

Curriculum Overview

Years FS2-6 Subject: Geography *KPI's are: L2, H2, F1 and coloured coded red*

	FS2 coverage based on child initiated learning opportunities and opportunities in continuous provision
Knowledge and Skills	<p>Locational and place knowledge:</p> <p>Name and locate the world's 7 continents and 5 oceans, understanding the terms continent and sea.</p> <p>Understand that a world map shows all the countries in the world. Identify the UK and areas where people in the class come from.</p> <p>Understand the geographical similarities and difference 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.</p> <p>Human and physical geography:</p> <p>Identify the human and physical features of the 2 above localities studied.</p> <p>Identify seasonal and weather patterns in the UK.</p> <p>Fieldwork</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, e.g. note taking, videoing, data collection, sketching and observations</p>
	<p>Use maps and a globe to identify the continents and oceans and understand that both a map and a globe show the same thing.</p> <p>Have had the opportunity to see maps/globe/images of the world</p> <p>Make simple maps (treasure maps/story maps)</p> <p>Locate the continents on a paper map.</p> <p>Locate [Australia] on a map</p> <p>Explore local areas and talk about features.</p> <p>Use simple compass directions (north, east, south and west) to locate features on a map.</p> <p>Understand use positional language to describe position and direction.</p> <p>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 from where I live?</p> <p>Talk about changes in the environment e.g. trees in autumn, weather.</p> <p>Compare locations e.g. school/home, England/holiday destination.</p> <p>Express own view about a place, environment, people.</p> <p>Talk about what they see when out and about.</p> <p>Draw and label pictures to show how places are different or show key features.</p> <p>Verbally describe pictures.</p> <p>Begin to label (using phonics)</p> <p>Teach children what a question is</p> <p>Make simple comparisons between locations (hot/cold)</p> <p>Use basic geographical vocabulary, beach, coast, forest, mountain, sea, river, season, weather.</p> <p>Use basic geographical vocabulary to refer to key human features city, town, village, factory, farm, house, shop.</p> <p>Verbalise and write about similarities and differences between the features of two localities.</p>

	<p>Ask questions about the weather and seasons. Draw pictures of the weather at different times of the year or keep a record of how many times it rains a week in the winter and a week in the summer. Express opinion about the seasons and relate the changes to changes in clothing and activities e.g. summer = t shirt, winter= coat. Observe and record information about the local area e.g how many shops there are near the school or how many bus stops there are close to the school. Take photos of interesting things in the local area and explain what the photos show. Create memory maps on a walk in the local area. Study aerial photographs of the school and label with key features.</p>			
Key vocabulary	Continent, sea, ocean, location, feature, environment, physical features [beach, coast, forest, mountain, sea river], season, weather. Human features: [city, town, village, factory, farmhouse, shop]. Local, aerial, north, south, east, west, map, compass,			
Geography Title Y1	Term 2 Out and About	Term 4 What is Great Britain?	Term 5 RED OAKS WEEK Now!	Term 6 The British seaside (TRIP) (Weston super mare?)
Knowledge	<p><i>Learn about of local area (Redhouse) that Red Oaks was built in 2006</i></p> <ul style="list-style-type: none"> To know that Red Oaks was built in 2006 To know that a compass has four main directions, which are north, east, south and west. To know that part of the compass (the needle) will always point north. To understand the landuse before the school was built (fields) 	<ul style="list-style-type: none"> To understand that the United Kingdom is a union of four countries. To know that England, Wales, Scotland and Northern Ireland are the four countries in the United Kingdom. To know the capital city of England is London. To know that Scotland is located to the north of England. To know that the Scottish flag is blue with a white cross. To know that the cross of St George is a white flag with a red cross in a + shape. To know that there is a red dragon on the Welsh flag. Cardiff is the capital of Wales. The southern part of Ireland is an independent country and is not part of the United Kingdom. 	<ul style="list-style-type: none"> You might see lots of different types of houses in your local area. Some of these could be detached, bungalow, cottage, semi-detached, terraced, flats, caravan, Buildings in the local area could be used for lots of different things. Some of these could be school offices railway station leisure centre factory hospital To make it easier, maps use symbols instead of words so that you can find things quickly. Here are some symbols you might recognise. 	<ul style="list-style-type: none"> TRIP to the beach The UK is made up of the large island of Great Britain, Northern Ireland and many smaller islands The coastline around the UK is where you can find seaside resorts. There are lots of islands around the world that people visit for their holidays. A seaside resort has many physical features. Features such as the beach, the sea, cliffs and caves have been made naturally. This means they were made by nature. Human features found at the seaside might include the pier, the promenade, a lighthouse and a fairground. These features are all man-made

			<p>parking nature reserve campsite place of worship golf course cycle trail train station footpath motorway main road</p> <p>A compass has four main directions, which are north, east, south and west. Part of the compass (the needle) will always point north. You then have to work out which direction you are facing depending on where north is</p>	
Skills	<ul style="list-style-type: none"> L3- Use simple compass directions (north, east, south and west) to locate features on a map. L5 Express own view about a place, environment, people. <p><u>Fieldwork local study- School</u></p> <ul style="list-style-type: none"> KPI: F1 Observe and record information about the local area e.g how many shops there are near the school or how many bus stops there are close to the school. F2 Take photos of interesting things in the local area and explain what the photos show. F3 Create memory maps on a walk in the local area. F4 Study aerial photographs of the school and label with key features. 	<ul style="list-style-type: none"> KPI: L2 Name and locate and identify the 4 countries of the UK, including the capital cities and surrounding seas. H3 Ask questions about the weather and seasons. H4 Draw pictures of the weather at different times of the year or keep a record of how many times it rains a week in the winter and a week in the summer. 	<ul style="list-style-type: none"> L6 Draw and label simple map of either playground or classroom. L3- Use simple directions to move around the playground, left, right, up/down L1 Use a simple picture map to move around a familiar place eg school, park playground. 	<ul style="list-style-type: none"> L4 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 from where I live? H1 Use basic geographical vocabulary to refer to key human features city, town, village, factory, farm, house, shop. KPI: H2 Describe and write about similarities and differences between the features of two localities. H5 Express opinion about the seasons and relate the changes to changes in clothing an activities e.g summer = t shirt, winter= coat.

Geography Title Y2	Term 2 Where are we?	Term 4 Exploring the world	Term 5 RED OAKS WEEK Life from 2006-now	Term 6 Fieldwork study Learn about local area, Observe, record and use data about local area
Knowledge	<ul style="list-style-type: none"> To understand that location is where something is and that direction is the way something is pointing or moving To know that there are 4 UK Capital cities - London, Cardiff, Edinburgh and Belfast To know the position of the 4 capital cities on a map of the UK To understand that there are differences and similarities in each of the capital cities including -human geography- comparison of population, tourism, transport 	<ul style="list-style-type: none"> There are seven continents: Africa, Antarctica, Asia, Australasia, Europe, North America and South America. Some continents have many countries, others do not There are five oceans in the world: the Arctic Ocean, the Atlantic Ocean, the Indian Ocean, the Pacific Ocean and the Southern Ocean Countries around the world have different climates. Climates can be sorted into the following zones: warm, cold (or polar), tropical and temperate. Countries near the equator tend to have a hotter climate. Different animals are better suited to living in countries with a particular climate. When people plan a journey, they might use maps and a compass to help them. You can record a journey on a map using a journey line (virtual experience around the world) The compass points are north, east, south, west, north east, north west, south east and south west. Natural features of continents include caves, rocks, cliffs, forests and mountains. Natural features are sometimes called 'physical features.' Features made by people include bridges, buildings and roads. These features are sometimes called 'human features.' 	<ul style="list-style-type: none"> Life from 2006-now Map of school & playground- key events and changes after the school was built <p>To know a map is a drawing of an actual place that uses lines and symbols to represent real-life objects. People have used maps for hundreds of years to help them travel from place to place</p> <p>To know that the key features of maps include: a title, a compass rose, symbols, a key and different colours for important things, such as green for forests and blue for rivers.</p>	<p>To know that fieldwork is Using maps to go out and about to get a practical understanding of something.</p> <p>To know There are many different types of maps, such as: Sketch maps Road maps Ordnance Survey maps Climate maps</p> <p>To know that maps are usually drawn from an aerial view. We can look at aerial photographs to see the main physical and human features of places. Aerial photos are photos taken by aircraft or other flying objects, e.g. drones. A satellite photo is taken from a satellite in space</p> <p>To know that there are a variety</p>

Skills	<ul style="list-style-type: none"> • KPI: L2 Pupils are be able to identify the UK within the continent of Europe • L5 Express their own views about a place people and environment. Give reasons why they like and dislike area. • L3 Use simple compass directions eg North, South East, West. • H1 Use basic vocabulary to describe key human and physical features including beach, cliff, river, soil, valley vegetation, season and weather. • L7 Ask geographical questions about two differing localities e.g. What is it like to live in this place? How is this place different to where I live? How is the weather different? How are lifestyles different? E.g compare London with Swindon. Compare Edinburgh/London and Cardiff. 	<ul style="list-style-type: none"> • KPI: L2 Pupils can identify the other 6 continents in the world and the 5 oceans • KPI: H2 Identify the location of the hot and cold areas of the world in relation to the equator and the North and South Pole; describing key features • L1 Use maps and globes to identify the continents and oceans and understand that maps and globes show the same thing. • H6 Study pictures/videos of two differing localities, one in the UK and one in a contrasting of Non-European country. • H5 Express opinions on the weather and how it can affect lives and what we do. 	<ul style="list-style-type: none"> • F6 Study pictures of the localities in the past and in the present and ask 'How has it changed?' • Draw pictures to show how places are different 	Fieldwork local study: <ul style="list-style-type: none"> • KPI: F1 Observe and record the features about the local area, e.g traffic passing through the area and the effects • F2 Children take photos of the local area and explain why the variation occurs. • F5 Use data to create traffic study -tally charts and bars charts to show traffic type. • L5 Express their own views about a place, people and environment. Give reasons why they like and dislike an area. • L7 Ask geographical questions about two differing localities e.g. What is it like to live in this place? How is this place different to where I live? How is the weather different? How are lifestyles different? • H4 Observe and record daily weather and seasonal change
Geography Title Y3	Term 2 What a disaster!	Term 4 Pole to Pole	Term 5 RED OAKS WEEK Construction of the school	Term 6 The Hills are alive
Knowledge	<ul style="list-style-type: none"> • To know that The Tropic of Cancer (northern tropic) and the 	<ul style="list-style-type: none"> • <i>Learn about where the equators and poles are compared to Europe</i> 	<ul style="list-style-type: none"> • Learn when and how the school was constructed 	<ul style="list-style-type: none"> • Trip to Malvern to look at topographical features

	<p>Tropic of Capricorn (southern tropic) mark the most northerly and southerly positions that the sun can be overhead.</p> <ul style="list-style-type: none"> To locate the 2 tropics and the equator on a map, To know that Volcanoes are made when pressure builds up inside the earth. This affects the earth's crust causing magma to sometimes erupt through it. To understand that an active volcano is one that has erupted in the last 10 000 years. To understand that a Dormant volcanoes hasn't erupted in the last 10 000 years but may erupt again. To know that Extinct volcanoes aren't expected to erupt again To know that Earthquakes are caused when the earth's tectonic plates suddenly move. Most earthquakes occur near the tectonic plate boundaries. To know that Earthquakes can cause lots of damage to roads, buildings and property. 	<p><i>and what impact this has on different European countries.</i></p> <ul style="list-style-type: none"> <i>Learn about Land use and tourism</i> <p>To know the Latitude lines run around the earth east to west. These lines are the same distance apart from each other. Longitude lines run over the top of the earth north to south. These lines are not equally distant from each other. These lines are used to give the specific location of anywhere in the world using co-ordinates.</p> <p><u>Polar regions</u></p> <p>To know the North Pole Arctic Circle includes parts of Russia, Norway, Sweden, Finland, Canada, Alaska, Greenland and Iceland</p> <p>To know that the south pole Antarctic circle has no countries and has no one living there permanently. It is a protected place of scientific and environmental research.</p> <p>To know the Tropic of Cancer (northern tropic) and the Tropic of Capricorn (southern tropic) mark the most northerly and southerly positions that the sun can be overhead.</p> <p>To know that between the tropics the weather is hot all year round</p> <p>To know there are 51 countries in Europe and 742 million people living there which is 10% of the world's population. • The continent is in the northern hemisphere with the Arctic Ocean to the north, the Atlantic Ocean to the west and the Mediterranean Sea to the south.</p>	<ul style="list-style-type: none"> Map before during and after construction 	<p>(Learn how to carry put geographical surveys)</p> <p>To know contours line son maps represent the height of the land To know the natural springs as the start of River Wye</p> <p>To know that a topographical map shows the shape and features of the land including mountains, rivers, lakes and valleys.</p>
<p>Skills</p>	<ul style="list-style-type: none"> KPI: H2 - Pupils can identify the key aspects of volcanoes and earthquakes and describe key features. 	<ul style="list-style-type: none"> KPI: L2 Identify hilliest areas and flattest areas of Europe 	<ul style="list-style-type: none"> KPI:F1 Use locational language to describe the location of points on a map of the school/local area. 	<ul style="list-style-type: none"> L1 Using maps and keys to identify mountainous areas- can compare Malvern and Swindon

	<ul style="list-style-type: none"> • L1 Using maps, locate the Equator, the Tropics of Cancer and Capricorn. • L5 Make reasoned judgements about where the pictures are taken and justify e.g. a mountain top may be in France because there is a large mountain range there or River Nile surroundings. E.g Picture of 2 different Volcanoes- where are these in the world and how do you know? • L7 Look at settlements, particularly in relation to the volcanoes- what conclusions have to be drawn? • L8 Consider the countries and the climates that surround equator lines and discuss the relationships between these and countries • L8 Compare physical and human features with a European country e.g Italy draw conclusions, pose questions and use prior knowledge of map reading. • H1 Draw diagrams, produce writing and use the correct vocabulary for each stage of the process of volcanic eruption and earthquakes 	<ul style="list-style-type: none"> • KPI: L2 Build on prior knowledge of UK regions by using maps to locate countries of Europe • L3 Use the language of 'north', 'south', 'east', 'west' to relate countries to each other. • L5 Can decide which mountains in Europe they think are the largest and why • L4 Study maps to make assumptions about the different areas of Europe. Study some pictures of different parts of Europe (e.g. top of a mountain, on the banks of a river, on a farm • L7 Match key landmarks to the country and make suggestions as to how landmarks affect a country (tourism, economy) e.g Italy- Rome- tourist attractions. Pisa etc generates revenue through tourism. Relate to UK landmarks • L8 Look at maps, pictures and other sources to identify similarities and differences between a UK region and one within a European country e.g Sicily, Italy. 	<ul style="list-style-type: none"> • F7 Make an aerial plan/map of the school and local area and compare past and present • L4 Critically study photographs • H7 Research how Geography has changed over time • F3 Plan a tour of the local area, which could include the school and the main geographical features identified with a key 	<p>Local Fieldwork study:</p> <ul style="list-style-type: none"> • KPI:F1 Take digital photographs of the main features of the school or local area and plot them on to a map to show the route round the school, using coordinates to show where these key features are • F4 Undertake environmental studies of the school and local area - litter, noise, likes/dislikes, areas of improvement • F4 Use the school grounds to undertake weather surveys, including wind direction, where the sun shines (north, south, west, east) • Then compare with Malvern (TRIP)
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	<ul style="list-style-type: none"> • H4 Ask and answer questions about the effects of volcanoes and earthquakes • H6 Discuss how volcanoes affect human life, e.g settlements and spatial variation (space around them) 			
Geography Title Y4	Term 2 Greece is the word	Term 4 Biomes	Term 5 RED OAKS WEEK	Term 6 Over the hills and far away
Knowledge	<ul style="list-style-type: none"> • To know Greece has a population of 10.5 million people • To know that the capital city is Athens • To know that Greece has the longest coastline in Europe and is the southern most country in Europe. • To know that Crete is Greece's largest island • To know that tourism and agriculture are important to Greece <p>Look at Europe using below skills and then focus on knowledge of human geography focusing on Greece today. What are the Longest coast lines and biggest islands physically? Compare with population and then focus on tourism & land use</p>	<ul style="list-style-type: none"> • To know that a biome is a large geographical area which is home to certain plants and animals, specially adapted to suit the environment. • Rainforests are found near to the equator between the tropic of Cancer and the tropic of Capricorn. They can be found in every continent except Antarctica. They are located in countries such as Brazil, India, Peru, Mexico, Australia and Malaysia. • The climate in the rainforest is the same all year round. • Average rainfall of 6cm each month • Usually rains every day • Hot and humid • The climate in rainforests is is very hot and wet all year, also are evergreen because the trees can grow all the time so are always in 	<ul style="list-style-type: none"> • School construction and impact 	<p>Mountains are a natural part of the landscape with steep slopes.</p> <ul style="list-style-type: none"> • They rise above 300m • They have a summit of at least 600m. • Some mountains are found in groups called a mountain range but some mountains can be on their own. • Not all mountains are single summits. • Mount Everest is the highest mountain in the world - 8848m • Contour lines- These lines on a map join land that is at the same height. They are usually marked in 5m or 10m intervals. The closer the lines are together, the steeper the slope will be. • Mountains are created in a variety of formats=Fold mountains- Tectonic plates collide and rock is pushed up. • Fault-block mountains- Cracks in the earth's surface open up, some chunks of rock are pushed up, some down.

		<p>leaf. (link to knowledge about equators and hemispheres)</p> <ul style="list-style-type: none"> Main threat is deforestation- = Trees are cut down: <ul style="list-style-type: none"> to create fields for farming cattle and growing crops, to produce timber and wood pulp to make furniture and paper, to create space for housing <p><u>Positive Impacts</u></p> <ul style="list-style-type: none"> Jobs are created in logging and transporting timber and manufacturing products. Selling land raises money for local people <p><u>Negative Impacts</u></p> <ul style="list-style-type: none"> People's homes are destroyed. Animals and plants may become extinct through habitat loss. <ul style="list-style-type: none"> Plants that may have been useful could be lost 		<ul style="list-style-type: none"> Volcanic mountains- Formed around volcanoes and made of layers of ash and cooled lava Dome mountains- Formed when magma is forced upwards but doesn't ever flow out of the crust. Plateau mountains- Materials taken away through erosion leave deep valleys or gorges next to high cliffs. People visit mountains for many reason including: The view • Keeping fit • The challenge • Skiing • Climbing • Photography Risks and Dangers of Mountains Low temperature = hypothermia • Bad weather = power cuts/road accidents • Avalanches/landslides • Altitude sickness • Wild animals • Poor access
Skills	<ul style="list-style-type: none"> KPI: H2 Pupils can explain the geographical changes in local area land use and compare to another H3 Look at the land use in area: What resources were used? Why were they used? Why were the settlements so 	<ul style="list-style-type: none"> KPI: L2 Locate other Biomes (eg rainforests) using Google earth and maps, identifying patterns in their location linked to the equator line Locate other rainforests using Google earth and maps, identifying patterns in their location. L4 Understand the term biome-Use knowledge of this term to make suggestions for places in the world which may be biomes. 	Fieldwork study: Local area	<ul style="list-style-type: none"> KPI: L2 Identify the different climate zones L8 Discuss and compare the climate zones of the UK and relate this knowledge to the weather in the local area. L3 Use the compass points N, NE, E, SE, S, SW, W,

	<p>different? What tools were available? What was the purpose of the settlements?</p> <ul style="list-style-type: none"> • H4 Look at pictures and labelled diagrams of different settlements over time • H4 Identify main economies in the immediate area (Tourism) • H4 Study maps of Settlements. Draw conclusions about the location of the settlements based on prior knowledge? 	<ul style="list-style-type: none"> • L1 Identify the different hemispheres on a map. • L7 Raise questions about the different hemispheres and make predictions on how they think life will be different in the two hemispheres. • L4 Discover the cause of global warming and research the implications. • L4 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 • L5 Discuss how the rainforest may be linked to us e.g. trade. • L6 Label and explain the term 'climate zone'. • L7 Ask questions and find out what affects the climate. • L7 Children to ask questions about global warming. • L8 Compare rainforest with Antarctica 	<ul style="list-style-type: none"> • F3 Identify local features on a map and begin to experiment with 4 figure grid references using them to locate and describe local features. • F3 Use recognised symbols to mark out local areas of interest on maps • F4 Undertake surveys and investigations • F5 Chose effective recording methods e.g. tables to collect data and present data in an appropriate way using keys to make data clear <p>F6 Design questions and studies to conduct in the local area</p>	<p>NW to direct and locate using a compass</p> <ul style="list-style-type: none"> • L5 Reach reasoned and informed solutions and discuss the consequences for the future and Identify changes to be made in own lives in response to this.
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Geography Title Y5	Term 2 What a wonderful world	Term 4 Rivers	Term 5 RED OAKS WEEK Uses of site- Landuse	Term 5 Rivers (fieldwork)
Knowledge	<ul style="list-style-type: none"> world, time zones GMT To know that The Tropic of Cancer is the most northern latitude on the Earth where the sun can appear directly overhead. The Tropic of Capricorn is the most southern latitude on the Earth where the sun can appear directly overhead Discuss and learn about the Human impact on the world link to trade To know the time zones impacting celebrations e.g Christmas, new year To learn about Phineas fogg- around the world in 80 days 	<ul style="list-style-type: none"> To know that rivers begin when there is too much surface water from the rainfall To understand the four stages of the water cycle To know that rivers are the narrowest at their starting point and widest at its mouth To know that as rivers move and join other rivers (tributaries) the river then widens To know that a curve in a river is called a meander To know that meanders occur when eroded materials are carried by the river and released, building up the land on the inside of the bend where the water flows more slowly To know that an oxbow lake occurs due to build up of deposited rocks/soil due to erosion 	<p>To know a cartographer is someone</p> <p>Today, technology helps to produce maps using photographs and videos of the area.</p> <p>To know 90% of land in the UK is rural and 10% of the UK is urban.</p>	<p>Visit River Cole and carry out a fieldwork study</p> <ul style="list-style-type: none"> To know that the River Wye and River Cole are our local rivers To understand that rivers can flood To understand the difference between a canal and a river To know the difference <p>Continue in a lesson after the trip- what did you learn? Analyse the data and report.</p>
Skills	<ul style="list-style-type: none"> KPI: L2- Pupils can locate and label different countries/continents in the Northern and Southern hemisphere. Pupils can locate largest urban areas on a map L6- Label counties, cities, mountains and rivers. Use geographical symbols e.g. contours to identify flattest and hilliest areas of the continent. 	<ul style="list-style-type: none"> KPI: H2- Pupils can identify the key features of rivers. Pupils can identify and explain the key aspects of the formation of rivers. H1- Use the language of rivers e.g. erosion, deposition, transportation L1- Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate the countries of South America link to major river of the world. 	<ul style="list-style-type: none"> H3- 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? Discuss land use and draw conclusions about the reasons for this based on the human inhabitants and changing needs. 	<ul style="list-style-type: none"> H4 Study photographs and maps of 3 different locations in the UK Ask questions e.g. what is this landscape like? What is life like there <p>Fieldwork study:</p> <ul style="list-style-type: none"> KPI: F1- Look for evidence of past river use by visiting the location. Make field notes/observational notes about land features.

	<ul style="list-style-type: none"> L3- Use 4 figure grid references to read maps. H5- Discuss and debate fair trade . Generate solutions and promote ethically sound trade. H5 Reflect on the impact trade has on an area and generate ideas for cause and effect. Compare and contrast maps from today - eg place names 	<ul style="list-style-type: none"> L4- Study photos/pictures/maps to make comparisons between locations eg compare Amazon and Thames. L5- Identify and explain different views of people including themselves link to Global trade - eg play chocolate trading game. Make conclusions about the climates of countries on the Equator and on the tropics. H6- Compare how river use has changed over time and research the impact on trade in history. 	<ul style="list-style-type: none"> L8- Explain and defend which are physical and which are human features. 	<ul style="list-style-type: none"> KPI: Record measurement of river width/depth F2- Visit a river, locate and explain the features. F4-Take photographs to support findings e.g river land use. F5- Use data to record river flow at different parts of river eg upper and middle course - Coleshill F7- Study pictures of the river in the past and compare and contrast differences in river features
Geography Title Y6	Term 2 Lets go green	Term 5 The Americas	Term 5 RED OAKS WEEK Open project- new school	Term 6 The Americas
Knowledge	<ul style="list-style-type: none"> Environmental changes- UK Geography local your local area - traffic and environmental survey To know the physical features in Redhouse (River wye, fields) To know the human features of Rehouse/North swindon (shops, park, Orbital) To describe the landscape of Redhouse name different types of land use; 	<ul style="list-style-type: none"> To Learn about North American s To know and investigate Tourism and its effects on the environment To know that the Americas are two separate continents consisting of North America and South America. To know that North America contains 23 different countries. To The Americas cover a huge area of the globe, extending over several lines of latitude and longitude. 	<p>Where would you build and why. Creating maps and plan & rationale & sell to project manager</p>	<ul style="list-style-type: none"> To know natural disasters (recap form year 3) with particular focus on Earthquakes that have occurred in The Americas To know where this earthquakes happened and why To know the Differences in the effects on first and third world countries

		<ul style="list-style-type: none"> The characteristics of different countries and regions vary significantly, including weather, land use and flora and fauna. 		
<p>Skills</p>	<ul style="list-style-type: none"> L1- Select the most appropriate maps for different purposes. Look at maps on different scales and calculate scales on own maps. Understand how features have changed over time. <p>Fieldwork study/project:</p> <ul style="list-style-type: none"> KPI: F1- 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 street users - shopkeepers, children, senior citizens, businesses Undertake a street/ noise survey of the local road/ high street Undertake a general survey of the local road/ high street: 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 	<ul style="list-style-type: none"> KPI: L2- Pupils can use grid references to locate urban areas on a map Pupils can describe features of urban areas L3- Use 6-figure grid references to identify countries, cities, main mountain ranges and the longest rivers in North America. Use maps to identify longitude and latitude. L8- Locate the major cities of the world and draw conclusions as to their similarities and differences. L4- Explain the climates (contrast North and South America) and relate this to knowledge of the hemispheres, the Equator and the Tropics. H3- 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? Link to America recap knowledge from year 4 and 5- Why do we need to import from elsewhere? Where does Britain 	<ul style="list-style-type: none"> H4- Study photographs and aerial photographs of area H6- Compare maps and aerial photographs of two places in the UK (rural and city/town) Make comparisons and reflect on the reasons for the differences. 	<ul style="list-style-type: none"> KPI H2- Describe and explain the processes that cause natural disasters in North and South America H7- Draw conclusions about the impact of natural disasters through the study of photographs, population numbers and other primary sources. L5- Reflect on the importance and value of the tourism industry in these areas 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 H7- Study population numbers L8- Study maps of the USA to identify environmental regions. Compare and contrast these regions.

	<ul style="list-style-type: none"> • F2- Report on the effects of environmental change on themselves and others. Be aware of own responsibility in the world- eco link • F3- Use local maps to find other routes traffic might take. • F5- Collate the data collected and record it using data handling software to produce graphs and charts of the results. Select methods for collecting, presenting and analysing data Analyse evidence and draw conclusions • F6- Ask Geographical questions e.g. how is traffic controlled? What are the main problems? • F7- Compare road with another busier/ quieter street/ road • F8- Form and develop opinions e.g. Do the pupils like/ dislike the road/ street Make suggestions and reflect on own beliefs. Which street/ road do the pupils prefer? What changes/ improvements would they make to either environment? • Carry out a role-play where pupils look at the issue of traffic in the high 	<p>lead industry? Where does it not? What conclusions can be drawn?</p>		
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	<p>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.</p>			
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