

GEOGRAPHY

Burton Road Primary School

		KS1	Lower KS2	Upper KS2
<p>Save our world</p> <p>Aim – To interpret a range of sources of geographical information including maps, diagrams, globes, aerial photos and geographical information systems.</p> <p>Active World</p> <p>Geographical Aim – describe and understand key aspects physical geography</p>	<p>Locational Knowledge</p>	<p>a. Name the four countries of the UK</p> <p>b. Name some of the large towns and cities in the UK, including the capitals</p> <p>a. Identify characteristics of the four countries of the UK and its surrounding areas</p> <p>c. Name the continents and oceans of the world</p> <p>c. Place the UK on a world map</p> <p>d. Understand that they live in a town</p> <p>Save our world/Food:</p> <p>a. To be able to recall where foods studied have come from.</p> <p>b. To be able to identify some of these places on a map.</p> <p>Battles and invasions/castles and kings</p> <p>a. to locate on a local map-Wentworth</p> <p>b. To look at an aerial image of Wentworth castle and to consider its features</p>	<p>b. Name and locate different natural features across the UK, e.g. hills, forests, coasts, rivers, explaining how some of these have changed over time</p> <p>b. Name and locate some of the counties of the UK</p> <p>c. Name a number of countries in the Northern Hemisphere</p> <p>d. Describe the significance of lines of latitude and longitude</p> <p>e. Name and locate some of the larger countries of Europe and know some of their distinguishing features</p> <p>a. Locate and name some of the main islands that surround the UK</p> <p>a/e. Know the difference between the British Isles, Great Britain and UK</p> <p>Know the countries that make up the European Union</p> <p>b. Name up to six cities in the UK and locate them on a map</p> <p>b. Name the areas of origin of the main ethnic groups in the UK and in their school</p> <p>b. Name the major rivers of the UK and describe the impact on the human and physical geography of the places they are found</p> <p>e. Name and locate the capital cities of neighbouring European countries</p> <p>f. Plan a journey to a place in the UK</p> <p>f. Plot a route on a map or a globe, identifying countries or significant landmarks that are passed through</p> <p>g. Name and locate some of the countries of Europe and North and South America</p> <p>Save our world/rainforests</p> <p>a. To be able to locate some of the words rainforests on a map</p>	<p>e. Locate and name the main countries in Europe on a map and atlas</p> <p>f. Plan a journey to a place in another part of the world, taking account of distance and time</p> <p>g. Locate the USA and Canada on a world map and atlas</p> <p>g. Locate and name the main countries in South America on a world map and atlas</p> <p>i. Name and locate many of the world's major rivers on maps</p> <p>i. Name and locate many of the world's most famous mountain regions on maps</p> <p>i. Name and locate some of the major deserts in the world</p> <p>d. Explain how the time zones work</p> <p>d. Locate the Equator, the Arctic Circle and Tropics of Cancer and Capricorn and explain their significance</p> <p>Save our world/ going global:</p> <p>a. To locate Bangladesh on a world map</p>

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			b. To look at aerial maps of a rainforest and discuss the features type to a rainforest	
	Place Knowledge	<p>a. Express own views about places and environments</p> <p>b. Identify similarities and differences between the local environment and one other place</p> <p>c. Consider simple geographical questions, e.g. what is it like to live in this place?</p> <p>a. Express own views and preferences about a place or environment and give detailed reasons</p> <p>c. Explain what facilities a town or village might need, and look at their own town's facilities</p> <p>b. Compare and describe an area of the UK to a place outside Europe using geographical words</p> <p>c. Explain how the jobs people do may be different in different parts of the world</p> <p>Save our world/Food:</p> <p>a. Consider what it might be like to live in that country where the food has come from</p> <p>Empire strikes back/ British Empire</p> <p>a. To use a world map to identify other countries which were part of the British Empire.</p>	<p>b/c. Describe and compare different features of human and physical geography of several places using an increasing vocabulary of geographical words</p> <p>d. Carry out research to discover features of cities and villages</p>	<p>b/c. Describe and compare different features of human and physical geography of several places using an increasing vocabulary of geographical words</p> <p>Save our world/ going global:</p> <p>a. To look at farming in Bangladesh and other areas comparing it in farming in the UK</p>
	Human & Physical Geography	<p>a. Describe in simple terms how wind or water has affected the geography of an area, e.g. a river</p> <p>c. Name the four seasons and describe typical weather conditions for each</p> <p>e. Use simple geographical vocabulary to describe features or location, e.g. hill, local, a road, coastline, woods</p> <p>f. Keep a weather chart and answer questions about the weather</p> <p>a. Consider geographical questions, e.g. where is this place? What is it like? How has it changed?</p> <p>b. Describe the similarities of location of hot areas of the world, and of cold areas of the world</p> <p>d. Recognise how places have become the way they are e.g. large shopping areas</p>	<p>a. Use correct geographical words to describe a place and the things that happen there</p> <p>a. Use technical and geological vocabulary to describe physical processes</p> <p>a. Ask and answer geographical questions, e.g. where is this location? What do you think about it? Why?</p> <p>d. Provide an explanation for features in relation to location, e.g. the reason shops out of town are bigger</p> <p>g. Identify and explain different views of people including themselves, e.g. views of different sections of community when developing a holiday resort or new housing estate</p> <p>h. Describe how volcanoes are created</p>	<p>a. Ask questions describing change, e.g. what is this landscape like? What is changing it? Should this change be halted?</p> <p>g. Identify and explain different views of people, including themselves</p> <p>j. Explain why many cities of the world are situated by rivers and why this makes it an attractive location</p> <p>j. Explain how a location fits into its wider geographical location with reference to human and economical features</p> <p>d. Give an extended description of the human features of different places around the world</p>

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		<p>e. Describe a locality in terms of its physical and human features</p> <p>Save our world/Food:</p> <ol style="list-style-type: none"> Consider the physical characteristics of a particular country Consider the climate of a particular country studied <p>Active World:</p> <ol style="list-style-type: none"> To locate the continents on a world map Look at weather patterns throughout the seasons To locate and name the world's oceans To locate the poles 	<p>h. Describe how earthquakes happen</p> <p>i. Identify how people both damage and improve the environment</p> <p>c/f. Sequence and explain features of a physical weather process, such as the water cycle</p> <ol style="list-style-type: none"> Ask questions describing change, e.g. what is this landscape like? What might it be like in the future? Describe how physical processes have changed the characteristics of a landscape, country or continent and how it can affect the lives and activities of the people living there Describe and explain how the climate of a country or continent is linked to the distribution of natural resources and tourism Compare and contrast how areas of the world have capitalised on their physical and human features Describe how physical activity has impacted and changed the physical and human characteristics of a place in the world Explain how people try to look after their environment Explain why people are attracted to living in towns and cities Explain why people may choose to live in a village rather than a city <p>Save our world/Rainforests</p> <ol style="list-style-type: none"> To look at aerial maps of a rainforest and discuss the features type to a rainforest Study aerial maps to look at trends in deforestation To understand what deforestation is and what impact it has on the environment and habitats. To discuss the pros and cons of deforestation using multiple sources and considering the reliability. <p>Active world/ volcanoes and earthquakes</p>	<p>j. Describe how some places are similar and others are different in relation to their physical features</p> <p>Save our world/ going global:</p> <ol style="list-style-type: none"> To look at the characteristics of Bangladesh and why it might be prone to flooding To look at how the climate is changing- consider its effect on both humans and the environment Consider what can be done to help with climate change <p>Active Planet: Mountains and rivers</p> <ol style="list-style-type: none"> Learn about how a river is formed and the features of a river Follow the journey of a river through the use of maps and atlases To draw a sketch of a river and the journey that it takes labelling key features Understand the nature of a river- that it flows downwards from high ground to sea. Understand that a river has the power to erode and shape the landscape over time. To begin to learn geographical vocab associated with rivers <ol style="list-style-type: none"> Consider the importance of rivers and why people live near them To locate, using an atlas, the highest peaks in each of the 7 continents To identify which mountain range they belong to and which country the ranges are in. To consider the achievements of great mountaineers such as Sir Edmund Hillary
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			<ul style="list-style-type: none"> a. To understand how a volcano/ earthquake occurs b. To locate the ring of fire and other hotspots where volcanoes and earthquakes are formed c. To understand the formation of a volcano d. To name and locate some of the most well known volcanoes eg: Krakatoa, Mount Vesuvius, Mount Etna e. To understand the effect of living near a volcano- pros and cons f. To understand how people adapt to living near volcano and earth quake hot spots 	<ul style="list-style-type: none"> d. To consider what it would be like to live in the mountains and the pros and cons of this
	<p>Geographical Skills & Fieldwork</p>	<ul style="list-style-type: none"> a. Answer simple questions regarding straightforward geographical patterns, e.g. what are the busiest times at the park? c. Observe, record and collect data, e.g. identify buildings on a street or number of trees d. Use simple field sketches e. Use a camera on a field excursion f. Use maps and pictures to find out about different places g. Recognise simple human and physical features on an aerial photograph or simple map h. Explore maps of the local area a/c. Suggest a question to answer to find out a feature of the local physical or human environment b. Observe and record in different ways, e.g. sketches, diagrams, ICT, charts g. Draw a map from an aerial photograph of an area h. Use simple symbols and a key in drawing own map i. Use compass directions (N, S, E, W) to describe locations j. Use information texts and the web to gather information about the world's human and physical geography 	<ul style="list-style-type: none"> a/c. Collect and record evidence, e.g. construct a questionnaire, take a field sketch c. Observe, measure and record the human features in the local area responding to simple geographical questions d/h. Draw and use more detailed field sketches and diagrams, using symbols and a key f/g. Analyse evidence and draw conclusions e.g. make comparisons between locations using photos, pictures, temperatures, population h. Draw maps more accurately and begin to use a standard key h. Use maps and atlases appropriately by using contents and indexes h. Understand and use 4 figure grid references i. Describe route and direction using 8 compass points, i.e. N, S, E, W, NW, NE, SW, SE i. Use eight points of a compass to describe the location of a country or geographical feature a/b/c. Accurately measure and collect information, e.g. rainfall, temperature, wind speed, noise levels etc., and present it appropriately a/c/f. Collect and analyse data from primary and secondary sources, identifying and analysing patterns and suggesting reasons for them 	<ul style="list-style-type: none"> a/c. Design and use questionnaires to obtain views of community on subject a/c. Conduct a land use survey a/c/f. Collect and analyse data from primary and secondary sources, identifying and analysing patterns and suggesting reasons for them a/f. Analyse evidence and draw conclusions, e.g. compare historical maps of varying scales, temperature of various locations and its effect on people d. Draw in scale with accuracy h. Plan a route using an Ordnance Survey map i. Describe route, direction and location, linking 8 points of compass to degrees on compass a. Look for patterns in own and others' data, and explain possible reasons behind them b. Communicate in ways appropriate to task and audience, e.g. use email to exchange information and data about locality with another school, persuasive writing, presenting information on map overlays to show levels of information d. Draw field sketches showing understanding of pattern and change f/g. Use maps, aerial photos, plans and web resources to describe what a locality might be like

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		<p>k. Suggest ways of improving the local environment</p> <p>l. Describe how a physical or human process has changed an aspect of the local environment</p>	<p>b. Collect and record evidence, e.g. show questionnaire results in simple chart or colour coded maps which demonstrate patterns</p> <p>b. Communicate in ways appropriate to task and audience</p> <p>f. Analyse secondary evidence and draw conclusions, e.g. make comparisons between locations using photos, pictures and maps</p> <p>f. Suggest which secondary source to use for a task, and locate the information needed</p> <p>h. Understand and use 6 figure grid references</p> <p>h. Draw an accurate map using a more complex key</p> <p>h. Use contents and index pages to find the position of a location including its coordinates</p> <p>h. Locate and name geographical features on an Ordnance Survey map</p> <p>Save our world/ Rainforests:</p> <p>a. Look at average rainfall and temperature in the rainforest</p> <p>c. Investigate the types of animals and plants that live within the rainforest</p>	<p>f/h. Locate information and places with speed and accuracy using a key to make deductions about landscape, industry and features</p> <p>h. Use Ordnance Survey maps to answer questions about landscape and features</p>
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