

Whole School Geography Curriculum Map

Year Group		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	Unit of Work	Our Local Area: What it's like where we live?		People and their Communities: Where in the world do these people live?		Animals and their Habitats: Where do our favourite animals live?	
	Key Vocabulary	England, United Kingdom, near far, left, right, often, rarely town, aerial view, Edinburgh, Cardiff London, Birmingham, castle, restaurant, high street, supermarket, place of worship, hospital, hill, bungalow, semi-detached house, terraced house, detached house, school		World, United Kingdom England, Wales, Scotland, Northern Ireland, landmark sea, seaside, coast, coastline, waves, rainforest, remote, Africa, brick, concrete wood, Timbuktu, Mali, Mosque, climate, Equator, same, different, similar, continent, country, city, capital, mountains, harbour		Continent, Europe Africa, North America, South America, Oceania, Asia, China, Japan, India, Antarctica, North Pole, South Pole, Southern Ocean, polar, Emperor Penguin, Arctic, Atlantic, Indian, (South) Pacific, Southern Australia, migration, globe	
	Prior Knowledge	In EYFS, pupils will demonstrate the following outcomes (Understanding the World) which are prerequisite skills for Geography within the National Curriculum: <ul style="list-style-type: none"> ➤ To comment and ask questions about aspects of their familiar world, such as the place where they live or the natural world ➤ To talk about some of the things they have observed, such as plants, animals, natural and found objects ➤ To talk about why things happen and how things happen ➤ To develop an understanding of growth, decay and changes over time ➤ To show care and concern for living things and the environment ➤ To look closely at similarities, differences, patterns and change ➤ To talk about past and present events in their own lives and in the lives of family members ➤ To know about similarities and differences between themselves and others, and among families, communities and traditions ➤ To know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another 					

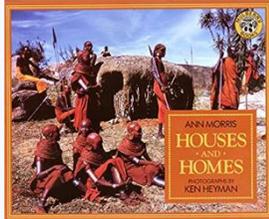
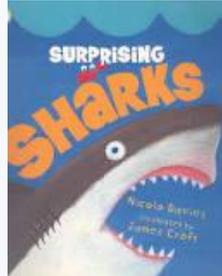
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Year 1	Sticky Knowledge	<ul style="list-style-type: none"> -Identify the significant features of their local area and consider viewpoints in relation to this. -Compare journeys and landscapes and understand near/far, often/ rarely. -Learn about maps, map-making and symbols. 		<ul style="list-style-type: none"> -To name and locate the world's seven continents. -Learn about the human and physical geography of a small area in several Non-European countries. -Read images, maps, atlases and globes. 		<ul style="list-style-type: none"> -To name and locate the world's seven continents and five oceans -Use world maps, atlases and globes to identify countries, continents and oceans. 	
	Specific skills to be taught/applied (taken from subject skills progression map) (Skills from previous units of work/year groups will also be revisited over the course of the year)	<ul style="list-style-type: none"> -Name and locate local town. -Use locational and directional language. -Use simple fieldwork and observational skills to study the geography of their school and its grounds. -I can use basic Geographical vocabulary to refer to physical features of their school and its grounds and of the surrounding environment. 		<ul style="list-style-type: none"> -Observe and describe the human and physical geography of a small area of the United Kingdom. -Use photographs to recognise landmarks and basic human and physical features; devise simple picture maps. 		<ul style="list-style-type: none"> -Use maps, atlases and globes to identify the continents and oceans. -Identify seasonal/daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the equator and the North and South poles. 	

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		<p>-I can use locational and directional language (e.g., near and far, left and right), Describe the location of features and routes on maps.</p>					
<p>Year 1</p>	<p>Learning Sequence</p>	<ol style="list-style-type: none"> 1. To know how to describe the places that we go often and rarely, and what we see on the way to school. 2. To understand what is near to school, far away from school and gain a sense of place. 3. To understand how to use and understand a simple plan of the classroom. 4. To understand and use a local area map. 5. To know how to identify the destination of our fieldtrip, and recall the journey to get there. Plan Dartmouth Park 		<ol style="list-style-type: none"> 1. To know how to describe the location and place that we live in as part of the UK. 2. To understand what the coast is like, and to see it through the eyes of someone who lives there. 3. To understand what living in a rainforest is like, and to compare it with our own lives. 4. To understand how and why different buildings are built to suit different places, using the example of Timbuktu. 5. To understand what a city is, and to locate world cities on a map. 		<ol style="list-style-type: none"> 1. To know how to locate and describe the home of emperor penguins. 2. To know how to locate and describe the home of the Asian panda. 3. To understand how to describe specific place knowledge about the location of a significant animal. 4. To understand how to locate a significant animal, and describe the African landscape in Namibia. 	

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Year 1		6. To know how to remember a local journey and the stages in order.		6. To understand how to explain reasons for going on a journey to another country, and imagine what a journey would be like.		5. To understand an animal's yearly movements, and describe the countries it passes over. 6. To understand and explain the locations and places studied in the different continents.	
	Text Links	 <p>'A House That Once Was', by Julie Fogliano & Lane Smith</p>		 <p>'Houses and Homes', by Ann Morris</p>		 <p>'Surprising Sharks', by Nicola Davies</p>	

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Year Group		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 2	Unit of Work	Seasons: What are Seasons?		Journeys – Food: Where does our food come from?		Our Wonderful World: What are the seven wonders of our world?	
	Key Vocabulary	Season, Spring, Summer, Autumn Winter, predict, weather, satellite, north, east, south, west, gale, torrents, thaw, compass, climate, region		Local, locality, raw ingredients, whole animal, change (processed), mountainous, stream, river, coastal, wheat, barley, oil-seed rape, pasture, grassland		Highland, wonder, world, heritage, Everest, moor, mound, ridge, Congo, Yangtze, Amazon, Nile, Volga, Mississippi, Ancient, Modern	
	Prior Knowledge	Science 1.4 Geography 1.5		Geography 1.3		Geography: 1.5, 2.3	
	Sticky Knowledge	-Develop locational and place knowledge about their locality, and the UK as a whole. -Begin to use geographical skills, including first-hand observation, to enhance their locational awareness. -Identify seasonal and daily weather patterns in the UK.		-Understand geographical similarities and differences through studying the human geography and physical geography. -Use locational and directional language to describe the location of features and routes on a map. -I can use world maps, atlases and globes to identify the United		-Name, locate and identify characteristics of the seven continents and oceans. -Understand geographical similarities and differences when studying both human and physical geography -Identify the locations of hot and cold areas around the world.	

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Year 2				<p>Kingdom and its countries.</p> <p>-Name, locate and identify characteristics of the four countries and capital cities of the UK, and its surrounding seas.</p>			
	<p>Specific skills to be taught/applied (taken from subject skills progression map)</p> <p>(Skills from previous units of work/year groups will also be revisited over the course of the year)</p>	<p>-Identify seasonal/daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the equator and the North and South poles.</p>		<p>-Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</p> <p>-Use basic Geographical vocabulary to refer to key physical features.</p> <p>-I can use world maps, atlases and globes to identify the United Kingdom and its countries.</p>		<p>-Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom.</p> <p>-Name and locate the world's seven continents and five oceans.</p> <p>-I can use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features: devise a simple map; and use and construct basic symbols in a key.</p>	

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Year 2	Learning Sequence	<ol style="list-style-type: none"> 1. To know how to describe different types of weather, make observations and understand changes around us. 2. To understand how to observe the weather, and understand weather data from pictures, words and symbols. 3. To understand why weather changes, and know that there are different types of wind which bring about these changes. 4. To understand that there are four seasons in the UK. 5. To know about parts of the UK and its capital cities, and talk about the weather there. 6. To know how to demonstrate understanding of the weather, and seasons in different parts of the UK. 		<ol style="list-style-type: none"> 1. To understand that shops sell foods from many different locations. 2. To know that food comes from either plants or animals. 3. To understand what farming is, what a farmer does and where the plants and animals we eat come from. 4. To understand that animals are reared in the UK, and used for dairy and meat. 5. To understand that some traditional foods originate in the UK. 6. To understand the geography of the UK, and the types of food produced here. 		<ol style="list-style-type: none"> 1. To know what the human and physical geography of our local area' and identify the UK's 'wonders'. 2. To know how to identify and describe the world's highest mountain, giving reasons why it is a physical wonder. 3. To know how to identify the major rivers in different continents of the world. 4. To know how to identify ancient world wonders, and compare them with those built in the last hundred years. 5. To understand how to identify new world wonders in the UK and beyond. 6. To know how to explain and describe the world wonders that we 	
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Year 2						have learned about.	
	Text Links	<p>'Tree: Seasons Come, Seasons Go', by Patricia Hegarty and Britta Teckentrup</p>		<p>'The Everyday Journeys of Ordinary Things', by Libby Deutsch</p>		<p>'Atlas of Adventures: Wonders of the World', by Ben Handicott</p>	

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Year Group		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3	Unit of Work		Climate and Weather: Why is climate important?		Our World: Where on Earth are we?		Coasts: Do we like to be beside the seaside?
	Key Vocabulary		Climate, biomes, flora fauna, tundra, Caribou, hemisphere, permafrost, Taiga, desert, sub-tropical, Sahara, tropical, rain, monsoon		Globe, longitude, latitude, axis, Equator, North Pole, South Pole, universe, satnav, address, postcode, Tropic of Cancer, Tropic of Capricorn, Arctic Circle, Antarctic Circle, International Date Line, Co-ordinate		Coastline, strandline, compass point, tourism, resort, Mediterranean, erosion, deposition, port, dock, harbour, inundation, archipelago
	Prior Knowledge		Geography: 2.1		Geography: 1.5, 3.2		Geography 1.1
	Sticky Knowledge		-Locate some of the world's climate zones on a globe or map. -Extract geographical data from pictorial/graphical representations -Describe and give examples of the variety of biomes and vegetation belts		-Locational knowledge through identifying the position and significance of latitude, longitude, the Equator, Northern Hemisphere, Southern Hemisphere, the		-Name and locate counties and cities of the UK. -Learn about key topographical or physical features of coasts to understand how some of these aspects developed, are hanging now and have changed over time.

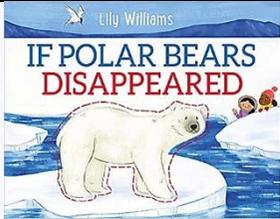
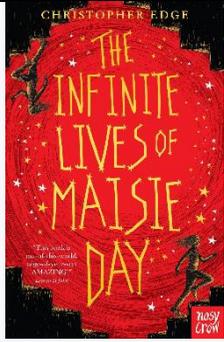
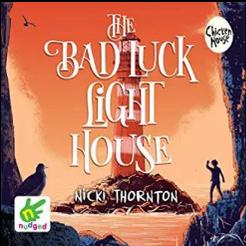
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Year 3			-Identify the world's hottest, coldest, wettest and driest locations.		Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones. -Use the eight points of the compass to build their knowledge of the wider world.		-Understand similarities and differences through the study of human and physical geography of a region of the UK. -Describe and understand key aspects of the human geography of coasts, including: types of settlement and land use, economic activity and safety. -Consider tourism, as both an economic and a pleasurable activity.
	Specific skills to be taught/applied (taken from subject skills progression map) (Skills from previous units of work/year groups will also be revisited over the course of the year)		-Use maps, atlases, globes to locate countries and describe features studied. -I can describe key aspects of physical geography including key topographical features and land patterns. -Name and locate countries geographical regions and their		-I can use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world. -Identify the position and significance of		-Understand geographical similarities and differences through studying the human and physical geography of a region of the UK. -Name and locate countries and cities of the UK, geographical regions and their identifying human and

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Year 3			identifying human and physical characteristics, key topographical features.		Equator, N. and S. Hemisphere, Tropics of Cancer and Capricorn.		physical characteristics, key topographical features and land-use patterns; and understand how some of these aspects have changed over time. -I can use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.
	Learning Sequence		<ol style="list-style-type: none"> 1. To understand about climate, climate zones and biomes. 2. To know about the polar climate zone, and to learn about the tundra biome. 3. To know how to find out about the hottest, driest places on Earth and the tropical desert climate zone. 4. To know about the hottest, wettest places on Earth, and something of the tropical rainforest biome. 		<ol style="list-style-type: none"> 1. To understand that flat 2-D maps and spherical 3-D physical and political globes all represent our world. 2. To understand the relationship between maps and globes, and explore the idea of addresses. 3. To know how to identify features of the zones marked by the main lines of latitude. 		<ol style="list-style-type: none"> 1. To know how to locate some coastal places on a map of the UK. 2. To know how to locate and name the counties of Cornwall, Devon, Dorset and Somerset. 3. To know how to describe, compare and contrast natural features found at the coast. 4. To know how to use geographical vocabulary to

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Year 3			<ol style="list-style-type: none"> 5. To understand about the temperate climate zone and the deciduous forest biome, and to begin to consider climate change. 6. To know how to produce a report based on how climate and biome affects lives. 		<ol style="list-style-type: none"> 4. To know more about longitude, and about the Earth's daily rotation and its effects. 5. To understand the International Date Line and time around the world. 6. To know how to describe the significance of latitude and longitude. 		<p>describe built coastal features.</p> <ol style="list-style-type: none"> 5. To understand how to research a coastal location. 6. To know how to show my knowledge and understanding of aspects of the geography of coasts.
	Text Links		 <p>'If Polar Bears Disappeared', by Lily Williams</p>		 <p>'The Infinite Lives of Maisie Day' by Christopher Edge</p>		 <p>'The Bad Luck Lighthouse', by Nicki Thornton</p>

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Year Group		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 4	Unit of Work	The Americas: Can you come on a great American road trip?		Rivers and the Water Cycle: How does the water go round and round?		Earthquakes and Volcanoes: How does the Earth shake, rattle and roll?	
	Key Vocabulary	State, compass point, America region, route-ways, city networks, Western/Pacific coastal strip, Rockies, Great Plains, itinerary		Stream, water cycle, infiltration, percolation, source, mouth, estuary, terrain, tributary, confluence, meander, atmosphere, evaporation, condensation, transpiration, evaporate, water vapour, droplets, precipitation, reservoir glacier, Ordnance Survey		Earthquake, rock strata, core, mantle, crust, tectonic plate, plate boundary, tectonics, volcano, crater, cone, vent, eruption, lava, molten, ash plume, caldera, pressure, converge, diverge, active, dormant, extinct	
	Prior Knowledge	Geography; 2.5, 3.4		Science; 4.2 Geography; 3.2		Science; 3.2 Geography; 2.5 History; 4.4	
	Sticky Knowledge	-Focus on North and South America, key physical and human characteristics, countries, states and major cities. -Understand geographical similarities		-Name and locate some of the UK's and the world's most significant rivers and mountain environments. -Learn about the features of a named		-Describe and understand the key aspects of volcanoes and earthquakes. -Understand that the distribution of earthquakes and volcanoes follows a pattern.	

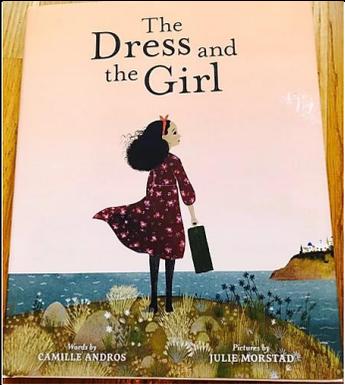
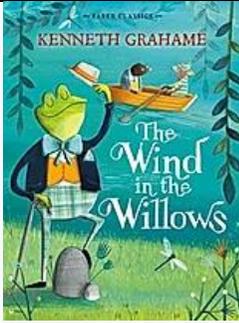
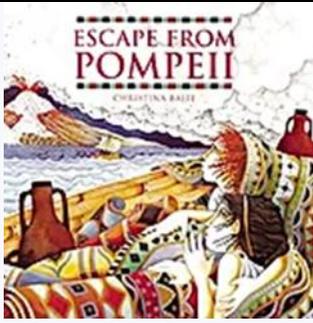
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		<p>and differences through looking at regions in North and South America</p> <p>-Begin to associate weather/ climate with landscape and environment.</p> <p>-Learn to use the eight points of a compass.</p>		<p>river in the UK, from source to mouth.</p> <p>-Learn how rivers and mountains are formed.</p> <p>-Identify some of the processes associated with rivers.</p> <p>-Understand where rivers and mountains fit into the water cycle.</p>		<p>-Introduced to plate tectonics.</p> <p>-Learn about the 'Pacific Ring of Fire'.</p>	
Year 4	<p>Specific skills to be taught/applied (taken from subject skills progression map)</p> <p>(Skills from previous units of work/year groups will also be revisited over the course of the year)</p>	<p>-Locate the world's countries concentrating on their environmental regions, key physical and human characteristics, countries and other major cities.</p> <p>-Learn the eight points of a compass.</p> <p>-Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied.</p> <p>-I can identify the position and significance of Equator, N. and S. Hemisphere, Tropics of Cancer and Capricorn.</p>		<p>-Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods.</p> <p>-Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied.</p> <p>-Understand geographical similarities and differences through studying the human and physical</p>		<p>-Describe and understand key aspects of physical geography.</p> <p>-Locate the world's countries, using maps to focus on Europe and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries and other major cities.</p>	

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Year 4				geography of a region in the United Kingdom.			
	Learning Sequence	<ol style="list-style-type: none"> 1. To understand how to use the eight points of the compass, to locate cities in the continent of North America. 2. To understand how to discover South American regions, countries and cities. 3. To understand how to research countries and cities in North and South America. 4. To know how to name, locate and describe some of the main environmental regions of North and South America 5. To know how to research the historic Route 66 and some of the cities it went/goes through. 6. To understand how to present information about a city or environment. 		<ol style="list-style-type: none"> 1. To know that rainwater forms streams and rivers. 2. To understand how the atmosphere (sky) has a role in the water cycle. 3. To know about a major UK river and to follow a river from source to mouth. 4. To know some of the ways in which people use and change some of the world's major rivers. 5. To understand how the land is part of the water cycle. 6. To know how to identify river features. 		<ol style="list-style-type: none"> 1. To understand the causes, outcomes and location of earthquakes. 2. To understand the causes, outcomes and locations of volcanoes. 3. To understand the distribution of earthquakes and volcanoes, and to know where the world's most active earthquake and volcanic zone is today. 4. To understand why people live in the vicinity of volcanoes, and what measures can be taken to make life safer in earthquake zones. 5. To know how to investigate recent earthquakes and volcanic eruptions and the associated issues. 6. To understand how to make a working model of a volcano. 	

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<p>Year 4</p>	<p>Text Links</p>	 <p>'The Dress and the Girl', by Camille Andros</p>		 <p>'The Wind in the Willows', by Kenneth Grahame</p>		 <p>'Escape from Pompeii', by Christina Balit</p>	
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Year Group		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 5	Unit of Work		Changes in our Local Environment: How is our country changing?		Europe- A Study of the Alpine region: Where should we go on holiday?		Journeys – Trade: Where does all our stuff come from?
	Key Vocabulary		Continent, country, region, city, county, borough, sustainability, legacy, regeneration, enquiry		Continent, settlement, lake, mountain, France, Switzerland, Liechtenstein, Germany, Austria, Italy, Slovenia, avalanches, Monaco		Raw material, man-made, Import, export, trade, climate, biome, sustainability, fair trade, recycle, reuse, retailer, producer
	Prior Knowledge		Geography; 1.1, 1.3, 3.4		Geography: 3.4, 3.6, 4.3		Geography; 2.3, 2.5, 3.6
	Sticky Knowledge		-Name and locate counties and cities of the UK, geographical regions and their identifying human and physical characteristics, key topographical features and land-use patterns; and understand how some of these aspects have changed over time. -Understand geographical similarities and differences through the study of human and physical geography of a region of the UK.		-To understand a region of another European country. -Understand some of the physical and human processes that shape a region. -Extend their knowledge and understanding beyond the local area to include Europe. This will include the location and characteristics of a range of the world's more significant human and physical features.		-Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water. -Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.

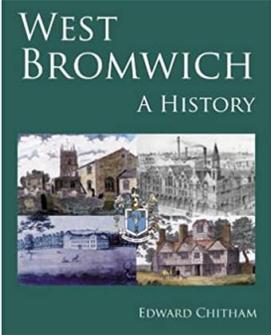
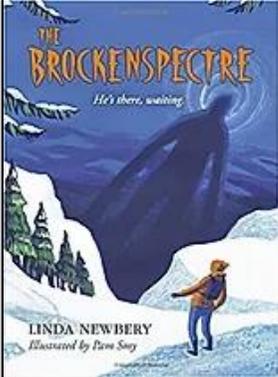
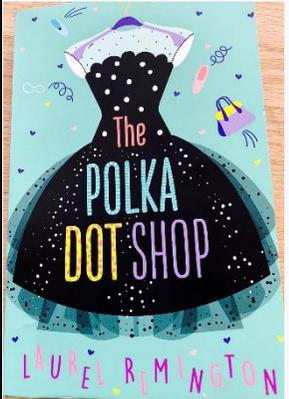
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Year 5			<ul style="list-style-type: none"> -Use the eight points of a compass, four- and six-figure grid references, symbols and key (including the use of OS maps) to build their knowledge of the UK. -Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs and digital technologies. 			
	<p>Specific skills to be taught/applied (taken from subject skills progression map)</p> <p style="color: red;">(Skills from previous units of work/year groups will also be revisited over the course of the year)</p>		<ul style="list-style-type: none"> -Locate and name the main counties and cities in England. -Linking with History, I can compare land use maps of UK from past with the present, focusing on land use. -Use maps, atlases, globes and digital/ computer mapping (Google Earth) to locate countries and describe features studied. -Use the eight points of a compass, four-figure 		<ul style="list-style-type: none"> -Use maps, atlases, globes and digital/ computer mapping (Google Earth) to locate countries and describe features studied. -Describe and understand key aspects of physical geography. 	<ul style="list-style-type: none"> -Compare a region in UK with a region in N. or S. America with significant differences and similarities. E.g. Link to Fairtrade. -I can describe key aspects of human geography, including: Trade between UK and Europe and ROW. Fair/unfair distribution of resources (Fairtrade). -Locate the main countries in Europe and North or South America.

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Year 5			grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom in the past and present.				Locate and name principal cities.
	Learning Sequence		<ol style="list-style-type: none"> 1. To know how to name and locate some key topographical features of the UK and our own region. 2. To understand that local people will have differing opinions about change in their region, and to explain some ways in which development can be sustainable. 3. To understand that regions change over time and that change is continual. 4. To understand that change is happening in the local area, and that changes will continue to happen. 5. To know how the local area has 		<ol style="list-style-type: none"> 1. To know how to use physical and political maps to identify a region in Europe. 2. To understand how fold mountain ranges are formed. 3. To understand how homes are designed to suit their physical location. 4. To understand the importance of the tourist industry to Alpine communities and to understand that tourism brings advantages and disadvantages. 5. To understand how avalanches have influenced the Alpine landscape. 6. To know how to create a resource to inform tourists about the Alpine region. 		<ol style="list-style-type: none"> 1. To understand that our food and clothes can come from all over the world. 2. To understand that each type of fruit grows in particular climatic conditions and in a particular season. 3. To understand that clothes can be produced fairly and sustainably. 4. To know how locally made and grown products are available in our area, and to investigate locally imported products available in our area. 5. To understand the perspectives of a range of people on geographical issues. 6. To know how to explain the journey

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			<p>changed and how it might change in the future.</p> <p>6. To understand how the local area has changed and to consider what it might be like in the future.</p>				<p>of a product to your home.</p>
Year 5	Text Links		 <p>'West Bromwich: A History', by Edward Chitham</p>		 <p>'The Brockenspectre', by Linda Newbery</p>		 <p>'The Polka Dot Shop', by Laurel Remington</p>

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Year Group		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 6	Unit of Work	South America – The Amazon: What is life like in the Amazon?		Protecting the Environment: Are we damaging our world?		Our World in the Future: How will our world look in the future?	
	Key Vocabulary	Longitude, latitude, river basin, region, source, mouth, rainforest, Brazil, Bolivia, Peru, Ecuador, Colombia, Venezuela, Guyana Suriname, French Guiana, settlement, tribe, indigenous, shifting, cultivation, agriculture, fallow, fertile, Nomad, nomadic, deforestation		Sustainability, habitat, destruction, endangered, extinction, conservation, minerals, renewable, non-renewable, marine, enquiry, biodiversity		Region, enquiry, future, industry, employment, primary, secondary, tertiary, quaternary	
	Prior Knowledge	Geography: 1.2, 2.2, 3.4, 3.5, 4.5, 5.3		Science; 4.4, 6.1 Geography; 3.6, 5.2, 5.6		All Geography studied	
	Sticky Knowledge	-Use of geographical knowledge, understanding and skills to enhance their locational and place knowledge. -Locate the world's countries using maps, and concentrate on their environmental		-Describe and understand key aspects of the distribution of natural resources including energy, minerals and water. -Use maps, atlases and globes to locate countries and describe features studied. -Use the eight points of a compass, symbols		-Describe and understand key aspects of physical geography and human geography. -Learn geographical skills and fieldwork: use maps and symbols to build their knowledge of the UK.	

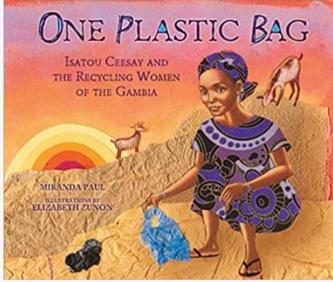
Whole School Geography Curriculum Map

Year 6		<p>regions, key physical and human characteristics, countries and major cities.</p> <p>-Understand geographical similarities and differences through the study of human and physical geography of a region in South America.</p> <p>-Describe and understand key aspects of physical and human geography.</p> <p>-Use maps, atlases, globes to locate countries and describe features studied.</p>		<p>and keys to build their knowledge of the UK and the wider world</p> <p>-Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p>		<p>-Use fieldwork to observe, measure, record and present features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p>	
	<p>Specific skills to be taught/applied (taken from subject skills progression map)</p> <p>(Skills from previous units of work/year groups will also be</p>	<p>-Locate the main countries in Africa, Asia and Australasia/Oceania.</p> <p>-Identify their main environmental regions, key physical and human characteristics, and major cities.</p>		<p>-Distribution of natural resources focussing on energy.</p> <p>-Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p>		<p>-Map how land use has changed in local area over time.</p> <p>-Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied.</p>	

Whole School Geography Curriculum Map

Year 6	revisited over the course of the year)	<p>-Describe and understand key aspects of physical geography, including rainforests.</p> <p>-I can extend to 6 figure grid references with teaching of latitude and longitude in depth.</p> <p>-I can expand map skills to include non-UK countries.</p>		<p>-I can name and locate the key topographical features including coast, features of erosion, hills, mountains and rivers.</p> <p>-I understand how these features have changed over time.</p>			
	Learning Sequence	<ol style="list-style-type: none"> 1. To understand what the Amazon is, and where it is located. 2. To understand the Amazon's climate, and how the native animals are adapted to it. 3. To know how to research the Amazonian city of Manaus. 4. To understand what life is like in the Amazon, and how it is changing. 5. To understand how the Amazon 		<ol style="list-style-type: none"> 1. To understand the threats to the health of our planet and some possible solutions. 2. To understand what minerals are and question if they can be used sustainably. 3. To understand the different types of energy available, and their advantages and disadvantages. 4. To understand the importance of protecting the oceans. 5. To understand how to carry out an enquiry into sustainability. 		<ol style="list-style-type: none"> 1. To know how to plan and carry out fieldwork to answer a given enquiry question. 2. To understand how and why housing needs change over time. 3. To understand the importance of local work opportunities to the community. 4. To understand that communities need a range of accessible amenities and public services. 	

Whole School Geography Curriculum Map

		<p>is being damaged and how it can be protected.</p> <p>6. To understand the value of the Amazon and how it can be protected.</p>		<p>6. To know how to explain how a particular environmental issue has been caused and suggest some possible solutions.</p>		<p>5. To understand how the geography of communities affects community spirit.</p> <p>6. To know how to plan for a sustainable future for our area.</p>	
<p>Year 6</p>	<p>Text Links</p>	 <p>'The Explorer'. by Katherine Rundell</p>		 <p>'One Plastic Bag', by Miranda Paul</p>		 <p>'A Wrinkle in Time', by Madeleine L'Engle</p>	