



# **Gledhow Primary School**

## **Geography curriculum**

### **expectations**



N-- What are my favourites? R-What makes me special?  Opportunities to explore people, culture and communities Nursery: Use senses in hands on exploration of natural materials.  Reception: Talk about Past and Present- Sense of place, families, comparing and contrasting. Recognising some environments are different from the ones in which they live. Harvest Festival.	EYFS HT2  N- What do I know about night time? R-Who lives in the woods?  Opportunities to explore people, culture and communities Nursery: explore natural materials indoors and outside.  Reception: Comparing and contrasting Christmas with other people around the world. Place Knowledge Geographical Skills and Fieldwork- describe their immediate environment using knowledge from observation, discussion, stories, non fiction texts and maps.	EYFS HT3  N- Who would I like to be? R- What's your superpower?  Opportunities to explore people, culture and communities Nursery: explore natural materials inside and outdoors.  Reception: Comparing and contrasting weather. Chinese New Year.	EYFS HT4  N-What can I see all around me? R- What changes happen in spring?  Opportunities to explore people, culture and communities Nursery: know that there are different countries in the world and talk about the differences.  Reception: Understand some important processes and changes in the natural world including the seasons. World Earth Day. Climate change-know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences.	EYFS HT5  N- How do I take care of me and my world? R- Who lived/lives on planet Earth?  Opportunities to explore people, culture and communities Nursery: Explore and respond to natural phenomena in the nursery setting. Begin to understand the need to respect and care for the natural environment and all living things.  Reception: Talk about ways to look after our planet, recycling and picking up litter, Explore the natural world around them.	EYFS HT6  N-What lives on land and what lives in the sea? R- Where can we go?  Opportunities to explore people, culture and communities Nursery: begin to understand the need to respect and care for the natural environment and all living things.  Reception: Use locational knowledge to discover where new year 1 classroom will be. Geographical Skills and Fieldwork- draw information from a simple map.
<u>Core knowledge developed by the end of the autumn term</u>		<u>Core knowledge developed by the end of the spring term</u>		<u>Core knowledge developed by the end of the summer term</u>	
<ul style="list-style-type: none"> <li>- People, Cultures and Communities</li> <li>- The Natural World</li> </ul> <ul style="list-style-type: none"> <li>• Nursery <ul style="list-style-type: none"> <li>• Begin to make sense of the world around them.</li> <li>• Explore how things work.</li> <li>• Begin to understand the need to respect and care for the natural environment and all living things.</li> <li>• Know that there are different countries in the world and talk about the differences they have seen in photos or experienced.</li> <li>• Talk about what they see, using a wide vocabulary.</li> </ul> </li> </ul> <p>Key Vocabulary: Winter, Spring, Autumn, Summer-</p> <p>Reception -Draw pictures of animals and plants found in the local woodland</p> <p>Recognise some similarities and differences between life in this country and life in other countries.</p> <p>Explore the natural world around them.</p> <p>Describe what they see, hear, touch, whilst outside.</p> <p>Recognise some environments are different to one in which they live.</p> <p>Understand the effect of changing seasons on the natural world around them.</p>		<p>Nursery-To be able to explore the natural world around them in the outdoor area, school grounds, woodland.</p> <ul style="list-style-type: none"> <li>- Plant seeds and care for growing plants</li> <li>- Understand the key features of a life cycle of a plant or animal</li> <li>- Show interest in different occupations.</li> </ul> <p>Key Vocabulary: Plant, seed, water, grow. Start, end.</p> <p>Reception- <ul style="list-style-type: none"> <li>• To be able to explore the natural world around them in the outdoor area, school grounds, woodland.</li> <li>• World Earth Day-</li> <li>• Be able to name some similarities and differences between the natural world around them and contrasting environments.</li> </ul> <p>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p> <p>Key vocabulary: Spring, seasons, change, year. Lifecycle, start, end, Similar and different</p> <p>*Some of these themes are continued throughout the year.</p> </p>		<p>Nursery- 3-4 Use all of their senses in hands on exploration of natural materials. Explore collections of materials with similar and/or different properties. Talk about what they see using a wider vocabulary.</p> <p>Key vocabulary: Animal, plant World, water, sea, land.</p> <p>Reception- People, culture and communities ELG Children at the expected level of development will: <ul style="list-style-type: none"> <li>• <i>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps</i></li> <li>• <i>Know some similarities and difference between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.</i></li> <li>• <i>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.</i></li> <li>• Draw information from a simple map</li> </ul> </p> <p>Key vocabulary: Plant, seed, bulb, soil, water, sunlight, bud Recycle Map, start, finish</p>	

<p>Key Vocabulary: Seasons vocabulary-Winter, Spring, Autumn, Summer Woodland vocabulary- tree, leaf, plant, woods</p> <p>*Some of these themes are continued throughout the year.</p>		<p>*Some of these themes are continued throughout the year.</p>
<p><b>Continuous Provision</b></p> <ul style="list-style-type: none"> <li><b>Nursery and Reception:</b></li> <li>Geography is brought into daily life in EYFS through daily routines, we want children to understand a 'sense of place', We don't always specifically 'teach' a geography lesson, but it is discreetly taught throughout the year and is cross curricular.</li> </ul> <p><b>Daily-</b></p> <ul style="list-style-type: none"> <li>Weather charts and discussions about the weather</li> <li>Noticing the weather outside</li> <li>Getting ready for outside play, difference between the clothing that we wear in different weather and seasons.</li> <li>Positional language- where to line up, who to sit next to where to put your whiteboards etc.</li> <li>Singing songs about places and seasons.</li> </ul> <p><b>Throughout the year-</b></p> <ul style="list-style-type: none"> <li>Noticing seasonal change linked to weather, day light, clothes, activities etc and how it affects the environment.</li> <li>Story maps</li> <li>Treasure hunts/ maps</li> <li>Positional language</li> <li>Seasonal change</li> <li>Weather changes/ different types of weather we experience</li> <li>Similarities and difference between our homes/ us/ what we do/ where we go</li> <li>Reading books and finding similarities and differences to where we live</li> <li>Obstacle courses to follow and give instructions including positional language and where to go</li> <li>Discussion around similarities and differences of people, places, objects etc.</li> </ul>	<p><b>Outdoor Learning</b></p> <p>Weather changes exploration of ice etc The clothes we wear outside linked to weather Treasure hunts Following own maps Positional language- obstacle course.</p>	<p><b>Vocabulary</b> See vocabulary for each term above.</p> <p><i>Plant, seed, bulb, soil, water, sunlight, bud</i> <i>Recycle</i> <i>Map, start, finish</i></p>

Year 1 HT1	Year 1 HT3	Year 1 HT5
Where do I live? How does it change?	What is great about Great Britain?	How is my country different to another place?
<p>NC: Locational Knowledge Human and Physical Geography Geographical skills and fieldwork</p> <p><b>Core knowledge</b> <b>By the end of unit, children will know:</b> To identify human and physical features. To be able to sort physical and human features To be able to recognise landmarks and human/physical features in our local environment. To be able to make a simple map and use symbols. To use aerial photographs to identify local landmarks school, church, houses, roads etc To use simple compass directions, directional and locational language. To use directional language to direct a beebot, left, right, forwards, backwards</p> <p><b>National curriculum aims covered:</b> Use basic geographical vocabulary to refer to key physical features including beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. Key human features including city, town, village, factory, farm, house, office, port. Shop and harbour. Use simple compass directions North, South, East and West and locational and directional language for example near, far, left and right. To describe the location of features and routes on a map.</p> <p><b>Recording expectations:</b> Task will either be completed in books (e.g sorting activities etc.) or recorded through a floor book activity (photos of practical lesson outdoors identifying features and directing a beebot) digimap printed aerial maps, objects from home/looking at primary sources etc) depending on the best way to achieve the learning challenge.</p> <p>At the end of the unit pupils will complete a double page spread answering the enquiry question using information from the super six key learning challenges as subheadings.</p> <p><b>End product-Create own map</b></p>	<p>NC: Place knowledge Locational Knowledge Geographical skills and fieldwork</p> <p><b>Core knowledge</b> <b>By the end of unit, children will know:</b> To have an awareness of the importance of World Earth Day To describe the location of London landmarks on an aerial map. To be able to talk about the capital city of Scotland, landmarks, flag, places of interest, language. To be able to talk about the capital city of Wales. landmarks, flag, places of interest, language. To be able to talk about the capital city of Northern Ireland. landmarks, flag, places of interest, language. To name the seas surrounding the British Isles, North Sea, Irish Sea, English Channel, Atlantic Ocean.</p> <p><b>National curriculum aims covered:</b> Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. Name and locate the world's seven continents and the five oceans. Place knowledge understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom. Human and physical geography- identify seasonal and daily weather patterns in the United Kingdom. Use basic geographical vocabulary to refer to key physical features including beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. Key human features including city, town, village, factory, farm, house, office, port. Shop and harbour. Geographical skills and fieldwork- 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><b>Recording expectations:</b> Task will either be completed in books (e.g labelling landmark, factfile activities etc.) or recorded through a floor book activity (photos of practical lessons of food tasting, dancing the ceilidh etc) printed maps, objects from home/looking at primary sources etc) depending on the best way to achieve the learning challenge.</p>	<p>NC: Locational Knowledge Place knowledge Geographical skills and fieldwork</p> <p><b>Core knowledge</b> <b>By the end of unit, children will know:</b> To identify key human and physical features of two contrasting places eg town and village. To recognise key landmarks in England and Australia. To recognise key Australian landmarks. To learn what life is like living in the Whitsundays. To explain the differences and similarities between Leeds and the Whitsundays. To make comparisons between England and Australia.</p> <p><b>National curriculum aims covered:</b> Use simple compass directions North, South, East and West and locational and directional language for example near, far, left and right. To describe the location of features and routes on a map. Place knowledge understand geographical similarities and differences through studying the human and physical geography of a small area in a contrasting non European country. Use basic geographical vocabulary to refer to key physical features including beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. Key human features including city, town, village, factory, farm, house, office, port. Shop and harbour. Geographical skills and fieldwork- 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. Human and physical geography- identify seasonal and daily weather patterns in the United Kingdom/Whit Sundays.</p> <p><b>Recording expectations:</b> Task will either be completed in books (e.g sorting landmark activities etc.) or recorded through a floor book activity, digimap printed maps depending on the best way to achieve the learning challenge.</p> <p>At the end of the unit pupils will complete a double page spread answering the enquiry question using information from the super six key learning challenges as subheadings.</p>

	<p>At the end of the unit pupils will complete a double page spread answering the enquiry question using information from the super six key learning challenges as subheadings.</p> <p>End product-Celebration of all the four countries of the UK through dance, food</p>	End product-Explorers Day
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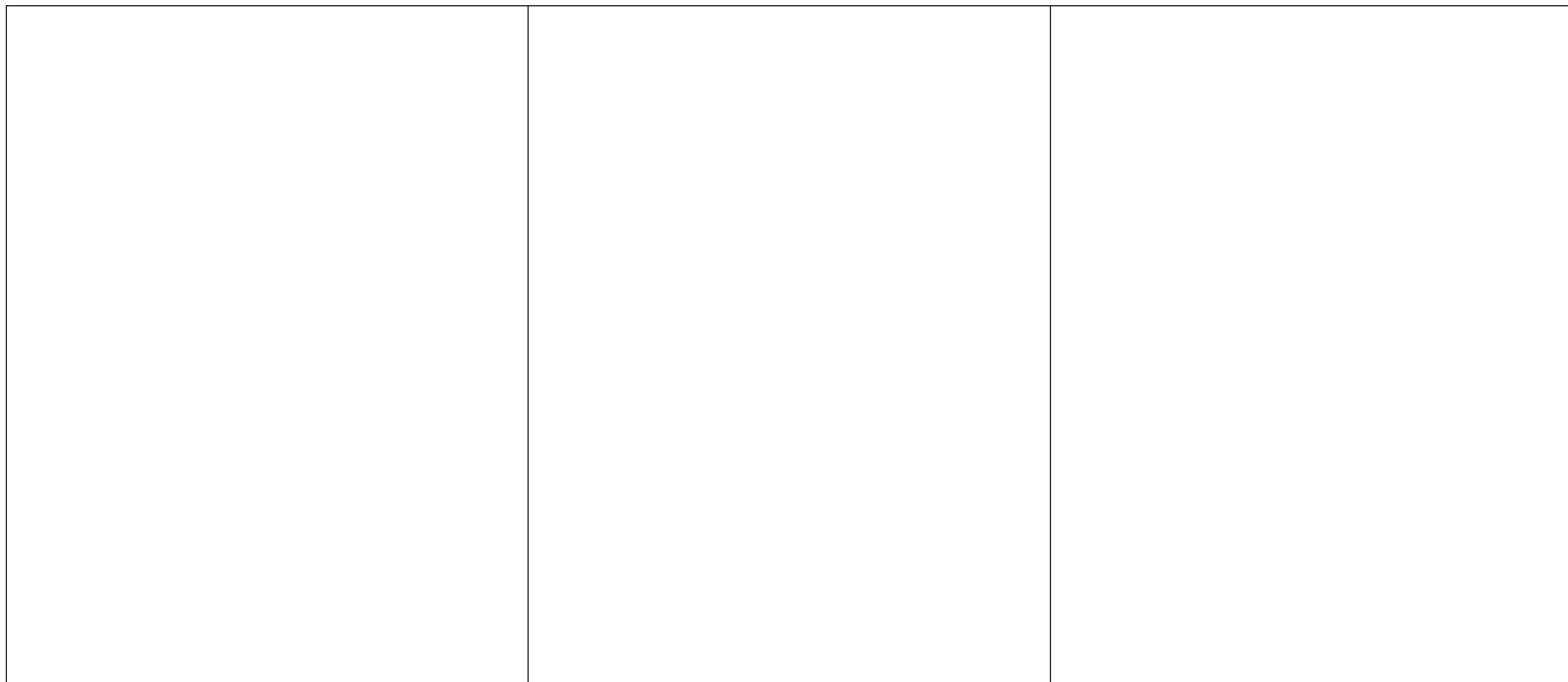


Year 2 HT1	Year 2 HT3	Year 2 HT5
<b>How have seaside towns developed?</b>  <b>NC: Human and Physical Geography</b>  <b>Core knowledge</b> <b>By the end of unit, children will know:</b> <i>To explore human features of seasides</i> - Seaside - A place by the sea, especially a beach area or holiday resort. A pier, lighthouse and beach huts are examples of some of the human features that can be found in coastal locations. <i>To explore physical features of seasides</i> . <i>To understand the difference between inland and coastal locations</i> - A beach, cliff and rock pools are examples of some of the physical features that can be found in coastal locations. The wind and waves cause changes to the coastline. A cliff is a steep wall of rock. <i>To explore what life is like in a seaside town.</i> We live inland, in the city Leeds. This is in the country England. Coast – A place where the land meets the sea. Some people visit coastal locations for a holiday, these people are called tourists. Whitby, Scarborough and Filey are coastal locations. <i>To identify physical and human features of the coast</i> - A beach, cliff and rock pools are examples of some of the physical features that can be found in coastal locations. A pier, lighthouse and beach huts are examples of some of the human features that can be found in coastal locations. The wind and waves cause changes to the coastline. <b>National curriculum aims covered:</b> Place knowledge understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom. Use basic geographical vocabulary to refer to key physical features including beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. Key human features including city, town, village, factory, farm, house, office, port. Shop and harbour.  <b>Recording expectations:</b> Task will either be completed in books (e.g labelling, factfile activities etc.) or recorded through a floor book activity (photos of practical lessons etc) printed maps, objects from home/looking at primary sources etc) depending on the best way to achieve the learning challenge.	<b>How different is the world around us?</b>  <b>NC: Place knowledge</b> <b>Geographical skills and fieldwork</b>  <b>Core knowledge</b> <b>By the end of unit, children will know:</b> To locate and name the oceans of the world- To know that there are 5 oceans of the world. Over 70% of the world's surface is ocean. Identify hot and cold places and locate them on a map- Locate the Equator and the North and South Poles on a map or globe. To recognise the features of hot and cold places.- To know that hot places are close to the equator To know that there are different animals living in different climates. To know that there are icebergs and snow in cold places. To know that there are cactus and sand in hot places. Identify animals that live in hot and cold places and recognise how they adapt- To know that animals adapt to their habitat To know how animals have adapted to living in cold and hot places To know that hot places are on or close to the equator To know cold places are furthest away from the equator. To know what you would see if you visited a hot/cold country. <b>National curriculum aims covered:</b> Name and locate the world's seven continents and five oceans. Locational knowledge-name, locate and identify characteristics of the United Kingdom and its surrounding seas. <b>Recording expectations:</b> Task will either be completed in books (e.g labelling, factfile activities etc.) or recorded through a floor book activity (photos of practical lessons etc) printed maps, objects from home/looking at primary sources etc) depending on the best way to achieve the learning challenge.  At the end of the unit pupils will complete a double page spread answering the enquiry question using information from the super six key learning challenges. <b>End product-postcard</b>	<b>What possibilities does London hold for us and our country?</b>  <b>NC: Locational knowledge</b> <b>Human and Physical Geography</b>  <b>Core knowledge</b> <b>By the end of unit, children will know:</b> To know where London is- Location of London on a map of the UK London is the capital of England. London is situated in the continent of Europe. Population of London is 8.1 million people. To recognise landmarks in London, know what a landmark is. What a skyscraper is. London has human and physical features. That London has different activities throughout the different seasons. A tourist is someone that is visiting a city to see the landmarks. To know the capital cities of the countries that Year 2 pupils are from. To know the populations and key information of one chosen capital city. Features of a capital city- A capital city is where the government is located. It is usually in the middle of a country. A capital city has a large population and businesses. <b>National curriculum aims covered:</b> Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom-London. Place knowledge understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom. Use basic geographical vocabulary to refer to key physical features including beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, <b>vegetation</b> , <b>season</b> and <b>weather</b> . Key human features including <b>city</b> , town, village, <b>factory</b> , farm, <b>house</b> , <b>office</b> , port, <b>Shop</b> and harbour.  <b>Recording expectations:</b> Task will either be completed in books (e.g labelling, factfile activities etc.) or recorded through a floor book activity (photos of practical lessons etc) printed maps, objects from home/looking at primary sources etc) depending on the best way to achieve the learning challenge.  At the end of the unit pupils will complete a double page spread answering the enquiry question using information from the super six key learning challenges.

<p>At the end of the unit pupils will complete a double page spread answering the enquiry question using information from the super six key learning challenges.</p> <p>End product-Visit to a man made seaside such as Hemsworth Water Park or create seaside experience.</p>		<p>End product- 3D models of London landmarks</p>
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Year 3 HT1	Year 3 HT3	Year 3 HT5
<p><b>How do people enjoy themselves in Leeds, Madrid and Asuncion?</b></p> <p>NC: Place Knowledge NC: Human and Physical Geography Locational knowledge</p> <p><b>Core knowledge</b> <b>By the end of unit, children will know:</b> To locate Leeds, Madrid and Asuncion on map and their landmarks- Madrid and Leeds are in Europe, (England and Spain) and Asuncion is in Paraguay, South America Daily life- that there are parallels between activities that take part in each city. Able to explain what activities people do in each of the 3 cities to enjoy themselves. Explore the climate of each city and how this affects daily life. - Know that the different climates in these 3 cities affects the behaviour and ways of life of people there. Classify different foods- that people in different cities enjoy different, traditional foods. To explain differences and celebrate differences, music and food.</p> <p><b>National curriculum aims covered:</b> Place knowledge- understand geographical similarities and differences through the study of human and physical geography of a region in a European country- Madrid. Place knowledge- understand geographical similarities and differences through the study of human and physical geography of a region in South America- Asuncion. Locational knowledge- Name and locate the worlds countries , using maps to focus on Europe and South America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities. Geographical skills and fieldwork- uses maps, atlases, globes/computer mapping to locate countries and describe features studied.</p> <p><b>Recording expectations:</b> Task will either be completed in books (e.g Oddizzi quizzes, labelling, factfile activities etc.) or recorded through a floor book activity (photos of practical lessons etc) printed maps, objects from home/looking at primary sources etc) depending on the best way to achieve the learning challenge.</p> <p>At the end of the unit pupils will complete a double page spread answering the enquiry question using information from the super six key learning challenges.</p> <p><b>End product-</b> Video link with a resident in Asuncion. Celebration of the 3 countries through music, food, artwork.</p>	<p><b>How important are places like Gledhow Woods in protecting the future of our planet?</b></p> <p>NC: Human and Physical Geography Locational knowledge Place knowledge</p> <p><b>Core knowledge</b> <b>By the end of unit, children will know:</b> To say how land is used in my local area.- Gledhow is close to Leeds city centre. Gledhow has a range of areas of interest including woods, parks, shops, schools and transportation. To explain location features in the local area- Gledhow has preserved natural features such as parks and Gledhow valley Woods. It also has physical manmade features that support housing and education. Gledhow Valley Woods are important to sustain local flora and fauna. How my local area has changed over time. Compare and contrast -increase in physical features since 1890. How can we protect Gledhow Valley woods? Use geographical vocabulary to explain human and physical features (beck) of the local area,</p> <p><b>National curriculum aims covered:</b> Geographical skills and fieldwork- uses maps, atlases, globes/computer mapping to locate countries and describe features studied. 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. Locational knowledge- Name and locate counties of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topical features including hills, land use patterns and understand how some of these aspects have changed over time. Place knowledge- understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom- Gledhow Valley Woods.</p> <p><b>Recording expectations:</b> Task will either be completed in books (e.g Oddizzi quizzes, labelling, factfile activities etc.) or recorded through a floor book activity (photos of practical lessons etc) printed maps, objects from home/looking at primary sources etc) depending on the best way to achieve the learning challenge.</p>	<p><b>How does a volcano form and develop?</b></p> <p>NC: Human and Physical Geography</p> <p><b>Core knowledge</b> <b>By the end of unit, children will know:</b> Name the layers that make up the Earth. Name the key parts of a volcano Show where most volcanoes are found. Explain how to keep safe during an earthquake. Describe a Tsunami. Describe the damage caused by a Tsunami. Explain how tornados form. Describe how scientists collect data about storms.</p> <p><b>National curriculum aims covered:</b> Locational knowledge- Name and locate the worlds countries , using maps to focus on Europe and South America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities- volcanoes and Tsunamis. Human and physical geography-describe and understand key aspects of physical geography including volcanoes and earthquakes.</p> <p><b>Recording expectations:</b> Task will either be completed in books (e.g Oddizzi quizzes, labelling, factfile activities etc.) or recorded through a floor book activity (photos of practical lessons etc) printed maps, objects from home/looking at primary sources etc) depending on the best way to achieve the learning challenge.</p> <p>At the end of the unit pupils will complete a double page spread answering the enquiry question using information from the super six key learning challenges.</p> <p><b>End product-</b> Construct a 3D model volcano.</p>

	End product-Factfile/ video message of importance of Gledhow Valley Woods-share with parents?	
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Year 4 HT1	Year 4 HT3	Year 4 HT5
<p><b>How does Malham compare to Leeds?</b></p> <p><b>NC: Human and Physical Geography</b></p> <p><b>Core knowledge</b></p> <p><b>By the end of unit, children will know:</b></p> <p>A river is a natural flowing watercourse, usually freshwater, flowing towards an ocean, sea, lake or another river.</p> <p>A source of a river is where the river begins high in the mountains or hills.</p> <p>The mouth of a river is where the river joins an ocean, sea or large lake.</p> <p>Erosion is rivers wearing away at the land as they flow over and through it. It is where something wears away or breaks down.</p> <p>When a river is travelling very fast, it has more energy and so can erode more.</p> <p>The water moves the fastest on the outside of a bend and this is where the water will be the deepest as more erosion is taking place.</p> <p>The water moves more slowly on the inside of the bend, so deposition takes place. The river is shallowed because more material is dropped off. This takes even more of the river's energy away.</p> <p>Located in Yorkshire, England, the River Aire is 148 km (92 miles) long. It begins at Malham Tarn in North Yorkshire, and it flows into the River Ouse at Airmyn (East Riding, Yorkshire).</p> <p>A flood is when a river's waters spill over its banks, which is the sides of the river and spreads out over the surrounding area.</p> <p>Flooding can be positive as it is very important for the surrounding land and its nutrients. It makes the soil very rich and fertile.</p> <p>Flooding can be negative as homes are destroyed and people can lose their lives.</p> <p><b>National curriculum aims covered:</b></p> <p>Geographical skills and fieldwork-uses 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- Whitby and the wider world.</p> <p>Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs and digital technologies.</p> <p>Locational knowledge-Name and locate counties of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topical features including hills, mountains, coasts and rivers and land use patterns and understand how some of these aspects have changed over time.</p> <p>Place knowledge- understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom.</p> <p>Describe and understand key aspects of physical geography- rivers.</p> <p><b>Recording expectations:</b></p> <p>Task will either be completed in books (e.g Oddizzi quizzes, labelling, factfile activities etc.) or recorded through a floor book activity (photos of practical experiences such as traffic survey) depending on the best way to achieve the learning challenge.</p>	<p><b>How does our area change?</b></p> <p><b>NC: Human and Physical Geography</b></p> <p><b>Locational Knowledge</b></p> <p><b>Core knowledge</b></p> <p><b>By the end of unit, children will know:</b></p> <p>Leeds is in West Yorkshire and is predominately a built up city. Gledhow is a residential area and has changed to meet the demands for housing over time. Traffic causes air pollution which is bad for environment. Simple changes can be made to reduce pollution in area, such as walking to school or using public transport.</p> <p>Campaigns are made, a problem must be identified and evidence gathered. Campaigns rely on facts to prove argument in question.</p> <p>Recognise that before campaigns are made, a problem must be identified and evidence gathered. Campaigns rely on facts to prove argument in question.</p> <p>Greta Thunberg is a campaigner for Climate Change. She wants to make changes to make the world a better place for everyone. A campaign is a series of planned actions carried out in order to reach a particular goal.</p> <p><b>National curriculum aims covered:</b></p> <p>Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs and digital technologies.</p> <p>Human and physical geography-describe and understand key aspects of physical geography including climate.</p> <p>Human geography describe and understand economic activity- traffic effects on environment.</p> <p><b>Recording expectations:</b></p> <p>Task will either be completed in books (e.g Oddizzi quizzes, labelling, factfile activities etc.) or recorded through a floor book activity (photos of practical experiences such as traffic survey) depending on the best way to achieve the learning challenge.</p> <p>At the end of the unit pupils will complete a double page spread answering the enquiry question using information from the super six key learning challenges.</p> <p><b>End product-Children will write/video their own campaign regarding pollution based on traffic survey outside the school premises.</b></p>	<p><b>Could you aim to climb a mountain?</b></p> <p><b>NC: Geographical skills and Fieldwork</b></p> <p><b>Place Knowledge</b></p> <p><b>Human and Physical Geography</b></p> <p><b>Core knowledge</b></p> <p><b>By the end of unit, children will know:</b></p> <p>Not all mountains look the same.</p> <p>Identify a valley and the summit, foot and slope of a mountain.</p> <p>Identify an outcrop, a ridge, the tree and snow line.</p> <p>Identify a plateau.</p> <p>Mountains form in 5 different ways by slow but gigantic movements of the earth's crust. Sometimes the crust smashes together, buckles or breaks into huge blocks. Sometimes magna or erosion force mountains to form.</p> <p>It is important to plan and use a map before embarking on a mountain climb to find the safest route. It will take resilience and perseverance.</p> <p>The names of the Seven Summits- Mountain Everest 8,850m, Aconcagua 6,959m, Mount McKinley (Denali) 6194m, Kilimanjaro 5,895m, Mount Elbrus 5,642m, Vinson Massif 4,897m, Mount Kosciuszko 4,884m (Carstensz Pyramid).</p> <p>The names of the 7 continents- Asia, South America, North America, Africa, Europe, Antarctica and Australia.</p> <p>There are advantages and disadvantages to living on a mountain. Tourism has economic, social and environmental impact e.g social- more friends, economic- more money spent on resources, environmental- less space, increased noise.</p> <p><b>National curriculum aims covered:</b></p> <p>Human and physical geography-describe and understand key aspects of physical geography including mountains.</p> <p>Locational knowledge- name and locate counties of the United Kingdom, geographical regions and their human and physical characteristics, key topographical features including hills, mountains and land use patterns and understand how some of these aspects have changed over time.</p> <p>Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs and digital technologies.</p> <p><b>Recording expectations:</b></p> <p>Tasks will either be completed in books (e.g Oddizzi quizzes, Ipad video, labelling, factfile activities etc.) or recorded through a floor book activity (photos of practical experiences such as the practical experience of climbing a mountain!!) depending on the best way to achieve the learning challenge.</p> <p>At the end of the unit pupils will complete a double page spread answering the enquiry question using information from the super six key learning challenges.</p>

<p>experiences whilst on residential) printed maps) depending on the best way to achieve the learning challenge.</p> <p>At the end of the unit pupils will complete a double page spread answering the enquiry question using information from the super six key learning challenges.</p> <p><b>End product- Write a report.</b> <b>Experience of Malham as a residential visit.</b></p>		<p><b>End product- Children will have climbed Pen-Y Ghent!</b></p>
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Year 5 HT1	Year 5 HT3	Year 5 HT5
<p><b>What is marvellous about maps?</b></p> <p>NC: Geographical skills and Fieldwork Place knowledge Locational Knowledge</p> <p><b>Core knowledge</b> By the end of unit, children will know: There are many different types of maps which are used for different purposes. Symbols are used on a map 6 figure Ordnance survey grid references are used to locate a place of interest on a map. Compass points-North East, East, South East, South, South West, West, North West Brown contour lines on a map show the height, shape and relief of the land.</p> <p><b>National curriculum aims covered:</b> Geographical skills and fieldwork-uses 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.</p> <p><b>Recording expectations:</b> Task will either be completed in books (e.g Oddizzi quizzes, labelling, factfile activities etc.) or recorded through a floor book activity (photos of practical experience of constructing a model with contour lines.) printed maps) depending on the best way to achieve the learning challenge.</p> <p>At the end of the unit pupils will complete a double page spread answering the enquiry question using information from the super six key learning challenges.</p> <p><b>End product- model showing contour lines.</b></p>	<p><b>What are the historical and modern connections between Leeds and the Caribbean?</b></p> <p>NC: Human and Physical Geography</p> <p><b>Core knowledge</b> By the end of unit, children will know: About the transatlantic slave trade, linking Leeds and Barbados. Locate the Caribbean on a world map. Understand that the Caribbean is a collection of islands. Able to name and locate some of the islands. Understand what physical geography is. Describe some of the varied landforms found in the Caribbean. Use resources to research and locate some of these landforms. Explain the difference between weather and climate. Explain what the climate of the Caribbean is like. Use given data and other information to further their knowledge and understanding of the Caribbean climate. Identify ways that the physical geography of the Caribbean affects the human geography. Identify ways that the history of the Caribbean affects the human geography. Describe some different aspects of Caribbean culture. Explain what tourism is. Identify some of the popular tourist attractions in the Caribbean. Understand some of the advantages and disadvantages of tourism. Children can explain some of the history of the Lascelles family, the origins of Harewood House, and its connection to the Transatlantic Slave Trade and the British Empire. Children can explain how the family accumulated vast wealth through their colonial networks and links to the Transatlantic Slave Trade. Children can use nineteenth century maps and source materials to learn about the Family's sugar plantations in Barbados and Britain's extensive ties to the Transatlantic Slave Trade. Children can explain the exploitation of enslaved people working in such conditions, their acts of resistance and the extent of the Lascelles' ties to the trade. Children can explain why knowing this is still relevant today.</p> <p><b>National curriculum aims covered:</b> Human and Physical geography- including distribution of natural resources including energy, water Physical geography including climate zones. Locational knowledge of place. Climate change.</p> <p><b>Recording expectations:</b> Task will either be completed in books (e.g Oddizzi quizzes, labelling, factfile activities, Digimaps etc.) or recorded through a floor book activity, printed maps depending on the best way to achieve the learning challenge.</p>	<p><b>Why is the Earth so angry?</b></p> <p>NC: Human and Physical Geography Locational knowledge</p> <p><b>Core knowledge</b> By the end of unit, children will know: The Earth's surface is cracked into large pieces called tectonic plates. Tectonic plates slowly move, creating mountains, islands and even re-arranging continents. The Earth is made up of tectonic plates which move over time The Earth was connected in a single continent called Pangea. We know this due to evidence collected from the location of fossils. The Earth is made up of layers: crust, mantle, outer core and inner core The process of heat rising and cooling (convection) causes the plates to move. There are three different ways plates can move: Convection, Divergent and Transform movement. Buildings close to volcanoes use stone materials Wide based, low buildings with deep foundations are better at withstanding earthquakes. Earthquakes cause social effects, economic and environmental effects. Japan's worst earthquake was Tohoku on March 11<sup>th</sup> 2012 Some high-tech skyscrapers can sway on purpose to withstand earth quakes. Shutters and storm shelters are used in areas where tornados strike</p> <p><b>National curriculum aims covered:</b> Human and Physical geography- including distribution of natural resources including energy, water, climate zones, biomes and vegetation belts, volcanoes and earthquakes Physical geography including climate zones, volcanoes and earthquakes. Geographical skills and fieldwork-uses maps, atlases globes and digital/computer mapping to locate countries and describe features studied- Japan.</p> <p><b>Recording expectations:</b> Task will either be completed in books (e.g Oddizzi quizzes, labelling, factfile activities, Digimaps etc.) or recorded through a floor book activity, printed maps depending on the best way to achieve the learning challenge.</p> <p>At the end of the unit pupils will complete a double page spread answering the enquiry question using information from the super six key learning challenges.</p> <p><b>End product- Children create a news report video about the Tohoku earthquake.</b></p>

<p>carnival, printed maps) depending on the best way to achieve the learning challenge.</p> <p>At the end of the unit pupils will complete a double page spread answering the enquiry question using information from the super six key learning challenges.</p> <p><b>Link to Leeds Caribbean Carnival.</b></p> <p>End product- Harewood House Workshop</p>	
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Year 6 HT1	Year 6 HT3	Y6 HT5
<p><b>How does Whitby meet people's needs?</b></p> <p>NC: Human and Physical Geography  Geographical skills and fieldwork  Place knowledge</p> <p><b>Core knowledge</b></p> <p><b>By the end of unit, children will know:</b></p> <p>To locate the region of Whitby and local area in relation to other places</p> <p>To use an aerial image to describe the key physical and human features of Whitby and local area.</p> <p>To understand local, regional, national and international links to Whitby.</p> <p>To identify the principal features of a region within the UK</p> <p>To locate key sites on a regional map</p> <p>To use scale on a map to measure approximate distances.</p> <p>To use distance and compass points to identify the approximate location of a place.</p> <p>How Whitby has changed over time and what it will look like in the future.</p> <p>How Whitby met people's needs in the past.</p> <p>What factors may make Whitby change such as erosion.</p> <p>How Whitby meets people's needs in tourism.</p> <p>To consider how a region can meet the needs of its population  To identify key human needs and processes</p> <p>To gather evidence through urban fieldwork of how a region is meeting people's needs.</p> <p>To annotate an Ordnance Survey/Digimaps map to accurately locate specific sites.</p> <p>To create symbols and a key for a simple land use map.</p> <p>To create accurate six-figure grid references for specific sites in Whitby.</p> <p>Communicate geographical information about the region, using maps and writing at length.</p> <p><b>National curriculum aims covered:</b></p> <p>Geographical skills and fieldwork- uses maps, atlases, globes/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- Whitby and the wider world.</p> <p>Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs and digital technologies.</p>	<p><b>. What and where are the Earth's main climate zones and why are they changing?</b></p> <p>NC: Human and physical Geography</p> <p><b>Core knowledge</b></p> <p><b>By the end of unit, children will know:</b></p> <p>There are 5 main climate zones: polar, temperate, Mediterranean, arid and tropical.</p> <p>The equator is an imaginary line that runs around the centre of the earth. Above it is the Northern Hemisphere and below is the Southern hemisphere. Lines of longitude run from north to south and show how far east or west a place is from the equator. Lines of latitude run around the earth and show far north or south a place is. The meeting point of the line of latitude and longitude is a coordinate and is measured in degrees, with Greenwich Meridian in London being 0.</p> <p>A biome is an ecosystem of animals and plants that live together. There are 8 main types: rainforest, savannah, desert, Mediterranean, temperate, grasslands, taiga, tundra.</p> <p>'Amazon' can refer to a river, river basin or rainforest region and is located within South America. It spans 9 countries: Brazil, Bolivia, Peru, Ecuador, Colombia, Venezuela, Guyana, French Guiana and Suriname.</p> <p>The Amazon biome is home to 30% of all plant, animal and insect species on Earth.</p> <p>The climate of the world is changing. This is causing temperatures to rise and ice to melt. Climate change is closely linked to human actions, including the increase in harmful gases and waste materials.</p> <p>Deforestation of the Amazon rainforest is a contributing factor to climate change.</p> <p><b>National curriculum aims covered:</b></p> <p>Human and physical geography including climate zones, biomes, Locational knowledge- locating and using maps- South America concentrating on their environmental regions, key and physical characteristics, countries and major cities.</p> <p>Place knowledge- understand geographical similarities and differences through a study of human and physical geography of a region within South America.</p> <p>Geographical skills and fieldwork- uses maps, atlases, globes/computer mapping to locate countries and describe features studied.</p> <p><b>Recording expectations:</b></p> <p>Task will either be completed in books (e.g Oddizzi quizzes, labelling, factfile activities etc.) or recorded through a floor book activity (video/photos of practical experience of a debate.) printed maps) depending on the best way to achieve the learning challenge.</p>	<p><b>How does North America compare to England?</b></p> <p>NC: Human and Physical Geography  Geographical skills and fieldwork  Place knowledge</p> <p><b>Core knowledge</b></p> <p><b>By the end of unit, children will know:</b></p> <p>Locate North America on a world map and explore the landscape.</p> <p>Identify the position and significance of lines of latitude including the Equator, and the tropics of Cancer and Capricorn.</p> <p>Identify countries within North America and the states within the USA.</p> <p>Explore the physical geography of the Rockies.</p> <p>Describe the physical geography of Mount St Helens and the impact it has had on the surrounding areas.</p> <p>Compare the landscapes of different US states-Louisiana and Mississippi.</p> <p>Compare New York state, New York City and England.</p> <p><b>National curriculum aims covered:</b></p> <p>Locate the world's countries, using maps to focus on North America, concentrating on its environmental regions, key physical and human characteristics, countries and major cities.</p> <p>Identify the position and significance of latitude, longitude and time zones including day and night.</p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>Describe and understand key aspects of physical geography including vegetation belts, climate zones, biomes, rivers, mountains, volcanoes, rivers 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 food, energy, minerals and water.</p> <p><b>Recording expectations:</b></p> <p>Task will either be completed in books (e.g Oddizzi quizzes, labelling, factfile activities etc.) or recorded through a floor book activity (video/photos of practical experience of a debate.) printed maps) depending on the best way to achieve the learning challenge.</p> <p>At the end of the unit pupils will complete a double page spread answering the enquiry question using information from the super six key learning challenges.</p>

<p>Name and locate counties of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topical features including hills, mountains, coasts and rivers and land use patterns and understand how some of these aspects have changed over time.</p> <p><b>Recording expectations:</b> Task will either be completed in books (e.g Oddizzi quizzes, labelling, factfile activities etc.) or recorded through a floor book activity (video/photos of practical experiences of trip to Whitby.) printed Digimaps) depending on the best way to achieve the learning challenge.</p> <p>At the end of the unit pupils will complete a double page spread answering the enquiry question using information from the super six key learning challenges.</p> <p>End product- Whitby visit and extended writing about Whitby.</p>	<p>experience of a debate.) printed maps) depending on the best way to achieve the learning challenge.</p> <p>At the end of the unit pupils will complete a double page spread answering the enquiry question using information from the super six key learning challenges.</p> <p><b>End product- Children will debate about deforestation. Children will make own biomes in a bottle.</b></p>	<p><b>End product- Children to write a persuasive letter explaining which state would be best to live in</b></p>
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