



## Curriculum Intent

### Geography

Year 1/Year 2	Year A	Year B
Key Skills and Geographical knowledge.	<p style="color: red;"><b>Wonderful World.</b></p> <ul style="list-style-type: none"> <li>Name and locate the world's seven continents and five oceans using a map or atlas.</li> <li>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</li> <li>Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as different countries, continents and oceans across the world.</li> <li>Use an atlas to locate where in the world the hot and cold places are.</li> </ul>	<p style="color: red;"><b>Local Area</b></p> <ul style="list-style-type: none"> <li>Understand geographical similarities and differences through studying the human and physical geography of Bradford and Rwanda.</li> <li>Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map of Chellow Dene.</li> <li>Use simple fieldwork and observational skills to study the geography of Sandy Lane Primary School and its surroundings and the key human and physical features of its surrounding</li> </ul>

- Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features.

- Devise a simple map of Rio and use and construct basic symbols in a key.

### Once upon a Time

- Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.
- Use basic geographical vocabulary to refer to key physical features such as beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather  
Key human features such as city, town, village, factory, farm, house, office, port, harbour, shop.
- Keep a record daily weather and rainfall in a simple table using symbols.
- Draw or make a map of imaginary places such as a magical land.
- Use example maps of imaginary places to support their ideas.

Trip - ?

environment.

- Use a simple picture map to move around the school Use relative vocabulary such as bigger, smaller, like, dislike Use directional language such as near and far, up and down, left and right, forwards and backwards.

- Draw basic maps of the school and the local park, including appropriate symbols and pictures to represent places or features.

- Use photographs and maps to identify features of the park and the school.

- To use and construct basic symbols in a key to be able to follow their maps of the school or the local park.

Trip- Walk to Chellow Dene

### Octonauts

- Locate key physical features- oceans, seas, beach , cliff , harbour identify on a map
- visit to the seaside to see the physical features.
- Compare the seaside town to Bingley

		Trip Seaside
Year 3/4	<p><b>Time Travellers</b></p> <ul style="list-style-type: none"> <li>• To describe the formation and features of volcanoes.</li> <li>• To locate major volcanoes around the world.</li> <li>• Locate and explain how to find Europe, Russia, and North and South America on a map.</li> <li>• To use mapping skills to identify the position and significance of latitude, longitude, the Equator, the Northern and Southern Hemispheres, Tropics of Cancer and Capricorn and the Arctic and Antarctic circle.</li> <li>• Talk about and use the eight points of a compass. Use maps, atlases, globes and computer mapping to see where we are in relation to the world.</li> </ul>	<p><b>Explorers</b></p> <ul style="list-style-type: none"> <li>• Use field work to observe, record and present physical features in the local area – Chellow Dene, sketch maps and plans.</li> <li>• Use field work to find and record people’s opinions of the local area – Chellow Dene.</li> <li>• Study the effect of litter on the local environment.</li> <li>• Complete tasks to earn the Chellow Dene Explorers badge.</li> </ul> <p>Trip- Chellow  Dene</p> <p><b>Great British Innovators Chocolate</b></p> <ul style="list-style-type: none"> <li>• To use a map to identify the main regions around the world that grow cocoa beans. Identify the similar geographical features of the locations.</li> </ul>

	<p><b>Myths and Minotaurs</b></p> <ul style="list-style-type: none"> <li>• Locate Greece on a world map.</li> <li>• What attracts tourist to Greece today ?</li> </ul> <p><b>Giants</b></p> <ul style="list-style-type: none"> <li>• Describe how rivers are formed.- identify the Amazon and locate on a world map.</li> <li>• Describe the key aspects of the water cycle. Talk about and locate rivers and seas around the UK – Compare the local River Aire to the Amazon in South America.</li> <li>• Describe and identify the vegetation and climate of the Amazon and how it affects human settlement.</li> <li>• Locate large mountain eg- Mount Everest, Mount Kilimanjaro on the world map.</li> <li>• Identify physical features of a mountain, including the changes in climate.</li> <li>• Edmund Hilary – story of his climb up Mount Everest.</li> </ul>	<ul style="list-style-type: none"> <li>• To describe and explain the journey from cocoa bean to chocolate bar</li> <li>• To discuss how the chocolate industry impacts on the environment. Eg. Fairtrade.</li> </ul> <p>Trip- Chocolate story York</p>
Year 5/6	<p><u>Autumn – Adventures in Other Worlds</u></p> <p><u>Mountains</u></p> <ul style="list-style-type: none"> <li>• To use maps, atlases, globes and</li> </ul>	<p><u>Autumn - The Amazing Americas.</u></p> <ul style="list-style-type: none"> <li>• locate the world’s countries, using maps to focus on Europe (including the location of Russia) and</li> </ul>

	<p>digital/computer mapping to locate countries and describe features studied</p> <ul style="list-style-type: none"> <li>• identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) <ul style="list-style-type: none"> <li>○ Compare and contrast a place in arctic circle, a place in the tropics and a place in the temperature zone</li> </ul> </li> <li>• To locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities <ul style="list-style-type: none"> <li>○ Locating Pyrenees, Alps, Carpathians, Apennines, Urals, Balkan Mountains on world map.</li> <li>○ Locating significant UK mountains on map of UK</li> <li>○ Looking at contour lines and how hills and mountains are measured – create</li> </ul> </li> </ul>	<p>North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</p> <ul style="list-style-type: none"> <li>○ Locate North and South America and identify some of the 50 states using maps and atlases.</li> <li>• identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) <ul style="list-style-type: none"> <li>○ Compare and contrast a place in arctic circle, a place in the tropics and a place in the temperature zone</li> </ul> </li> </ul> <p>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</p> <ul style="list-style-type: none"> <li>• Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom [...] and a region within North or South</li> </ul>
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- To describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle
  - Identifying the summit, foot, outcrop, valley, ridge, slope, snow line, tree line, plateau and face on UK mountain
  - Investigate how fold mountains, fault-block mounts, dome mountains, volcanic mounts and plateau mountains are formed.
- To describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle
  - Research and compare climate in The Rocky Mountains, The Himalayas and The Alps
- To describe and understand key aspects of human geography, including: types of settlement and land use, economic activity

America

- Compare and contrast Death Valley with Sandy Lane identifying human and physical features.
- Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities
  - create a map to show where the ancient and new 7 wonders of the wold and key world heritage sites are located..

Spring – Why was the River Nile so important

- 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
  - Look at features of rivier – including estuary, mouth, levee, delta, confluence, oxbow lake, meander, tributary, waterfalls

including trade links, and the distribution of natural resources including energy, food, minerals and water

- Research social, economical, environmental impact of tourism on mountains – include positive and negative impact.

and sources and relate to Ancient Egypt and the River Nile.

### Summer - The Indus Valley Settlements

- Continue to develop a chronologically secure knowledge and understanding of world history, establishing clear narratives within and across the periods they study
  - Completing a map of Indus Valley civilisation and a travel brochure
- Understand how our knowledge of the past is constructed from a range of sources and that different versions of past events may exist, giving some reasons for this
  - Researching the work of Charles Masson and how he discovered the Indus Valley civilisation.
- Note connections, contrasts and trends over time and develop the appropriate use of historical terms
  - Placing events from The Indus Valley civilisation into different contexts and chronological order.
- Understand how our knowledge of the past is constructed from a range of sources and that

		<p>different versions of past events may exist, giving some reasons for this</p> <ul style="list-style-type: none"><li>○ Investigating online sources of artefacts from the Indus Valley civilisation and working out what they are and what they tell us about the Indus Valley civilisation.</li><li>● Construct informed responses that involve thoughtful selection and organisation of historical information<ul style="list-style-type: none"><li>○ Creating an Indus Valley city and describing the features of buildings – different DT activities.</li></ul></li><li>● Construct informed responses that involve thoughtful selection and organisation of historical information<ul style="list-style-type: none"><li>Examining evidence of Indus Valley civilisation jewellery, clothes, hairstyles and creating a male and female outfit</li></ul></li></ul>
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