

Geography Subject Overview 2024-2025

	<p style="text-align: center;">Geographical Skills (tools of Geography) _how we decipher the complexities of the world around us</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="border: 1px solid black; padding: 5px; background-color: #4a86e8; color: white; text-align: center; width: 15%;"> Making sense of Maps </div> <div style="border: 1px solid black; padding: 5px; background-color: #4a86e8; color: white; text-align: center; width: 15%;"> Making meaning with vocabulary </div> <div style="border: 1px solid black; padding: 5px; background-color: #4a86e8; color: white; text-align: center; width: 15%;"> Making sense through graphicacy </div> <div style="border: 1px solid black; padding: 5px; background-color: #4a86e8; color: white; text-align: center; width: 15%;"> Making learning real through fieldwork and the outdoors </div> </div> <hr/> <div style="text-align: center;"> <div style="border: 1px solid black; padding: 5px; background-color: #4a86e8; color: white; display: inline-block; margin-bottom: 10px;"> Fieldwork </div> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="border: 1px solid black; padding: 5px; background-color: #4a86e8; color: white; text-align: center; width: 15%;"> observing </div> <div style="border: 1px solid black; padding: 5px; background-color: #4a86e8; color: white; text-align: center; width: 15%;"> noting </div> <div style="border: 1px solid black; padding: 5px; background-color: #4a86e8; color: white; text-align: center; width: 15%;"> sketching </div> <div style="border: 1px solid black; padding: 5px; background-color: #4a86e8; color: white; text-align: center; width: 15%;"> asking questions </div> <div style="border: 1px solid black; padding: 5px; background-color: #4a86e8; color: white; text-align: center; width: 15%;"> collecting data manually and electronically </div> <div style="border: 1px solid black; padding: 5px; background-color: #4a86e8; color: white; text-align: center; width: 15%;"> measuring </div> </div> </div>				<p style="text-align: center;">Environment and Earth Systems</p> <p style="color: red;">Earth Systems ideas about physical processes and cycles, dynamic biological, chemical and physical changes, exemplified in a range of landforms, landscapes and environments. Environment ideas about interactions between physical and human geography, ecosystems, environmental change and impact, resources and sustainability, again followed up and revealed in a variety of contexts at micro to macro scales.</p>			
<p style="color: red;">Geographical Skills Geographical Skills and Fieldwork</p>	<p style="color: blue;">Scale: How does my view of this place change when I zoom in or out? How and why are the places connected? What is the local/global story? Appreciating different scales (from personal and local to national, international, and global)</p>	<p style="color: red;">Space: Where is this place? How does it connect to other places? What is special about this location? How can it be mapped?</p>	<p style="color: red;">Place: What is this place? What physical and human features does it have? What happens here? How does it compare to..? What do the people do who live?</p>	<p style="color: blue;">Cultural understanding and diversity: Appreciating the differences and similarities between people, places, environments, and cultures</p>	<p style="color: green;">Interdependence: Understanding the social, economic, environmental, or political connections between places</p>	<p style="color: green;">Sustainability: Exploring sustainable development and its impact on environmental interaction</p>	<p style="color: green;">Change: Understanding how sequences of events and activities in the physical and human worlds lead to change in places, landscapes, and societies</p>	

Geography Strands for EYFS (The Natural World)

In reception children will:

- Draw information from a simple map.
- Explore the natural world around them.
- Describe what they see, hear and feel whilst outside.
- Recognise some environments that are different to the one in which they live.
- Understand the effect of changing seasons on the natural world around them.

Early learning Goal 'The Natural World':

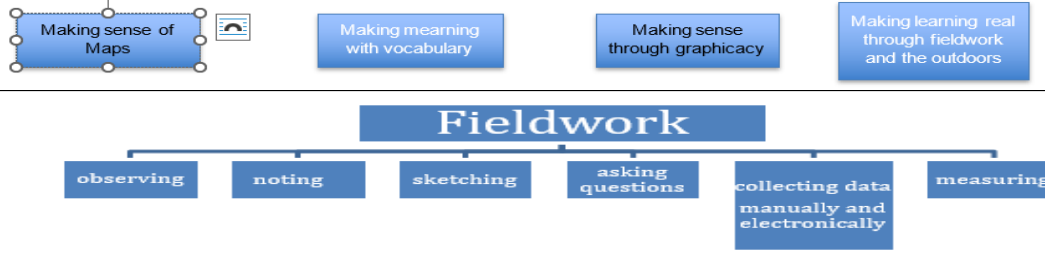
- Explore the natural world around them, making observations and drawing pictures of animals and plants
- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class
- Understand some important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

Autumn	Vocabulary	Spring	Vocabulary	Summer	Vocabulary
Investigating our school Our immediate environment (classroom and school) Locating different parts of the classroom and school and roles within the school What is our school called? Place-What is the address? Roles within our wider community People who help us in our community and locality Different Cultures	classroom familiar people place environment people home family	Investigating Hot and Cold Places Contrasting environments (Geography, Science) Similarities and differences Weather Changing states of matter - water, freezing Observations over time Looking at other countries which are cold-similarities and differences Know the name of the 4 SEASONS	Arctic Antarctic 'The world' land and sea snow cold climate place the world differences/ similarities England Adaptation contrasting environment	Investigating the outside of our school Map skills (linked to topic) - use map skills to locate outside features of school Explore the external world around them, making observations and drawing pictures of animals and plants (linked to garden topic) Field Work and Map Skills What words can I use to describe where the garden area is/ animals and plants found,	Field Building Next to Above Larger Left Right Flat changes natural plants animals

<p>How different cultures celebrate different festivals around the world</p> <p>Field Work and Map Skills</p> <p>Where am I (in the room-what parts of the room do I use - positional language next to above behind in front)</p> <p>Take pictures of class toy in different places and make a photo montage using positional language</p> <p>Create sound maps around school-what different sounds do I hear- kitchen/office/classrooms/hall</p> <p>Map journeys around school to hall/field/home mapping different places in the building can pupil name-hall office kitchen other classrooms ICT room.</p> <p>Who works in these spaces?</p> <ul style="list-style-type: none"> • explore their setting's outdoor area, noticing and naming its features (e.g. play equipment, different areas and surfaces, flower beds) • experience different weather conditions and their impact on the environment • examine and discuss natural objects (e.g. leaves, twigs, stones) 	<p>culture (Diwali, Hindu)</p> <p>the 'world'</p> <p>similar</p> <p>different</p>	<p>Know basic vocabulary for weather</p> <p>Types of clothes needed for cold temperatures</p> <p>Know that there are hot and cold places in the world</p> <p>Weather in Sheffield/UK</p> <p>Is it always the same in all part of the UK</p> <p>F2 thermometer-recording temperature (increase/decrease)</p> <ul style="list-style-type: none"> • explore their setting's outdoor area, noticing and naming its features (e.g. play equipment, different areas and surfaces, flower beds) • experience different weather conditions and their impact on the environment • examine and discuss natural objects (e.g. leaves, twigs, stones) • explore the immediate local area through walks and visits to selected sites 	<p>iceberg</p> <p>cold place</p>	<p>forward backward near far left right?</p> <p>Describe the route from their classroom to the field-positional language-up down left right</p> <p>Use of simple compass directions N/S</p> <p>Our school from above-use aerial map to identify school and the features around the school</p> <p>Which parts of the external school grounds do they use/not use.</p> <p>Label a map of the external areas of the school-writing what they do/don't do there</p> <p>Make simple maps showing play areas/no go areas for the next F2 class.</p> <p>Hot Weather</p> <p>Observations- clouds/temperature/sunlight</p> <p>Winter/Spring - what has changed?</p> <p>Weather</p> <p>Comparing to autumn - what is different? What is the same?</p> <p>Sorting and matching clothing items to seasons</p> <ul style="list-style-type: none"> • explore their setting's outdoor area, noticing and naming its features (e.g. play equipment, different areas and surfaces, flower beds) 	<p>garden</p> <p>outdoors</p> <p>observations</p> <p>similarities and differences</p> <p>maps -</p> <p>aerial map</p> <p>streets,</p>
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<ul style="list-style-type: none">• explore the immediate local area through walks and visits to selected sites			<ul style="list-style-type: none">• experience different weather conditions and their impact on the environment• examine and discuss natural objects (e.g. leaves, twigs, stones)• explore the immediate local area through walks and visits to selected sites	
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Geographical Skills (tools of Geography) _how we decipher the complexities of the world around us



Environment and Earth Systems

Earth Systems ideas about physical processes and cycles, dynamic biological, chemical and physical changes, exemplified in a range of landforms, landscapes and environments. Environment ideas about interactions between physical and human geography, ecosystems, environmental change and impact, resources and sustainability, again followed up and revealed in a variety of contexts at micro to macro scales.

Geographical Skills
Geographical Skills and Fieldwork

Scale:
How does my view of this place change when I zoom in or out?
How and why are the places connected?
What is the local/global story?
Appreciating different scales (from personal and local to national, international, and global)

Space:
Where is this place?
How does it connect to other places?
What is special about this location?
How can it be mapped?

Place:
What is this place?
What physical and human features does it have?
What happens here?
How does it compare to..?
What do the people do who live?

Cultural understanding and diversity:
Appreciating the differences and similarities between people, places, environments, and cultures

Interdependence:
Understanding the social, economic, environmental, or political connections between places

Sustainability:
Exploring sustainable development and its impact on environmental interaction

Change:
Understanding how sequences of events and activities in the physical and human worlds lead to change in places, landscapes, and societies

Y1

<p>Y1 AUTUMN term: <u>Where we Live</u></p> <p>Book: The Street beneath My Feet Voices in the Park</p> <p>Fieldwork School Streets around Ecclesfield Local Park</p> <p><u>Where do we Play?</u> <u>Local Area</u> <u>Revisit during the year</u></p>	<p>Geographical Skills and Fieldwork</p> <p>Observation and Discussion Map Reading Map Making Recording on simple maps Using aerial maps Sketching and annotating Sound Recording</p>	<p>What is a Village/Town/City - definitions?</p> <p>What is Ecclesfield? What is Sheffield? Compare size of Ecclesfield to Sheffield</p> <p>Scale of School Park areas Compare scale of both areas Water parks comparisons in scale?</p>	<p>Where is Ecclesfield a district of County Region country Continent Rural/urban?</p> <p>Where are the play areas located in school- look at the shape of play areas/location/ NESW/</p>	<p>Why did your family choose your house?</p> <p>Nearby places human and physical features? Similarities and differences of houses Locality Visit Define local area on a map</p> <p>What are the physical and human features of the School Play area?</p> <p>Which part of the school play area do you like/not like-why?</p> <p>Local Park Who looks after it?</p>	<p>What cultural/ethnic groups do we have at Ecclesfield?</p> <p>Do we have different places of worship in our area to reflect our population?</p> <p>What do the children feel about their neighbourhood?</p> <p>What do the pupils know about their local community?</p> <p>Who uses it? Age/diversity When is it used?</p>	<p>What is your neighbourhood like compare differences?</p> <p>What could be better? How is the land nearby used?</p> <p>What family connections do the children have in Ecclesfield/Sheffield?</p> <p>What do we need to maintain a park/improving the school play what would we need to consider?</p>	<p>What features help to create a safe/happy neighbourhood which ensure families stay?</p> <p>What green spaces are there and how are they used?</p> <p>Are they used regularly/occasionally?</p> <p>What issues does the caretaker have to deal with whilst maintaining the play areas? What would pupils choose to change about playtimes?</p>	<p>How has Ecclesfield changed over time/why?</p> <p>around Ecclesfield. Is Ecclesfield changing- where/why? New developments/buildings/green spaces</p> <p>How has the school play area changed over time?</p>
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				<p>Who works there?</p> <p>Is it an inviting place?</p> <p>How do children play /use it?</p> <p>How does the weather affect the use of play areas?</p>				
<p>Yl Spring Term</p> <p>Hot and Cold Places</p> <p>Handa's Surprise</p>	<p>Locate on world map</p> <p>Cold/hot places</p> <p>Observation and Discussion</p> <p>Map Reading</p> <p>Map Making</p> <p>Recording on simple maps</p> <p>Using aerial maps</p>	<p>How big is Antarctica</p> <p>Africa/Rainforest?</p> <p>Which is bigger/smaller?</p>	<p>Where are the Hot and Cold places in the world?</p>	<p>How many different weather types do we have in the UK?</p> <p>Where is the Uk in relation to the equator.</p> <p>Where are the Hotter/colder</p>	<p>How do people manage to live in very hot/very cold places</p>	<p>How do animals/plants adapt to hot/cold environments?</p>	<p>How is the design of a house different for cold/hot places?</p>	<p>How is the temperature in the world changing over time?</p>

				Countries?				
<p>Y1 Summer Term</p> <p><u>Where we get our food from.</u></p> <p>Books The world came to my place today Cocoa beans Leon's Lucky Lunch Break</p> <p>Fieldwork Farm Visit</p>	<p>Observation and Discussion Map Reading Map of uk seas/ivers/l akes/land Map of Sheffield - farmland Map of world -food from story Identify Uk in the World Map of Cawthorne/C annon Farm Recording on simple maps Photographs Videos</p>	<p>How much of the earth's surface is covered by Seas/ivers/l akes/land?</p>	<p>Where can food be grown? Plant/tree/ h ome? Where is food caught? Where is food reared?</p>	<p>The world came to my place story Where does our food come from: Identify seas/ivers/fa rms in Yorkshire?</p>	<p>What food comes from different cultures?</p>	<p>How do animals support humans with food? Milk Journey-Our cow Molly Visit https://www.youtube.com/watch?v=V64iUplrE04</p>	<p>What can we grow at home/school?</p>	<p>How do the seasons affect the food that we have during the year?</p>

Y2

	Geographical Skills and Fieldwork	Scale: How does my view of this place change when I zoom in or out? How and why are the places connected? What is the local/global story? Appreciating different scales (from personal and local to national, international, and global)	Space: Where is this place? How does it connect to other places? What is special about this location? How can it be mapped?	Place: What is this place? What physical and human features does it have? What happens here? How does it compare to...? What do the people do who live?	Cultural understanding and diversity: Appreciating the differences and similarities between people, places, environments, and cultures	Interdependence : Understanding the social, economic, environmental, or political connections between places	Sustainability: Exploring sustainable development and its impact on environmental interaction	Change: Understanding how sequences of events and activities in the physical and human worlds lead to change in places, landscapes, and societies
Y2 Autumn Term Little Blue Planet Books Eliza and the Moonchild	Observation and Discussion Map Reading Map of uk seas/rivers/lakes/land Map of Sheffield - farmland	How much of the earth's surface is covered by ocean/seas/land?	Where is Earth located in planetary system?	What is Earth? Earth blue/green/brown areas Physical Features, Continents Oceans	How are humans similar and or different?	What family connections do the children have across the Earth? How many different ways	How does the Earth sustain us?	How has the Earth changed over time? Use the Story "Window" to show how change over time affects our world

<p>Window by Jeannie Baker</p> <p>Fieldwork</p> <p>External areas in school</p> <p>patterns in nature/colours in nature</p>	<p>Map of world - food from story</p> <p>Identify Uk in the World</p> <p>Map of Cawthorne/Canon Farm</p> <p>Recording on simple maps</p> <p>Photographs</p> <p>Videos</p> <p>Analysing Simple climate graphs</p> <p>Globes</p> <p>Atlases</p> <p>Oblique views of Earth</p>			<p>Landforms</p> <p>Hemispheres</p> <p>Mountain ranges</p> <p>Deserts rivers</p> <p>Climate Zones</p> <p>Define cold, temperate, warm and tropical climates and highlight the relevance of the equator</p>		<p>do we use the ocean?</p>		
<p>Y2 Coasts</p> <p>THEME DAY</p> <p>Katy goes to the seaside</p> <p>Fieldwork</p>	<p>Google Earth</p> <p>Maps seaside resorts</p> <p>Photographs different seaside resorts</p> <p>range of features</p> <p>Aerial</p> <p>Photographs of coastal erosion changes/damage to house</p> <p>Map of uk coastline/popular seaside resorts</p>	<p>How much of the Earth's surface is covered by oceans?</p>	<p>Where are coastal areas located in the UK?</p>	<p>What is the seaside?</p> <p>What is the Coast/coastline?</p> <p>Human features</p> <p>Physical Features</p>	<p>Who goes to the seaside?</p> <p>Who with?</p> <p>Do people live differently when they go to the seaside?</p> <p>What is a tourist?</p>	<p>What jobs can people do at the seaside?</p>	<p>What is done to support/stop coastal erosion and people losing homes/houses?</p>	<p>What happens to the cliffs when the waves and the wind wear them away?</p> <p>Human impact</p> <p>Physical impact</p>

	Road maps- Journeys to seaside							
Y2 Spring Term The Uk what makes it great Books Katie In London Paddington Fieldwork	Compass Directions Map of the UK Thematic maps- population across Digimap - historical images London over time Rainfall graphs different part of the UK Aerial Photographs	Which UK country is bigger/smaller? Scotland England Wales landmass	Where is the UKs place in Europe/the world?	What are the British Isles? What is Great Britain? What is the United Kingdom? Capital cities of UK?	What different Cultures/Ethnicities do we have in school? Tourism Why do people visit London? Does Edinburgh and Cardiff have as many attractions visitors as London?	Why do so many people live in London? New Delhi? Uk/India	What benefits do tourists bring to the places they visit?	What impact has the increase in population had on the landscape? London skyline New Delhi
Y2 Summer Term Settlements and work spaces To the other side Erika Meza Boundless Sky	Interviews and questionnaires (simple) Prior Audit where they go to work Data handling Employment graphs -parents Y2	How does the scale of workspaces differ in a School/local areas?	What is a settlement?	What are the Key Features of a village/ town/city? List the differences and similarities? How are villages the same/different	What do workspaces look like in Ecclesfield? What types of jobs are done there? What do humans need	What employment types are there in the local area?	How has the business park been made environmentally friendly?	How was the land at the business park changed - former use/land development?

<p>Amanda Addison</p> <p>Fieldwork</p> <p>Visit to local Business Park</p>	<p>Chapelton population statistics</p> <p>Observation and Discussion</p> <p>Map Reading</p> <p>Map of uk</p> <p>Identify Uk in the World maps</p> <p>Photographs</p> <p>Videos</p>			<p>comparisons Bradfield/MUG</p> <p>URAMENO-Africa</p> <p>Where can parents work in Ecclesfield?</p>	<p>from a settlement?</p>			
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Y3

	<p>Geographical Skills</p> <p>Geographical Skills and Fieldwork</p>	<p>Scale:</p> <p>How does my view of this place change when I zoom in or out?</p> <p>How and why are the places connected?</p> <p>What is the local/global story?</p> <p>Appreciating different scales (from personal and</p>	<p>Space:</p> <p>Where is this place?</p> <p>How does it connect to other places?</p> <p>What is special about this location?</p> <p>How can it be mapped?</p>	<p>Place:</p> <p>What is this place ?</p> <p>What physical and human features does it have?</p> <p>What happens here?</p> <p>How does it compare to..?</p> <p>What do the people do who live?</p>	<p>Cultural understanding and diversity:</p> <p>Appreciating the differences and similarities between people, places, environments, and cultures</p>	<p>Interdependence:</p> <p>Understanding the social, economic, environmental, or political connections between places</p>	<p>Sustainability:</p> <p>Exploring sustainable development and its impact on environmental interaction</p>	<p>Change:</p> <p>Understanding how sequences of events and activities in the physical and human worlds lead to change in places, landscapes, and societies</p>
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		Local to national, international, and global)						
Y3 Autumn 1 Term (before History lessons) Egypt-History Orientation lesson	Photographs Globe Atlas Recording on maps Map reading Aerial images Responding and making judgements			Egypt Focus on River Nile Locate-continent surrounding countries, oceans and seas	Importance of the Nile - Nile facts	How the Nile supports employment? What does Egypt produce-world trade?	How the impact of flooding on the River Nile has improved?	How did the building of the dam change lives?
Y3 Autumn North America Native American Creation Stories Fieldwork	Map of North America and its countries Use Globes/Photographs Atlases to locate places in NA Using 4 figure coordinates to locate features Using maps and aerial views to discuss NA Use zoom function to locate places and at different scales	Size of Jamaica Mexico Canada Alaska	Where is North America's place in the world?	What countries are there in North America? Equator line and North/South Pole Predict climate based on position from equator Explore countries of NA Explore Caribbean - Jamaica/Mexico	What do you know about Jamaica/Mexico/Canada/Alaska? Population Official Languages Major Religions Famous People Popular Food Festivals	What are the most common Livelihoods in Mexico Jamaica Canada? How do these jobs affect the environment? Settlements/people's lives (economy)	What projects are in place to improve the environment In Mexico/Jamaica?	How has Mexico changed over time-physical and chemical affects?

	Add photographs to specific locations			Canada/Alaska and Arctic circle Physical/Human Landmarks Climate Capital cities New York States USA				
Y3 Spring Term <i>Greece</i>	Map of North America and its countries Use Globes/Photographs Atlases to locate places in NA Using 4 figure coordinates to locate features Using maps and aerial views to discuss NA Use zoom function to locate places and at different scales Add photographs to specific locations	Greece and its islands	Where is Greece in the world?	What is it like to live in Greece? What physical and human features/landmarks can be found in Greece?	What do you know about the capital of Greece- Athens?	What does Greece produce- world trade?	What is Athens doing about the Pollution issues?	What has changed in Athens over time? Pollution issues

<p>Y3 Summer Term South America And Rainforests</p> <p>Books The Great Kapok Tree</p> <p>The Rainforest Grew all around Susan Mitchell</p> <p>Fieldwork Botanical Garden visit medicinal plants?</p>	<p>Map of North America and its countries Use Globes Photographs Atlases to locate places in NA Using 4 figure coordinates to locate features Using maps and aerial views to discuss NA Use zoom function to locate places and at different scales Add photographs to specific locations Relate measurement on maps to outdoors Make scale drawings</p>	<p>What is the scale of the SA rainforests?</p>	<p>Where is South America?</p> <p>Where is the SA Rainforest?</p>	<p>What is a climate Zone? What is a biome?</p> <p>What are the different characteristic s of a rainforest biome?</p> <p>What are the names and functions of the different rainforest layers?</p>	<p>Brazil Population Official Languages Major Religions Famous People Popular Food Festivals</p> <p>Rainforest Indigenous people Population Official Languages Major Religions Famous People Popular Food Festivals</p>	<p>How are climate/ plants and animals interconnected?</p> <p>How does the rainforest support Indigenous people's homes, livelihood?</p>	<p>How are the supply chains of resources from the Rainforest which provide food and medicine protected?</p>	<p>Who has and what has affected the rainforest over time and why?</p>
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Y4

	Geographical Skills Geographical Skills and Fieldwork	Scale: How does my view of this place change when I zoom in or out? How and why are the places connected? What is the local/global story? Appreciating different scales (from personal and local to national, international, and global)	Space: Where is this place? How does it connect to other places? What is special about this location? How can it be mapped?	Place: What is this place? What physical and human features does it have? What happens here? How does it compare to..? What do the people do who live?	Cultural understanding and diversity: Appreciating the differences and similarities between people, places, environments, and cultures	Interdependence: Understanding the social, economic, environmental, or political connections between places	Sustainability: Exploring sustainable development and its impact on environmental interaction	Change: Understanding how sequences of events and activities in the physical and human worlds lead to change in places, landscapes, and societies
Y4 Autumn Term Food Farming and Fair Trade	Thematic Maps Drought areas of the world Poverty areas of the world Transport Routes across the world	How big are the biggest food producing countries in the world? What are the 10 most	Where are the top food producing countries and what are the top 4?	Where does our food come from? What are Food Miles?	What Foods do we eat from other cultures?	How does the Fairtrade initiative support Farmers? Factors affecting choice of which foods grown	What products do Fair Trade farmers make? Why Fair Trade started? How does it work?	Has Fair Trade made life better for Farmers? What is a drought and what impact does it have

<p>Books Fieldwork</p>	<p>World Maps Grid References Atlas/Globe/</p>	<p>deprived areas in England?</p>	<p>Where are the fair trade areas of the world? What do these areas have in common?</p>			<ul style="list-style-type: none"> • Social • Cultural • Economic • Decision making by farmers 	<p>Benefits of fair-traded products</p> <ul style="list-style-type: none"> • Economic • Social • Cultural <p>Poverty Maps and Poverty Zones in Sheffield?</p> <p>Why is there a rise of food banks in Yorkshire?</p>	<p>on people: hunger malnutrition starvation (crops cannot grow)</p>
<p>Y4 Spring Term</p> <p>Water The Drop in My Drink The Story of water on our Planet Meredith</p> <p>Hooper Fieldwork Water Treatment works</p>	<p>Hydrology maps Ocean /sea Maps Thematic Maps World Religions Charity Maps of the world Map water journey</p>	<p>Oceanic scales Seas</p>	<p>What fraction of the Earth is covered by oceans/seas?</p>	<p>Where does water come from? Features of different bodies of water Water Cycle</p>	<p>Is access to water equal across the world? Drought and impact of drought</p>	<p>How do water companies support customers? Is Water free?</p>	<p>How is water distributed? Do we have equal access to clean water? Can dirty water be made usable? What is life without clean water like? Charities (Wateraid/UNICEF)</p>	<p>Why do we need reservoirs/dams ?</p>
<p>Y4 Spring/Summer term</p>	<p>Lines of Longitude and Latitude</p>	<p>Size of rivers</p>	<p>Where in the world is the river xxx?</p>	<p>What rivers are found in our local area?</p>	<p>Why do some rivers have a religious significance?</p>	<p>How might a river support a community/employment?</p>	<p>How does a river flood?</p>	<p>How land use changes from the source to</p>

<p>Rivers</p> <p>Journey to the River Sea</p>	<p>coordinates for Key countries</p> <p>UK River Maps World River Maps</p>			<p>What are the names/features of the main rivers in UK/Europe?</p> <p>What are the names/features of the rivers of the world?</p>			<p>How can flooding be prevented?</p>	<p>the mouth of a river?</p> <p>How does flooding affect the land temporarily/permanently?</p> <p>How has river use changed over time?</p>
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Y5

	Geographical Skills and Fieldwork	Scale: How does my view of this place change when I zoom in or out? How and why are the places connected? What is the local/global story? Appreciating different scales (from personal and local to national, international, and global)	Space: Where is this place? How does it connect to other places? What is special about this location? How can it be mapped?	Place: What is this place? What physical and human features does it have? What happens here? How does it compare to? What do the people do who live?	Cultural understanding and diversity: Appreciating the differences and similarities between people, places, environments, and cultures	Interdependence: Understanding the social, economic, environmental, or political connections between places	Sustainability: Exploring sustainable development and its impact on environmental interaction	Change: Understanding how sequences of events and activities in the physical and human worlds lead to change in places, landscapes, and societies
Y5 Autumn term Mountains Cliffhanger Fieldwork	4 figure Grid References Lines of latitude/longitude Map of mountains UK/Europe/America	What are the scales of the Mountain Ranges in Uk/Europe/World Biggest/smallest?	Where are mountain ranges located in the Yorkshire Region/Uk/British	What is a mountain/hill/hillock? What are the physical features of a mountain?	What is the cultural significance of mountains?	What is it like to live and work on/near a mountain?	What is the impact of tourism in the Himalayas/Rockies?	What causes a landslide/avalanche? What impact does this have on a mountain? Human Impact

	OS maps contours Contour maps		Isles/Europe/ USA? In which regions/countries continents are the mountain ranges found?	Mountain formation What are the features of mountains? What are the Zones of a mountain? How is a mountain formed? What are the names of the different types of Mountains?				Physical impact
Y5 Autumn term Disasters Earthquakes and Volcanoes	Lines of Latitude and longitude Thematic maps- volcanoes/fault lines Data on volcanic eruptions/Earthquakes identify patterns	What is the scale of the most famous volcanoes? What is the scale of damage from an earthquake/volcanoes?	Where is the ring of fire?	What causes an Earthquake? What causes a volcano to erupt?	How does living in an E/V zone impact life?	What happens to the infrastructure of a place destroyed by a E/V? Why do people choose to live in V/E zones?	How can buildings be adapted to withstand an Earthquake? How have people adapted to living in E zones?	How is the land altered following an Earthquake/volcano? What is the Impact of a Tsunamis on land-trees/plants/animals?
Y5 Autumn 2 Term Settlements	Lines of Latitude and Longitude	What is the scale of migration	Which areas of the world have	What are settlements?	Are refugees different to migrants?	How did the Windrush Generation	How can communities be made more	How do communities change when

<p>Migration and Refugees</p> <p>The Other Side Beverley Naidoo</p> <p>My name is not refugee Katie Milner</p>	<p>Settlement maps Migration routes 6 figure grid references- origins/destination countries</p>	<p>across the world?</p>	<p>increased rates of migration?</p> <p>Reasons for increased rates of migration?</p> <p>How long did the journey take?</p>	<p>Why do people migrate?</p> <p>What do settlements need to be successful?</p> <p>How long did the journey take? How were the journeys made?</p>	<p>Migration stories</p> <p>Refugee Stories</p> <p>What are the cultural changes for migrants/existing communities?</p>	<p>support UK post WW2?</p>	<p>sustainable to support refugees?</p>	<p>there is an influx of migrants?</p> <p>How is the landscape changed when communities migrate?</p>
<p>Y5 Summer Term</p> <p>World Trade</p> <p>Books</p> <p>Fieldwork</p>	<p>World Map Trade route map Commodity/resource map of the world</p>	<p>What are the world's biggest supply Chains and transport Routes?</p>	<p>Which countries import/export the largest amount of food?</p>	<p>Where are the world's biggest importers and exporters?</p> <p>Are there patterns to export/import data?</p> <p>What is the I-Phone Journey?</p>	<p>How does trade affect changes in culture of a country/area/group/community?</p>	<p>Investigate natural and manufactured resources from different parts of the world and the impact on livelihoods.</p> <p>Factors affecting production of materials and goods</p> <ul style="list-style-type: none"> • Location • Climate • Geology • History 	<p>How do large supply chains work effectively in a sustainable way?</p> <p>International Traffic Jams</p> <p>How can air pollution be made more sustainable?</p>	<p>What impact do the most popular trade routes have on the environment?</p> <p>What factors affect choices for trade routes? And how do these affect the environment?</p> <ul style="list-style-type: none"> • Cost • Distance to travel • Speed <p>Historical Trade Routes</p>

Y6

	<p>Geographical Skills Geographical Skills and Fieldwork</p>	<p>Scale: How does my view of this place change when I zoom in or out? How and why are the places connected? What is the local/global story? Appreciating different scales (from personal and local to national, international, and global)</p>	<p>Space: Where is this place? How does it connect to other places? What is special about this location? How can it be mapped?</p>	<p>Place: What is this place? What physical and human features does it have? What happens here? How does it compare to..? What do the people do who live?</p>	<p>Cultural understanding and diversity: Appreciating the differences and similarities between people, places, environments, and cultures</p>	<p>Interdependence: Understanding the social, economic, environmental, or political connections between places</p>	<p>Sustainability: Exploring sustainable development and its impact on environmental interaction</p>	<p>Change: Understanding how sequences of events and activities in the physical and human worlds lead to change in places, landscapes, and societies</p>
<p>Y6 Autumn Term Countries linked to WW2 War Horse</p>	<p>Lines of Longitude and Latitude coordinates for Key countries World Map Locate countries Maps of Europe Maps of Asia</p>		<p>Continents and Countries Location of WW2 countries Seas/Mountain ranges/river s</p>	<p>What countries took part in WW2? Physical and Human features Key Countries Axis Countries European and Non-European countries Main Cities linked to WW2</p>	<p>What do you know about the WW2 countries?</p>	<p>How do countries work together now? European Union Commonwealth United Nations</p>	<p>How do European countries work together when there is a disaster?</p>	<p>How is a Landscape altered/affected during a war?</p>

<p>Y6 Spring Term</p> <p>Disability access in the local Area</p>	<p>OS Local area and map symbols</p> <p>6 figure grid references</p>	<p>How much of the world's population is classed as disabled?</p>	<p>How are spaces made inclusive?</p> <p>Who makes spaces inclusive?</p> <p>What do other cities/countries do to support accessibility?</p>	<p>What is meant by accessibility?</p> <p>What is meant by disability?</p> <p>How accessible is School?</p> <p>What are the physical and human barriers in the community?</p> <p>How accessible is the local shopping area?</p>	<p>How does disability affect day to day living?</p>	<p>How do the children at school support children with a disability?</p> <p>Can all disabilities be seen?</p>	<p>How can school be made more accessible?</p> <p>How can the local area be made more accessible?</p>	<p>How has the local area been adapted to support disabled people?</p>
<p>Y6 Summer Term</p> <p>Biomes</p>	<p>Biome Map of the world</p> <p>Lines of Latitude and Longitude</p> <p>Rainfall groups</p> <p>Temperature Graphs</p> <p>Climate graphs</p>	<p>What is the global distribution of biomes?</p>	<p>Where are the different biomes in the world?</p>	<p>What is a biome?</p> <p>What are the features of the different biomes?</p> <p>How do lines of latitude/longitude link to climate?</p>	<p>How do different cultures adapt to living in different biomes?</p>	<p>How are plants, animals and the climate connected?</p> <p>How do different biomes support food/medicines/products?</p>	<p>How are biomes made sustainable?</p>	<p>How does climate change impact biomes?</p>