

Geography whole school plan – printable version

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Location knowledge	Place Knowledge	Human and Physical	Geographical skills and fieldwork
Name and locate the countries, geographical regions (counties) and major cities of the United Kingdom. identifying physical (coasts, hills and rivers), and human features (landmarks – Big Ben, etc) of the UK Key vocabulary = country, county, city, physical and human feature, landmark, coast, river, hill	understand geographical similarities and differences through the study of physical geography of regions of the United Kingdom Key vocabulary = similarity and difference	physical geography: rivers and where you find them (link to Ancient Egypt). human geography: economic activity - including trade links, and the distribution of natural resources including food and minerals (Link to Ancient Egypt – traded between ports). Key vocabulary = spring, stream, tributary, meander, mouth, trade route, natural resources.	use globe to locate United Kingdom. use atlas to label counties of United Kingdom and describe features studied. use number letter coordinates to build knowledge of local area using aerial photos. use fieldwork to observe human features in the local area by sketching maps. Key vocabulary = globe, atlas, coordinates, map.

Skills

Using a map, I can name and locate the four countries and their capital cities in the UK.
I can find and name some of the main cities in the UK.
I can identify human and physical features of a landscape.
I can describe how some places in the UK are similar and dissimilar in relation to their physical features.
I can give my opinion on what I like and do not like about different places.
I can explain how rivers are formed using correct terminology.
I can plot the course of a river across Egypt.
Using an Atlas, I can name and locate many of the world's most famous rivers.
I can explain how natural resources, including food and minerals, were traded in Egyptian time.
I can find the UK on a globe.
I can use an index in an atlas to find the UK.
I can find where I live on a map of the UK.
Using aerial photos, I can use number, letter coordinates to build knowledge of a local area.
I can observe the human features in the local area and sketch a map of what I have found.



Explanation = How rivers are formed.
Opinion = where would you rather go on holiday and why?
Specialist vocabulary related to rivers and location knowledge.



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Location knowledge	Place Knowledge	Human and Physical	Geographical skills and fieldwork
Locate the countries of Europe (including Russia) using an atlas. Label the capital cities of neighbouring European countries using an atlas. Focusing on Italy and Greece concentrate on key physical features (rivers and mountain ranges), human features (landmarks, buildings and power sources) and major cities. Key vocabulary = country, Europe, mountain and major city and recap – physical and human features.	understand geographical similarities and differences through the study of human and physical geography of a region in a European country (Greece or Italy) compared to our local area (Blakeney). Understand and explain reason for similarities and differences in human geography.	physical geography: volcanoes and where you find them (Pompeii) and the water cycle (Year 4 - science). human geography: types of settlement and why people choose to settle there. Land use (in Blakeney), including the distribution of natural resources (peat – How Hill) and energy (windfarms - Blakeney). Key vocabulary = volcano, magma chamber, vent, side vent, cone, crater, magma, lava, precipitation, surface run off, ground water, collection, evaporation, condensation, cloud.	use globe to locate Europe and note how close it is to UK. use atlas to locate countries and identify and describe features studied. Ordnance Survey maps: eight points of a compass (Year 4 maths), four figure grid references, symbols and keys to build their knowledge of the United Kingdom (How Hill area). use field work about human to record views on feature of local area. (Survey about How Hill – have you ever been, did you like it etc..... can be done in school with link class or as HW). Key vocabulary = map, compass, N, E, W, S, NE, NW, SW, SE, grid reference, symbol, key, survey.

Skills

Using an atlas, I can name and locate the countries that make up the European Union.
Using an atlas, I can name and locate the capital cities of neighbouring European countries.
I can describe how and why some places are similar and dissimilar in relation to their human and physical features.
I can hypothesize on what would happen to the natural flora and fauna and economy of an area were a housing estate to be built there.
I can write an informed argument and give my view on how building on How Hill could spoil or improved the area.
I can write an explanation of how volcanoes work.
I can locate and name some of the world's most famous volcanoes.
I can explain how the water cycle works – Year 4 science.
I can explain the facilities that a village, town or city has and why people may be attracted to live where they choose.
I can explain how land is used.
I can explain how land use leads to the distribution of natural resources and energy.
I can locate Europe on the globe.
I can use an index in an atlas to find countries and identify and plot their physical features - rivers, volcanoes and mountains.
I can use the eight points of a compass.
I can identify some basic Ordnance Survey map symbols.
I can use 4-digit grid references on a map.
I can conduct a survey about people's views on an area.



Explanation = How volcanoes work.
Informed view and opinion using specialist vocabulary – persuasive writing on How Hill.
Hypothesize = what would happen to floral and fauna of How Hill if it was knocked down and a housing estate built.



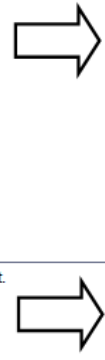
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Location knowledge	Place Knowledge	Human and Physical	Geographical skills and fieldwork
<p>identify the position and significance of Equator, Northern and Southern Hemisphere, Tropic of Cancer and Capricorn, Arctic and Antarctic Circle.</p> <p>identify latitude, longitude and use this to find the places in UK, Europe and Central and South America.</p> <p>Identify the Prime/Greenwich Meridian and time zones and relate this to day and night (Space).</p> <p>use atlas to locate countries in Central and South America. Look at historical human characteristics and how this changed over time.</p> <p>use atlas to locate environmental regions (rainforests) and relate this back to equator.</p>	<p>understand geographical similarities and differences through the study of physical geography of a region within South and Central America (Rainforest) compared to local area (woods).</p> <p>Key vocabulary = rainforest, forest floor, understorey, canopy, emergent and humidity</p>	<p>physical geography: climate zones, biomes and vegetation belts (Rainforests and Maya).</p> <p>human geography: types of settlements (villages) – Anglo-Saxon/Viking villages near river. Land use/economic activity including the distribution of natural resources and how different people view these economical activities (Rainforests and deforestation).</p> <p>Key vocabulary = climate zones, biomes and vegetation belt.</p>	<p>use globe to locate Central and south America</p> <p>use digital/computer mapping to look at historical placement of Anglo-Saxon/ Viking villages and why villages situated there.</p> <p>Use atlas to locate countries in Central and South America and features studied (rainforests).</p> <p>Use the OS maps and look at the eight points of the compass, six-figure grid references, symbols and keys to build their knowledge of the United Kingdom.</p> <p>Use fieldwork to observe difference between forest in local area and rainforest.</p> <p>Key vocabulary = six-figure grid reference</p>

Skills

- I can identify the position and significance of the Equator, Northern and Southern hemisphere, Tropics of Cancer and Capricorn as well as the Arctic and Antarctic Circles.
 - I understand latitude and longitude and can use this to find places in the UK, Europe and Central and South America.
 - I can identify the Prime/Greenwich Meridian and explain how time zones work, relating this to day and night - Year 5 science.
 - I can calculate time differences around the world - Year 5 science.
 - I can use an atlas to identify countries and placement of historical cities.
 - I can explain how and why placement of historical cities changed over time.
 - I can use an atlas to name and locate environmental regions in relation to the equator – world’s most famous tropical rainforest.
 - I can explain what climate zones, biomes and vegetation belts are.
 - I can interpret a digital map of rivers in the UK and analyse why many Anglo-Saxon/Viking villages are situated on or close to rivers.
 - I can explain how land is used, with reference to human and economical features
 - I can write an informed and justified persuasive leaflet, which is consistent with evidence, about the impact rainforest deforestation has.
 - I can take on and critique different people’s views about the social, health and economic benefits and detriments of rainforest deforestation.
 - I can predict what could happen if deforestation does not stop.
 - I can locate Central and South America on the globe.
 - I can use the eight points of a compass, Ordnance Survey key and 6 figure grid references to answer questions about a map.
 - I can use observations to explain similarities and differences between physical features of a local area and a rainforest.
- Analyse and interpret = interpret map of rivers in UK and where Anglo-Saxon/Viking villages were. Compare UK to Central American rainforest.
 Describe/explain links, processes and interrelationships = causes and the effects of deforestation. Why Maya civilisation collapsed.
 Make sustained and informed judgements justified and consistent with evidence = create persuasive leaflet on deforestation issue.
 Critique = take on differing points of view in deforestation debate.
 Predict = what could happen if deforestation does not stop?



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Location knowledge	Place Knowledge	Human and Physical	Geographical skills and fieldwork
<p>Use atlas to locate countries of North America focusing on states of America and major cities.</p> <p>Use atlas to identify environmental regions (deserts and mountain ranges).</p> <p>Key vocabulary = state, desert</p>	<p>understand geographical similarities and differences through the study of graphs about physical geography of a region within North America and local area (rainfall here and desert - graphs).</p>	<p>physical geography: spatial pattern of mountains (Rocky Mountains) and why they are formed where they are and earthquakes.</p> <p>human geography: how land use has changed pre to post WW2 using aerial photos. Distribution of natural resource during and after the war.</p> <p>Key vocabulary = spatial pattern, mountain, tectonic plate, earthquake</p>	<p>locate North America on globe and find its longitude and latitude.</p> <p>fieldwork – use map to plan and measure route (Here to Holt Hall – string on map).</p> <p>use atlases to locate and label states of America, major cities and label features studied (mountains and deserts)</p> <p>OS maps: use the eight points of the compass, six-figure grid references, symbols, keys and scale to build knowledge of their local area.</p> <p>Fieldwork – use graphs and physical collection here to measure, observe and record to compare rainfall in two areas (Here and desert).</p>

Skills

- I can use an atlas to find relevant pages and identify American states and major cities.
 - I can use an atlas to identify, name and locate environmental regions –world’s most famous deserts and mountainous regions.
 - I can collect and accurately measure information (e.g. rainfall, temperature, wind speed, noise levels etc) and compare the similarities and differences between the UK and an area in North America.
 - I can explain why settlements populate certain areas of North America and not others.
 - I can explain how mountains and earthquakes are created.
 - I can explain the reason for the spatial pattern of earthquakes and mountains.
 - I can analyse and interpret fossils maps to determine why fossils were found in different places to which they were deposited – Year 6 science.
 - I can use maps, aerial photographs, plans and e-resources to explain how and why land use and the distribution of natural resources changed pre, during and after the war.
 - I can locate North America on the globe and find the longitude and latitude of places.
 - I can use the eight points of the compass, Ordnance Survey symbols, 6 figure grid references and scales to answer questions on a map.
 - I can apply my knowledge of OS maps to plan a journey to a place in England and calculate the distance travelled.
- Apply = use maps to plan route to Holt Hall. Calculate distance, time and cost etc.
 Analyse and interpret = How fossils were found in different places to which they were deposited.
 Explain links = how and why land use has changed pre and post war.
 Reach conclusions = why have settlements populated certain areas of North America and not others.

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