

Focus – Geography

Term Autumn

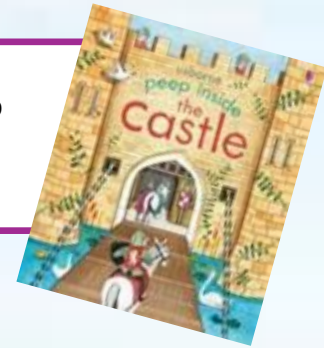
Year 1

Castles

Geography Enquiry

Where in the United Kingdom is my dream castle?

Text/Case Studies to support learning:



Geography Substantive Knowledge:



Locational knowledge

– pupils will learn about the location, countries and capital cities of the UK. They will learn about surrounding seas.



Place knowledge

– pupils will learn about London, the capital city of England. They will learn about some famous landmarks.



Map skills/Fieldwork

– pupils will use maps of the school/classroom. They will draw their own map for different contexts.



Transport

– pupils will use a map to follow directions.

National Curriculum Statements:

Locational knowledge

Locate and identify characteristics of England, Scotland, Ireland and Wales and their capital cities and seas.

Geographical skills and fieldwork

Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans.

Use simple compass directions (North, South, East and West) and locational and directional language (for example: near and far, left and right), to describe the location of features and routes on a map.

Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features and routes on a map.

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.

Geography Strands



Prior Learning/Retrieval:

In EYFS they have learnt...

- about the past and present in their own lives and their families.
- about similarities and differences in relation to environment, places and living things.

Launch Day

English Heritage Virtual Castle Tours.

Taste testing foods for the four countries that make up the United Kingdom.

Core Learning:

- Locate the countries that make up the UK and their capital cities, and surrounding seas using atlases, globes and maps.
- To use maps and atlases to identify the castles of the United Kingdom including Balmoral castle, Windsor castle, Edinburgh castle
- Identify what our capital city looks like, by identifying the human and physical features of London, including landmarks.
- Look at aerial maps of the school/classroom. Create their own map using N, E, S, W to guide a partner through directions.
- Use their knowledge of maps to draw and labels their own map of a castle. Label the castle location and the surrounding sea.

Additional Ideas

Food tasting foods from England, Scotland, Wales and Northern Ireland.

Creating maps of children's journey to school – homework

<u>Key words</u>	<u>Definition</u>
United Kingdom	England, Scotland, Wales and Northern Ireland.
capital city	The main city in a country.
London	The capital city of England.
Edinburgh	The capital city of Scotland.
Cardiff	The capital city of Wales.
Belfast	The capital city of Northern Ireland.
aerial view	View or map from above.
atlas	a book of maps
compass	a magnetized pointer which shows the north, south, east and west.

Cross - Curriculum Links

English – Writing leaflets to demonstrate knowledge of castles.

Whole Class Reading

Science – The Human Body – Linking to A1 senses.

Significant Person:

Queen Elizabeth II

Queen Elizabeth II of Great Britain is the longest-reigning monarch in British history. She celebrated 65 years on the throne in February 2017 with her Sapphire Jubilee. Queen Elizabeth II became queen on February 6, 1952, and was crowned on June 2,



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Year 2

The World

Geography Enquiry

Which continent do you want to visit and why?

Text/Case Studies to support learning:



Geography Substantive Knowledge:



Locational knowledge

– pupils will learn about the location of the countries. They will learn about surrounding seas.



Place knowledge

– pupils will learn about currency, climate and landmarks of the seven continents .

National Curriculum Statements:

Locational knowledge

Name and locate seven continents and five oceans

Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas

Geographical skills and fieldwork

Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans.

Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features and routes on a map.

Geography Strands



Prior Learning/Retrieval:

In Year 1 they have learnt...

- used maps and atlases to locate capital cities in the UK
- to locate the UK and its surrounding seas
- what landmarks are (located in London)

Launch Day

Listen to the continent song and look at items from different continents.

Core Learning:

- Locate the seven continents and the surrounding seas
- For each continent look at location, landmarks, currency and climate.
 1. Asia
 2. Africa
 3. North America
 4. South America
 5. Antarctica
 6. Europe
 7. Australia

Additional Ideas

<u>Key words</u>	<u>Definition</u>
currency	The money used in a particular country.
culture	How a person lives and what they believe
landmarks	A notable human or physical feature.
continent	A large continuous are of land.
climate	The weather over a long period of time.
oceans	A huge area of sea water.

Cross - Curriculum Links

English – The Journey Home

PSHE – appreciating different cultures and traditions.

History –

Art – artwork from other cultures.

Significant Person:

Sir Francis Chichester
(1901–1972) He was a British sailor and aviator, famed for being the first person to single-handedly sail around the world making only one stop. Born in Barnstaple, Devon, in 1901, as a young man Chichester was a pioneering aviator making his first solo flight in 1929 to Australia.



Focus – Geography

Settlements

Term Autumn

Geography Enquiry






Year 3

How has York changed from the Viking period to entice people to live there?

Text/Case Studies to support learning:



Geography Substantive Knowledge:

-  Locational knowledge
 - pupils will locate places and villages in Yorkshire.
-  Place knowledge
 - pupils will focus on Yorkshire and York (Vikings) and why people settle there.
-  Map skills/Fieldwork
 - pupils will use maps to locate Yorkshire and York.
-  Transport
 - pupils will learn the importance of transport in relations to trade.
-  Comparison
 - children will compare York settlements from the Viking era to the current day.

National Curriculum Statements:

Locational knowledge

Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities

Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time

Place knowledge

Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom.

Human and physical geography

Types of settlements and land use, economic activity including trade links, and the distribution of goods, minerals and water.

Geography Strands



Landmarks



Human features



Physical features



Trade

Prior Learning/Retrieval:

In Year 1 they have learnt...

- used maps and atlases to locate capital cities in the UK

In Year 2 they have learnt.....

- about different methods of transport.

In Year 3 they have learnt.....

- about the history of Vikings

Launch Day

Make their own settlements from cardboard boxes and other materials.

Core Learning:

- Locate counties in Yorkshire and the UK.
- Look at an aerial map to see the physical and human features of these.
- Identify what the early settlers needed when choosing a location. Think about the distribution of natural resources including energy, food, minerals and water.
- Explain what Viking settlements were like and why the Vikings settled in York. Look at what resources they required and what was available to them to make them stay.
- Explore key features of York and why people settle in York now. (Vale of York, historical property, celebrates its history, largest gothic cathedral, housing, cost of living)
- Identify what has changed over time and how York has adapted to make it a popular settlement today.

Additional Ideas

- Children to make their own settlement
- Constantine the Great – double page spread as research on him as a significant person

Key words

Definition

physical feature

Relates to the geography naturally occurring.

human feature

Relates to human activity or something that is constructed by humans.

Yorkshire

settlement

A place, typically one which has previously been uninhabited, where people establish a community.

York

A cathedral city in North Yorkshire, England

county

A term used to refer to different areas across England usually consisting of various towns and villages.

Cross - Curriculum Links

DT (structure) – Children to make their own settlements

Maths – looking at how many counties there are in Yorkshire and in the UK

Significant Person:

Constantine The Great

In 306 in the city Eboracum (York) Constantine became the Emperor of Rome. Himself and his father spent a year in York, in the large Roman headquarters they built. Their remains lie under York Minister. Constantine granted religious tolerance to Christians. Constantine's presence in York marked a pivotal moment in the spread of Christianity throughout the Roman Empire, leaving an enduring legacy on the city's cultural landscape.



Focus – Geography

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Year 4

Rivers






Geography Enquiry

Why is the river Nile so important?

Text/Case Studies to support learning:



Geography Substantive Knowledge:

-  Locational knowledge
 - pupils will learn about the location of Egypt and surrounding countries.
-  Place knowledge
 - pupils will learn about Cairo and Egypt.
-  Map skills/Fieldwork
 - pupils will use maps to compare London and Cairo.
-  Transport
 - pupils will learn the importance of the Nile, in relation to transport and trade.
-  Comparison
 - children will compare London and Cairo.

Geography Strands



National Curriculum Statements:

Locational knowledge

Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities

Name and locate counties and cities of the United Kingdom, geographical regions and identifying their human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time

Place knowledge

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

Human and physical geography

Describe and understand key aspects of physical geography, including rivers.

Prior Learning/Retrieval:

- Year 1 and 2 – capital cities of UK
- Year 1 and 2 – seas and oceans
- Year 3 – agriculture (rivers as transport), coastlines
- Year 4 – knowledge of Ancient Egypt

Launch Day

Make famous landmarks of Egypt from Lego. Place these on a map of Egypt, with location to the river Nile.

Core Learning:

- Locate Egypt, the river Nile and famous landmarks in Egypt including Valley of the Kings, The Sphinx, The White Desert.
- Discuss the physical and human features of Cairo. Compare to London.
- To understand and label different parts of the river and why these are important.
- Locate rivers in the UK including Yorkshire, Severn, Thames, Trent, Ouse, Danube, Seine, Volga. Why do rivers flood?
- To explain why the river Nile was so important to Egypt.

Additional Ideas

- Create their own 3D image of a river, identifying key parts.
- Look in more details how rivers work.
- Create a poster to help stop flooding.
- Case study on local flooding (Wetherby, Kirkstall or York)
- Investigate what Yorkshire Water have in place to help reduce flooding.

<u>Key words</u>	<u>Definition</u>
physical feature	Relates to the geography naturally occurring.
human feature	Relates to human activity or something that is humanly-constructed.
Cairo	Capital city in Egypt.
river	A large natural stream of water that flows over land.
downstream	Direction of the water in a river flows.
upstream	Travelling against the flow of the river.
river mouth	The place where a river enters another river, sea, ocean or lake.
flooding	A high-water event in which water overflows its banks onto normal dry land.

Cross - Curriculum Links

- History – Ancient Egypt
- English – Cinderella and the river Nile
- WCR – Comprehension on the river Nile

Significant Person:

Howard Carter

Howard Carter first went to Egypt as a young artist hired to sketch artefacts. He went on to become an important archaeologist, and the lead excavator of the tomb of King Tutankhamun in 1914.



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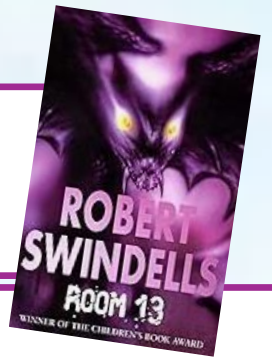
Year 5

Maps





Geography Enquiry

How can you guide me through Whitby?

Text/Case Studies to support learning:



Geography Substantive Knowledge:

-  Locational knowledge
 - pupils will locate continents, countries and cities across the world.
-  Place knowledge
 - pupils will learn about Whitby and Leeds
-  Map skills/Fieldwork
 - pupils will create their own map.
-  Comparison
 - children will compare Leeds and Whitby

Geography Strands



Landmarks



Human features



Physical features

National Curriculum Statements:

Locational knowledge

Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities

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)

Place knowledge

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

Human and physical geography

Describe and understand key aspects of physical geography.

Geographical skill and fieldwork

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

Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world

Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies

Prior Learning/Retrieval:

Year 1 – locations of capital cities in the UK

Year 1 and 2 – landmarks in the UK and the 7 continents

Year 2 – location of the 7 continents

Launch Day

Coastal ‘museum’ jigsaw, books, fossils out for the children to carousel around the different tables and engage in activities to learn more about the coast.

Core Learning:

- Locate countries by using maps and describe their features by studying the index and co-ordinates.
- Use symbols and a key to understand and describe an ordnance survey map, based on the UK.
- Use the eight compass points compass to help identify and describe routes on a map, around Leeds and Whitby.
- Use six-grid references to identify physical and human features and compare Leeds and Whitby.
- Create a route using compass points and grid references from Whitby West Cliff to a key landmark in Whitby.

Additional Ideas

Drawing of fossils

Captain Cook – double page spread as research on him as a significant person

<u>Key words</u>	<u>Definition</u>
location	A particular place or location.
compass points	To locate the world – North, East, South, West
Ordnance Survey	Great Britain’s mapping agency – they create the maps of all of the U.K.
six figure grid reference	They are used to locate smaller locations. A six figure grid references splits a grid square up into ten sections along the bottom and the side.
ordnance survey symbols	Symbols used to label real-life features and make the map clearer.
key	Symbols used to represent things on a map, to help you understand.

Cross - Curriculum Links

Computing – children to create research files on

Maths – lines of latitude and longitude and calculating the different. Measuring the distance between areas using string

Art – coastal areas fossil sketches etc

DT- Bridges and Structures unit

Significant Person:

Captain Cook

Captain Cook was from Whitby and there is a memorial museum open to remember him. He is famous as he charted the coast of New Zealand and the eastern coast of Australia and who was one of the greatest surveyors as well as one of the finest sailors and explorers of all time.



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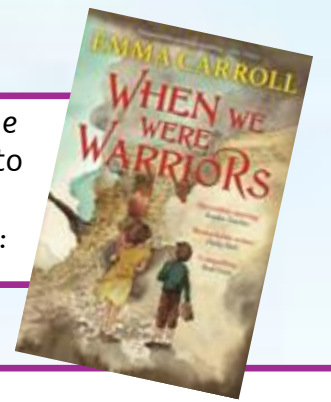
Year 6

Landscapes

Geography Enquiry

How is the landscape of London adapted over time?

Text/Case Studies to support learning:



Geography Substantive Knowledge:



Locational knowledge

- pupils will locate countries around the world



Place knowledge

- pupils will learn about London and its landmarks.



Comparison

- children will compare the landscape in London in the present and before WW2.

National Curriculum Statements:

Locational knowledge

Locate the world's countries, using maps to focus on Europe (including the Location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities

Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time

Place knowledge

Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom.

Human and physical geography

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.

Geography Strands



Prior Learning/Retrieval:

Year 1 – London and landmarks

Year 5 - maps

Launch Day

To get the children to recreate monuments of London in Lego and place on a whole class map.

Core Learning:

- Identify and locate on a map the countries that were allies and axis during WW2.
- Locate and explain where children were evacuated to and why. Focus on local area.
- Explore the landscape of London prior to WW2 and after the Blitz. Landmarks were hit, including Buckingham Palace, the Houses of Parliament, the Tower of London, churches, hospitals and the Imperial War Museum.
- Create a scale map of the current London landmarks.
- Explain how the landscape of London changed after WW2 and continues to change to the current day.

Additional Ideas

Art – landscapes of Historical moments during the Blitz.

To look at the census in 1940 and compare this to the census in 1930, 1950 and 2024.

How has this changed the human geography of London?

Map work of London- plotting where bombings happened- finding out the level of damage to the landscape of London.

<u>Key words</u>	<u>Definition</u>
physical feature	Relates to the geography naturally occurring.
blitz	Lightening war.
landscape	All visible features of an area of land, often considered in terms of their aesthetic appeal.
London	The capital city of England.
landmarks	An object or feature of a landscape or town that is easily seen and recognized from a distance.
evacuation	The action of evacuating a person or a place
evacuee	A person evacuated from a place of danger.

Cross - Curriculum Links

Maths- looking at how many places were bombed.

Design- looking at how buildings were redesigned after WW2 bombings.

History- links to WW2.

RE- how the churches and religious buildings withheld the Blitz.

Sir Winston Churchill

Sir Winston Leonard Spencer Churchill was a British statesman, soldier, and writer who served as Prime Minister of the United Kingdom twice, from 1940 to 1945 during the Second World War, and again from 1951 to 1955.

