br/><b>key physical features</b>, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, <b>season and weather</b></p> <p><b>Geographical skills and fieldwork</b><br/><b>use world maps, atlases and globes to identify the United Kingdom and its countries</b>, as well as the countries, continents and oceans studied at this key stage<br/><b>use simple fieldwork and observational skills</b> to study the geography of their school and its grounds and the key human and <b>physical features of its surrounding environment</b>.</p> |

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|  | 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. |  |  |
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**Key Stage 2**

|  | <b>Raging Rivers and Marvellous Mountains</b>   | <b>The Roman Empire</b>   | <b>Groovy Greeks</b>   |
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| <b>Year 3/4<br/>Cycle A<br/>Outcomes</b> | <p><b>Water cycle</b><br/> <b>Journey of a river</b><br/> <b>Rivers of the world</b><br/> <b>Erosion and deposition</b><br/> <b>OS maps</b><br/> <b>Field sketches</b><br/> <b>Uses of rivers</b><br/> <b>Types of mountains</b><br/> <b>Mountains of the British Isles and world</b></p>   | <p><b>Mapping the Roman Empire</b><br/> <b>Location of Italy and place knowledge</b><br/> <b>Similarities and differences between Italy and Britain</b></p>   | <p><b>Modern day Greece (location knowledge, physical features and human features)</b></p>   |
| <b>National Curriculum P of S</b>        | <p><b>Progression Outcomes:</b><br/> <b>1. Contextual World knowledge</b><br/>           Link location of new places to known places from KS1/2<br/>           World mapping – key rivers of the world eg. Nile/Amazon and key mountain ranges<br/>           Identify features of world rivers that make them globally significant eg. by size/location/power/impact on life<br/>           How can we identify mountains/ivers on maps? (Link to map work knowing how slope/height are shown by contours)<br/> <b>2. Understanding</b><br/>           Demonstrate understanding of the world by investigating places beyond the local eg. building fact files of key world rivers; follow a world river from source to mouth and identify key physical/human features eg. Amazon<br/>           Investigate what it is like to live/work in a world famous mountain range eg. Alps<br/>           Investigate how places change and make the link between people and the environment eg. impact of tourism in the Himalayas; glacier reduction in the Alps; building of dams on rivers eg. Yangtze<br/> <b>3. Geographical Enquiry</b><br/>           Investigate places – Why are rivers important? What is it like to live in a mountain range? How do people earn a living? What are the advantages/disadvantages? Should people be allowed to climb Mt Everest?<br/>           Use a range of sources including own research<br/>           Express opinions through debate of key issues eg. Should people be allowed to climb Mt Everest? Appreciate the complexity of the economic reasons.<br/> <b>4. Fieldwork/Map skills</b><br/>           Fieldwork – Pulborough Brooks (recording observations; taking measurements; using camera; label photographs from fieldwork accurately</p> | <p><b>Progression Outcomes:</b><br/> <b>1. Contextual World knowledge</b><br/>           Link location of new places to known places from KS1/2<br/>           Develop locational knowledge by mapping the Roman Empire as it was and by identifying countries today on map of Europe (including capital cities)<br/> <b>2. Understanding</b><br/>           Investigate places beyond the local environment eg. What is Italy like today?<br/>           Investigate human and physical geographies eg. mountains; rivers; volcanoes; key cities and their industries eg. fashion and Milan<br/>           Rome – now and then, to develop understanding of how places change and make comparisons<br/>           Similarities and differences between Italy and Britain<br/> <b>3. Geographical Enquiry</b><br/>           What is Italy like today? How can we investigate this?<br/>           Use range of sources including eg. tourist websites<br/> <b>4. Fieldwork/Map skills</b><br/>           Use range of maps</p> | <p><b>Progression Outcomes:</b><br/> <b>1. Contextual World knowledge</b><br/>           Link location of new places to known places from KS1/2<br/>           Framework of locational knowledge – develop understanding of Europe and its countries<br/>           Make link between location of Italy and Greece<br/> <b>2. Understanding</b><br/>           Investigate places beyond the local environment eg. Modern day Greece<br/>           Give pupils opportunity to direct own learning and investigate Greece using skills gained from Italy focus<br/>           Focus on making comparison between Italy, Greece and Britain<br/>           How are these places similar/different?<br/> <b>3. Geographical Enquiry</b><br/>           What are the main similarities and differences between Greece, Italy and Britain?<br/>           Facilitate in-depth learning by encouraging investigation into one aspect of life in each country<br/> <b>4. Fieldwork/Map skills</b><br/>           Use range of maps</p> |

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|  | <p>Field sketches with appropriate labels and title<br/>Use a range of maps including OS maps and understand symbols/key focusing on local area</p> <p><b>Locational knowledge</b><br/>Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key <b>physical</b> and human <b>characteristics</b>, countries, and major cities</p> <p><b>Human and physical geography</b><br/>Describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, <b>rivers, mountains</b>, volcanoes and earthquakes, and the <b>water cycle</b><br/>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</p> <p><b>Geographical skills and fieldwork</b><br/><b>Use maps, atlases, globes and digital/computer mapping</b> to locate countries and describe features studied<br/>Use the eight points of a compass, four and six-figure grid references, <b>symbols and key</b> (including the use of Ordnance Survey maps) <b>to build their knowledge of the United Kingdom</b> and the wider world<br/><b>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.</b></p> | <p><b>Locational knowledge</b><br/>Locate the world's countries, using maps to focus on <b>Europe</b> (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, <b>countries</b>, and major cities</p> <p><b>Place knowledge</b><br/><b>Understand geographical similarities and differences</b> through the study of <b>human and physical geography</b> of a region of the United Kingdom, a region in a <b>European country</b>, and a region within North or South America</p> <p><b>Geographical skills and fieldwork</b><br/><b>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</b></p> | <p><b>Locational knowledge</b><br/>Locate the world's countries, using maps to focus on <b>Europe</b> (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, <b>countries</b>, and major cities</p> <p><b>Place knowledge</b><br/><b>and geographical similarities and differences</b> through the study of <b>human and physical geography</b> of a region of the United Kingdom, a region in a <b>European country</b>, and a region within North or South America</p> <p><b>Geographical skills and fieldwork</b><br/><b>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</b></p> |
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| Year 3/4<br>Cycle B                                    | Ancient Ancestors  | We're Sailing Down the Nile  | Our World   |
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| <b>Topics</b><br><br><b>National Curriculum P of S</b> | <p><b>Skara Brae and Billingshurst location</b><br/><b>Maps and grid references</b><br/><b>UK region - focus on Birmingham – location of Cadbury; development of Bournville and change over time; compare to Billingshurst</b></p> <p><b>Progression Outcomes:</b><br/><b>1. Contextual World knowledge</b><br/>Detailed mapping of UK – counties, cities and regions of UK to include overview of key human and physical features in each region<br/>Small-scale mapping of Skara Brae (see under mapping skills)<br/><b>2. Understanding</b><br/>Investigate UK region – Birmingham, link to Cadbury and the building of Bournville<br/>Birmingham – human and physical features<br/>How has Bournville changed over time?</p> | <p><b>Egypt locational knowledge</b><br/><b>Location and features of the River Nile</b><br/><b>Positive and negative effects of the Aswan High Dam on the River Nile</b></p> <p><b>Progression Outcomes:</b><br/><b>1. Contextual World knowledge</b><br/>World mapping – location of Egypt and key physical and human features<br/>Detailed mapping of UK – make link to learning in Ancient Ancestors and develop further by mapping key physical features of UK regions<br/><b>2. Understanding</b><br/>KQ: How has the UK changed over time?<br/><b>3. Geographical Enquiry</b><br/>Make observations about the UK using a range of sources<br/><b>4. Fieldwork/Map skills</b></p> | <p><b>RGS Unit: United States of America</b></p> <p><b>Progression Outcomes:</b><br/><b>1. Contextual World knowledge</b><br/>World locational knowledge – identifying countries on a complete map of the world including countries and major cities<br/>Locating key volcanoes and earthquake zones around the world<br/><b>2. Understanding</b><br/>Understanding of place – focus on Iceland and California<br/>Focus on physical geographic processes – earthquakes and volcanoes<br/>KQ – How do people manage the physical environment when</p> |

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|  | <p>Compare Billingshurst and Birmingham<br/>Use Google maps to take transport around Birmingham</p> <p><b>3. Geographical Enquiry</b><br/>What is Birmingham like?<br/>How has Bournville changed over time?<br/>How does Birmingham compare to Billingshurst?<br/>Use a range of sources</p> <p><b>4. Fieldwork/Map skills</b><br/>Use a range of maps at different scales – UK focus eg. city map of Birmingham, road atlas (map journey to Birmingham), Streetview<br/>Use maps to learn how distance is measured/shown on maps eg. through journey to Birmingham<br/>Skara Brae mapping – use grids for positioning; 8 compass directions, 4-figure co-ordinates, symbols and key, draw an accurate map with a route around Skara Brae with correct features (eg. purpose could be a tourist map), create a plan of Skara Brae from birds-eye view to show buildings and their uses</p>   | <p>Use a map of the UK to identify key physical and human features KQ: How can we use the map to identify what could be seen on the ground?<br/>Use photos of key features in UK eg. London KQ: How can we find these places on the map? How can we link what we can see with the map?<br/>Use maps of UK to identify land use and change over time KQ: What patterns can be seen and how have they changed?<br/><a href="https://magic.defra.gov.uk/MagicMap.aspx">https://magic.defra.gov.uk/MagicMap.aspx</a><br/><a href="https://www.gov.uk/guidance/how-to-access-natural-englands-maps-and-data#interactive-mapping-and-data-download-from-magic">https://www.gov.uk/guidance/how-to-access-natural-englands-maps-and-data#interactive-mapping-and-data-download-from-magic</a></p>   | <p>it is a danger to them?<br/><b>3. Geographical Enquiry</b><br/>KQ – How do people manage the physical environment when it is a danger to them?<br/>Develop<br/>KQ – What is life like living near a volcano?<br/>KQ – What is life like living with the risk of an earthquake?<br/>Use a range of sources eg. maps, aerial photographs, current eruption and earthquake data</p> <p><b>4. Fieldwork/Map skills</b><br/>Graph data findings from earthquake/volcano data<br/>Use aerial images and photographs to identify what places are like</p>   |
|  | <p><b>Locational knowledge</b><br/><b>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</b></p> <p><b>Place knowledge</b><br/><b>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</b></p> <p><b>Geographical skills and fieldwork</b><br/><b>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</b><br/>Use the <b>eight points of a compass, four and six-figure grid references, symbols and key</b> (including the use of Ordnance Survey maps) <b>to build their knowledge of the United Kingdom and the wider world</b></p> | <p><b>Locational knowledge</b><br/><b>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</b></p> <p><b>Place knowledge</b><br/><b>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</b></p> <p><b>Human and physical geography</b><br/>Human geography, including: <b>types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</b></p> <p><b>Geographical skills and fieldwork</b><br/><b>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</b></p> | <p><b>Locational knowledge</b><br/><b>Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</b></p> <p><b>Place knowledge</b><br/>Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, <b>a region in a European country, and a region within North America</b></p> <p><b>Human and physical geography</b><br/>Describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, <b>volcanoes and earthquakes</b>, and the water cycle</p> <p><b>Geographical skills and fieldwork</b><br/><b>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</b></p> |

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| <p>Year 5/6<br/>Cycle A</p> <p>Outcomes</p> | <p><b>We'll Meet Again</b><br/>European Countries (Invasion and D-Day landing)<br/>Local map work and grid references<br/>Geography of Russia</p> | <p><b>Rulers of the Rainforest</b><br/>Location of rainforests<br/>Climate and vegetation zones<br/>Layers of the rainforest<br/>Deforestation</p> | <p><b>Vikings</b><br/>Vikings – location knowledge<br/>Scandinavia<br/>Settlement in the UK and characteristics of settlements<br/>Comparing places – map skills<br/>Viking transport links</p> |
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| <b>National Curriculum P of S</b> | <p><b>Progression Outcomes:</b></p> <p><b>1. Contextual World knowledge</b><br/>Detailed European mapping – countries, capital cities and areas of invasion.<br/>Focus on mapping Russia.</p> <p><b>2. Understanding</b><br/>Develop a detailed understanding of Russia<br/>Develop understanding of similarities and differences of places eg. compare to local area; other known European countries</p> <p><b>3. Geographical Enquiry</b><br/>KQ:<br/>What is Russia like?<br/>How does it compare to other European countries?<br/>Explore a basic understanding of communism as the means by which to explain what places are like</p> <p><b>4. Fieldwork/Map skills</b><br/>Use maps and aerial images to identify the Coolham airfield<br/>Use an OS map to plan a route to the airfield, identifying key features on the route. Use and give directions to 8 cardinal points and walk the route.<br/>Know and use 4 and 6-figure co-ordinates to identify features on the way to the airfield/in the local area<br/>Make a sketch map of the local area to include the airfield with symbols/key<br/>Use the sketch map to create a thematic map of the local area<br/>Create a plan for the airfield and include a scale</p> | <p><b>Progression Outcomes:</b></p> <p><b>1. Contextual World knowledge</b><br/>Detailed world mapping – world rainforests. Extend locational knowledge by revisiting continent and country/capital city knowledge. (World mapping link to Y3/4 topic 80 days around the world)<br/>Include globally significant features including: global rainforest zones, equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle.<br/>Knowledge of places in the news – use newspaper articles discussing the importance of global rainforests and deforestation. Link to locational knowledge.</p> <p><b>2. Understanding</b><br/>Describe places in detail – human and physical geography of the rainforest (focus on a specific rainforest eg. Amazon)<br/>How is the rainforest different to...? Make link to prior learning in Geography.<br/>How is the rainforest similar or different to...? Make link to prior learning in Geography.<br/>Understanding how/why places change – focus on deforestation processes; tourism processes.<br/>Identify spatial patterns of change – use maps of deforestation to identify where it takes place (near roads/settlements).<br/>Link people, places and environment – deforestation processes – understanding why it takes place, who is involved, difference between large-scale logging for cattle and small-scale logging for subsistence economies.</p> <p><b>3. Geographical Enquiry</b><br/>Use a range of sources to independently research processes and issues surrounding tourism/deforestation. Eg. KQ – Is deforestation ever justified? Use this question to express opinions and understanding of different points of view.</p> <p><b>4. Fieldwork/Map skills</b><br/>Link maps and aerial photographs – identifying land-use in rainforests.<br/>Use index, symbols and contents pages of an atlas<br/>Use thematic maps for a purpose eg. observing changes to rainforest coverage and answering questions eg. where does deforestation take place in rainforests?<br/>Describe features using a combination of maps, fieldwork and photographs</p> | <p><b>Planning a Viking settlement</b></p> <p><b>Progression Outcomes:</b></p> <p><b>1. Contextual World knowledge</b><br/>Detailed European mapping – countries, capital cities, key physical (eg. rivers and mountains) and human features.<br/>Focus on mapping Scandinavia.<br/>UK settlement mapping – key UK cities (develop from learning in Y3/4).</p> <p><b>2. Understanding</b><br/>Develop a detailed understanding of Scandinavia<br/>Develop understanding of similarities and differences of places eg. compare to rainforest environments; compare to other European countries (Italy/Greece)<br/>Understanding how places change – when focusing on characteristics of settlements focus on observing changes to that settlement over time eg. use maps of local area and observe changes to land-use with the building of houses.<br/>Describe spatial patterns eg. focus on local house building.<br/>Why have local places changed?<br/>Link people, places and environments – understanding settlement</p> <p><b>3. Geographical Enquiry</b><br/>KQ:<br/>What factors affect the location of settlements?<br/>What are the key features of human settlements?<br/>What features are essential in the physical environment to build a settlement?<br/>Use a range of sources</p> <p><b>4. Fieldwork/Map skills</b><br/>Link maps and aerial photographs – local land-use and house building; compare places using these sources. How are settlements similar/different?<br/>Use map sources to understand settlements</p> |
|                                   | <p><b>Locational knowledge</b><br/>Locate the world's countries, using <b>maps to focus on Europe (including the location of Russia)</b> and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</p> <p><b>Place knowledge</b></p>  | <p><b>Locational knowledge</b><br/>Locate the <b>world's countries</b>, using maps to focus on Europe (including the location of Russia) and North and <b>South America</b>, concentrating on their environmental regions, <b>key physical and human characteristics</b>, countries, and major cities<br/>Identify the position and significance of latitude, longitude,</p>  | <p><b>Locational knowledge</b><br/>Locate the world's countries, <b>using maps to focus on Europe (including the location of Russia)</b> and North and South America, concentrating on their environmental regions, key <b>physical and human characteristics, countries, and major cities</b></p> <p><b>Place knowledge</b></p>   |



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|                                   | <p>Understand <b>geographical similarities and differences</b> through the study of <b>human and physical geography</b> of a region of the United Kingdom, a <b>region in a European country</b>, and a region within North or South America</p> <p><b>Geographical skills and fieldwork</b><br/>Use <b>maps, atlases, globes</b> and <b>digital/computer mapping</b> to locate countries and describe features studied</p> <p>Use the <b>eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps)</b> to build their knowledge of the <b>United Kingdom and the wider world</b></p> <p>Use <b>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.</b></p>   | <p><b>Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones</b> (including day and night)</p> <p><b>Place knowledge</b><br/>Understand geographical similarities and differences through the study of <b>human and physical geography</b> of a region of the United Kingdom, a region in a European country, and a region within North or <b>South America</b></p> <p><b>Human and physical geography</b><br/>Describe and understand key aspects of: physical geography, including: climate zones, <b>biomes</b> and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p> <p>human geography, including: types of settlement and <b>land use, economic activity</b> including trade links, and the distribution of natural resources including energy, food, minerals and water</p> <p><b>Geographical skills and fieldwork</b><br/>Use <b>maps, atlases, globes</b> and digital/computer mapping to locate countries and describe features studied</p>  | <p>Understand geographical <b>similarities and differences</b> through the study of <b>human and physical geography</b> of a region of the United Kingdom, a <b>region in a European country</b>, and a region within North or South America</p> <p><b>Human and physical geography</b><br/>Describe and understand key aspects of: human geography, including: <b>types of settlement and land use, economic activity</b> including trade links, and the distribution of natural resources including energy, food, minerals and water</p> <p><b>Geographical skills and fieldwork</b><br/>Use <b>maps, atlases, globes</b> and digital/computer mapping to locate countries and <b>describe features studied</b></p>   |
| <b>Year 5/6</b>                   | <b>Wonders of the Universe</b>   | <b>Super Settlers</b>   | <b>Friends and Heroes</b>   |
| <b>Cycle B</b>                    | <p>Geography of the globe (longitude, latitude etc)</p> <p>World weather patterns and climate zones</p> <p>Biomes</p> <p>Ecosystems and global environmental concerns</p> <p>Global environmental threats</p>  | <p>UK's trade links with other countries using maps</p> <p>Trade links with El Salvador</p> <p>Importance of Fair Trade</p> <p>Global supply chain</p> <p>The history of trading and how it has changed</p>   | <p>Local area study - Coolham</p> <p>Fieldwork – mapping physical features</p> <p>Identifying human features</p> <p>Traffic survey</p> <p>Local area study – applying fieldwork skills to study The Blue Idol</p>   |
| <b>Outcomes</b>                   | <p><b>Progression Outcomes:</b></p> <p><b>1. Contextual World knowledge</b><br/>Detailed world mapping – global physical geography (latitude, longitude, equator, N and S hemispheres, Tropics, Arctic and Antarctic circle, Greenwich Meridian and time zones<br/>Physical features – climate zones, biomes.<br/>Global environmental threats – make link to places in the news</p> <p><b>2. Understanding</b><br/>Global environmental threats – chd to research what they believe these are.<br/>Link global threats to understanding of the processes that lead to change<br/>Link people, places and environments – What impact are people having on the global environment?</p> <p><b>3. Geographical Enquiry</b><br/>KQ:<br/>What are the main threats to the global environment?<br/>Can we move from the macro (global threats) to the micro?<br/>Chd to focus on a small-scale area to investigate the environmental threat.<br/>Use a wide range of sources to conduct research</p> <p><b>4. Fieldwork/Map skills</b></p> | <p><b>Progression Outcomes:</b></p> <p><b>1. Contextual World knowledge</b><br/>World mapping – trade links eg. Identify items imported into the UK and where they originate from/identify items exported from UK.<br/>Map distribution of places that export: energy (eg. Russia/North Sea oil), food (eg. bananas/coffee), minerals (eg. South Africa and gold)<br/><a href="https://www.weforum.org/agenda/2016/03/this-map-shows-every-country-s-major-export/">https://www.weforum.org/agenda/2016/03/this-map-shows-every-country-s-major-export/</a><br/>Global distribution of water resources<br/><a href="https://www.bbc.co.uk/bitesize/guides/zgx382p/revision/1">https://www.bbc.co.uk/bitesize/guides/zgx382p/revision/1</a><br/>Knowledge of places in the news – eg. fair trade (bananas/coffee)</p> <p><b>2. Understanding</b><br/>What is the link between the human and physical resources of places and trade?<br/>Identify patterns in the global distribution of water. How have humans worked to manage their environment? (eg. explore large-scale dam building)</p> <p><b>3. Geographical Enquiry</b><br/>KQ:<br/>What is trade?</p> | <p><b>Progression Outcomes:</b></p> <p><b>1. Contextual World knowledge</b><br/>Detailed local mapping using fieldwork skills<br/>Link prior learning on local area eg. Viking topic</p> <p><b>2. Understanding</b><br/>Local area study – physical and human features of Coolham/Billingshurst</p> <p><b>3. Geographical Enquiry</b><br/>KQ:<br/>Where do we live and what is it like?<br/>What are the human and physical features?<br/>What sources can we use to find out more?<br/>What is the same and what has changed over time?<br/>What processes have led to change?</p> <p><b>4. Fieldwork/Map skills</b><br/>How can we investigate where we live? Data gathering including interviews of local people.<br/>Traffic survey – add to database to analyse findings<br/>Graph traffic survey findings<br/>Evaluate fieldwork – How could we develop our fieldwork?<br/>Take, use and evaluate photographs taken during fieldwork<br/>Blue Idol fieldwork – sketch maps with symbols/title/key, thematic map of space,</p> |
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|  | <p>Independent research – choose appropriate methods to collect data and present data in range of ways<br/>Use range of perspectives and viewpoints eg. aerial images, satellite images</p>   | <p>Why do countries trade?<br/>What is a supply chain? Who is involved? Is the supply chain fair?<br/>Is trade fair? Is trade equal across the world? (eg. Do some countries have more valuable natural resources? What impact might this have on that country?)<br/>How does global trade impact on the environment?<br/>How do humans manage the global distribution of water?<br/><b>4. Fieldwork/Map skills</b><br/>Use thematic maps to identify natural resources/exports and answer questions</p>   |  |
|  | <p><b><u>Locational knowledge</u></b><br/>Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, <b>concentrating on their environmental regions</b>, key physical and human characteristics, countries, and major cities<br/><b>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)</b><br/><b><u>Human and physical geography</u></b><br/>Describe and understand key aspects of: physical geography, including: <b>climate zones, biomes and vegetation belts</b>, rivers, mountains, volcanoes and earthquakes, and the water cycle<br/><b><u>Geographical skills and fieldwork</u></b><br/>Use <b>maps, atlases, globes</b> and digital/computer mapping to locate countries and <b>describe features studied</b></p> | <p><b><u>Locational knowledge</u></b><br/>Locate the <b>world's countries</b>, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, <b>key physical and human characteristics, countries</b>, and major cities<br/><b><u>Human and physical geography</u></b><br/>Describe and understand key aspects of: human geography, including: types of settlement and land use, <b>economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</b><br/><b><u>Geographical skills and fieldwork</u></b><br/>Use <b>maps, atlases, globes and digital/computer mapping</b> to <b>locate countries and describe features studied</b></p> | <p><b><u>Place knowledge</u></b><br/>Understand <b>geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom</b>, a region in a European country, and a region within North or South America<br/><b><u>Geographical skills and fieldwork</u></b><br/>Use <b>maps, atlases, globes and digital/computer mapping</b> to locate countries and describe features studied<br/><b>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.</b></p> |