

# GEOGRAPHY LONG TERM PLAN

## KS1 & KS2 ANNUAL OVERVIEW

2020-2021

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	Fire and Ice	Fire and Ice	Hospital Heroes	Hospital Heroes	Australia	Australia
Year 2	Journeys	Journeys	Where are we?	Where are we?	Victorian Seaside	Victorian Seaside
Year 3	Stone Age and Iron Age	Stone Age and Iron Age	Ancient Egypt	Ancient Egypt	Rainforests	Rainforests
Year 4	Romans	Romans	Weather around the World	Weather around the World	Our planet	Our planet
Year 5	Mayans	Mayans	Saxons and Vikings	Saxons and Vikings	Space	Space
Year 6	Ancient Greece	Ancient Greece	World War 2	World War 2	Transition/PSHCE/ Research Projects	Transition/PSHCE/ Research Projects

Year 1	Term: Autumn	Unit Title: Fire and Ice
<b>NC Objectives</b>		<b>Key Knowledge, Questions, Vocabulary and Resources:</b>
<ul style="list-style-type: none"> <li>▪ name and locate the world's 7 continents</li> <li>▪ name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom— <i>know the 4 countries of the United Kingdom and the capital city of England.</i></li> <li>▪ identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</li> <li>▪ use basic geographical vocabulary to refer to:                             <ul style="list-style-type: none"> <li>▪ key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</li> <li>▪ key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</li> </ul> </li> <li>▪ use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries and continents studied at this key stage</li> <li>▪ use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features.</li> </ul>		<p><b>Questions:</b></p> <ul style="list-style-type: none"> <li>▪ What are <b>continents</b>?</li> <li>▪ What are the names of the 7 <b>continents</b> in the world?</li> <li>▪ What are the names of the <b>countries</b> in the United Kingdom?</li> <li>▪ What is the <b>capital city</b> of England?</li> <li>▪ What and where is the <b>equator</b>?</li> <li>▪ What and where are the <b>North</b> and <b>South poles</b>?</li> <li>▪ What are <b>seasons</b>? What are the names of the <b>seasons</b>?</li> </ul> <p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>▪ The term <b>continent</b> means a large solid area of land.</li> <li>▪ Recognise and name the 7 <b>continents</b> of the world using a map or an atlas.</li> <li>▪ Understand the term <b>United Kingdom</b> and that it is made up of 4 countries: we live in <b>England, Wales, Scotland</b> and <b>Northern Ireland</b>.</li> <li>▪ Locate <b>England, Wales, Scotland</b> and <b>Northern Ireland</b> on a map or an atlas.</li> <li>▪ Know the <b>capital city</b> of England is <b>London</b> and identify on a map.</li> <li>▪ Identify <b>seasonal</b> and <b>daily weather</b> patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the <b>Equator</b> and the <b>North</b> and <b>South Poles</b>.                             <ul style="list-style-type: none"> <li>▪ Countries close to the <b>equator</b> are hotter than those further away from the equator.</li> <li>▪ The <b>North</b> and <b>South Poles</b> are cold places.</li> <li>▪ Name the <b>four seasons</b> and name weathers associated with each season, and use the correct terminology when describing weather.</li> <li>▪ Be able to discuss weather <b>temperatures</b> associated with seasons in the United Kingdom e.g. <i>winter is colder than spring. Summer is hot. Spring and Autumn can be sunny but they are chilly.</i></li> </ul> </li> <li>▪ Use <b>aerial</b> photographs to identify geographical features. Know that <b>aerial</b> means <i>from the air</i>.                             <ul style="list-style-type: none"> <li>▪ Know what '<b>physical features</b>' mean. Recognise and name: <b>beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley</b> and <b>vegetation</b> using <b>aerial</b> photographs and maps.</li> <li>▪ Know what '<b>human</b>' features' mean. Recognise and name <b>city, town, village, factory, farm, house, office, port, harbour</b> and <b>shop</b> using <b>aerial</b> photographs and maps.</li> </ul> </li> </ul> <p><b>What is the <b>weather</b> like in England?</b></p> <ul style="list-style-type: none"> <li>▪ What is the <b>weather</b> like in the <b>North</b> and <b>South Poles</b>, in relation to the <b>equator</b>?</li> <li>▪ What <b>physical</b> and <b>human features</b> of the <b>North Pole</b> can you identify? (<b>coast, sea, ocean, season, weather.</b>)</li> <li>▪ What <b>physical</b> and <b>human features</b> of <b>London</b> can you identify? (<b>river, season, weather, city, house, port, harbour, shop</b>)</li> <li>▪ Which <b>countries</b> are in the <b>Arctic Circle</b>?</li> <li>▪ How could you travel to <b>London</b>, the <b>North Pole</b> and the <b>Arctic circle</b>?</li> </ul>

## Linked Texts:

- Jack and the beanstalk
- Little Red Riding Hood
- The Storm Whale
- Handa's Surprise

## Topic specific additional resources, including people and places:

- 7 continents song on K-drive and youtube - <https://www.youtube.com/watch?v=nmvw3sTGajs>
- Google maps
- Google earth
- Maps
- Atlases
- Aerial maps
- Aerial photographs

Year 1	Term: 2	Unit Title: Hospital Heroes	
<b>NC Objectives</b>		<b>Key Knowledge, Questions, Vocabulary and Resources:</b>	
<ul style="list-style-type: none"> <li>▪ use basic geographical vocabulary to refer to:                             <ul style="list-style-type: none"> <li>▪ key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</li> <li>▪ key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</li> </ul> </li> <li>▪ use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries and continents and oceans studied at this key stage.</li> <li>▪ use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features.</li> </ul>		<p><b>Questions:</b></p> <ul style="list-style-type: none"> <li>▪ Where was Edith Cavell born?</li> <li>▪ Where was Florence Nightingale born?</li> <li>▪ Where was Mary Seacole born?</li> <li>▪ Where did Edith Cavell travel?</li> <li>▪ Where did Florence Nightingale travel?</li> <li>▪ Where did Mary Seacole travel?</li> <li>▪ Why did they travel to those places?</li> <li>▪ What <b>physical</b> and <b>human features</b> are near where FN, EC and MS were born?</li> <li>▪ What <b>physical</b> and <b>human features</b> are near where FN, EC and MS travelled to?</li> </ul> <p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>▪ Edith Cavell was born in <b>Norfolk, England</b> and identify using a map or in an atlas.</li> <li>▪ Florence Nightingale was born in <b>Florence, Italy</b> and identify using a map or atlas.</li> <li>▪ Mary Seacole was born in <b>Kingston, Jamaica</b> and identify using a map or atlas.</li> <li>▪ Plot the routes travelled by Edith Cavell, Mary Seacole and Florence Nightingale on maps.                             <ul style="list-style-type: none"> <li>▪ Edith Cavell: <b>Austria</b> and <b>Belgium</b>.</li> <li>▪ Mary Seacole: <b>London</b> and <b>Scutari</b>.</li> <li>▪ Florence Nightingale: <b>Germany</b> and <b>Scutari</b>.</li> </ul> </li> <li>▪ Use <b>aerial photographs</b> to identify geographical features. Know that <b>aerial</b> means <i>from the air</i>.                             <ul style="list-style-type: none"> <li>▪ Know what ‘<b>physical features</b>’ mean. Recognise and name <b>beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley</b> and <b>vegetation</b> in relation to where Edith Cavell, Florence Nightingale and Mary Seacole were born.</li> <li>▪ Know what ‘<b>human features</b>’ mean. Recognise and name <b>city, town, village, factory, farm, house, office, port, harbour</b> and <b>shop</b> in relation to where Edith Cavell, Florence Nightingale and Mary Seacole were born.</li> </ul> </li> </ul>	
<b>Linked Texts:</b>		<b>Topic specific additional resources, including people and places:</b>	
<ul style="list-style-type: none"> <li>▪ Non-fiction texts about Edith Cavell, Florence Nightingale and Edith Cavell (in the library.)</li> <li>▪ Famous nurses (in the library)</li> </ul>		<ul style="list-style-type: none"> <li>▪ Atlases</li> <li>▪ Maps</li> <li>▪ Aerial photographs</li> <li>▪ Aerial maps</li> </ul>	<ul style="list-style-type: none"> <li>▪ Google maps</li> <li>▪ Google earth</li> </ul>

Year 1	Term: 3	Unit Title: Australia	
<b>NC Objectives</b>		<b>Key Knowledge, Questions, Vocabulary and Resources:</b>	
<ul style="list-style-type: none"> <li>▪ Name and locate the world's 7 continents</li> <li>▪ Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the equator and the north and south poles</li> <li>▪ Use basic geographical vocabulary to refer to:                             <ul style="list-style-type: none"> <li>▪ Key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</li> <li>▪ Key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</li> </ul> </li> <li>▪ Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries and continents studied at this key stage</li> <li>▪ Use locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map</li> <li>▪ Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features.</li> </ul>		<p><b>Questions:</b></p> <ul style="list-style-type: none"> <li>▪ Where is <b>Australia</b>?</li> <li>▪ What is the <b>weather</b> like in Australia?</li> <li>▪ What famous <b>physical features</b> are in Australia?</li> <li>▪ What famous <b>human features</b> are in Australia?</li> <li>▪ What is the <b>capital</b> of Australia?</li> <li>▪ How is Australia split?</li> <li>▪ What <b>cities</b> are in Australia?</li> </ul> <p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>▪ Australia is one of the worlds' 7 <b>continents</b>-locate using a map or atlas.</li> <li>▪ Australia is near the <b>equator</b> and so is a hot country.                             <ul style="list-style-type: none"> <li>▪ describe its <b>weather</b> e.g. Australia's seasons appear at the opposite times to the seasons in the <b>United Kingdom</b>.</li> <li>▪ Know that Australia's <b>coastline</b> is cooler than inland (the outback).</li> </ul> </li> <li>▪ <b>Canberra</b> is the capital of Australia - locate on a map or an atlas.</li> <li>▪ Using maps, identify and locate cities in Australia:                             <ul style="list-style-type: none"> <li>▪ <b>Canberra, Sydney, Melbourne, Hobart, Adelaide, Darwin and Perth</b></li> <li>▪ Explain their locations using locational and directional language: <b>near, far, left, right, above, below, next to</b>.</li> </ul> </li> <li>▪ Using maps and atlases to identify and describe <b>physical</b> and <b>human features</b> of key cities in Australia:                             <ul style="list-style-type: none"> <li>▪ <b>beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</b>.</li> <li>▪ Recognise physical <b>landmarks</b> in Australia and <b>compare</b> to UK landmarks: <b>Ayers Rock (Uluru)</b> (an island mountain) and <b>Snowden (mountain range)</b></li> <li>▪ <b>city, town, village, factory, farm, house, office, port, harbour and shop</b></li> <li>▪ recognise human <b>landmarks</b> in Australia and <b>compare</b> to UK landmarks: <b>Sydney Harbour Bridge</b> and <b>London Tower Bridge; Sydney Opera House</b> and <b>Royal Albert Hall</b>.</li> </ul> </li> <li>▪ Australia is divided into 7 territories: <b>Western Australia, Northern Territory, Queensland, New South Wales, South Australia, Victoria and Tasmania</b>.                             <ul style="list-style-type: none"> <li>▪ Identify and label Australia's 7 <b>territories</b> on a map.</li> <li>▪ Use maps and atlases to begin plotting the <b>location</b> of key <b>cities</b> in Australia on blank maps, looking carefully at their location in relation to coastline and the territory they lie within.</li> </ul> </li> </ul>	
<b>Linked Texts:</b>		<b>Topic specific additional resources, including people and places:</b>	
<ul style="list-style-type: none"> <li>▪ A is for Australia by Frane Lessac</li> <li>▪ An Aussie Year by Tania McCartney</li> <li>▪ Big Rain Coming by Katrina Germein and Bronwyn Bancroft</li> </ul>		<ul style="list-style-type: none"> <li>▪ <a href="https://thetruesize.com/">https://thetruesize.com/</a></li> <li>▪ Atlases</li> </ul>	

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- At the beach by Roland Harvey
- Everything we ever saw: from the beach to the bush and more by Roland Harvey
- In the bush by Roland Harvey
- Where is the great barrier reef? By Nico Medina
- Australia by Mary Colson
- Living in Australia by Chloe Perkins
- Introducing Australia by Anita Ganeri
- Australia: Travel for kids: The fun way to discover Australia by Dinobibi Publishing
- Let's explore Australia by Elle Parkes
- Everything and everywhere: a fact-filled adventure for curious globe-trotters by Marc Martin
- Learning about Australia by Lisa Owings
- Maps
- Aerial photographs
- Aerial maps
- Blank maps
- Google maps
- Google earth

Year 2	Term: 1	Unit Title: Journeys. Enquiry question: Where is Sandy in relation to the world?
<b>NC Objectives</b>		<b>Key Knowledge, Questions, Vocabulary and Resources:</b>
<ul style="list-style-type: none"> <li>● Name and locate the world's 7 continents and 5 oceans.</li> <li>● Name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas.</li> <li>● Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</li> <li>● use basic geographical vocabulary to refer to:                             <ul style="list-style-type: none"> <li>○ key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</li> <li>○ key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</li> </ul> </li> <li>● use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage</li> <li>● use simple compass directions (north, south, east and west) and locational and directional language [for example, near and far, left and right], to describe the location of features and routes on a map</li> <li>● use aerial photographs and plan perspectives to recognise landmarks and basic human and physical</li> </ul>		<p><b>Questions:</b></p> <ul style="list-style-type: none"> <li>▪ Where is <b>Sandy</b>?</li> <li>▪ Which country is <b>Sandy</b> in?</li> <li>▪ Which <b>continent</b> is <b>Sandy/England</b> in?</li> <li>▪ Which <b>seas</b> surround the <b>United Kingdom</b>?</li> <li>▪ Where have you been on holiday?</li> <li>▪ How many ways of travelling can you think of?</li> </ul> <p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>▪ Name and locate the world's 7 <b>continents</b> and 5 <b>oceans</b>.                             <ul style="list-style-type: none"> <li>● There are 7 <b>continents</b> in the world.</li> <li>● Name the 7 <b>continents: North America, South America, Africa, Europe, Asia, Antarctica and Australia.</b></li> <li>● There are 5 <b>oceans</b> in the world.</li> <li>● Name the 5 <b>oceans: Pacific, Atlantic, Arctic, Indian and Southern.</b></li> <li>● Identify on a map or in an atlas the 7 <b>continents</b> in the world.</li> <li>● Identify on a map or in an atlas the 5 <b>oceans</b> in the world.</li> </ul> </li> <li>▪ Name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas/use basic geographical vocabulary/ Use world maps, atlases and globes to identify the United Kingdom and its countries, continents and oceans studied at this key stage.                             <ul style="list-style-type: none"> <li>● There are four <b>countries</b> that make up the <b>United Kingdom</b>.</li> <li>● Name <b>England, Northern Ireland, Scotland and Wales.</b></li> <li>● Identify <b>England, Northern Ireland, Scotland and Wales</b> on a map or in an atlas.</li> <li>● Each country has a different <b>capital city</b>.</li> <li>● Name the 4 <b>capital cities: London, Edinburgh, Cardiff and Belfast.</b></li> <li>● Identify <b>London, Edinburgh, Cardiff and Belfast</b> on a map or in an atlas.</li> <li>● Use <b>geographical</b> vocabulary to refer to <b>physical</b> and <b>human features</b> of each capital city.</li> </ul> </li> <li>▪ Use world maps, atlases and globes to identify the United Kingdom and its countries, continents and oceans studied at this key stage.                             <ul style="list-style-type: none"> <li>● Name a place/holiday destination they have visited.</li> <li>● Locate a place/holiday destination they have visited on a map or in an atlas.</li> <li>● Identify where <b>Sandy</b>/holiday destinations are located and <b>compare</b>.</li> <li>● Suggest ways of travelling between Sandy and other places visited.</li> <li>● Locate on a map or in an atlas where <b>Christopher Columbus</b> travelled.</li> </ul> </li> </ul> <p><b>What is the <b>difference</b> between a map and an atlas?</b></p> <ul style="list-style-type: none"> <li>▪ Can you <b>describe</b> your route to school?</li> <li>▪ What is a <b>landmark</b>?</li> <li>▪ Can you <b>describe</b> what is meant by a <b>symbol</b> or a <b>key</b>?</li> <li>▪ What does '<b>physical feature</b>' mean?</li> <li>▪ What does '<b>human feature</b>' mean?</li> </ul>

features; devise a simple map; and use and construct basic symbols in a key

- Use simple compass directions (north, south, east and west) and locational and directional language (near and far, left and right) to describe the location of features and routes on a map.
  - Know the directions **North, South, East and West**.
  - Using a map or an atlas, identify the 4 countries of the United Kingdom and identify their compass directions in relation to one another. E.g. *Scotland is north of England. Wales is to the west of England.*
  - Using a map or an atlas, identify destinations visited in the world and identify their compass directions in relation to the United Kingdom. E.g. *France is south of England.*
  - Know the difference between **near** and **far** and **left** and **right**.
  - Use the language of **near** and **far** in relation to a feature identified on an **aerial** photograph or on a map. E.g. *the river is near The Tower of London.*
  - Use the language **left** and **right** in relation to a feature identified on an **aerial** photograph or on a map. E.g. *the park bench is to the left of the bridge.*
- 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.
  - Know their address (street name)
  - Locate their address and **Laburnum Primary School** on a map and on an **aerial** photograph/**plan perspective**.
  - Identify on **aerial photographs/plan perspectives, human** and **physical features**.
  - Identify and plot the route taken from their address to school using **human** and **physical features** to help them.
  - Draw a simple map of their route to school or another **human** or **physical feature** in the locality using **symbols**.
  - **Symbols** are used to represent **landmarks** and **features** on a map.
  - A **key** gives information in order to make a map make sense.
  - Draw a simple **key** to support their map drawing.

## Linked Texts:

- Junior Atlases
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## Topic specific additional resources, including people and places:

- Walk around Sandy to identify features
- Maps of the world, Europe, UK.
- Aerial photos of Sandy



Year 2	Term: Spring	Unit Title: Where Are We?: What is the geography of our local area?
<b>NC Objectives</b>		<b>Key Knowledge, Questions, Vocabulary and Resources:</b>
<ul style="list-style-type: none"> <li>▪ Name and locate the world's 7 continents and 5 oceans</li> <li>▪ Name, locate and identify characteristic of the 4 countries and capital cities of the United Kingdom and its surrounding seas</li> <li>▪ Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</li> <li>▪ Use basic geographical vocabulary to refer to: Key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soils, valley, vegetation, season weather.</li> <li>▪ Use basic geographical vocabulary to refer to: Key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.</li> <li>▪ use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map</li> <li>▪ 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</li> </ul>		<p><b>Questions:</b></p> <ul style="list-style-type: none"> <li>▪ Where do you live?</li> <li>▪ Where are we in relation to the <b>world? Europe? The United Kingdom? Bedfordshire?</b></li> <li>▪ How can we use <b>compass</b> directions to describe where places are?</li> <li>▪ What <b>landmarks</b> are in our local area?</li> <li>▪ What's the <b>difference</b> between a <b>town</b> and a <b>village</b>?</li> <li>▪ What is a <b>county</b>?</li> <li>▪ What is a <b>country</b>?</li> <li>▪ What is a <b>continent</b>?</li> <li>▪ What <b>landmarks</b> are in our area?</li> </ul> <p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>▪ Name and locate on maps, atlases and globes the 7 <b>continents</b> and 5 <b>oceans</b> in the world: <b>North America, South America, Africa, Europe, Asia, Antarctica and Australia: Pacific, Atlantic, Arctic, Indian and Southern.</b> <ul style="list-style-type: none"> <li>▪ locations, some <b>features</b> and relative size.</li> </ul> </li> <li>▪ Name and identify the four countries that make up the <b>United Kingdom.</b></li> <li>▪ Name and identify the <b>capital cities</b> of each country in the <b>United Kingdom.</b></li> <li>▪ Name and identify the seas surrounding the United Kingdom on a map: <b>English Channel, Irish Sea, Atlantic Ocean, North Sea.</b></li> <li>▪ Identify the <b>equator</b> on a map or atlas and describe its relation to the United Kingdom.           <ul style="list-style-type: none"> <li>▪ Know that countries closer to the <b>equator</b> are hotter.</li> <li>▪ Know, name and identify the 4 <b>seasons</b> experienced in the <b>United Kingdom.</b></li> </ul> </li> <li>▪ The <b>United Kingdom</b> is split into many <b>counties</b> (a geographical region)</li> <li>▪ We live in <b>Bedfordshire</b> - identify on a map</li> <li>▪ Identify some neighbouring <b>counties</b> on a map – <b>Cambridgeshire, Hertfordshire, Buckinghamshire, Northamptonshire.</b></li> <li>▪ Know the difference between a <b>town, village, county, country, continent</b> and <b>planet: Sandy (town) / Beeston (village) Bedfordshire (County) England (Country) United Kingdom, Europe (Continent) Earth (planet)</b></li> <li>▪ Use basic geographical vocabulary to describe human and physical features within the locality.           <ul style="list-style-type: none"> <li>▪ <b>A1, St Swithuns Church, Baptist Church, Bedford Road Park, Sandhills, RSPB, train station, shops, market square, river, mill, bridge</b> etc.</li> </ul> </li> <li>▪ Use the directions <b>North, South, East</b> and <b>West</b> to describe and compare locations in the locality. E.g. <i>Sandy is in the east of England. Sandy is north of London. Edinburgh is north of Sandy.</i></li> <li>▪ Use the language of <b>near</b> and <b>far</b> in relation to a feature identified on an <b>aerial</b> photograph or on a map. E.g. <i>the river is near the A1.</i></li> <li>▪ Use locational and directional language to describe a feature identified on an <b>aerial</b> photograph or on a map. E.g. <i>the pharmacy is to the right of the chip shop.</i></li> <li>▪ Know their address (street name) and identify on a map or on an <b>aerial</b> photograph.</li> </ul>

- Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.
- Identify **Laburnum Primary School** and identify on a map or on an **aerial** photograph.
- Identify on an **aerial** photograph/plan perspectives **human** and **physical features**, and using these features plot the route taken from their address to school on a map.
- Devise a simple **map** of the school grounds with a **key**.
- Symbols** are used to represent **landmarks** and features on a map and a **key** gives information in order to make a map make sense. Draw a simple map and key of their **route** to school or another **human** or **physical feature** in the locality.

## Inked Texts:

- Here We Are – Notes for Living on Planet Earth – Oliver Jeffers
- Where My Wellies Take Me – Michael and Clare Morpurgo
- Letters to Africa – U C Lan
- Introducing Africa (Introducing Continents) Chris Oxlade

## Topic specific additional resources, including people and places:

- <https://www.ordnancesurvey.co.uk/mapzone> lots of interactive games and activities
- <https://www.natgeokids.com/uk/> school email address / E\_\_ 1\_\_ 3\_\_ +
- <https://www.ordnancesurvey.co.uk/mapzone>
- <http://schools.geograph.org.uk/>
- <https://www.getthedata.com/postcode/SG19-1HQ>
- facebook group: Sandy in Old Pictures
- <https://dfsresources.edina.ac.uk/resources/subject/primary-87>
- <https://www.youtube.com/watch?v=IDhapt7nw4A>
- <https://www.youtube.com/watch?v=K6DSMZ8b3LE>
- <https://www.educationquizzes.com/ks1/geography/countries-of-europe/>
- <https://www.bbc.co.uk/bitesize/topics/zyhp34j/articles/z4v3jvh>
- Walk around the locality to identify geographical features.
- Atlases, maps, globes.
- Google maps/earth

Year 2	Term: Summer	Unit Title: Victorian Seaside: What is special about the seaside?	
<b>NC Objectives</b>		<b>Key Knowledge, Questions, Vocabulary and Resources:</b>	
<ul style="list-style-type: none"> <li>▪ name and locate the world’s seven continents and five oceans</li> <li>▪ name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</li> <li>▪ understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country</li> <li>▪ use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</li> <li>▪ use basic geographical vocabulary to refer to: key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</li> <li>▪ use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage</li> <li>▪ use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map</li> </ul>		<p><b>Questions:</b></p> <ul style="list-style-type: none"> <li>▪ What do we mean by the seaside?</li> <li>▪ Why did some places become seaside resorts?</li> <li>▪ Which seaside areas do we visit today?</li> <li>▪ What is a seaside resort like today?</li> <li>▪ How are seaside resorts today similar and different?</li> </ul> <p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>▪ Revision of 7 <b>continents</b> and 5 <b>oceans</b> of the world</li> <li>▪ Know key vocabulary and its meaning:                             <ul style="list-style-type: none"> <li>▪ <b>sea</b> (area of salty water, smaller than ocean)</li> <li>▪ <b>country</b> (area of land, smaller than continent)</li> <li>▪ <b>coast</b> (where land meets the sea or ocean).</li> </ul> </li> <li>▪ Revision of countries of the <b>United Kingdom</b>, surrounding seas and capital cities.</li> <li>▪ Use maps and photos to locate and identify features of some well known seaside resorts – <b>Blackpool, Great Yarmouth</b> (promenade, piers, funfair, donkey rides); <b>Malaga, Toulon</b> (market, marina, ferry, harbour); compare with own experiences.</li> <li>▪ Understanding <b>human</b> (road, shop, harbour, port) and <b>physical</b> (cliff, bay, beach) <b>features</b> of the seaside and observing them at a range of different UK locations.</li> <li>▪ Using a <b>4-point compass rose</b> (North, South, East, West) to help locate places on maps of the UK and the world.</li> <li>▪ Knowing some <b>distinguishing features of the seas</b> around the UK (English Channel: swimming records / white cliffs; North Sea: fishing / oil rigs.</li> <li>▪ Observing photographs to <b>compare seascapes</b> in different parts of the UK and the rest of the world.</li> </ul>	
<b>Linked Texts:</b>		<b>Topic specific additional resources, including people and places:</b>	
<ul style="list-style-type: none"> <li>▪ Lighthouses – Jackum Brown</li> <li>▪ Lighthouses of England – The South Coast – Tony Denton / Nicholas Leach</li> </ul>		<ul style="list-style-type: none"> <li>▪ PlanBee scheme of work –Seas and Coast - 6 lessons, teaching resources and differentiated activities</li> <li>▪ Range of photographs from seaside towns – physical and human features and tourist information boards</li> <li>▪ Class visit to Hunstanton, North Norfolk.</li> <li>▪ Atlases, maps, globes.</li> <li>▪ Google maps/earth</li> </ul>	

Year 3	Term: Autumn	Unit Title: Prehistoric People: Stone, Bronze, Iron Age: How did the discovery of different materials affect life during the Stone, Iron and Bronze ages?	
NC Objectives		Key Knowledge, Questions, Vocabulary and Resources:	
<ul style="list-style-type: none"> <li>▪ Locate the world's countries using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities.</li> <li>▪ Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land use patterns; and understand how some of these aspects have changed over time.</li> <li>▪ describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links,</li> </ul>	<p><b>Questions:</b></p> <ul style="list-style-type: none"> <li>▪ Where did <b>Prehistoric</b> people originate?</li> <li>▪ How did they get to Britain?</li> <li>▪ Where can we find <b>evidence</b> of <b>prehistoric</b> people in Britain today?</li> <li>▪ Why did <b>Prehistoric</b> people <b>settle</b>?</li> </ul>	<ul style="list-style-type: none"> <li>▪ Why did they choose to <b>settle</b> where they did?</li> <li>▪ How did <b>human geography</b> affect where they chose to <b>settle</b>?</li> <li>▪ How did <b>physical geography</b> affect where they chose to <b>settle</b>?</li> </ul>	
	<p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>▪ People first evolved in <b>Africa</b> then spread to other parts of the world.</li> <li>▪ People in <b>Britain 1,000,000</b> years ago, having been able to walk over land from Africa to Europe as <b>continents joined</b>.</li> <li>▪ Know, name and locate the <b>7 continents</b> in the world using maps, atlases and globes.</li> <li>▪ Locate countries within the United Kingdom: <b>England, Wales, Scotland, Northern Ireland and Republic of Ireland</b>.</li> <li>▪ Locate where <b>prehistoric</b> sites can still be seen in Britain using maps and <b>aerial</b> photographs.</li> <li>▪ Know where prehistoric sites can still be seen in Britain.                             <ul style="list-style-type: none"> <li>▪ <b>Neolithic – Stonehenge – Wiltshire.</b></li> <li>▪ <b>Sarsen stones, bluestones, Wales.</b></li> <li>▪ <b>Skara Brae – Orkney Islands.</b></li> </ul> </li> <li>▪ Be able to draw <b>comparisons</b> between locations.</li> <li>▪ Identify and name <b>topographical features</b> of the United Kingdom, including <b>hills, mountains, coasts</b> and <b>rivers</b>.</li> <li>▪ Explain how these <b>topographical features</b> were important when deciding where to hunt and <b>settle</b>.</li> <li>▪ Know what Britain was like in the <b>Neolithic, Mesolithic</b> and <b>Palaeolithic</b> periods, specifically land-use and types of <b>settlement</b>. Describe how these developed over time (new materials being discovered and used.)</li> <li>▪ Use knowledge of what Britain was like in the <b>Neolithic, Mesolithic</b> and <b>Palaeolithic</b> periods to describe and explain how aspects of <b>topographical features</b> have changed over time.</li> <li>▪ Name and identify <b>key features</b> of <b>physical geography</b> and explain how they affected choice in <b>settlement</b>.</li> <li>▪ Name and identify <b>key features</b> of <b>human geography</b> and explain how they affected choice in <b>settlement</b>.</li> </ul>		

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

## Linked Texts:

- Stone Age Boy – Satoshi Kitamura
- How to Wash A Woolly Mammoth - Michelle Robinson and Kate Hindley
- Stig of the Dump - Clive King
- Skara Brae - Dawn Finch
- The Boy with the Bronze Axe - Kathleen Fidler
- Stone Age Tablet - Andrew Langley
- The History Detective Investigates: Stone Age to Iron Age - Clare Hibbert
- The Secrets of Stonehenge - Mick Manning & Brita Granström
- Stone Circles - Dawn Finch

More ideas at <https://www.booksfortopics.com/stone-age-to-iron-age>

## Topic specific additional resources, including people and places:

- <https://vivacity.org/vivacity-venues/flag-fen/>
- <https://www.english-heritage.org.uk/visit/places/stonehenge/schools/>
- <https://www.visitscotland.com/info/see-do/skara-brae-prehistoric-village-p247671>
- <http://www.starcarr.com/>
- PlanBee Prehistoric Britain planning, resources and PowerPoints
- Atlases, maps, globes.
- Google maps
- Google earth
- OS maps
- Aerial photographs

Year 3	Term: Spring	Unit Title: Ancient Egypt: How do Ancient Egypt settlements compare to settlements from other Ancient civilisations?	
<b>NC Objectives</b>		<b>Key Knowledge, Questions, Vocabulary and Resources:</b>	
<ul style="list-style-type: none"> <li>▪ Locate the world’s countries using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities.</li> <li>▪ identify the position and significance of the Equator, Northern Hemisphere and Southern Hemisphere.</li> <li>▪ Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle.</li> <li>▪ 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.</li> <li>▪ Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</li> <li>▪ Use the eight points of a compass to build knowledge of the wider world</li> </ul>		<p><b>Questions:</b></p> <ul style="list-style-type: none"> <li>▪ Where is Egypt?</li> <li>▪ What are the key <b>geographical</b> features of Egypt?</li> <li>▪ What are the key <b>physical</b> features of Egypt?</li> <li>▪ What are the key <b>human</b> features of Egypt?</li> <li>▪ Where are Ancient Egyptian sites located?</li> </ul> <p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>▪ Egypt is a <b>country</b> in the <b>continent</b> of Africa and use 8 compass points to describe its location.</li> <li>▪ Use 8 points of a compass to pinpoint and describe the location of Egypt on maps, atlases and globes.</li> <li>▪ Egypt is bounded by the <b>Mediterranean Sea</b> to the north and the <b>Red Sea</b> to the East.</li> <li>▪ <b>countries bordering</b> Egypt: <b>Libya, Sudan</b> and <b>Israel</b>.</li> <li>▪ Identify the <b>Equator</b> on a map or atlas and know that areas of land above the Equator are in the <b>Northern Hemisphere</b> and areas of land below the <b>equator</b> are in the <b>Southern Hemisphere</b>.</li> <li>▪ Egypt is located in the <b>Northern Hemisphere</b>.</li> <li>▪ Countries close to the <b>equator</b> are hotter.</li> <li>▪ The <b>River Nile</b> runs south to north in Egypt and that it is the longest river in the world.</li> <li>▪ Egypt is predominantly desert landscape; some parts mountainous; some oasis.</li> <li>▪ Egypt is often divided into two sections: <b>Upper Egypt</b> (in the South); <b>Lower Egypt</b> (in the North) – upper and lower referring to direction of flow of the river.</li> <li>▪ In the times of the Ancient Egyptians the River Nile flooded annually.</li> <li>▪ Know that after the floods went down, silt was left behind which made excellent planting conditions and as a result, the ancient Egyptians had fields next to the Nile.</li> <li>▪ Identify how this <b>key feature</b> of <b>physical geography</b> affected choice in <b>settlement</b>.</li> <li>▪ The annual Nile floods affected land use in the times of the Ancient Egyptians.</li> <li>▪ The Nile was used for <b>transportation</b>, including transporting <b>trade</b> goods.</li> <li>▪ The Nile was an area of <b>settlement</b> rich in crops, food and other <b>economic</b> activity.</li> <li>▪ Locate ancient Egyptian sites using maps, atlases and globes: <b>Memphis, Giza, Rosetta, Aswan, Thebes, Valley of the Kings, Valley of the Queens, Alexandria, Saqqara</b>.</li> <li>▪ Name and locate key modern Egyptian sites: <b>Cairo, Suez Canal, Aswan High Dam</b>.</li> </ul>	
<b>Linked Texts:</b>		<b>Topic specific additional resources, including people and places:</b>	
<ul style="list-style-type: none"> <li>▪ I wonder Why Pyramids Were Built – Philip Steele</li> <li>▪ DK Eyewitness: Ancient Egypt</li> </ul>		<ul style="list-style-type: none"> <li>▪ <a href="https://www.ancient-egypt-online.com/ancient-egyptian-geography.html">https://www.ancient-egypt-online.com/ancient-egyptian-geography.html</a></li> <li>▪ <a href="https://www.ducksters.com/geography/country/egypt.php">https://www.ducksters.com/geography/country/egypt.php</a></li> </ul>	

## GEOGRAPHY LONG TERM PLAN

- See Inside Ancient Egypt
- Everything Ancient Egypt
- Eye Witness Travel Guide – Egypt
- We're Sailing Down the Nile: A Journey Through Egypt – L Krebs and A Wilson
- Atlases, maps, globes.
- <https://digimapforschools.edina.ac.uk/>
- Google maps
- Google earth

Year 3	Term: Summer	Unit Title: Rainforests: Where are rainforests and what are they like?
<b>NC Objectives</b>		<b>Key Knowledge, Questions, Vocabulary and Resources:</b>
<ul style="list-style-type: none"> <li>▪ Locate the world's countries using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities.</li> <li>▪ Name and locate geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land use patterns; and understand how some of these aspects have changed over time.</li> <li>▪ Identify the position and significance of the Equator, Northern Hemisphere, Southern Hemisphere, the tropics of Cancer and Capricorn.</li> <li>▪ understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America</li> <li>▪ describe and understand key aspects of: physical geography, including: climate zones and biomes</li> <li>▪ use maps, atlases and globes to locate countries and describe features studied</li> </ul>		<p><b>Questions:</b></p> <ul style="list-style-type: none"> <li>▪ Where are the <b>Tropics</b>, and why are they called that?</li> <li>▪ What is it like in the <b>Tropics</b>?</li> <li>▪ How is land used in the <b>Tropics</b>?</li> <li>▪ What issues face the <b>Tropical</b> regions?</li> </ul> <p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>▪ The largest tropical rainforests are found in <b>South America</b> and <b>Western Africa</b> and locate using maps and atlases.</li> <li>▪ Smaller tropical rainforests are found in <b>Central America</b> and other locations in the <b>Tropics</b>.</li> <li>▪ <b>Temperate</b> rainforests are found along some coasts in <b>temperate</b> zones, such as the <b>Pacific coast in North America</b> and <b>Europe</b>. Locate using maps and atlases.</li> <li>▪ Know where in the world the <b>Tropics</b> are. <ul style="list-style-type: none"> <li>▪ The <b>Tropics</b> are the region of Earth around the <b>equator</b>;</li> <li>▪ Locate the equator, <b>Tropic of Cancer</b> (23 degrees North of the equator) and <b>Tropic of Capricorn</b> (23 degrees South of the equator);</li> <li>▪ Identify some countries in the Tropics.</li> </ul> </li> <li>▪ Understand what the <b>climate</b> of the <b>Tropics</b> is like, and why. <ul style="list-style-type: none"> <li>▪ Intense sunlight; constantly hot.</li> <li>▪ Most areas have a wet season and a dry season.</li> <li>▪ High rainfall</li> </ul> </li> <li>▪ Understand what the <b>climate</b> outside of the <b>Tropics</b> is like, and why this differs to tropical rainforests. <ul style="list-style-type: none"> <li>▪ Two distinct seasons; one long and wet and the other short, dry and foggy.</li> <li>▪ Much lower temperature (highs of 27 degrees)</li> <li>▪ Vast amount of rainfall</li> </ul> </li> <li>▪ Realise the impact the climate has on the <b>ecosystem</b> of <b>tropical</b> and <b>temperate</b> rainforests. <ul style="list-style-type: none"> <li>▪ Biodiverse areas; often <b>tropical rainforest</b>; <b>layers</b> of rainforest; (<b>emergent, canopy, understory, forest floor</b>); <b>inhabitants</b> of different layers.</li> <li>▪ <b>Temperate</b>: extended growing season and major seasonal changes. Animals must develop and adapt to seasonal changes. Trees are often deciduous. <b>Layers</b> of temperate rainforest (<b>emergent and canopy</b>.) Ground layer receives a lot more light; plant species thrive on the ground.</li> </ul> </li> <li>▪ Appreciate the importance of <b>tropical</b> regions <ul style="list-style-type: none"> <li>▪ <b>Foods</b> grown there: e.g. sugar cane, soya beans, rice, sweet potatoes, bananas, mangoes, cocoa, coffee, tea.</li> <li>▪ Unique <b>creatures</b> only living there – e.g. orang-utans; okapi; tapirs; Sumatran rhino; western lowland gorillas.</li> </ul> </li> </ul>



- use the eight points of a compass to build their knowledge of the United Kingdom and the wider world
- Help stabilise the world's **climate**
- Source of medicines and food
- Maintains the water cycle
- Appreciate the importance of **temperate** regions
  - Animal habitats
  - Help stabilise the world's climate
  - Maintains the water cycle
- Changes in **tropical** rainforests:
  - Rapidly decreasing rainforest areas: **deforestation** (logging); habitat loss; soil erosion.
  - Increasing palm oil plantations; land for rearing beef cattle.
- Changes in **temperate** rainforests:
  - Rapidly decreasing rainforest areas: **deforestation** (logging); habitat loss; soil erosion.
- Farming, hunting, mining and urbanisation resulting in pollution and loss of biodiversity.

## Linked Texts:

- The Great Kapok Tree – Lynne Cherry
- The Explorer – Katherine Rundell
- The Shaman's Apprentice – Lynne Cherry
- Rainforests in 30 seconds – Jen Green & Stephanie Murphy
- Lifesize Rainforest – Anita Ganeri & Stuart Jackson-Carter
- Running Wild – Michael Morpurgo
- The Vanishing Rainforest – Richard Platt & Rupert van Wyk
- 100 Facts: Rainforests – Camilla de la Bedoyere

## Topic specific additional resources, including people and places:

- <https://www.rainforest-alliance.org/>
- <https://www.oddizzi.com/teachers/explore-the-world/weather/climate-zones/equatorial-or-tropical/>
- <https://www.ks2history.com/great-kapok-tree>
- <https://www.worldatlas.com/articles/tropical-rainforest-animals.html>
- <https://www.rainforestconcern.org/forest-facts/why-are-rainforests-being-destroyed>
- [https://wwf.panda.org/our\\_work/forests/importance\\_forests/tropical\\_rainforest/](https://wwf.panda.org/our_work/forests/importance_forests/tropical_rainforest/)
- Atlases, maps, globes.
- <https://digimapforschools.edina.ac.uk/>
- Google maps
- Google earth
- OS maps

Year 4	Term: Autumn	Unit Title: What would our lives be like without the Romans?	
<b>NC Objectives: Geography</b>		<b>Key Knowledge, Questions, Vocabulary and Resources:</b>	
<ul style="list-style-type: none"> <li>▪ 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.</li> <li>▪ name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time – London, York. Mountains, hills, coasts and rivers.</li> <li>▪ understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country – Italy and UK comparison</li> <li>▪ physical geography, including: volcanoes - Pompeii</li> <li>▪ 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.</li> <li>▪ To use maps, atlases and globes to locate countries and describe features studied</li> <li>▪ use the eight points of a compass to build their knowledge of the United Kingdom and the wider world.</li> </ul>		<p><b>Questions:</b></p> <ul style="list-style-type: none"> <li>▪ Where is <b>Rome</b>?</li> <li>▪ What areas were part of the <b>Roman Empire</b>?</li> <li>▪ In what ways have the Romans influenced our lives today? (roads and place names)</li> </ul> <p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>▪ Identify <b>Europe</b> on a map, atlas and globe and recognise it as a <b>continent</b>.</li> <li>▪ Identify <b>Italy</b> and <b>Rome</b> on a map, atlas, globe. Rome is the <b>capital</b> of Italy.</li> <li>▪ Name countries within the Roman empire: modern day <b>England, Wales, France, Spain, Portugal, Belgium, Switzerland, Austria, Italy, Hungary, Romanic, Turkey, Greece, Albania, Yugoslavia, Israel, Lebanon, Tunisia and parts of Germany, Morocco, Algeria, Syria and Egypt</b>.                             <ul style="list-style-type: none"> <li>▪ Locate on a map where the Romans invaded and the spread of the Roman Empire and draw the invasion routes taken by the Roman’s in their spread of the Roman Empire.</li> <li>▪ Identify <b>key physical</b> and <b>human characteristics</b> of the places travelled from and to by the Roman’s, and suggest reasons why they were suitable e.g. <b>coastline, cliffs, hills, mountains, rivers, natural resources, trade links</b> etc.</li> </ul> </li> <li>▪ Identify <b>London, St Albans</b> and Colchester (the three largest Roman towns) on a map or atlas.</li> <li>▪ Identify and locate on maps <b>settlements</b> in Britain, and use sources of information to form an argument as to why the Romans settled in certain places and not others.                             <ul style="list-style-type: none"> <li>▪ Consider <b>physical characteristics</b> such as <b>hills, mountains, coastlines</b> and <b>rivers</b>.</li> <li>▪ Use <b>sources</b> to compare the geographical similarities and differences of <b>London</b> and <b>Rome</b>, and <b>London</b> and <b>Pompeii</b> (volcano).</li> </ul> </li> <li>▪ Britain was divided into two provinces: <b>Britannia Superior (Upper Britain)</b> with its capital being <b>Londinium (London)</b>, and the northern named <b>Britannia Inferior (Lower Britain)</b> with its capital being <b>Eboracum (York)</b>.                             <ul style="list-style-type: none"> <li>▪ Locate on maps or atlases <b>London</b> and <b>York</b>.</li> <li>▪ Use <b>sources</b> of information to suggest reasons why <b>London</b> and <b>York</b> were named capital cities of the provinces.</li> </ul> </li> <li>▪ The Romans built roads to be able to move soldiers and their belongings around the country (trade links)                             <ul style="list-style-type: none"> <li>▪ methods used to build the roads and suggest reasons why some are still visible today.</li> <li>▪ Identify on maps, roads which are still visible today.</li> </ul> </li> <li>▪ identify <b>Italy, Rome</b> and <b>England</b> on a map (including Ordnance Survey maps) and describe their positions using eight compass points.                             <ul style="list-style-type: none"> <li>▪ Recognise and interpret symbols and keys, including the use of Ordnance Survey maps.</li> </ul> </li> </ul>	
<b>Linked Texts:</b>		<b>Topic specific additional resources, including people and places:</b>	
<ul style="list-style-type: none"> <li>▪ Non-fiction texts</li> <li>▪ Escape from Pompeii</li> </ul>		<ul style="list-style-type: none"> <li>▪ St Albans visit OR a visiting company</li> <li>▪ Sandy council office visit</li> <li>▪ Artefacts</li> <li>▪ Clay (for roads)</li> <li>▪ Atlases, maps, globes.</li> </ul>	
		<ul style="list-style-type: none"> <li>▪ <a href="https://digimapforschools.edina.ac.uk/">https://digimapforschools.edina.ac.uk/</a></li> <li>▪ Google maps</li> <li>▪ Google earth</li> <li>▪ OS maps</li> </ul>	

Year 4	Term: Spring	Unit Title: Weather around the world:How does weather differ around the world?
<b>NC Objectives: Geography</b>		<b>Key Knowledge, Questions, Vocabulary and Resources:</b>
<ul style="list-style-type: none"> <li>▪ Locate the world’s countries using maps (including Russia), concentrating on their environmental regions.</li> <li>▪ identify the position and significance of the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)</li> <li>▪ describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</li> <li>▪ 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. (intro into trade links, with links to weather and climate)</li> <li>▪ use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> <li>▪ use the eight points of a compass, four-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build</li> </ul>		<p><b>Questions:</b></p> <ul style="list-style-type: none"> <li>▪ What are different types of <b>weather</b>?</li> <li>▪ How does the <b>weather</b> affect our lives?</li> <li>▪ Where are the coldest/hottest countries around the world?</li> <li>▪ What is a <b>climate</b> and what are <b>climate patterns</b>?</li> <li>▪ Do different countries have different <b>weather/climates</b>?</li> <li>▪ What is the water cycle?</li> </ul> <p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>▪ The world has 7 <b>continents: North America, South America, Africa, Europe, Asia, Australia, Antarctica.</b></li> <li>▪ Use maps, atlases and globes, including use of compass points and four-figure grid references, to identify <b>continents</b> and <b>countries</b> and describe the location of countries in the different <b>hemispheres.</b></li> <li>▪ The <b>equator</b> is an imaginary circle around the Earth that divides the Earth into two equal parts: <b>The Northern Hemisphere</b> and the <b>Southern Hemisphere.</b></li> <li>▪ Identify the <b>Tropics of Cancer</b> and <b>Capricorn</b> on a map and know they are lines of latitude.</li> <li>▪ The <b>Tropic of Cancer</b> is the most northern latitude and the <b>Tropic of Capricorn</b> is the most southern latitude where the sun can appear directly overhead and that the area between the two is called the <b>tropics.</b></li> <li>▪ The <b>Prime Meridian</b> runs through Greenwich in London and divides the world into <b>eastern</b> and <b>western hemispheres</b> and <b>time zones</b> are measured from GMT.</li> <li>▪ The world needs <b>time zones</b> because the earth spins on an axis.</li> <li>▪ The process of cloud formation and identify the different types of cloud.</li> <li>▪ Types of cloud indicate different weather patterns.</li> <li>▪ The earth’s land is divided into vegetation regions: <b>forest, grassland, tundra, desert</b> and <b>ice sheet</b>, and identify on maps, atlases and aerial photographs.             <ul style="list-style-type: none"> <li>▪ Each region has distinct types of plants, soil and weather patterns.</li> <li>▪ Use <b>sources</b> to identify, name and describe areas of <b>physical geography</b> in relation to <b>vegetation regions</b> and <b>meridians.</b></li> <li>▪ Generate questions about physical geography in relation to <b>vegetation regions</b> and <b>meridians.</b> E.g. Why is it changing? How does climate affect vegetation and land use?</li> <li>▪ Use sources to answer questions in relation to <b>vegetation regions.</b></li> </ul> </li> <li>▪ Relate knowledge of <b>vegetation regions</b> to <b>Biomes</b> and <b>terrestrial biomes.</b></li> <li>▪ A <b>biome</b> is a naturally occurring community of flora and wild life occupying a major habitat: <b>Aquatic, desert, forest, grassland, and tundra.</b> <ul style="list-style-type: none"> <li>▪ <b>Climate</b> determines plant growth and it influences the number and variety of other organisms in a <b>terrestrial biome: biomes</b> move as the <b>climate</b> changes. Some plants and animals can only survive in certain climates.</li> <li>▪ <b>Global warming</b> is the term used to describe the rising of the average temperature on Earth (overall climate on Earth)</li> <li>▪ <b>Climate</b> is the average measurements of temperature, wind, humidity, snow, and rain in a place over the course of years.</li> </ul> </li> </ul>

their knowledge of the United Kingdom and the wider world

- 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.

- Countries around the world have different weather and this is affected by: their location, location of large bodies of water, ocean currents, location of mountains and seasonal winds.
- Using knowledge of **vegetation regions**, describe how the **climate** and **vegetation** affects **settlement** and land use, and how trade links and distribution of natural resources are affected, e.g. know that grasslands are important for milk and dairy production.
- Name and describe different types of weather including extreme weathers and disasters: **rain, sun, cloudy, windy, snow, storms, hurricanes, blizzards, wildfires, droughts, mudslides, floods, heatwaves.**

## Linked Texts:

- Non-fiction texts
- 

## Topic specific additional resources, including people and places:

- Atlases, maps, globes.
- <https://digimapforschools.edina.ac.uk/>
- Google maps
- Google earth
- OS maps
- <https://www.bbc.co.uk/bitesize/topics/zvsfr82/articles/zjk46v4>
- <https://www.natgeokids.com/uk/>

Year 4	Term: Summer	Unit Title: Our Planet: How have humans changed the environment?
<b>NC Objectives: Geography</b>		<b>Key Knowledge, Questions, Vocabulary and Resources:</b>
<ul style="list-style-type: none"> <li>▪ Locate the world’s countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</li> <li>▪ Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time</li> <li>▪ Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom (comparison of different countries and cities around the world.)</li> <li>▪ describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle (how pollution affects the environment)</li> <li>▪ 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</li> <li>▪ Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> <li>▪ Use the 8 points of a compass, 4-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</li> <li>▪ 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.</li> </ul>		<p><b>Questions:</b></p> <ul style="list-style-type: none"> <li>▪ What do we know about our <b>planet</b>?</li> <li>▪ Where is <b>Earth</b>?</li> <li>▪ What is the <b>Earth</b> made up of?</li> <li>▪ How have humans changed the <b>environment</b>?</li> <li>▪ What is <b>global warming</b>?</li> <li>▪ What is <b>air pollution</b>?</li> <li>▪ Where does <b>pollution</b> come from?</li> <li>▪ What effect does <b>pollution</b> have on our health, plants, buildings and weather?</li> <li>▪ How much traffic is there locally?</li> <li>▪ How can I reduce air <b>pollution</b>?</li> <li>▪ What is recycling?</li> <li>▪ What is renewable and non-renewable energy?</li> </ul> <p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>▪ The world has <b>7 continents</b> and use 4 -figure grid references, the 8 points of a compass, maps, atlases, globes or digital mapping to identify them: <b>North America, South America, Africa, Europe, Asia, Australia, Antarctica.</b></li> <li>▪ Use 4 -figure grid references, the 8 points of a compass, maps, atlases, globes or digital mapping to identify counties and cities in the United Kingdom. Suggested cities: <b>London, York, Swansea, Edinburgh, Birmingham, Dublin and Glasgow.</b> Suggested counties: <b>Norfolk, Cornwall, Kent, Carmarthenshire, Cumbria, Dumfries and Galloway, and Down.</b></li> <li>▪ Use 4 -figure grid references, the 8 points of a compass, maps, atlases, globes or digital mapping to identify the world’s countries. Choose countries from the following, based on the children’s interests and heritage e.g. <b>Germany, France, Netherlands, China, Ireland, Belgium, Switzerland, Spain, Italy, Hungary, Brazil and Poland</b></li> <li>▪ Recognise key characteristics and features of <b>natural</b> and <b>human geography</b> of locations studied, including <b>hills, mountains, coastlines, rivers, harbours, rainforests, glaciers</b> etc. and <b>compare.</b></li> <li>▪ Understand and describe the effect humans have on the natural world e.g. <b>pollution, erosion, land-use, deforestation, global warming, settlements, trade links, the distribution of natural resources</b> etc.</li> <li>▪ Local fieldwork study: <ul style="list-style-type: none"> <li>▪ Make <b>comparisons</b> of Sandy using old and new maps and suggest ways that <b>human</b> and <b>physical features</b> have changed over time.</li> <li>▪ Comment on <b>similarities</b> and <b>differences</b> and suggest reasons for these changes.</li> <li>▪ Understand how to use different <b>resources</b> such as computers to support their work.</li> <li>▪ Research <b>pollution</b> rates in Sandy: soil, light, traffic and air.</li> <li>▪ Record <b>observations</b> in various ways. Identify labels, axis, and key features.</li> <li>▪ Give reasons why some areas of Sandy will produce higher/lower <b>pollution.</b></li> <li>▪ <b>Compare</b> to another local area e.g. Bedford, Milton Keynes, Biggleswade.</li> </ul> </li> </ul>

## Linked Texts:

- Non-fiction texts
- 

## Topic specific additional resources, including people and places:

- Atlases, maps, globes.
- <https://digimapforschools.edina.ac.uk/>
- Google maps
- Google earth
- OS maps
- <https://www.twinkl.co.uk/resources/keystage2-ks2/ks2-topics/ks2-the-environment>
- <https://www.bbc.co.uk/bitesize/topics/zshp34j>
- <https://breezometer.com/>
- <https://waqi.info/>
- <https://naei.beis.gov.uk/emissionsapp/>
- <https://darksitefinder.com/map/>
- <https://www.lightpollutionmap.info/>
- <https://air.plumelabs.com/en/>

Year 5	Term: Autumn	Unit Title: What contrast does central American early civilisations have with British history?
<b>NC Objectives</b>		<b>Key Knowledge, Questions, Vocabulary and Resources:</b>
<ul style="list-style-type: none"> <li>▪ Locate the world's countries using maps to focus on South America concentrating on their environmental regions, key physical and human characteristics, countries. (Location of Mayan Civilisations)</li> <li>▪ Identify the position and significance of latitude, longitude and equator, Northern and Southern Hemisphere, Tropics of Cancer and Capricorn and Prime/Greenwich Meridian and time zones.</li> <li>▪ Understand Geographical and Physical differences through the study of human and physical Geography of a region of the UK and a region in America (Central America).</li> <li>▪ Describe and understand the key aspects of: climate zones, biomes and vegetation belts, rivers, mountains.</li> <li>▪ Describe and understand key aspects of: human geography, including: types of settlement and land use, economic activity including trade links.</li> <li>▪ Use maps, atlases, globes and digital computer mapping to locate countries and describe features studied.</li> </ul>	<p><b>Questions:</b></p> <ul style="list-style-type: none"> <li>▪ What do we already know about the Mayan Civilisation and how this impacts key <b>human geographical</b> aspects?</li> <li>▪ Where did the Maya live?</li> <li>▪ Where was the Mayan civilization in <b>comparison</b> to the United Kingdom?</li> <li>▪ What countries can you name and locate in <b>Central America</b>?</li> <li>▪ What are the <b>geographical features</b> of the countries within the Mayan civilisation, including <b>mountains, rivers</b> and <b>capital city</b>?</li> <li>▪ How do <b>geographical</b> and <b>physical features</b> of countries within the Mayan civilisation (modern and Ancient) <b>compare</b> to the <b>geographical</b> and <b>physical features</b> of the United Kingdom?</li> <li>▪ How did the Mayan civilisation spread across <b>The Americas</b>?</li> <li>▪ How and why did the Mayan civilisation expand or change including reference to <b>human</b> and <b>physical features</b>?</li> <li>▪ Which <b>hemisphere</b> do the countries within the Mayan civilisation appear in and how does this impact its <b>climate</b>? How does this compare to the <b>climate</b> of the United Kingdom?</li> <li>▪ How can you describe where the countries within the Mayan civilisation is, referring to <b>latitude</b> and <b>longitude</b> and eight-point grid references, using compass specific vocabulary?</li> </ul> <p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>▪ Where to locate ancient Mayan civilisations on a world map and how the area has changed since this time.                             <ul style="list-style-type: none"> <li>▪ The Mayan civilisations continuously inhabited the lands comprising modern-day <b>Yucatan, Quintana Roo, Campeche, Tabasco, and Chiapas</b> in <b>Mexico</b> and southward through <b>Guatemala, Belize, El Salvador</b> and <b>Honduras</b> and locate on a map, atlas and digital/computer mapping.</li> <li>▪ Describe proximities and locations of Mayan ruins and cities using eight-point compass reference and <b>latitude</b> and <b>longitude</b>.</li> </ul> </li> <li>▪ The time differences between UK and Central America time zones.                             <ul style="list-style-type: none"> <li>▪ The UK uses the <b>Prime/Greenwich Meridian time zone</b> and Central America uses <b>Central Standard time</b> and <b>Eastern Standard time</b>.</li> <li>▪ Compare and work out times in Central American countries and the UK using time zones (Maths focus)</li> </ul> </li> <li>▪ The features of a river and their functions.                             <ul style="list-style-type: none"> <li>▪ Rivers can typically be divided into <b>three sections: upper course, the middle course</b> and <b>the lower course</b> and their features.</li> </ul> </li> <li>▪ The climate zone in <b>Central America</b> and <b>compare</b> with the UK <b>climate zone</b>.                             <ul style="list-style-type: none"> <li>▪ The Earth has three main <b>climate zones: tropical, temperate</b> and <b>polar</b> and their properties.</li> <li>▪ <b>Central America</b> has a <b>tropical</b> climate.</li> </ul> </li> <li>▪ <b>Similarities</b> and <b>differences</b> between <b>biomes</b> and <b>climate zones</b>.                             <ul style="list-style-type: none"> <li>▪ Both <b>biomes</b> and <b>climate zones</b> are influenced by <b>temperature</b> and <b>precipitation</b> (rainfall.)</li> <li>▪ A <b>climate zone</b> is mainly agreed by <b>temperature</b> and <b>precipitation</b>.</li> <li>▪ <b>Biomes</b> are categorised by the <b>vegetation</b> within them.</li> </ul> </li> <li>▪ Significant mountain ranges in America and label the features of a mountain.                             <ul style="list-style-type: none"> <li>▪ The three major mountain ranges in America: <b>The Rocky Mountains, The Sierra Nevada</b> and <b>The Appalachian Mountains</b> and use atlases, maps, digital mapping and aerial photographs to locate these mountain ranges.</li> <li>▪ Use geographical language, such as compass points and grid references, to explain and describe their locations.</li> </ul> </li> </ul>	

- Use eight points of the compass specific to eight-point grid references.
- Know the vocabulary: **summit, valley, peak, slope, ridge** and **base** and their meanings and identify and label these features of a mountain.
- Establish exports made from **Central America** to trade with the rest of the world (chocolate.)

## Linked Texts:

- The Chocolate Tree: A Mayan Folktale by Linda Lowery
- The Hero Twins: Against the Lords of Death (A Mayan Myth) by Dan Jolley and David Witt
- The Rain Player by David Wisniewski
- The History Detective Investigates: Mayan Civilization by Clare Hibbert

## Topic specific additional resources, including people and places:

- Non-Fiction texts
- Images Mayan ruins (including file from Mrs Day on k-drive)
- Atlases, maps, globes.
- <https://digimapforschools.edina.ac.uk/>
- Google maps
- Google earth



Year 5	Term: 2	Unit Title: Anglo Saxons and Vikings geographical links.
<b>NC Objectives</b>		<b>Key Knowledge, Questions, Vocabulary and Resources:</b>
<ul style="list-style-type: none"> <li>▪ locate the world’s countries, using maps to focus on Europe (including the location of Russia), concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</li> <li>▪ name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time</li> <li>▪ identify the position and significance of the Northern Hemisphere.</li> <li>▪ understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom</li> <li>▪ describe and understand climate zones, rivers, mountains and coasts.</li> <li>▪ describe and understand types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</li> <li>▪ Geographical skills and fieldwork - use maps, atlases, globes and digital/computer mapping to locate</li> </ul>		<p><b>Questions:</b></p> <ul style="list-style-type: none"> <li>▪ Where did the Anglo Saxons and Vikings come from?</li> <li>▪ What <b>areas</b> of Britain did the Anglo Saxons <b>settle</b> in?</li> <li>▪ What <b>areas</b> of Britain did the Vikings <b>settle</b> in?</li> <li>▪ Why did the Anglo Saxons and Vikings <b>settle</b> in these places? - <b>key geographical and topographical features (including hills, mountains, coasts and rivers.)</b></li> <li>▪ What did they do for jobs?</li> <li>▪ How did they use the land?</li> <li>▪ What <b>hemisphere</b> did they come from and <b>settle</b> in?</li> <li>▪ Who did they <b>trade</b> with?</li> <li>▪ What foods did they eat?</li> </ul> <p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>▪ Use maps, atlases and digital mapping to locate the key countries in Europe that the Anglo Saxons and Vikings travelled from to Britain. <ul style="list-style-type: none"> <li>▪ <b>Germany, The Netherlands and Denmark</b></li> <li>▪ <b>Denmark, Norway and Sweden</b></li> <li>▪ Know that these countries are part of the continent of <b>Europe</b>.</li> </ul> </li> <li>▪ Identify the key places in Britain at the time of the Anglo Saxons on maps and atlases <ul style="list-style-type: none"> <li>▪ Jutes settled mainly in <b>Kent</b></li> <li>▪ Angles settled in <b>East Anglia</b></li> <li>▪ Saxons settled in areas of <b>Wessex, Sussex, Essex and Middlesex</b>.</li> <li>▪ Know they <b>settled</b> in <b>England</b></li> </ul> </li> <li>▪ Identify the key places in the Britain at the time of the Vikings on maps and atlases <ul style="list-style-type: none"> <li>▪ Islands off the coast of <b>Scotland – Shetland, Orkney and The Hebrides</b>; north and north west coast of <b>Scotland</b>; parts of <b>Ireland</b>, including <b>Dublin; The Isle of Man</b>; areas of <b>Wales; Northumbria</b> (modern Yorkshire); <b>East Anglia; Leicester, Nottingham, Derby, Stamford and Lincoln</b>.</li> </ul> </li> <li>▪ Label the key places of <b>settlement</b> for the Anglo Saxons and Vikings on a map particularly different kingdoms – <b>Mercia, Wessex and Northumbria and Danelaw</b>.</li> <li>▪ Identify <b>Russia</b> on a map, atlas or digital mapping and know that some Vikings <b>settled</b> in areas of Russia.</li> <li>▪ The places and countries are all in the <b>Northern hemisphere</b>.</li> <li>▪ Introduce or investigate vocabulary such as <b>settlement, migration, invasion, conquest, raiding, archaeology and evidence</b>.</li> <li>▪ Identify the <b>key physical features</b> around Anglo Saxon and Viking <b>settlements</b>, including <b>rivers</b> and <b>climate zones</b>.</li> <li>▪ Understand reasons why these places were chosen to <b>settle</b> in. – <b>Food, trade, resources – wood, animals, water and minerals</b>.</li> <li>▪ The names of places in the United Kingdom which have links to the Anglo Saxons and Vikings-Bedford, Stafford, Hereford, Greenwich, Luton.</li> </ul>

countries and describe features studied.

- Some place names in Britain are made up of Viking words and help us to identify where they settled, and identify on a map, atlas or digital mapping.
  - Place names ending in –by (meaning farm or homestead (village.)) E.g. Derby and Whitby
  - Place names ending in –thorpe, -thorp, -throp or trop (meaning farm.) E.g. Scunthorpe
  - Place names ending in –toft or tofts (meaning house or land.) E.g. Lowestoft
- Some place names in Britain are made up of Saxon words and help us to identify where they settled and which tribes settled where. Identify on a map, atlas or digital mapping.
  - Place names ending in –by (meaning farm or homestead (village.)) E.g. Derby and Whitby
  - First anglo-saxon villages were often named after the Chieftain which often included ‘ing’ or ‘folk’ in then names. E.g. those living in the village of Hastings were ‘Haesta’s people’.
  - Later Anglo-Saxon villages were named after a feature in their surroundings
    - Barrow = wood
    - Bury = fortified place
    - Ford = shallow river crossing
    - Ham = village
    - Leigh/lee/ley = forest clearing
    - Ney = island
    - Port = market town

## Linked Texts:

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## Topic specific additional resources, including people and places:

- Atlases, maps, globes.
- <https://digimapforschools.edina.ac.uk/>
- Google maps
- Google earth
- OS maps
- Non-fiction texts
- The seven **kingdoms were** Northumbria, Mercia, East Anglia, Essex, Kent, Sussex, and Wessex.
- BBC link- <http://www.bbc.com/culture/story/20160309-why-does-britain-have-such-bizarre-place-names>

Year 5	Term: 2	Unit Title: Anglo Saxons and Vikings geographical links.	
<b>NC Objectives</b>		<b>Key Knowledge, Questions, Vocabulary and Resources:</b>	
<ul style="list-style-type: none"> <li>▪ locate the world's countries, using maps to focus on Europe (including the location of Russia)</li> <li>▪ North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</li> <li>▪ name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time</li> <li>▪ Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle.</li> <li>▪ Place knowledge understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom</li> <li>▪ 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</li> <li>▪ Describe and understand key aspects of physical geography:</li> <li>▪ Geographical skills and fieldwork - use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</li> </ul>		<p><b>Questions:</b></p> <ul style="list-style-type: none"> <li>▪ Where did the Anglo Saxons and Vikings come from?</li> <li>▪ What areas of Britain did the Anglo Saxons settle in?</li> <li>▪ What areas of Britain did the Vikings settle in?</li> <li>▪ Why did the Anglo Saxons and Vikings settle in these places?- key geographical key topographical features (including hills, mountains, coasts and rivers),</li> <li>▪ What did they do for jobs?</li> <li>▪ How did they use the land?</li> <li>▪ What hemisphere did they come from and settle in?</li> <li>▪ Who did they trade with?</li> <li>▪ What foods did they eat?</li> </ul>	
<p><b>Linked Texts:</b></p> <ul style="list-style-type: none"> <li>▪</li> <li>▪</li> </ul>		<p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>▪ Use maps and atlases to locate the key countries in Europe that the Anglo Saxons and Vikings travelled from to Britain.</li> <li>▪ Know that these countries are part of the continent of Europe.</li> <li>▪ Locate them on a map or in an atlas.</li> <li>▪ Identify the key places in the Britain at the time of the Anglo Saxons and Vikings and location.</li> <li>▪ Label the key places of settlement for the Anglo Saxons and Vikings on a map particularly different kingdoms – Mercia, Wessex and Northumbria and Danelaw.</li> <li>▪ Know that the places and countries are all in the northern hemisphere.</li> <li>▪ Introduce or investigate vocabulary such as settlement, migration, invasion, conquest, raiding, archaeology and evidence.</li> <li>▪ Know and identify the key physical features around Anglo Saxon and Viking settlements.</li> <li>▪ Understand reasons why these places were chosen to settle in. – Food, trade, resources – wood, animals, water and minerals.</li> <li>▪ Know the physical and natural features of the settlements – rivers, mountains, coasts.</li> <li>▪ Know the names of places in the United Kingdom which have links to the Anglo Saxons and Vikings-Bedford, Stafford, Hereford, Greenwich, Luton.</li> </ul> <p><b>Topic specific additional resources, including people and places:</b></p> <ul style="list-style-type: none"> <li>▪ Atlases, maps, globes.</li> <li>▪ The seven <b>kingdoms</b> were Northumbria, Mercia, East Anglia, Essex, Kent, Sussex, and Wessex.</li> <li>▪ BBC link- <a href="http://www.bbc.com/culture/story/20160309-why-does-britain-have-such-bizarre-place-names">http://www.bbc.com/culture/story/20160309-why-does-britain-have-such-bizarre-place-names</a></li> </ul>	

Year 6	Term: Spring	Unit Title: WW2: What were the geographical reasons for it being referred to as a world war?	
<b>NC Objectives</b>		<b>Key Knowledge, Questions, Vocabulary and Resources:</b>	
<ul style="list-style-type: none"> <li>▪ locate the world’s countries, using maps to focus on Europe (including the location of Russia) concentrating on their environmental regions, key physical and human characteristics, countries, and major cities (UK, Germany, Italy, France and Russia)</li> <li>▪ name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time</li> <li>▪ use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> <li>▪ identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)</li> <li>▪ 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</li> </ul>		<p><b>Questions:</b></p> <ul style="list-style-type: none"> <li>▪ Where is <b>Europe</b> on a map/ atlas?</li> <li>▪ Which <b>counties</b> are in <b>Europe</b>?</li> <li>▪ Have the countries in <b>Europe</b> changed since WW2? How?</li> <li>▪ Are we part of <b>Europe</b> today?</li> <li>▪ What is the <b>difference</b> between Europe and the European Union?</li> <li>▪ What countries were involved in the war?</li> <li>▪ Where are these countries located on the map?</li> <li>▪ For what <b>geographical reasons</b> were these countries involved in the war?</li> </ul>	<ul style="list-style-type: none"> <li>▪ Which countries were invaded or occupied by their enemy?</li> <li>▪ How did the <b>European</b> map change throughout the war?</li> <li>▪ Where were children evacuated from and to? What are the <b>geographical</b> differences between these places?</li> <li>▪ Where were the Allies and Axis Powers in WW2?</li> <li>▪ How was Britain used by the USA during the war?</li> <li>▪ What was the <b>difference</b> in impact between <b>bordering</b> countries and <b>non-bordering</b> countries (e.g. islands)?</li> <li>▪ Where are the locations of the main events during WW2 on a world map? (<b>Dunkirk, The Battle of Britain, The German Invasion of Russia, The bombing of Pearl Harbour, The Dambusters Raid and The Normandy Landing</b>)</li> </ul>
		<p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>▪ Which <b>significant</b> countries to WW2 are within Europe and where they are located on a world map and a map of <b>Europe</b>.                             <ul style="list-style-type: none"> <li>▪ Know which <b>sources</b> to refer to when locating countries in Europe (<b>UK, France, Germany, Italy, Russia and Poland.</b>)</li> <li>▪ Know how to use an Atlas, map, globe and digital/computer mapping to locate countries and continents.</li> <li>▪ Know how to read grid references on a map, including when referring to an index.</li> <li>▪ Know where to look and find the capital cities of the above countries.</li> <li>▪ <b>Compare</b> the position of the above countries, referring to <b>Northern and Southern hemispheres.</b></li> <li>▪ <b>Compare</b> the <b>times zones</b> of the above countries.</li> </ul> </li> <li>▪ Which of these countries played a part in the war and to what scale.</li> <li>▪ Which <b>non-European</b> countries across the world were involved in the war and where they are located (<b>North America, Africa and Japan</b> etc.)</li> <li>▪ Understand the <b>geographical</b> reasons for it being referred to as a World War.</li> <li>▪ Describe the locations of these different countries using eight-point compass references (N, S, E, W, NE, SW, SE, NW).</li> <li>▪ Describe the locations of these different countries using <b>latitude</b> and <b>longitude</b> references.</li> <li>▪ <b>Bordering</b> countries and islands and the difference this made during the war.</li> <li>▪ Which countries are in the UK and where they are located.</li> <li>▪ Give <b>geographical</b> reasons for why some locations of the UK were considered safer and used for evacuation.</li> </ul>	
<b>Linked Texts:</b>		<b>Topic specific additional resources, including people and places:</b>	
<ul style="list-style-type: none"> <li>▪ Variety of books from library</li> <li>▪ Non-fiction books linked to unit:                             <ul style="list-style-type: none"> <li>▪ The story of the second world war by Peter Crisp</li> <li>▪ See inside the second world war by Rob Lloyd Jones</li> </ul> </li> </ul>		<ul style="list-style-type: none"> <li>▪ BBC learning zone video clips</li> <li>▪ Twinkl unit of work</li> <li>▪ <a href="https://www.keystagehistory.co.uk/keystage-2/outstanding-lessons-keystage-2/life-in-britain-1930-1945/">https://www.keystagehistory.co.uk/keystage-2/outstanding-lessons-keystage-2/life-in-britain-1930-1945/</a> Subscription needed.</li> </ul>	

## GEOGRAPHY LONG TERM PLAN

- Remember World War 2: Kids who survived to tell their stories by Darinda Makanaonalani Nicholson
  - The Second World War (Usborne History of Britain by Henry Brook
  - Horrible Histories Woeful Second World War
  - Journeys: Children of the holocaust tell their stories introduced by Stephen S. Smith
- <https://www.bbc.co.uk/teach/class-clips-video/history-ks2-children-of-ww2/zm7wpg8>
  - <http://www.primaryresources.co.uk/history/history1.htm>
  - <https://www.theschoolrun.com/homework-help/world-war-2>
  - <http://primaryhomeworkhelp.co.uk/Britain.html>
  - <https://www.dkfindout.com/uk/history/world-war-ii/>
  - Atlases, maps, globes.
  - <https://digimapforschools.edina.ac.uk/>
  - Google maps
  - Google earth
  - OS maps

Year 6	Term: Summer	Unit Title: Global Trade and Economy
<b>NC Objectives</b>		<b>Key Knowledge, Questions, Vocabulary and Resources:</b>
<ul style="list-style-type: none"> <li>▪ understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America</li> <li>▪ describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</li> <li>▪ 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</li> <li>▪ use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> <li>▪ 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.</li> </ul>		<p><b>Questions:</b></p> <ul style="list-style-type: none"> <li>▪ What is <b>trading</b>?</li> <li>▪ What is the difference between <b>imports</b> and <b>exports</b>?</li> <li>▪ Why do countries need to <b>import</b> goods?</li> <li>▪ What goods are <b>exported</b> from the UK?</li> <li>▪ What goods are <b>imported</b> to the UK?</li> <li>▪ Which countries does the UK <b>export</b> goods to?</li> <li>▪ Which countries does the UK <b>import</b> goods from?</li> <li>▪ Where are these countries located on maps and atlases?</li> <li>▪ Where is <b>El Salvador</b> on a world map?</li> <li>▪ What goods are <b>exported</b> from El Salvador to the UK?</li> <li>▪ What is the <b>climate</b> and <b>landscape</b> of <b>El Salvador</b> like? How does this <b>compare</b> to the UK?</li> <li>▪ What issues do people that live in <b>El Salvador</b> face?</li> <li>▪ What does <b>fair trade</b> mean?</li> <li>▪ Which <b>products</b> are fairly traded?</li> <li>▪ Why is <b>fair trade</b> important?</li> </ul> <p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>▪ That <b>trade</b> is the <b>transportation</b> of goods between countries <b>globally</b>.</li> <li>▪ Explain the UK's <b>trade links</b> with other countries (choose from the following, based on the children's interests and heritage: US, Germany, France, Netherlands, China, Ireland, Belgium, Switzerland, Spain, Italy, Hong Kong, UAE, Japan, Singapore and Poland.)</li> <li>▪ <b>Import</b> means <b>goods</b> that are bought into the country.</li> <li>▪ <b>Export</b> means <b>goods</b> that are taken out of the country to other countries.</li> <li>▪ How to produce a <b>key</b> to show <b>import</b> and <b>export</b> links with the UK.</li> <li>▪ Use maps and digital mapping to show the UK's <b>trade links</b> with other countries.</li> <li>▪ examples of <b>goods</b> that the UK <b>imports</b> and <b>exports</b> and why.</li> <li>▪ Understand and describe that countries need to <b>import/export goods</b> due to what the country has the ability to produce, based on their <b>climate</b>, <b>biome</b> and <b>vegetation</b>.</li> <li>▪ Locate the countries on a variety of maps and atlas.</li> <li>▪ Locate <b>El Salvador</b> on a map and use eight points of a compass to describe its location in <b>comparison</b> to the UK.</li> <li>▪ Explain <b>trade links</b> between <b>El Salvador</b> and the UK.</li> <li>▪ Define <b>fair trade</b>.</li> <li>▪ Explain the importance of <b>fair trade globally</b>, the impact it has and the implications faced by various countries.</li> <li>▪ Define and explain <b>globalisation</b>.</li> </ul> <p><b>Additional Questions:</b></p> <ul style="list-style-type: none"> <li>▪ What is the <b>fair trade</b> process for a product?</li> <li>▪ How can goods be the <b>product</b> of more than one country?</li> <li>▪ What does <b>globalisation</b> mean?</li> <li>▪ What is a <b>global supply chain</b>? Give an example.</li> <li>▪ What are the positive and negative effects of multinational companies on local <b>trade</b>?</li> <li>▪ How does trade take place today?</li> <li>▪ What are the <b>similarities</b> and <b>differences</b> between trading today and different periods in history?</li> <li>▪ Which <b>global</b> issues have recently impacted this? (Brexit and Covid-19 pandemic)</li> <li>▪ How did trade take place in Tudor and Victorian times?</li> <li>▪ What trade does <b>Bedfordshire</b> offer and how does this impact the <b>global economy</b>?</li> <li>▪ How has <b>trade</b> changed over time in <b>Bedfordshire</b>?</li> <li>▪ How has <b>infrastructure</b> changed the way <b>Bedfordshire</b> trades goods?</li> </ul>

- Define and explain the **global supply chain**.
- Explain how **trading** has changed through history giving examples in historical contexts.
- Through research, explore what **trade Bedfordshire** contributes to the **economy** and what products are farmed.
- Record and present research, linked to English LTP.

## Linked Texts:

- Variety of books from library
- 'Fair Trade (Explore!)' by Jill Powell (explains the history of fair trade and explores some of the products available.)
- Juliana's Bananas: Where Do Your Bananas Come From? (Is That Fair)' by Ruth Walton (combines narrative and information texts to tell the process of shipping bananas to the UK)

## Topic specific additional resources, including people and places:

- BBC learning zone video clips
- Twinkl unit of work
- <https://www.oxfam.org.uk/education/resources/explore-fairtrade/>
- <https://schools.fairtrade.org.uk/>
- Atlases, maps, globes.
- <https://digimapforschools.edina.ac.uk/>
- Google maps
- Google earth
- OS maps