




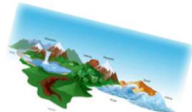




<p><u>KS1: Locational knowledge</u> Children will learn about the world's seven continents and five oceans as well as the characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</p>	 <p>Cranmere Primary School Geography 2018-2019</p>	<p><u>KS2: Locational Knowledge</u> Children will 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).</p> 
<p><u>Place knowledge</u> Children will investigate the geographical similarities and differences of a small area of the United Kingdom and of a small area in a contrasting non-European country.</p> 		<p>Geography is an important subject which aims to develop children's understanding of both the natural and human world. It encourages children to learn about people and places using investigative skills. Geography enables children to consider the inter-relationship between societies and their environments, to develop a better understanding of communities around the world, how our actions impact upon sustainability of our planet and how the needs of future generations can be met.</p> 
<p><u>Human and physical geography</u> Children will identify seasonal and daily weather patterns in the United Kingdom and look at the locations of hot and cold areas of the world in relation to the Equator and the North and South Poles. Basic geographical vocabulary will be taught to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley and vegetation as well as key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.</p> 	<p><u>Human and physical geography</u> Children will be able 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 as well as human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</p> 	
<p><u>Geographical skills and fieldwork</u> Children will look at world maps, atlases and globes to identify the countries, continents and oceans studied in class. Simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right] will be used to plan different journeys. To help create maps and investigate the local area, aerial photographs and plan perspectives will be studied to show landmarks. In our fieldwork opportunities observational skills will be developed to study the geography of our school and the key human and physical features of our surrounding environment.</p> 	<p><u>Place knowledge</u> Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country and a region within North or South America.</p> 	

	Autumn Term	Spring Term	Summer Term
Nursery	Enjoys playing with small world models such as a farm , a garage, or a train track Notices details features of objects in their environment	Comments and asks questions about aspects of their familiar world such as a place where they live of the natural world Can talk about some of the things they have observed such as plants, animals and natural found objects	Comments and asks questions about aspects of their familiar world such as a place where they live of the natural world Can talk about some of the things they have observed such as plants, animals and natural found objects
Reception	Orientation: Locations in school All about me: Recording our travel. Celebrations from other cultures: Diwali. Naughty Bus: Out and about Famous London landmarks, road signs and What they mean, Road Safety -Using a Pedestrian crossing Maths: Positional language Seasons and Weather- recording and measuring.	Celebrations from other cultures: Chinese New Year. Topic: Traditional Stories, cold and hot places, Animals and their habitats, Planting and growing. Healthy eating; where does our food come from?	Topic: All Creatures Great and Small- Minibeasts and their homes Life cycles of frogs, butterflies and annual plants in the garden and pond describing and draw the changes over time of living things in our environment, Pet-care and animal habitats. Space: Planets - The earth from space.
Year 1	Buildings: Local area Spring-Looking at the UK and comparing locations. Local Area: Field work to look at Esher, use aerial photographs of the school and surrounding area.	Little Red Riding Hood: 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. The UK: Identify seasonal and daily weather patterns in the United Kingdom, name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas.	Where the Wild Things Are: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.
Year 2	Florence Nightingale: Where is Crimea? Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK and of a small area in contrasting non-European country.	It's time for Africa: Locate Africa and Kenya, climate and weather of Kenya, animals of Kenya, compass points to navigate around a map, landscape, people and culture of Kenya, Kenya and UK comparison. The Great Fire of London: Use BeeBots to navigate around London. Use maps and atlases to locate London.	

Year 3	<p>Autumn 2 Stone age to Iron age - Mapping places where settlements emerged. Using physical geography to explain why settlements began in those places. Asking and responding to geographical questions.</p>	<p>Building UK landmarks. Lego workshop - Naming and locating cities in the UK. Naming where countries of the UK are and key physical, human and weather features/patterns from around the UK.</p>	<p>Esher Local Area Study (Tudors effects on Esher): Elmbridge Museum workshop; visit to Hampton Court; Map work - making plans and maps using symbols and keys; Fieldwork sketches and diagrams of the local environment/area. Describing local area conditions (physical and human) to explain reasons for settlement; comparisons of local area from now to past and explaining/observing differences.</p>
Year 4	<p>The Roman Empire: Discover where the Romans come from and places they visited.</p>	<p>Countries of the World: Identifying the continents and oceans of the world. Locating countries within Europe and looking at their capital cities. Identifying human and physical features in a particular country and looking at the similarities and differences between the countries.</p> <p>Natural Disasters: Volcanoes, earthquakes, weather. Understand and use a widening range of geographical terms e.g. specific topic identifying continents, locating countries within Europe. Capital cities, Oceans, identifying human and physical features in a particular country and similarities and differences between different countries.</p> <p>vocabulary - contour, height, valley, erosion, deposition, transportation, headland, volcanoes, earthquakes etc. Describe how people have been affected by changes in the environment.</p> <p>WW2: World, Continents and Europe. Recognise the different shapes of continents. Demonstrate knowledge of features about places around him/her and beyond the UK. Identify where countries are within Europe; including Russia. Know about the wider context of places - region, country.</p>	<p>Hindleap Warren Outdoor activity centre- use fieldwork to observe, measure, record and present the human and physical features using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p> <p>Life skills- wider world Recognise that people have differing quality of life living in different locations and environments. Science - identifying different habitats around the world e.g. deserts, savannah etc. using a map of the world to find these areas.</p> <p>Map Skills: Explore features on OS maps using 6 figure grid references. Measure straight line distances using the appropriate scale. Draw accurate maps with more complex keys.</p>
Year 5	<p>Egypt: Where is Egypt? Importance of the Nile, Drawing maps. Describe where things are in relation to physical geography.</p> <p>Where did Apollo 11 launch? Where is Houston in North America? Where did they land when they return to earth? Physical features of North America Science:.</p>	<p>Where did the Anglo Saxons come from? Recognise different shapes of countries. Describe where the variety of places are in relation to physical and human features.</p>	<p>Rivers - erosion, deposition, transport and deposit, how humans affect the environment.</p> <p>Highwayman: Counties, regions. I can explain changes to the world environment I can understand how humans affect the environment.</p> <p>Plastic Islands : Compare the physical features of a region of the UK and a region in North America</p>

Year 6	Ancient Greeks/Maya Maya: 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.	Brazil: Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America.	Map reading (plan route along Isle of Wight): Locate main towns and landscapes in the Isle of Wight.
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