

## Geography 2019-2021

School Drivers		
<p><b>21st Century citizen</b> Multicultural Awareness Understanding of the Wider World. British Values Sense of Community Rights and Responsibilities.</p>	<p><b>Independent learners</b> Solve Problems Creative and Curious Think critically</p>	<p><b>Healthy Living</b> Healthy Eating Healthy Relationships Outdoor Learning</p>

### Geography Cycle A- 2019/2020

### Cycle B-2020/2021

EYFS	Understand some important processes and changes in the natural world around them, including the seasons - Forest School Sessions Seasons observed across the year.		
	<p><b>The Natural World.</b> Describe their immediate environment and explore the natural world around them.</p> <p><b>Core learning:</b> 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. Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p> <p><b>Vocabulary:</b> Our school/Our garden; animals; plants; trees; seeds; nuts, seasons, Autumn; Winter, weather words; positional language</p>	<p>Explore the natural world around them, including their own local area, making observations and drawing pictures of plants and animals.</p> <p><b>Core learning:</b> Describe some features of own local area. 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.</p> <p><b>Vocabulary:</b> Shops, village, road, school, ASDA, house, home, street, map, town, city, Kirk Merrington, Spennymoor, Durham, England, Scotland, Ireland, Wales, seasons, Spring, weather words, sheep, lambs, chicks</p>	<p><b>People Culture and Communities</b> Explore some similarities and differences between life in this country and life in other countries, (Africa/Follow children's interest in countries)</p> <p><b>Core learning:</b> Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. That in Summer the weather is hotter. To understand that there are different environments to our village/local area. Talk about the features of other localities. Name some animals you would find in other localities.</p> <p><b>Vocabulary:</b> Summer, hot, sunshine, sun burn, holiday, ice cream, aeroplane, caravan, hotel, camping, beach, town, cliff, rocks, seaside, rockpool, pier, crab, shell, lion, giraffe, zebra, elephant, snake, crocodile etc</p>

<p>Y1</p>	<p><b>What is my place like?</b>  My Geography Home and School  Focus: Fieldwork and observational skills. Basic maps. <b>Digi Maps</b></p> <p><b>Core learning:</b>  Develop simple knowledge about their locality. Pupils will develop basic locational knowledge related to their school and homes. Simple sorting of human and physical features will be introduced as well as weather observation.  Working like a geographer: use of geographical information from maps, atlases, globes etc Pupils will use aerial photographs and maps to inform their investigation of the school, the grounds and the local area.  Use simple fieldwork and observational skills to measure and record features/processes in their school and the grounds including the weather.</p> <p><b>Vocabulary:</b>  School, home, buildings, location, address, land, village, house, land use, town, city</p>	<p><b>What can I find?</b>  Me and my corner of the world. Local area. Focus: Fieldwork and observational skills, basic maps, <b>Digi Maps</b>, use and labelling of photographs, geographical language.</p> <p><b>Core learning:</b>  What do we know about our corner of the world? Recap prior learning about where in the world the school is, use Google Earth and then pause on map of the UK and take more time to locate the school. Introduce 'North of England'  What can we see from the air?  Use an aerial photograph, label the key features that can be seen on the aerial photograph. These could be colour coded human/ physical.  Discuss what shapes and colours pupils can see in the aerial photograph.  Working like a geographer: Using a map to follow a route and adding to a basic map, making a map, collecting and labelling field photographs, simple surveying, making use of simple fieldwork information.</p> <p><b>Vocabulary:</b>  Near/far/left/right. Locality weather, plants, soil, village, house, office, shop, settlement.</p>	<p><b>What is my country like?</b>  Me and my UK. UK countries, capitals and seas. Focus: map skills, photograph use, basic atlas introduction, <b>Digi Maps</b></p> <p><b>Core learning:</b>  Pupils need to know the location of the UK in general terms on a globe, world map and map of Europe. Pupils develop knowledge in overview of some of the key physical and human features of the UK.  Pupils will develop knowledge of the names of the countries of the UK, their capital cities and the surrounding seas, identify these on a map and locate them on a simple messy map of the UK. Pupils will develop knowledge about the key physical features of the UK to include the surrounding seas. Pupils will develop knowledge about using a simple atlas to find information and present findings on a map.  Pupils will develop knowledge about some of the basic terms used to describe the daily weather and how weather differs around the UK on the same day.  Pupils will develop knowledge of the countries and capitals of the UK and their characteristics.  Pupils will develop knowledge of direction and some key towns in their home region. Pupils will develop map use knowledge by using a more detailed map.</p> <p><b>Vocabulary:</b>  Earth, ocean, sea, coast, land, continent, island, United Kingdom, Wales, Ireland, Scotland, England, Northern Ireland, Capital city, London, Edinburgh, Cardiff, Belfast, Dublin. North Sea, Atlantic Ocean, The Channel, Irish Sea. Direction, North, South, East, West. Forest, hill, river, weather, city, coast, country, capital.</p>
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<p><b>Y2</b></p>	<p><b>Why is my world wonderful?</b>  Simple world Maps and features.  Focus: continent, oceans, mountains, rivers.  Basic coordinates</p> <p><b>Core learning:</b>  Simple world maps and features  Basic coordinates  Know what a continent, ocean, river and mountain look like on a simple map</p> <p><b>Vocabulary:</b>  United Kingdom, North East, Middlesbrough, Saltburn  Human feature: town, city, house, farm, shop, road  Physical feature: beach, sea, cliff, hill, vegetation, river, ocean  World Continent Location Africa, Kenya, Masai Mara  Compass points North, South, East, West</p>	<p><b>Wherever next?</b>  Location and journeys. Focus: hot and cold places, continent, oceans, North/South/East/West. Basic coordinates</p> <p><b>Core learning:</b>  Name and locate the world's 7 continents and 5 oceans  Use simple compass directions - North, east, south &amp; west</p> <p><b>Vocabulary:</b>  Earth, poles, Equator, continent, ocean, climate, weather, location, globe, physical feature, compass, North, South, East, West</p>	<p><b>Holidays - where shall we go?</b>  Place comparisons - geographical features. Focus: contrast area of UK and area of non-European country, e.g. UK Coast (opportunities for fieldwork) and Kenyan safari</p> <p><b>Core learning:</b>  Compare human similarities &amp; differences with a non-European city (number of people, ethnicity, religion, gender, age)  Compare physical similarities &amp; differences with a non-European city (climate, mountains, rivers)</p> <p><b>Vocabulary:</b>  Earth, poles, Equator, continent, ocean, climate, weather, location, globe, physical feature, compass, North, South, East, West</p>
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<p><b>Y3/4 A</b></p>	<p><b>UK Discovery – is the UK the same everywhere?</b> Focus: Physical geography – hills, coasts, rivers, farms, industry, population. Map work and atlas skills, inc. Coordinates. <b>Digi Maps</b> Fieldwork opportunities.</p> <p><b>Core learning:</b> Identify and locate counties and cities of the UK Locate and understand key physical features of County Durham – River Wear, Heritage Coast Use 4/8 compass points to locate key places</p> <p><b>Vocabulary:</b> United Kingdom, capital. Country, county, region. Landscape, relief, landmark. Physical – rivers, mountains, hill climate, weather, vegetation. Climate change. Coastline, granite, pebble, sandy, chalk, river, lake, peninsula. Satellite image, symbol, grid reference, 4 figure grid references.</p>	<p><b>What can we discover about Europe?</b> Places, features and people. Focus: <b>map work and atlas skills</b>, inc Coordinates. Countries with their capital cities and other important cities, tourist attractions etc. Land use, key human features, and locations.</p> <p><b>Core learning:</b> Locate key countries in Europe using map, atlases and globes Identify the Equator, latitude, longitude, Northern and Southern Hemispheres Describe and understand physical geography (mountains, rivers, coasts)</p> <p><b>Vocabulary:</b> Biome, settlement, country, Europe, continent, river, mountain, biome, vegetation, earthquake, volcano, fjord, dense/sparse. Population, trade, natural resource, city, landmark.</p>	<p><b>What shapes my world?</b> Processes and key features shaping places and human experiences</p> <p><b>Core learning:</b> Describe and understand the water cycle Focus: weather, water, tectonics, biomes and climate zones</p> <p><b>Vocabulary:</b> Process, human, physical, climate, weather, ice, glacier, water, water cycle, tectonic plates, biomes, climate zones, Earth's crust, biome, vegetation, soil.</p>
<p><b>Y3/4 B</b></p>	<p><b>Local study of Kirk Merrington and surrounding area.</b> Focus: Fieldwork, land use, plans, maps. <b>Digi Maps</b> Compare historical maps with present day. Changes – why? Interview residents: what facilities do they use in the local area? Environmental issues – ie litter, dog fouling, speeding cars etc. What changes would residents like to see? How is Kirk Merrington laid out?</p> <p><b>Core learning:</b> Pupils can gather basic information during fieldwork and present their findings. Pupils can follow a route on a map, identify features on an aerial photograph, use four fig grid references and 8 point so of the compass to identify features on a map. Recognise and use OS symbols and the key. Using an OS map, find the location of your fieldwork location and describe it using 4 figure references. Using an OS map of a known area, identify the key features using the key.</p> <p><b>Vocabulary:</b> Environment, coordinates, aerial view, bird's eye view, Ordnance Survey, man-made features, settlement, OS symbols, physical features, landmark</p>	<p><b>What can we discover about Europe?</b> Places, features and people. Focus: key <b>physical features</b>, and locations. Mountains. Map work and atlas skills, inc. Coordinates.</p> <p><b>Core learning:</b> Location of key countries, capitals and physical features in Europe. Location of climate zones and an introduction to biomes. Developing knowledge of differences across Europe – relief, climate, different biomes. Developing use of atlas maps, thematic maps and GIS, geographical information from research. Field work and geographical skills Sketch/photographic annotation.</p> <p><b>Vocabulary:</b> Biome, settlement, country, Europe, continent, river, mountain, biome, vegetation, earthquake, volcano, fjord, dense/sparse. Population, trade, natural resource, city, landmark.</p>	<p><b>What can we discover about the world?</b> Places, features and people. Focus: land use, key human and physical features, and locations. <b>Longitude and latitude.</b> Map work and atlas skills, inc. Coordinates.</p> <p><b>Core learning:</b> Location of continents, key countries, capitals and physical features in each continent. Location of worldwide climate zones. Developing use of atlas maps, thematic maps and GIS, geographical information from research. Field work and geographical skills Sketch/photographic annotation.</p> <p><b>Vocabulary:</b> Equator, equatorial, Tropic of Cancer, Tropic of Capricorn, longitude, latitude, continent, mountain range, sea level, savannah, rainforest, desert, Australasia, Antarctica, Arctic, tundra. Culture,</p>

<p><b>Y4/5 A</b></p>	<p><b>Why do we have cities?</b>          UK towns, cities and countries. Focus: countries, land use, settlement, contrasting cities. Field work, Atlas skills.          Map skills, 4 fig coordinates. <b>Digi Maps</b> Introduction to OS maps.</p> <p><b>Core learning:</b>          The importance of Durham Cathedral.          What the city of Durham offers (work, transport, ent)          How and why land use effects the environment.          Locate key cities on a map of the UK.</p> <p><b>Vocabulary:</b>          Settlement, city, factory, office, shop, function, urban, rural, land use, environment, environmental, human, physical          Country, county, population, inhabitant. Shopping centre, market Satellite image, OS map, symbol, key.</p>	<p><b>Where has my food come from? European foods.</b>          Origins of key foods.          Focus: trade links, natural resources, fieldwork, thematic maps, industry, farming, employment. Possible link to local fieldwork to conduct survey/ questionnaire and impact evaluation.          European café, taster sessions?</p> <p><b>Core learning:</b>          Certain foods come from other countries.          Match countries with the different trade links they make.</p> <p><b>Vocabulary:</b>          Land use, farm, trade, resources, transport, UK, import, dairy, cereal, livestock, import, producer</p>	<p><b>Where could we go? Fantastic Journeys.</b> Focus: key countries and features of the world. Regions, tropics, hemispheres, biomes, time zones Longitude/Latitude.          Map skills, 4 fig coordinates</p> <p><b>Core learning:</b>          Locate areas on a map using 4 figure coordinates.          Identify different hemispheres on a map.          Name the different tropics</p> <p><b>Vocabulary:</b>          Longitude Latitude Meridian, Tropics characteristics Time zone, Biome vegetation climate, habitat UNESCO</p>
<p><b>Y4/5 B</b></p>	<p><b>We've got it all! Why is the North East special?</b>          Regional focus with lead on rivers and coasts. Focus: Fieldwork, looking at aerial photographs of river systems and features, <b>water cycle, rivers- their formation and impact.</b> <b>Digi Maps</b> OS maps.</p> <p><b>Core learning:</b>          Develop knowledge of human and physical geography by looking in depth at one region of the UK - The North East of England.          Identify the region and component counties on maps across a variety of scales - moving from lobal/continental/national down to England.          Identify key features to include types of settlement and land use, cities, rivers, hills, port, forest, valley, towns, harbour, and beach in the region. Discover what is made in the region (human, economic focus) Explore rivers.          Working like a geographer: using geographical information from OS maps, information texts, photographs and fieldwork          Use fieldwork and geographical skills</p> <p><b>Vocabulary:</b>          County, region, hills. River, stream, tributary, source, mouth, flood, estuary, current, erosion, flow, deposition.          Energy, power, transport, employment, resources.</p>	<p><b>Why does Italy shake and roar?</b>          Bay of Naples.          Focus: region in Europe, physical and human characteristics, tectonics. Volcanoes. Compare to North East England.</p> <p><b>Core learning:</b>          Location: The location of Italy - identify and describe it and its key physical and human characteristics using maps of Europe and country maps.          Place: Understand geographical similarities and differences through the study of a region in a European country          Physical and Human Geography: describe and understand aspects of physical geography including rivers, mountains, volcanoes and earthquakes. Describe and understand types of human settlement and land use.          Geographical Skills: Gather information, pose geographical questions, add labels to photographs, consider how photographs provide useful evidence, locate the position of a photo on a map.          Mapping- locate places on a map, locate Europe on a map and globe, use of NSEW</p> <p><b>Vocabulary:</b>          Continent Europe Country Italy Population Coastline Peninsula Mountain range , Alps, Apennines River, Po, Tiber Tectonic - plates Volcano(es) -Vesuvius, Etna, Stromboli Earthquake.</p>	<p><b>Where has my food come from? Further afield.</b>          Origins of key foods. Cocoa beans, coffee, tea, tropical fruits etc. Focus: trade links, natural resources, fieldwork, thematic maps, industry, farming, employment. Possible link to local fieldwork to conduct survey/ questionnaire and impact evaluation. World café, taster sessions?</p> <p><b>Core learning:</b>          Knowledge of land use patterns for farming in the UK and another area of the world.          Distribution of natural resources including food.          Understanding of similarities and differences, interaction of people, processes and places          To understand how growing and producing food affects the physical geography of a place.          Working like a geographer: use of geographical information from maps, atlases, globes, diagrams etc          Use fieldwork and observational skills to observe, measure and record.</p> <p><b>Vocabulary:</b>          Land use, farm, trade, resources, transport, UK, import, dairy, cereal, livestock, import, producer</p>

<p><b>Y5/6 A</b></p>	<p><b>What happens when the land meets the sea?</b> Children will already understand that coasts are where the land and the sea meet, and now they will be taught about some of the <b>geographic features</b> that are found there, such as beaches, cliffs and bays. Coasts are the edges of the land. The coast is the place where land and sea meet. There are special environmental features on the coast. Coasts are also places people meet for their holidays, where they can sunbathe on the beach, paddle in the sea and explore rock pools and caves. <b>Digi Maps (See Seaham Fieldwork Coastal Investigation)</b></p> <p><b>Core learning:</b> Describe and identify features on an OS map. Understand and use lines of latitude and longitude. Know types of settlement and land use. Locate coastal towns and cities developed during Victorian times.</p> <p><b>Vocabulary:</b> Coast/al; topography; land erosion, bay, beach, arch, stack.</p>	<p><b>What's the weather like near you?</b> Climate change unit. (See <b>GA</b> - Geography Association) Focus on global warming. Expanding deserts/ freak weather/ deforestation/ pollution/ potential world problems.) <a href="https://www.wwf.org.uk/get-involved/schools/resources/climate-change-resources">https://www.wwf.org.uk/get-involved/schools/resources/climate-change-resources</a> WWF, excellent range of resources.</p> <p><b>Core learning:</b> Recognise the different features of climate zones. Locate different climate zones on a range of maps.</p> <p><b>Vocabulary:</b> Global warming; expanding deserts, freak weather, deforestation; pollution</p>	<p><b>Fantastic Forests - Why are they so important?</b> Vegetation, biomes, forest types. Focus: world maps of different types, biomes and different types of forests, rainforests with case study of South America. Local fieldwork opportunity in local woodlands, data collection and presentation tasks.</p> <p><b>Core learning:</b> Locational knowledge: South American countries. 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.</p> <p><b>Vocabulary:</b> Vegetation, forest, woodland, biome, farming, natural resources, equator, tropics, continent, hemisphere. Deforestation, deciduous, coniferous, temperate, boreal, tropical, plantation.</p>
<p><b>Y5/6 B</b></p>	<p><b>Local change over time.</b> Focus: (Fieldwork and map skills) In depth use of OS maps and historical maps of the local area. <b>Digi Maps</b> Using OS maps, write directions to places of interest, using coordinates (up to 6 fig) Contours on maps. Use 4 and 6 fig grid references to find the highest point in your local area, the location of a place of worship and a port, for example. Plan to investigate your local environment. Decide what you will investigate and set a question. Use a base map of the area to annotate different features. Present findings, using graph/ field sketch/ base map or similar.</p> <p><b>Core learning:</b> Use, understand and compare historical maps and current maps of the local area. Give reasons for and discuss change over time. Setting an enquiring question, designing a data collection method, collecting, presenting and describing the data.</p> <p><b>Vocabulary:</b> Settlement, housing, land use, site, shopping, services, primary data, secondary data. Change, factory, mine, employment.</p>	<p><b>What's changing in the Arctic?</b> (Frozen Kingdom?) <a href="https://wickedweatherwatch.org.uk/the-arctic/">https://wickedweatherwatch.org.uk/the-arctic/</a></p> <p>Focus on Greenland? <a href="https://wickedweatherwatch.org.uk/the-arctic/focus-on-greenland/">https://wickedweatherwatch.org.uk/the-arctic/focus-on-greenland/</a></p> <p><b>Core learning:</b> Identify and describe how the physical features affect the human activity within a location. Identify and describe the geographical significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, and time zones (including day and night). Describe how locations around the world are changing and explain some of the reasons for change. Describe geographical diversity across the world.</p> <p><b>Vocabulary:</b> Arctic, Antarctic, Pole, Greenland, Arctic Circle, glacier, ice burg, ice shelf, conservation, global warming, sea level, climate change, temperature,</p>	<p><b>Destination Sao Paulo! What do places have in common!</b> Comparing a region in South America with a region in the UK. Focus: Human and physical features, village/cities/lifestyle. Comparative writing focus.</p> <p><b>Core learning:</b> Knowledge of the key physical and human characteristics of a region of South America, world countries and cities. Knowledge of the effects of settlement. Understanding of similarities and differences, interaction of people, processes and places Understand geographical similarities and differences through the study of the human and physical geography of a region of the United Kingdom and a region within North or South America.</p> <p><b>Vocabulary:</b> Biomes, climate, zones, the equator, tropics, hemispheres, longitude and latitude, sub/tropical, terrain, import, export, leisure, inches (rainfall), kilometre, resources (natural), rainforest, urban/isation, population, pollution, flora/fauna, vegetation, networks, minerals, energy.</p>