



GEOGRAPHY CURRICULUM

Oak class (EYFS) Understanding the world	All about me & people around me	Terrific tales & Festivals	Chinese New Year & Wintery weather	At the bottom of the garden	Wheels, Wings and Other Things!	Amazing animals
Substantive Concepts	<p>People, Culture and Communities. Children at the expected level of development will:</p> <ul style="list-style-type: none"> Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps. <p>The Natural World Children at the expected level of development will:</p> <ul style="list-style-type: none"> Explore the natural world around them, making observations and drawing pictures of animals and plants. Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. 					
Key Vocabulary	Baby, toddler, child, adult. Grow, change, taller. Mother Father, grandparents, aunt, uncle, sister, brother	Catholic, protestant, gunpowder, celebrate. Mangle, coal shed, feather duster, pram. India, hot, monsoon, similar, different	seasons, autumn, winter, spring, summer, hot, cold, rain, snow, wind, thunder, frost, ice, weather Lunar new year, lion dancing, dragon dancing, map, globe, country, China	City, town, village, road, path, pedestrian, house, flat, bungalow, road signs, shop, library, community, environment, recycle	Biplane, chariot, stagecoach, steam train, go-kart, tram. World map, atlas.	Dinosaur, dodo, extinct continents, country names. Mammal, reptile, insect, amphibian.
Substantive Knowledge		India is a country Traditional Indian dress is different from our traditional dress.	The seasons of the year are spring, summer, autumn, winter. China is a large country. Mount Everest is in China.	Cities have lots of buildings and facilities. Villages are smaller and have fewer buildings and facilities. It is important to look after our environment.	There are different types of transport used in different countries.	Some animals are native to the UK and some are native to other countries.
Disciplinary knowledge		Identify where India is in the world. Identify how India is different from our country.	Describe what the weather is generally like in different seasons. Describe cultural differences in China compared to our own culture.	Identify the key features of a city. Identify the key features of a village. Identify ways we can care for our environment.	Make and use a simple map. Identify different types of transport. Identify what type of transport we should use for different journeys.	Identify where a variety of animals live in the world. Identify the countries on a map.



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Willow class (Year 1 and 2) Year A	Fire! Fire!	Passport to Britain	Stonesfield	Down Under
Substantive Concepts	History focus	Country, continent, United Kingdom, Great Britain, capital city	Village, location, county	Place, scale, climate, human and physical geography
Key Vocabulary		Country, United Kingdom, Great Britain, island, city, town, village, countryside, coast, England, Scotland, Wales, Northern Ireland, capital city, landmark, population, ocean, continent, atlas, globe, human feature, physical feature	Compass, direction, fieldwork, location, village, county, map, symbol, rural	Island, landmark, climate, coastal, southern hemisphere, northern hemisphere, territory, Sydney Opera House, Sydney Harbour
Substantive Knowledge		<p>I know where the United Kingdom is on a World map.</p> <p>I can name and find the four countries in the UK and their capitals.</p> <p>Great Britain is an island made up of England, Scotland and Wales.</p> <p>The United Kingdom (UK) is made up of the island of Great Britain and Northern Ireland.</p> <p>The United Kingdom(UK) is surrounded by the English Channel, the North Sea, the Irish Sea and the North Atlantic Ocean.</p> <p>England is the largest country in the UK.</p> <p>London is the capital city.</p> <p>Scotland is a country in the north of the UK.</p> <p>Edinburgh is the capital city.</p> <p>Wales is a mountainous country in the west of the UK. Cardiff is the capital city.</p> <p>Northern Ireland is the smallest country in the UK. Belfast is the capital city.</p>	<p>I can name and locate the seven continents on a World map.</p> <p>I can find the UK on a World map.</p> <p>I can find Stonesfield on a map of the UK.</p> <p>I can name and locate the five oceans.</p> <p>I can identify key human and physical features of my school and the local environment surrounding the school.</p> <p>I can use simple compass directions (North, South, East and West) to find items and features on a map and to give directions.</p>	<p>I can find Australia on my World map. I know it is a country and a continent.</p> <p>I know Australia is an island country.</p> <p>I know it is so large it is split into different states and territories. I might be able to name some: Western Australia, South Australia, Northern Territory, New South Wales, Queensland, Victoria, Tasmania, Australian Capital Territory.</p> <p>I can use simple compass directions (North, South, East and West) to find items and</p>



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			<p>I can describe the position of specific features and routes on a map using locational and directional language.</p> <p>I can use simple grid references to locate features on a map.</p> <p>I can make a map with a key.</p> <p>I can annotate a local area map of the school, highlighting key features.</p> <p>The river in Stonesfield is the Evenlode.</p> <p>There are two churches, a library and a village hall in Stonesfield.</p>	<p>features on a map and to give directions.</p> <p>I can describe the position of specific features and routes on a map using locational and directional language.</p> <p>I can point to Sydney on a map of Australia.</p> <p>I know the climate in Sydney is mild.</p> <p>I know when it is winter in Stonesfield it is summer in Sydney.</p> <p>I know the main river in Sydney is the Parramatta. Our local river is the Evenlode.</p> <p>I know and recognise human features of Sydney - Sydney Harbour Bridge and the Sydney Opera House.</p> <p>I know physical features of Sydney – Bondi Beach and (West of Sydney) The Blue Mountains.</p> <p>I know 26th January is Australia Day.</p> <p>I know children in Sydney go to school like we do and have weekends off.</p>
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				I know children in Sydney can surf and go to the beach easily but it is harder for us to do those things because Stonesfield is not on the coast.
Disciplinary knowledge		<ul style="list-style-type: none"> -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 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 -understand how some places are linked to other places -name and locate the world's seven continents and five oceans -name, locate and identify characteristics of the four countries and capital cities of the United Kingdom - name, locate and identify characteristics of the seas surrounding the United Kingdom -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 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 -use basic geographical vocabulary to refer to key human features, including: city, town, 	<ul style="list-style-type: none"> -Ask simple geographical questions e.g. What is it like to live in this place? -use simple observational skills to study the geography of the school and its grounds -use simple maps of the local area e.g. large print/ pictorial -use locational language (e.g. near and far, left and right) to describe the location of features and routes -make simple maps and plans (e.g. a place in a story) -use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; 	<ul style="list-style-type: none"> Use world maps, atlases and globes Use simple compass directions Describe seasonal weather changes Ask geographical questions Use geographical vocabulary to refer to physical and human features Name, describe and compare familiar places Understand geographical similarities and differences



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village, factory, farm, house, office, port, harbour and shop
-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

and use and construct basic symbols in a key
-use simple fieldwork and observational skills to study the geography of the school and its grounds and the key human and physical features of its surrounding environment
-understand how some places are linked to other places
-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
-use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop
-name, describe and compare familiar places
-link their homes with other places in their local community



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			<p>-know about some present changes that are happening in the local environment e.g. at school</p> <p>-suggest ideas for improving the school environment</p>	
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Willow class (Year 1 and 2) Year B	Toys Weather Topic in Science – cross curricular link	Explorers	Fighting fit
Substantive Concepts	History focus	Place and scale, physical and human geography, climate	History focus
Key Vocabulary			
Substantive Knowledge		<ul style="list-style-type: none"> • I can name and locate the continents (Asia, Africa, North and South America, Antarctica and Australia) on a World map. • I can find the UK on my World map. • I can find Stonesfield on a map of the UK. • I can name and locate the five oceans (Pacific Ocean, Southern Ocean, Arctic Ocean, Indian Ocean, Atlantic Ocean). • I can use simple compass directions (North, South, East and West) to follow a journey line. • I can describe the position of specific features and routes on a map using locational and directional language. 	



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		<ul style="list-style-type: none">• I can begin to name climate zones around the world (temperate, cold, warm and tropical).• I know it is hot nearer the equator.• I can identify the northern and southern hemisphere on a map.• I can find Europe on a World map and identify France.• I know capital of France is Paris.• I know the Eiffel tower is in Paris.• I know croissants, baguettes and fromage (cheese) come from France).• I can locate the Arctic and North Pole.• I can locate Antarctica and the South Pole.• I know the Arctic is covered in sea ice.• I can identify key features in aerial photographs (bridges, roads, coastline, forests, houses) using my observation skills).	
Disciplinary knowledge		<p>-Ask simple geographical questions e.g. What is it like to live in this place?</p> <p>-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</p> <p>-use simple compass directions (north, south, east and west) and locational and directional language e.g. near and far, left and right to describe the location of features and routes on a map</p> <p>-use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features</p>	



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Chestnut class (Year 3 and 4) Year A	How did Stone Age, Bronze Age, Iron Age people leave their mark on the world?	What secrets and stories do castles and palaces hold?	The Roman Empire and its impact on Britain and our local area
Substantive Concepts	History focus	Location, physical and human features	History focus
Key Vocabulary		Location, locality, physical and human features, natural resources, region, county	Empire, continent, Europe, countries, borders, tourism, population, temperatures
Substantive Knowledge		-In the past, castles were built in key locations for defence.	-Much of Europe became part of the Roman empire, including England, France, Spain and Germany. -The Romans wanted to conquer Britain for its land and resources.
Disciplinary knowledge		-understand and use a widening range of geographical terms -measure straight line distances using the appropriate scale -draw accurate maps with more complex keys -use and interpret maps, globes, atlases and digital mapping to locate countries and key features -use the eight points of a compass -make plans and maps using symbols and keys -name and locate the major cities of the UK -demonstrate knowledge of features of places -know how the locality is set within a wider geographical context -identify physical and human features of the locality	-understand and use a widening range of geographical terms -draw accurate maps with more complex keys -use and interpret maps, globes, atlases and digital mapping to locate countries and key features -make plans and maps using symbols and keys -know about the wider context of places- region, country -analyse evidence and draw conclusions e.g. make comparisons between locations using aerial photos/ pictures such as populations, temperatures etc. -communicate findings in ways appropriate to the task or audience -make more detailed fieldwork sketches/ diagrams



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		<ul style="list-style-type: none"> -understand the effect of landscape features on the development of a locality -explain about natural resources e.g. water in the locality -know about the wider context of places- region, country 	<ul style="list-style-type: none"> -recognise the different shapes of the continents -demonstrate knowledge of features of places -identify where countries are within Europe, including Russia -know how the locality is set within a wider geographical context
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Chestnut class (Year 3 and 4) Year B	A great adventure!	Stonesfield slate	Rivers	Ancient Egypt
Substantive Concepts	Climate, polar regions, climate change	Locality, physical and human geography	Water cycle, river system	History focus
Key Vocabulary	Arctic, Antarctic, polar regions, similarities, differences, Arctic circle, Antarctic circle, country, northern lights, climate change, environment, equator, glacier, habitat, iceberg, permafrost, population, tundra, hemisphere	Village, location, county, physical features, human features, map, key, Ordnance survey, symbol	Bank, basin, confluence, current, dam, delta, erosion, estuary, floodplain, gorge, lower course, meander, middle course, mouth, oxbow lake, rapids, source, tributary, upper course, waterfall	Agriculture, flooding, Nile,
Substantive Knowledge	<ul style="list-style-type: none"> -The equator is an imaginary circle around the earth that divides it into two equal parts. -The northern hemisphere is the part of the earth that is north of the equator. -The southern hemisphere is the part of the earth that is south of the equator. -The UK is in the northern hemisphere. -Lines of latitude circle the Earth from east to west. Lines of longitude are the lines which run north and south -We use numbers and letters to create a coordinate to show where a place is on the map. 	<ul style="list-style-type: none"> -Stonesfield can be identified on maps of different scales. -Stonesfield is located in the north-west of the county of Oxfordshire, and is 7 miles from the town of Witney and 12 miles from the city of Oxford. 	<ul style="list-style-type: none"> -The water cycle is a closed cycle that keeps going. -I can locate the key rivers of the UK. -I can locate the key rivers of the world. -I can describe the key features of a river system. -I can describe the ways rivers are used. 	<ul style="list-style-type: none"> -Ancient Egypt was based around the river Nile. -The river Nile would flood at a certain time of year, which made the floodplains rich in minerals and made it easier to grow crops. -In ancient times, most of the population lived near the banks of the river.



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-Europe is one of the seven continents. It is the second smallest continent in size.
-There are around 50 countries in Europe, including England, France, Croatia and part of Russia.
-The Tropic of Cancer, or the Northern Tropic, is the circle of latitude on the Earth that marks the most northerly position at which the Sun can be directly overhead.
-The Tropic of Capricorn, or Southern Tropic, marks the most southerly latitude on the Earth at which the Sun can be directly overhead.
- Between the Tropics of Cancer and Capricorn, the weather is hot all year round. We call this area the tropics.
-The North Pole is located in the Arctic Circle - a circle at latitude 66°N.
-The South Pole is located in the Antarctic Circle – a circle at latitude 66°S.
-Climate change is causing the Earth to slowly get warmer. Due to climate change, the polar ice caps are melting. Climate change is affecting the animals that live in the polar regions because the cold season is shorter. The melting ice is also causing sea levels to rise.

-The physical features of a place are the natural features of the environment. The physical features of Stonesfield include the river and the woods.
-The human features of a place are the features that have been built by people e.g. school, church, houses.
-Stonesfield has some local amenities such as a bus service, local shop, church, pre-school and school.
-Villagers visit Witney, Woodstock or Oxford for other amenities.
-Mapmakers (cartographers) use symbols to represent geographical features on a map.
-A key explains what all the different colours and symbols mean.

-I can explain the impact of damming rivers.



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<p>Disciplinary knowledge</p>	<ul style="list-style-type: none">-ask and respond to geographical questions, e.g. Describe the landscape. Why is it like this? How is it changing? What do you think about that? What will it be like if the changes continue?-analyse evidence and draw conclusions e.g. make comparisons between locations using aerial photos/ pictures such as populations, temperatures etc.-communicate findings in ways appropriate to the task or audience-understand and use a widening range of geographical terms e.g. specific topic vocabulary- location, settlement, industry, transport-use basic geographical vocabulary such as cliff, ocean, valley, vegetation, soil, mountain, port, harbour, factory, officeuse and interpret maps, globes, atlases and digital mapping to locate countries and key features-make plans and maps using symbols and keys-understand and use a widening range of geographical terms e.g. specific topic vocabulary- contour, height, valley, erosion etc.-draw accurate maps with more complex keys-recognise the different shapes of the continents-demonstrate knowledge of features of places-identify where countries are within Europe, including Russia-recognise that people have differing qualities of life in different locations and environments-know how the locality is set within a wider geographical context-identify physical and human features of the locality-understand the effect of landscape features on the development of a locality	<ul style="list-style-type: none">-Use and interpret maps, globes, atlases and digital/computer mapping to locate key features.-Know how the locality is set within a wider geographical context.-Measure straight line distances using the appropriate scale-Identify physical and human features of the locality.-Understand the effect of landscape features on the development of a locality.-Demonstrate knowledge of features of places around us.-Ask and respond to geographical questions.-Develop an awareness of how places relate to each other.-Explore features on OS maps using 6 figure grid references.-Draw accurate maps with more complex keys.-Analyse evidence and draw conclusions.		<ul style="list-style-type: none">-understand and use a widening range of geographical terms e.g. specific topic vocabulary- location, settlement, industry, transport-use and interpret maps, globes, atlases and digital mapping to locate countries and key features-demonstrate knowledge of features of places-understand the effect of landscape features on the development of a locality-explain about natural resources e.g. water in the locality-explore weather patterns around parts of the world
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	<ul style="list-style-type: none"> -describe how people have been affected by changes in the environment -explain about natural resources e.g. water in the locality -explore weather patterns around parts of the world -understand why there are similarities and differences between places -develop an awareness of how places relate to each other 	<ul style="list-style-type: none"> -Ask and respond to geographical questions. 		
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Rowan class (Year 5 and 6) Year A	Coming to England	Oxford: City of Spires	The Mayans	Invaders: Anglo Saxons and Vikings
Substantive Concepts	Migration, human geography, cultural diversity	Local knowledge, Physical and human geography	Physical and human geography	Britain, migration, settlement.
Key Vocabulary	Caribbean, Windrush, British empire, nationality, commonwealth, citizenship, colonialism, West Indies, Tilbury docks, emigration, immigrant, discrimination, multiculturalism	Location, knowledge map, location, United Kingdom, Europe, Continent, analyse, data, Oxford, City, survey, case study, architecture, green belt, impact, developments, Colleges, traditions, influence, evidence	Civilisation, settlement, agriculture, City State, Mesoamerica	settlement, settler, site, need, shelter, food, migration, climate
Substantive Knowledge	<ul style="list-style-type: none"> -Plot 8000 mile journey that the ship the Empire Windrush made from the Caribbean to the London docks in 1948. -A colony is a piece of land that another country has taken over and rules. When a country has a lot of 	<ul style="list-style-type: none"> -The name Oxford comes from the old term 'Oxanforda' which literally meant a ford (shallow crossing) in the river where the cattle (Oxen) could cross safely. -Oxford has a total area of about 46 sq km (17.6 sq miles). 	<ul style="list-style-type: none"> -The area of the Maya civilization extended throughout the northern Central American Region, including Guatemala, Belize, Western Honduras, El Salvador, as well as some southern Mexican states. This was known as Mesoamerica. -Exploring the Yucatan Peninsula and identify the Maya major physical feature and understand the geographical features of this area and how this impacted on the Maya people. 	<p>Anglo Saxons</p> <ul style="list-style-type: none"> - The Anglo-Saxons and the Scots invaded Britain after the Romans left. Most of Britain at the time was divided into seven Anglo- Saxon kingdoms. - Anglo-Saxon influence can be seen in place names in Britain today. - Anglo-Saxons preferred to live in small villages rather than towns like the Romans did.



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	<p>colonies it is called an Empire.</p>	<p>-While parts of the urban area are very densely developed, 52% of the city is actually open space. - Some 27% of Oxford is in the Green Belt, with much of this land being flood plain</p> <p>-Identify where the River Thames runs through and where it comes from and where it goes.</p> <p>-Oxford is the county town of Oxfordshire and famous worldwide for its prestigious university, the oldest in the English-speaking world. Matthew Arnold called Oxford 'the city of dreaming spires' after the stunning architecture of these university buildings.</p>	<p>-Make comparison to the geographical feature explore during our <i>Oxford Spires topic. Child led research project (Year 5 focus to self led research project)</i></p>	<p>- The kings of Anglo-Saxon Britain each ruled their own kingdom and the people in it. They fought to defend their kingdom or take control of other kingdoms. When the Anglo-Saxons first settled in Britain, there were seven kingdoms, but by AD 878 there was just one kingdom left (Wessex) as the others had been overrun by the Vikings. Many Anglo-Saxon kings tried to resist the Vikings and fought hard to keep control of their land.</p> <p>Vikings</p> <p>The Vikings came from the modern Scandinavian countries of Denmark, Norway and Sweden. They travelled in boats called longships and first arrived in Britain around AD 787.</p>
Disciplinary knowledge	<p>-use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>-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</p>	<p>-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</p> <p>Locate the world's countries, using maps</p>	<p>-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</p> <p>-use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>-understand geographical similarities and differences through the study of <i>human and physical geography</i> of a region of the United Kingdom, a region in a European country, and a region within North or South America</p> <p>-collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical</p>	<p>-use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied;</p> <p>- use symbols and keys (including the use of Ordnance Survey maps), to build their knowledge of the United Kingdom and the wider world</p>



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	zones (including day and night)	<p>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</p> <p>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)</p> <p>Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America</p> <p>-Describe and understand key aspects of:</p> <p>-Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p>	<p>processes (Comparison of Oxfordshire and urban Oxford to Area of study on South America) Mexico, Guatemala, Honduras, El Salvador and Belize being the settlement areas with our study focusing on the geographical features of Mexico.</p> <p>-interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)</p> <p>-communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length</p> <p>-use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>-Explore evidence presented to us through historical enquiry to draw conclusion on the impact of physical geography to changes in human geography.</p>	
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-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

-collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes

-interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)

-communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length

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



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		<p>-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</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>		
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Rowan class (Year 5 and 6) Year B	Space	Extreme Earth- Earthquakes, Volcanoes and Tsunamis	Rainforests	Groovy Greece
Substantive Concepts			Rainforest, climate	Europe, Civilisation,
Key Vocabulary		Satellite, orbit, astronaut, space race International space station, pioneer	Climate, dense, equator, humid, species, tropical, oxygen, emergent layer, canopy, understorey, forest floor, deforestation	
Substantive Knowledge	history focus	<p>-Tectonic Plate boundary: The point where two tectonic plates meet.</p> <p>- Destructive plate boundary: Where two plates meet and they are moving towards each other.</p> <p>-Constructive plate boundary: Where two plates meet and they are moving away from each other.</p> <p>- Conservative plate boundary: Where two plates meet and they are moving alongside each other (either in the same or opposite directions).</p> <p>-Richter Scale: A scale which is used</p>	<p>- The 5 largest rainforests are Amazon, Congo, Australiasia, Sundaland, and Indo-Burma</p> <p>-Tropical rainforests are found in Central and South America, western and central Africa, western India, Southeast Asia, the island of New Guinea, and Australia.</p>	



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to measure the strength of earthquakes. It uses the strength of vibrations to class earthquakes between 1 and 10.

-The Pacific Ring of Fire is a horse shoe shaped line on a map which is home to around 75% of the world's volcanoes and 90% of the world's earthquakes.

- The area is a 25 000 mile line of volcanoes, tremors and earthquakes around the edge of the Pacific Ocean. Volcanoes are a vent in the earth's crust from which lava, ash and gas is released.

- Most volcanoes form at destructive and constructive plate boundaries. - Volcanoes do not form at conservative boundaries

. - If a volcano forms at a plate boundary, they are either composite or shield volcanoes. - Of these two types, volcanoes can be active, dormant or extinct.

-Tsunamis are a series of ocean waves which are caused when earthquakes or other disturbances displace a large amount of water. (Other disturbances can include volcanic eruptions, underwater explosions and meteorite impacts!)

-Tropical rainforests are found near the equator due to the amount of rainfall and the amount of sunshine these areas receive.

-Most tropical rainforests fall between the Tropic of Cancer and the Tropic of Capricorn

-The Köppen system divides climates into five groups based on rainfall and temperature:Tropical climates, Dry climates, Temperate climates, Continental climates, Polar climates

-There are five major types of biomes: aquatic, grassland, forest, desert, and tundra,

-Rainforests consist of four key layers: Emergent, Canopy, Understory and Forest floor.

-By absorbing carbon dioxide and releasing the oxygen that we depend on for our survival. The absorption of this CO2 also helps to stabilize the Earth's climate.

- Rainforests also help to maintain the world's water cycle by adding water to the atmosphere through the process of transpiration which creates clouds.

-Over the last century, rainforests have come under increasing threat as humans expand outwards and demand more and more products in life.

- 20% of the Amazon Rainforest is already gone, 90% of West Africa's



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			<p>rainforests have been destroyed and it is estimated that both Indonesia and Papua New Guinea will both have lost their rainforests within the next 20 years.</p> <p>-The Brazilian Amazon rainforest is home to between 280,000 and 350,000 indigenous people, of which 180,000 live traditionally. This is about 0.5% of the country's total population. These indigenous populations rely heavily upon the rainforest for their sustenance, spiritual and cultural life.</p> <p>-The Amazon rainforest is home to around 400 different indigenous groups.</p>	
Disciplinary knowledge		<ul style="list-style-type: none"> -Describe and understand key aspects of : Physical geography including Volcanoes and earthquakes, looking at plate tectonics and the ring of fire. -Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, -Use six-figure grid references to build their knowledge of the wider world - Understand the processes that give rise to key physical and human features and how these change over time -Interpret a range of sources of geographical information, including maps, diagrams, globes, aerial 	<ul style="list-style-type: none"> -understand and use a widening range of geographical terms- e.g. specific topic vocabulary- climate zones, biomes, vegetation belts etc. - use maps, atlases, globes and digital mapping to locate countries and describe features studied -understand and use a widening range of geographical terms e.g. specific topic vocabulary- urban, rural, sustainability, trade links etc. -know about the wider context of places e.g. county, region, country -know and describe where a variety of place are in relation to physical and human features -locate the world's countries, using maps to focus on Europe and North and South America, focusing on their environmental regions, key physical and human characteristics, countries, and major cities 	<p>Understand and use a widening range of geographical terms eg. Specific topic vocabulary: Urban, Rural, Sustainability, Trade Links etc.</p> <p>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.</p> <p>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</p>



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photographs and Geographical Information Systems (GIS)

- Understand the impact of humans and of nature in shaping the world in which they live
- Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- Expand map skills to include non-UK countries.
- Communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

- 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
- understand how humans affect the environment over time
- know about changes to the world environments over time
- understand why people seek to manage and sustain their environment
- understand and describe key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle
- understand the geographical similarities and differences through the study of human and physical geography of a region of the UK, a region of a mainland European country and a region within North or South America

including energy, food, minerals and water.

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

Use the eight points of a compass, 4 and 6 figure grid references, symbols and keys to build knowledge of the UK 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 technology.

Use charts/maps to support the decision making about the location of places eg. Roads and public places etc.

Understand the geographical similarities and differences through the study of human and physical geography of a region of the UK, a region of a Mainland European country and a region within North or South America.

Recognise the different shapes of countries.

Know about the wider context of places eg. county, region, country etc.



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				<p>Know and describe where a variety of places are in relation to physical and human features.</p> <p>Know the location of: EU countries with high populations and large areas and the largest cities in each continent.</p> <p>Understand how humans affect the environment over time.</p> <p>Know about changes of the world's environments over time.</p> <p>Understand why people seek to manage and sustain their environment.</p>
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