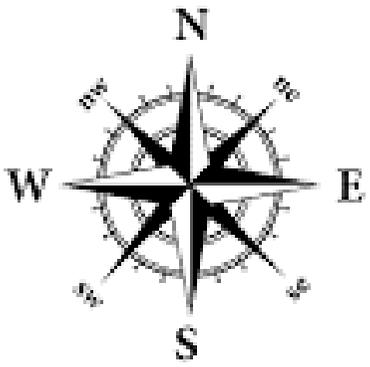


<p><b>KS1: Locational knowledge</b> Children will learn about the world's seven continents and five oceans as well as the characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</p>	 <p style="text-align: center;"><b>Cranmere Primary School</b> <u>Geography</u> 2019-2020</p>	<p><b>KS2: Locational Knowledge</b> 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><b>Place knowledge</b> 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><b>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.</b></p> 	<p><b>Geographical skills and field work</b> To develop understanding of direction the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) will be used to locate the United Kingdom and the wider world. During field work opportunities skills will be developed in observation, measure, recording and presenting, using a range of methods, including sketch maps, plans and graphs, and digital technologies to enhance geographical skills.</p> 
<p><b>Human and physical geography</b> 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><b>Human and physical geography</b> 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><b>Geographical skills and fieldwork</b> 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><b>Place knowledge</b> 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	<p>Show an interest in the lives of people who are familiar to them. People and communities.</p> <p>Shows interest in different occupations and ways of life.</p> <p>Developing an understanding of growth, decay and changes over time - the World)</p> <p>Shows care and concern for living things and the environment – the World.</p>	<p>Comments and asks questions about aspects of their familiar world such as a place where they live of the natural world</p> <p>Can talk about some of the things they have observed such as plants, animals and natural found objects</p>	<p>Comments and asks questions about aspects of their familiar world such as a place where they live of the natural world</p> <p>Can talk about some of the things they have observed such as plants, animals and natural found objects</p>
Reception	<p>TW ELG 1 Children know about similarities &amp; differences in relation to places, objects, materials &amp; living things.</p> <p>TW ELG 2 They talk about the features of their own immediate environment &amp; how environments might vary from one another.</p> <p>TW ELG 3 They make observations of animals &amp; plants &amp; explain why some things occur, &amp; talk about changes.</p> <p>Orientation: Locations in school</p> <p>All about me and my family; where I live.</p> <p>Recording our travel.</p> <p>Celebrations from other cultures and countries: Diwali – where in the world do we celebrate Diwali?</p> <p>Naughty Bus: Out and about</p> <p>Famous London landmarks, road signs and what they mean.</p> <p>Road Safety – using a pedestrian crossing</p> <p>Seasons and Weather- recording and measuring.</p> <p>Outdoor explorer day every Wednesday.</p>	<p>TW ELG 1 Children know about similarities &amp; differences in relation to places, objects, materials &amp; living things. TW ELG 2 They talk about the features of their own immediate environment &amp; how environments might vary from one another.</p> <p>TW ELG 3 They make observations of animals &amp; plants &amp; explain why some things occur, &amp; talk about changes.</p> <p>Celebrations from other cultures and Countries: Chinese New Year – where in the world do we celebrate Chinese New Year?</p> <p>Children know about similarities &amp; differences in relation to places, objects, materials &amp; living things.</p> <p>Children talk about the features of their own immediate environment &amp; how environments might vary from one another.</p> <p>Children make observations of animals &amp; plants &amp; explain why some things occur, &amp; talk about changes.</p> <p>Seasons and Weather- recording and measuring.</p> <p>Outdoor explorer day every Wednesday.</p>	<p>TW ELG 1 Children know about similarities &amp; differences in relation to places, objects, materials &amp; living things.</p> <p>TW ELG 2 They talk about the features of their own immediate environment &amp; how environments might vary from one another.</p> <p>TW ELG 3 They make observations of animals &amp; plants &amp; explain why some things occur, &amp; talk about changes.</p> <p>Topic: All Creatures Great and Small - Minibeasts and their environments – where can we find different types of minibeasts around the school grounds?</p> <p>Planting and growing, what grows best in our local area?</p> <p>Seasons and Weather- recording and measuring.</p> <p>Outdoor explorer day every Wednesday.</p>
Year 1	<p><b>Buildings: Local area - Looking at the UK and comparing locations.</b></p> <p>To ask simple geographical questions.</p> <p>To use simple maps of the local area.</p>	<p><b>Little Red Riding Hood:</b> Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to</p>	<p><b>Where the Wild Things Are:</b> key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.</p>

	<p><b>Local Area:</b> Field work to look at Esher, use aerial photographs of the school and surrounding area. To use simple maps of the local area. To name, describe and compare familiar places. To link their homes with other places in the local community.</p> <p><b>Seasons</b> To describe seasonal weather changes</p>	<p>describe the location of features and routes on a map. To use simple observational skills to study the Geography of the school To use locational and directional language To make simple maps</p> <p><b>The UK:</b> 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. To understand how some places are linked to other places. To name, describe and compare familiar places.</p> <p><b>Seasons</b> To describe seasonal weather changes.</p>	<p>To make simple maps. To know about some present changes that are happening in the local environment. To suggest ideas for improving the school environment.</p> <p><b>Seasons:</b> To describe seasonal weather changes.</p>
<p>Year 2</p>	<p><b>Africa-Autumn 2 (half term)</b></p> <p>Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied.</p> <p>Name and locate the world's seven continents and five oceans</p> <p>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom.</p> <p>Name, locate and identify the characteristics of the seas surrounding the United Kingdom.</p> <p>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.</p> <p>Use basic geographical vocabulary to refer to key physical features, including: beach, cliff,</p>	<p><b>The Great Fire of London: London</b> Spring 1 (half term)</p> <p>Use simple compass directions (North, South, East and West) and locational and directional language e.g. near and far, left and right, to describe the locational features and routes on a map.</p> <p>Use 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.</p> <p>Use simple fieldwork and observational skills to study the geography of my school and its grounds and the key human and physical features of its surrounding environment. (Cross curricular with science)</p> <p>Name and locate the world's seven continents and five oceans.</p>	<p>Shipwrecked (Titanic): Summer 1 (half term)</p> <p>Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied.</p> <p>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.</p> <p>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.</p> <p>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.</p>

	<p>coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.</p> <p>Use basic geographical vocabulary to refer to key human features, including city, town, village, factory, farm, house, office, port, harbour and shop.</p> <p>Use simple compass directions (North, South, East and West) and locational and directional language e.g. near and far, left and right, to describe the locational features and routes on a map.</p> <p>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-Kenya</p>	<p>Name, locate and identify the characteristics of the four countries and the capital cities of the United Kingdom.</p> <p>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.</p> <p>Use basic geographical vocabulary to refer to key human features, including city, town, village, factory, farm, house, office, port, harbour and shop.</p>	<p>Use basic geographical vocabulary to refer to key human features, including city, town, village, factory, farm, house, office, port, harbour and shop.</p> <p>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-America</p>
Year 3		<p><b>Similarities and differences between Esher and Skara Brae</b></p> <p>Recognise there are similarities and difference between places.</p> <p>Develop an awareness of how places relate to each other.</p> <p>Identify human and physical features of a locality.</p> <p>Analyse evidence and draw conclusions e.g. make comparisons between locations using Ariel photos/pictures e.g. populations, temperatures etc.</p> <p>Understand and use a widening range of geographical terms.</p> <p>Use basic geographical vocabulary.</p>	<p><b>UK Explorers</b></p> <p>Name and locate cities of the UK.</p> <p>Identify where countries are within the UK and their key topographical features.</p> <p>Explain weather conditions/ around the UK.</p> <p>Understand and use a widening range of geographical terms.</p> <p>Use basic geographical vocabulary.</p> <p><b>Climate Change</b></p> <p>Explain weather conditions/ patterns around parts of Europe.</p> <p>Use fieldwork instruments.</p> <p>Recognise that people hold different views about an issue and begin to understand some of the reasons why.</p>

		<p><b>Map skills: Esher Local Area Study (How did the Tudors affect Esher?):</b></p> <p>Make more detailed fieldwork sketches/diagrams.          Use a four-figure grid reference.          Use the 8 points on a compass.          Make plans using symbols and keys.          Understand and use a widening range of geographical terms.          Use basic geographical vocabulary.</p>	<p>Use and interpret maps, globes, atlases and digital/computer mapping to locate countries and key features.          Communicate findings in ways that are appropriate to the task for the audience.          Ask and respond to geographical questions.          Understand and use a widening range of geographical terms.          Use basic geographical vocabulary.</p>
Year 4		<p><b>Countries of Europe - Spring 1</b>          Know about the wider context of places – region, country.          Demonstrate knowledge of features about local places and beyond the UK. Identify where countries are within Europe; including Russia.          Recognise the different shapes of continents.          Understand why there are similarities and differences between places. Identifying human and physical features in a particular country and looking at the similarities and differences between the countries.</p> <p><b>Natural Disasters (Volcanoes) – Spring 2</b>          Understand the effect of landscape features on the development of a locality. Describe how people have been affected by changes in the environment.          Understand and use a widening range of geographical terms - contour, height, valley, erosion, deposition, transportation, headland, volcanoes, earthquakes etc.</p>	<p><b>Hindleap Warren</b>          Fieldwork - 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.          Measure straight-line distances using the appropriate scale. Explore features on OS maps using 6 figure grid references.          Draw accurate maps with more complex keys.          Plan the steps and strategies for an enquiry.</p> <p><b>Map Skills:</b>          Describe human features of UK regions, cities and counties. Explore features on OS maps using 6 figure grid references. Using map skills locate UK cities, counties and regions.</p> <p><b>Weather and climate in a contrasting location (linked to Habitats) – Summer 2</b>          Explore weather patterns around parts of the world.          Describe how people have been affected by changes in the environment. Explain about key natural resources.          Understand that people have differing quality of life living in different location and</p>

			environments. Know how the locality is set within a wider geographical context.
Year 5	<p><b>Cross Curricular – Science - Space</b> Identify and describe the significance of the Prime/Greenwich Meridian and time zones including day and night.</p>	<p><b>North America and Plastics Islands</b> Understand and use a widening range of geographical terms. Identify and describe the significance of the Prime/Greenwich Meridian and time zones including day and night. Recognise the different shapes of countries. Identify the physical characteristics and key topographical features of the countries within North America. Know about the wider context of places e.g. county, region and country Know and described where a variety of places are in relation to physical and human features. Understand about weather patterns around the world and relate these to climate zones. Understand how humans affect the environment over time. Understand why people seek to manage and sustain their environment. Compare the physical and human features of a region of the UK and a region in North America, identifying similarities and differences.</p>	<p><b>Rivers</b> Understand and use a widening range of geographical terms. Know and described where a variety of places are in relation to physical and human features. Know how rives erode, transport and deposit materials. Begin to know about the physical features of coasts and begin to understand erosion and deposition. Understand how humans affect the environment over time. Understand why people seek to manage and sustain their environment.</p>
Year 6	<p><b>Brazil (one term):</b> Locate the world’s countries, concentrating on environmental regions, key physical and human characteristics, countries and major cities. Identify the position and significance of latitude, longitude, Equator, Northern and 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><b>Ancient Greeks:</b> Describe the key aspects of human geography include types of settlements and land use, economic activity and the distribution of natural resources</p>	<p><b>Coast, Isle of Wight and local area. Map reading (plan route along Isle of Wight):</b> Name and locate counties and cities of the UK, geographical regions and their identifying human and physical characteristics, key topographical features (including coasts) and land-use patterns; and understand how some of these aspects have changed over time. Describe the key aspects of human geography include types of settlements and land use,</p>

	<p>Describe the key aspects of physical geography, including climate zones, biomes and vegetation belts.</p> <p>Describe the key aspects of human geography include types of settlements and land use, economic activity and the distribution of natural resources</p> <p>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> <p>To use maps, atlases, globes and digital/computer mapping to locate countries and describe their features.</p> <p>To use eight points of a compass, 4 and 6 figure grid references, symbols and keys including OS maps to build a wider knowledge of the world.</p> <p>Understand and use a widening range of geographical terms, e.g. urban, rural, land use, sustainability, trade links etc.</p>		<p>economic activity and the distribution of natural resources</p> <p><b>To</b> use maps, atlases, globes and digital/computer mapping to locate countries and describe their features.</p> <p>To use eight points of a compass, 4 and 6 figure grid references, symbols and keys including OS maps to build a wider knowledge of the world.</p> <p>Understand and use a widening range of geographical terms, e.g. urban, rural, land use, sustainability, trade links et</p> <p>Use maps, charts to support decision making about the location of places.</p> <p><b>Fieldwork:</b> To use fieldwork to observe, measure, record and present the human and physical features in the local area. Use a range of methods, including sketch maps, plans and graphs and digital technologies.</p>
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