

## Unlocking Every Child's Potential as a Unique Child of God

### Year 1 Geography Curriculum

**NC objectives:**

**Location Knowledge**

- Name and locate the world's 7 continents and 5 oceans
- Name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas
- 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**

- identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles
- use basic geographical vocabulary to refer to:
  - i. *key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather*
  - ii. *key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop*

**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 studied at this key stage
- use simple compass directions (North, South, East and West) and locational and directional language 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; devise a simple map; and use and construct basic symbols in a key
- 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.

| Term 1 – Toy Story   | Term 2 – Pirate Adventure  | Term 3 – Enchanted Woodland  |
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| <p>Pupils will</p> <ul style="list-style-type: none"> <li>• Understand what we mean by 'geography'</li> <li>• Read 'The Town Mouse and The Country Mouse' discuss story and geographical locations</li> <li>• Understand the country</li> <li>• Understand the town</li> <li>• Compare and contrast the 2 areas.</li> </ul> <p><a href="https://www.bbc.co.uk/teach/school-radio/audio-stories-the-town-mouse-and-the-country-mouse/zrcrvk7">https://www.bbc.co.uk/teach/school-radio/audio-stories-the-town-mouse-and-the-country-mouse/zrcrvk7</a></p> | <p>Pupils will</p> <ul style="list-style-type: none"> <li>• Look at places that Pirates travelled to and how they travelled there. How long it would take and what the weather would have been like.</li> <li>• Compare human and physical features of 2 places (beach, cliff, city, town etc..) <b>St Lucia and UK</b></li> <li>• Understand the equator</li> <li>• Understand North and South poles and how pirates would have to adapt to those areas.</li> <li>• Identify the continents and oceans on maps (digimap)</li> <li>• Learn the compass directions and look at the relationship between seasons and weather.</li> </ul> | <p>Pupils will</p> <ul style="list-style-type: none"> <li>• use their fieldwork and observational skills to study the geography of our Forest Schools and the local area.</li> <li>• use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key create maps of our forest area and our village.</li> <li>• learn about the flora and fauna native to their local area.</li> <li>• Trip to Wyvern Wood</li> </ul> |
| <p><b>Key Vocab:</b><br/>Town, country, compare, contrast, geography</p>   | <p><b>Key Vocab:</b><br/>Travel, weather, seasons, human, physical, equator, north and south poles, compass, direction, continent, ocean,</p>  | <p><b>Key Vocab:</b><br/>Fieldwork, landmarks, map, key,</p>   |
| <p><b>Curriculum enhancement:</b><br/>Trip to Toy Museum, Stansted Mountfitchet</p>  | <p><b>Curriculum enhancement:</b><br/>Now Press Play – Arctic/seasons</p>  | <p><b>Curriculum enhancement:</b><br/>Trip to Wyvern Wood<br/>Walk to windmill and plot map</p>  |
| <p><b>Essential Knowledge:</b></p> <ul style="list-style-type: none"> <li>• Can explain a basic difference between town and country.</li> <li>• Can explain why different people choose to live in different areas and what might be the positives and negatives in each one.</li> </ul>   | <p><b>Essential Knowledge:</b></p> <ul style="list-style-type: none"> <li>• Can use world maps, atlases and globes to identify the United Kingdom</li> <li>• Locate Essex as a county on a map</li> <li>• Can name and place the world's seven continents and five oceans</li> <li>• Knows the location of hot and cold areas of the world in relation</li> </ul>  | <p><b>Essential Knowledge:</b></p> <ul style="list-style-type: none"> <li>• Can describe seasonal weather changes</li> <li>• Can recognise landmarks on a local map</li> <li>• Observes changes in the local area</li> <li>• Draw a simple map using a basic key</li> <li>• Name some native plants to our school</li> </ul>   |

to the Equator and the North and South Poles

- Can say 2 differences and similarities between St Lucia and the UK (using geographical language)

## Year 2 Geography Curriculum

### NC objectives:

#### Location Knowledge

- Name and locate the world's 7 continents and 5 oceans
- Name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas
- 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

- identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles
- use basic geographical vocabulary to refer to:
  - key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather
  - key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop

#### 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 studied at this key stage
- use simple compass directions (North, South, East and West) and locational and directional language 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; devise a simple map; and use and construct basic symbols in a key
- 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.

| Term 1 - Memory Box   | Term 2 – Adventures of Paddington Bear   | Term 3- Roots and Shoots   |
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| <p>Pupils will</p> <ul style="list-style-type: none"> <li>• Look at where they live and learn about our local environment. (address, town, county, country)</li> <li>• Field study walk of local area marking items of interest on a map (digimap)</li> <li>• Look at where they have travelled on holidays, locate on a map or globe and discuss some key features of those countries and how they got there.</li> </ul> | <p>Pupils will</p> <ul style="list-style-type: none"> <li>• Look at maps to find identify the 4 countries in the UK and locate the capital cities. <b>(digimap)</b></li> <li>• They will use and aerial photographs of London and different London landmarks.</li> <li>• Trip to Tower of London</li> <li>• Understand directional language on maps and compass directions (link computing – BeeBots)</li> <li>• Pupils will notice the difference between physical and human features of 2 different countries, <b>UK and Peru.</b></li> <li>• Children will go on a fire hydrant walk around the local area, plotting them on a map (Fire of London) <b>(digimap)</b></li> </ul> | <p>Pupils will</p> <ul style="list-style-type: none"> <li>• Understand more about local produce and farming in the local area</li> <li>• Mark local farms on maps - discuss why they are placed in these spots</li> <li>• Visit a local farm or invite a local farmer in to school</li> <li>• Follow the journey of our food from the ground to our mouths and how the seasons can affect crops.</li> <li>• Trip to Barleylands</li> </ul> |
| <p><b>Key Vocab:</b><br/>Local, environment, field study, travel, holiday, features, Country, county, town, village</p>   | <p><b>Key Vocab:</b><br/>Country, capital city, landmark, directions, compass, physical and human features, fire hydrant, plot</p>   | <p><b>Key Vocab:</b><br/>Local, produce, farming, journey, season, crop, harvest</p>   |
| <p><b>Curriculum enhancement:</b><br/>Now Press Play – the UK<br/>Local walk</p>  | <p><b>Curriculum enhancement:</b><br/>Fire Hydrant walk in local area<br/>Trip to Tower of London<br/>Now Press Play - Maps</p>  | <p><b>Curriculum enhancement:</b><br/>Visit to Barleylands – food and farming<br/>Now Press Play – plants<br/>Local farmer visit school – Mr Smith</p>   |
| <p><b>Essential Knowledge:</b></p> <ul style="list-style-type: none"> <li>• Know their address</li> <li>• Know that they go to school in Mountnessing, which is a village in the town of Brentwood, which is in the county of Essex, which is in the UK.</li> <li>• Mark on a map local features</li> </ul>   | <p><b>Essential Knowledge:</b></p> <ul style="list-style-type: none"> <li>• Can use world maps, atlases and globes to identify the United Kingdom</li> <li>• Locate the 4 counties on the map and name their capital cities.</li> <li>• Name some London landmarks</li> <li>• Use compass directions accurately</li> </ul>   | <p><b>Essential Knowledge:</b></p> <ul style="list-style-type: none"> <li>• Can explain what a farm does</li> <li>• Can explain why farming is important</li> <li>• Explain how seasons affect farming</li> <li>• Know how some food are grown and harvested and can explain how they end of in the shops.</li> </ul>  |

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| <ul style="list-style-type: none"><li>• Explain some differences between different places they have visited using geographical language.</li></ul> | <ul style="list-style-type: none"><li>• Name some similarities and differences between UK and Peru</li><li>• Plot places on a map (fire hydrants)</li></ul> | <ul style="list-style-type: none"><li>•</li></ul> |
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## Year 3 Geography Curriculum

### NC objectives:

#### 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
- 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 in North or South America

#### 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
- describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water

#### Geographical Skills and Fieldwork

- Ge2/1.4a use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- use the 8 points of a compass, 4 and 6-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.

| Term 1 - Where's Wally?   | Term 2 – Funny Bones  | Term 3- Ancient Egypt   |
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| <p>Pupils will</p> <ul style="list-style-type: none"> <li>Use maps and atlases to locate continents, countries, counties and capital cities.</li> <li>Study Scotland<br/><a href="https://classroom.thenational.academy/lessons/what-is-the-geography-of-scotland-70vk4t?activity=video&amp;step=1">https://classroom.thenational.academy/lessons/what-is-the-geography-of-scotland-70vk4t?activity=video&amp;step=1</a></li> <li>Study Finland</li> <li>Study Australia</li> <li>Compare, contrast and understand geographical similarities and differences through the study of human and physical geography of <b>Scotland, Finland and Australia</b></li> </ul> | <p>Pupils will</p> <ul style="list-style-type: none"> <li>Learn about Skara Brae and the human and physical geographical features then and now (recap knowledge of Scotland)</li> <li>Learn about geographical features of Stone Henge<br/><a href="https://www.bbc.co.uk/bitesize/topics/z82hsbk/articles/zg8q2hv#zkb7h5">https://www.bbc.co.uk/bitesize/topics/z82hsbk/articles/zg8q2hv#zkb7h5</a></li> <li>Create our own maps using co-ordinates, use the 8 points of a compass as well as 4 and 6-figure grid references to plot where dinosaur bones might be found.</li> <li>We will learn how a fossil is formed and where you may find them in the UK.</li> <li>Learn about the work of Mary Anning</li> </ul> | <p>Pupils will</p> <ul style="list-style-type: none"> <li>Locate Egypt on maps and on a globe. Understand the continent it is in and oceans/weather/ landscape/features of the country.</li> <li>Understand the importance of the Nile in Egypt and the impact on the area surrounding it. Then and now.<br/><a href="https://school-learningzone.co.uk/key_stage_two/ks2_geography/rivers/rivers.html">https://school-learningzone.co.uk/key_stage_two/ks2_geography/rivers/rivers.html</a></li> <li>Understand the journey of a river from its source to the sea, exploring the key features of each leg of the journey.</li> </ul> |
| <p><b>Key Vocab:</b><br/>Continent, country, county, capital, human and physical features,</p>  | <p><b>Key Vocab:</b><br/>Skara Brae, Stone Henge, fossil, grid reference, compass, geographical features</p>  | <p><b>Key Vocab:</b><br/>Source, mouth, delta, flood, plain, tributary, levees, channels, silt, sediment, deposition, route,</p>  |
| <p><b>Curriculum enhancement:</b><br/>Digimaps</p>  | <p><b>Curriculum enhancement:</b><br/>Now Press Play – Stone Age<br/>Fossils discovery kits<br/>Digimaps</p>  | <p><b>Curriculum enhancement:</b><br/>Now Press Play – Ancient Egypt<br/>Visitor into school – Ancient Egypt<br/>Digimaps</p>   |
| <p><b>Essential Knowledge:</b></p> <ul style="list-style-type: none"> <li>For each country studied, children will be able to <ul style="list-style-type: none"> <li>➤ Explain where the country is on a map and globe, what continent it is in.</li> <li>➤ Name the capital</li> <li>➤ Name some areas of interest</li> <li>➤ Name oceans around it (if any) and islands nearby</li> <li>➤ Describe the weather</li> <li>➤ The natural landscape and features</li> <li>➤ How land is used</li> </ul> </li> </ul>  | <p><b>Essential Knowledge:</b></p> <ul style="list-style-type: none"> <li>Children will be able to explain where Skara Brae is and give examples of human and physical geography features.</li> <li>Children will explain how Stone henge has changed over time.</li> <li>Create a map use 8 point compass directions and 6 figure grid references.</li> <li>Give facts about Mary Anning and why her work was important.</li> <li>Explain how fossils were formed – link to science.</li> </ul>  | <p><b>Essential Knowledge:</b></p> <ul style="list-style-type: none"> <li>Locate Egypt within the world and the continent of Africa.</li> <li>Explain how the Nile was important for fertile land in Egypt</li> <li>Explain the journey of a river from source to sea using some technical vocabulary.</li> </ul>   |

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| <ul style="list-style-type: none"><li>➤ Human/physical features such as airports, transport, towns, etc</li><li>• They will be able to compare the 3 places and share differences and similarities.</li></ul> |  |  |
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## Year 4 Geography Curriculum

### NC objectives:

#### 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
- 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 in North or South America

#### 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
- describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water

#### Geographical Skills and Fieldwork

- Ge2/1.4a use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- use the 8 points of a compass, 4 and 6-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.

| Term 1 - Who let the Gods out?  | Term 2 – Raiders and Invaders   | Term 3- Coasts  |
|---|---|---|
| <p>Pupils will</p> <ul style="list-style-type: none"> <li>Locate Greece on maps and atlases and using aerial photos find out about the geographical features that make up that country.</li> <li>Find out if Ancient Greece was the same area of land.</li> <li>Discover if countries had different names in Ancient Greek times (<i>Ancient Greece was bordered by Illyria, Thrace and the Persian Empire. Modern-day Greece is bordered by Albania, the Republic of Macedonia, Bulgaria and Turkey.</i>)</li> <li>Investigate the cities of Athens, Sparta and Thebes – human and physical features.</li> </ul> | <p>Pupils will</p> <ul style="list-style-type: none"> <li>Understand why many Anglo-Saxon settlers came to Britain<br/>Study maps of the U.K to discover where the Anglo-Saxons settled.</li> <li>Understand how groups of Anglo-Saxons decided where to start settlements in Britain by considering both the local environment and the wider environment</li> <li>Describe their farming methods</li> <li>Visit West Stow<br/><a href="https://www.weststow.org/Educational-Visits/">https://www.weststow.org/Educational-Visits/</a> and follow up activities.</li> <li>Look at how settlements got their names based on geography<br/><a href="http://www.primaryhomeworkhelp.co.uk/saxons/placenames.htm">http://www.primaryhomeworkhelp.co.uk/saxons/placenames.htm</a></li> </ul> | <p>Pupils will</p> <ul style="list-style-type: none"> <li>Find out key features of coastal areas</li> <li>Explore ways that people can enjoy the coast?</li> <li>Explore how locals might feel about tourists who visit the coast</li> <li>Understand coastal erosion</li> <li>Explore some of the different ways we can protect our coasts</li> <li>Explore how coasts can support renewable energy and find out why is it good to have renewable energy sources like wind farms.</li> <li>Visit Walton on the Naze (Naze Tower) for field work around coastal erosion.</li> </ul> |
| <p><b>Key Vocab:</b><br/>Greece, ancient, land, city,</p>   | <p><b>Key Vocab:</b><br/>Settler, raiser, warrior, settlement, environment, farming,</p>  | <p><b>Key Vocab:</b><br/>Coastal erosion, protect, renewable, energy, deposition, destructive, materials</p>  |
| <p><b>Curriculum enhancement:</b><br/>Now Press Play – Ancient Greece</p>   | <p><b>Curriculum enhancement:</b><br/>Visit to West Stow<br/>Now Press Play – Anglo Saxons</p>  | <p><b>Curriculum enhancement:</b><br/>Visit to Walton on the Naze and the Naze tower<br/>Now Press Play – Water Cycle</p>   |
| <p><b>Essential Knowledge:</b></p> <ul style="list-style-type: none"> <li>Know where Greece is located in the world.</li> <li>Explain that Ancient Greece is different to Greece today and how</li> <li>Give some key geographical facts about the 3 main cities of Ancient Greece</li> </ul>   | <p><b>Essential Knowledge:</b></p> <ul style="list-style-type: none"> <li>Know that Anglo Saxons came to the UK firstly as <b>warriors</b> employed by the Roman army and then, two generations later, as <b>settlers</b>, to farm the land.</li> <li>Know that the Anglo-Saxons settled in the <b>eastern parts of</b></li> </ul>  | <p><b>Essential Knowledge:</b></p> <ul style="list-style-type: none"> <li>Know that coastal erosion is the breaking down and carrying away of materials by the sea.</li> <li>Deposition is when material carried by the sea is deposited or left behind on the coast.</li> <li>Destructive Waves - Coastal erosion takes place with destructive waves.</li> </ul>   |

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|  | <p><b>Britain</b>, in what is today Kent, Sussex, Essex, and East Anglia.</p> <ul style="list-style-type: none"><li>• Know that place names were either linked to the chiefs name or from geographical features of that place.</li></ul> | <ul style="list-style-type: none"><li>• Be able to explain how we can protect our coasts.</li><li>• Explain how coasts can support renewable energy through windfarms</li><li>•</li></ul> |
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## Year 5 Geography Curriculum

### NC objectives:

#### 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
- 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 in North or South America

#### 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
- describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water

#### Geographical Skills and Fieldwork

- Ge2/1.4a use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- use the 8 points of a compass, 4 and 6-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.

| Term 1 - WWII  | Term 2 – Incredible Earth  | Term 3- Being Human   |
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| <p>Pupils will</p> <ul style="list-style-type: none"> <li>Read maps to understand where fighting took place.</li> <li>Locate which countries were allies or axis powers.</li> <li>Study maps of the UK to see how far children had to travel when they were evacuated and look at the differences between the countryside and towns and why the country became a safe haven.</li> <li>Plot evacuation routes using Digimaps</li> <li>Understand how trade links were affected and how rationing was impacted.</li> </ul> | <p>Pupils will</p> <ul style="list-style-type: none"> <li>Study the structure of the Earth, including plate tectonics.</li> <li>Investigate how natural phenomena such as volcanoes and earthquakes happen and examine their effects on humans and local environments.</li> <li>Locate key features on a world map and identifying lines of latitude and longitude.</li> <li>Investigate different climatic zones, biomes and vegetation belts.</li> <li>Consider the causes and impact of climate change and global warming.</li> </ul> | <p>Pupils will</p> <ul style="list-style-type: none"> <li>Use maps to locate the countries visited by Darwin and understand compass directions to plot his voyage.</li> <li>Look at similarities and differences between the Galapagos and the UK.</li> </ul> <p>At Mersea (residential trip) the children will:</p> <ul style="list-style-type: none"> <li>take part in fieldwork to observe, measure, record and present the features of the landscape.</li> <li>They will learn about the tides and how this affects the coast and causeway.</li> <li>Take part in orienteering to be able to follow simple maps.</li> </ul> |
| <p><b>Key Vocab:</b><br/>Allies, enemies (axis powers) evacuation, haven, trade routes, rationing,</p>   | <p><b>Key Vocab:</b><br/>Topographical, climate zone, land use, latitude, longitude, biome, vegetation belt, global warming, climate change, tectonic plates, volcano, earthquake, tsunami, Tropics of Cancer/Capricorn, Equator, Arctic/Antarctic Circle, Prime Meridian, Northern/Southern Hemisphere.</p>   | <p><b>Key Vocab:</b><br/>Compass points, voyage, sketch maps, tides, causeways, orienteer,</p>  |
| <p><b>Curriculum enhancement:</b><br/>Now Press Play – evacuation role play</p>  | <p><b>Curriculum enhancement:</b><br/>Now Press Play - Pompeii</p>   | <p><b>Curriculum enhancement:</b><br/>Mersea residential orienteering</p>   |
| <p><b>Essential Knowledge:</b></p> <ul style="list-style-type: none"> <li>Explain why children were evacuated to the country (using geographical language)</li> <li>Name countries that were allies or axis powers and place these countries on a map, describing their location using geographical language.</li> </ul>   | <p><b>Essential Knowledge:</b></p> <ul style="list-style-type: none"> <li>Know that the Earth's crust is made of tectonic plates that move and that movement at the plate boundaries can cause volcanic eruptions and earthquakes.</li> <li>Understand that we can locate places on the globe using latitude and longitude markers.</li> <li>Explain how the position of a place causes differences in</li> </ul>  | <p><b>Essential Knowledge:</b></p> <ul style="list-style-type: none"> <li>Know the position and geography of the Galapagos has contributed to the diversity of its wildlife which enable Darwin to develop his theories of evolution.</li> <li>Understand how coastal areas (Mersea Island) are impacted by tides and the sea.</li> <li>Be able to read simple maps and follow a course.</li> </ul>   |

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| <ul style="list-style-type: none"><li>• Explain how food supplies were disrupted by conflict and why rationing was introduced.</li></ul> | <p>climate which in turn impacts both nature (plants and wildlife, biomes) and human activities there.</p> <ul style="list-style-type: none"><li>• Explain some of the causes &amp; impacts of climate change and develop their own viewpoint of the issue.</li></ul> |  |
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## Year 6 Geography Curriculum

### NC objectives:

#### 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
- 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 in North or South America

#### 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
- describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water

#### Geographical Skills and Fieldwork

- Ge2/1.4a use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- use the 8 points of a compass, 4 and 6-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.

| Term 1 - Welcome to Hogwarts  | Term 2- Romans   | Term 3 – China  |
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| <p>Pupils will</p> <ul style="list-style-type: none"> <li>Name &amp; locate topographical regions/features of UK (rivers, lakes, mountains) using maps</li> <li>use OS maps to explore possible suitable locations for Hogwarts castle</li> <li>understand how high places get above sea level and how this is represented on a map. (create a contour map)</li> <li>understand and use compass directions, grid references (4 or 6 figure) and OS map symbols</li> <li>Comparison of Essex &amp; Scotland and looked at land use, settlements, economics and changes over time.</li> </ul> | <p>Pupils will</p> <ul style="list-style-type: none"> <li>Develop knowledge of Europe by examining maps of trade routes and locate key places in the Roman Empire.</li> <li>Understand why the Romans travelled to the UK and where they settled. Understand what they brought with them that has changed Britain today.<br/><a href="https://www.twinkl.co.uk/homework-help/history-homework-help/romans-facts-for-kids/why-did-the-romans-invade-britain#:~:text=Their%20main%20goal%20was%20to,their%20growing%20empire%20and%20army.">https://www.twinkl.co.uk/homework-help/history-homework-help/romans-facts-for-kids/why-did-the-romans-invade-britain#:~:text=Their%20main%20goal%20was%20to,their%20growing%20empire%20and%20army.</a></li> <li>Local study of Roman Colchester including the Castle. Investigate maps of Roman &amp; present day Colchester and draw conclusions on the similarities &amp; differences.</li> <li><a href="https://colchester.cimuseums.org.uk/wp-content/uploads/2020/06/Session-2-Roman-Towns.pdf">https://colchester.cimuseums.org.uk/wp-content/uploads/2020/06/Session-2-Roman-Towns.pdf</a></li> </ul> | <p>Pupils will</p> <ul style="list-style-type: none"> <li>Locate China on the World map.</li> <li>Investigate the key topographical and geographical features (<i>continent, population, borders, regions, climate zones, time zones, languages, oceans, deserts, mountains, rivers etc</i>)</li> <li>Compare the similarities &amp; differences between China &amp; the UK</li> <li>Investigate the human impact on the physical geography of China. (3 gorges dam and tourism in the Himalayas and desertification)</li> <li>study of the Himalayas as a climate zone and how humans have adapted to live there.</li> </ul> |
| <p><b>Key Vocab:</b><br/>Topographical, relief, sea level, contour lines, physical, human, location, grid reference, compass, OS Map,</p>   | <p><b>Key Vocab:</b><br/>Settlement, trade, empire, fertile, mountain range, international,</p>  | <p><b>Key Vocab:</b><br/>Topographical, climate zone, land use, human impact, physical geography, desertification</p>   |
| <p><b>Curriculum enhancement:</b><br/>Visit to Harry Potter World</p>   | <p><b>Curriculum enhancement:</b><br/>AES Chinese teachers/students prepare a Chinese curriculum day (dragon dancing, food tasting, writing, etc)</p>  | <p><b>Curriculum enhancement:</b><br/>Visit to Colchester castle<br/>Residential trip to Mersea</p>   |
| <p><b>Essential Knowledge:</b></p> <ul style="list-style-type: none"> <li>Identify ways height is shown on a map</li> <li>Describe Topographical features of a place (where they have</li> </ul>  | <p><b>Essential Knowledge:</b></p> <ul style="list-style-type: none"> <li>Know that the city of Rome was the empire's capital and that it is located in Italy. Many other cities and countries contributed to the Romans' wealth.</li> </ul>   | <p><b>Essential Knowledge:</b></p> <ul style="list-style-type: none"> <li>Locate China on a map and know that there is much diversity in terms of climate, topography, habitats, and human activities.</li> </ul>   |

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| <p>decided Hogwarts is best placed) and why they chose it.</p> <ul style="list-style-type: none"><li>• Explain and use compass directions, grid references and map keys accurately.</li></ul> | <ul style="list-style-type: none"><li>• Explain why Romans travelled to the UK and give some examples of what they implemented (<i>eg, towns, roads, farming, government, building methods...</i>)</li><li>• Understand that Colchester was the first UK city and Roman capital. Name some similarities &amp; differences between then and now.</li></ul> | <ul style="list-style-type: none"><li>• Name some similarities and differences between the UK and China – geographical, cultural and natural.</li><li>• Explain how humans can affect the physical geography of a place (both positively and negatively) Develop their own viewpoint of the issues.</li></ul> |
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