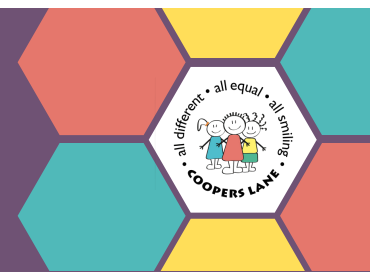


# GEOGRAPHY CURRICULUM - YEAR 1 OBJECTIVES TO BE TAUGHT

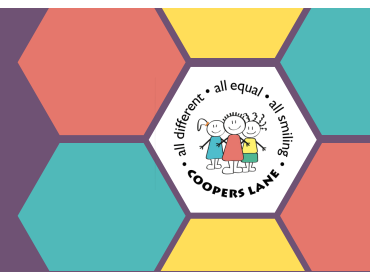
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	TOPIC	IN THIS UNIT OF WORK, PUPILS LEARN...	PRIOR LEARNING	RESOURCES TO SUPPORT PLANNING
AUTUMN 1	<p><b><u>Spatial Sense: The Classroom &amp; School Environment</u></b></p> <p>Map Skills; Locational &amp; Directional Language; Human &amp; Physical Features; Fieldwork</p> <p><b>Key Explorers:</b> Captain John Smith</p>	<ul style="list-style-type: none"> <li>- the concept of an aerial photograph and how to draw plans</li> <li>- to use plan with a basic key to locate and retrieve objects; they describe where things are located in relation to other objects using language such as: <b>next to, far from, behind, opposite, under</b> etc.</li> <li>- to give directions (<b>left, right, forwards, backwards</b>) including distance to find objects</li> <li>- the spatial layout of the school through being able to read a simplified map of the school; they discuss where things are in relation to each other and how to navigate using points of the compass: <b>north, east, south &amp; west</b></li> <li>- to use simple fieldwork and observational skills to study the geography of their school including the human and physical features of its surrounding environment</li> </ul>	Reception	<p><b>Core Knowledge Document</b> - Year 1, Page 1 - Background subject information/ objectives</p> <p><b>CK Resource Pack</b> - Around our School - Example planning &amp; activity worksheets</p> <p><b>What Your Child Needs to Know</b> - Year 1 Book for subject knowledge - Pages 118 - 121</p> <p>(Google Drive, Curriculum 2020, Geography, Year 1)</p>
AUTUMN 2	<p><b><u>The World</u></b></p> <p>Map Skills; Locational &amp; Directional Language; Human &amp; Physical Features</p> <p><b>Key Explorers:</b> Sir David Attenborough</p>	<ul style="list-style-type: none"> <li>- the difference between land and sea using a globe</li> <li>- the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</li> <li>- to locate and identify the five seas and oceans using world maps, atlases and globes</li> <li>- to locate and identify the seven continents, describing unique geographical attributes of each continent including animals, plants, cities, landscape features, famous people and famous buildings: Asia, Europe, Africa, North America, South America, Antarctica and Australia</li> <li>- to use aerial photographs and plan perspectives</li> <li>- to recognise landmarks and basic human and physical features, devise maps and use and construct basic symbols in a key</li> <li>- to locate the British Isles and explain what makes an island</li> <li>- about direction: north, east, south and west; and locational and directional language</li> </ul>	Reception	<p><b>Core Knowledge Document</b> - Year 1, Page 2 - Background subject information/ objectives</p> <p><b>CK Resource Pack</b> - 7 Continents - Example planning &amp; activity worksheets</p> <p><b>What Your Child Needs to Know</b> - Year 1 Book for subject knowledge - Pages 120 - 130</p> <p><b>HAMPs Geography document</b> - Hot &amp; Cold Places - Page 20 - Example planning ideas</p> <p>(Google Drive, Curriculum 2020, Geography, Year 1)</p>

# GEOGRAPHY CURRICULUM - YEAR 1 OBJECTIVES TO BE TAUGHT (CONTINUED)

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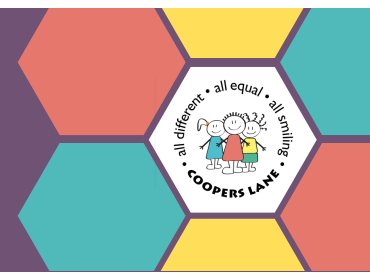


	TOPIC	IN THIS UNIT OF WORK, PUPILS LEARN...	PRIOR LEARNING	RESOURCES TO SUPPORT PLANNING
SPRING 1	<p><b><u>The UK</u></b></p> <p>Map Skills; Locational &amp; Directional Language; Geographical Differences; The UK, Flags</p> <p><b>Key Figures:</b> St George, St Andrew, St David, St Patrick</p>	<ul style="list-style-type: none"> <li>- to use a map of the UK to name and locate the continent, country and county they live, and to locate England, Scotland, Wales and Northern Ireland</li> <li>- the important features of the UK, identifying and describing some geographical differences between England, Scotland, Wales and Northern Ireland</li> <li>- that the term 'British' is used to describe people and places in the United Kingdom, i.e. England, Scotland, Wales and Northern Ireland, although Northern Ireland is not part of Great Britain, and the 'British Isles' refers to Britain and Ireland, including the Republic of Ireland</li> <li>- to identify the Union Jack flag and the component parts</li> </ul>	Reception	<p><b>Core Knowledge Document</b> - Year 1, Page 2 - Background subject information/ objectives</p> <p><b>CK Resource Pack</b> - The UK - Example planning &amp; activity worksheets</p> <p><b>What Your Child Needs to Know</b> - Year 1 Book for subject knowledge - Pages 123</p> <p>(Google Drive, Curriculum 2020, Geography, Year 1)</p>
SPRING 2				
SUMMER 1				
SUMMER 2	<p><b><u>London</u></b></p> <p>Map Skills; Locational &amp; Directional Language; Human &amp; Physical Features; Fieldwork</p> <p><b>Key Landmarks:</b> Houses of Parliament, Buckingham Palace, River Thames, London Eye</p>	<ul style="list-style-type: none"> <li>- how to locate and identify London on UK and world maps describing it's location using continent, country and other geographical knowledge; that London is England's capital city</li> <li>- to identify and describe landmarks of London; information about the most famous sights including facts and history relating to them; to describe what they think of them</li> <li>- about direction; <b>north, east, south &amp; west</b>; and locational and directional language to navigate between London landmarks</li> <li>- to identify and describe a variety of geographical features in London, particularly physical features, including hills, rivers, lakes, forest and parks</li> <li>- to explore seasonal weather patterns in London using appropriate vocabulary to describe weather, linking to seasons; what London is like in each season and how the weather affects human activity</li> <li>- how to plan a trip to London considering how to get there, what they'd need to wear for the season, what things they would see and do; to describe their visit in a variety of ways</li> </ul>	Reception	<p><b>Plan Bee</b> - Explore London</p> <p>(Google Drive, Curriculum 2020, Geography, Year 1)</p>

PLEASE REFER TO THE '**KS1 CONTINUOUS PROVISION PLANNING GUIDE**', RESOURCE ENHANCEMENTS SECTION, TO HELP SUPPORT THE TEACHING OF THE ABOVE OBJECTIVES IN THE CLASSROOM CONTINUOUS PROVISION.

# GEOGRAPHY CURRICULUM - YEAR 2 OBJECTIVES TO BE TAUGHT

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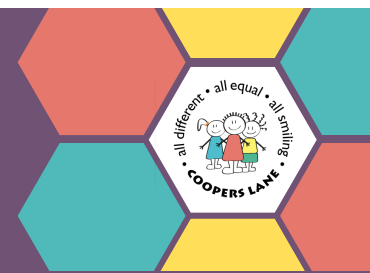


	TOPIC	IN THIS UNIT OF WORK, PUPILS LEARN...	PRIOR LEARNING	RESOURCES TO SUPPORT PLANNING
AUTUMN 1	<p><b><u>Spatial Sense:</u></b></p> <p>Map Skills; Locational &amp; Directional Language; Human &amp; Physical Features; Fieldwork</p> <p><b>Key Figures:</b> Christopher Columbus &amp; Neil Armstrong</p>	<p>--to identify buildings, playgrounds, fields, entrances, boundaries, vegetation and neighbouring land use on maps</p> <ul style="list-style-type: none"> <li>- use aerial photographs of the school and surrounding area to: identify buildings and points of interest, discuss how to navigate around the school grounds and the route they take to school, and to use compass directions: north, east, south and west</li> <li>- to develop their spatial awareness by drawing basic maps of the classroom, playground, their own homes, using symbols, a key to represent objects on a map and colour codes for different areas</li> <li>- to locate and identify the five seas and oceans, and the seven continents</li> <li>- to find the equator, the northern hemisphere, the southern hemisphere and the North &amp; South Poles on a globe</li> <li>- to identify the UK as one of many countries in Europe, with neighbours such as France, Spain, Germany, Italy, Norway, the Netherlands, Belgium, Norway, Sweden, Finland, Denmark, Iceland and Ireland</li> <li>- an island is a body of land surrounded by water</li> <li>- that islands can be very big or very small, e.g. Ireland is a large island, whereas the Isle of Wight is a smaller island.</li> </ul>	<p>Year 1 - Autumn 2 The World, Spring 1 The UK</p>	<p><b>Core Knowledge document</b> - Year 1 Page 3 (Islands)</p> <p><b>Core Knowledge document</b> - Year 2 Page 5</p> <p>(Google Drive, Curriculum 2020, Geography, Year 2)</p>
AUTUMN 2				
SPRING 1	<p><b><u>Africa</u></b></p> <p>Map Skills; Locational &amp; Directional Language; Human &amp; Physical Features</p> <p><b>Key Explorers:</b> Sir David Attenborough</p>	<ul style="list-style-type: none"> <li>- to locate and identify the African continent on a world map and globe, and the countries within it</li> <li>- specific country information such as capital cities, flags, physical and human features, for example: Egypt - Pyramids (HF), Kenya - Mt. Kilimanjaro (PF) &amp; 'Big 5', Madagascar - 4th largest island in world &amp; lemurs, South Africa - Holiday destination, Ghana - Cocoa bean chocolate (PF), Morocco - Colourful market (HF), Nigeria - Largest population, produces oil to fuel cars (PF), Zambia - 'land-locked' - Zambezi River (PF), Ethiopia - 2nd most populated &amp; Gelada Baboon, Mozambique - popular place to visit and beautiful beaches (PF)</li> <li>- about the climate in Africa and its influence on vegetation, particularly in the Sahara Desert</li> <li>- the importance of the Nile River and its flooding and farming</li> <li>- about Kenya in depth to locate and identify the country of Kenya with an introduction to a safari</li> <li>- about the climate and weather of Kenya based on its location, looking at its wet and dry seasons in comparison to the UK</li> </ul>	<p>Year 1 - Autumn 2 The World</p> <p>Year 2 - Autumn 1 Spatial Sense</p>	<p><b>HAMPs Geography document</b> - Small Area in a non-European Contrasting Country Page 28</p> <p><b>Plan Bee</b> - Let's go on Safari</p> <p>(Google Drive, Curriculum 2020, Geography, Year 2)</p>



# GEOGRAPHY CURRICULUM - YEAR 1 OBJECTIVES TO BE TAUGHT (CONTINUED)

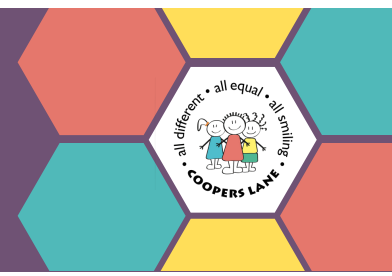
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	TOPIC	IN THIS UNIT OF WORK, PUPILS LEARN...	PRIOR LEARNING	RESOURCES TO SUPPORT PLANNING
SPRING 2	<p><b>Africa</b></p> <p>Map Skills; Locational &amp; Directional Language; Geographical Differences; The UK, Flags</p>	<ul style="list-style-type: none"> <li>- to identify a variety of animals that live in Kenya; they look at the geographical features animals need such as bodies of water or trees for shade</li> <li>- to use simple compass directions to navigate around a map, using grids to travel</li> <li>- using photographs, to identify different land features of Kenya, such as savannahs, valleys, mountains and beaches, and describe their features; to compare large cities and small villages using appropriate vocabulary to describe the different landscape</li> <li>- there are many different groups of people who live in Kenya, comparing those that live in large cities or more rural areas; about the Maasai tribe and consider differences between their life and life in the UK</li> <li>- to find similarities and differences from the UK when comparing areas such as landscapes, towns, villages, food, clothing, and lifestyles</li> </ul>	<p>Year 1 - Autumn 2 The World</p> <p>Year 2 - Autumn 1 Spatial Sense</p>	<p><b>HAMPs Geography document</b> - Small Area in a non-European Contrasting Country Page 28</p> <p><b>Plan Bee</b> - Let's go on Safari</p> <p>(Google Drive, Curriculum 2020, Geography, Year 2)</p>
SUMMER 1	<p><b><u>Regions of the UK</u></b></p> <p>Map Skills; Locational &amp; Directional Language; Human &amp; Physical Features; Fieldwork</p>	<ul style="list-style-type: none"> <li>-to identify and locate the continent, country and county in which they live</li> <li>- the regional differences between England, Scotland, Wales and Northern Ireland, for example: identify the flags, major mountain ranges, major rivers, lakes, capital cities and other distinguishing characteristics</li> <li>- about England, identifying cultural symbols, famous people and cultural differences. For example: St. George's Day, the Tower of London, Windsor Castle, Anglo-Saxons, football, Stratford-upon-Avon, Shakespeare, Chaucer</li> <li>- about Scotland, identifying cultural symbols, famous people and cultural differences, for example: Loch Ness, Ben Nevis, Scottish Gaelic, tartan, kilts, haggis, highland games, Robert Burns, Scottish dancing</li> <li>- about Wales, identifying cultural symbols, famous people and cultural differences, for example: Welsh language, rugby, Dylan Thomas, St. David's Day, Eisteddfod festival of literature and music, Welsh folk songs</li> <li>- about Ireland, identifying cultural symbols, famous people and cultural differences, for example: Irish Gaelic, St. Patrick's Day, shamrock, leprechaun, James Joyce, Gaelic football</li> <li>- the difference between weather and climate; that weather is day-to-day atmospheric conditions; that climate is the average weather conditions measured over year</li> <li>- show weather varies from day-to-day and why, keeping daily records of temperature, wind direction and speed, and precipitation; be able to discuss how the weather changes and why</li> <li>- how the climate changes across the UK, looking at changes in temperature, precipitation, wind and seasons how latitude is a reason for weather and climate variation</li> </ul>	<p>Year 1 - Spring 1 The UK</p>	<p><b>Core Knowledge document</b> - Year 2 Page 6</p> <p><b>HAMPs Geography document</b> - UK Small Area Page 32</p> <p><b>Oddizzi</b></p> <p>(Google Drive, Curriculum 2020, Geography, Year 2)</p>
SUMMER 2				

# GEOGRAPHY CURRICULUM - YEAR 3 OBJECTIVES TO BE TAUGHT

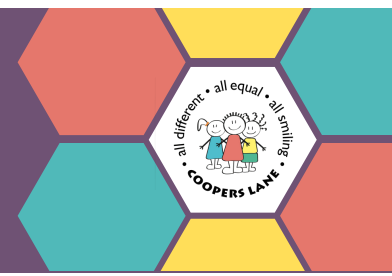
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	TOPIC	IN THIS UNIT OF WORK, PUPILS LEARN...	PRIOR LEARNING	RESOURCES TO SUPPORT PLANNING
AUTUMN 1				
AUTUMN 2	<p><b><u>Spatial Sense: The Local Setting; The Globe &amp; World Map; Settlements &amp; Population</u></b></p> <p>Map Skills; Locational &amp; Directional Language; Human &amp; Physical Features; Fieldwork</p>	<ul style="list-style-type: none"> <li>- using aerial/ satellite photographs, to distinguish the difference between the built and the natural environment, identifying settlements, physical features and points of interest; why things are located where they are, for example local buildings and services (bank, post office, shops, garage); about land-use types: parks, housing, industry, roads, and farms</li> <li>- how to draw maps of the school grounds using basic symbols and a key with the eight points of the compass to navigate around the school: north, south, east, west, northeast, southeast, northwest and southwest</li> <li>- how to use a simple coordinate grid to describe the location of objects and places on a map, including using the eight points of the compass.</li> <li>- about size through an introduction to scale, for example: fifty paces = 5 cm on a map.</li> <li>- use simple vocabulary to describe settlements and land use, for example: urban, rural, conurbation and hamlet</li> <li>- identify different types of residence, for example: flats, terraced housing, semi-detached and detached houses</li> <li>- features of the natural environment including rivers, hills, coastline, vegetation, animals</li> <li>- ways in which the natural environment is managed and changed by people (e.g. park, farming, reservoir, urban drainage)</li> </ul>	<p>Y1 Autumn 2; <i>The World</i></p> <p>Y2 Autumn 1; <i>Spatial Sense &amp; Summer 1</i>; <i>The UK</i></p>	<p><b>Core Knowledge Document</b> - Year 3, Page 11 and 12 -</p> <p><b>Hamps Geography document</b> - Land use and Settlements page 52</p> <p>(Google Drive, Curriculum 2020, Geography, Year 3)</p>
SPRING 1	<p><b><u>Spatial Sense: Ancient Greece</u></b></p> <p>Map Skills; Locational &amp; Directional Language; Human &amp; Physical Features</p>	<ul style="list-style-type: none"> <li>- the physical geography of Greece including its location in Europe, its mainland and islands; about the surrounding seas and different mountain ranges, as well as investigating rivers which flow through the different areas in Greece</li> <li>- the human geography of Greece including its population and culture today including food, clothing, music and religion</li> </ul>		

# GEOGRAPHY CURRICULUM - YEAR 3 OBJECTIVES TO BE TAUGHT (CONTINUED)

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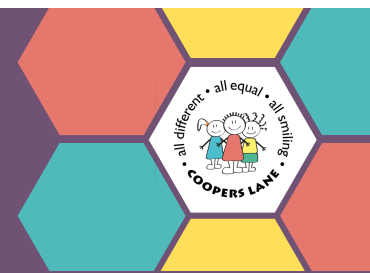


	TOPIC	IN THIS UNIT OF WORK, PUPILS LEARN...	PRIOR LEARNING	RESOURCES TO SUPPORT PLANNING
SPRING 2				
SUMMER	<p><b><u>India, China and Japan</u></b></p> <p>Map Skills; Locational &amp; Directional Language; Human &amp; Physical Features; Fieldwork</p> <p><b>Key Explorers: Marco Polo</b></p>	<ul style="list-style-type: none"> <li>- that Asia is the largest continent, with the most populous countries in the world</li> <li>- identify and locate the Himalayan mountain ranges, including some of the tallest mountains in the world; identify and locate Mt. Everest</li> <li>- identify and locate India, China and Japan on world maps and globes</li> <li>- locating the Indus and Ganges rivers and how settlements occur, especially along these rivers; the impact of plastic pollution on rivers and country of India</li> <li>- about China and the importance of the Yellow (Huang He) and Yangtze (Chang Jiang) rivers; identify and locate the Great Wall of China and understand its historical significance</li> <li>- about Japan and why it is known as the 'land of the rising sun'; that Japan is made up of four main islands: Hokkaido, Honshu (largest), Shikoku, Kyushu; about weather and climate in Japan – typhoons, earthquakes and tsunami</li> <li>- to describe unique geographical attributes of each country including animals, plants, cities, landscape features, famous people and famous buildings</li> <li>- to recognise the flags of India, China and Japan</li> <li>- about volcanoes and earthquakes</li> </ul>	<p>Y1 Autumn 2; The World</p>	<p><b>Core Knowledge document –</b> Year 3 Page 12</p> <p><b>HAMPs Geography document</b> – Volcanoes and Earthquakes Page 56</p>



# GEOGRAPHY CURRICULUM - YEAR 4 OBJECTIVES TO BE TAUGHT

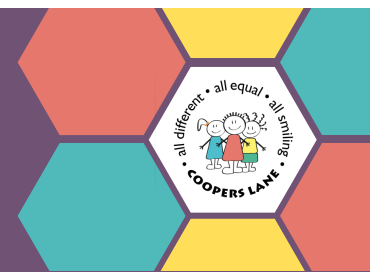
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	TOPIC	IN THIS UNIT OF WORK, PUPILS LEARN...	PRIOR LEARNING	RESOURCES TO SUPPORT PLANNING
AUTUMN 1 & 2				
SPRING	<p><b><u>Spatial Sense: Distribution of the Empire</u></b></p> <p>Map Skills; Locational &amp; Directional Language; Human &amp; Physical Features</p> <p><b>Key Explorers:</b></p>	<ul style="list-style-type: none"> <li>- that at its peak the Roman Empire included countries from the Middle East, North Africa and Northern Europe</li> <li>- that the Romans extended trade routes into Britain, bringing in new food, fabrics, culture and inventions</li> <li>- about the major settlements of Londinium and Eboracum; that the settlements were positioned so as to maintain strongholds across the country.</li> <li>- that Londinium was the capital city of Roman Britain and it remains the capital of England to this day.</li> <li>- about Hadrian's Wall and why it was built; to stop the tribes of Northern Britain attacking; built by Emperor Hadrian</li> <li>- that the Romans failed to conquer and keep Scotland (Caledonia) and they never tried to conquer Ireland (Hibernia)</li> <li>- about the many human features the Romans left behind, such as straight roads and towns/cities</li> <li>- that the Romans invented things to help them adapt to life in Britain; the climate was much colder than in Rome and so they invented underfloor heating.</li> </ul>	Year 3, Spring 1, Spatial Sense Ancient Greece	(Google Drive, Curriculum 2020, Geography, Year 4)
SUMMER 1				
SUMMER 2	<p><b><u>Spatial Sense: The UK &amp; Regions of the UK</u></b></p> <p>Map Skills; Locational &amp; Directional Language; Human &amp; Physical Features; Fieldwork</p> <p>- study each region of the UK including: climate, landscape, resources, ecosystems, population distribution, people, cultural practices, economic activities, political status (Scotland, Wales and Northern Ireland) and places of interest. The aim is for pupils to develop their knowledge of the geography of the UK in more detail</p>	<ul style="list-style-type: none"> <li>- Greater London, Surrey, East Sussex, West Sussex, Kent, Berkshire, Buckinghamshire, Hertfordshire, Oxfordshire, Isle of Wight</li> <li>- Transport, River Thames, Houses of Parliament, Tower Bridge, St Paul's Cathedral, Buckingham Palace, Thames Barrier, Dover, Channel Tunnel, Battle of Hastings, Brighton, Southampton and Portsmouth, Titanic, hi-tech industry, M4 corridor.</li> </ul> <p><b>Look at Hamps document page 74 onwards</b></p> <ul style="list-style-type: none"> <li>- to name and locate counties and cities of the UK</li> <li>- to name and locate geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers) land-use patterns and understand how some of these aspects have changed over time.</li> <li>- to understand geographical similarities and differences through the study of human and physical geography of a particular region of the UK and compare to another (maybe Broadstairs?)</li> </ul>	Year 2, Summer 1; Regions of the UK	<p><b>Core Knowledge document –</b> Year 4 Page 19 &amp; 20</p> <p>(Google Drive, Curriculum 2020, Geography, Year 4)</p>

# GEOGRAPHY CURRICULUM - YEAR 5 OBJECTIVES TO BE TAUGHT

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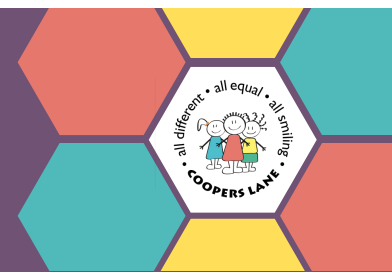


	TOPIC	IN THIS UNIT OF WORK, PUPILS LEARN...	PRIOR LEARNING	RESOURCES TO SUPPORT PLANNING
AUTUMN 1	<p><b><u>Mountains, Water Cycles and Rivers: Rivers &amp; Basins, Mountains of the World</u></b></p> <p>Map Skills; Locational &amp; Directional Language; Human &amp; Physical Features; Fieldwork</p>	<ul style="list-style-type: none"> <li>- through consolidation, necessary map reading skills and concepts as well as geographic terms from previous years; about relief maps, identifying elevated areas, depressions and river basins</li> <li>- to compare aerial photographs and maps to identify the ways in which maps represent and simplify the real world</li> <li>- read maps and globes using latitude and longitude, coordinates and degrees; to identify the Prime Meridian, the 180 degree line, and the eastern and western hemispheres</li> <li>- to describe and understand key aspects of physical geography, including rivers, mountains and the water cycle; what a mountain is and what makes a mountain rather than a hill; to identify and locate mountains around the world, especially in Europe and Africa; to predict and investigate how mountains were formed looking at specific mountains or mountain ranges such as The Alps, The Himalayas, The Andes and the Appalachian Mountain and the Atlas Mountains, and look at how they are used for living, farming, tourism and links to the climate and vegetation</li> <li>- how mountains store and move water; about the water cycle using vocabulary accurately; to understand the water cycle: evaporation from seas/lakes, condensation, precipitation, run off and ground water; to discuss the different paths water takes</li> <li>- to identify and locate major rivers and their basins</li> <li>- <b>UK major rivers:</b> Thames, Trent, Severn, Tyne, Ouse, Great Ouse, Wye, Tweed, Exe; <b>Europe:</b> Volga, Danube, Rhine; <b>Asia:</b> Ob, Yellow (Huang He), Yangtze (Change Jiang), Ganges, Indus, Tigris, Euphrates; <b>Africa:</b> Nile, Niger, Congo; <b>South America:</b> Amazon, Parana, Orinoco; <b>North America:</b> Mississippi, Missouri, Colorado, Rio Grande, Yukon, Mackenzie, Churchill; <b>Australia:</b> Murray-Darling</li> <li>- about what can be found along and in a river; to create a river journey; follow the course of a river from source to mouth while using a map discussing the difference between mountain streams and low meandering rivers</li> <li>- to identify features of a river basin: springs, mountain streams, channel, valley, floodplain, lakes, estuary, coastline; about river processes and what changes the shape of a river including oxbow lakes; how humans use rivers past and present and evaluate whether they are used more for fun or work</li> <li>- about formation of landform on maps and aerial photographs e.g. waterfalls or meander, and how processes change them and human use</li> <li>- about human and physical causes of river flooding, linking back to the water cycle;</li> <li>- about floods and their impact to people, the environment and economy (use most recent news) and compare floods; discuss how urban areas modify the drainage of water</li> <li>- of management techniques used before and after flooding evaluating their impact</li> </ul>	<p>Years 1- 4 spatial sense</p>	<p><b>Core Knowledge document –</b> Year 3 Page 12</p> <p><b>Core Knowledge document –</b> Year 5 Page 24</p> <p>(Google Drive, Curriculum 2020, Geography, Year 5)</p>
AUTUMN 2				



# GEOGRAPHY CURRICULUM - YEAR 5 OBJECTIVES TO BE TAUGHT (CONTINUED)

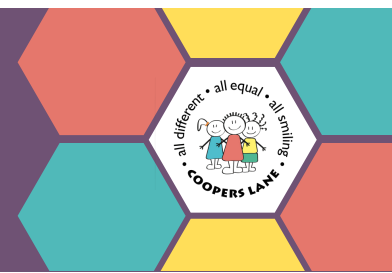
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	TOPIC	IN THIS UNIT OF WORK, PUPILS LEARN...	PRIOR LEARNING	RESOURCES TO SUPPORT PLANNING
SPRING 1	<p><b>Northern Europe</b></p> <p>Map Skills; Locational &amp; Directional Language; Geographical Differences; Flags</p>	<ul style="list-style-type: none"> <li>- to locate Northern Europe on a world map/ globe, locating Scandinavia's (including Iceland) countries and major cities; the difference between Nordic and Scandinavian countries [Norway, Sweden, Denmark, Finland &amp; Iceland]</li> <li>- to explore settlements, including the capital cities: Oslo, Stockholm, Copenhagen, Helsinki &amp; Reykjavik; including languages spoken: Norwegian, Swedish, Finish &amp; Icelandic</li> <li>- to explore the climate and weather of these countries looking at weather conditions over time; mild in the south; cold and snowy further north. Northern Europe is covered in snow and ice for much of the winter. (Link to Space in Science - Daylight for much of the time according to season)</li> <li>- how seasons affect the hours of the daylight and how climate informs national activities and identity (include a study of the northern lights)</li> <li>- to explore the physical features, including glaciers, fjords, lowlands, mountains, lakes and waterfalls; about vegetation and how a coniferous forest adapts to the cold and snowy climate</li> <li>- to identify aspects of human geography comparing the differing countries or choosing one particular country</li> <li>- to be able to compare and contrast an area in the UK with an area they have studied</li> <li>- to plan a tourist visit to one of the countries studied providing information about location, climate, landscape, possible activities and aspects of human geography</li> </ul>	<p>Year 4 - Summer 2; The UK and Regions of the UK</p>	<p><b>Core Knowledge document</b> - Year 2 Page 5 (Northern Europe)</p> <p><b>PlanBee</b> - Exploring Scandinavia</p> <p>(Google Drive, Curriculum 2020, Geography, Year 5)</p>
SPRING 2				
SUMMER				

# GEOGRAPHY CURRICULUM - YEAR 6 OBJECTIVES TO BE TAUGHT

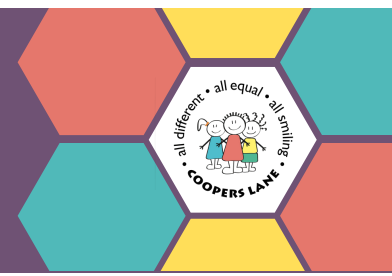
Coopers Lane Primary School's Official Curriculum - Planning Tool



	TOPIC	IN THIS UNIT OF WORK, PUPILS LEARN...	PRIOR LEARNING	RESOURCES TO SUPPORT PLANNING
AUTUMN 1	<p><b><u>Spatial Sense and Map Work:</u></b></p> <p>Map Skills; Locational &amp; Directional Language; Human &amp; Physical Features; Fieldwork</p>	<ul style="list-style-type: none"> <li>- to read map and globes using longitude and latitude, coordinates and degrees</li> <li>- more about time zones – Prime Meridian &amp; Greenwich</li> <li>- to read maps and locate local WWII bomb sites and other information relating to WWII</li> <li>- to locate and describe the countries, both allies and axis from WWII, on their continents</li> <li>- to confidently and accurately use the eight-point compass directions to follow and give directions to build knowledge of the UK and wider world</li> <li>- to accurately use six-figure grid references on an OS map</li> </ul>	<p>Year 1 - Summer 2; London</p> <p>Year 2 - Summer 1; regions of the UK</p> <p>Year 3 - Autumn 2; Settlements and population</p> <p>Year 4 - Summer 2; the UK and regions of the UK</p>	<p><b>Core Knowledge document</b> – Year 6 Page 30</p> <p><a href="http://bombsight.org/bombs/13416/">http://bombsight.org/bombs/13416/</a></p> <p>(Google Drive, Curriculum 2020, Geography, Year 6)</p>
AUTUMN 2				
SPRING 1	<p><b><u>Economic Activity incl. distribution of natural resources</u></b></p> <p>Map Skills; Locational &amp; Directional Language; Human &amp; Physical Features</p> <p><b>Key Figures:</b> Ernest Shackleton</p>	<ul style="list-style-type: none"> <li>- where all their items/ things come from exploring the idea of trade – both historic and current; to plot a range of items onto a world map and explore how we get it</li> <li>- about globalisation and the importance of transport and technology in speeding up worldwide trading</li> <li>-how the local area makes money through collecting data, looking at land use surveys, photographs, news articles etc; draw conclusions from evidence and present using Digimap or OS maps and by hand</li> <li>- where in London/ Lewisham we trade with the world by looking at maps, focusing on one particular item or large employer</li> <li>- how products that can't be grown in the UK get here, for example, chocolate bars; explore the conditions needed for growth, life of the farmer (could link to fair trade), and follow the journey from seed to bar involving trade points along the way</li> <li>- if London/ Lewisham is an area for tourists through fieldwork; to discover what tourists want and if an area matches their needs and compare to an area of difference</li> <li>- if they could survive we had no... (internet, cars, iPads etc); what essentials are needed for survival and where they would choose to live for survival; about biomes</li> <li>-about renewable and non-renewable energy and focus in detail on two – four types, looking at pros and cons and then evaluate</li> <li>-about water shortages and how everyone has access to water</li> <li>- about food miles whilst plotting on maps, and consider the environmental implications</li> <li>- SHACKLETON LINK - about the Arctic Circle's imaginary lines and boundaries and Antarctic Circle</li> </ul>	<p>Year 1 - Summer 2; London</p> <p>Year 2 - Summer 1; regions of the UK</p> <p>Year 3 - Autumn 2; Settlements and population</p> <p>Year 4 - Summer 2; the UK and regions of the UK</p>	<p><b>Digimap</b></p> <p><b>HAMPs document</b> – Economic Activity including Trade Links Page 38 &amp; Distribution of Natural Resources, including: Energy, Food, Minerals &amp; Water Page 42</p> <p>(Google Drive, Curriculum 2020, Geography, Year 6)</p>

# GEOGRAPHY CURRICULUM - YEAR 6 OBJECTIVES TO BE TAUGHT (CONTINUED)

Coopers Lane Primary School's Official Curriculum - Planning Tool



	TOPIC	IN THIS UNIT OF WORK, PUPILS LEARN...	PRIOR LEARNING	RESOURCES TO SUPPORT PLANNING
SPRING 2				
SUMMER 1	<p><b><u>North America</u></b></p> <p>Map Skills; Locational &amp; Directional Language; Human &amp; Physical Features; Fieldwork</p>	<p><b>Climates</b></p> <ul style="list-style-type: none"> <li>- Arid, humid temperate, humid cold, tundra, Mediterranean (California/Southern Florida).</li> </ul> <p><b>Landscape</b></p> <ul style="list-style-type: none"> <li>- Rocky Mountains, Appalachian Mountains, plains, prairies, Great Lakes (Superior, Huron, Michigan, Erie, Ontario)</li> <li>- Important rivers: Mississippi and major tributaries (for example, Missouri River), Mackenzie, Yukon, Lawrence</li> </ul> <p><b>People and culture</b></p> <ul style="list-style-type: none"> <li>- Indigenous Native American communities</li> <li>- European settlers</li> <li>- Latino settlers</li> <li>- Asian settlers</li> <li>- The USA as a nation of immigrants, melting pot of cultures</li> </ul> <p><b>The United States</b></p> <ul style="list-style-type: none"> <li>- 48 continuous states, plus Alaska and Hawaii</li> </ul> <p><b>Canada</b></p> <ul style="list-style-type: none"> <li>- French and British heritage</li> <li>- French-speaking Quebec</li> <li>- Divided into provinces</li> </ul> <p><b>Settlements</b></p> <ul style="list-style-type: none"> <li>- New York City, Washington D.C., Chicago, Los Angeles, San Francisco, Boston, Houston, Miami, Seattle, Montreal, Toronto, Vancouver, Mexico City</li> </ul> <p><b>Economic activity</b></p> <ul style="list-style-type: none"> <li>- The USA as the largest economy in the world</li> <li>- American consumption (houses, cars, energy)</li> <li>- Migrant labour from Latin American countries</li> </ul>		<p><b>Core Knowledge document –</b> Year 6 Page 31</p> <p>(Google Drive, Curriculum 2020, Geography, Year 6)</p>
SUMMER 2				