**Geography**

**Vision**

At Village Primary School we encourage children to view the world as a bigger picture, ensuring they are curious and enthusiastic global citizens. We aim to provide children with hands-on experiences that allow them to **explore** whilst developing their knowledge and skill through active learning. We provide children the opportunities to extend their knowledge and understanding of physical and human geography through fieldwork and school trips. Meaningful links are made to Global Goals and Eco aims where possible. Visits to local heritage sites provides children with pride and excitement of their local area. Through the teaching of Philosophy for Children and Global Goals the children are able to support arguments and understand the need for change in the world, whilst gaining a further understanding of people and their culture. We intend to allow our children to **dream** of the world outside and to **discover** how to investigate human and physical features.

**Geography - Curriculum Map**

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|  | Autumn | Spring | Summer |
| **Nursery** | Global Goal 11 & 15. | Global Goal 3, 6, 13, 14 & 15. | Global Goal 14 & 15. |
| **End Points** | * To talk about life at home. * To play with small world models and play maps. * To notice detailed features of things around them. | * To tell stories about places and journeys. * To develop an understanding of decay and changes over time. * To show concern for living things and the environment. | * To talk about things they have observed e.g. plants and animals. * To investigate the natural world e.g. windmills and bubbles. * To provide stories and visits to real places e.g. the beach. * **Continent week – UK my local area focus** |
| **Reception** | Global Goal 11, 13 & 15. | Global Goal 13. 14 & 15. | Global Goal 11. |
| **End Points** | * To examine changes over time e.g. plants or ice. * To discuss home life and the local community. | * To encourage opinions and feelings about the natural and man-made world. | * To use appropriate words for the community e.g. town, shop. * To examine maps and photographs. * To visit the local area. * **Continent week – UK my local area focus** |
| **EYFS**  **Skills** | * Discuss their home and local community. * Observational skills. * Develop empathy and understanding of living things and the environment. * Beginning to investigate the world around them. | | |

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|  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** | |
| **Year 1** | **Our School and Local Area – Thornaby**  **Global Goal 8, 11 & 15** | | **Weather Patterns – UK and local area**  **Global Goal 13** | | **Hot and cold places/Seaside Study – Saltburn**  **Global Goal 6 & 14** | | |
| **End Points** | * What is the UK (ODDIZZI 1) * To carry out simple fieldwork and observational skills to study our school and the surrounding local area * To identify physical features in our school and the local area and UK e.g. river, soil, vegetation, season and weather.(UK Oddizzi 3) * To identify human features in our school and the local area e.g. school grounds, church, house, office, shop etc. (UK Oddizzi 3) | | * To describe each weather type and know the season which they are associated with in the UK. How is the year organised into months and season (oddizzi 1) * What are the differences between the seasons (oddizzi 2) * Find clues linked to seasons (oddizzi 3) * How do people dress for different seasons(oddizzi 4) * Identify weather types in UK To record the weather over a week and identify patterns (ODDIZZI 5)   (Weather and seasons – Oddizzi) | | * Name and locate the seas around the UK * Where are the world's hot and cold places? (oddizzi 1) * What is it like in the worlds hot and cold places? (oddizzi 2) * Explore a hot or cold place (oddizzi 3 * How do animals adapt to hot and cold climates? (oddizzi 4) * Compare a pack list for a hot and cold country (oddizzi 5) * Recognise features of a hot and cold place (Oddizzi 6) * To use atlases to find local seaside towns. * To compare the seaside in different countries. – Compare seeside in UK and a hot country of similar size near the Equator.   (Hot and Cold places – oddizzi) | | |
| **Year 2** | **Atlas Work – United Kingdom**  **Global Goal 8 & 11** | | **Local Area Study – Teesside**  **Global Goal 8, 11 & 15** | | **Continents and Oceans**  **Global Goal 15** | | |
| **End Points** | * Know the countries of the UK * Name the capital cities of the UK. * Be able to use a map of the UK to identify countries, seas and cities. * Study on London to link in with History Great Fire of London topic. * Can you draw a memory map of the UK? (naming countries and seas)   (United Kingdom UK – Oddizzi ) | | * Know that Thornaby is in the North East of England. * Know that the River Tees is the local river. * Use aerial photographs, devise a map and use a simple key. * Compare Teesside to London (build upon last terms knowledge) * Locate local area on a UK map (build upon last terms knowledge) * Can you draw a memory map of the UK? (naming countries and seas) Is there improvement from last term? * See oddizzi for fieldwork local area ks1 support | | * **Understand where I am in the world (oddizzi 1)** * **Locate on a map 7 continents (oddizzi 2)** * **Locate on a map oceans that link continents (oddizzi 3)** * **Describe where different continents are located (oddizzi 4)** * **Identify physical and human features of continents (oddizzi 5)** * **Share understanding of continent (odizzi 6)** * **Fieldwork Antarctica** * **Australia** | | |
| **Skills**  **KS1** | * Name, locate and identify the characteristics of the 4 countries and capital cities of the United Kingdom. * Similarities and differences of human and physical Geography of an area. * Identify seasonal and daily weather patterns. * Use Geography vocabulary to identify physical and human features. * Use world maps, atlases, OS maps and globes. * Use compass directions and directional language. * Use aerial photographs, devise a map and use a simple key. * Use simple fieldwork and observational skills within the local area. | | | | | | |
| **Year 3** | **Our Local Area – Physical Features, Rivers**  **Global Goal 9** | | **European Study - Where is Rome? Europe**  **Global Goal 11 & 16** | | **Volcanoes and Earthquakes** | | |
| **End Points** | * What is a river? (Rivers Oddizzi 1) * How do people use rivers? (oddizzi 2) * Identify stages and features of a river. (Oddizzi 3) * Explain how human activity affects reivers (oddizzi 4) * How does flooding affect communities (oddizzi 5) * Use online resources (including maps) to identify the key characteristics of one of the world's longest rivers (ODDIZZI 6) * To use fieldwork to observe and record the human and physical features of the local area using maps, OS maps, plans and graphs. * Use OS maps, compass points and directional vocabulary to locate local places of interest. * To understand how the River Tees helps the local area. | | * To locate the world’s countries using maps to focus on Europe, concentrating on their environmental regions, key physical and human characteristics, countries and major cities. * To use maps, atlases, globes, OS and digital/computer mapping (Google Earth) to locate countries and describe features studied. * Find Roman city names in the UK – link to History topic Romans. * Identify the position and significance of longitude, latitude and time zones | | * To understand the effect volcanos have on the environment. * To understand what causes a volcano to erupt. * To investigate where Volcanos are in the world using maps, OS, atlases and Google Earth. * To know that Indonesia has the largest active volcanoe and Antarctica has the greatest concentration of Volcanoes * What lies beneath the surface of the Earth * What happens when the Earths plates meet * Key features of a volcano * What can we learn from famous Earthquakes * Locate volcanoes * Effects of earthquakes and volcanoes   Oddizzi Volcanoes and Earthquakes) | | |
| **Year 4** | **Continents, Climate – Comparisons**  **Global Goal 6 & 15** | | **Rainforests-South America**  **Global Goal 11, 13 & 15** | | **Local Area Maps/Fieldwork**  **Is the UK the same all over?**  Fieldwork to explore the immediate local area, including processes of settlement and change. | | |
| **End Points** | * Locate the world’s countries and describe where Egypt is located in the world in relation to the UK. * Use maps, atlases, globes and IT to locate countries investigate climate and describe features. * To name all of the continents and the seas * Compare UK and Egypt climate zones and weather patterns * Compare River Nile, River Thames and River Tees. * (oddizzi climate) | | * Explore the physical geography of The Amazon Rainforest e.g. biomes, climate zones and the water cycle * Describe the impact of humans on The Amazon Rainforest over time * Use 8 points on a compass, grid references, symbols and keys * Use OS maps, atlases to study South America and understand Rainforest are only part of this continent. * Link with History – locate countries and counties in the UK – building on UK comparison knowledge last term.   Oddizzi South America   * Equador rainforests fieldwork planning – see oddizzi | | * Can I locate my local area? How does it fit in with other places, near and far * What is special about my local area? * What can I find out from a walk in my local area? * How can we make a map to show what we have found out about the local area? * How has this place changed over time? * How might this place change in future?   Local area lks2 scheme of work oddizzi | | |
| **Year 5** | **Trade – OS MAPWORK FOCUS can link to Victorian trade to coincide with History**  **Global Goal 9 & 11** | | **Topographical Knowledge – Champions of Antarctica**  **Global Goal 13** | | **European Comparison – Greece**  **Global Goal 2, 8 & 9** | | |
| **End Points** | * To explore some of the reasons for trade in different parts of the world Oddizzi trade L1 * To investigate global trade processes and trade routes (ODDIZZI l2) * To plan a simple supply chain for a product (Oddizzi L3) * To identify the countries in the British Empire during the Victorian Era * To know that these countries were trade routes as part of the old British Empire. * To plan and map a trade route and use directional vocabulary to write a description. * To compare and contrast Victorian trade links with modern day trade links (human geography). * To make comparisons between a Victorian UK map and a modern day map. What is similar/different? | | * To compare and contrast the Arctic and Antarctica * To describe and understand the biomes of the Polar Regions. * To explain the effect of Global warming on our Polar Regions. * To use and OS map to identify features of Antarctica and make comparisons with the UK   See champions of Antarctica – oddizzi  Into the heart of Antarctica – oddizzi | | * To identify and locate Greece and its islands on a European map. * Draw a map of Europe from memory – build upon previous years * To compare and contrast Greece and the United Kingdom. * To explain the importance of European countries working together e.g. trade, food, energy, minerals, migration etc. * **Continent week – Asia** * **Oddizzi Europe** | | |
| **Year 6** | **Countries Involved in WW1 –UK and Europe including Russia**  **Global Goal 8, 9 & 11**  **Article 38** | | **Climate Change**  **Global Goal 13** | | **Farming and Food (Mayans link) Global Goal 9** | | **Being Geography KS3 READY** |
| **End Points** | * To know and locate on a map which countries were involved in WW1 * To know that some of the countries involved in WW1 no longer exist in the same way e.g. Austria-Hungary * To locate the world’s countries and key cities using maps. * Look at how land changes over time and compare ww1 and current maps of Europe. * Use a street near you app to make links with remembrance, OS maps and research local soldiers. | | * To know that climate change is affecting the world’s temperature and understand the impact of this. * To know that humans are the biggest cause of climate change * To use world maps, atlases and globes, and can compare these over time. * Look at Asia (China) and its impact on climate change. | | * To know where the Mayan settlements were and to identify them on a map of North America. * Where does our food come from? (oddizzi food and farming l1) * To investigate food producers and the processes involved (oddizzi food and farming l2) * What choices do I have about food and farming? (Oddizzi food and farming L3) | | * Compasses and following routes * Maps, symbols, keys and four and six figure grid references * Geographical regions * Settlement – villages to megacities * Latitude & Longitude * Earthquakes and Volcanoes * Climate zones, biomes and vegetation zones * Energy, water and food resources * Geographical Information Systems     Which is great for…..   * Revisiting and consolidating their geographical learning * Transferring skills and knowledge into children's long-term memory and making it stick * Testing children’s geographical knowledge and skills can be applied appropriately |
| **Skills KS2** | * Locate the world’s countries and key cities using maps. * Name and locate cities in the United Kingdom. * Identify human and physical characteristics. * Understand geographical similarities and differences. * Describe and understand mountains and volcanoes. * Describe and understand land settlement, land use, trade links and food. * Describe and understand mountains, rivers and vegetation. * Use world maps, atlases and globes. * Use fieldwork to observe, measure and record human and physical features. * Identify the position and significance of latitude, longitude and time zones. * Use 8 points on a compass, grid references, symbols and keys. | | | | | | |