

Geography

Lesson Objective Map

Subject cultural capital: To be able to use geography skills and identify countries in the world.

Differentiation by task activity - See weekly planning for additional demand for talented geographers/also GDS pupils and for SEND pupils refer to SEND passport targets.

AFL minimum expectations during each lesson - modelling by teacher; peer and self-assessment; targeted questioning.

Long term memory development strategies - Last lesson/this lesson/next lesson and KWL grids.

Numeracy skills - See red words or phrase in topic sections where appropriate.

Each topic to be taught in bullet point order using these lesson objectives.

Year Group	Autumn	Spring	Summer
Pre-school	<p>Pre-School and home life Journeys to other places</p> <ul style="list-style-type: none"> • Make connections between the features of their family and other families. • Notice differences between people. • Explore and respond to different natural phenomena in their setting and on trips • Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. 		
Nursery	<p>Our families and homes Stories around the world Geographical skills and fieldwork Songs from other countries Transport & Holidays Trains, planes and boats Flags and decorations around the world</p> <ul style="list-style-type: none"> • Talk about what they see using a wide vocabulary. • Show interest in different occupations. • Begin to understand the need to respect and care for the natural environment and all living things. • Know that there are different countries in the world and talk about the differences they have experienced themselves or in photos. • <p>NC English link - use phonic knowledge to decode regular words and read them aloud accurately.</p>		
Rec	<p>Our School Building Finding our way around our school People who help us Winter and the Seasons Our Local Area Life in this country and others Globe Food Weather</p> <ul style="list-style-type: none"> • Draw information from a simple map. • Recognise some similarities and differences between life in this country and life in other countries. • Explore the natural world around them. • 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. <p>NC English link - use phonic knowledge to write words in ways which match their spoken sounds.</p>		

<p style="text-align: center; font-size: 2em; font-weight: bold;">1</p>	<p>Autumn 1 - Me - My route to school</p> <ul style="list-style-type: none"> Identify the key features of a location in order to say whether it is a city, town, and village, coastal or rural area. Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment. Identify land use around the school. Ask and answer geographical questions (such as: What is this place like? What or who will I see in this place? What do people do in this place?). <p>Autumn 2 - Toys around the world My toys compared to African toys</p> <ul style="list-style-type: none"> Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied. Use basic geographical vocabulary to refer to: key physical features, including: beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation and weather. Key human features, including: city, town, village, factory, farm, house, office and shop (not needed - doesn't match the topic). Use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop 	<p>Spring 1 - School environment (human and physical)</p> <ul style="list-style-type: none"> Identify the key features of a location in order to say whether it is a city, town, and village, coastal or rural area. Identify land use around the school. Ask and answer geographical questions (such as: What is this place like? What or who will I see in this place? What do people do in this place?). 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>Spring 2 Buildings Visual maps - long, near etc.</p> <ul style="list-style-type: none"> Name, locate the 4 countries and capital cities of the United Kingdom. Use basic geographical vocabulary to refer to: Key human features, including: city, town, village, factory, farm, house, office and shop. Use simple compass directions (north, south, east and west) and devise a simple map. Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom. 	<p>Summer 1 - Transport Road/railway maps Road maps from each UK country, Wales, England, Scotland and Northern Ireland and compare</p> <ul style="list-style-type: none"> Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied. Use and construct basic symbols in a key. Use simple compass directions (north, south, east and west) and locational and directional language [for example, near and far, left and right]. <p>Summer 2 - Kings and Queens UK countries/capitals Seaside visits in 1950s times compared with now</p> <ul style="list-style-type: none"> Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. Identify the key features of a location in order to say whether it is a city, town, and village, coastal or rural area. Use world maps, atlases and globes to identify the United Kingdom and its countries. Use basic geographical vocabulary to refer to: Key human features, including: city, town, village, factory, farm, house, office and shop. <p>NC History link - significant historical events, people and places in their own locality.</p>
<p style="text-align: center; font-size: 2em; font-weight: bold;">2</p>	<p>Autumn 1 - Southgate. Maps Contrasting non-European Country Turkey Study (World's continents and oceans human and physical)</p> <ul style="list-style-type: none"> Use aerial images and plan perspectives to recognise landmarks and basic physical features (London and Southgate) use basic geographical vocabulary to refer to: key physical features (Southgate landmark), Use compass directions (north, south, east and west) and locational language (e.g. near and far) to describe the location of features and routes on a map (Southgate). Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features. Ask and answer geographical questions (such as: What is this place like? What or who will I see in this place? What do people do in this place?). <p>Autumn 2 - Turkey Maps Capital</p>	<p>Spring 1 - Food/trade Where things are made Pollution</p> <ul style="list-style-type: none"> Ask and answer geographical questions (such as: What is this place like? What or who will I see in this place? What do people do in this place?). Use aerial images and plan perspectives to recognise landmarks and basic physical features. Devise a simple map; and use and construct basic symbols in a key. Use simple grid references (A1, B1). 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. <p>NC English link - writing down ideas and/or key words, including new vocabulary</p> <p>Spring 2 - Queen Victoria Maps</p> <ul style="list-style-type: none"> Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage. 	<p>Summer 1 - Fashion Clothing Fairtrade Contrasting Study of Southgate (human and physical)</p> <ul style="list-style-type: none"> Use simple fieldwork and observational skills to study the key human and physical features of its surrounding environment. Use aerial images and plan perspectives to recognise landmarks and basic physical features. Devise a simple map; and use and construct basic symbols in a key. Use simple grid references (A1, B1). <p>Summer 2 - Sport Olympics Around the world Origins</p> <ul style="list-style-type: none"> Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage. Use aerial images and plan perspectives to recognise landmarks and basic physical features. Devise a simple map; and use and construct basic symbols in a key. Use simple grid references (A1, B1).

	<ul style="list-style-type: none"> Name and locate the world's seven continents and five oceans Use aerial photographs and recognise landmarks and basic physical features. Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world. 	<ul style="list-style-type: none"> Use aerial images and plan perspectives to recognise landmarks and basic physical features. Use compass directions (north, south, east and west) and locational language (e.g. near and far) to describe the location of features and routes on a map. (London). Ask and answer geographical questions (such as: What is this place like? What or who will I see in this place? What do people do in this place?). <p>NC History link - The lives of significant individuals in the past who have contributed to national and International achievements. Some should be used to compare aspects of life in different periods.</p>	
<p style="font-size: 2em; text-align: center;">3</p>	<p>Autumn 1 - River Processes River Severn and River Thames Regions and counties of England</p> <ul style="list-style-type: none"> Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics (rivers). Describe and understand key aspects of physical geography (water cycles). Describe and understand key aspects of physical geography and human geography, of a location. Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom. <p>Autumn 2 - Mountain ranges & famous mountains Brief world overview. Brecon Beacons, Highlands, Lake district, Snowdonia, Pennines, Yorkshire Dales.</p> <ul style="list-style-type: none"> Describe key aspects of: Physical geography (mountains) Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics. (mountains) Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied (mountains). Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied (Mountains). 	<p>Spring 1 - Settlements & cities Settlement types, land-use, settlements by rivers, land-use hierarchy. Major cities in the UK - locational overview</p> <ul style="list-style-type: none"> Describe and understand key aspects of: 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. Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics (Settlement and Cities). Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom. Use fieldwork to observe 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>NC Maths link - interpret and present data using bar charts, pictograms and tables. Continue to interpret data presented in many contexts.</p> <p>Spring 2 - Agriculture Wales and Snowdonia compared to London Links to consumerism</p> <ul style="list-style-type: none"> Describe and understand key features of: human geography, including: agriculture, arable farms, pastoral and mixed farms. Use world maps, atlases and globes to identify the United Kingdom and its countries. Use the eight points of a compass, four-figure grid references, and symbols and key. 	<p>Summer 1 - Volcanic Processes Mediterranean- Mount Etna Compare with Pompeii</p> <ul style="list-style-type: none"> Describe key aspects of: physical geography (Earth). Use maps, atlases, globes and digital/computer mapping to locate countries and volcanoes. Describe key aspects of: physical geography, including: Earth and Volcanoes. Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity. <p>Summer 2 - Climate and Biomes Mediterranean and Temperate Longitude and latitude</p> <ul style="list-style-type: none"> Describe and understand key aspects of physical geography, including: climate zones, biomes. Identify the position and significance of latitude and longitude. Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied Describe and understand key aspects of physical and Human geography.

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Autumn 1 - Rhine and Mediterranean Introduce regions Water as a resource

- Describe and key aspects of: **physical geography**, including: rivers.
- Name and locate geographical regions and their identifying **physical characteristics**, cities, rivers, and land-use patterns; and understand how some of these aspects have changed over time.
- Describe and understand key aspects of **physical geography** (water cycle).

Autumn 2 - Population characteristics, including distribution and diversity and migration

- Describe and understand geographical similarities and differences through the study of **human and physical geography** of a region
- Describe and understand key aspects of **human geography**, including: settlements and land use.
- Use maps to locate countries and describe features studied.
- Understand geographical similarities and differences through the study of **human** geography of a region of the United Kingdom, a region in a European country.

NC English link - discussing and recording ideas

Spring 1 - Coastal processes (erosion, transportation & deposition) and landforms

- Describe and understand key aspects of **physical features** including (coastal processes).
- Use maps, atlases to locate countries and describe features studied.
- Name and locate geographical regions and their identifying **physical characteristics** (coastal processes), and understand how some of these aspects have changed over time.
- Understand geographical similarities and differences through the study of human and physical geography.

NC History link - a local history study

Spring 2 - Tourism Rhine and Mediterranean and Snowdonia

- 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).
- Describe key aspects of **physical and human geography** (mountains),
- Describe how countries and geographical regions are interconnected and interdependent.
- Describe key aspects of **physical and human geography** (the seaside),

Summer 1 - Earthquakes Tectonic plates. California & the San Andreas fault

- Describe and understand key aspects of: **physical geography** (earthquakes).
- Name and locate geographical regions and their identifying **physical characteristics** (earthquakes).
- Describe and understand key aspects of: **physical and human** geography (earthquakes).

Summer 2 - Climate change Desertification

- Describe and understand key aspects of **physical geography** (desert), including: climate zones, biomes and vegetation.
- Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.
- Describe and understand key aspects of **human** geography, including: types of settlement and land use, economic activity, food, minerals and water.
- 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.
- Use fieldwork to observe, record and present the **physical features** in the area using graphs.

NC Maths link - interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs.

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Autumn 1 - California: Why is California so thirsty?

- Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.
- Describe and understand key aspects of physical and human geography
- Understand some of the reasons for geographical similarities and differences between countries.

Autumn 2 - Oceans The Pacific and South America Oceans: climate, trade, the land masses

- Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.

Spring 1- Migration in Europe and the world. Reasons for migration. Global trade.

- Understand some of the reasons for geographical similarities and differences between countries.
- Describe how locations around the world are changing and explain some of the reasons for change.
- Describe and understand key aspects of **human geography**, including: settlements, land use, economic activity including trade links, and the distribution of natural resources.
- Use fieldwork to observe, measure, record and present features (such as: land use, climate zones, population densities, height of land) in the local area using a range of methods, including sketch maps, plans and digital technologies

Summer 1- Rainforests human and physical

- Describe and understand key aspects of: **physical geography**, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle.
- Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location.
- Analyse and give views on the effectiveness of different geographical representations of a location (such as aerial images compared with maps and topological maps - as in London's Tube map).
- Understand some of the reasons for geographical similarities and differences between countries.

	<ul style="list-style-type: none"> Describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle. Describe how locations around the world are changing and explain some of the reasons for change. <p>NC English link - noting and developing initial ideas, drawing on reading and research where necessary</p>	<p>Spring 2 - Introduction to North and South America Brazil's Mega cities</p> <ul style="list-style-type: none"> Name and locate the countries of North and South America and identify their main physical and human characteristics. Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle. Describe and understand key aspects of human geography, including: settlements, land use, economic activity including trade links, and the distribution of natural resources. Describe how locations around the world are changing and explain some of the reasons for change <p>NC ICT link - use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</p>	<ul style="list-style-type: none"> Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. Understand some of the reasons for geographical similarities and differences between countries. <p>Summer 2 - Agriculture. Amazon basin, a region of South America</p> <ul style="list-style-type: none"> Use fieldwork to observe, measure, record and present features (such as: land use, climate zones, population densities, height of land) in the local area using a range of methods, including sketch maps, plans and digital technologies Describe how locations around the world are changing and explain some of the reasons for change. Describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle. Human geography, including: settlements, land use, economic activity including trade links, and the distribution of natural resources.
<p>6</p>	<p>Autumn 1 - 3 Regions choice. London or Wales Mediterranean or Rhine Amazon Basin or California</p> <ul style="list-style-type: none"> Name and locate the world's countries, using maps (UK and North America). Collect and analyse statistics and other information in order to draw clear conclusion about locations. Understand some of the reasons for geographical similarities and differences between countries. Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location. <p>NC maths link - calculate and interpret the mean as an average.</p> <p>Autumn 2 - Polar Regions. Revisit climate study Antarctica and Patagonia linked to Wales</p> <ul style="list-style-type: none"> Name and locate the world's countries, using maps (Polar Regions). Understand some of the reasons for geographical similarities and differences between countries. Describe geographical diversity across the world. Describe geographical diversity across the world (glacier). Understand some of the reasons for geographical similarities and differences between countries (poles). 	<p>Spring 1 - London Study. Natural resources in London (Water, food, electricity and green spaces): their movement, distribution and ownership</p> <ul style="list-style-type: none"> Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location. Describe how locations around the world are changing and explain some of the reasons for change. Describe and understand key aspects of physical features (climate zones). Describe and understand key aspects of human features (landmarks). <p>Spring 2 - SATs</p>	<p>London Study. Natural resources in London (Water, food, electricity and green spaces): their movement, distribution and ownership</p> <ul style="list-style-type: none"> Describe and understand key aspects of human features (economic activity). Describe how locations around the world are changing and explain some of the reasons for change. Describe and understand key aspects of <i>human features</i> (land use in the UK). Use symbols and keys (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom. Use four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom. Describe how countries and geographical regions are interconnected and interdependent. <p>NC Maths link - Describe positions on the full coordinate grid (all four quadrants)</p> <p>Summer 2 - Fieldwork - Local and Wales, Map skills</p> <ul style="list-style-type: none"> Use maps, atlases, globes and digital/computer mapping to locate countries. Use fieldwork (secondary data) to observe human and physical features.

			<ul style="list-style-type: none">• Understand some of the reasons for geographical similarities and differences between countries.• Use fieldwork to observe, record and present human and physical features.• Use maps, symbols and keys to describe and understand aspects of physical and human features.
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