Geography: Whole School Curriculum Map

Geography Intent Statement

At Scott Wilkie, we believe that it is important for pupils to have a curiosity and fascination about the world and its people. We want our children to be world class global citizens, who have a deep understanding of their local environment as well as the diverse surroundings in the wider world. We aspire to educate our children to be aware of the environmental issues that face our world and how they have a part to play in protecting it.

Through Geography, our children have opportunities to become explorers, enquirers, environmentalists and global citizens. Our children begin to think like geographers through interpreting a range of sources such as maps, atlases, globes and photographs. Pupils develop knowledge about Earth's key physical and human processes. They also learn how to collect and analyse data on the exciting field trips in which they participate – to beaches, towns, rural villages and airports – to name just a few! Our children are taught to communicate geographical information in a variety of ways, including through hand drawn maps, numerical and quantitative skills and writing at length.

Non negotiables for geography at Scott Wilkie. Each unit of work should provide opportunities to:

- **Cold Task:** to identify what children already know, understand and can do and any misconceptions
- **Explicitly teach the vocabulary identified for each topic which can be found on the vocabulary vault grids below each topic on the maps**
- Raise questions and engage in the decision making process about the key questions the class choose to address
- Sort, order, classify, group, compare & contrast information/data
- Access the geographical context through drama/educational visit/maps and images/fieldwork/engaging with visitors to the school
- Reflect upon or responses to practical experience capturing key learning outcomes
- Develop mapping skills within the context of the topic
- Make comparisons between places and/or over time.
- Relate the experiences people in other places in the world to their own experiences.
- Identify the climate/physical/human features of places.
- Explain the impact of the weather/climate/terrain upon the people that live there
- Use knowledge organisers to help children retrieve, retain and commit new learning to their long term memory
- Reflect upon, research as appropriate and answer the key questions raised at the outset of the learning journey.
- **Hot Task:** There is an opportunity to communicate the outcomes/learning from a topic. Apply writing skills in the context of geography i.e. recounts, diary accounts, letters, newspaper articles, descriptions etc

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Geography Overview – Scott Wilkie Primary School - Planning support available at: https://www.rgs.org/schools/

	Autumn	Spring	Summer
EYFS	Development matters framework objectives are in Termly planning. K&UotW Here is context based on their focus text		
Nursery	Magical me, myself and my family & settling in Food and Celebrations (festivals, cultural celebrations - light and dark)	Houses and homes All creatures, great and small	Roots and shoots / In the garden Superheroes
Reception	Different families around the world Exploring our environment	Kings, Queens, Princes and Princesses Fabulous Forests	Life on the Farm Space and New Frontiers
Year 1	My school & where I live Possible visits: *Walks around the local area, the park, City Farm, Prince Regent Station*		The weather & seasonal changes / Where will we send Barnaby bear on holiday? Possible visits: City Airport
Year 2			One world - Pushing boundaries (travelling land & sea) Possible visits: Epping Forest, Queen Elizabeth's Park, East Village
Year 3		Mountains and Our changing planet / Natural disasters Possible visits: The Thames Barrier	
Year 4	London and Terling - Is the quality of life better in villages or cities?		Rivers, lakes, seas & oceans / What happens to plastic bags? (Polluting our planet)

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	Compare and contrast localities within the UK and Europe- Bologna / Italy / Mediterranean Possible visits: Central London, *Link up to a school in a village E.g. Terling Essex*		Possible visits: *River Thames (Thames Barrier Park) Bow Creek ecology Park / River Roding in Manor Park*
Year 5		Brazil and the Amazon Rainforest	
Year 6	The Changing Docks & their links with the rest of the world Possible visits: *Museum of Docklands, A Crossrail Station, The Docks*		

Geography skills progression at Scott Wilkie

	Location Knowledge	Place Knowledge	Human and Physical Geography	Geographical fieldwork skills	Mapping Skills *(Italics refer to Digital Map making skills)*
EYFS	Can you explore your school environment? What can you see out of the window? *Talk about the locality, the school grounds, walk* around and explore the local area During dedicated talk time, listen to what children say about places they visit/know.	Collect holiday photographs & postcards showing places that children have visited - Share information about places you've been to, giving children time to ask questions or make comments.	Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. Recognise some environments that are different from the one in which they live. Understand the effect of changing	Provide opportunities for children to note and record the weather Look for children incorporating their understanding of the seasons and weather in their play.	• Draw information from a simple map. Relate to the school/local area using simple maps/aerial images • Display aerial photographs & maps (including oblique views) of the area. Identify the school, other landmarks inc Keir Hardie Recreation Ground places of worship, roads and railway inc stations, children's' homes • Explore aerial images of the local area, place images of familiar buildings in place. Draw maps showing simple/familiar routes and

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	Go on short walks beyond the school environment & look at pictures of contrasting environments	Teach children about places in the world that contrast with locations they know well – use images, video clips & shared texts	seasons on the natural world around them. Recognise some similarities and differences between life in this country and life in other countries.		imaginary places. Make maps for/of small world scenarios.
Year 1	Name and locate local town and city.	Observe and describe the human and physical geography of a small, local area of the United Kingdom (Custom House)	Identify seasonal/daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the equator and the North and South poles. Use basic Geographical vocabulary to refer to physical features of their school and its grounds and of the surrounding environment.	Use maps, atlases and globes to identify their locality and other key features e.g. land/sea/capital cities. Use locational and directional language (eg, near and far, left and right), Describe the location of features and routes on maps. Use photographs to recognise landmarks and basic human and physical features; devise simple picture maps. Use simple fieldwork and observational skills to study the geography of their school and its grounds.	Find information on aerial photographs. Follow a route on a map. Recognise simple features on maps such as buildings, roads and fields. . Begin explaining why places are where they are. Say which direction is N,S,E,W i Know which direction N is on an Ordnance survey map. Draw a simple map including a journey route Find a given Ordnance Survey symbol on a map with support. Begin to realise why maps need a key. Draw objects to scale (for example, on table or tray using squared paper 1:1 first, then 1:2 and so on). *Yr 1 : Find a given place on the map E.g. Custom House using a name search* *Zoom in and out of a map.* *Yr 2: Find places using a postcode or name search.* *Add simple information to maps for example, labels and markers.*
Year 2	Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. Name	Understand geographical similarities and differences through studying the human and	Use basic Geographical vocabulary to refer to key physical features (inc – beach, cliff, coast, forest, hill,	Use world maps, atlases and globes to identify the United Kingdom and its countries. Use simple compass directions (North, East, South and West), to describe the location of features and routes on a map. Use	

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	and locate the world's seven continents and five oceans.	physical geography of a small area of the United Kingdom, and comparing countries within the UK.	mountain, sea, ocean, river, soil, valley, vegetation, season, weather) and human features (inc city, town, village, factory, farm, house, office, port, harbour, shop)	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. Use fieldwork and observational skills to study the key human and physical features of the schools surrounding areas. Use locational, directional and positional language.	*Draw around simple shapes and explain what they are on the map for example, houses.* *Use the measuring tool with support to show distance for example, my house to school, to the shops.* *Draw a simple route.* *Add an image to a map.*
Lower Key Stage 2	Name and locate countries and cities of the UK, geographical regions and their identifying human and physical characteristics, key topographical features (in hills, mountains, coasts and rivers) and land-use patterns; and understand how some of these aspects have changed over time. Locate the world's countries, using maps to focus on Europe (inc the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries and other major cities.	Understand geographical similarities and differences through studying the human and physical geography of two contrasting regions within the UK.	Describe and understand key aspects of : Physical geography including Volcanoes and earthquakes and plate tectonics Describe and understand key aspects of: Physical geography including key topographical features (inc hills, mountains, coasts, rivers) and land patterns; and understand how some of these aspects have changed over time.	Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. Use the eight points of a compass, fourfigure 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 and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies	Use atlases, maps and globes. Use maps at more than one scale. Locate photos of features on maps. Give maps a title to show their purpose. - Locating volcanoes/Mountains Recognise that contours show height and slope. Give direction instructions up to 8 cardinal points. Use 4-figure coordinates to locate features. Know that 6 figure Grid References can help you find a place more accurately than 4- figure coordinates. Make a map of small area with features in correct places. E.g. Mountain ranges, areas of volcanic activity, earthquake zones Use plan views Give maps a key with standard symbols. Use the scale bar to estimate distance. *Use the zoom function to explore places at different scales.* *Add a range of annotation labels and text to help me explain features and places.*

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	Locate volcanic regions on a map Identify the position and significance of Equator, N. and S. Hemisphere, Tropics of Cancer and Capricorn. Compare 2 different regions in UK rural/urban. Locate and name the main counties and cities in England.				*Highlight an area on a map and measure it using the Area Measurement Tool.* *Usse grid references in the search function*
Upper Key Stage 2	Locate the main countries in Europe and North or South America. Locate and name principal cities. Name and locate the key topographical features including coast, features of erosion, hills, mountains and rivers. Understand how these features have changed over time. Locate rainforests on a map. Identify the position and significance of latitude/longitude and the Greenwich Meridian.	Compare a region in UK with a region in Europe and a region in N. or S. America with significant differences and similarities.	Describe and understand key aspects of: Physical geography, including: climate zones, biomes and vegetation belts (link to work on Rainforest) Types of settlements in modern Britain: villages, towns, cities.	Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied. Use the eight points of a compass, fourfigure and sixfigure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom in the past and present. Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.	Relate maps to each other and to vertical aerial photographs. Use index and contents page of atlas. Follow a route on 1:50 000 Ordnance Survey map. Use 4 and 6- figure coordinates to locate features. Give directions and instructions to 8 cardinal points. Align a map with a route. Use latitude and longitude in an atlas or globe. Make sketch maps of an area using symbols and key. Make a plan for with a scale. Design maps from descriptions. Draw scale plans. Use agreed and Ordnance Survey symbols. Use standard 1:50.000 symbols and atlas symbols. *Use a range of viewpoints up to satellite.* *Use a scale bar on all maps.*

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	Linking with science, time zones, night and day On a world map locate the main countries in Europe. Identify their main environmental regions, key physical and human characteristics, and major cities. Linking with local History, map how land use has changed in local area over time.			Extend to 6 figure grid references with teaching of latitude and longitude in depth. Expand map skills to include non-UK countries.	*Describe height and slope using maps, fieldwork and photographs.* *Read and compare map scales.* *Find 6-figure grid references and check using the Grid Ref tool.* *Use maps to research factual information about locations and features* *Use linear and area measuring tools accurately.*

Geography units - Ensure the identified skills above are taught through these units:

The above skill will be taught through the following units:

Year group: **EYFS**	Topic Title Understanding the World (People and Communities, The World, Technology)
Knowledge and Understanding – Children must know and understand:	**Skills – Children must be able to:**
• use basic geographical vocabulary to refer to key human features, including: city, house, flat, allotment, park, farm, road, path, train (track), airport, school, office, and shop • use basic geographical vocabulary to refer to key natural features, including: tree, grass, hill, rivers, woods, forest • Understanding of their own home, the school and their local area	• use simple observational skills to recognise similarities and differences in different environments and locations • to use directional and positional language such as close, far away, forwards and backwards etc. • begin to make marks to represent different things in their environment, such as house, park, trees, school etc.
Contextual info / possible activities:	

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Teaching ideas *(Non-statutory)*

- *Familiarise with playground, classroom, building (e.g. journey to the hall)*
- *Look at simple maps and symbols. (school map)*
- *Make their own maps – playground, classroom, school building (e.g. journey to the hall)*
- *Going on a bear hunt story to show different locations and environments*
- *Beebots using directional vocabulary to move around.*
- *Devise a simple map to show their journey to school.*
- *Collect information about local leisure centres/libraries/parks/places of interest.*
- *Identify local landmarks & buildings.*
- *Identify differences in where children live (houses, flats, different towns etc)*
- *Identify differences in where the families of the children come from in the world*
- *Use appropriate geographical vocabulary.*
- *Begin to relate the physical environment to a plan.*
- *Begin to use positional language.*
- *Visit the local area to compare and contrast with their own area*

Year group: 1	Topic Title My school & where I live
Knowledge and Understanding – Children must know and understand:	Skills – Children must be able to:
• use basic geographical vocabulary to refer to key human features, including: city, house, flat, allotment, park, farm, road, path, train (track), airport, school, office, and shop	• use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right] to identify a point/direction in relation to themselves. • 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. • devise/create/use a simple map for the classroom/school? • use aerial photos to find key landmarks of the local area?

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Contextual info / possible activities:

Teaching ideas *(Non-statutory)*

- *Familiarise with looking at objects from above – chair, jug, teddy… can the children identify these objects from an aerial view? Beginning to understand the concept of aerial views. (Teacher to use visualiser to model drawing objects from bird's eye views)*
- *Familiarise with playground, classroom, building (e.g. journey to the hall)*
- *Look at simple maps and symbols. (school map)*
- *Make their own maps – playground, classroom, school building (e.g. journey to the hall)*
- *Treasure hunt – make a map, follow a map, use geographical vocabulary from skills to give/follow directions – could use this idea to make a class display.*
- *Beebot using directional vocabulary to move around large maps made by the children.*
- *Devise a simple map to show their journey to school.*
- *Depict key features on a map, using agreed symbols.*
- *Collect information about local leisure centres/libraries/parks/places of interest.*
- *Identify local landmarks & buildings and link them to symbols on a map through practical experience - local walks with maps*
- *Experience N, E, S, W in various ways – use the playground compass, compass on maps.*

Work confidently with: Large scale street maps and aerial photographs, games with maps.

Have experience: using a map on a local walk, use a range of different maps for example, tourist brochure, paper maps, storybook maps, digimaps.

Introduce: simple grids, basic digital mapping tools, zoom function of digital maps. compass points N.S, E W through games in the playground

Context: focus on the local scale— home, school, neighbourhood, everyday lives (their own and others), work in the school grounds; global scale – world maps, globes and through story.

Suggested Digimap for Schools Activities (* Ks1-2)

Where do I live?

How can we get to the library safely?

What's the quickest way to school?

Where do I go in a week?

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city	park	office	bus stop	public	passenger
school	farm	airport	field	transport	pedestrian
house	shop	train	station	train track	Travel
flat	road	path	pavement	zebra crossing	building

Year group: 1	Topic Title: The weather & seasonal changes / Where in the world will we send Barnaby bear on holiday?
Knowledge and Understanding – Children must know and understand:	Skills – Children must be able to:
• identify the four countries making up the United Kingdom • identify seasonal and daily weather patterns in the United Kingdom • know location of hot and cold areas of the world in relation to the Equator and the North and South Poles • 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 (Choose a country that is relevant to your current cohort E.g. Ghana, Nigeria) • 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	• use world maps, atlases and globes to identify the United Kingdom and its countries • use aerial photos to find key landmarks in the localities being studied • use simple fieldwork and observational skills to study the weather and its impact upon the local environment (throughout the year) • use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right] to identify a point/direction in relation to themselves.
Contextual info / possible activities:	
Teaching ideas *(Non-statutory)* • *Use fiction & non-fiction books as sources of information*	

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- *Use world maps, atlases & globes to identify & locate, the UK, its countries & London*
- *Locate the North & South Poles, the Arctic & Antarctic on a world map and a globe.*
- *Use aerial photographs to recognise landmarks & basic human & physical features.*
- *Use photographs to develop geographical vocabulary.*
- *Ask simple geographical questions – Where is it? What is it like?*
- *Teach names of different types of weather and their symbols.*
- *Know the four seasons for the UK.*
- *Teach an understanding of seasonal weather patterns in our immediate environment. Use simple fieldwork & observational skills to identify daily weather patterns in the UK.*
- *Use simple framework & observational skills to identify similarities & differences between places in the UK , weathers in different parts of the country, the UK and other countries*
- *What are the similarities and differences of holiday destinations compared with Canning Town.*
- *Use a range of sorting, grouping and classifying activities games to sort places/environments by climate/physical features etc*
- *Sort/identify items of clothing and other objects suited to hot, cold and wet conditions.*
- *Encourage pupils to ask/initiate/widen the scope of geographical questioning & to offer their own ideas.*
- *Which parts of the UK might Barnaby Bear want to visit? (postcards)*
- *Which non European country would Barnaby want to visit?*
- *Barnaby visits the North/South Pole*
- *What might Barnaby pack for his different journeys? Why? (sunhats, wellies , suncream, wooly hats)*
- *Plot Barnaby's journeys on a map.*

Mapping Activities: See also skills progression for guidance:

Work confidently with: aerial photographs, games with maps and globes.

Have experience: of a range of different maps for example, tourist brochure, paper maps, storybook maps digital maps at different scales and globes and atlases.

Introduce: simple grids, four cardinal points, basic digital mapping tools, zoom function of digital maps

Context: focus on the local scale— home, school, neighbourhood, everyday lives (their own and others), work in the school grounds; global scale – world maps, globes and through story.

Suggested Digimap for Schools Activities (* Ks1-2)

My Dream Island* (Hot task - send Barnaby Bear to a dream Island - design and plan a route)

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Spring March April May	Summer June July August	Autumn September October November	Winter December January February	Suitable (clothing)	temperature
buds	sun	harvest	rain	ice	travel
blossom	warmth	leaves	snow	cold	compare
grow	holiday	fall bare	hailstones	blizzard	destination

Year group: 2	Topic Title… One world - Pushing boundaries (travelling land & sea)

Knowledge and Understanding – Children must know and understand:	Skills – Children must be able to:
• name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas (consolidate from year 1) • name and locate the world's seven continents and five oceans • 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 • key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop • find where they live on a map of the UK	• 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 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/create/use a simple map of a contrasting locality (to their local area) and construct basic symbols in a key?
Contextual info / possible activities:	
Teaching ideas *(Non-statutory)*	

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- *Study map of UK , locate and name four countries (have done this in year 1)* ***capital cities and major seas.*** *Class quizzes to test knowledge of countries, capital cities and surrounding seas of UK*
- *Name and remember the seven continents & five oceans*
- *Explore globes, world maps and atlases to show our place in the world - locate other continents and oceans on a globe and atlas*
- *Class display showing the continents we are from.*
- *Plan routes from where we live now in Custom House to where our family members/ ancestors may be from. How would we travel to Bangladesh? Ghana? etc Consider & discuss different means of transport – which forms of transport can be used for travel over land, water and in the air?*
- *Create mini passports that show the journeys we could take to get to each continent and create factifiles for a chosen country in each continent - identify key physical human features for chosen locations.*
- *Compare maps of Custom House and a contrasting locality (must be a place that childre****n can visit*** *e.g. Epping Forest/Queen Elizabeth Park/East Village).*
- *Map their own journeys to the chosen locality*
- *Go on mapped journey*
- *Understand how geographical features can change throughout a journey.*
- *Put symbols on maps of Custom House & a contrasting locality.*
- *Learn, use and understand vocabulary relevant to physical and human features of both localities.*
- *Compare what life would be like living in both localities*
- *Write diary accounts of life in a contrasting locality (e.g. Epping Forest/Queen Elizabeth Park/East Village).*
- *Design leaflets/posters persuading people to visit chosen locality.*
- *Create a Booking.com or tripadvisor page for chosen locality.*
- *Go on a local tour using as may forms of transport as possible. Identify journey on a map, DLR, Bus , Cable car, tube*

England	Northern Ireland	Wales	Scotland	North
country	continent	Capital city	boundary	South
globe	map	coastline	border	East

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beach	cliff	coast	forest	West
hill	mountain	ocean	sea	Compass point
river	soil	vegetation	travel	equator
landscape	season	weather	transport	atlas

Year group: 3	Topic Title: Our Changing Planet: Mountains, Volcanoes and Earthquakes
Knowledge and Understanding – Children must know and understand:	Skills – Children must be able to:
• understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region in a European country • describe and understand key aspects of physical geography, including: climate zones, rivers, mountains, volcanoes and earthquakes, and the water cycle • locate the regions of the world that are most prone to earthquakes on a map/in an atlas? • locate and name some of the world's most well-known volcanoes	• use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied • locate information on maps and in atlases by using contents, glossary and indexes? • use the eight points of a compass, symbols and key to build their knowledge of the United Kingdom and the wider world
Contextual info / possible activities:	Progression in mapping:

Teaching ideas *(Non-statutory)*

Part 1 Mountains

- *Name & locate countries of the UK (consolidate from Key Stage 1 , Locate physical characteristics in the UK, including mountains –*
- *Where are the mountains in the UK? (atlases, digimap, ordnance survey maps) Locate and name the major mountain ranges & the tallest mountains in the UK.*
- *Locate on a world map the tallest six mountains in Europe;*

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- *Create factfiles on mountains - Top Trumps cards.*
- *Learn how contour lines on an OS map show us the formation of mountains & hills.*
- *Learn how different types of mountain & mountain chain are formed & find examples.*

Part 2 Natural Disasters

- Name and locate the world's seven continents and five oceans. (consolidate from Key Stage 1)
- *Learn how volcanoes are formed & locate volcanoes on maps.*
- *Investigate the impact of volcanic eruptions/earthquakes on life at both the local & global level.*
- *Investigate and plan out on a world map the locations where earthquakes/volcanic eruptions commonly occur. What are the similarities/differences?*
- *Investigate the eruption at Pompeii, it's impact at the time and its legacy. Could 'Pompeii' happen again?*
- *In what ways have human beings tried to 'control' their environment in order to reduce the impact of 'natural disasters? E.g. earthquake proof building designs measuring volcanic activity to predict eruptions etc*

earthquake	tectonic plate	fault	aftershock	richter scale	imminent
volcano	eruption	lavae	magnitude	restore	unforeseen
active/inactive	natural	mantle	tremor/tremble	volatile	catastrophic
hurricane	disaster	crust	amplitude	terrain	volatile
tornado	flood	core	fold	phenomenal	destroy

Year group: 4	Topic Title: London Vs Terling - Comparing village life with City Life. Where would you rather live and why?
Knowledge and Understanding – Children must know and understand:	Skills – Children must be able to:

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• know the difference between the British Isles, Great Britain and UK • 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 • understand geographical similarities and differences through the study of human and physical geography of a city in the the United Kingdom (London) and a region village in the United Kingdom. (Essex or KEnt Village that can be visited) • understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom (London) and a region in a European country (Choose a European city to compare to London relevant to class E.g. Vilnius - Lithuania) • describe and understand key aspects of human geography, including: types of settlement and land use	• use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied • find the same place on a globe and in an atlas • use the eight points of a compass, four -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 • plot a journey on a map (journey around London), atlas or globe and compare this with plotting a journey digitally/using a computer • 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.
Contextual info / possible activities:	Progression in mapping:

Part 1 - Explore and immerse children in Central London

- *Compare aerial photos, OS maps of London and digital maps. Locate London Landmarks on both.*
- *Open top bus tour of London or self planned walking tour of London to see all of the main landmarks using maps and journey routes planned by children Research landmarks prior to tour using books and websites . Produce an audio guide commentary for next year's year 4.(Use maps, compass points and grid references at different scales to plan a route.)*
- *Explore non fiction books about London - see topic box.*
- *Make own maps of routes around London, create own symbols and keys*
- *Visit London Landmarks, Big Ben, House of Parliament, St Pauls, Buckingham Palace, Shard, vist Leicester Square to see restaurants, theatres, cinemas, Oxford Street for shops etc ***Tower of London day*

Part 2 - Village Life

- *Visit a village location further afield e.g. Terling) & sketch / take photographs of physical features e.g. , coastline, vegetation… to use for comparison later. Look at human features eg small post office, church, harbour, cafe, antique shops*
- *Prepare a chart to make a comparison between the two places re features identifying similarities & differences.*
- *Make a comparison – using maps to illustrate the difference in human and physical feature between central london and & a village location.*

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- *Use maps to make up a guided tour for each area taking in key features. Compare 'experiences'*
- *Collect leaflets re tourist information/attractions in each location. Use to make an annotated poster about each area*

Part 3 - European city.

- *Locate on a map, globe and research a European city using websites, books, make comparisons. What's the same whats different between London, village and European city? (triple venn diagram)*
- *Plan a route to get to European destination from both London and village (How would the transport routes differ, where would you fly from? How would you get to airport?*
- *Pull learning together - Would you rather live in a village or a city? Why?*

Devise creative hot task to showcase and link learning across three parts.

Is London the greatest place on earth?

LGFL Resources: The London plan, mapzone, OS Maps.

urban	physical	forest	woodland	agriculture	trade
rural	human	river	hills	fields	industry
city	feature	landscape	vegetation	transport	population
village	natural	terrain	wild	facilities	residential

Year group: 4	Topic Title… **National Geographical society unit of work available** Rivers, lakes, seas & oceans / What happens to plastic bags? (Polluting our planet)
Knowledge and Understanding – Children must know and understand:	Skills – Children must be able to:

Geography: Whole School Curriculum Map

• identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle and the Prime/Greenwich Meridian • name and locate some well-known European countries • name a number of countries in the Northern Hemisphere • Name & locate some of the UK's major rivers • Name & locate some of the UK's key topographical features including rivers and coastlines • Describe and understand key aspects of physical geography, including: biomes and the water cycle	• use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied • use the eight points of a compass, four-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.
Contextual info / possible activities:	Progression in mapping:

Part 1 - Rivers

- *See National Geographical Society Unit for resources and ideas*
- *Identify the parts of a river: mouth, tributary, source, bank, meander, bend, stream, floodplain, upper course, middle course, lower course*
- *Identify the top six major world rivers and four major rivers in Europe and locate on atlases and maps.*

Project: The River Thames

- *Learn about the journey of the River Thames from its source to mouth.*
- *Learn the meaning of geographical vocabulary related to the river system.*
- *Study maps & aerial photographs to identify the different phases of the course of the river.*
- *Compare and contrast a range of maps showing the river at different scales*
- *Draw and label own map of River Thames, label using correct vocabulary*
- *Use a key, four or six – grid references & compass points to locate features of the river & settlements on maps.*
- *Comparisons of flooding in UK with flooding in other areas of the world and/or drought and the effects both have on humans.*

Geography: Whole School Curriculum Map

- ***Visit to The Thames Barrier - London Flood Defence***
- *Investigate the river as transport, food industry, settlement.*
- *Fieldwork - Investigate the 'cleanliness' ofThe river Thames. Record and interpret data. How has pollution/cleaning up impacted upon living creatures in the Thames.?What is the impact of plastic/man made materials upon the life/health of river/sa dwelling creatures? (persuasive writing opportunity - clean up our river! No more plastic!) Analyse the data collected from river/stream & use a variety of ways to communicate their findings.*

Part 2 - The Water Cycle

- *Teach children how to use a rain gauge and record rain levels over the half term. (Linked to Water Cycle - Observational Diary)*
- *Story of a raindrop.*
- *Demonstrate the process of the water cycle using the water cycle simulator – pupils predict what will happen, define key vocabulary and record their observations.*

bend	source	mouth	tributary	riverbank	erosion
Upper/middle/lower course	Sea	tide	Flood plain	Level	identify
riverbed	meander	stream	Bridges	Fertile	Deposit
Thames	miles	Coast	transportation	pollution	connect
dock	depth	mountain	current	flood	defence

Year 4 - Europe – The Mediterranean - Comparing England to Italy	
Knowledge	Skills

Geography: Whole School Curriculum Map

• Understand geographical similarities and differences through the study of human and physical geography of the United Kingdom and a European Country • locate the world's countries using maps to focus on Europe, concentrating on environmental regions, key physical and human characteristics, countries, and major cities. • Name and locate the key topographical features including coast, features of erosion, hills, mountains and rivers. • Identify what GMT means, Explain why we have time zones • Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers and mountains, seas, coasts, and the impact of physical on human geography. • Describe and understand Key aspects of Human geography: settlement, land use, economic activity, population, life expectancy and the impact of human on physical geography	• use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied • use the eight points of a compass, 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
Suggested activities:	

See Royal Geographical Society Unit on The Mediteranean as a resource - saved on cloud

Use Gapminder at https://www.gapminder.org to compare and contrast the lives/experiences of citizens of Italy with other people around the world

Lesson 1: What's on the map? Bird's eye view on the UK (adapted from RGS)

Lesson 2: Bird's eye view on Europe (plan available)

Lesson 3: Is Europe a proper continent? Is the Mediterranean a proper sea? (plan available)

Lesson 4: What's so special about the Mediterranean? (plan available)

Lesson 5: Zoom in on Italy: A country of Cities and Regions (plan available)

Lesson 6 – Compare Italy to England – similarities and differences (adapt)

Potential Geography Day: Comparing a day in my life to that of a child in Bologna

Zoom in on Bologna and the Bolognese – A City of Education and a City of Food. Everyday Life in Bologna. Compare Bologna to London. (adapt)

Geography: Whole School Curriculum Map

continent	nation	tourism	climate	European Union
region	economy	Principal city	topography	Latitude
location	culture	connections	location	Longitude
destination	population	contiguous	orientation	scale

Year group: 5	**Brazil and the Amazon Rainforest – The Brazil Project**
Knowledge and Understanding – Children must know and understand:	Skills – Children must be able to:
Compare the geography of Brazil to that of the UK. Study the human and physical features of Brazil before placing Brazil in the wider context of the world and South America. Investigate the many differences between urban and rural Brazil and case study the lives of people living within Rio de Janeiro ● 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 ● locate the world's countries using maps to focus on South America, concentrating on environmental regions, key physical and human characteristics, countries, and major cities ● Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers and mountains, seas, coasts, and the impact of physical on human geography. ● Human geography: settlement, land use, economic activity and the impact of human on physical geography ● Explain why we have time zones. Locate countries with more than one time zone	● use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied ● use the eight points of a compass, 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

Geography: Whole School Curriculum Map

Teaching ideas *(Non-statutory)*
See Royal Geographical Society Unit on Brazil as a resource - saved on cloud • *Use Gapminder at https://www.gapminder.org to compare and contrast the lives/experiences of citizens of Brazil with other people around the world*

human feature	location	rainforest	terrain	economy	temperate
physical feature	border	deforestation	Mountainous	political	Climate zones
Amazon	habitat	ecosystem	endangered	canopy	indigenous / native
urban	rural	vegetation belts	major river	diverse	sustainable
basin	tributary	meander	estuary	source	mouth
continent	tourism	topography	culture	region	global

Year group: 6	Topic Title…The Changing Docks & links with the rest of the world
Knowledge and Understanding	Skills – Children must be able to:

Geography: Whole School Curriculum Map

• 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) Explain how time zones work • describe and understand key aspects of human geography, including: economic activity including trade links, and the distribution of natural resources including food and mineral • Explain how the docklands has changed over time in terms of human Geography • Explain the impact that the Docklands has had on the local community in the past and at the present time.. • Study the Local Docklands and explain how they have changed over time. • Compare the lives of locals today to the lives of those living during world war 2.	• use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied • use the eight points of a compass, 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. • Use maps and research the local area to plot land use • Confidently explain scale and use maps with a range of scales
Contextual info / possible activities:	Progression in mapping:

Teaching ideas *(Non-statutory)*

- *Investigate the local area in terms of the people that live here and patterns of immigration – relate it to children's own experiences and that of their families.*
- *Visit the 'Museum of London' in Docklands to find out about East London and how it has changed/experiences of immigrants e.g. Indian Lascars* http://www.rmg.co.uk/explore/sea-and-ships/facts/faqs/people/why-were-indian-sailors-called-lascars
- *Create a document to present the information found above – provide a brief re the document e.g. it must contain: *at least three different maps showing the location of Custom House*

** two maps showing how Custom House has changed over the course of at least 100 years * World maps indicating information re immigration patterns from other parts of the world to East London**

** A recount describing the contrasts/differences that would have been recognised by immigrants between East London and wherever they have come from*