



Sandhill Primary School

Geography Curriculum



Cycle A (2023/24)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	Autumn Time Explore our school environment	School Environments Respect and care for our school environment	Winter Time Predicting Weather Chinese New Year Understand that some people live in other countries.	Spring Time Positional Language Games	Minibeasts Respect and care for all living things. Routes and Locations	Summer Holidays Different countries in the world Familiar Routes
Reception	Autumn Changing Seasons	Our Community 'Special' places in and around our community.	Winter Changing Seasons Transport Recognise some similarities and differences between life in this country and life in other countries.	Spring Changing Seasons Environments	Environments Create own environments using play maps and small world equipment.	Summer Changing Seasons Maps Identifying simple features on local maps; drawing own simple map
Year 1			Four Countries of the UK Capital Cities and Surrounding Seas	Continents and Oceans	Weather (linked to Science) Reporting and Seasonal Changes Poles, Equators and Climate	
Year 2			Four Countries of the UK Capital Cities and Surrounding Seas	Continents and Oceans	Weather (linked to Science) Reporting and Seasonal Changes Poles, Equators and Climate	
Year 3			Trade and Distribution Chocolate (linked to Mayans)	Cities of the UK	Settlements	Changes Within Cities (linked to Romans)
Year 4			Trade and Distribution Chocolate (linked to Mayans)	Cities of the UK	Settlements	Changes Within Cities (linked to Romans)
Year 5	Countries and Cities of Europe (linked to WWII)		Comparison: UK, Europe, South America and North America		Local Area Study: Coal Mining	Countries of the World (linked to British Empire)
Year 6	Countries and Cities of Europe (linked to WWII)		Comparison: UK, Europe, South America and North America		Local Area Study: Coal Mining	Countries of the World (linked to British Empire)

Cycle B (2024/25)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	Autumn Time Explore our school environment	School Environments Respect and care for our school environment	Winter Time Predicting Weather Chinese New Year Understand that some people live in other countries.	Spring Time Positional Language Games	Minibeasts Respect and care for all living things. Routes and Locations	Summer Holidays Different countries in the world Familiar Routes
Reception	Autumn Changing Seasons	Our Community 'Special' places in and around our community.	Winter Changing Seasons Transport Recognise some similarities and differences between life in this country and life in other countries.	Spring Changing Seasons Environments	Environments Create own environments using play maps and small world equipment.	Summer Changing Seasons Maps Identifying simple features on local maps; drawing own simple map
Year 1			Handa's Surprise Comparing Life in Kenya and Barnsley (focus on Human and Physical Features)	Maps Introduction to Constructing Maps – Known Places Locational and Directional Language – Simple Compass Directions		
Year 2			Handa's Surprise Comparing Life in Kenya and Barnsley (focus on Human and Physical Features)	Maps Introduction to Constructing Maps – Known Places Locational and Directional Language – Simple Compass Directions		
Year 3			Mountains, Volcanoes and Earthquakes	Rivers	Water Cycles	
Year 4			Mountains, Volcanoes and Earthquakes	Rivers	Water Cycles	
Year 5		Climate Latitude, longitude, equator, poles and time zones	Climate Latitude, longitude, equator, poles and time zones	Rainforests Biomes and vegetation		
Year 6		Climate Latitude, longitude, equator, poles and time zones	Climate Latitude, longitude, equator, poles and time zones	Rainforests Biomes and vegetation		

	EYFS	KS1	LKS2	UKS2
National Curriculum Objectives		<p>Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.</p> <p>Pupils should be taught to:</p>	<p>Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.</p> <p>Pupils should be taught to:</p>	<p>Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.</p> <p>Pupils should be taught to:</p>
		<p>Locational knowledge</p> <ul style="list-style-type: none"> name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. name and locate the world's seven continents and five oceans. <p>Place knowledge</p> <ul style="list-style-type: none"> 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 	<p>Locational knowledge</p> <ul style="list-style-type: none"> locate the world's countries, using maps to focus on Europe locate the world's countries, concentrating on their environmental regions, key physical and human characteristics, 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 identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle 	<p>Locational knowledge</p> <ul style="list-style-type: none"> locate the world's countries, using maps to focus on Europe (including the location of Russia) and North America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities locate the world's countries, using maps to focus on South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities 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 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) understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, and a region within South America and a European country.

		<p>Human and physical geography</p> <ul style="list-style-type: none"> • 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 • Identify the North and South Poles • use basic geographical vocabulary to refer to: <ul style="list-style-type: none"> -key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather -key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop 	<p>Human and physical geography</p> <p>describe and understand key aspects of:</p> <ul style="list-style-type: none"> • physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle • human geography, including: types of settlement and land use, economic activity including trade links. 	<p>Human and physical geography</p> <p>describe and understand key aspects of:</p> <ul style="list-style-type: none"> • physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes. • human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals.
		<p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> • 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 • Use locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map • use simple fieldwork and observational skills to study the geography of their school and its grounds • 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 • use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key 	<p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> • use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied • 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 • use fieldwork to observe, measure, record and present the physical features in the local area using a range of methods, including graphs and digital technologies, sketch maps and plans. 	<p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> • use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied • 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 • 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.

	EYFS	KS1	LKS2	UKS2
Vocabulary	<p>Town, weather, hot, cold, soil, here, there, near, far</p> <p>Seasons, world, village, countryside, farm, factory, house, hill, sea, beach, shop hill, map</p> <p>Country, differences</p>	<p>Map, atlas, globe, photographs, landmarks, near, far, left, right, forwards, backwards</p> <p>Seasons, autumn, summer, spring, winter, weather, rain, sunny, windy, snow, hot, cold, clouds, storm</p> <p>polar, arctic, desert</p> <p>England, Ireland, Scotland, Wales, United Kingdom, London, Cardiff, Edinburgh, Belfast, capital city</p> <p>English Channel, North Sea, Irish Sea,</p> <p>Symbols, keys, compass, north, south, east, west</p> <p>Beach, cliff, coast, forest, hill, mountain, sea, ocean, river, port, harbour, shop, soil, valley, vegetation (trees, plants), city, town, village, factory, farm, house, office</p> <p>Physical geography, human geography</p> <p>Climate, hot, cold, equator, North Pole, South Pole</p> <p>Continents, North America, South America, Europe, Asia, Africa, Oceania, Antarctica</p> <p>Arctic Ocean, Atlantic Ocean, Pacific, Indian, Southern</p>	<p>Settlement, human characteristics, physical characteristics</p> <p>Europe, France, Germany, Spain, Portugal, Belgium, Netherlands, Italy.</p> <p>Glasgow, Birmingham, Manchester, Leeds, Bristol, human and physical landmarks, features, characteristics</p> <p>Mountains, volcanoes, highest, active, ash, ashfall, crater, dormant, eruption, extinct, igneous, volcanic, rock, lava, magma, Ring of Fire, vent, altitude, foothills, highlands, hillside, peaks, ridges, slopes, terrain, mountainous, steep, incline, valley, summit, mountain range, landscape, earthquakes, tectonic plates, plate boundaries</p> <p>Rivers, bank, basin, bed, canal, current, confluence, delta, downstream, erosion, estuary, floodplain, meander, mouth, silt, source, stream, tidal, tributary</p> <p>Similarities, differences, land use, changes, rural, urban, agriculture, forestry, green belt, coastal, industry, retail, settlements, river crossing</p> <p>Economic activity, trade, trade links, distribution, natural resources, energy, food</p> <p>Street View, contour lines, oblique, Ariel, view</p> <p>tropical, temperate, humid, climate, urban, rural, county</p> <p>Environmental regions, climate zones, biomes, vegetation belt, desert, monsoons, rainforest, temperate, tropical, Tropic of Cancer, Tropic of Capricorn, Arctic Circle, Antarctic Circle, anemometer, barometer, Beaufort scale, climate, climate zone, climate graph, water cycle, condensation, precipitation, evaporation, water vapour, run off, drought, flood, rainfall, heatwave, polar, rain gauge, storm, thermometer, weather forecast, weather station, wind direction, wind speed, wind vane, thunderstorm</p> <p>Interpret, thematic maps, cardinal points, north-east, south-east, south-west, north-west, scale, scale plan</p>	<p>Ordnance survey, Greenwich, time zones, meridian, grid reference, symbol, key, economic, region, distribution, trade links, Northern hemisphere, Southern hemisphere, longitude, latitude, time zones</p> <p>Europe, Scandinavia, Russia, principal cities, capital cities</p> <p>North America, Central America, Caribbean, South America</p> <p>Local area, distribution, natural resources</p> <p>Sketch map, scale bar, style of map, purpose</p> <p>Rainforests, Amazon, forest floor, emergent layer, canopy, understory, tropical, equator, sustainable, deforestation, Tropics, climate, Fairtrade</p> <p>6-figure grid references, field data</p>

	EYFS	KS1	LKS2	UKS2
Place and Locational Knowledge	<p><u>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</u> Differences in weather, landscape, buildings. Choose countries from popular stories / picture books.</p> <p>weather, hot, cold, wet, dry</p>	<p><u>Name and locate the world's seven continents and five oceans</u> Arctic Ocean, Atlantic Ocean, Pacific, Indian, Southern</p> <p><u>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom.</u> England – Cities, towns, farmland, coasts, seaside towns Northern Ireland – Giant's Causeway, coast Scotland – Mountains and lakes Wales – Mountains, farmland, coast, rain</p> <p>London – Buckingham Palace, Thames Belfast – Belfast City Hall, Docks Edinburgh – Edinburgh Castle, coast Cardiff – Docks, Football stadium</p> <p>Also look at types of buildings and roads.</p> <p><u>Name and locate the surrounding seas of the United Kingdom.</u> English Channel, North Sea, Irish Sea, Atlantic Ocean</p> <p><u>Identify North and South Poles and Equator.</u></p>	<p><u>Name and locate cities of the UK and the human and physical characteristics</u></p> <p>London, Cardiff, Edinburgh, Belfast, Dublin. Glasgow, Birmingham, Manchester, Leeds and Bristol – see below for human and physical features</p> <p><u>Name and locate cities of the United Kingdom and land use patterns, understanding how some of these aspects have changed over time.</u> London, Lincoln and York,. Focus on land use during Roman times, post industrial revolution and now.</p> <p>Urban, agriculture, tourism, rural, population, forestry, protected land, industry, commercial, entertainment, residential.</p> <p><u>Locate the characteristics of a range of the world's most significant human features – in London, Dublin, Cardiff, Edinburgh, Belfast, Glasgow, Birmingham, Manchester</u> London – Physical – mainly flat, Thames. London – Human – key tourist attractions (Buckingham Palace, Houses of Parliament, London Eye, Shard, Gherkin), high rise buildings (new, lack of space), historical buildings. Cardiff – Physical – coast, sea, relatively flat, hills on outskirts. Cardiff – Human – docks, BBC studios, castles, Mermaid Quay Edinburgh – Physical – hills, extinct volcanoes, coast. Edinburgh – Human – Castle, Scottish Parliament, docks. Belfast – Physical – River Lagan, River Farset, mud flats, Black Mountain Belfast – Human – Industry (ship building), docks.</p> <p><u>Identify the position and significance of the Tropics of Cancer and Capricorn, the Arctic and the Antarctic Circle.</u> Effects on climate in those areas of the world.</p> <p>Tropic of Cancer and Capricorn, hemisphere, Northern hemisphere, Southern hemisphere, climate zones, climate Environmental regions, biomes, vegetation belt, desert, monsoons, rainforest, temperate, tropical, Arctic Circle, Antarctic Circle, anemometer, barometer, Beaufort scale, climate graph, water cycle, condensation, precipitation, evaporation, water vapour, run off, drought, flood, rainfall, heatwave, polar, rain gauge, storm, thermometer, weather forecast, weather station, wind direction, wind speed, wind vane, thunderstorm</p> <p><u>Locate a range of the world's most significant human and physical features:</u> Highest mountains (Everest, K2 and the Himalayas; Aconcagua: Highest Mountain in South America; Mount Kilimanjaro in Africa; Mount Blanc in Europe.</p> <p>Famous volcanoes in the world: Vesuvius, Etna, Krakatoa, Mount Fuji, Popocatépetl.</p> <p>Ring of Fire</p>	<p><u>Locate the main countries in Europe (all of those involved in WWII, including the Scandinavian countries and Russia) and name principal (capital) cities.</u></p> <p><u>Locate the world's countries, using maps to focus on North America. Locate and name the principal (capital) cities of North America, concentrate on their environmental regions, and key physical and human characteristics.</u> Physical – coasts, deserts, mountains, volcanoes, climate, rivers. Human – Main cities, industry, tourism, trade links.</p> <p><u>Locate the world's countries, using maps to focus on South America. Locate and name the principal cities of South America, concentrate on their environmental regions, and key physical and human characteristics.</u> Physical – climate, coasts, deserts, mountains, volcanoes, climate, rivers, rainforests, ecosystems Human – Main cities, favelas, trade links, settlements.</p> <p><u>Locate and name the main counties in the UK and their identifying human and physical characteristics</u> Focus on key tourist features (human and physical) and similarities and differences. Link to WWII Evacuees Yorkshire – Moors, coast, Dales Cumbria – Mountains and lakes Bukinghamshire / Greater London</p> <p>Look at what infrastructure is needed to cope with large numbers of tourists (types of shops, hotels, caravan parks, restaurants, car parks).</p> <p>Compare coastlines for Yorkshire and cumbria. Compare size of mountains / hills in Yorkshire and Cumbria.</p> <p><u>Name andf Locate areas of similar environmental regions, either desert, rainforest or temperate regions (habitats link).</u></p> <p>tropical, temperate, humid, climate, Brazil for tropical, India for monsoon tropical, Australia for dessert, Spain and UK for temperate</p> <p><u>Identify the position and significance of latitude/longitude and the Greenwich Meridian and time zones.</u> Northern hemisphere, Southern hemisphere, longitude, latitude, time zones, Greenwich Meridian, position, location</p> <p><u>Identify and locate largest deserts in the world.</u> Antarctic Arctic Sahara Great Australian Arabian Gobi</p>

	EYFS	KS1	LKS2	UKS2
Similarities and Differences	<p><u>Recognise some similarities and differences between life in this country and life in other countries.</u> Use stories to compare life in different countries in the books that are contrasting to ours.</p> <p>School, play, games, work.</p> <p><u>Recognise some environments that are different to the one in which they live.</u> Coast, mountains, desert, towns, villages.</p>	<p><u>Understand and study the difference between human and physical geography with a study of a contrasting location Great Houghton / Barnsley and a non-European country (Kenya).</u> Physical – mountains, rivers, coasts, beach, cliff, forest, hill, mountain, sea, ocean, river. Human – farms, cities, towns, villages, roads, shops, factories.</p> <p>When contrasting places, look at climate and key physical and human features, as well as how the area is used by the people who live and visit it.</p> <p>Kenya: coast, mountains, plateaus, Maasai Mara Plains, climate, animals, capital city. England: coast, hills, mountains, capital city, climate, animals.</p>	<p><u>Compare a range of the world’s most significant human and physical features with ones found in the UK</u></p> <p>Physical features of volcanoes and mountains: how they are formed, mountains, volcanoes, highest, active, ash, ashfall, crater, dormant, eruption, extinct, igneous, volcanic, rock, lava, magma, Ring of Fire, vent, altitude, foothills, highlands, hillside, peaks, ridges, slopes, terrain, mountainous, steep, incline, valley, summit, mountain range, landscape, earthquakes, tectonic plates, plate boundaries</p> <p>Human features of volcanoes and mountains: farming, fertile, tourism, monitoring</p> <p><u>and compare with UK.</u></p> <p>Highest mountains in the UK: Scotland – Ben Nevis Wales – Snowdon England – Scafell Pike Northern Ireland - Slieve Donard</p> <p><u>Compare the world’s countries, concentrating on their environmental regions, key physical and human characteristics: areas of similar environmental regions: rivers</u> Focus on Amazon River: Physical Features: Upper course: source, trickle, stream, v-shaped valleys, waterfalls, confluences, erosion. Middle course: meanders, oxbow lakes, deposition, erosion, beach. Lower course: delta, estuary, floodplains, deltas, tidal, sandflats.</p> <p>Human Features: Farming, settlements, land use, bridges, economic activity, trade, distribution of resources, reservoirs, dams, flood prevention, canals, tourism.</p> <p><u>Locate land use patterns and understand how some of these aspects have changed over time.</u> From Stone Age to Iron Age to now and Mayans land use.</p> <p>Similarities, differences, land use, changes, rural, urban, agriculture, forestry, green belt, coastal, industry, retail, settlements, river crossing, farming, settlements</p>	<p><u>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 – Spain</u> Physical - climate, mountains, coast, rivers. Human – employment, settlements, tourism, building types and why (esp. housing), industry, trade links, land use, population. <u>Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom</u> <u>And a region within South America.</u> Physical – climate, coasts, deserts, mountains, volcanoes, climate, rivers, rainforests Human – Main cities, industry, tourism, trade links, land use, settlements, population.</p> <p><u>Compare the world’s countries, concentrating on their environmental regions, key physical and human characteristics: areas of similar environmental regions: rainforest</u> Amazon Rainforest: Physical Features: Trees – tall, dense, Forest Floor, Shrub layer, Understory, Canopy, Emergents, Humidity, Rainfall, Climate, Biodiversity, natural resources</p> <p>Human Features: Tribes, Deforestation, Beef farming and industry, Medicines, Trade</p> <p><u>Locate land use patterns and understand how some of these aspects have changed over time – Great Houghton / Barnsley.</u> Farming to mining to commercial use, including growth in residential areas. Local area, distribution, natural resources</p>

Human and Physical Geography

	EYFS	KS1	LKS2	UKS2
	<p><u>Begin to understand the need to respect and care for the natural environment and all living things.</u> Rubbish, walking to school.</p> <p><u>Understand the effect of changing seasons on the natural world around them.</u> Seasons, hot, cold, grow, babies, young, spring, summer, autumn, winter, falling leaves, blossom.</p> <p><u>Understand that some places are special to members of their community.</u> School, church, sports, playground, park.</p>	<p>Use basic geographical vocabulary to refer to:</p> <p>Physical Geography Forest, hill, mountain, soil, valley, vegetation (trees, plants), city, town, village, factory, farm, house, office beach, cliff, coast, sea, ocean, river, soil, valley, vegetation, season and weather</p> <p><u>Identify seasonal and daily weather patterns in the United Kingdom.</u> Seasons, autumn, summer, spring, winter, weather, rain, sunny, windy, snow, hot, cold, clouds, storm</p> <p><u>Identify the location of hot and cold areas of the world. Understand why countries are hot and cold in the world in relation to the Equator and the North and South Poles</u> Climate, Equator, North Pole, South Pole</p> <p>Human Geography city, town, village, factory, farm, house, office, port, harbour and shop</p> <p>Understand the difference between human and physical geography. Natural, manmade, human feature, physical feature (see other vocab above).</p>	<p>Physical Geography including Volcanoes, mountains and earthquakes, looking at plate tectonics and the ring of fire. See above for more details.</p> <p>Physical Geography - including the water cycle, climate zones, biomes and vegetation belts. See vocabulary above. Water cycle, evaporation, precipitation, condensation.</p> <p>Human Geography - types of settlements and land use in Early Britain linked to History. Why did early people choose to settle there? Also link to Mayans Explain why settlements grow where they do (access to water, river crossings, on a hill for protection). Explain what land use was like during the periods of history studied and why.</p> <p>Human Geography - Economic activity, trade links, distribution of natural resources, energy, food linked to chocolate topic. Fairtrade, natural resources, distribution, trade.</p> <p>Human Geography - Types of settlements and land use (in modern Britain: villages, towns, cities). Know and understand the difference between villages, towns cities and be able to explain them: A hamlet is a very small settlement with just a group of houses. A village is also small but may have houses, a primary school, a few shops, a Post Office and a village hall. A town is larger than a village, with lots of houses, primary and secondary schools, as well as sometimes having a railway station and shopping centre. A city is the largest type of settlement, containing lots of buildings and lots of people. They usually have hospitals, sports facilities, universities, shops, offices, many houses and a cathedral. Understand how land use is different in modern cities to Roman cities.</p> <p>Human Geography - Economic activity, trade links, distribution of natural resources, energy, food linked to climate zones. Advantages and disadvantages of different climate zones related to what you can grow and what needs to be imported: Brazil for tropical, India for monsoon tropical, Australia for desert, Spain and UK for temperate</p> <p>Physical geography – rivers, climate zones and vegetation belts (linked to rainforests). Rivers - Rivers, bank, basin, bed, canal, current, confluence, delta, downstream, erosion, estuary, floodplain, meander, mouth, silt, source, stream, tidal, tributary</p> <p>Rainforests - Rainforests, Amazon, forest floor, emergent layer, canopy, understory, tropical, equator, sustainable, Tropics, climate,</p> <p>Human Geography - Types of settlements and land use related to rainforests and rivers.</p>	<p>Human Geography - Economic activity, trade links, distribution of natural resources, energy, food linked to local area and Saxons. Distribution of coal fields in the UK, linked to Great Houghton / Barnsley and why it grew as village / town. What trade links Barnsley used to have and what it has now (industry past and present). How money is brought into Barnsley now (commercial, entertainment).</p> <p>Human Geography - Economic activity, trade links, distribution of natural resources, energy, food linked to rainforests and rivers. Importance of rivers as trade links. See above.</p> <p>Human Geography - distribution of natural resources Fairtrade, resources from the rainforests for medical use. Wood and its uses.</p>

			<p>Rivers Recap from Y3 the importance of rivers and water to settlements. How humans use rivers (water, transport, farming, tourism, leisure). Reservoirs, dams, canals. Key settlements by the Amazon (Santarém and Macapá) and tribal settlements.</p> <p>Rainforests Tribal settlements, farming, deforestation, distribution of resources.</p>	
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	EYFS	KS1	LKS2	UKS2
Map Skills	<p><u>Draw information from a simple map.</u></p> <ul style="list-style-type: none"> - Provide play maps and small world equipment for children to create their own environments. - Look at a map of the playground. What parts do they recognise? <p>Map, above</p>	<p><u>Use world maps, atlases and globes to identify the United Kingdom and its countries.</u> Map, United Kingdom, England, Northern Ireland, Wales, Scotland.</p> <p><u>Use world maps, atlases and globes to identify the capital cities of the UK, the seas around it, and the oceans and Continents of the world.</u></p> <p>Map, atlas, sea, ocean, continent, capital city, globe</p> <p><u>Use aerial photographs and plan perspectives to recognise landmarks and basic Human and physical features; devise a simple map, using and constructing basic symbols in a key</u> See learning objectives and info above on features of the countries of the UK.</p> <p>Aerial photographs, landmarks, symbols, key</p> <p><u>Use simple compass directions (North, South, East and West) to describe the location of features and routes on a map</u> Compass, directions, magnetic pole, north, south, east, west, directions</p> <p><u>Use locational and Directional language [for example, near and far; left and right], to describe the location of features and routes on a map</u> Directions, near, far, left, right, forwards, backwards</p>	<p><u>Use maps, atlases, globes and digital/computer mapping to locate countries and</u> <u>Describe features studied:</u></p> <ul style="list-style-type: none"> - Use digital maps to identify where they live on a map. - Use digital maps, including Google Street View and maps, to explore the physical and human features of UK cities, mountains and volcanoes, including photo features. - Use digital maps, including Google Street View and maps, to explain what places are like at a local scale. - Use digital maps (Digimaps) to explore patterns in physical features – volcanoes. - Compare oblique and aerial views. - Use atlases to locate countries – Europe. - Use historical maps to compare and identify changes (see landuse changes above). - Use thematic maps in atlases to interpret climate information – annual rainfall, monthly average temperatures, rainy seasons. <p><u>Use the eight points of a compass, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</u></p> <ul style="list-style-type: none"> - Recognise that contour lines show height and steepness. - Begin to look at routes on maps of sites (on a school trip, for eg) - Use the eight cardinal points to describe location of counties in relation to each other. - Explain what places are like at a local scale digital maps and atlases. - Begin to understand scale (create a scale plan of a Roman villa). - As a group, follow a route on a map (map of a museum or other place visited on a trip). <p>Use OS maps to identify human and physical features of different counties.</p>	<p><u>Use maps, atlases, globes and digital/computer mapping to locate countries and</u> <u>Describe features studied</u></p> <ul style="list-style-type: none"> - Use atlases to calculate distances between places using scale bars (local area, North America) - Use atlases to identify key physical and human features of a country (North America – see learning objectives above for further details.) - Compare and contrast different types of maps (including scale) and discuss what we use them for. - Use digital maps (Digimaps) to identify changes in land use. - Use globes to identify the location of places using longitude and latitude. - Work confidently with a wide range of maps to identify places, and physical and human features (rivers, rainforests, South American countries) – see learning objectives above for more detail. - Relate different maps to each other. <p><u>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</u></p> <ul style="list-style-type: none"> - Use OS symbols and key, contour lines etc to describe what a place is like (local area). - Create a sketch map including symbols and a key (link to local area). - Use OS maps to calculate distances between places using scale bars. - Use four figure grid references to identify places on OS maps (local area). - With support, follow a route on an OS map (local area) - Independently follow a route on a map of a site (trip to NCM Museum for eg) - Use 6 figure grid references (linked to a local river). - Use all the features of an OS map to build their knowledge (local river). - Draw measured plans from field data (local river). - Independently follow a route on an OS map
Field Work		<p><u>Use simple fieldwork and observational skills to study the geography of the key human and physical features of the school's surrounding environment.</u></p> <ul style="list-style-type: none"> - Draw a freehand map of the playground, identifying human and physical features (eg trees for physical, courts, adventure playground for human features). - Compare and contrast areas (link to comparative study of Wombwell and Cleethorpes). - Use fieldwork techniques such as mapping and graphing to explore a local area environmental issues (traffic outside school or litter). - Take digital photos and use for comparing and contrasting (eg – photographs of Cleethorpes and photographs of Wombwell: what is the same and what is different?) - Collect simple data using questionnaires 	<p><u>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.</u></p> <ul style="list-style-type: none"> - Use standard measurement devices to measure weather (thermometers, anemometers, barimeter). - Collect, analyse and present quantitative data in charts and graphs (relate to climate – eg collect rainfall data for a week and plot on a bar chart or present in a table). - Make models and annotated drawings (linked to volcanoes and mountains). 	<p><u>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.</u></p> <ul style="list-style-type: none"> - Investigate local buildings, land use, facilities etc in the local area. - Economic activities – investigate local shops: how far do people travel to them and why? - Draw freehand maps of routes, reflecting learning and vocab. - Create soundscapes through sound recordings (different parts of Wombwell). - Take and annotate digital photos with labels and captions linked to learning. - Design and use a questionnaire to collect qualitative data. - Collect, analyse and present quantitative data in charts and graphs. - Design and conduct fieldwork interviews.

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				<ul style="list-style-type: none"> - Investigate the primary, secondary and tertiary businesses in the local area. - Explore the physical and human geography of an unfamiliar area (local river). - Visit a local river to investigate physical features (River Porter in Sheffield see above for features). - Make annotated drawing and field sketches to record observations linked to learning. - Take and annotate digital photos with labels and captions linked to learning. - Create soundscapes through sound recordings (different parts / features of the river). - Use standard field sampling techniques appropriately (taking water samples from a stream, measuring rate of flow on both sides of a meander).