

MANOR ROAD PRIMARY SCHOOL



GEOGRAPHY POLICY

July 2024





Manor Road Primary School

Geography Policy

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Manor Road Primary School Geography Policy

Introduction

Geography asks questions about the natural and human worlds and examines the relationships between these. It enhances children's spatial awareness and enables pupils to develop a range of investigative and problem solving skills, both inside and outside the classroom. Geography also provides a focus through which children can explore environmental issues relating to sustainable development, both locally and globally. The study of different societies also helps children to understand their own place within an interdependent global community, and to recognise their individual responsibilities both to other people and to the environment.

Cross-curricular units are used to develop children's geographical skills and to extend their basic locational knowledge. The use of resources such as maps, atlases, globes, aerial photographs and ICT encourages a practical approach to learning and these help to develop the children's confidence as active learners. Geographical concepts, skills and vocabulary are reinforced by local field studies and the immediate locality of the school provides a comparison with other places and societies. Above all, by linking the local and the global, geography aims to capitalise on young children's natural curiosity about places, and encourages them to be thoughtful citizens of the world.

Aims

At Manor Road Primary School, we aim to:

- develop contextual knowledge of the location of globally significant places; both terrestrial and marine, including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes;
 - create an understanding of the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time;
 - be competent in the geographical skills needed to: 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.
- (As outlined in the 2014 National Curriculum.)

Objectives of the Geography Curriculum

Children will be taught a range of knowledge of skills in both Key Stage One and Key Stage Two. Both key stages will focus on locational knowledge, place knowledge, human and physical geography and geographical skills and fieldwork.

Geography Curriculum Planning

Our new Geography curriculum is planned around a Geography unit that is taught half termly and is planned around the National Curriculum programmes of study. Each unit is also personalised to our school (see long term plan).

EYFS

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, nonfiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

ELGS for Reception

Past and Present ELG

Children at the expected level of development will:

- Talk about the lives of the people around them and their roles in society;
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;
- Understand the past through settings, characters and events encountered in books read in class and storytelling;

People Culture and Communities ELG

Children at the expected level of development will:

- 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.

The Natural World ELG

Children at the expected level of development will:

- 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.

The geography curriculum is known as; Understanding of the World and is organised on a unit basis. Children cover the three aspects of physical, human and environmental geography. The Geographical skills listed below are incorporated into the various units:

- use correct geographical vocabulary
- use and develop enquiry skills
- follow directions using map skills
- form views and opinions about the environment
- be aware of the local environment
- be aware of the wider world
- be aware of ICT within Geography

Key Stage One:

Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.

The Geographical skills listed below are incorporated into the various themes:

- 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 and its surrounding seas;
- understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country;
- identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles;
- use basic geographical vocabulary to key physical and human features;
- use world maps, atlases and globes to identify key areas of interest,
- Be able to use simple compass directions (North, South, East and West) and locational and directional language to describe the location of features and routes on a map;
- use aerial photographs, create simple maps and use symbols to create a key;
- conduct simple fieldwork and observations to study the locality of the school and the surrounding area.

Key Stage Two

Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.

- locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities;
- name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including

hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time;

- identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night);
- 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;
- describe and understand key aspects of physical and human geography;
- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied;
- use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world;
- use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.

Field Work

Teaching and Learning should plan for outdoor learning opportunities within geography lessons termly (where possible). This may be using the school grounds, local area or wider community to apply and explore their subject specific task.

Children will access their local environment to get a hands on experience in their learning. This may not always be geography led but is an expectation that all pupils visit their local area at least once a term. Children will become more aware of their local environment and as they progress through their geographical education will be able to use a map specific for their areas of enquiry.

Educational Visits to enhance their cultural capital - Where applicable links to geography will be made to develop the children's topical learning.

Forest School Link - children in EYFS and KS1 have access to forest school sessions across the year.

Online Safety

The Geography Policy and Scheme of Work adheres to the whole school Online Safety Policy, when using GIS, Google images, Digimap, Google Maps and other online research tools. This policy can be found in main school.

Teaching of Geography at Manor Road Primary School.

To enable our children to meet the intentions of the Geography Curriculum, it is delivered through pure weekly Geography sessions. Geography can be incorporated within other curriculum areas such as Maths, PSHE and Science to enhance and develop skills further.

Knowledge Organisers

Each class have knowledge organisers personalised by teachers to their class that go alongside the medium term planning.

Responsibilities of the teacher:

- Teachers will plan a variety of approaches to ensure there is continuity and progression;
- Planning will outline a clear curriculum knowledge driven objective;
- Organise differentiated tasks for children which provide appropriate challenge for all abilities;
- Provide the opportunity for children to ask and answer geographical questions as well as discussing topical issues;
- Allow groups to communicate their findings using a variety of ways including the use of computing;
- Provide feedback to the children in accordance with the school policy and offer challenge in the feedback where appropriate based on a geographical skill;
- To keep organised and on-going records of the progress of their cohort.

When teaching Geography, we:

- always explain what we want children to know, understand and be able to do through the Geography they are about to do
- often use a key question to direct children's thinking / enquiry
- vary the resources and activities to ensure each child can learn effectively
- use starters and plenaries to ensure students fully understand what they are learning, how they learn and how well they are progressing.

Leadership of Geography

The role of the Geography Subject Leader is to:

- support colleagues in planning and teaching the subject content and implementing the new units of work.
- support colleagues in assessment and record keeping activities to ensure progression and continuity.
- renew, update and complement resources needed to deliver the curriculum, within budget restraints.
- audit current practice and progress and advise the Headteacher on any action needed.
- take responsibility for the purchase and organisation of resources for Geography.
- keep abreast of developments in Geography education and media usage and share with colleagues.

Monitoring and Evaluating

The Geography Subject Leader will follow the school's subject leadership timeline to ensure that the monitoring and development of the subject is maintained at a high standard by:

- Monitoring the Scheme of Work has clear timetabled teaching time throughout the term;
- Moderate work samples with the pupils and/or teachers;
- Discussions with pupils;
- Conducting learning walks to observe the coverage and outdoor learning opportunities within geography;

- Provide guidance to colleagues;
- Assist with maintaining and replenishing resources that are required within the budget;
- Assisting staff to implement assessment throughout school;
- Ensure that the Geography units allow for progression across school;

Ensuring continuity and progression in learning

Whilst knowing more is an integral part of continuity and progression it is nevertheless just one element of it and merely sequencing subject content will not ensure on its own that our pupils become better geographers. To ensure continuity and progression for all pupils the curriculum is carefully organised EYFS – Year 6 to ensure that our pupil’s knowledge and understanding of geography develops because:

- Expected subject outcomes in terms of developing as a young geographer increase in complexity and level of challenge as detailed above and are used as the starting point for all planning of content delivery and learning and teaching enquiries;
- There is increasing breadth and scale of study through the curriculum moving progressively from personal experiences to local, regional, national and global perspectives informed by the guidance of the National Curriculum;
- The curriculum becomes progressively more complex developing from discrete facts and bodies of information to conceptual awareness and generalised knowledge about more abstract ideas;
- The mastery and application of geographical tools and skills occurs in more precise and complex contexts;
- The focus of what pupils learn becomes gradually more issues based enabling them to explain links, patterns and processes and be more informed and mature in their thinking and self-reflection in terms of recognising the importance of attitudes and values about contested matters;

Assessment

Each unit of work has specific assignments to assess the knowledge, understanding and skills that have been taught. These may include written or diagrammatic work and observations noted during discussion and fieldwork. Each teacher will fill in the whole class feedback sheets at the end of every lesson that go alongside the geography unit which are then passed onto the Geography Subject Leader. Using these feedback sheets each teacher will give the subject leader the percentage of children who are working within, below and above expected levels. These results are put onto a whole school tracker by the Geography subject leader. This data is then analysed to improve the children’s learning in Geography.

Resources

Resources such as atlases and globes can be located centrally as well as in unit boxes in classrooms. Digital resources are available in every class as well as access to a yearly Digimap subscription.

Spiritual, Moral and Cultural Development:

Geography activities are used to encourage children to recognise and value their own and other people’s sense of place and home. Children are made aware of their heritage and a caring proud ethos is created. We offer children in our school many opportunities to study

the changing landscapes and environmental issues which leads children to ask questions about the evolution of the planet. Through teaching about contrasting localities, we enable the children to learn about inequality and injustice in the world. We help children to develop their knowledge and understanding of different cultures so that they develop a positive attitude towards each other.

The **spiritual** development of pupils is shown by their:

- sense of enjoyment and fascination in learning about themselves, others and the world around them
- use of imagination and creativity in their learning
- willingness to reflect on their experiences.

The **moral** development of pupils is shown by their:

- ability to recognise the difference between right and wrong, readily apply this understanding in their own lives and, in so doing, respect the civil and criminal law of England
- understanding of the consequences of their behaviour and actions
- interest in investigating and offering reasoned views about moral and ethical issues, and being able to understand and appreciate the viewpoints of others on these issues.

The **social** development of pupils is shown by their:

- use of a range of social skills in different contexts, including working and socialising with pupils from different religious, ethnic and socio-economic backgrounds
- willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively
- acceptance and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; the pupils develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.

The **cultural** development of pupils is shown by their:

- understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others
- willingness to participate in and respond positively to artistic, sporting and cultural opportunities
- interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity, and the extent to which they understand, accept, respect and celebrate diversity, as shown by their tolerance and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.

Access for All

In Geography, we recognise the importance of ensuring that children with identified Special Educational Needs and/or Disabilities have access to an ambitious geography

curriculum. Within the curriculum area of geography SEND children will be provided with reasonable adjustments through their tasks and level of challenge provided. Advice can be sought from the school's SENDCO where applicable.

At Manor Road Primary School, we develop an inclusive curriculum through:

- Setting suitable learning challenges: It is the aim of the school that children should be given achievable learning targets, and be motivated by success. This may involve deepening children's geographical skills and understanding, so that all children's learning needs are catered for, and pupils achieve as high a standard as possible. Responding to pupils' diverse learning needs: Geography at Manor Road is planned so that all pupils can take part in lessons fully and effectively so that there is an equality of opportunity through teaching approaches. Geography at Manor Road is planned so that potential barriers to learning and assessment for individuals and groups of pupils are overcome. This is achieved through:
- Provision being made where necessary to support individuals or groups of pupils to enable them to participate effectively in geography lessons.
- Pupils' understanding being developed through the use of all available senses and experiences.
- Aspects of the programmes of study that may present specific difficulties for individuals being identified.
- An inclusive geography curriculum is also achieved through:
- Support to access texts (e.g. audio or larger print).
- The use of alternative communication methods e.g. ICT or speech.
- Non-visual means to access sources of information when undertaking geographical enquiry.

Policy Written by: Natalie Armitage

Policy Written: May 2022

Policy to be Reviewed: As required

	Autumn Term		Spring Term		Summer Term	
	1	2	1	2	1	2
Reception	<p>Navigating around our classroom and outdoor areas. Create treasure hunts to find places/ objects within our learning environment.</p>	<p>Use the Jolly Postman to draw information from a map and begin to understand why maps are so important to postmen.</p>	<p>Making sense of different environments and habitats</p> <p>Introduce David Attenborough</p> <p>Celebrate Chinese New Year and learn about Chinese cultures</p> <p>After close observation, draw pictures of the natural world, including animals and plants</p> <p>Use Handa's Surprise to explore a different country.</p>	<p>Trip to our local park (to link with seasons); discuss what we will see on our journey to the park and how we will get there.</p> <p>Introduce the children to recycling and how it can take care of our world. Look at what rubbish can do to our environment and animals. Create opportunities to discuss how we care for the natural world around us.</p> <p>Explore the world around us and see how it changes as we enter Summer.</p> <p>Provide opportunities for children to note and record the weather.</p> <p>Draw children's attention to the immediate environment, introducing and modelling new vocabulary where appropriate.</p> <p>Encourage interactions with the outdoors to foster curiosity and give children freedom to touch, smell and hear the natural world around them during hands-on experiences.</p>	<p>Look at the difference between transport in this country and one other country. Encourage the children to make simple comparisons.</p> <p>Use bee-bots on simple maps. Encourage the children to use navigational language.</p> <p>Environments – Features of local environment Maps of local area Comparing places on Google Earth – how are they similar/different?</p> <p>Introduce the children to NASA and America.</p> <p>Introduce children to significant figures who have been to space and begin to understand that these events happened before they were born. Neil Armstrong</p> <p>Can children differentiate between land and water.</p>	<p>Seasides long ago – Magic Grandad</p> <p>Share non-fiction texts that offer an insight into contrasting environments.</p> <p>Listen to how children communicate their understanding of their own environment and contrasting environments through conversation and in play.</p>
Personalisation and Subject Links	<p>Everything planned from children's interests from parent's questionnaires on children's likes.</p> <p>Ongoing - People, Culture and Communities</p> <ul style="list-style-type: none"> Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps (Seasons changes in the landscape – trees/plants mapping bees) <p>The Natural World</p> <ul style="list-style-type: none"> Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter (Seasons). 					

Key Vocabulary	Seasons, weather, world, countries, Clayton le woods, Chorley	Country,	Castle, moat, map,	School grounds, trees, woods,	Map, atlas, world, symbols, key, weather	Volcanoes, vegetation, river, swamp, sea, lake, hill, mountains, forest
Year 1 Elm and Oak	<p>Continents and Oceans name and locate the world's seven continents and five oceans</p> <p>identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</p>			<p>The United Kingdom and Capital Cities name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</p> <p>use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries</p>		<p>Maps and the School Grounds 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</p> <p>Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment</p>
Personalisation and Subject Links	<p><i>Postcards from Barnaby Bear each week from a new continent/country. Children to identify on the globes. A love story about the continents.</i></p> <p><i>Google Earth to locate own town/city/country/continent.</i></p> <p><i>PSHE</i></p> <p><i>English</i></p> <p><i>Computing</i></p>			<p><i>Link to theme days.</i></p> <p><i>Food tasting from the different countries England, Scotland, Ireland and Wales.</i></p> <p><i>Themed fancy dress days.</i></p> <p><i>DT</i></p> <p><i>Computing</i></p>		<p><i>Children to link to the DT theme of designing a moving part for the Trim Trail.</i></p> <p><i>DT</i></p> <p><i>Computing</i></p> <p><i>English</i></p> <p><i>Maths</i></p>
Key Vocabulary	North America, South America Europe, Africa, Asia Australasia, Antarctica, Continent Ocean, Land, Country, Google Earth, Zoom, Search, Type Pacific, Atlantic, Arctic, Indian Southern			England, Wales, Scotland, Ireland Traditions, Map, Labelling United Kingdom, Dragon, Daffodil Cardiff, St. Patrick, Gaelic, Irish dancing, Green, Leprechaun, Loch Ness, Edinburgh, Thistles, Tartan Bagpipe		Map, Arial view, School grounds Trim trail, New Design, Test Human features, Physical features Symbols, Key
Year 2 Yew	<p>Human and physical geography: Clayton-Le-Woods</p> <ul style="list-style-type: none"> understand geographical similarities and differences through studying a small area of the UK, and a small area in a contrasting non-European country. (Spring term 2) 			<p>Human and physical geography: Kenya</p> <ul style="list-style-type: none"> understand geographical similarities and differences through studying a small area of the UK, and a small area in a contrasting non-European country. Use basic geographical language to 		<p><u>Fieldwork and Map Skills</u></p> <p>use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the</p>

	<ul style="list-style-type: none"> Use basic geographical language to refer to key physical and human features. Use world maps, atlases and globes to identify the UK and its countries. 			<p>refer to key physical and human features.</p> <p>Use world maps, atlases and globes to identify the continents, countries and oceans studied at this stage.</p>		<p>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; devise a simple map; and use and construct basic symbols in a key</p> <p>use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</p>
Personalisation and Subject Links	Orienteering in Cuerden Valley Park Travelling Ted visits chn's homes each week and keeps a diary.			English: Reading- selection of African themed stories. Writing- diary entry		English: instructions
Key Vocabulary	Continent, Country, Capital, London, North West, Lancashire, Chorley, Clayton-le-Woods, map, physical and human features, landmark, aerial photograph			Continent, Country, Capital, Kenya, Nairobi, human feature, physical feature, countryside, city, farm, game park,		Maps, atlases, globes, United Kingdom, aerial photographs, plan perspectives, landmarks, symbols, key, locational and directional language, compass directions, routes, physical and human features,
Year 3	<u>The Lake District (National Parks)</u> Location and Place Knowledge <ul style="list-style-type: none"> Name and locate countries and main cities in GB, National Parks and their counties Identify topographical features (hills, mountains, coasts & rivers) and land use patterns and understand how some of these aspects have changed over time. Understand similarities & 			<u>Volcanoes</u> Location and Place Knowledge <ul style="list-style-type: none"> Identify the position and significance of latitude, longitude, Equator, Northern & Southern Hemisphere Identifying continents & oceans around the "Ring of Fire" Human and Physical: <ul style="list-style-type: none"> Key aspects of volcanoes and earthquakes Impact on human activity in volcano/ earthquake zones including land use Skills: <ul style="list-style-type: none"> use maps, atlases, globes and digital/computer mapping to locate 		Local Area Geographical Skills & Fieldwork <ul style="list-style-type: none"> 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>differences of the Lake District & other National Parks</p> <p>Human and Physical:</p> <ul style="list-style-type: none"> Describe & understand key aspects of physical and human geography, including mountains & land use. <p>Geographical Skills & Fieldwork</p> <ul style="list-style-type: none"> Use maps and digital/computer mapping to locate National Parks and describe features studied. Use points of compass, 4 fig grid refs, symbols and key to locate features on maps Recognise that contours show height and slope. 			and describe features studied		<ul style="list-style-type: none"> Use the 8 points of a compass, 4 fig grid refs, symbols and key to locate features on maps <p>Human and Physical:</p> <ul style="list-style-type: none"> Describe & understand key aspects of physical and human geography, including land use
Personalisation and Subject Links				Science link: Rocks		Local area topic
Key Vocabulary	<p>tourist, tourism, National Park, mountain, hill, ridge, lake, valley, dale, river, stream, tarn, farmland, erosion, (vocab related to map symbols found), contour line, human, physical</p>			<p>volcano, lava, magma, pressure, fault line, earthquake, tremor, seismograph, (tectonic plate), igneous, latitude, longitude, continental, oceanic, fertile land</p>		<p>human, physical, compass points, leisure, recreation, work, residential, retail, employment, commute</p>
Year 4	<p><u>Rivers and water cycles</u></p> <p>Human and physical geography</p> <p>-describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p> <p>-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</p>			<p><u>Contrasting Regions- England and France</u></p> <p>Place knowledge</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><u>Architecture in Preston and Chorley</u></p> <p>Geographical skills and fieldwork</p> <p>-use maps, atlases, globes and digital/computer 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 Survey maps) to build their knowledge of the United Kingdom and the wider world</p> <p>-use fieldwork to observe,</p>

						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.
Personalisation and Subject Links	Links to Firework Maker's Daughter in GR. Rivers in our local area. River Ribble.			Links with chosen subject taught at Manor Road. Where have the children been on holiday? Can they discuss any of the areas and compare them to here?		Links with local area.
Key Vocabulary	Abrasion: The process by which material being transported by the sea is thrown against rocks by waves, thus causing rocks to break apart. Deposition: When material being transported by the sea is dropped due to the sea losing energy. Erosion: The gradual destruction of land by the sea. Abrasion: Material being rubbed away due to friction. River, meander, upper course, middle course, lower course, evaporation, river source, precipitation, condensation			Country. Geography. Similarities. Differences. Development. Landmarks. Tourists. Pollution. Development. Cities. Map. physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water		Symbols, compass points, latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, Prime/Greenwich Meridian,
Year 5	<u>Exploring the UK and Eastern Europe</u> <u>NC Objectives</u> 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 Identify the position and significance of latitude, longitude Locate the world's countries, using maps to focus on			<u>Where does food come from?</u> <u>NC Objectives</u> 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 Locational Knowledge: Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions		<u>local geography</u> <u>TBD</u>

	<p>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>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>					
Personalisation and Subject Links	<p>Computing – digital research</p> <p>English – writing</p>			Computing – digital research		
Key Vocabulary	<p>United Kingdom; Great Britain; Country; Capital city; City; Town; Landmarks; Mountain; River; Unique feature; Ben Nevis; Loch Ness; The Giant's Causeway; The River Thames; Snowdonia National Park; Europe; Continent; Mass of land; Holiday destination; Political leader; Anthem; Flag; Latitude; Arctic circle; Physical features; Landscape; Meteorological; Precipitation; Latitude; Arctic circle; Climate; Itinerary; Passport; Visa; Tourist attractions</p>			<p>United Kingdom; Great Britain; Country; Capital city; City; Town; Landmarks; Mountain; River; Unique feature; Ben Nevis; Loch Ness; The Giant's Causeway; The River Thames; Snowdonia National Park; Europe; Continent; Mass of land; Holiday destination; Political leader; Anthem; Flag; Latitude; Arctic circle; Physical features; Landscape; Meteorological; Precipitation; Latitude; Arctic circle; Climate; Itinerary; Passport; Visa; Tourist attractions</p>		
Year 6	<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</p>			<p>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</p>		<p>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied use fieldwork to observe, measure, record and</p>

	human characteristics, countries, and major cities describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts					present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.
Personalisation and Subject Links	<p>Read Running Wild in English (links to persuasive texts as children aim to sell a holiday destination to a tourist based on their knowledge of Europe, South and North America)</p> <p>Link to Science topic of Evolution and Inheritance (what climates do different animals live in?)</p>			<p>Read Off Side in English (focus on Ghana and trade links of the Gold Coast, cocoa and imports and exports)</p> <p>Link back to our learning about Europe</p>		<p>Link to local history (with a focus on transport)</p> <p>Rest of topic - TBC</p>
Key Vocabulary	<p>Altitude, capital city, continent, country, equator, Europe, Pyrennees, Ural Mountains, Apennines, Baltic Shield, European Plain, River Seine, River Rhine, River Danube, River Rhone, River Volga, Atlantic Ocean, Mediterranean Sea, Arctic Ocean, Black Sea, Baltic Sea, contour line, country, equator, Europe, hemisphere, mountain, Northern Hemisphere, Southern Hemisphere, ocean, region, relief, atlas, scale, territory, time zone, North America, South America, biome, climate zone, tropical, arid, Mediterranean, temperate, continental, polar, tropical rainforests, temperate forests, deserts, tundra, taiga, grasslands, savanna</p>			<p>physical geography, climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, water cycle</p> <p>human geography, types of settlement, land use, economic activity, trade links, distribution, natural resources, energy, food, minerals, water, international, redevelopment, industrial, corporations, decontaminate, migration, population explosion, population structure, relief, Africa, Ghana</p>		