

# The Edward Worlledge Ormiston Academy Geography Curriculum



## **NC Key stage 1**

Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.

## **NC Key stage 2**

Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.

## **All children will be able to:**

Recall facts about their place in the world, comparing Great Yarmouth to areas around the world.

Apply specific vocabulary to enhance their understanding of the local area in relation to the world.

Compare natural and man-made geographical features from around the world.

Develop observational skills, based on their own line of enquiry.

Develop skills so that they can locate and describe specific places, features and facts about the world using: maps, atlases, globes and digital mapping.

Key Knowledge – The skills to...

Connections – the knowledge to make links across subjects within our school curriculum

History area of study

## Autumn Term 1 World Knowledge - Where in the world?

Year Group	Area of Study	Key Knowledge & Skills	Pupil Experience/ Connections	Key Vocabulary
1	<p><b>Where I live</b></p> <p><b>The History of Toys</b></p>	<ul style="list-style-type: none"> <li>• Explain what a continent is</li> <li>• recognise there are 7 continents (not name them)</li> <li>• Locate the United Kingdom</li> <li>• Explain why it is called the United Kingdom</li> <li>• Name, locate and identify the countries and capitals that make up the UK</li> <li>• Locate the seas surrounding the UK</li> <li>• Explain what a village is</li> <li>• Explain what a town is</li> <li>• Explain what a city is</li> <li>• Locate Great Yarmouth on a map of the UK</li> <li>• Explain why we use addresses</li> </ul>	<p>Explain why we divided the world into Continents?</p> <p>Have you ever been to another Continent?</p> <p>What was the UK like before it was the UK?</p> <p>What was life like for people before villages and towns were established?</p> <p>How has great Yarmouth changed form when your parents were children?</p> <p>What is a continent?</p> <p>How many continents are there?</p> <p>Where in the world is the United Kingdom?</p> <p>Why is it called the United Kingdom?</p> <p>Which Countries and capitals make up the UK?</p> <p>How does each country get recognised?</p> <p>What is a village?</p> <p>What is a town?</p> <p>What is a city?</p> <p>Where is Great Yarmouth on a map of the UK?</p> <p>Why do we use addresses?</p> <p>Where do you live?</p> <p>Can you describe where you live?</p> <p><b>Connections</b></p> <p>PSHE Unit – acceptance of all</p> <p>History unit – History of Toys</p>	<p>Locate identify</p> <p>recognise City</p> <p>Country Sea</p> <p>Island British</p> <p>Isles United</p> <p>Kingdom Coast</p> <p>Capital city</p>

2	<p><b>The World around me</b> 7 continents 5 oceans</p> <p><b>Great Fire of London</b></p>	<ul style="list-style-type: none"> <li>• Explain what a continent is</li> <li>• Locate and name the 7 continents of the world</li> <li>• Explain why Australia is not a continent</li> <li>• identify a country in each continent</li> <li>• Compare the size of each continent</li> <li>• Locate and name the 5 oceans of the world.</li> </ul>	<p>What is a continent? How many continents are there? Where is Europe on a world map? Where is Asia on a world map? Where is Australia on a world map? Is Australia a continent or a country? Where is Oceania on a world map? Where is Africa on a world map? Where is North America on a world map? Where is South America on a world map? Where is Antarctica on a world map? Can you locate each of the seven continents of the world on a map and identify a country in each one? Are all of the continents the same? Can you spot similarities and differences between them?</p> <p><b>Connections</b> <a href="#">Link to Previous Year's learning History unit – GFoL</a></p>	<p><b>Locate</b> identify City Country Sea Island British Isles United Kingdom Coast Capital city continent Environment Globe Africa Europe Asia Oceania Antarctica North America South America Arctic Ocean Pacific Ocean Atlantic Ocean Indian Ocean Southern Ocean</p>
3	<p><b>The World around me</b> 7 continents 5 oceans</p> <p><b>Stone Age to Iron Age</b></p>	<ul style="list-style-type: none"> <li>• Explain what a continent is</li> <li>• Locate and name the 7 continents of the world</li> <li>• Explain why Australia is not a continent</li> <li>• identify a country in each continent</li> <li>• Compare the size of each continent</li> <li>• Locate and name the 5 oceans of the world.</li> <li>• Locate the United Kingdom on a world map</li> <li>• Locate a country in each capital city</li> <li>• Locate the Nepal and Mount Everest</li> <li>• Compare countries of the world?</li> </ul>	<p>Where in the world is the United Kingdom? What is a capital city? What is a continent? How many continents are there? Where is Europe on a world map? Where is Asia on a world map? Can you locate a country in Asia? Where is Australia on a world map? Is Australia a continent or a country? Where is Oceania on a world map? Where is Africa on a world map?</p>	<p><b>Locate</b> identify Airport Capital city continent country county landscape rainfall seasons town village weather Sea Island British Isles United Kingdom Environment</p>

		<ul style="list-style-type: none"> <li>• Locate a specific country on the world map.</li> <li>• Locate the River Nile</li> </ul>	<p>Can you locate a country in Africa?  Where is North America on a world map?  Can you locate the United States of America on a world map?  Where is South America on a world map?  Can you identify a country from South America?  Where is Antarctica on a world map?  Can you locate each of the seven continents of the world on a map and identify a country in each one?  What is the highest mountain in the world?  Are all countries the same?  Can you locate the country that it is in on a world map?  What is the longest river in the world?  Can you locate it on a world map?</p> <p><b>Connections</b>  <a href="#">Link to Previous Year's learning</a>  <a href="#">Science – habitats / weather</a>  <a href="#">History unit – Stone Age – What happened to continents?</a></p>	<p>Globe Africa  Europe Asia  Oceania  Antarctica North  America South  America Arctic  Ocean Pacific  Ocean Atlantic  Ocean Indian  Ocean Southern  Ocean</p>
4	<p><b>Europe</b></p> <p><b>Romans and Saxons</b></p>	<ul style="list-style-type: none"> <li>• Locate Europe on a world map</li> <li>• Locate the United Kingdom on a world map</li> <li>• Recognise and label countries on the European continent</li> <li>• Recognise European countries by their flags</li> <li>• Recognise different currencies of Europe</li> <li>• Explain differences in the countries across Europe</li> <li>• Identify some capital cities of European countries</li> <li>• Locate the capital city of European countries on a map</li> </ul>	<p>Where is Europe on a world map?  Where is the United Kingdom on a world map?  What can you tell me about Europe?  Do you know any countries that are on the European continent?  Where is _____ on a map of Europe?  Where is _____ on a map of the world?  Which European country does this flag belong to?  Do all countries in Europe use the same currency?  What differences are there in the countries across Europe?  What is a capital city?  Can you name the capital city of _____ ?  Where is the capital city of _____ on a map?  How do two European countries compare?</p>	<p>Airport Capital  city city  continent country  county landscape  rainfall seasons  town village  weather Sea  Island  British Isles  United Kingdom  Environment  Europe</p>

			<p><b>Connections</b></p> <p>Link to Previous Year's learning</p> <p>PSHE – tolerance of others / individual strengths</p> <p>History unit – Romans and Saxons – modern reasons for travel?</p>	
5	<p><b>I want to be in America</b></p> <p>North America</p> <p>South America</p> <p><b>The Ancient Sumerians</b></p>	<ul style="list-style-type: none"> <li>• Locate North America on a world map</li> <li>• name the countries of North America</li> <li>• locate North American countries on a map</li> <li>• Compare the temperatures across North America</li> <li>• Locate geographical features of North America</li> <li>• Link capital cities to the countries of North America</li> <li>• Compare capital cities for population</li> <li>• Are the UK and North America in the same time zone</li> <li>• Locate South America on a world map</li> <li>• Name some of the countries of South America</li> <li>• identify the countries of South America on a map</li> <li>• Compare the climates of South America and North America</li> <li>• Locate the Andes of a map</li> </ul>	<p>Where is North America on a world map?</p> <p>Can you name the countries of North America?</p> <p>Can you locate North American countries on a map?</p> <p>How do temperatures differ in North America?</p> <p>Can you compare the climate of two particular areas?</p> <p>What geographical features of North America can you identify?</p> <p>What is a capital city is?</p> <p>Can you identify North American capital cities and match them to their countries?</p> <p>How do the capital cities compare to each other? (such as language and population)</p> <p>Are the UK and North America in the same time zone?</p> <p>Where is South America on a world map?</p> <p>Can children name the countries of South America?</p> <p>Can you identify the countries of South America on a map?</p> <p>How does the climate of South America compare to North America?</p> <p>What are the Andes and where are they?</p> <p>Can children name some of the biggest exports of South America?</p>	<p>Latitude</p> <p>Longitude</p> <p>Equator</p> <p>Northern Hemisphere</p> <p>Southern Hemisphere</p> <p>Tropic of Cancer</p> <p>Tropic of Capricorn</p> <p>Environmental region</p> <p>Timezone</p> <p>County States</p> <p>Amazon Basin</p> <p>Amazon River</p> <p>Compass Points</p> <p>Continent</p> <p>Mountain</p> <p>Mountain Range</p> <p>Physical Feature</p> <p>River Slum</p>

			<p>Can you compare UK and a region of South America's physical geography?</p> <p><b>Connections</b></p> <p><a href="#">Link to Previous Year's learning</a></p> <p>Science – biomes</p> <p>History unit – Ancient Sumerians</p>	<p>Source    Tributary</p> <p>Village   Rainforest</p>
6	<p><b>Dissecting the world</b></p> <p><b>The Titanic (1900–1930)</b></p>	<ul style="list-style-type: none"> <li>locate the Equator</li> <li>Explain what the Equator is</li> <li>Locate the Tropic of Cancer and Capricorn</li> <li>Explain what the Tropic of Cancer and Capricorn are</li> <li>Locate the Northern Hemisphere and Southern Hemispheres</li> <li>compare the Northern and Southern Hemispheres</li> <li>Explain what the meridian line is</li> <li>Locate the meridian line</li> <li>Explain the significance of latitude and longitude</li> <li>locate a country using latitude and longitude</li> <li>Explain what tectonic plates are</li> <li>Explain why certain countries have more earthquakes than the UK</li> <li>Compare the (Northern Hemisphere country) and (Southern Hemisphere country)</li> </ul>	<p>What is the equator?</p> <p>What is the Northern Hemisphere?</p> <p>What is the Southern Hemisphere?</p> <p>Can you compare the Northern and Southern Hemispheres?</p> <p>What is a meridian line?</p> <p>Why do we use latitude and longitude?</p> <p>Can you locate a country using latitude and longitude?</p> <p>What are tectonic plates?</p> <p>why does ____ have more earthquakes than the UK?</p> <p>What is physical geography?</p> <p>What is human geography?</p> <p>What comparisons can be made between (Northern Hemisphere country) and (Southern Hemisphere country)?</p> <p><b>Connections</b></p> <p><a href="#">Link to Previous Year's learning</a></p> <p>History unit – The Titanic – How has world navigation changed?</p>	<p>latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, Prime time zone (including day and night) Greenwich Meridian time zones (including day and night) tectonic plates human geography physical geography</p>

## Autumn Term 2 – The Natural World vs the Human World

Year Group	Area of Study	Key Knowledge & Skills	Pupil Experience/ Connections	Key Vocabulary
1	<b>Knowing London</b>  <b>The Gunpowder Plot</b>	<ul style="list-style-type: none"> <li>locate London on a world map</li> <li>identify key physical features of London</li> <li>identify key landmarks of London</li> <li>locate landmarks of London using an aerial photo</li> <li>locate landmarks of London using a map?</li> <li>to identify if a photo is of London or not</li> <li>describe the geographical features of London.</li> <li>Explain how London has changed over time</li> <li>Recognise the distance between Great Yarmouth and London</li> </ul>	<p>Can you locate London on a world map?</p> <p>Can you identify key physical features of London?</p> <p>Can you identify key landmarks of London?</p> <p>Can you locate landmarks of London using an aerial photo?</p> <p>Can you locate landmarks of London using a map?</p> <p>Can you use your knowledge of the features of London to identify if a photo is of London or not?</p> <p>Can you describe the geographical features of London.</p> <p>How has London changed over time?</p> <p><b>Connections</b></p> <p>Link to A1 learning</p> <p>History unit – Gunpowder Plot-Routes through the city/key event locations</p>	Airport capital city city continent country landscape rainfall seasons town village weather forest harbour hill human features physical features port river skyscraper train station vegetation
2	<b>Knowing China</b>  <b>Nurses of War</b>	<ul style="list-style-type: none"> <li>locate China on a world map</li> <li>Identify the continent in which China is situated in.</li> <li>Name the capital city of China</li> <li>identify key physical features of China</li> <li>identify key landmarks of China</li> <li>Compare Chinese schooling to UK schooling.</li> <li>Compare Chinese farming with UK farming</li> <li>Identify Chinese traditions</li> </ul>	<p>Can you locate China on a world map?</p> <p>Can you identify key physical features of China?</p> <p>Can you identify key landmarks of China?</p> <p>Can you describe the geographical features of China?</p> <p><b>Connections</b></p> <p>Link to A1 learning</p> <p>UK peninsulas</p> <p>History unit – Nurses of War, COVID pandemic.How did nurses play a part?</p>	China Asia World Map Beijing Farming Schooling Chinese New Year Traditions Great Wall of China Forbidden City Yellow River



3	<p><b>Knowing the Western Frontier</b></p> <p><b>The Wild West</b></p>	<ul style="list-style-type: none"> <li>• Locate North America on a world map</li> <li>• Describe the physical features of the Great Plains using pictures and maps</li> <li>• Describe the physical features surrounding the Great Plains</li> <li>• Locate the Great Plains on a map of North America</li> <li>• Explain why America is split into states</li> <li>• Name some of the states that are home to the Great Plains</li> <li>• identify some different climate zones in North America</li> <li>• investigate the climate of the Great Plains</li> <li>• describe how mountains and rivers are formed</li> </ul>	<p>What are the Great Plains?          What are natural features do the Great Plains offer?          Can you identify the Great Plains on a map?          Why is America split into states?          Which states would I find the Great Plains in?          What physical neighbours do the Great Plains have?          Can you locate the continent of North America on a world map?          Can you identify some different climate zones in North America?          Can you investigate the climate of the Great Plains?          Can you describe how mountains and rivers are formed?          Can you use pictures to describe the physical features of the Great Plains?</p> <p><b>Connections</b>  <a href="#">Link to A1 learning</a>  <a href="#">Science – habitats/ water cycle</a>  <a href="#">History unit – The Wild West</a></p>	<p>states capital city          city continent          country          landscape          rainfall seasons          town village          weather forest          hill human          features physical          features port          river train          station vegetation          North America          climate</p>
4	<p><b>Knowing Europe</b></p> <p><b>The Saxons and Vikings</b></p>	<ul style="list-style-type: none"> <li>• locate Denmark on a world map</li> <li>• locate Norway on a world map</li> <li>• locate Germany on a world map</li> <li>• Explain the location of Europe on the world map</li> <li>• Describe the physical layout of Europe as a continent</li> <li>• Name capital city of Denmark, Germany and Norway</li> <li>• Recognise the flags of major countries in Europe including Denmark, Germany and Norway</li> <li>• Locate key Saxon locations on a map of Europe</li> </ul>	<p>Where is Denmark on a world map?          Where is Norway on a world map?          Where is Germany on a world map?          What did the UK offer those traveling from Europe?          Do all countries in Europe use the same currency?          What differences are there in the countries across Europe?          What is a capital city of Denmark, Germany and Norway?          What was the Saxon capital of the United Kingdom?          Where is the capital city of _____ on a map?          How do two European countries compare in modern life?</p> <p><b>Connections</b>  <a href="#">Link to A1 learning</a>  <a href="#">PSHE – tolerance of others / individual strengths</a>  <a href="#">History unit – Saxons and Vikings – routes to the UK (modern comparisons)</a></p>	<p>states capital city          city continent          country          landscape          rainfall seasons          town village          weather forest          hill human          features physical          features port          river train          station vegetation          Norway Germany          Denmark          climate</p>

		<ul style="list-style-type: none"> <li>Name and locate a number of European capital cities</li> <li>Compare European landscapes to the UK</li> </ul>		
5	<p><b>Knowing</b></p> <p><b>Mesoameric</b></p> <p><b>a</b></p> <p><b>The Ancient</b></p> <p><b>Mayans</b></p>	<ul style="list-style-type: none"> <li>Locate Ancient Mesoamerica on a map</li> <li>Locate modern day countries that would make up Mesoamerica</li> <li>locate physical features of Mesoamerica</li> <li>Compare Mesoamerica to the United Kingdom: <ul style="list-style-type: none"> <li>location / environmental regions / physical features / populations</li> </ul> </li> <li>Locate modern Mayan civilisations on a map and compare to the UK</li> </ul>	<p>Can you identify where the Mayans lived on a world map?</p> <p>Which continent did the Maya live in?</p> <p>Which modern day countries would the Maya live in?</p> <p>What physical features did Mesoamerica offer?</p> <p>How does Mesoamerica compare to the United Kingdom?</p> <p>How does modern Maya life compare to ancient Maya life?</p> <p><b>Connections</b></p> <p>Link to A1 learning</p> <p>PSHE – tolerance of others / individual strengths</p> <p>Links to modern countries within “Mesoamerica” – visitors</p> <p>History unit – Ancient Mayans</p>	<p>capital city</p> <p>city</p> <p>continent</p> <p>country</p> <p>landscape</p> <p>rainfall</p> <p>seasons</p> <p>town</p> <p>village</p> <p>weather</p> <p>forest</p> <p>hill</p> <p>human</p> <p>features</p> <p>physical</p> <p>features</p> <p>river</p> <p>vegetation</p> <p>climate</p> <p>physical</p> <p>geography (climate</p> <p>zones, biomes,</p> <p>vegetation belts,</p> <p>human geography,</p> <p>settlement, land</p> <p>use, economic</p> <p>activity</p> <p>trade</p> <p>links, distribution,</p> <p>natural resources</p>

				energy, food, minerals and water
6	<p><b>Knowing</b></p> <p><b>Central Europe</b></p> <p><b>WW1 (1900 – 1930)</b></p>	<ul style="list-style-type: none"> <li>• Explain how Europe has changed since 1914</li> <li>• Locate the Somme region on a European map</li> <li>• Compare Germany, Austria-Hungary and Belgium in 1914 to modern era.</li> <li>• locate Germany on a world map</li> <li>• locate Austria-Hungary on a world map</li> <li>• locate Belgium on a world map</li> <li>• locate Ypres on a European map</li> <li>• Explain the location of Belgium and its physical features</li> <li>• Describe the physical layout of Europe as a continent</li> <li>• Name the capital city of most European countries</li> <li>• Recognise the flags of most countries in Europe</li> <li>• Name and locate a number of European capital cities</li> <li>• Compare European landscapes to the UK</li> </ul>	<p>How has Europe changed since 1914?</p> <p>Where is Belgium on a world map?</p> <p>Where is Austria-Hungary on a world map?</p> <p>Where is Germany on a world map?</p> <p>Do all countries in Europe use the same currency?</p> <p>What differences are there in the countries across Europe?</p> <p>What is a capital city of Belgium, Austria-Hungary and Germany?</p> <p>Can you describe the physical features of Belgium?</p> <p>Where is Ypres on a European map?</p> <p>Where is the Somme on a European map?</p> <p>How do two European countries compare in modern life?</p> <p><b>Connections</b></p> <p>Link to A1 learning</p> <p>PSHE – tolerance of others / individual strengths</p> <p>Links to modern countries within “Mesoamerica” – visitors</p> <p>History unit – Ancient Mayans</p>	<p>capital city</p> <p>city</p> <p>continent</p> <p>country</p> <p>landscape</p> <p>rainfall</p> <p>seasons</p> <p>town</p> <p>village</p> <p>weather</p> <p>forest</p> <p>hill</p> <p>human features</p> <p>physical features</p> <p>river</p> <p>vegetation</p> <p>climate</p> <p>physical geography (climate zones, biomes, vegetation belts, human geography, settlement, land use, economic activity</p> <p>trade links, distribution, natural resources</p> <p>energy, food, minerals and water</p> <p>Western Front</p> <p>Trench</p> <p>Ypres</p>

## Spring Term 1 - The Natural world

Year Group	Area of Study	Key Knowledge & Skills	Pupil Experience/ <b>Connections</b>	Key Vocabulary
1	<b>Mountains</b>  <b>Castles</b>	<ul style="list-style-type: none"> <li>• Explain the difference between hills and mountains</li> <li>• Explain How mountains are formed</li> <li>• Recognise the physical features of hills or cliffs</li> <li>• Explain what cliffs, forests, hills, seas, rivers and valleys are</li> </ul>	<p>What is the difference between hills and mountains?                      How are mountains formed?                      Why were castles built near hills or cliffs?                      Would you build your castle on a hill? Why?                      What are cliffs, forests, hills, seas, rivers and valleys?                      Sell my castle – Do I want these features: cliffs, forests, hills, seas, rivers and valleys?                      Why did people live near, but not in, Castles?</p> <p><b>Connections</b>                      Link to Autumn learning                      History unit – Castles – consider local castles and their locations</p>	Fold mountains, Fault-block mountains, Dome mountains, Volcanic Mountains, Plateau Mountains Glacial, erosion, climate change, Mountain, peak, vegetation, Elevation, height,

2	<p><b>Water!</b> <b>Water!</b> <b>Seas/ Coasts</b> <b>/ UK rivers</b></p> <p><b>Kings and Queens</b></p>	<ul style="list-style-type: none"> <li>• name and locate the five oceans on a world map</li> <li>• name and locate the UK's seas on a world map</li> <li>• Explain the benefits of living near a coastline</li> <li>• Explain the negatives of living near a coastline</li> <li>• Describe how coastlines are protected</li> <li>• identify physical features of beaches from photographs</li> <li>• Can you compare Great Yarmouth beach to Honolulu</li> <li>• Name and locate the UK's longest rivers on a map of the UK</li> </ul>	<p>Can you name and locate the five oceans? Can you name and locate the UK's seas?? What benefits are there to living near a coastline? What negatives are there to living near a coastline? Can you identify physical features of beaches? Can you compare two beaches? Can you name the UK's longest rivers?</p> <p><b>Connections</b> Link to Autumn learning History unit – Kings and Queens– consider local castles and their locations</p>	<p>River, River bank, River bed, Source, spring, stream, tributary, flow, estuary, valley, lake, erosion, waterfall, river bed, wearing, sediment River Bann River Tay River Severn River Thames</p>
3	<p><b>Rivers</b></p> <p><b>Ancient Egyptians</b> extended study</p>	<ul style="list-style-type: none"> <li>• Name and locate the UK's longest rivers</li> <li>• Locate Egypt on a world map</li> <li>• Describe Egypt's location, using a world map.</li> <li>• Locate and name the major rivers and cities of Egypt</li> <li>• Describe the uses of the River Nile</li> <li>• describe some of the geographical features of the Nile</li> <li>• Compare the River Nile to the UK's rivers</li> <li>• Identify and locate tourist attractions of Egypt</li> </ul>	<p>Can you name the UK's longest rivers? Where is Egypt on a world map? Which continent Egypt is in? Can you name the major rivers and cities of Egypt? Why was the River Nile so important to the ancient Egyptians? Does the River Nile have the same role in modern Egyptian life? Can you identify tourist attractions of Egypt? Can you locate these on a map? Can children locate the River Nile on a map? Can children describe some of the geographical features of the Nile?</p> <p><b>Connections</b> Link to Autumn learning Link to Year 2 water topic (Autumn) Major rivers around the world History unit – Egyptians– Link local river Yare/Bure to Nile</p>	<p>River, River bank, River bed, Source, spring, stream, tributary, flow, estuary, valley, lake, erosion, waterfall, river bed, wearing, sediment River Bann River Tay River Severn River Thames</p>

4	<p><b>A Mountain fit for a king</b></p> <p><b>Ancient Greeks</b> extended study</p>	<ul style="list-style-type: none"> <li>• Locate Greece on a world map</li> <li>• Locate Mount Olympus on a map of Greece</li> <li>• Explain the uses of Mount Olympus</li> <li>• Describe the physical features of Mount Olympus</li> <li>• locate Santorini on a European map and world map</li> <li>• Compare Mount Olympus to that of the UK's highest hills: <ul style="list-style-type: none"> <li>- location / vegetation / height / uses</li> </ul> </li> </ul>	<p>Where is Mount Olympus?  What was Mount Olympus used for?  What are the physical features of Mount Olympus?  Can you locate Mount Olympus on a map?  Why was Mount Olympus so important to the ancient Greeks?  Where is Santorini?</p> <p><b>Connections</b></p> <p><a href="#">Link to Autumn learning</a>  <a href="#">Link to Year 1 Mountains (Spring)</a>  <a href="#">Link to Year 3 Physical UK features topic (Summer)</a>  <a href="#">Major rivers around the world</a>  <a href="#">History unit – Greeks</a></p>	<p>Fold mountains, Fault-block mountains, Dome mountains, Volcanic Mountains, Plateau Mountains Glacial, erosion, climate change Mountain, peak, vegetation, Elevation, height,</p>
5	<p><b>Nature Provides</b></p> <p><b>Tudors</b> extended study</p>	<ul style="list-style-type: none"> <li>• compare the physical geography of England between the Tudor period and today</li> <li>• compare the human geography of England between the Tudor period and today?</li> <li>• Explain how land use has changed over time</li> <li>• describe some natural resources and land uses in Britain</li> <li>• Explain what 'abundant' natural resources are?</li> <li>• Explain problems associated with the use of natural resources which are not abundant.</li> <li>• Explain problems associated with burning natural resources to produce electricity.</li> <li>• name clean and renewable natural resources</li> <li>• Explain the benefits and drawbacks of exploiting natural resources</li> <li>• distinguish between uses of natural resources e.g. food/ energy/ construction/ manufacturing</li> </ul>	<p>Can you name some similarities and differences in the physical geography of England between the Tudor period and today?  Can you name some similarities and differences in the human geography of England between the Tudor period and today?  How has land use changed over time?  Can you describe some natural resources and land uses in Britain?  Can you explain what 'abundant' natural resources are?  What are some problems associated with the use of natural resources which are not abundant?  How do you produce electricity?  Are there any problems associated with burning natural resources to produce electricity?  Can you name some clean and renewable natural resources?  How are they are used to produce electricity?  What are the advantages and disadvantages of renewable energy sources?  Can you explain some of the benefits and drawbacks of exploiting natural resources?</p>	<p>Topography  physical geography  human geography  land uses  Abundant natural resources  electricity  renewable energy sources  exploiting food energy  construction  manufacturing</p>

		<ul style="list-style-type: none"> <li>Identify why certain parts of the UK/world produce particular products</li> </ul>	<p>Can you distinguish between uses of natural resources e.g. food/ energy/ construction/ manufacturing?</p> <p><b>Connections</b></p> <p>Link to Autumn learning</p> <p>Link to Year 3 Physical UK features topic (Summer)</p> <p>Local land use / energy use (wind farms etc)</p> <p>History unit – Tudors</p>	
6	<p><b>The Oceans' secrets</b></p> <p>WW2 (1930 – 1950) extended study</p>	<ul style="list-style-type: none"> <li>name and locate the major bodies of water on Earth using: <ul style="list-style-type: none"> <li>-maps</li> <li>-globes</li> <li>-atlases</li> <li>-digital mapping</li> </ul> </li> <li>Explain how the oceans and seas were formed</li> <li>Describe the differences in types of water – brackish /fresh/ salt</li> <li>Describe the ocean floor</li> <li>Explain how the depth of the ocean floor differs around the world</li> <li>Explain how the depths of the oceans are changing</li> <li>Describe the effects of global warming / environmental factors on bodies of water</li> </ul>	<p>Can you name the major bodies of water on Earth</p> <p>Can you locate oceans and seas of the world on a globe/map.</p> <p>How the oceans and seas were formed</p> <p>Is all water salty?</p> <p>What does the ocean floor look like?</p> <p>How deep are the oceans of Earth?</p> <p>Why is it difficult to explore the deep oceans?</p> <p>Are the oceans changing?</p> <p>What is the effect of climate change on the oceans?</p> <p><b>Connections</b></p> <p>Link to Autumn learning</p> <p>Link to Year 2 water topic (Autumn)</p> <p>Link to Year 3 rivers topic (Autumn)</p> <p>History unit – WW2</p>	

## Spring Term 2 – The Weather

Year Group	Area of Study	Key Knowledge & Skills	Pupil Experience/ Connections	Key Vocabulary
1	<p><b>The World's weather</b></p> <p><b>World Famous People</b></p>	<ul style="list-style-type: none"> <li>Recognise the hottest places on earth</li> <li>Recognise the coldest places on earth</li> <li>Explain how weather patterns change throughout the year</li> <li>Recall the seasons</li> <li>Recall the months of the year and what season they occur (around the world)</li> <li>Explain the significance of Spring</li> <li>What is the weather like in all four seasons</li> <li>Explain the effect the weather has on human activities</li> <li>Identify seasonal and daily patterns across all seasons</li> </ul>	<p>Where are the hottest places on earth normally found?</p> <p>Where are the coldest places on earth?</p> <p>Do weather patterns change throughout the year?</p> <p>How many seasons are there in a year?</p> <p>Can you name the months of each season?</p> <p>When is spring?</p> <p>Why do plants and animals look forward to Spring?</p> <p>When is summer?</p> <p>When is Autumn?</p> <p>When is Winter?</p> <p>What is the weather like in all four seasons?</p> <p>How does the weather affect human activities?</p> <p><b>Connections</b></p> <p>Link to Spring learning</p> <p>History unit - World famous people (use of running water?)</p>	<p>Rainfall Heat</p> <p>Precipitation</p> <p>Water vapour</p> <p>Seasons Spring</p> <p>Summer Autumn</p> <p>Winter</p>



2	<p><b>Tornadoes</b></p> <p><b>Flight</b></p>	<ul style="list-style-type: none"> <li>• Explain how a tornado is formed</li> <li>• Explain how a hurricane is formed</li> <li>• Compare hurricanes and tornadoes.</li> <li>• Locate and describe Hurricane Alley on a world map.</li> <li>• Describe why places in the world are more at risk of hurricanes or tornadoes.</li> <li>• identify areas of high risk on a world map</li> <li>• Explain why people choose to settle in certain areas</li> </ul> <p>The Great storm of 1987</p>	<p>What is a tornado?</p> <p>What is a hurricane?</p> <p>What are the effects of hurricanes and tornadoes?</p> <p>Are there places in the world more at risk of hurricanes?</p> <p>Can you identify areas of high risk on a world map?</p> <p>Why do people choose to settle in certain areas?</p> <p><b>Connections</b></p> <p><a href="#">Link to S1 learning</a></p> <p><a href="#">Link to Year 1 – Weather (Spring)</a></p> <p><a href="#">History unit - World famous inventions (use of running water/electricity)</a></p> <p><a href="#">Compare inventions that detect wild weather.</a></p>	<p>Rainfall</p> <p>Evaporation    Heat</p> <p>Precipitation</p> <p>Water vapour</p> <p>Condensation</p> <p>Precipitation</p> <p>cumulonimbus cloud</p>
3	<p><b>Earthquakes</b></p> <p><b>Ancient Egyptians extended study</b></p>	<ul style="list-style-type: none"> <li>• Describe what tectonic plates are</li> <li>• Can children identify hazards and safety precautions that could be put in place during an earthquake?</li> <li>• Describe the term physical geography</li> <li>• describe the term human geography</li> <li>• Describe what causes earthquakes</li> <li>• Explain why places on earth are more prone to earthquakes</li> <li>• Locate earthquake zones on a world map</li> <li>• Compare the earthquakes recorded in the UK with those in Western America</li> <li>• Explain why the UK is at very low risk of earthquakes</li> </ul>	<p>What are tectonic plates??</p> <p>Can the children describe why _____ has more earthquakes than the UK?</p> <p>Can children identify hazards and safety precautions that could be put in place during an earthquake?</p> <p>Can children give a definition of physical geography?</p> <p>Can children define the term human geography?</p> <p>What causes earthquakes?</p> <p>Why are some places in the world more prone to earthquakes than others?</p> <p>Can you use a map to identify areas that are prone to earthquakes?</p> <p><b>Connections</b></p> <p><a href="#">Link to Autumn unit</a></p> <p><a href="#">Link to S1 learning</a></p>	<p>Earth, concentric layers, core, mantle, crust, tectonic plates, constant motion, boundaries, magma seismic, seismographs</p> <p>treeline Glacial, erosion, climate change Mountain, peak, vegetation, Elevation, height,</p>

			History unit – Ancient Egyptians. – “Earthquakes were Gods hammering.”	
4	<p><b>Volcanoes</b></p> <p><b>Ancient Greeks</b> extended study</p>	<ul style="list-style-type: none"> <li>• Explain why volcanoes erupt</li> <li>• Explain how volcanoes are formed</li> <li>• Explain why some places in the world are more prone to eruptions than others</li> <li>• Describe how volcanic eruptions impact the surrounding areas</li> <li>• Explain the differences between the three main types of volcanoes</li> <li>• Describe the environmental features of volcanic regions</li> <li>• How do people, plants and animals adapt to a volcanic environment</li> <li>• Compare Pompeii and Herculaneum eruption of Vesuvius to 1920's eruption.</li> <li>• Explain why people choose to settle in certain volcanic areas</li> </ul>	<p>Where is Santorini?</p> <p>Why do volcanoes erupt?</p> <p>What is a volcano?</p> <p>Why are some places in the world more prone to eruptions than others?</p> <p>what happens when a volcano erupts?</p> <p>How do volcanic eruptions impact the surrounding areas?</p> <p>What are the parts of a volcano?</p> <p>What are the three main types of volcanoes?</p> <p>Why do some people and animals live near volcanoes?</p> <p>Are volcanoes hostile?</p> <p>How do people, plants and animals adapt to a volcanic environment?</p> <p>Do children understand the similarities and differences between a volcanic area and a non-volcanic area?</p> <p>Why do people choose to settle in certain areas?</p> <p><b>Connections</b></p> <p><a href="#">Link to Autumn unit</a></p> <p><a href="#">Link to S1 learning</a></p> <p><a href="#">Link to Year 3 unit (earthquakes – tectonic plates)</a></p>	<p>Earth, concentric layers, core, mantle, crust, tectonic plates, constant motion, boundaries, magma seismic, seismographs</p> <p>Dome, block, volcanic, fold, mountain, peak, snow line, headwall, lake/corrie, waterfall, rocky outcrop, stream, pasture, hanging valley, rounded summits, u-shaped valley, river, treeline</p> <p>Glacial, erosion, climate change</p>

			History unit – Ancient Greeks. – Comparisons of modern volcanoes	mountain, peak, vegetation, Elevation, height,
5	<p><b>Tsunamis</b></p> <p><b>Tudors</b> extended study</p>	<ul style="list-style-type: none"> <li>• Explain how a tsunami is formed</li> <li>• Explain the effects of a tsunami</li> <li>• identify areas of high risk on a world map</li> <li>• describe the events of the Indonesian Tsunami</li> <li>• locate and sketch the large tectonic plates on a world map</li> <li>• Name and describe the three types of plate boundaries</li> <li>• Explain why people choose to settle in certain areas with known risk.</li> <li>• Explain why the UK is at very low risk of tsunami</li> </ul>	<p>How is a Tsunami caused?</p> <p>What are the effects of a tsunami?</p> <p>Can you identify areas of high risk on a world map?</p> <p>Can you describe the events of the Indonesian Tsunami?</p> <p>What links large tectonic plates and countries of the world?</p> <p>Can you name the tectonic plates and countries that lie on them?</p> <p>What are three types of plate boundaries?</p> <p>Why do people choose to settle in certain areas?</p> <p><b>Connections</b></p> <p><a href="#">Link to Autumn unit (travel)</a></p> <p><a href="#">Link to S1 learning</a></p> <p><a href="#">Link to Year 3 unit (earthquakes)</a></p> <p><a href="#">History unit – The Tudors</a></p>	<p>Wastage, conservation, drought, wateraid Earth, concentric layers, core, mantle, crust, tectonic plates, constant motion, boundaries, magma seismic, seismographs treeline Glacial, erosion, climate change Mountain, peak, vegetation, Elevation, height,</p>

6	<p><b>Droughts and Floods</b></p> <p><b>WW2 (1930 – 1950)</b> extended study</p>	<ul style="list-style-type: none"> <li>Describe why the climate and weather vary around the world and give examples</li> <li>Explain what happens to all of the water on earth</li> <li>Describe the stages of the water cycle</li> <li>Explain how physical geography effects drought / flood</li> <li>Explain how human geography effects drought / flood</li> <li>Explain what causes a drought.</li> <li>Explain how drought can be a catalyst for flooding.</li> <li>Describe the geographical impact of the 1953 floods (causes / route of surge / why certain areas were affected)</li> </ul>	<p>How does climate and weather vary around the world?</p> <p>What happens to all of the water on earth?</p> <p>What are the stages of the water cycle?</p> <p>What are droughts?</p> <p>how they are caused?</p> <p>Can you identify and name examples of extreme weather?</p> <p>Why do these extreme weathers occur?</p> <p>What caused the 1953 floods?</p> <p>What was the impact of the 1953 floods?</p> <p><b>Connections</b></p> <p><a href="#">Link to Autumn unit</a></p> <p><a href="#">Link to S1 learning</a></p> <p><a href="#">Link to Year 4 unit (Tsunamis)</a></p> <p><a href="#">History unit – WW2</a></p>	<p>Wastage, conservation, drought, wateraid Earth, concentric layers, core, mantle, crust, tectonic plates, constant motion, boundaries, magma seismic, seismographs treeline Glacial, erosion, climate change Mountain, peak, vegetation, Elevation, height,</p>
---	--	--	--	---

## Summer Term 1 – The UK

Year Group	Area of Study	Key Knowledge & Skills	Pupil Experience/ <b>Connections</b>	Key Vocabulary
1	<p><b>Knowing the UK</b></p> <p>The North and East</p> <p><b>National Heroes</b></p>	<ul style="list-style-type: none"> <li>• Locate and name Countries and capitals of the UK</li> <li>• identify some Northern and Eastern counties of the UK</li> <li>• place these counties of the UK on a map</li> <li>• identify major cities in those counties</li> <li>• How mountains and hills are formed</li> <li>• What are the oceans and seas that surround the UK?</li> <li>• major rivers in your counties</li> <li>• Use world maps to locate UK and its countries.</li> <li>• Use world atlases to locate UK and its countries.</li> <li>• Use world globe to locate UK and its countries.</li> <li>• Recognise landmarks using photographs.</li> <li>• Recognise basic human features using photographs.</li> <li>• Recognise physical features using photographs.</li> <li>• Use atlases and globes to identify UK and its seas</li> <li>• Recognise Key physical features of the North and East of England</li> </ul>	<p>Where in the world is the United Kingdom?</p> <p>Why is it called the United Kingdom?</p> <p>Which Countries and capitals make up the UK?</p> <p>Do children know what a county is?</p> <p>Can you identify some Northern and Eastern counties of the UK?</p> <p>Can you place these counties of the UK on a map?</p> <p>What is a city?</p> <p>Can you identify major cities in those counties?</p> <p>Can you locate these cities on a map?</p> <p>How are mountains and hills are formed?</p> <p>Are there any hill or mountain ranges in your counties?</p> <p>What are the oceans and seas that surround the UK?</p> <p>Do you have any major rivers in your counties?</p> <p>Where does your river meet the sea?</p> <p><b>Connections</b></p> <p><a href="#">Link to Year 1 unit (Autumn)</a></p> <p><a href="#">Link to Spring unit</a></p> <p><a href="#">History unit – National Heroes – Where in the UK did they live?</a></p>	<p>aerial</p> <p>capital city</p> <p>country</p> <p>government.</p> <p>flag human</p> <p>geography</p> <p>island</p> <p>Great Britain</p> <p>England Ireland</p> <p>Scotland Wales.</p> <p>London capital</p> <p>city physical</p> <p>geography</p> <p>United Kingdom</p> <p>village</p>

		<ul style="list-style-type: none"> <li>Recognise Key human features of the North and East of England</li> </ul>		
2	<p><b>Knowing the UK</b></p> <p>South and West</p> <p><b>National Inventions</b></p>	<ul style="list-style-type: none"> <li>Locate and name Countries and capitals of the UK</li> <li>identify some Southern and Western counties of the UK</li> <li>place these counties of the UK on a map</li> <li>identify major cities in those counties</li> <li>How mountains and hills are formed</li> <li>What are the oceans and seas that surround the UK?</li> <li>major rivers in your counties</li> <li>Use world maps to locate UK and its countries.</li> <li>Use world atlases to locate UK and its countries.</li> <li>Use world globe to locate UK and its countries.</li> <li>Recognise landmarks using photographs.</li> <li>Recognise basic human features using photographs.</li> </ul>	<p>Where in the world is the United Kingdom?</p> <p>Why is it called the United Kingdom?</p> <p>Which Countries and capitals make up the UK?</p> <p>What is the population of the UK?</p> <p>Do children know what a county is?</p> <p>Can you identify some Southern and Western counties of the UK?</p> <p>Can you place these counties of the UK on a map?</p> <p>What is a city?</p> <p>Can you identify major cities in those counties?</p> <p>Can you locate these cities on a map?</p> <p>How are mountains and hills are formed?</p> <p>Are there any hill or mountain ranges in your counties?</p> <p>What are the oceans and seas that surround the UK?</p> <p>Do you have any major rivers in your counties?</p> <p>Where does your river meet the sea?</p> <p><b>Connections</b></p> <p>Link to Year 1 unit (Autumn)</p> <p>Link to Spring unit</p> <p>History unit – National Inventions– Where in the UK was impacted?</p>	<p>aerial</p> <p>capital city</p> <p>country</p> <p>government.</p> <p>flag human</p> <p>geography</p> <p>island</p> <p>Great Britain</p> <p>England Ireland</p> <p>Scotland Wales.</p> <p>London capital</p> <p>city physical</p> <p>geography</p> <p>United Kingdom</p> <p>village population</p>

		<ul style="list-style-type: none"> <li>Recognise physical features using photographs.</li> <li>Use atlases and globes to identify UK and its seas</li> <li>Recognise Key physical features of the South and West of England</li> </ul> <p>Recognise Key human features of the South and West of England</p>		
3	<p><b>Physical Features of the UK</b></p> <p><b>The British Empire</b></p>	<ul style="list-style-type: none"> <li>Locate the UK's highest peaks</li> <li>Locate the UK's rivers</li> <li>Compare human and physical features of Norfolk and London (using photos)</li> <li>describe the landscape of the UK using topographical maps</li> <li>Compare the population of Norfolk over time</li> <li>Compare the population of London over time</li> <li>Locate rural counties</li> <li>Locate urban counties</li> <li>Explain why we use grid references (four figure)</li> </ul>	<p>Using photos, can you compare Norfolk and London?</p> <p>Using topographical maps, can you describe the landscape of the UK?</p> <p>How has the population of Norfolk changed over time?</p> <p>How has the population of London changed over time?</p> <p>Which counties are more rural?</p> <p>Which counties are more urban?</p> <p>What is a grid reference? (four figure and six figure)</p> <p>Why is it hard to measure population?</p> <p><b>Connections</b></p> <p>Link to Year 1 unit (Autumn)</p> <p>History unit – The British Empire (How to get around the world)</p>	<p>aerial</p> <p>capital city</p> <p>country</p> <p>government.</p> <p>flag human</p> <p>geography</p> <p>island</p> <p>Great Britain</p> <p>England Ireland</p> <p>Scotland Wales.</p> <p>London capital</p> <p>city physical</p> <p>geography</p> <p>United Kingdom</p> <p>village rural</p> <p>urban Counties</p> <p>districts regions</p>

4	<p><b>Changes in the UK</b></p> <p><b>Railways Boom (nationally)</b></p>	<ul style="list-style-type: none"> <li>• Locate the UK's highest peaks</li> <li>• Locate the UK's rivers</li> <li>• Describe iron ore</li> <li>• describe the process of steel production, from ore extraction to its final uses</li> <li>• Compare human and physical features of Norfolk and South Wales (using photos)</li> <li>• describe the landscape of the UK using topographical maps</li> <li>• Compare the population of Norfolk over time</li> <li>• Locate rural counties</li> <li>• Locate urban counties</li> <li>• Explain why we use grid references (six figure)</li> <li>• Compare urban and rural areas using six-figure grid references.</li> <li>• Using the National Grid ,identify where different county borders are</li> </ul>	<p>What is iron ore?</p> <p>How is extracted to produce steel?</p> <p>Can you describe the process of steel production, from ore extraction to its final uses?</p> <p>Using photos, can you compare Norfolk and London?</p> <p>How has the population of Norfolk changed over time?</p> <p>How has the population of London changed over time?</p> <p>Which counties are more rural?</p> <p>Which counties are more urban?</p> <p>What is a grid reference? (six figure)</p> <p>Compare urban and rural areas using six-figure grid references.</p> <p>Using the National Grid , can you identify where different county borders are?</p> <p>Why is it hard to measure population?</p> <p>Use the National Grid to identify where different counties are using six-figure grid references.</p> <p><b>Connections</b></p> <p><a href="#">Link to Year 1 unit (Autumn)</a></p> <p><a href="#">Link to Year 2 – National inventions/inventors (Spring)</a></p> <p><a href="#">History unit – Railways Boom</a></p>	<p>aerial</p> <p>capital city</p> <p>country</p> <p>government.</p> <p>flag human</p> <p>geography</p> <p>island</p> <p>Great Britain</p> <p>England Ireland</p> <p>Scotland Wales.</p> <p>London capital</p> <p>city physical</p> <p>geography</p> <p>United Kingdom</p> <p>village Counties</p> <p>districts regions</p> <p>Cartographer</p> <p>coastal landmark</p> <p>topographical</p> <p>rural urban</p> <p>national grid</p>
5	<p><b>Climates of the UK</b></p> <p><b>The Victorians</b></p>	<ul style="list-style-type: none"> <li>• identify causes of climate change using data</li> <li>• Provide evidence to prove climate change exists</li> <li>• Using topographical maps, describe the landscape of the UK</li> <li>• Explain why climate change effects such as rising temperatures can affect some regions worse than others</li> </ul>	<p>Can you interpret given information to identify causes of climate change?</p> <p>Can you use evidence to refute common claims of climate change sceptics/deniers?</p> <p>Can you suggest ways in which those who feel unable to act on climate change can do something to help?</p> <p>Using topographical maps, can you describe the landscape of the UK?</p>	<p>aerial</p> <p>capital city</p> <p>country</p> <p>government.</p> <p>flag human</p> <p>geography</p> <p>island</p> <p>Great Britain</p>



		<ul style="list-style-type: none"> <li>• Compare urban and rural areas using six-figure grid references.</li> <li>• Using the National Grid ,identify where different county borders are</li> <li>• identify some regions in the UK which are likely to be badly affected by some specific consequences of climate change such as rising sea levels</li> <li>• Suggest ways in which businesses could do more to care for the environment</li> </ul>	<p>Can you begin to consider why climate change effects such as rising temperatures can affect some regions worse than others?  Can you identify some regions which are likely to be badly affected by some specific consequences of climate change such as rising sea levels?  Can you consider wide-reaching consequences of the effects of climate change in the UK?  Can you identify ways in which those older generations can do more to care for the environment?  Can you suggest ways in those working in green careers improve the environment?  Can you suggest ways in which businesses could do more to care for the environment?</p> <p><b>Connections</b>  <a href="#">Link to Year 1 unit (Autumn)</a>  <a href="#">Link to Year 2 – National inventions/inventors (Spring)</a>  <a href="#">Link to Year 4 – Railways Boom (Summer)</a>  <a href="#">History unit – The Victorians – link to travel (around the world and UK)</a></p>	<p>England Ireland  Scotland Wales.  London capital city  physical geography  United Kingdom  village Counties  districts regions  Cartographer  coastal landmark  topographical  Climate change  Refute  Deniers/sceptics</p>
6	<p><b>Natural resources of the UK</b></p> <p><b>1950 – 1990</b></p>	<ul style="list-style-type: none"> <li>• Describe the different symbols on an Ordnance Survey map</li> <li>• Using Google Maps to compare land use in the UK</li> <li>• Compare regions of the UK and their land use – e.g.) coal mining vs agriculture vs fishing</li> <li>• Annotate maps using keys to identify different land uses.</li> <li>• Using population density maps, compare populations urban and rural areas.</li> </ul>	<p>What do the symbols on the Ordnance Survey map mean?  Using Google Maps can you compare land use in the UK?  Is it the same across the entire UK?  Why/ Why not?  Can you create a key using symbols to show what different features are.  Can you Look at aerial view photographs of the UK and identify which places are urban and which are rural?  Using population density maps, study the population numbers for urban and rural areas. What do you notice?</p>	<p>aerial  capital city  country  government.  flag human  geography  island  Great Britain  England Ireland  Scotland Wales.</p>

		<ul style="list-style-type: none"> <li>• Compare urban and rural areas using six-figure grid references?</li> <li>• Make suggestions why different agricultural areas are suited to crop or livestock farming</li> <li>• Identify features such as hills, mountains, coasts and rivers on a map</li> <li>• Explain why the UK can produce some products but not others (e.g. cocoa)</li> <li>• Compare geographical regions of the world that produce items that the UK cannot.</li> <li>• Recognise issues of fair / unfair distribution of resources</li> </ul>	<p>Can you Compare urban and rural areas using six-figure grid references?</p> <p>Can you Compare maps of different agricultural areas and explain why an area is suited to crop or livestock farming?</p> <p>Can you Identify features such as hills, mountains, coasts and rivers on a map?</p> <p>Why can the UK produce some products but not others? (eg cocoa)</p> <p>Where in the world do cocoa trees grow?</p> <p><b>Connections</b></p> <p><a href="#">Link to Autumn unit</a></p> <p><a href="#">Link to Year 5 (Spring)</a></p> <p><a href="#">History unit – 1950-1990 – export/import (around the world and UK)</a></p>	<p>London capital city physical geography United Kingdom village Counties districts regions Cartographer coastal landmark topographical regions</p>
--	--	---	---	---

## Summer 2 – Local Geography

Year Group	Area of Study	Key Knowledge & Skills	Pupil Experience/ Connections	Key Vocabulary
1	<b>Childhood in Great Yarmouth</b> <b>Map Skills</b> 4 points <b>Fieldwork</b>  <b>Childhood</b>	<ul style="list-style-type: none"> <li>• use the 4 compass points to navigate between points on a map of the school</li> <li>• use a key to identify landmarks surrounding the school on a map</li> <li>• Study geography of the school and its grounds</li> <li>• identify human and physical features of the school grounds</li> <li>• Compare Great Yarmouth and Southend/Brighton/Land's End / Saltburn</li> </ul>	<p>Can you use the 4 compass points to navigate between points on a map?</p> <p>Can you use a key to identify landmarks on a map?</p> <p><b>Connections</b></p> <p>Link to Autumn unit – (physical features of London)</p> <p>History unit – Childhood (How to get to and from important 'childhood' places)</p>	<p>Grid references Key Region</p> <p>City, town, village, farm, factory, house, office, port, harbour and shop</p>
2	<b>Great Yarmouth's seaside</b> <b>Map Skills</b> 8 points (school) <b>Fieldwork</b>  <b>The Seaside</b>	<ul style="list-style-type: none"> <li>• use the 8 compass points to navigate between points on a map of the school</li> <li>• identify a variety of geographical features surrounding the school (e.g. water etc)</li> <li>• use a key to identify landmarks on a map of Great Yarmouth</li> <li>• Study geography of the school and its grounds</li> <li>• identify human and physical features of the school grounds</li> <li>• Compare Great Yarmouth and Southend/Brighton/Land's End / Saltburn</li> </ul>	<p>Can you use the 8 compass points to navigate between points on a map?</p> <p>Can you use a key to identify landmarks on a map of the school?</p> <p>Can you draw a key to identify landmarks on a map of the school?</p> <p>Can you identify a variety of geographical feature from a map of the school?</p> <p><b>Connections</b></p> <p>Link to Year 1 skills (Summer)</p> <p>History unit – The Seaside (How to get to and from important 'Seaside' places)</p>	<p>Grid references Key Region</p> <p>References, co-ordinates, atlas, globe, ordnance survey, symbol.</p>

<p>3</p>	<p><b>Historical Great Yarmouth Map Skills</b> 8 points (town) <b>Fieldwork</b></p> <p><b>Gt. Yarmouth Wall</b></p>	<ul style="list-style-type: none"> <li>• Apply the 8 compass points to navigate between points on a map of Great Yarmouth</li> <li>• identify a variety of geographical features in Great Yarmouth (e.g. water/road systems)</li> <li>• Apply a key to identify landmarks on a map of Great Yarmouth</li> <li>• Study environmental factors of Great Yarmouth</li> <li>• identify human and physical features of Great Yarmouth</li> <li>• Apply a key to identify landmarks of Great Yarmouth on a map</li> <li>• draw a key to identify landmarks on a map of Great Yarmouth</li> <li>• begin to Apply 4 figure grid references around Great Yarmouth</li> </ul>	<p>Can you use the 8 compass points to navigate between points on a map of Great Yarmouth?</p> <p>Can you use a key to identify landmarks of Great Yarmouth on a map?</p> <p>Can you draw a key to identify landmarks on a map of Great Yarmouth?</p> <p><b>Connections</b> Link to Year 2 skills (Summer) History unit – Great Yarmouth’s Wall Mapping the wall) – comparing to other “Great Walls”</p>	<p><b>Grid references</b> <b>Key Region</b></p> <p>References, co-ordinates, atlas, globe, ordnance survey, symbol. Physical, human, biomes, vegetation belts, temperature, climate,</p>
<p>4</p>	<p><b>Historical Great Yarmouth Map Skills</b> 8 points (town) Sketching skills <b>Fieldwork</b></p> <p><b>Gt. Yarmouth Rows</b></p>	<ul style="list-style-type: none"> <li>• Apply the 8 compass points to navigate between points on a map of Great Yarmouth</li> <li>• identify a variety of geographical features in Great Yarmouth (e.g. water/road systems/ the rows)</li> <li>• Draw a key to identify landmarks on a map of Great Yarmouth</li> <li>• Study environmental factors of Great Yarmouth</li> <li>• identify human and physical features of Great Yarmouth</li> <li>• Apply a key to identify landmarks of Great Yarmouth on a map</li> </ul>	<p>Can you use the 8 compass points to navigate between points on a map of Great Yarmouth?</p> <p>Can you use a key to identify landmarks of Great Yarmouth on a map?</p> <p>Can you draw a key to identify landmarks on a map of Great Yarmouth?</p> <p>Can you identify a variety of geographical features from a map of the school?</p> <p>Can you recognise human and physical geographical features of Great Yarmouth?</p> <p>From photographs, how is land in the local area used?</p> <p><b>Connections</b> Link to Year 3 skills (Summer) History unit – Great Yarmouth’s Wall - Mapping the rows</p>	<p><b>Grid references</b> <b>Key Region</b></p> <p>References, co-ordinates, atlas, globe, ordnance survey, symbol. sketch maps, Physical, human, biomes, vegetation belts, temperature, climate,</p>

		<ul style="list-style-type: none"> <li>• From photographs discuss how land use has changed in Great Yarmouth</li> <li>• confidently Apply 4 figure grid references around Great Yarmouth</li> <li>• observe, measure, record and present data from a line of enquiry about the rows of Great Yarmouth.</li> </ul>		
5	<p><b>The Norfolk Broads</b></p> <p><b>Map Skills</b></p> <p>8 points (town)</p> <p>Drawing skills</p> <p><b>Fieldwork</b></p> <p><b>The Norfolk Broads</b></p>	<ul style="list-style-type: none"> <li>• Apply the 8 compass points to navigate between the broads on a map of Broadland</li> <li>• identify a variety of geographical features on a map of Norfolk (e.g. water/road systems/ the rows)</li> <li>• Draw a key to identify landmarks on a map of Norfolk</li> <li>• Sketch a plan of the Norfolk broads</li> <li>• identify human and physical features of Great Yarmouth and local towns</li> <li>• Apply a key to identify landmarks of Great Yarmouth on a map</li> <li>• From photographs discuss how land and waterways are used in Norfolk</li> <li>• make comparisons between Great Yarmouth and its nearest towns</li> <li>• use a map to identify local services</li> <li>• Begin to Apply 6 figure grid references around Great Yarmouth and Norfolk</li> </ul>	<p>Can you use the 8 compass points to navigate between the Broads on a map of Norfolk?</p> <p>Can you use a key to identify landmarks of Norfolk on a map?</p> <p>Can you draw a key to identify landmarks on a map of Norfolk?</p> <p>Can you identify a variety of geographical features from a map of the Great Yarmouth and local towns?</p> <p>Can you sketch a plan of the Norfolk Broads?</p> <p>Can you recognise human and physical geographical features of Great Yarmouth.</p> <p>From photographs, how is land/sea in Norfolk used?</p> <p>Can you make links between Great Yarmouth and its nearest towns?</p> <p>Can you use a map to identify local services?</p> <p><a href="https://getoutside.ordnancesurvey.co.uk/filter/?region=east-england">https://getoutside.ordnancesurvey.co.uk/filter/?region=east-england</a></p> <p><a href="https://getoutside.ordnancesurvey.co.uk/guides/historical-landmarks-on-the-broads/">https://getoutside.ordnancesurvey.co.uk/guides/historical-landmarks-on-the-broads/</a></p> <p><b>Connections</b></p> <p><a href="#">Link to Spring – Rivers/ water</a></p> <p><a href="#">Link to Y3 - Stone Age and Iron Age (Autumn)</a></p> <p><a href="#">Link to Year 4 skills (Summer)</a></p>	<p>Grid references</p> <p>Key Region</p> <p>sketch maps,</p> <p>plans graphs</p> <p>digital technologies</p> <p>Geographical skills</p> <p>fieldwork</p> <p>Observe measure</p> <p>record Railways</p> <p>Physical, human,</p> <p>biomes, vegetation</p> <p>belts, temperature,</p> <p>climate, habitats,</p> <p>economic, trade</p> <p>links, natural</p> <p>resources, food,</p> <p>minerals and water</p>

		<ul style="list-style-type: none"> <li>observe, measure, record and present data from a line of enquiry about the Norfolk Broads.</li> <li><a href="https://getoutside.ordnancesurvey.co.uk/filter/?region=east-england">https://getoutside.ordnancesurvey.co.uk/filter/?region=east-england</a></li> <li><a href="https://getoutside.ordnancesurvey.co.uk/guides/historical-landmarks-on-the-broads/">https://getoutside.ordnancesurvey.co.uk/guides/historical-landmarks-on-the-broads/</a></li> </ul>	History unit – Great Yarmouth’s Wall - Mapping the broads – navigating the broads	
6	<p><b>Great Yarmouth’s Transport Map Skills</b></p> <p>8 points</p> <p>Drawing skills</p> <p>Human / physical features</p> <p><b>Fieldwork</b></p> <p><b>Great Yarmouth’s Transport</b></p>	<ul style="list-style-type: none"> <li>Apply the 8 compass points to navigate between the broads on a map of Broadland</li> <li>identify a variety of geographical features on a map of Norfolk (eg travel links)</li> <li>Apply a key to identify landmarks of Great Yarmouth on a map</li> <li>draw a key to identify landmarks on a map of Norfolk</li> <li>identify a variety of geographical features from a map of the Great Yarmouth and local towns</li> <li>draw a detailed map of Great Yarmouth</li> <li>recognise human and physical geographical features of Great Yarmouth.</li> <li>From photographs and electronic maps, discuss how land and waterways are used in Norfolk</li> <li>make comparisons between the physical and human features of Great Yarmouth and its nearest towns</li> <li>use a map to identify local services</li> </ul>	<p>Can you use the 8 compass points to navigate between points on a map of Great Yarmouth?</p> <p>Can you use a key to identify landmarks of Great Yarmouth on a map?</p> <p>Can you draw a key to identify landmarks on a map of Great Yarmouth?</p> <p>Can you identify a variety of geographical features from a map of the Great Yarmouth and local towns?</p> <p>Can you sketch a map of Great Yarmouth?</p> <p>Can you recognise human and physical geographical features of Great Yarmouth?</p> <p>From photographs and electronic maps, how is land/sea in Norfolk used?</p> <p>Can you make links between Great Yarmouth and its nearest towns?</p> <p>Can you use a map to identify local services?</p> <p>Can you conduct research about tourism in Great Yarmouth?</p> <p>Can you collect data/evidence about tourism in Great Yarmouth?</p> <p>What does your data tell you?</p> <p><b>Connections</b></p> <p><a href="#">Link to Victorians (Spring)</a></p> <p><a href="#">Link to Year 2 – The Seaside (Summer)</a></p>	<p><b>Grid references</b></p> <p><b>Key Region</b></p> <p>sketch maps, plans graphs digital technologies Geographical skills fieldwork Observe measure record Railways trams Physical, human, biomes, vegetation belts, temperature, climate, habitats, economic, trade links, natural resources, food, minerals and water</p>

		<ul style="list-style-type: none"><li>• observe, measure, record and present data from a line of enquiry about tourism in Great Yarmouth.</li><li>• Confidently Apply 6 figure grid references around Great Yarmouth and Norfolk</li></ul>	<p>Link to Year 5 skills (Summer)</p> <p>History unit – Great Yarmouth’s Transport – Locating old stations – mapping old lines – mapping major routes in and out of Great Yarmouth. And their links to other towns / cities.</p>	
--	--	--	--	--