



Key Lines of Enquiry & Progression of Skills

Geography - 2021 - 2022

<u>Key Lines of Enquiry</u>	<u>Geographical Study and Field Work</u>	<u>Maps</u>	<u>Knowledge and Understanding</u>
<p>Topic 1 - Autumn Term 2 - Once Upon a Time</p> <p>NC Objective: 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 location of features and routes on a map.</p>			
<p>This is an introduction to basic directional and locational language. The children can explore this language through the fairy tales covered in this topic.</p>	<p>Geographical Study and Field Work</p> <ul style="list-style-type: none"> - Record what they have seen, in simple ways including pictures and diagrams with labels. - Remember and talk about the basic routes of familiar fairytale characters. Where did the Gingerbread man go? How did Hansel and Gretel make sure they would find their way home? 	<p>Maps</p> <ul style="list-style-type: none"> - Use simple blocked maps and plans - Mark the location of places in fairytale stories on a simple map - Mark the route of familiar fairy tale characters that they take in their stories 	<p>Knowledge and Understanding</p> <ul style="list-style-type: none"> - Describe places and routes using locational and directional language
<p>Topic 2 – Spring Term 1 & 2 – Marvellous Mitcham</p> <p>NC Objective:</p> <p>Use basic geographical vocabulary to refer to: Key physical features – river, weather and Key human features – city, town, village, factory, house, office, shop</p> <p>Use simple compass directions and locational and directional language to describe the location of features and routes on a map.</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> <p>Recommended scheme: The Everyday Guide to Primary Geography: Locational Knowledge (Geographical Association)</p>			
<p>Key Lines of Enquiry</p> <ul style="list-style-type: none"> ● Where’s what in school? ● Where do we live? ● What is so marvellous about Mitcham? ● What makes up the United Kingdom? 	<p>Geographical Study and Field Work</p> <ul style="list-style-type: none"> - Record what they have seen, in simple ways, including pictures and diagrams with labels. - Remember and talk about what was seen in a walk around Mitcham - Use a digital camera to record what they see in Mitcham - Fill in and use a class weather chart 	<p>Maps</p> <ul style="list-style-type: none"> - Mark to location of the school on a simple local map - Use simple blocked maps and plans when looking at Mitcham - Make simple plans and talk about them 	<p>Knowledge and Understanding</p> <ul style="list-style-type: none"> - Describe places using their characteristics and simple vocabulary – e.g. house, street, wood - Make lists of places with similar characteristics – e.g. the seaside, towns - Describe different types of buildings near and around the school - Understand the concept of close and far away
<p>Topic 3 - Summer Term 1 & 2 - Wild Britain</p> <p>NC Objective: Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding areas. Use world maps, atlases and globes to identify the United Kingdom and its countries.</p> <p>Recommended Scheme: Barnaby Bear Investigates the UK (Geographical Association) https://www.rgs.org/schools/teaching-resources/map-skills/map-skills-map-skills-year-one/</p>			
<p>Key Lines of Enquiry</p> <ul style="list-style-type: none"> ● Why are we called the United Kingdom? ● What are the four countries of the UK? ● What are the characteristics of the UK? ● What are the capital cities of the four countries of the UK? ● What’s the same/different about the four different countries of the UK? 	<p>Geographical Study and Field Work</p> <ul style="list-style-type: none"> - Fill in and use a class weather chart measuring what the weather is like in the four different countries of the UK. - Record what they have seen and learnt, in simple ways, including pictures and diagrams with labels. 	<p>Maps</p> <ul style="list-style-type: none"> - Identify the four countries of the UK on a map - Identify where they have been on holiday in the UK. - Mark where our school and Mitcham are on a UK map. - Begin to use the concepts of NSEW when comparing where the four countries are. 	<p>Knowledge and Understanding</p> <ul style="list-style-type: none"> - Describe the four countries of the UK using their characteristics and simple vocabulary - Talk about the four countries of the UK as seen in books, videos, internet etc. - Understand the concept of close and far away.

Year 1



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<u>Key Lines of Enquiry</u>	<u>Geographical Study and Field Work</u>	<u>Maps</u>	<u>Knowledge and Understanding</u>
<p align="center">Topic 1 – Autumn 1: Modern Day London vs Colombo, Sri Lanka</p> <p>NC Objective: 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.</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>Use basic geographical vocabulary to refer to: key physical features – beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather; key human features – city, town, factory, house, office and shop</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 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 align="center">Recommended schemes:</p>			
<p>Key Lines of Enquiry</p> <ul style="list-style-type: none"> • What is the city of London like? • What are the key landmarks in London? • Who lives in London and what do they do? • What types of buildings would we find in London? • What is the land used for in the city? • How does London compare to Colombo? What are the similarities and differences? • Would I like to live in London or Colombo? 	<p>Geographical Study and Field Work</p> <ul style="list-style-type: none"> - Ask simple geographical questions - Take and use digital photographs - Discuss changes in weather and seasons from a chart 	<p>Maps</p> <ul style="list-style-type: none"> - Identify features on a map - Draw simple maps and plans, sometimes with keys - Mark some locations on a map of UK – city of London, our school, - Identify where London and Colombo are in the world. Which continents? Which Oceans are nearby? 	<p>Knowledge and Understanding</p> <ul style="list-style-type: none"> - Recognise characteristic physical and human features of London and Colombo – built up, noisy, busy... - Understand similarities and differences between London and Colombo - Use aerial photographs to identify land use and other geographical features in London and Colombo - Use vocabulary of size to classify – hamlet, town, city
<p align="center">Topic 2 – Spring 1 and 2 – All Creatures Great and Small, Hot and Cold Places</p> <p>NC Objective: Name and locate the world’s seven continents and five oceans</p> <p>The location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</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 align="center">Recommended schemes: https://www.geography.org.uk/Shop/SuperSchemes-Barnaby-Bear-Investigates-the-World/9781843773450</p>			
<p>Key Lines of Enquiry</p> <ul style="list-style-type: none"> • What are the continents of the world? • Which areas of the world are hot? • Which areas of the world are cold? • Why is the world hotter near the equator? • What are the oceans of the world? 	<p>Geographical Study and Field Work</p> <ul style="list-style-type: none"> - Discuss changes in weather in and seasons in hot and cold places from a chart - Ask simple geographical questions about hot and cold places 	<p>Maps</p> <ul style="list-style-type: none"> - Identify the regions of the world - continents, equator and oceans - Begin to use the concepts of NSEW - Identify where the pupils have been on holiday, using a map - 	<p>Knowledge and Understanding</p> <ul style="list-style-type: none"> - Describe places using their characteristics and simple vocabulary - Recognise characteristic physical and human features of hot and cold places - Understand the concept of close and far away - Begin to understand that different hot and cold places may have similar/different characteristics and give reasons for these.
<p align="center">Topic 2 – Spring 2 – Environmental Superheroes</p> <p>NC Objective: History: The lives of significant individuals in the past who have contributed to national and international achievements.</p> <p>Geography: 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> <p align="center">Resource: https://naee.org.uk/wp-content/uploads/2015/06/NAEE_The_Environmental_Curriculum.pdf Page 16</p>			
<p>Key Lines of Enquiry</p> <ul style="list-style-type: none"> • Why should we care about the environment? • What is happening to our world and what impact are humans having on it? • Who is fighting for the environment? • What can we do to help? 	<p>Geographical Study and Field Work</p> <ul style="list-style-type: none"> - Ask simple geographical questions - Take and use digital photographs - Make detailed sketches whilst on field work - Use tally charts and simple tables to collect information 	<p>Maps</p> <ul style="list-style-type: none"> - Draw simple maps and plans - Mark some locations on a map of Cricket Green and it’s surrounding area where pollution is an issue 	<p>Knowledge and Understanding</p> <ul style="list-style-type: none"> - Recognise characteristic physical and human features of places – built up, noisy, busy, polluted... - Express views about local area and environment - Suggest ways for improving local environment

Year 2



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	<u>Key Lines of Enquiry</u>	<u>Geographical Study and Field Work</u>	<u>Maps</u>	<u>Knowledge and Understanding</u>
Year 3	Topic 1 – Spring Term 2: Cities and Counties of the UK NC Objective: 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. Recommended schemes:			
	<u>Key Lines of Enquiry</u> <ul style="list-style-type: none"> ● How is the UK split up into counties? ● What are the main cities of the UK? ● What are some of the key topographical features of the UK? ● What are the main mountain ranges? ● What are the main rivers? ● How is land used across the UK? ● How has land use changed over time? 	<u>Geographical Study and Field Work</u> <ul style="list-style-type: none"> - Use a range of primary and secondary sources, including the internet, atlases and Google Earth - Use contents and index pages of an atlas - Explore map key for reference to symbols including towns, cities and major roads. - Explore map key for reference to topological features.. 	<u>Maps</u> <ul style="list-style-type: none"> - Use maps with a simple key - Use maps with simple grid references - Use atlases which show physical and human features 	<u>Knowledge and Understanding</u> <ul style="list-style-type: none"> - Identify the counties and cities of the UK - Identify physical and human characteristics - Describe and identify how a place has changed over time - Identify the parts of key rivers in the UK, and land use around and how these have changed people's lives
	Topic 2 – Summer Term 1 – Changes in Britain – Volcanoes and Earthquakes NC Objective: Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. Recommended schemes:			
	<u>Key Lines of Enquiry</u> <ul style="list-style-type: none"> ● Where are locations where earthquakes are formed? ● How is the power of an earthquake measured? ● Can earthquakes be predicted? ● What could the impact be of living along a plate boundary? ● How is the power of an earthquake measured? ● Which earthquake has had the highest magnitude recording? ● Why does an eruption happen? ● What is the difference between a constructive and destructive plate? ● Have there been any earthquakes or volcanoes recorded in the UK? 	<u>Geographical Study and Field Work</u> <ul style="list-style-type: none"> - Compare information from atlases with that from a globe - Use atlases which show physical and human features - Explore map key for reference to symbols and topological features of earthquakes 	<u>Maps</u> <ul style="list-style-type: none"> - Compare information from atlases with that of a globe - Use atlases which show human and physical features 	<u>Knowledge and Understanding</u> <ul style="list-style-type: none"> - Work out a location using a range of information - Name and locate the world's volcanoes and earthquakes - Describe and identify how a place has changed over time - Express views and recognise how people affect the environment -



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<u>Key Lines of Enquiry</u>	<u>Geographical Study and Field Work</u>	<u>Maps</u>	<u>Knowledge and Understanding</u>
<p>Topic 1 – Autumn Term 1 & 2 – The Rainforest</p> <p>NC Objective: Describe and understand key aspects of:</p> <ul style="list-style-type: none"> - Physical geography, including: climate zones, biomes and vegetation belts and rivers. <ul style="list-style-type: none"> - Human geography, including: types of settlement <ul style="list-style-type: none"> - Locate the world’s countries - Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. <p>Recommended schemes: Geographical Association: Amazon Adventures: Investigating the South American Rainforest https://www.geography.org.uk/Shop/Publication-series/Geography-Plus/Geography-Plus-Amazon-Adventures-Investigating-the-South-American-rainforest/9781843772699</p>			
<p>Key Lines of Enquiry</p> <ul style="list-style-type: none"> ● Where are the rainforests of the world? ● What are the rainforests like? Are they all the same? ● What are the physical and human features of the rainforest? ● How does the rainforest feed us? ● How can people survive in the rainforest? ● What could a sustainable future for the rainforest look like? 	<p>Geographical Study and Field Work</p> <ul style="list-style-type: none"> - Prepare a questionnaire to investigate people’s views on sustainability of rainforests. - Examine, question, analyse evidence and build conclusions based on their findings. - Make a database to record information about the animals of the rainforest. - Use contents and index pages of an atlas 	<p>Maps</p> <ul style="list-style-type: none"> - Locate main areas of rainforest on a map of the world. - Use atlases which show physical and human features of the rainforest. - Identify time differences to where we live and where the rainforests are. 	<p>Knowledge and Understanding</p> <ul style="list-style-type: none"> - Describe and begin to explain the structure of the rainforest and recognise some of the animals that live there and the plants that grow there. - Compare the lives of the people that live in rainforests to the people of the UK and give reasons for the ways people live in both places. - Show an understanding of how rainforests are linked to people in the UK. - Investigate the future of the physical and human features of the rainforest and how these are changing. - Describe changes to the rainforest environment. - Suggest their own reasons for their views about the rainforest.
<p>Topic 2 – Spring Term 2 – The Romans are Coming (History Link) – Land Use and settlements</p> <p>NC Objective: The Roman Empire and its impact on Britain</p> <p>Recommended schemes: Historical Association, https://www.history.org.uk/primary/resource/9227 Key Stage History, https://www.keystagehistory.co.uk/Resources/P2-2r28.pdf</p>			
<p>Key Lines of Enquiry</p> <ul style="list-style-type: none"> ● What do these maps tell us about the Roman empire? ● What do we know about Roman roads? ● Why did the Roman Emperor Claudius leave hot sunny Italy to invade cold wet Britain? ● How were the Romans able to keep control over such a vast empire? ● What is the difference between a Roman town and a town in the UK today? 	<p>Geographical Study and Field Work</p> <ul style="list-style-type: none"> - Examine, question, analyse what is discovered using a range of evidence 	<p>Maps</p> <ul style="list-style-type: none"> - Read and use the symbols on a OS map 	<p>Knowledge and Understanding</p> <ul style="list-style-type: none"> - Recognise geographical patterns and identify through images - Understand why people choose to live in contrasting areas and settlements - Consider the future of some physical human features, based on understanding of the landscape of Roman Britain over time

Year 4



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	<u>Key Lines of Enquiry</u>	<u>Geographical Study and Field Work</u>	<u>Maps</u>	<u>Knowledge and Understanding</u>
Year 5	<p>Topic 1 – Spring Term 1 – Exploring Europe</p> <p>NC Objective: 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 Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region in a European country (Athens).</p> <p>Recommended schemes: Geographical Association Super Scheme ‘Looking at Europe’ https://www.geography.org.uk/Shop/Publication-series/Super-Schemes/SuperSchemes-12-Looking-at-Europe/9781843771456</p>			
	<p>Key Lines of Enquiry</p> <ul style="list-style-type: none"> ● What are the countries of the continent of Europe? ● What are the capital cities? ● Which continent is Russia a part of? ● What are the human and physical features of Athens, Greece? ● How does Athens compare to London? ● What is the culture of Athens like? ● What is the climate like in Athens? ● How does the climate compare to London? Why? ● How has Athens changed from Ancient Greek days? ● Which capital city would you prefer to visit or persuade someone else to visit? 	<p>Geographical Study and Field Work</p> <ul style="list-style-type: none"> - Use maps and secondary sources of information to learn about a locality (Athens) - Select and combine information from different sources. 	<p>Maps</p> <ul style="list-style-type: none"> - Use maps, atlases and globes to identify the continent of Europe, it’s countries (Inc Russia). - Use maps, atlases and globes to identify the location of Greece and Athens. - Use 4 figure grid references to locate London and Athens on a map. 	<p>Knowledge and Understanding</p> <ul style="list-style-type: none"> - Be able to answer questions about where different places are. - Describe a range of human and physical features in London and Athens. - Describe physical changes over time - Describe human changes over time
	<p>Topic 2 – Spring Term 2 – Our World, Northern and Southern Hemispheres, Arctic and Antarctic</p> <p>NC Objective: 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>Recommended schemes:</p>			
<p>Key Lines of Enquiry</p> <ul style="list-style-type: none"> ● Where are the North and South Poles? ● What types of ice formations would you find in these areas? ● Which countries lie within the Arctic circle? ● What do we know about this area? ● What can we learn about the life of a polar bear? ● What challenges do creatures in the Arctic and Antarctic face? ● What impact are humans having on the ice cap? 	<p>Geographical Study and Field Work</p> <ul style="list-style-type: none"> - Work out a journey time, using their knowledge of time zones - Collect statistics about people and places - Use a range of secondary resources - Use contents and index pages of an atlas 	<p>Maps</p> <ul style="list-style-type: none"> - Use maps, atlases and globes - Use and understand simple scale 	<p>Knowledge and Understanding</p> <ul style="list-style-type: none"> - Identify and describe what places are like - Identify how and why places have changed over time - Identify how physical processes can change environments - Describe and explain how places are similar to and different from other places elsewhere in the world - Recognise an environmental issue which can develop in an area 	



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Year 6	<p align="center">Topic 1 – Spring Term 1 – A Journey Through the Americas – Investigating Latitude and Longitude</p> <p>NC Objective: Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region in North or South America</p> <p align="center">Recommended schemes:</p>			
	<p>Key Lines of Enquiry</p> <ul style="list-style-type: none"> ● Where might Route 66 be? ● What is a continent? ● What is a borough? What is a state? What is the difference between these? ● What are the names of the countries of North America? ● Where are the countries located in North America on a map? ● Where can you identify some different climate zones in North America? ● Which climate can be compared in the Americas? ● Can children identify and describe some geographical features of North America? ● What are the names of some North/South American capital cities and match them to their countries? ● How many different languages are spoken in North/South America? 	<p>Geographical Study and Field Work</p> <ul style="list-style-type: none"> - Suggest relevant issues for further study - Collect statistics about people and places - Analyse data - population data - focus on similarity and difference 	<p>Maps</p> <ul style="list-style-type: none"> -Use 6 figure grid references 	<p>Knowledge and Understanding</p> <ul style="list-style-type: none"> - Recognise dependent links and relationships in both human and physical geography - Suggest how human activities can cause changes to environment and to the different view people hold
	<p align="center">Topic 2 – Summer Term 2 – Investigating Mitcham Town – Fieldwork Skills and Studies</p> <p>NC Objective: Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p> <p align="center">Recommended schemes:</p>			
<p>Key Lines of Enquiry</p> <ul style="list-style-type: none"> ● What are the local landmarks in this place? ● How do people use this landscape in different ways? ● Who lives here and what do they do? ● What types of transport links can we find? ● What evidence is there of connections to other places? ● What was this place like in the past? How and why is it changing? ● How is it similar or different to other localities that are being studied? 	<p>Geographical Study and Field Work</p> <ul style="list-style-type: none"> -Carefully select source of evidence - Annotate maps -Collect statistics about people and places -Set up a database from fieldwork and research -Analyse data - population data - focus on similarity and difference 	<p>Maps</p> <ul style="list-style-type: none"> -Use 6 figure grid references -Use a compass to follow a route 	<p>Knowledge and Understanding</p> <ul style="list-style-type: none"> -Suggest how activities can cause change to the environment and the different view people hold -Make a plausible case for environmental change 	