

Focus – Geography

Term Spring

Year 1

Seaside






Geography Enquiry

What is it like to live beside the seaside?

Text/Case Studies to support learning:



Geography Substantive Knowledge:

-  Locational knowledge
– pupils will learn about places in the UK.
-  Place knowledge
– pupils will learn about the features of a seaside.
-  Comparison
– pupils will compare seaside's.
-  Human geography
pupils will learn about human features of a seaside.
-  Physical geography
pupils will learn about physical features of a seaside.

National Curriculum Statements:

Place knowledge

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

Human and physical geography

use vocabulary to refer to: key physical features, including beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather and human features, including city, town, village, factory, farm, house, office, port, harbour and shop

Skills and fieldwork

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 Stands



Human features



Physical features



Climate

Prior Learning/Retrieval:

- EYFS - They identify similarities and differences in relation to environment, place and living things.
- Year 1 – identified places in the UK and oceans.

Launch Day

Each area with different items linked to the seaside – sand tray, water tray, seashells, boats etc.

Core Learning:

- Understand what the seaside is and which/where the seashores are near Whinmoor.
- Identify physical and human features of seashores. Learn geographical vocabulary for describing and explaining features - beach ,cliff, weather, season , port, harbour, shop
- Explore/investigate a seaside town e.g. Filey, Blackpool. Use a variety of maps to virtually explore these.
- Discuss if all seashores are the same. Compare 2 photos of seashores to identify similarities and differences.
- Compare what is it like to live in a seaside town and how this is different to the physical/human features of Whinmoor.

Additional Ideas

- School trip to the beach

<u>Key words</u>	<u>Definition</u>
beach	A landform along the edge of a body of water.
cliff	Rocks at the edge of the sea
weather	Current conditions of the atmosphere
port	A place where boats can come and go to load and unload their supplies
harbour	A place on the coast, where water meets land.
shop	A building where goods are sold
seaside	A place by the sea

Cross - Curriculum Links

WCR – based on the support text

English – write postcards from the seaside

English – narrative about lighthouse keepers lunch

Significant Person: Mary Annings

Mary Anning was born on **21 May 1799**. She lived in the English seaside town of **Lyme Regis** in Dorset.

Mary would spend her time searching the coast looking for what she called **'curiosities'**.

Later in her life, as she developed a better understanding of her finds, she realised they were actually **fossils**.



Focus – Geography

Term Spring

Year 2

South Africa





Geography Enquiry

How is Leeds different to Mvezo?

Text/Case Studies to support learning:



Geography Substantive Knowledge:

-  **Locational knowledge**
– pupils will learn about the continents and the countries of the world.
-  **Place knowledge**
– pupils will compare Leeds and Mvezo.
-  **Comparison**
– pupils will compare the physical and human features of two places.
-  **Human geography**
– pupils will learn about people of Leeds and people in Mvezo.

National Curriculum Statements:

Place knowledge

understand geographical similarities and differences through the study of human and physical geography of a small area of the United Kingdom and a small area in a non-European country.

Human and physical geography

Use vocabulary to refer to human features including; city, town, village, factory, farm, house, office, port, harbour and shop.

Skills and fieldwork

Use simple fieldwork and observational skills to study the geography of their school and its grounds and they key human and physical features of its surrounding environment.

Geography Stands



Prior Learning/Retrieval:

- Year 1 – North Pole, South Pole, equator.
- Year 1 - weather

Launch Day

Let's go on safari!

Core Learning:

- Use maps to identify hot and cold countries in the world. Build on knowledge of the equator and North/South Poles from Year 1.
- Use maps to identify and compare Leeds and Mvezo's (a village in South Africa). Compare weather and human and physical features.
- Use maps to locate a different place. E.g.: Cape Town to show contrasts. Investigate human and physical features.
- Locate some physical features of South Africa (including Table Mountain) and discuss the features of a mountain.
- Answer the question 'How is Leeds different to Mvezo?'

Additional Ideas

- Choose an animal you might see on safari. Create an information page about it.

<u>Key words</u>	<u>Definition</u>
mountain	A piece of land that projects higher than its surroundings.
Table Mountain	A flat-topped mountain in South Africa.
Mvezo	A small village on the banks of the Mbashe River, not far from Mthatha in the Eastern Cape of South Africa.
South Africa	The southernmost country in Africa.
similar	Something like another thing.
different	Something that is not the same as another.
compare	To see how things are similar or different.

Cross - Curriculum Links

Geography, autumn 2 – the seven continents and five oceans.

WGR – based on supportive text

English – Non-chronological report on African animals

Significant Person: Nelson Mandela

Nelson Rolihlahla Mandela was a South African anti-apartheid revolutionary, political leader, and philanthropist who served as President of South Africa from 1994 to 1999. He was the country's first black head of state and the first elected in a fully representative democratic election.



Focus – Geography

Term Spring

Year 3

Agriculture


Geography Enquiry

What are the effects of farming and trading over time?


Text/Case Studies to support learning:



Geography Substantive Knowledge:

 Locational knowledge

– pupils will locate cities across the UK.

 Place knowledge

– pupils will learn about land use in their local area.

 Physical Geography

– pupils will learn about agriculture.

 Transport

– pupils will learn about trading goods, linking to farming and trade.

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

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

describe and understand key aspects of physical and human geography.

Geography Stands



Climate



Trade



Physical features



Human features

Prior Learning/Retrieval:

KS1 – location on places in the UK

Year 3 – Settlements and trade – The Vikings

Launch Day

- Children to plant their own seeds and create simple greenhouses
- Global food market – turn the classroom into an international market and children have to take turn in being farmers, traders and shoppers

Core Learning:

- Understand what rural and urban settlements are in the UK and how they have changed over time. (e.g. villages, towns, cities)
- Investigate the different types of farming.
- Understand the benefits of local produce and produce from abroad and why trade links are important.
- Understand the agricultural revolution and how it affect where we live and other countries.
- Explain why farming and trade produce is so important and why it has changed over time.

Additional Ideas

- Farm produce tasting sessions
- Investigating different types of soil

Key words

Definition

rural	In the countryside rather than in a town
urban	In a town or city
farming	The activity or business of growing crops and raising livestock.
food produce	Things made or grown in order to be sold.
trade	The transfer of goods or services from one person or entity to another.
agriculture	Another word for farming, both growing and harvesting crops and raising animals or livestock.
rural	In the countryside rather than in a town

Cross - Curriculum Links

English persuasive writing

- Buying local/farmer's market

Significant Person: Jethro Tull

Jethro Tull (1674 – 21 February 1741) was an English agriculturist who helped to bring about the British Agricultural Revolution of the 18th century. He perfected a horse-drawn seed drill in 1701 that economically sowed the seeds in neat rows, and later developed a horse-drawn hoe. Tull's methods were adopted by many landowners and helped to provide the basis for modern agriculture.



Focus – Geography

Term Spring

Year 4

Climates


Geography Enquiry

How does London and New Delhi compare?

Text/Case Studies to support learning:




Geography Substantive Knowledge:

 Locational knowledge


– pupils will continue to learn about the continents and countries of the world.

 Place knowledge

– pupils will learn about India monuments

 Comparison

– pupils will compare different cities – London and New Delhi

 Weather and climate

– pupils will learn compare the UK and India

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

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 and human geography.

Skills and fieldwork

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

Geography Stands



Climate



Physical features



Landmarks



Culture



Human features

Prior Learning/Retrieval:

- Year 1 – identify London as capital city.
- Year 2 – weather and climate
- Year 4 – understand physical and human features

Launch Day

Compare India and the UK.

Include: flags, national flowers, national animal, food....

Core Learning:

- Locate India and its seas and surrounding countries as well as identifying key monuments.
- Explore the human and physical features of India.
- Investigate the climates of India
- Compare different climates of London and New Delhi.
- Explain the similarities and difference of London and New Delhi.

Additional Ideas

- Create holiday poster of when to go to India, depending on the type of holiday you want.

<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.
capital city	The main city in a country
climate	The average weather conditions over a long period.
weather	The daily state of the atmosphere, or air, in any given place.
monument	A statue, building, or something else made to remember a person or important event.
India	A country in south Asia

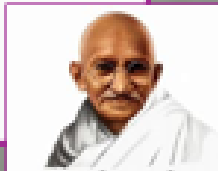
Cross - Curriculum Links

- **English** – Cinnamon
- **WCR** – Comphrension on India
- **RE** - Hindu

Significant Person:

Mahatma Gandhi

Mahatma Gandhi (born October 2, 1869, Porbandar, India—died January 30, 1948, Delhi) was an Indian lawyer, politician, social activist, and writer who became the leader of the Indian Independence Movement against British rule. As such, he came to be considered the father of his country.



Focus – Geography

Term Spring

Year 5

Biomes





Geography Enquiry

How can we protect biomes?

Text/Case
Studies to
support
learning:



Geography Substantive Knowledge:

-  **Locational knowledge**
– pupils will learn about terms of different parts of the earth.
-  **Physical knowledge**
– pupils will learn about biomes.
-  **Comparison**
– pupils will compare biomes in a desert and tundra
-  **Weather and climate**
– pupils will learn about weather and climate in the area they study.

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

Human and physical geography

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 types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water

Skills and fieldwork

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

Geography Stands



Prior Learning/Retrieval:

- Year 1 and 2 – locate hot and cold places in relation to the equator, North Pole and South Pole.
- Year 4 – physical features of rainforests
- Year 5 – maps – countries and continents
- Year 6 – Is palm oil farming economically justifiable?

Launch Day

Different tables have a different biome to create/ fill a sphere with. Trays can be filled with clues as to what the biome may be.

Core Learning:

- Explain how the world can be divided using geographical terms.
- Use maps to recognize different time zones across the world.
- Understand what biomes are and know about them in different parts of the world.
- Describe the differences and similarities between a desert and a tundra.
- Explain how biomes are being damaged and how we can protect them.

Additional Ideas

- Protest to save biomes
- Letter explaining what will happen if we do not protect biomes.

<u>Key words</u>	<u>Definition</u>
biomes	A natural area of vegetation and animals
climate	The general weather conditions that are typical of area.
climate zone	Sections of the earth that are divided according to the climate. 3 main climate zone: polar, temperate and tropical
temperate	A place that is never extremely hot or cold
tropics	The tropics have humid climate where the weather is hot and damp.
desert	A large area of land usually in a hot region, where there is almost no water, rain or vegetation.

Cross - Curriculum Links

WCR – based on supported text

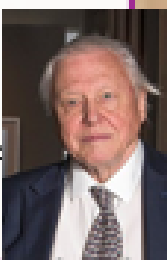
English - Plastic pollution letters to our Councillors

Art – drawing/ representations of the different biomes.

Significant Person:

Sir David Attenborough

He is a British broadcaster, biologist, natural historian, and writer. He is best known for writing and presenting, in conjunction with the [BBC Studios Natural History Unit](#), the nine nature documentary series forming the [Life collection](#), a comprehensive animal and plant life on Earth.



Focus – Geography

Term Spring

Year 6

Natural Disasters




Geography Enquiry

What is life like after an earthquake?

Text/Case Studies to support learning:



Geography Substantive Knowledge:

-  **Locational knowledge**
– pupils will learn about tectonic plates, fault lines and places prone to earthquakes.
-  **Physical geography**
– pupils will learn about how earthquakes are formed and how they are measured.
-  **Human geography**
– pupils will learn about the impact of earthquakes.

National Curriculum Statements:

Locational knowledge

Name and locate countries and cities of the UK geographical regions and their identifying human and physical characteristics, key topographical features, and land use patterns and understand how some of these aspects change over time.

Human and physical geography

describe and understand key aspects of physical and human geography.

Skills and fieldwork

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

Geography Stands



Prior Learning/Retrieval:

KS1- Weather disasters.
Year 3- Coastlines
Year 5- Biomes

Launch Day

Immersive Earthquake disaster- looking back at the disaster.

Core Learning:

- Know what an earthquake is and what happens during it.
- Identify what triggers volcanoes and know about Pompeii and Vesuvius.
- Locate and identify earthquakes and volcanoes around the world and the causes of these.
- Understand how scientists can predict and measure natural disasters.
- Understand how humans can deal with natural disasters and learn from these.

Additional Ideas

Making bridges to see if they would survive an earthquake.
First aid – how to support the injured after an earthquake.

<u>Key words</u>	<u>Definition</u>
aftershock	A smaller earthquake that happens after and because of a larger earthquake.
epicenter	The central point or the origin of an earthquake,
fault line	A crack in the earth's surface where the risk of earthquake can be higher.
foreshock	A smaller earthquake which comes before a main earthquake.
mainshock	The main and biggest earthquake.
magnitude	The number given to show the size of an earthquake.
Richter scale	Is a scale of levels from 0-10 to measure the strength of an earthquake.

Cross - Curriculum Links

- WCR – natural disasters
- English- newspaper reports
- Maths- measuring Richter scales.
- PSHE- looking at the charities which support those involved in a natural disaster.
- Science- How an earthquake happens.
- History- Historical earthquakes

Significant Person- John Milne

John Milne was the English seismologist and geologist who invented the first modern seismograph and promoted the building of seismological stations. In 1880, Sir James Alfred Ewing, Thomas Gray, and John Milne began to study earthquakes. They founded the Seismological Society of Japan, which funded the invention of seismographs. Milne invented the horizontal pendulum seismograph in the same year.

