

# GEOGRAPHY OVERVIEW

## KNOWLEDGE, SKILLS & VOCAB



Year & Topic	National Curriculum Objectives	Concept	Links to Previous Learning	Key Skills	Subject and Specific Knowledge	Vocabulary
Y1 Wicked Weather	<p>Name, locate and identify characteristics of the four countries of the United Kingdom and its surrounding seas</p> <p>Identify seasonal and daily weather patterns in the United Kingdom</p> <p>Use basic geographical vocabulary to refer to: <i>season and weather.</i></p>	<p><b>Geographical Enquiry</b></p> <p><b>Representation</b></p> <p><b>Map Knowledge</b></p> <p><b>Style of Maps</b></p>	<p>In FS2, children know that maps can show us where places are.</p> <p>They have described their immediate environments and are showing understanding of changes in the natural world around them including daily weather patterns.</p>	<p>Use information books/pictures as sources of information</p> <p>Investigate their local surroundings</p> <p>Use own symbols on an imaginary map</p> <p>Learn name of some places within/around the UK</p> <p>Use picture maps</p>	<ul style="list-style-type: none"> <li>Know the names of the four countries that make up the UK and name the three main seas that surround the UK</li> <li>Know and name the four seasons of the year and know the associated weather with each</li> <li>Know which is the hottest and coldest season in the UK</li> <li>Know that a weather forecast is a statement saying what the weather will be like today, the next day or for the next few days</li> <li>Know and recognise the main weather symbols</li> <li>Know ways in which rain can be collected and measured.</li> </ul> <p><b>Key Questions:</b></p> <ul style="list-style-type: none"> <li>What is the United Kingdom?</li> <li>What are seasons?</li> <li>What seasons do we experience in the United Kingdom?</li> </ul>	<p>weather, showers, fog, hurricane, wind, rain, hail, sleet, snow, temperature, floods, Centigrade, Fahrenheit, clouds, United Kingdom, sea, ocean, England, Scotland, Wales, Northern Ireland, North Sea,</p>

	Use atlases and globes to identify the United Kingdom and its countries and oceans studied at this key stage				<ul style="list-style-type: none"> <li>• What different types of weather do we experience in each season?</li> <li>• What is a weather forecast?</li> <li>• What are the main weather symbols?</li> <li>• How much rainfall has there been in Sheffield this week?</li> </ul> <p><u>End Point: Weather Forecast</u>  <i>Create a class weather chart that can be used every day with the children.</i></p>	Irish Sea, Celtic Sea, English Channel
Y1 Hot and Cold Places	<p>Identify the location of hot and cold areas in the world in relation to the Equator and the North and South Poles</p> <p>Use world maps, atlases and globes to identify countries, continents and oceans studied at this key stage.</p> <p>Use simple compass directions (North, South, East and West)</p>	<p><b>Geographical Enquiry</b></p> <p><b>Direction / Location</b></p> <p><b>Scale and Distance</b></p> <p><b>Style of Maps</b></p>	<p>In FS2 children will have experience of recognizing similarities and differences between the natural world around them and contrasting environments.</p> <p>Children have been able to explain similarities and differences between life in this country and life in other countries.</p> <p>Previously in Y1, children have been able to identify seasonal</p>	<p>Teacher led enquiries to ask and respond to simple closed questions</p> <p>Use information books/pictures as sources of information</p> <p>Begin to learn the four compass points</p> <p>Use relative vocabulary e.g. like/dislike</p> <p>Picture maps and globes</p>	<ul style="list-style-type: none"> <li>• Know that not all deserts are covered by sand. Only one fifth of deserts are covered with sand.</li> <li>• Know the type of animals that live in the desert.</li> <li>• Know that during the South Pole’s winter, it is dark all the time. During the summer, it is light all the time.</li> <li>• Know that even though we think they should be, not all deserts are hot. Two of the world’s biggest deserts are in the North and South Poles.</li> <li>• Know that polar bears and penguins are able to keep warm because they have blubber in their skins</li> <li>• Know that the largest hot desert in the world is the Sahara and the largest cold desert is Antarctica.</li> <li>• Know that hot deserts are usually very hot during the day but can get very cold at night. Some hot deserts can freeze at night.</li> <li>• Know that despite the low temperatures, over 4 million people live in the polar regions.</li> </ul>	North Pole, South Pole, Equator, meerkats, penguins, polar bears, desert, hemisphere, humid, scorching, camouflage, sand, blubber, Sahara desert, Antarctica, polar regions,

			and daily weather patterns.		<p><b>Key Questions:</b></p> <ul style="list-style-type: none"> <li>• What is a desert?</li> <li>• Are all deserts hot and covered by sand?</li> <li>• Is the weather in the North Pole different to the South Pole?</li> <li>• How do the seasons compare in the South Pole to the seasons in the UK?</li> <li>• What animals live in the South Pole and how do they survive?</li> <li>• Can you live in a Polar Region?</li> </ul> <p><b>End Point: Visual Chart</b>  <i>A visual chart showing the differences between the polar and desert regions and discuss which region they would prefer and why?</i></p>	
<p><b>Y1 Birley and Beyond</b></p>	<p>Use basic geographical language to refer to key human features: city, shop, street, housing, office, libraries, car parks, schools, bridges, churches.</p> <p>Use simple fieldwork and observational skills to study the geography of their school and its grounds and</p>	<p><b>Geographical Enquiry</b></p> <p><b>Direction / Locations</b></p> <p><b>Drawing Maps</b></p> <p><b>Representation</b></p> <p><b>Using Maps</b></p>	<p>In FS2, children have described their immediate environment from observation. Children will know there way around their school and grounds.</p> <p>Children have been identifying physical and human features in certain locations.</p> <p>In Year 1, children will</p>	<p>Make observations about where things are e.g. within school or local area.</p> <p>Follow directions (Up, down, left and right)</p> <p>Draw pictures of real places or from stories.</p> <p>Begin to understand the need for a key.</p> <p>Use a simple picture map to move around</p>	<ul style="list-style-type: none"> <li>• Know that every street in our country has a name and a postcode. The name is usually on a wall or a sign at the beginning of the street.</li> <li>• Know that an address has the name of the street you live, the number or name of your house, the village, town or city you live in and the postcode.</li> <li>• Know their address, including post code.</li> <li>• Know the name of their city.</li> <li>• Be able to locate their city on a map of the United Kingdom</li> <li>• Know which is North, East, South and West on a compass</li> <li>• Know that I can conduct fieldwork to answer questions about the local environment, and can include observing or measuring, identifying or classifying and recording.</li> </ul>	<p>human features, roads, city, shop, street, housing, office, libraries, car parks, schools, bridges, churches, postcode, street name, postcode, address, United Kingdom, North, East,</p>

	<p>the human and physical features of its surrounding environment</p> <p>Use arial photographs and plan perspectives to recognise landmarks and basic human and physical features</p> <p>Devise a simple map; and use and construct basic symbols in a key</p> <p>Use locational and directional language to describe the locational features and routes on a map.</p>		<p>know how the four nations of the UK on a map.</p>	<p>the school, recognising that it is about a place.</p> <p>Look at street maps of known places.</p>	<ul style="list-style-type: none"> <li>• Data can be recorded in different ways, including tables, charts and pictograms</li> <li>• Know that an environment or place can change over time due to a geographical process, such as human activity including house building.</li> <li>• Know that a map is a picture or a drawing of an area of land or sea that can show human and physical features. Maps use symbols and a key. A key is information needed to read a map and a symbol is a picture or icon used to show a geographical feature.</li> <li>• Know that human features are man-made and include schools, shops and roads. People use human features in different ways.</li> </ul> <p><b>Key Questions</b></p> <ul style="list-style-type: none"> <li>• How does the Postman know where to deliver everyone's mail too?</li> <li>• What is my address?</li> <li>• What is the name of the city where I live?</li> <li>• What is a compass?</li> <li>• How has Birley changed over time?</li> <li>• Can I create a map for a journey around school?</li> <li>• What are human features?</li> <li>• What human features can I spot in Birley?</li> </ul> <p><u>End Point: Birley - Before and After</u>  <i>Children will look at photographs of Birley Primary Academy now and back in 1994.</i></p>	<p>South, West, environment, human activity,</p>
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					<u>Field Work - Local Area Study</u> Investigation the human features within the local area.	
<b>Y2 Four Nations</b>	<p>Name and locate the world's seven continents and five oceans</p> <p>Name, locate and identify characteristics of the four countries and capital cities of the UK.</p> <p>Use world maps, atlases and globes to identify the UK and its countries as well as countries, continents and oceans studied at this key stage.</p> <p>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features.</p>	<p><b>Geographical Enquiry</b></p> <p><b>Scale and Distance</b></p> <p><b>Map Knowledge</b></p> <p><b>Style of Maps</b></p> <p><b>Direction / Location</b></p>	<p>In Y1, children have identified how the United Kingdom is made up.</p> <p>In Y1, children would have recognised North, East, South and West on a compass.</p> <p>In Birley and Beyond, children have identified the city in which they live and human features of their local environment. Further to this, they have also created simple maps around the school.</p>	<p>Children are encouraged to ask simple geographical questions e.g Where is it? What is it like?</p> <p>Use NF books, stories, maps, pictures, photos and the internet as sources of information</p> <p>Investigate their surroundings</p> <p>Begin to spatially match places e.g. recognise UK on a small scale and larger scale map.</p> <p>Name and locate the 4 countries and capital cities of the UK</p> <p>Use teacher drawn based maps.</p> <p>Find land/sea on globes</p>	<ul style="list-style-type: none"> <li>• Know how to construct a map from a bird's eye view following a class agreed key.</li> <li>• Know the name of the city they live in (knowing why it is classed as a city) and identify neighbouring cities</li> <li>• Know how to describe physical and human features of their own locality</li> <li>• Know the name of the four countries that make up the United Kingdom and their capital cities</li> <li>• Know physical and human features of each of their four countries that make up the UK</li> <li>• Know the continents of the world and locate them on a globe or atlas</li> <li>• Know the world's oceans and locate them on a globe</li> </ul> <p><u>Key Questions</u></p> <ul style="list-style-type: none"> <li>• <b>What do we mean by a 'bird's eye view'?</b></li> <li>• <b>Can I make my own map?</b></li> <li>• <b>Why is Sheffield a city and not a town?</b></li> <li>• <b>What are the closest cities to Sheffield?</b></li> <li>• <b>What are physical and human features of Birley?</b></li> <li>• <b>What are the four countries that make up the United Kingdom?</b></li> </ul>	<p>Map, bird's eye view, symbols, key, Sheffield, city, human, physical, features, England, Scotland, Wales, Northern Ireland, United Kingdom, capital city, continents, oceans, rivers, hills, factories, farms, villages, mountain, hill, forest, river, valley,</p>

	<p>Devise a simple map and use and construct basic symbols in a key.</p>	<p><b>Drawing Maps</b></p> <p><b>Representation</b></p> <p><b>Using Maps</b></p>		<p>Use large-scale OS maps</p> <p>Consolidate directions.</p> <p>Consolidate cardinal directions.</p> <p>Use an infant atlas</p> <p>Draw a map of a real or imaginary place</p> <p>Use class agreed symbols to make a simple key</p> <p>Use an infant atlas to locate places</p> <p>Follow a route on a map</p>	<ul style="list-style-type: none"> <li>• What is a capital city and how many do we have in the UK?</li> <li>• What are physical and human features of England?</li> <li>• What are physical and human features of Scotland?</li> <li>• What are physical and human features of Wales?</li> <li>• What are physical and human features of Northern Ireland?</li> <li>• What is a continent and which continent is the UK in?</li> <li>• What is the closest ocean to the UK?</li> </ul> <p><u>End Point: Tourist Guide</u> Using knowledge gained during the unit of work, children will create a basic tourist guide for a nation of their choice.</p> <p><u>Field Work - Local Area Study</u> Investigation the human and physical features within the local area.</p>	
<p><b>Y2 Out of Africa</b></p>	<p>Name and locate the world's seven continents and five oceans</p> <p>Understand geographical similarities and differences through studying the</p>	<p><b>Geographical Enquiry</b></p>	<p>In FS2 and Y1, children have made contrasts between two different places - Sheffield/Another Country and Hot/Cold Places.</p> <p>In Y1, children will have explored hot and cold places - particularly</p>	<p>Children are encouraged to ask simple geographical questions e.g Where is it? What is it like?</p> <p>Use NF books, stories, maps, pictures/photos and internet as sources of information</p>	<ul style="list-style-type: none"> <li>• Know the names and locate the seven continents of the world.</li> <li>• Know the names and locate the five oceans of the world.</li> <li>• Know the main differences between a place in England and that of a small place in a non-European country.</li> <li>• Know that Kenya is situated in Eastern Africa and the capital of Kenya is Nairobi</li> <li>• Know that there are two main languages spoken in Kenya: English and</li> </ul>	<p>European, African, wildlife, climate, drought, government, mud huts, Kenya, Nairobi, English, Swahili,</p>

	<p>human and physical geography of a small area of the UK and of a small area in a contrasting non-European country.</p> <p>Identify seasonal and daily weather patterns in the UK and the location of hot or cold areas of the world in relation to the Equator.</p> <p>Use basic geographical vocabulary to refer to physical features.</p>	<p><b>Style of Maps</b></p> <p><b>Using Maps</b></p>	<p>focusing on deserts and animals found within them.</p> <p>Previously in Y2, children have looked at the 7 continents and 5 oceans and studied capital cities.</p> <p>Through Y1 and Y2, children would have responded to teacher-led enquiries and made observations of where things are through investigation local surroundings.</p> <p>In Y1, children will have used picture maps and globes.</p>	<p>Make appropriate observations about why things happen, such as droughts</p> <p>Make simple comparisons between features of different places</p> <p>Find land on a globe</p> <p>Use an infant atlas</p> <p>Use an infant atlas to locate places</p>	<p>Swahili. However, there are many other languages spoken in different parts of Kenya.</p> <ul style="list-style-type: none"> <li>• Know that the largest lake in the world, Lake Victoria, is partly in Kenya. The longest river in Kenya is the Tana River.</li> <li>• Know that large animals, such as lions, buffalo, leopards, elephants and rhinoceros are present in Kenya.</li> <li>• Know that Kenya is still a developing country and more than half the population live in poverty.</li> <li>• Know that Kenya has a long coast, large wildlife reserves, lakes, rivers, forests and deserts.</li> <li>• Know about the Maasai tribe and how they live.</li> <li>• Know about the typical school day in Kenya.</li> </ul> <p><u>Key Questions</u></p> <ul style="list-style-type: none"> <li>• Is Africa a city, a country or a continent?</li> <li>• Is Africa an island?</li> <li>• Where is Kenya?</li> <li>• What are the physical features of Kenya?</li> <li>• What is daily life like in urban Kenya?</li> <li>• What are the two main languages spoken in Kenya?</li> <li>• What animals can I spot in Kenya?</li> <li>• What is a developing country?</li> <li>• Who make up the Maasai tribe and how do they live?</li> <li>• What is it like to go to school in Kenya?</li> </ul>	<p>continent, ocean, Kenya, population, coast, forest, wildlife reserve, deserts, tribe.</p>
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					<p><b>End Point: Venn Diagram</b>  <i>Children are to complete a Venn Diagram to identify similarities and differences between school life in England and Kenya.</i></p>	
<p><b>Y2 That's Capital</b></p>	<p>Name, locate and identify characteristics of our capital city</p> <p>Use basic geographical vocabulary to refer to key physical and human features.</p> <p>Use simple compass directions and locational and directional language to describe the location of features on a map</p> <p>Use ariel photographs and plan perspectives to recognise landmarks and basic human and physical features</p>	<p><b>Geographical Enquiry</b></p> <p><b>Map Knowledge</b></p> <p><b>Style of Maps</b></p> <p><b>Direction / Location</b></p> <p><b>Using Maps</b></p>	<p>Previously in Y2, during our Four Nations topic, children have identified capital cities in the UK. Further to this, in Out of Africa, they have also found the capital city of Kenya.</p> <p>Also in Y2, in Four Nations, children have identified the city in which they live and neighbouring cities.</p> <p>In Y2, during Four Nations, children have identified human and physical features of the Four Nations. This knowledge has built upon knowledge of human and physical features explored in Birley and Beyond (Y1) and Out of Africa (Y2).</p>	<p>Children are encouraged to ask simple geographical questions e.g <i>Where is it? What is it like?</i></p> <p>Use NF books, stories, maps, pictures/photos and internet as sources of information.</p> <p>Make simple comparisons between features of different places</p> <p>Locate and name on a UK map major features e.g. River Thames, London etc.</p> <p>Use a grid map</p> <p>Consolidate directions</p> <p>Consolidate cardinal directions</p>	<ul style="list-style-type: none"> <li>• Know the concept of what a capital city is.</li> <li>• Know the names of the four capital cities in the UK.</li> <li>• Know a range of important cities across the UK and place them on a map.</li> <li>• Know that London is the capital and largest city of England and the United Kingdom. 8.9 million people live in London.</li> <li>• Know why people choose to visit London.</li> <li>• Know that the main river that runs through London is called the Thames. Because it is prone to flooding, the Thames Barrier was constructed.</li> <li>• Know about the transport systems that London relies upon to be a successful city.</li> <li>• Know a range of London landmarks and describe their purpose.</li> <li>• Know how to describe the location of landmarks using locational and directional language.</li> </ul> <p><b>Key Questions:</b></p> <ul style="list-style-type: none"> <li>• <b>What is a capital city?</b></li> <li>• <b>What are the names of the four capital cities in the UK?</b></li> <li>• <b>Where are some of the most important cities in the United Kingdom?</b></li> </ul>	<p>Capital, city, Belfast, Edinburgh, London, Cardiff, Manchester, Liverpool, Sheffield, Birmingham, Newcastle, Glasgow, River Thames, Thames Barrier, Population, Buckingham Palace, Tower of London, Houses of Parliament, Underground , Taxis, Buses, The Shard, Downing Street, London Eye, Royal Albert</p>



				<p>Follow a route on a map</p>	<ul style="list-style-type: none"> <li>• What do we mean by population?</li> <li>• What is the population of London?</li> <li>• Why is London such a popular destination for tourists?</li> <li>• What is the main river in London called?</li> <li>• What transport systems do London rely upon to be a successful city?</li> <li>• What landmarks might we go to see in London and why?</li> <li>• Can you describe the location of London landmarks?</li> </ul> <p><i>End Point: Visit London Guide</i> Using knowledge gained during the unit of work, children will create a Visit London Tourist Guide for England's capital city.</p>	<p>Hall, Westminster Abbey, Windsor Castle.</p>
<p><b>Y3 Passport to Europe</b></p>	<p>Locate the world's countries using maps to focus on Europe, concentrating on key physical and human characteristics</p> <p>Understand geographical similarities and differences through the study of human and physical</p>	<p><b>Geographical Enquiry</b></p>	<p>In Y2, children will have covered the evolution of air travel and children may have encountered significant individuals from Europe e.g Amelia Earhart and how people travel across the continent.</p> <p>In Y2, children will have explored four European countries in Four Nations - studying physical and human features within them.</p> <p>In Y2, children would have located the continents and oceans of the world on an atlas and would therefore have</p>	<p>Begin to ask/initiate geographical questions</p> <p>Use NF books, stories, atlases, pictures/photos and internet as sources of information</p> <p>Investigate places and themes at more than one scale.</p> <p>Begin to collect and record evidence</p>	<ul style="list-style-type: none"> <li>• Know the names of and locate at least 8 European countries and capitals on a map.</li> <li>• Know how to locate the main mountain ranges of Europe and name 5 European rivers.</li> <li>• Know that countries like Spain, Portugal and Greece rely heavily on tourism</li> <li>• Know why tourism is important to these countries' economies</li> <li>• Know at least five differences between living in the UK and a Mediterranean country (<i>use Athens as the city for comparison</i>)</li> <li>• Know the key human and physical characteristics of the Mediterranean.</li> <li>• Know the difference in the climate between the UK and Mediterranean countries</li> </ul>	<p>European Union, Mediterranean Euros, Brexit, Berlin Wall, Eiffel Tower, Greek Isles, fjords, currency, language, population, region, tourism, mountain region, rivers, Spain, Portugal, Greece, Athens,</p>

	geography of a region the UK and a region in a European country.	<b>Scale and Distance</b>	knowledge of where the continent of Europe is.	Analyse evidence and begin to draw conclusions.	<ul style="list-style-type: none"> <li>• Know how life differs between children living in the UK and children living close to the Mediterranean Sea, such as daily routines.</li> <li>• Know about famous landmarks found across European cities</li> </ul> <p><b>Key Questions</b></p> <ul style="list-style-type: none"> <li>• Can I name a variety of European countries and their capital cities?</li> <li>• Where are some of the mountain regions in Europe?</li> <li>• Can I name a variety of rivers in Europe?</li> <li>• Can you name any famous landmarks found across European cities?</li> <li>• What is tourism?</li> <li>• Which European countries rely heavily on tourism?</li> <li>• How does life compare in London to Athens?</li> <li>• What is the life of a child like in London compared to the life of a child in Athens?</li> <li>• What are the key human and physical characteristics of the Mediterranean?</li> <li>• How does the climate differ in the UK to Mediterranean countries?</li> </ul> <p><b>End Point: European Factfile</b>  <i>Create a fact file about a European country with information including at least the following - capital, population, size, main language, money, key cities, flags, leaders (including royalty), food and famous regions.</i></p>	Human, physical, climate, daily life, routine, famous, landmarks
	Describe and understand key aspects of physical geography including climate zones and mountain ranges.	<b>Map Knowledge</b>	In Out of Africa, children will have compared human and physical characteristics and daily life of school children in Kenya to themselves in the UK. These skills will lend themselves to comparing the Mediterranean to London.	Begin to match boundaries (e.g. find same boundary of a country on different scale maps)		
	Use maps, atlases, globes and digital mapping to locate countries and describe features studied	<b>Style of Maps</b>	Children encouraged to ask simple geographical questions; <i>Where is it? What is it like?</i>	Try to make a simple scale drawing.		
		<b>Using Maps</b>	Use non-fiction books, stories, maps, pictures/photos and the internet as sources of information.	Recognise and locate places previously studied.		
		Make simple comparisons between features of different places.	Begin to use map sites on the internet			
		Use an infant atlas to locate places. Use Google Earth	Begin to use junior atlases			
			Begin to identify features on ariel/oblique photographs			
			Locate places on larger scale maps e.g. map of Europe			

<p><b>Y3 The Steel City</b></p>	<p>Name and locate counties and cities of the United Kingdom, geographical reasons and their identifying human and physical characteristics , key topographical features (specifically rivers) and land use patterns and understand how some of these aspects have changed over time.</p> <p>Describe and understand key aspect of human geography including economic activity including trade links and the distribution of natural resources.</p>	<p><b>Geographical Enquiry</b></p> <p><b>Direction / Location</b></p> <p><b>Drawing Maps</b></p> <p><b>Representation Styles of Map</b></p>	<p>In FS2 and Y1, children complete geography units around the local area - identifying human features in Birley.</p> <p>In Birley and Beyond, children will know the name of their city and located it on a map. They will have conducted fieldwork answering questions about their local environment.</p> <p>In Birley and Beyond, children will have looked at how their local area has changed over time due to human activity.</p> <p>In Y2, in Four Nations, children have constructed a map. They have also learnt why Sheffield is called as a city and about its physical and human features.</p> <p>Children encouraged to ask simple geographical questions; <i>Where is it? What is it like?</i></p> <p>Use non-fiction books, stories, maps, pictures/photos and the internet as sources of information.</p>	<p>Begin to ask/initiate geographical questions</p> <p>Use NF books, stories, atlases, pictures/photos and internet as sources of information</p> <p>Investigate places and themes at more than one scale.</p> <p>Use compass points to follow and give directions</p> <p>Use letter and number coordinates to locate features on a map</p> <p>Try to make a map of a short route experienced, with features in correct order</p> <p>Know why a key is needed</p> <p>Use standard symbols</p>	<ul style="list-style-type: none"> <li>• Know the location of the city of Sheffield, including the county it's within and neighbouring towns and cities.</li> <li>• Know the names of and locate at least 8 counties, including those nearby to Yorkshire.</li> <li>• Know how to identify places of significance in the city on a map using letter and number co-ordinates.</li> <li>• Use compass points to follow and give directions e.g. direction from train station to the Crucible Theatre.</li> <li>• Know about places of interest within the city (Cathedral, Football Stadia, Peak District, Theatres, Parks etc)</li> <li>• Know that the industrial revolution (Steel and Iron industry) had a significant impact on Sheffield's growth.</li> <li>• Know how to create a map of a short route experienced within Sheffield with features in the correct order (from school to the tram stop)</li> <li>• Know about the transport links found within Sheffield - motorway system, trams, trains, canals.</li> <li>• Know why the railways and canal were so important to the city's economic growth.</li> </ul> <p><b>Key Questions</b></p> <ul style="list-style-type: none"> <li>• Can you locate Sheffield and any of its neighboring towns and cities on a map?</li> <li>• What is a county and which county is Sheffield within?</li> </ul>	<p>Sheffield, city, Yorkshire, South Yorkshire, Lancashire, Derbyshire, Lincolnshire, Nottinghamshire, Peak District, population, coordinates, physical features, human features, compass points, direction, industrial revolution, steel, iron, industry, transport, railway, canal, network, motorway, trams,</p>
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	<p>Use maps, atlases, globes and digital computer mapping to locate and describe features studied</p> <p>Use points of a compass, symbols and key to build their knowledge of the United Kingdom</p>		<p>Investigate their local surroundings</p> <p>Make appropriate observations about why things happen.</p> <p>Consolidate directions.</p> <p>Consolidate cardinal directions (N-E-S-W).</p> <p>Draw a map of a real or imaginary place. (e.g. add detail to a sketch map from aerial photograph)</p> <p>Begin to understand the need for a key. Follow a route on a map (e.g. walking to the library)</p> <p>Use a plan view.</p>	<p>Use large scale OS maps</p> <p>Begin to use map sites on the internet</p>	<ul style="list-style-type: none"> <li>• Can you name a variety of counties across England, including those close to Yorkshire?</li> <li>• Can you identify significant places within the city?</li> <li>• Can you direct somebody across the city using the compass points?</li> <li>• Does Sheffield have any tourists spots or places of interest?</li> <li>• How did the industrial revolution have an impact on Sheffield's growth?</li> <li>• Can we create a map of a short route within Sheffield?</li> <li>• What transport links does Sheffield have?</li> </ul> <p><i>End Point: Visit Sheffield Tourist Leaflet</i> Present information about the city of Sheffield, including population, size, physical features (hills and rivers), Peak District etc.</p>	
<p><b>Y3 Raging Rivers</b></p>	<p>Name and locate counties and cities of the United Kingdom, geographical reasons and their identifying human and physical characteristics , key topographical features</p>	<p><b>Geographical Enquiry</b></p>	<p>In Y1, children have undertaken fieldwork in the local environment.</p> <p>Within the Four Nations topic in Y2, children will know key physical and human features of the four countries in the UK - including rivers.</p> <p>In Y2, children will look at the longest river in Kenya and know that the main river that runs through London is called the Thames.</p>	<p>Begin to ask/initiate geographical questions</p> <p>Use NF books, stories, atlases, pictures/photos and internet as sources of information</p> <p>Begin to collect and record evidence</p>	<ul style="list-style-type: none"> <li>• Know about the water cycle</li> <li>• Know names and locate the main rivers in the UK</li> <li>• Know and label the main features of a river</li> <li>• Know the names of and locate a number of the world's longest rivers</li> <li>• Know that the start of a river is called the source and the end of the river is called the mouth.</li> <li>• Know that a fast flowing river will carry soil and dirt from its banks and bed downstream and drop them when it gets wider and slows down</li> </ul>	<p>estuary, mouth, source, meander, waterfall, erosion, deposition, tributary, oxbow lake, delta, stream, freshwater, Severn,</p>

	<p>(specifically rivers) and land use patterns and understand how some of these aspects have changed over time.</p> <p>Describe and understand key aspects of physical geography (including rivers &amp; the water cycle) and human features (land use and settlements).</p> <p>Use maps and atlases to describe features studied.</p> <p>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,</p>	<p><b>Drawing Maps</b></p> <p><b>Style of Maps</b></p>	<p>In Passport to Europe in Y3, children have named five European rivers and located them in an atlas.</p> <p>Children encouraged to ask simple geographical questions; <i>Where is it? What is it like?</i></p> <p>Use non-fiction books, stories, maps, pictures/photos and the internet as sources of information.</p> <p>Investigate their local surroundings</p> <p>Make appropriate observations about why things happen.</p> <p>Draw a map of a real or imaginary place. (e.g. add detail to a sketch map from aerial photograph)</p> <p>Use an infant atlas to locate places.</p> <p>Begin to spatially match places (e.g. recognise UK on small scale and larger scale map)</p> <p>Locate and name on UK map major features (e.g. London, River Thames, Home Location, Seas)</p> <p>Name and locate the 4 countries and capital cities of UK and the surrounding seas.</p> <p>Use a globe to find land and sea.</p> <p>Use teacher drawn base maps.</p>	<p>Analyse evidence and begin to draw conclusions.</p> <p>Try to make a simple scale drawing.</p> <p>Begin to use map sites on the internet</p> <p>Begin to use junior atlases</p> <p>Begin to identify features on ariel/oblique photographs</p>	<ul style="list-style-type: none"> <li>• Know that the longest river in the world is called the Nile in Africa. It is 4,130 miles long.</li> <li>• Know that many rivers and streams will join together before they reach the mouth of the river.</li> <li>• Know that the smaller rivers and streams are called tributaries.</li> </ul> <p><b>Key Questions</b></p> <ul style="list-style-type: none"> <li>• What is the water cycle?</li> <li>• Can you name and locate the main rivers in the UK?</li> <li>• Can you name and locate some of the world's longest rivers?</li> <li>• What are the main features of a river?</li> <li>• Where does a river start and end?</li> <li>• What are tributaries?</li> <li>• What will happen in a fast flowing river?</li> <li>• What can we find out on a river walk?</li> </ul> <p><b>End Point: River Walk Presentation</b></p> <p><i>Using their findings, information gathered and images taken on their river walk, children will present what they know about Rivelin Valley.</i></p> <p><b>Field Work - Local Area Study</b></p> <p>Children to visit the Rivelin Valley and conduct a river walk.</p>	<p>Trent, Mersey, Thames, Don, Tyne, Tweed, Bann, docklands, Nile, Amazon, Yangtze, Yellow, Parana, Congo</p>
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	plans and graphs and digital technologies.		Use large-scale OS maps. Use Google Earth			
<b>Year 4 Travel and Transport</b>	<p>Name and locate counties and cities of the UK and their identifying human and physical characteristics .</p> <p>Use maps, atlases, globes and digital mapping to locate countries and describe features studied.</p> <p>Use the eight points of a compass, four-figure grid references (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.</p>	<p><b>Geographical Enquiry</b></p> <p><b>Direction / Location</b></p> <p><b>Drawing Maps</b></p> <p><b>Representation</b></p>	<p>In FS2, children will have knowledge of transport both past and present and will have visited the Crich Tramway Museum.</p> <p>In Birley and Beyond, children will have covered four compass points and basic maps that use basic key/symbols.</p> <p>In Y2, children will have experienced using the road network to travel to Cleethorpes from Sheffield.</p> <p>In Four Nations in Y2, children will have constructed maps with an agreed key.</p> <p>In Out of Africa, children will have looked at a developing country who are in the process of building road networks.</p> <p>In Y2, children will also look at the history of air travel - which is a form of transport.</p> <p>In the Steel City topic in Y3, children have created a map of a short journey experienced in Sheffield. Children also know about the transport links found within the city.</p> <p>Use compass points to follow/give directions.</p> <p>Use letter and number coordinates to locate features on a map.</p> <p>Try to make a map of a short route experienced, with features in correct order.</p> <p>Try to make a simple scale drawing.</p>	<p>Ask and respond to questions and offer their own ideas</p> <p>Investigate places and themes at more than one scale</p> <p>Collect and record evidence</p> <p>Analyse evidence and begin to draw conclusions</p> <p>Use four compass points</p> <p>Begin to use 8 compass points</p> <p>Begin to use 4 figure coordinates</p> <p>Make a map of a short route experienced, with features in the correct order</p> <p>Make a simple scale drawing.</p>	<ul style="list-style-type: none"> <li>• Know what a journey is and what preparation is required to make a journey - start and end location, sense of direction.</li> <li>• Know that we use a compass to support with direction - recap cardinal and intercardinal points.</li> <li>• Know what an Ordnance Survey Map is and know how to use four figure co-ordinates to locate places/features.</li> <li>• Know that Network Rail connects towns and cities across the country</li> <li>• Know that trains allow for people and goods to travel to different places</li> <li>• Know how to use the National Rail diagram to plan routes across the country</li> <li>• Know how to map a journey to the Railway Station from school via the tram.</li> <li>• Know about the history, structure and modern uses of Britain's canal system</li> <li>• Know about how the road network is used.</li> <li>• Know about the importance of ports and air transport.</li> <li>• Know how to carry out research using atlases, maps and the internet to work out the best way of travelling to Paris - explaining the advantages and disadvantages of each method.</li> <li>• Know how to investigate a hypothesis - 'Sheffield has good transport links'</li> </ul>	<p>Journey, start, end, point, location, direction, cardinal, intercardinal , compass, Ordnance Survey Map, four-figure coordinates, Rail Network, routes, canal system, road network, air transport, ports, transport links,</p>

	Use fieldwork to observe, measure, record and present the human and physical features in the local area, including sketch maps, plans and graphs, and digital technologies.	<b>Style of Maps</b>	<p>Know why a key is needed.</p> <p>Use standard symbols.</p> <p>Locate places on larger scale maps e.g. map of Europe.</p> <p>Follow a route on a map with some accuracy. (e.g. whilst orienteering)</p> <p>Begin to match boundaries. (e.g. find same boundary of a country on different scale maps.)</p> <p>Begin to identify points on maps A,B, and C.</p> <p>Recognise and locate places previously studied.</p> <p>Use large-scale OS maps.</p> <p>Begin to use map sites on internet.</p> <p>Begin to use a junior atlas.</p> <p>Begin to identify features on ariel/oblique photographs.</p>	<p>Know why a key is needed</p> <p>Begin to recognise symbols on an OS map.</p> <p>Use large and medium scale OS maps</p> <p>Use junior atlases</p> <p>Use map sites on the internet</p>	<p><b>Key Questions:</b></p> <ul style="list-style-type: none"> <li>• What is a journey and how can we plan one?</li> <li>• Can a compass have more than four points?</li> <li>• What is an Ordnance Survey Map?</li> <li>• What is Network Rail?</li> <li>• Why are trains key to travelling across the UK?</li> <li>• Why is Britain's canal system so important?</li> <li>• How have modern road networks made journeys more efficient?</li> <li>• Can we go on a journey to another country or continent?</li> <li>• Does Sheffield have good transport links?</li> <li>• Can the internet help us plan a journey?</li> </ul> <p><i>End Point: Planning a Journey</i>  <i>What is the best way of travelling to Paris? Children to research the different methods of travelling to Paris - presenting and discussing their findings.</i></p> <p><u>Field Work - Local Area Study</u>  Children to visit the City Centre to investigate Sheffield's transport links e.g. bus station, train station using the tram.</p>	
<b>Year 4 Mighty Mountains</b>	Describe and understand key aspects of physical geography, including climate zones, rivers, mountains,	<b>Geographical Enquiry</b>	<p>In Y2 Out of Africa, children will have looked at key human and physical features of Kenya - including mountains.</p> <p>Within Four Nations in Y2, children know the physical and human features of the UK - including mountains.</p> <p>In Y3 in Passport to Europe, children have looked at key</p>	<p>Ask and respond to questions and offer their own ideas.</p> <p>Use NF books, stories, atlases, pictures/photos, the internet, satellite</p>	<ul style="list-style-type: none"> <li>• Know the names of a number of the world's highest and well-known mountains. These must include the following - Everest, Alps, Matterhorn, Table Mountain, Kilimanjaro and Fuji.</li> <li>• Know where the most famous and well-known mountain are in the UK. These must include Ben Nevis,</li> </ul>	peak, valley, cliff, ridge, plateau, summit, hill, terrain, range, tectonic

	<p>volcanoes and earthquakes</p> <p>Describe and understand key aspects of human geography, including types of settlement and land use, economic activity and the distribution of natural resources including water</p> <p>Name and locate geographical regions of the UK and their identifying physical characteristics including mountains and hills.</p> <p>Use maps, atlases, globes and digital mapping to locate countries and describe features studied.</p>	<p><b>Using Maps</b></p> <p><b>Map Knowledge</b></p> <p><b>Style of Maps</b></p>	<p>human and physical characteristics of the Mediterranean - including mountains.</p> <p>In The Steel City in Y3, children have secure knowledge of Sheffield including the physical features such as The Peak District.</p> <p>Begin to ask/initiate geographical questions.</p> <p>Use non-fiction books, stories, atlases, pictures/photos and the internet as sources of information.</p> <p>Investigate places and themes at more than one scale.</p> <p>Begin to collect and record evidence.</p> <p>Analyse evidence and begin to draw conclusions e.g. make comparisons between two locations using photos, pictures and temperatures in different locations.</p> <p>Locate places on larger scale maps e.g. map of Europe.</p> <p>Recognise and locate places previously studied.</p> <p>Use large-scale OS maps.</p> <p>Begin to use map sites on internet.</p> <p>Begin to use a junior atlas.</p> <p>Begin to identify features on ariel/oblique photographs.</p>	<p>images and ariel photographs as sources of information</p> <p>Investigate places and themes at more than one scale</p> <p>Analyse evidence and draw conclusions (e.g. make comparisons between locations, photos, pictures and maps).</p> <p>Locate places on large scale maps (e.g. find a mountain range)</p> <p>Begin to identify significant places and environments</p> <p>Use large and medium scale OS maps</p> <p>Use junior atlases</p> <p>Use map sites on the internet</p>	<p>Snowdon, Scafell Pike, Pennines, Slieve Donard and Cadair Idris.</p> <ul style="list-style-type: none"> <li>• Know the physical features surrounding a mountain region</li> <li>• Know how a mountain was formed</li> <li>• Know the difference between a hill and a mountain</li> <li>• Know how people live on mountains</li> <li>• Know that 50% of the world's population rely on mountain watersheds for fresh water</li> <li>• Know why mountains can aid tourism</li> <li>• Know about a mountaineers journey to climbing a mountain (preparation, equipment, training, the climb itself, descent etc.)</li> </ul> <p><b>Key Questions</b></p> <ul style="list-style-type: none"> <li>• What is the difference between a hill and a mountain?</li> <li>• Can you name the world's highest mountains?</li> <li>• Can you locate the most famous mountains in the UK?</li> <li>• What are the physical features of a mountain region?</li> <li>• Why are mountains important to the world's population?</li> <li>• Do people live in mountain regions?</li> <li>• Do mountains attract tourism?</li> <li>• What is it like to climb a mountain?</li> </ul> <p><b>End Point: Diary of a Mountaineer</b></p>	<p>plates, fold mountains,</p>
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	Describe and understand key aspects of human geography, including types of settlement and land use, economic activity.					
<b>Y4 Natural Disasters</b>	<p>Locate the world's countries, concentrating on their key physical characteristics</p> <p>Identify the position and significance of the Northern and Southern Hemisphere</p> <p>Describe and understand key aspects of physical geography including volcanoes and earthquakes.</p> <p>Use maps, atlases, globes and digital</p>	<p><b>Geographical Enquiry</b></p> <p><b>Using Maps</b></p> <p><b>Map Knowledge</b></p>	<p><i>In previous topics, children would have encountered countries from both the Northern and Southern Hemisphere.</i></p> <p><i>In Out of Africa in Y2, children can name and locate the seven continents of the world and the five oceans.</i></p> <p><i>In Passport to Europe in Y3, children would have encountered European countries in detail - looking at the human and physical characteristics of the Mediterranean - including its climate. In this topic, they have looked at famous landmarks.</i></p> <p><i>Begin to ask/initiate geographical questions.</i></p> <p><i>Use non-fiction books, stories, atlases, pictures/photos and the internet as sources of information.</i></p>	<p>Ask and respond to questions and offer their own ideas.</p> <p>Use NF books, stories, atlases, pictures/photos, the internet, satellite images and ariel photographs as sources of information</p> <p>Analyse evidence and draw conclusions (e.g. make comparisons between locations, photos, pictures and maps).</p> <p>Locate places on large scale maps</p>	<ul style="list-style-type: none"> <li>• Know how a volcano is formed</li> <li>• Know and label the different parts of a volcano.</li> <li>• Know that there are active and dormant volcanos</li> <li>• Know how a volcano becomes active</li> <li>• Know the locations of well-known volcanoes across the world</li> <li>• Know the names of four countries from both the northern and southern hemisphere</li> <li>• Know why people choose to live beside a volcano</li> <li>• Know how volcanoes impact on the lives of people who live beside them</li> <li>• Know where the most well-known earthquakes in the world have been</li> <li>• Know what causes an earthquake - tectonic plates</li> <li>• Know that the earth is made up of different layers</li> <li>• Know why earthquakes are dangerous and the impact it can have on people</li> <li>• Know how earthquakes are measured</li> </ul>	<p>Volcano, eruption, magma, lava, dormant, saturated, flooding, tectonic plates, aftershock, tsunami, Richter, seismometer, tremor, fault, magnitude, landslide, compression, core, mantle, crust, plate boundary, fault line, earthquake,</p>

	mapping to locate countries and describe features studied.	<b>Style of Maps</b>	<p>Investigate places and themes at more than one scale.</p> <p>Begin to collect and record evidence.</p> <p>Analyse evidence and begin to draw conclusions e.g. make comparisons between two locations using photos, pictures and temperatures in different locations.</p> <p>Locate places on larger scale maps e.g. map of Europe.</p> <p>Begin to match boundaries. (e.g. find same boundary of a country on different scale maps.)</p> <p>Recognise and locate places previously studied.</p> <p>Use large-scale OS maps.</p> <p>Begin to use map sites on internet.</p> <p>Begin to use a junior atlas.</p> <p>Begin to identify features on ariel/oblique photographs.</p>	<p>(e.g. find a fault line)</p> <p>Begin to identify significant places and environments</p> <p>Use large and medium scale OS maps</p> <p>Use junior atlases</p> <p>Use map sites on the internet</p>	<ul style="list-style-type: none"> <li>Know what a tsunami is and how is it different to an earthquake.</li> </ul> <p><b>Key Questions</b></p> <ul style="list-style-type: none"> <li>Can you explain how a volcano is formed?</li> <li>Can you label the different parts of a volcano?</li> <li>What is meant by the words active and dormant?</li> <li>Can you name and locate the most well-known volcanoes across the world?</li> <li>Why do people choose to live close to volcanoes and how does this impact them?</li> <li>What is the ring of fire?</li> <li>What causes an earthquake?</li> <li>How is the earth made up of different layers?</li> <li>Why are earthquakes so dangerous?</li> <li>How are earthquakes measured?</li> <li>What is a tsunami and how does this differ from an earthquake?</li> </ul> <p><b>End Point: Design an Earthquake-Proof Building</b> Children will create and test a small structure to inform their labelled design of an earthquake-proof building.</p>	
<b>Y5 South America</b>	Locate the world's countries using maps to focus on South America.	<b>Geographical Enquiry</b>	Beginning in Four Nations in Y2, children have been exploring the seven continents and five oceans of the world.	<p>Begin to suggest questions for investigating</p> <p>Begin to use primary and secondary sources of evidence</p>	<ul style="list-style-type: none"> <li>Know the seven continents of the world and their location</li> <li>Know the names of, and locate, a number of South American countries</li> <li>Use Google Earth to locate a country or place of interest</li> </ul>	Street children, pampas, anaconda snake, inhabitant,

	<p>Understand geographical similarities and differences through the study of human and physical geography of a region of the UK and a region in South America</p> <p>Describe and understand key aspects of human geography including types of settlement, economic activity including trade links and the distribution of natural resources including food.</p> <p>Know how life differs between children living in the UK and children living in South America.</p>	<p><b>Scale and Distance</b></p> <p><b>Map Knowledge</b></p> <p><b>Style of Maps</b></p>	<p>In previous topics, such as Natural Disasters, children have explored countries within both the Northern and Southern Hemisphere.</p> <p>In Y3 Raging Rivers, children have named and located a number of the world's longest rivers - including the Amazon.</p> <p>In the Y4 Mighty Mountains topic, children would have explored mountain regions found within South America.</p> <p>In the Y4 Natural Disasters topic, children would have explored volcanoes across the world - including in South America.</p> <p>In Y2 and Y3, children have compared lives of children in the UK to the lives of children in Kenya and children living in the Mediterranean.</p> <p>Ask and respond to questions and offer their own ideas.</p> <p>Use non-fiction books, stories, atlases, pictures, satellite image and</p>	<p>in their investigations</p> <p>Investigate places with more emphasis on the larger scale; contrasting and distant places</p> <p>Analyse evidence and draw conclusions</p> <p>Find and recognise places on maps of different scales e.g. Amazon river</p> <p>Identify significant places and environments</p> <p>Identify previously learnt locations</p> <p>Use index and content pages</p> <p>Use digital maps such as Google Earth.</p>	<ul style="list-style-type: none"> <li>• Know key physical and human characteristics of a chosen location in South America (not to include Brazil) through research</li> <li>• Know about time zones and work out differences</li> <li>• Know what fruits and other natural resources Brazil is famous for</li> <li>• Know about human issues found within Brazil (such as street children and Brazilian favelas)</li> <li>• Know how life differs between children living in the UK and children living in Brazil.</li> </ul> <p><b>Key Questions</b></p> <ul style="list-style-type: none"> <li>• <b>What are the seven continents of the world?</b></li> <li>• <b>Can you name and locate some of the countries found within South America?</b></li> <li>• <b>Can I use Google Earth to locate places on interest in South America?</b></li> <li>• <b>What are the key physical and human characteristics of one of the countries in South America?</b></li> <li>• <b>How is the world split into time zones?</b></li> <li>• <b>What are Brazil's natural resources?</b></li> <li>• <b>What are some of the major issues faced by people living in Brazil today?</b></li> <li>• <b>What is life like for a child living in Brazil?</b></li> </ul> <p><u>End Point:</u> Children complete a piece of writing comparing and explaining how the lives of</p>	<p>Andes, sparsely populated, continent, Lake Titicaca, Incas, Iron Ore, Manganese, Petroleum, Timber, Steel, Fertilizers, plastics, gems, phosphates, bauxite, champagne oranges, jubuticaba, passion fruit, guava,</p>
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			<p>photographs - including aerial - as sources of information.</p> <p>Investigate places and themes at more than one scale.</p> <p>Collect and record evidence with some aid.</p> <p>Analyse evidence and draw conclusions <i>e.g. make comparisons between locations photos/pictures/ maps.</i></p> <p>Locate places on large scale maps, (e.g. Find UK or India on globe)</p>		<p><i>children living in the UK and children living in Brazil differ.</i></p>	
<p><b>Y5 Rainforests</b></p>	<p>Locate the world's countries using maps to focus on South America.</p> <p>Identify the position and significance of the equator, Tropics of Cancer and Capricorn.</p> <p>Describe and understand key aspects of physical</p>	<p><b>Geographical Enquiry</b></p> <p><b>Using Maps</b></p> <p><b>Map Knowledge</b></p>	<p>In the previous geography topic in Y5, children have learnt about South America.</p> <p>In Y3 Raging Rivers, children will have learnt about The Amazon River.</p> <p>Ask and respond to questions and offer their own ideas.</p> <p>Use non-fiction books, stories, atlases, pictures, satellite image and photographs - including aerial - as</p>	<p>Begin to suggest questions for investigating</p> <p>Begin to use primary and secondary sources of evidence in their investigations</p> <p>Select a map for a specific purpose e.g. to identify biomes</p> <p>Begin to use atlases to find out about</p>	<ul style="list-style-type: none"> <li>• Know what a biome is</li> <li>• Know where many of the world's rainforests are situated</li> <li>• Know the position and significance of the Equator, Tropics of Cancer and Capricorn</li> <li>• Know about the main features of a rainforest (annual rainfall, temperature, nutrient/poor soil, high levels of biodiversity)</li> <li>• Know about the different layers of the rainforest: The Forest Floor, The Understory, The Canopy and The Emergent Layer.</li> <li>• Know why the rainforests are endangered and what this means to the world.</li> </ul>	<p>Canopy, Emergent Layer, understory, deforestation, endangered, indigenous, biomes, biodiversity, extinction, destruction, temperate, tropical, rainforest, Tropics of Cancer, Tropics of Capricorn,</p>

	<p>geography, including climate zones, biomes and vegetation belts.</p> <p>Describe and understand key aspects of human geography, including economic activity, trade links and the distribution of natural resources.</p>	<p><b>Style of Maps</b></p>	<p>sources of information.</p> <p>Investigate places and themes at more than one scale.</p> <p>Collect and record evidence with some aid.</p> <p>Analyse evidence and draw conclusions e.g. <i>make comparisons between locations photos/pictures/ maps.</i></p> <p>Locate places on large scale maps, (e.g. Find UK or India on globe)</p>	<p>other features or places</p> <p>Identify significant places and environments</p> <p>Use index and contents pages within atlases</p>	<ul style="list-style-type: none"> <li>Know about the importance of the Amazon rainforest and the biodiversity within it.</li> </ul> <p><b>Key Questions:</b></p> <ul style="list-style-type: none"> <li>What is a biome?</li> <li>Where are the world's rainforests situated?</li> <li>What are the Tropics?</li> <li>What are the main features?</li> <li>How many layers does a rainforest have?</li> <li>Why are rainforests endangered?</li> <li>What is biodiversity?</li> </ul> <p><i>End Point - Persuasive Writing</i> Deforestation</p>	<p>equator, main biomes, desert, temperate forest, deciduous, grassland, savannah, coniferous, tundra, marine, freshwater</p>
<p><b>Y5</b> <b>Get Me Out of Here!</b></p>	<p>Use maps, atlases, globes and digital mapping to locate countries and describe features studied.</p> <p>Use the eight points of a compass, four and six figure grid references, symbols and key (including the use of Ordnance</p>	<p><b>Geographical Enquiry</b></p> <p><b>Direction / Location</b></p>	<p>In a range of topics through school, children will learn about their local area - with a particular focus on immediate surroundings in KS1 and the city of Sheffield as whole in KS2.</p> <p>Throughout their time at Birley, children will have explored human and physical features of different cities and countries - including river and mountains - across the world.</p> <p>Use four compass points consistently.</p> <p>Begin to use 8 compass points.</p> <p>Use number and letter coordinates to locate features on a map confidently.</p>	<p>Analyse evidence and draw conclusions e.g compare historical maps of varying scales</p> <p>Collect and record evidence independently</p> <p>Use the 8 compass points</p> <p>Confidently use four figure coordinates to locate features on a map</p>	<ul style="list-style-type: none"> <li>Know how to use a Digimap.</li> <li>Know how my local area has changed over time through the use of Digimaps.</li> <li>Know how to use Google Earth to locate their address and their school and a country or place of interest and to follow the journey of rivers etc.</li> <li>Know what most of the Ordnance Survey symbols stand for.</li> <li>Know what is meant by scale, such as 1:2500 means 4cm is equivalent to 1km.</li> <li>Know how to use six figure grid references</li> <li>Be familiar with topographical maps and know about contours etc.</li> <li>Know how to create a 3D recreation of their immediate area.</li> </ul>	<p>Ordnance Survey, symbol, hemisphere, latitude, longitude, time zones, grid references, aerial photographs, Greenwich Meridian, Digimaps, key, coordinates,</p>

	<p>Survey Maps) to build their knowledge of the United Kingdom and the wider world.</p> <p>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.</p>	<p><b>Drawing Maps</b></p> <p><b>Representation</b></p> <p><b>Using Maps</b></p> <p><b>Scale and Distance</b></p> <p><b>Map Knowledge</b></p> <p><b>Style of Maps</b></p>	<p>Begin to use 4 figure coordinates to locate features on a map.</p> <p>Make a simple scale drawing.</p> <p>Identify and discuss previously learnt locations</p> <p>Make a simple scale drawing.</p> <p>Know why a key is needed.</p> <p>Begin to recognise symbols on an OS map.</p> <p>Use medium scale land ranger OS maps.</p> <p>Use map sites on the internet.</p>	<p>Begin to use six figure grid references using latitude and longitude on atlas maps</p> <p>Begin to draw a variety of thematic maps based on their own data</p> <p>Draw a sketch map using symbols and a key.</p> <p>Use and recognise OS map symbols</p> <p>Compare maps with aerial photographs</p> <p>Measure straight line distance on a plan</p> <p>Find a recognise places on maps with different scales</p> <p>Identify significant places and environments</p> <p>Use medium scale land ranger OS maps</p>	<p><b>Key Questions</b></p> <ul style="list-style-type: none"> <li>• What is a digimap?</li> <li>• How can we use digimaps to explore how my local area has changed over time?</li> <li>• Can Google Earth help me find a variety of locations?</li> <li>• What do the Ordnance Survey symbols stand for?</li> <li>• What is meant by scale?</li> <li>• How can we use six figure grid references to find specific locations?</li> <li>• What is a topographical map?</li> <li>• What is a contour?</li> </ul> <p><i>End Point: 3D Recreation of Immediate Area</i> Using their knowledge, children will create a 3D recreation of their immediate area.</p> <p><u>Field Work - Local Area Study</u> Children will create plans and take observations in the local area in preparation for 3D recreation of their immediate area (End Point)</p>	

				Use digital maps, such as Google Earth		
<b>Y6 Road Trip, USA!</b>	<p>Locate the world's countries using maps to focus on North America.</p> <p>Identify the position and significance of latitude, longitude, the Prime/ Greenwich Meridian and time zones.</p> <p>Understand geographical similarities and differences through the study of human and physical geography of a region of the UK and a region in North America</p> <p>Describe and understand key aspects of human geography including</p>	<p><b>Geographical Enquiry</b></p> <p><b>Direction / Location</b></p> <p><b>Representation</b></p> <p><b>Using Maps</b></p> <p><b>Scale and Distance</b></p>	<p>In Y2, in That's Capital, children would have developed knowledge of London - such as transport systems, population etc.</p> <p>Throughout the curriculum, children have encountered a variety of significant individuals from America.</p> <p>In the Y3 The Steel City topic, children have named and located the counties within England and these could be linked to compare to US states.</p> <p>In Y4 Natural Disasters, as California lies on a fault line, children have referenced places within America due to frequency of natural disasters in this area.</p> <p>In Y5, children would have studied South America and developed an understanding of how America is separated.</p> <p>Within the topics of Mighty Mountains and Raging Rivers, children will have studied physical features within North America.</p> <p>Investigate places with more emphasis on the larger scale; contrasting and distant places.</p> <p>Collect and record evidence independently.</p> <p>Analyse evidence and draw conclusions e.g. compare historical maps of varying scales or comparing the temperature of various locations and its influence on people/everyday life.</p> <p>Use 8 compass points.</p>	<p>Suggest questions for investigation</p> <p>Use primary and secondary sources of evidence in their investigation</p> <p>Investigating places with more emphasis on the larger scale, contrasting distant places.</p> <p>Use the 8 compass points confidently and accurately</p> <p>Use and recognise OS maps symbols</p> <p>Use atlas symbols</p> <p>Locate places on a world map</p> <p>Use atlases to find out about other features of places e.g. weather patterns, mountain regions</p>	<ul style="list-style-type: none"> <li>• Know how to identify the continent of North America on a map and learn how it is organised into areas such as the Caribbean and Central America.</li> <li>• Know the states of the USA and describe their position to one another using the 8 compass points</li> <li>• Know about the different climate zones found in North America and compare these using graphs and charts.</li> <li>• Know about the physical features of North America, including Grand Canyon, Niagara Falls etc.</li> <li>• Know about the human features of North America, such as Panama Canal, Hoover Dam, Mount Rushmore, Statue Liberty, Golden Gate Bridge etc.</li> <li>• Know what a capital city is and locate the capital cities of North American countries upon a map.</li> <li>• Know about the range of time zones of North America and how these compare to other time zones around the world.</li> <li>• Know how to research the human and physical features of the USA.</li> <li>• Use an OS map to measure distance between landmarks in Washington using a range of scales.</li> <li>• Know the similarities and differences between a specific region in the UK (London) and a specific region in North America (Washington).</li> </ul> <p><b>Key Questions</b></p>	<p>Continent, North America, Caribbean, Central America, states, USA, capital city, compass points, climate zones, time zones, Greenwich Meridian, Longitude, Latitude, physical features.</p>

	<p>types of settlement and land use and economic activity including trade links.</p> <p>Know how life differs between people living in the UK and people in North America.</p> <p>Use maps, atlases, globes and digital computing to locate countries and describe features studied.</p>	<p><b>Map Knowledge</b></p> <p><b>Style of Maps</b></p>	<p>Use 4 figure coordinates confidently to locate features on a map.</p> <p>Use/recognise OS map symbols</p> <p>Compare maps with aerial photographs.</p> <p>Select a map for a specific purpose. (E.g. Pick atlas to find Taiwan, OS map to find local village.)</p> <p>Begin to use atlases to find out about other features of places. (e.g. find wettest part of the world).</p> <p>Measure straight-line distance on a plan.</p> <p>Find and recognise places on maps of different scales. (e.g. Amazon River)</p> <p>Identify significant places and environments.</p> <p>Identify and discuss previously learnt locations.</p> <p>Use index and contents pages within atlases.</p> <p>Use medium scale land ranger OS maps.</p>	<p>Use a scale to measure distances</p> <p>Use maps at a range of scales</p> <p>Confidently identify significant places and environments</p> <p>Identify and discuss previously learnt locations</p> <p>Use OS Maps</p> <p>Confidently use an atlas</p> <p>Recognise the world map as a flattened globe.</p>	<ul style="list-style-type: none"> <li>• How is the continent of North America organised?</li> <li>• What are states and can you name any?</li> <li>• Are there different climate zones within the USA?</li> <li>• Can you describe the physical features of North America and how could you find this out?</li> <li>• Can you describe the human features of North America and how could you find this out?</li> <li>• What is the capital city of the USA?</li> <li>• Do you know the any other capital cities in North America?</li> <li>• Is it the same time in New York as it is in the LA?</li> <li>• Can you walk between the landmarks in Washington?</li> <li>• How Washington compare to London?</li> </ul> <p><i>End Point: Washington Vs London</i>  <i>Discussion Writing - Where would you rather live? Children will give arguments for against where they think is the best place to live out of London and Washington.</i></p>	
<p><b>Y6</b> <b>Frozen Kingdom</b></p>	<p>Identify the position and significance of the Northern Hemisphere, Southern Hemisphere, Arctic and Antarctic Circles.</p>	<p><b>Geographical Enquiry</b></p>	<p>In Y1 Hot and Cold Places, children have explored the South Pole and how animals have adapted to survive in these environments.</p> <p>In Passport to Europe in Y3, children have located countries that have a subarctic climate - such as Finland. Further to this, they have also explored mountain regions across Europe.</p> <p>Begin to suggest questions for investigating.</p>	<p>Suggest questions for investigation</p> <p>Use primary and secondary sources of evidence in their investigation</p> <p>Investigating places with more emphasis</p>	<ul style="list-style-type: none"> <li>• Know that the Earth has two polar regions: the Arctic Circle in the Northern Hemisphere and the Antarctic Circle in the Southern Hemisphere.</li> <li>• Know what the climate is like in polar regions</li> <li>• Know the physical features of the polar regions (polar landscape).</li> </ul>	<p>Polar region, Arctic Circle, Antarctic Circle, Northern Hemisphere, Southern Hemisphere, climate, physical</p>



	<p>Describe and understand key aspects of physical geography including climate zones</p> <p>Describe and understand the key aspects of human geography including types of settlement and land use, distribution of natural resources including energy.</p> <p>Use fieldwork to observe, measure, record and present human features in the local area.</p>	<p><b>Drawing Maps</b></p> <p><b>Representation</b></p> <p><b>Using Maps</b></p> <p><b>Map Knowledge</b></p> <p><b>Style of Maps</b></p>	<p>Begin to use primary and secondary sources of evidence in their investigations.</p> <p>Investigate places with more emphasis on the larger scale; contrasting and distant places.</p> <p>Collect and record evidence independently.</p> <p>Analyse evidence and draw conclusions e.g. compare historical maps of varying scales or comparing the temperature of various locations and its influence on people/everyday life.</p> <p>Identify significant places and environments.</p> <p>Identify and discuss previously learnt locations.</p>	<p>on the larger scale, contrasting distant places.</p> <p>Collect and record evidence independently</p> <p>Analyse evidence and draw conclusions</p> <p>Draw a variety of thematic maps (global temperatures across two different period)</p> <p>Use atlas symbols</p> <p>Locate places on a world map</p> <p>Use atlases to find out about other features of places</p> <p>Confidently identify significant places and environments</p> <p>Identify and discuss previously learnt locations</p> <p>Confidently use an atlas</p>	<ul style="list-style-type: none"> <li>• Know about variety of people, plants and animals found within the Arctic Region</li> <li>• Know about the natural resources found within the Arctic Region</li> <li>• Know about Indigenous people and how they have adapted to live in the harsh conditions</li> <li>• Know about the plants and animals found in the Antarctic region and that although nobody permanently lives in this region, there are people who visit in their summer months for research and tourism.</li> <li>• Know that human activity, such as burning fossil fuels, deforestation and the releasing of gases into the atmosphere, is causing the temperature of the Earth to rise.</li> <li>• Know that the global rise in temperature is causing the Arctic landscape and wildlife to be at risk.</li> <li>• Know the consequences of the polar ice melting for the rest of the world.</li> <li>• Know the causes of climate change, such as using transportation, deforestation, generating power (burning coal), consuming too much (wastage).</li> <li>• Know how to complete fieldwork relating to the causes of climate change visible in their local area e.g. contrails in the sky, visible wastage, transport survey.</li> <li>• Know how to present their findings about how we can positive changes to minimise the effect of global warming.</li> </ul>	<p>features, human features, polar landscape, natural resources, Indigenous people, harsh, conditions, tourism, research, fossil fuels, deforestation , gases, release, global rise, temperature, transportation, deforestation ,</p>
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				<p>Recognise the world map as a flattened globe.</p>	<p><b>Key Questions</b></p> <ul style="list-style-type: none"> <li>• Can you describe the Polar Regions and where they are?</li> <li>• What is the climate like in the Polar Regions?</li> <li>• What are the physical features of the Polar Regions?</li> <li>• Can anything survive in the Polar Regions?</li> <li>• Are there any natural resources that can be found in the Arctic regions?</li> <li>• Are there any indigenous people from the Polar Regions?</li> <li>• How have humans impacted the Polar Regions?</li> <li>• Can we find any causes of climate change in our local area?</li> </ul> <p><i>End Point: Persuasive/Discussion piece of writing</i>  <i>Children write about the issues of Climate change</i></p> <p><u>Field Work - Local Area Study</u>          Children are to complete fieldwork relating to the causes of climate change visible in their local area e.g. contrails in the sky, visible wastage, transport survey.</p>	
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