

Sharneyford Primary School

GEOGRAPHY KEY LEARNING AND KNOWLEDGE

YEAR A



PLACE

ENVIRONMENTAL IMPACT

CULTURAL DIVERSITY

AUTUMN 1

(TRANSGLOBE EXPLORERS)

SPRING 1

(EARTHLINGS)

SUMMER 1

(WALKING THE AMAZON)

YEAR 5
& 6

India

(locational knowledge/physical features/human processes)

How is India different and similar to England?

• **Where is India and what is it like?**

Locate India on a map and identify some of its features.

• **How does [chosen region in] India compare with Lancashire?**

Comparison of location, climate, religion, lifestyle, food, sport, etc.

• **What is special about [chosen region]?**

To use photographs and information texts to imagine daily life in [chosen region].

• **How is Hinduism celebrated in India? Do all areas celebrate this? What percentage of the population are Hindu?**

Research other areas of the world that also celebrate Hinduism – plot on a map.

• **What do I know about life in (chosen region in] India?**

To present knowledge (cross curric writing?).

Climate Zones

(locational knowledge/physical processes)

What on Earth are Climate Zones?

• **Why does a place's location in the world affect its climate?** Identify the different lines of latitude and explain how latitude is linked to climate.

• **What is a climate zone?** Locate different climate zones and explore the differences between the Northern and Southern Hemispheres. Explore the significance of the Northern and Southern Hemispheres and how the Earth's tilt affects seasons and identifies the different climate zones.

• **How is the climate in the UK different from that in the tropics?** Compare temperate and tropical climates by looking at precipitation levels and temperature.

• **How does climate vary around the world?** Use and create graphs to compare data of weather patterns.

• **What is a time zone?**

Locate different time zones around the world and explore the differences related to GMT. Explore why is important to have different time zones so period such as midday are relatively consistent around the world for countries.

Amazon – biomes/rainforest

(locational/place knowledge/human m& physical features)

Where on Earth is the Amazon Basin and why is it important?

• **Where is the Amazon?** To locate The Amazon on a map and consider the significance of its location. To use maps, atlases and globes to locate the Amazon River and rainforest. To relate this locational knowledge to prior knowledge about climate zones, rainforests and rivers.

• **Why does the Amazon matter?** To research and appraise key information about the significance of the Amazon.

• **Why does the Amazon need to be protected?**

• **What is it like in a rainforest city?** To understand some of the main human and physical features of Manaus

• **How does the Amazon Basin compare with other places we have studied?**

• **What do I know about the Amazon Basin?**

To present my knowledge (cross curric writing?).

	<p>Key vocabulary longitude, latitude, Asia, culture, population, religion, Northern and Southern hemisphere, Hinduism, climate, landscape</p>	<p>Key vocabulary equator, climate, latitude, longitude, weather, hemisphere, sphere, axis, season, tropics, temperate, precipitation, tropical, temperature, time, ahead of GMT, behind GMT.</p>	<p>Key vocabulary Amazon Basin, tropic of Capricorn, tributary, equatorial, food chain, biodiverse, humidity, river basin, biome, ecosystem, photosynthesis, poverty, deforestation, trade, urban, settlement, state, agriculture, rural, longitude, latitude, manufacturing, climate.</p>
<p>YEAR 3 & 4</p>	<p>AUTUMN 2 (RAGING RIVERS)</p>	<p>SPRING 2 (SHARNEYFORD OR SPAIN?)</p>	<p>SUMMER 2 (LAKES, MOUNTAINS & LANDSCAPES)</p>
	<p>Rivers (Physical features/locational knowledge/fieldwork)</p> <p>What are the key physical features of rivers?</p> <ul style="list-style-type: none"> • What is the water cycle? • What is a river? Key features – from source to sea. What is a river and how is it formed? Pupil to create their own messy models of rivers from source to sea and present their own children’s TV show to explain what happens. • What can I learn about the River Ribble? Children to research questions such as – where is the source? Where and how does it change through-out its course? Where is the mouth of the river? Which sea does it run into? What geographical features can you see along it? Children to create a mini fact file. • How can I collect data from a local river? Discuss observations, sketches and sketch maps quantitative data. Use OS maps and other maps to make predictions. • Field trip to local river (Cuerden Valley/Hothersall Lodge) – collect quantitative data such as river width, depth and or speed. Create sketches of the river and label with features. • To analyse and present data – bar / graphs. 	<p>Contrasting region – Spain (human processes / physical features / locational knowledge)</p> <p>How is life in (a small village in Spain) different to life in Sharneyford?</p> <ul style="list-style-type: none"> • Where are we in the UK? Begin recapping maps/globes and where we are in the world and what that means in terms of climate etc. Use atlases to recap the countries of the UK, the seas surrounding them and the main regions of the UK (North West, North East etc). Identify our surrounding counties. • What are the key geographical features of WF/Lancashire/the North West of England? Briefly recap human and physical features. Key features in the UK – beach, cliff, hill, sea, ocean, lake, river. Key human features of the UK – settlements, buildings, structures. Use google maps and atlases to investigate the key human and physical features of Sharneyford and close-by places. • What is longitude and latitude? Children to use maps to locate places using longitude and latitude. I.e. What is the longitude and latitude of [KEY CITIES NEAR BOTH REGIONS]? What place can be found at longitude 53.7141° & latitude 2.1808°? Relate this to climate and weather – what do you notice about the figures for places that are warmer? Relate to our two regions. • What are the key human and physical features of Montilla, Spain? • How is lifestyle and trade similar and 	<p>The Lake District (map skills and fieldwork/human and physical processes)</p> <p>How is Grasmere similar / different to Sharneyford?</p> <ul style="list-style-type: none"> • Where is Grasmere? Use maps and 4-figure-grid references to find some key physical and human features. Focus on OS symbols and contour lines. • What are the key physical features of Grasmere? Explore ghylls, caves, lakes, peaks, rivers. Create a map. • What is the significance of tourism in the Grasmere? Advantages and disadvantages. • How is climate change affecting the Lake District? Is there anything that can be done about it? • What are the similarities and differences between Grasmere and Sharneyford. Presentation of work.

		<p>different in Montilla, Spain?</p> <ul style="list-style-type: none"> • Extended write piece of choice – what are the similarities and differences between Sharneyford and Montilla Spain? 	
	<p>Key vocabulary river, upper course, middle course, lower course, source, spring, valley, fast-flowing, shallow, boulders, rocks, banks, meanders, bends, ox-bow lakes, tributaries, channel, confluence, flood plains, levees, estuaries, mouth, delta, brackish water, fieldwork, observation, quantitative data, OS maps.</p>	<p>Key vocabulary hill, mountain, cliff, coast, mountain, settlement, building, structure, lake, river, longitude, latitude, Montilla, Spain, climate, weather, human feature, physical feature, region, county, country, aerial map.</p>	<p>Key vocabulary peak, lake, ghyll, cave, mining, tourism, climate, landscape, erosion, OS symbol, contour lines.</p>
YEAR 1 & 2	<p style="text-align: center;">AUTUMN 2 (THE UK ADVENTURE)</p>	<p style="text-align: center;">SPRING 2 (EAT, SLEEP, BEACH, REPEAT!)</p>	<p style="text-align: center;">SUMMER 1 (HAVE AN ICE DAY!)</p>
	<p style="text-align: center;">UK countries and capitals (locational knowledge / place knowledge / human and physical features)</p> <p style="text-align: center;">Which UK capital city would you rather visit?</p> <ul style="list-style-type: none"> • What is the UK? Where is the UK? Which seas surround the UK? Variation of maps and atlases. • What is the capital city of England? Physical and human features – where would they visit and why? Use digimaps. • What is the capital city of Scotland? Physical and human features – where would they visit and why? • What is the capital city of Wales? Physical and human features – where would they visit and why? • What is the capital city of N.Ireland? Physical and human features – where would they visit and why? - For each lesson recognise landmarks on aerial view maps 	<p style="text-align: center;">Seaside (Physical features / human processes / place knowledge / fieldwork)</p> <p style="text-align: center;">How is Lytham St.Annes affected by human activity? (littering/pollution)</p> <ul style="list-style-type: none"> • Where is Lytham St.Annes? (Atlases and maps) – Where is it in relation to us? What is the closest city? What sea is does the river Ribble go to? • What does environmental impact mean? What is littering and pollution? • Why do humans choose to visit / live near Lytham St.Annes? Aerial view photographs etc. • What does the National Trust do to help with conservation at Lytham St.Annes? • Visit Lytham St.Annes – through Lytham Beach School and National Trust. • Create poster to persuade people not to litter at Lytham St.Annes beach. 	<p style="text-align: center;">Hot and cold areas of the world (human features / physical features / locational knowledge)</p> <p style="text-align: center;">Where are the hot and cold areas of the world?</p> <ul style="list-style-type: none"> • What are the 7 continents and 5 oceans? To explore various atlases, maps, globes and Google Earth / Digimaps to identify them. • How do we label the 7 continents and 5 oceans on a map? To include the equator and hemisphere. To label the UK on the map. • Where are the hot and cold places of the world? To locate and name hot and cold places of the world and label some on a map. • What are the key features of hot places of the world? (human and physical) • What are the key features of cold places of the world? (human and physical)

	<p>*Underlying theme of cultural diversity – consistently bring back around to cultural difference i.e. food, festivals, religious places.</p>		<p>Extended write – children to write about a journey to different continents – for each continent write a sentence about what it was like (hot/cold/beach/city)</p>
	<p>Key vocabulary country, capital city, United Kingdom, culture, physical feature, human feature.</p>	<p>Key vocabulary Beach, coast, sea, Lytham, environment, conservation, environmental impact, dune, habitat, coastal town, littering, pollution, human activity.</p>	<p>Key vocabulary hot, cold, north, south, hemisphere, equator, climate, weather, continent, Asia, Africa, Europe, South America, North America, Africa, Antarctica, Australia (part of Oceania), equator, Arctic, Pacific, Atlantic, Indian, Southern, Arctic circle, temperature</p>
<p>EYFS</p>	<p>Children within EYFS will complete most of their Geography learning when meeting their ‘Understanding the world’ objectives. Learning involves guiding children to make sense of their physical world and their community. The frequency and range of children’s personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children’s vocabulary will support later reading comprehension.</p> <p>Early Learning Goal: Children at the expected level of development will:</p> <ul style="list-style-type: none"> • Explore the natural world around them, making observations and drawing pictures of animals and plants. • Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. • Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. • Describe what they see, hear and feel whilst outside. • Recognise some environments that are different to the one in which they live. • Understand the effect of changing seasons on the natural world around them. 		