

**Curriculum Map – Geography**

Year R– building on understanding the World around them and starting school			
Topic and Coverage	Starting School (my immediate environment)	Our Marvellous Market Town – Corsham (my local environment)	Journeys (UK / Europe)
CPD Training	<p><b>Overarching principles of EYFS:</b></p> <ul style="list-style-type: none"> <li>Every child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured</li> <li>Children learn to be strong and independent through positive relationships</li> <li>Children learn and develop well in enabling environments with teaching and support from adults, who respond to their individual interests and needs and help them to build their learning over time. Children benefit from a strong partnership between practitioners and parents and/or carers.</li> <li>Importance of learning and development. Children develop and learn at different rates. The framework covers the education and care of all children in early years provision, including children with special educational needs and disabilities (SEND).</li> </ul> <p><b>Understanding the World</b></p> <ul style="list-style-type: none"> <li>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, non-fiction, 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.</li> </ul>		
Disciplinary Knowledge	<p><b>I am thinking like a Geographer...</b></p> <ul style="list-style-type: none"> <li>I can ask simple geographical ‘where?’, ‘what?’ and ‘who?’ questions about the world and their environment e.g. Who are the people I know at school and what do they do? What colours tell me it is Autumn? Where do I go in school to eat my lunch? How do I get there?</li> </ul>	<p><b>I am thinking like a Geographer...</b></p> <ul style="list-style-type: none"> <li>I can ask simple geographical ‘where?’, ‘what?’ and ‘who?’ questions about the world and their environment e.g. Where do I live? What type of building and where? Where do my friends and family live? How are they the same and how are they different?</li> </ul>	<p><b>I am thinking like a Geographer...</b></p> <ul style="list-style-type: none"> <li>I can ask simple geographical ‘where?’, ‘what?’ and ‘who?’ questions about the world and their environment e.g. Where have I been on holiday? How did I get there? What journeys do I do every day?</li> </ul>
ELG Goal	<p><b>People, Culture and Communities</b></p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps – <a href="#">link to story books, walk of the classroom, school, welly walk of school grounds, focus on vocabulary and talk, home corner theme to support learning</a></li> </ul> <p><b>The Natural World</b></p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. – <a href="#">Autumn / Winter</a> Videos to support Autumn learning can be found <a href="https://www.bbc.co.uk/cbeebies/search?q=autumn&amp;page=1">https://www.bbc.co.uk/cbeebies/search?q=autumn&amp;page=1</a> Videos to support Winter learning can be found <a href="https://www.bbc.co.uk/cbeebies/search?q=winter&amp;page=1">https://www.bbc.co.uk/cbeebies/search?q=winter&amp;page=1</a></li> </ul>	<p><b>The Natural World</b></p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>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 – <a href="#">Towns, Cities and the Countryside</a> Videos to support learning about towns <a href="https://www.bbc.co.uk/cbeebies/search?q=towns&amp;page=1">https://www.bbc.co.uk/cbeebies/search?q=towns&amp;page=1</a> Videos to support learning about cities <a href="https://www.bbc.co.uk/cbeebies/search?q=city&amp;page=1">https://www.bbc.co.uk/cbeebies/search?q=city&amp;page=1</a> Videos to support learning about the countryside <a href="https://www.bbc.co.uk/cbeebies/search?q=countryside&amp;page=1">https://www.bbc.co.uk/cbeebies/search?q=countryside&amp;page=1</a></li> <li>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. – <a href="#">Winter /Spring</a> Videos to support Winter learning can be found <a href="https://www.bbc.co.uk/cbeebies/search?q=winter&amp;page=1">https://www.bbc.co.uk/cbeebies/search?q=winter&amp;page=1</a> Videos to support Spring learning can be found <a href="https://www.bbc.co.uk/cbeebies/search?q=spring&amp;page=1">https://www.bbc.co.uk/cbeebies/search?q=spring&amp;page=1</a></li> </ul>	<p><b>People, Culture and Communities</b></p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>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. <a href="#">Life in UK compared to other countries in the world focus on famous landmarks</a> <a href="#">England ‘Stonehenge’ – Go Jettors</a> <a href="https://www.bbc.co.uk/iplayer/episode/b06mz86n/go-jettors-series-1-3-stonehenge-england?seriesId=b0611w5z&amp;page=1">https://www.bbc.co.uk/iplayer/episode/b06mz86n/go-jettors-series-1-3-stonehenge-england?seriesId=b0611w5z&amp;page=1</a> <a href="#">England ‘Big Ben’ – Go Jettors</a> <a href="https://www.bbc.co.uk/iplayer/episode/b07grqhq/go-jettors-series-1-26-big-ben-england?seriesId=b0611w5z&amp;page=1">https://www.bbc.co.uk/iplayer/episode/b07grqhq/go-jettors-series-1-26-big-ben-england?seriesId=b0611w5z&amp;page=1</a> <a href="#">France ‘The Eiffel Tower’ – Go Jettors</a> <a href="https://www.bbc.co.uk/iplayer/episode/b06mz6f7/go-jettors-series-1-1-the-eiffel-tower-france">https://www.bbc.co.uk/iplayer/episode/b06mz6f7/go-jettors-series-1-1-the-eiffel-tower-france</a> <a href="#">Italy ‘The Leaning Tower of Pisa’ – Go Jettors</a> <a href="https://www.bbc.co.uk/iplayer/episode/b074vzz6/go-jettors-series-1-12-the-leaning-tower-of-pisa-italy?seriesId=b0611w5z&amp;page=1">https://www.bbc.co.uk/iplayer/episode/b074vzz6/go-jettors-series-1-12-the-leaning-tower-of-pisa-italy?seriesId=b0611w5z&amp;page=1</a></li> </ul> <p><b>The Natural World</b></p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. – <a href="#">Summer</a> Videos to support Summer learning can be found <a href="https://www.bbc.co.uk/cbeebies/search?q=summer&amp;page=1">https://www.bbc.co.uk/cbeebies/search?q=summer&amp;page=1</a></li> </ul>

Story Book link	<ul style="list-style-type: none"> <li>• Harry and the Dinosaurs go to School by Ian Whybrow</li> <li>• I am Too Absolutely Small for School by Lauren Child</li> <li>• Topsy and Tim Start School by Jean Adamson</li> <li>• GOODBYE SUMMER, HELLO AUTUMN BY KENARD PAK</li> <li>• RED LEAF, YELLOW LEAF BY LOIS EHLERT</li> </ul>	<ul style="list-style-type: none"> <li>• The Jolly Postman by Ahlbergs</li> <li>• The Smartest Giant in Town by Julia Donaldson</li> <li>• National Trust: Big Outdoors for Little Explorers: Countryside</li> <li>• I Definitely Don't Like Winter by Fiona Barker</li> <li>• Winter by Gerda Muller</li> </ul>	<ul style="list-style-type: none"> <li>• This is London (This Is . . .) by Miroslav Sasek</li> <li>• Charlie and Lola: We Completely Must Go to London by Lauren Child</li> <li>• All Aboard in Paris: A French Primer by Haily Meyers (Author), Kevin Meyers</li> </ul>
Geographical Vocabulary	House, bungalow, flat, church, street, left, right, school, teacher, caretaker, cleaner, Head Teacher, forwards, backwards, above, under, traffic lights, roundabout, zebra crossing, tunnel, bridge, map	House, bungalow, flat, church, street, left, right, school, teacher, caretaker, cleaner, Head Teacher, forwards, backwards, above, under, traffic lights, roundabout, zebra crossing, tunnel, bridge, map, Police Officer, Fire Fighter, Paramedic, Nurse, Doctor, Dentist	House, bungalow, flat, church, street, left, right, school, teacher, caretaker, cleaner, Head Teacher, forwards, backwards, above, under, traffic lights, roundabout, zebra crossing, tunnel, bridge, map, Police Officer, Fire Fighter, Paramedic, Nurse, Doctor, Dentist, Stonehenge, Big Ben, Eiffel Tower, Leaning Tower of Pisa, aeroplane, train, boat, ferry, car, pilot, captain, Driver, near, far, sea, sky
Trips / Visitors / Enrichment/ Links	<p>Visitors from school community to visit the class e.g. Miss McLoughlin (EHT), Mrs Courtney (HoS), Mrs Minty (AHT), Miss Evans (School Cook), Mrs White (Meerkatz), Mr Newstead (Caretaker)</p> <p>Website link to starting school</p> <ul style="list-style-type: none"> <li>• Starting School with Carrie (Radio) <a href="https://www.bbc.co.uk/cbeebies/radio/starting-school">https://www.bbc.co.uk/cbeebies/radio/starting-school</a></li> <li>• Time for School (video) <a href="https://www.bbc.co.uk/iplayer/episode/m0007n4c/time-for-school-series-3-1-first-day-at-school">https://www.bbc.co.uk/iplayer/episode/m0007n4c/time-for-school-series-3-1-first-day-at-school</a></li> <li>• Let's Make Friends song <a href="https://www.bbc.co.uk/iplayer/episode/p07jt28y/time-for-school-songs-lets-make-friends">https://www.bbc.co.uk/iplayer/episode/p07jt28y/time-for-school-songs-lets-make-friends</a></li> <li>• Lunch song <a href="https://www.bbc.co.uk/iplayer/episode/p07jt41f/time-for-school-songs-lunch">https://www.bbc.co.uk/iplayer/episode/p07jt41f/time-for-school-songs-lunch</a></li> </ul>	Visit from Police / Fire Service / Doctor / Nurse / Dentist / Optician / librarian – important members of our community	Visit from Pilot / Train Driver / Travel Agent to discuss travel around the world
Community Engagement	Time for School 'Remembrance' (video) <a href="https://www.bbc.co.uk/iplayer/episode/m00086xw/time-for-school-series-3-19-remembrance">https://www.bbc.co.uk/iplayer/episode/m00086xw/time-for-school-series-3-19-remembrance</a>	Where have we been on holiday?	Any families from France / Italy to visit and talk about their home country
Cross Curricular Link - Computing	<p><b>New EYFS Curriculum – no reference to technology/IT.</b></p> <ul style="list-style-type: none"> <li>• <b>Past objectives</b> - Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.</li> </ul> <p><b>Key Skills – Video and photography art</b></p> <ul style="list-style-type: none"> <li>• I know the difference between a photography and video.</li> <li>• I can record a short film using the camera</li> <li>• I can record and play a film</li> <li>• I can watch films back</li> <li>• I can take a photograph</li> <li>• I can take a photograph and use it in an app</li> <li>• I can use a painting app and explore the paint and brush tools</li> </ul>	N/A	N/A

**Curriculum Map – Geography**

Year 1 – building on understanding the World around them, the Natural World and People and Place from EYFS			
Topic and Coverage	Barnaby Bear Travels through the United Kingdom (UK countries and cities)	Ahoy there, Pirates! (West Country UK / North America / World Wide)	The World Around Me – Africa to the Arctic (Africa / Arctic)
CPD Training	<p><b>All of the below to be taught with focus on:</b></p> <ul style="list-style-type: none"> <li>• Pupils should develop knowledge about the world, the United Kingdom and their locality.</li> <li>• Pupils should understand basic subject-specific vocabulary relating to human and physical geography to ensure understanding and that they can be used in meaningful context</li> <li>• Pupils should begin to use geographical skills, including first-hand observation, to enhance their locational awareness.</li> <li>• Teaching to the misconceptions – use of formative assessment to address misconceptions before they become embedded</li> <li>• Teaching to ensure we secure knowledge for future learning i.e. double page spread and recall from memory</li> </ul>		
Disciplinary Knowledge	<p><b>I am thinking like a Geographer...</b></p> <ul style="list-style-type: none"> <li>• I can ask simple geographical ‘where?’, ‘what?’ and ‘who?’ questions about the world and their environment e.g. what is it like to live in this country? Which major landmark are found in this country?</li> </ul>	<p><b>I am thinking like a Geographer...</b></p> <ul style="list-style-type: none"> <li>• I can ask simple geographical ‘where?’, ‘what?’ and ‘who?’ questions about the world and their environment e.g. what are the names of the continents? Where can you find them on the map / globe?</li> </ul>	<p><b>I am thinking like a Geographer...</b></p> <ul style="list-style-type: none"> <li>• I can ask simple geographical ‘where?’, ‘what?’ and ‘who?’ questions about the world and their environment e.g. which people live there? What is the most/least populated country? Which landmarks can you find in these countries? What do they import/export (food)?</li> </ul>
NC Objectives	<p><b>Locational Knowledge (UK)</b></p> <ul style="list-style-type: none"> <li>• I can name, locate and identify characteristics of the four countries and capital cities of the United Kingdom</li> </ul> <p style="color: red;">Barnaby Bear goes to the River Thames and London - <a href="https://www.youtube.com/watch?v=cvHJFxcMWXw">https://www.youtube.com/watch?v=cvHJFxcMWXw</a></p> <p style="color: red;">Barnaby Bear Travels through Wales on a Steam, Train - <a href="https://www.bbc.co.uk/programmes/p01157ts">https://www.bbc.co.uk/programmes/p01157ts</a></p> <p style="color: red;">Barnaby Bear visits Edinburgh Castle - <a href="https://www.bbc.co.uk/programmes/p0114393">https://www.bbc.co.uk/programmes/p0114393</a></p> <p style="color: red;">Barnaby Bear visits Dublin <b>**Attention to Dublin being in Southern Ireland &amp; not part of UK, address any misconception**</b> - <a href="https://www.bbc.co.uk/programmes/p011478j">https://www.bbc.co.uk/programmes/p011478j</a></p> <p><b>Place Knowledge</b></p> <ul style="list-style-type: none"> <li>• I understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom</li> </ul> <p style="color: red;">Focus on 4 countries which make up the UK &amp; Southern Ireland which does not, how countries are similar and different</p> <p><b>Human and Physical Geography</b></p> <p>I can use basic geographical vocabulary to refer to:</p> <ul style="list-style-type: none"> <li>• key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</li> </ul> <p style="color: red;">Focus on 4 countries which make up the UK &amp; Southern Ireland which does not, how cities and towns are similar or different</p>	<p><b>Locational Knowledge (World)</b></p> <ul style="list-style-type: none"> <li>• I can name and locate the world’s seven continents and five oceans</li> </ul> <p style="color: red;"><b>Use of Maps and Atlases</b></p> <p style="color: red;">Where did pirates travel to and where did they come from? Link West Country to the travelling the world</p> <p><b>Human and Physical Geography</b></p> <p>I can use basic geographical vocabulary to refer to:</p> <ul style="list-style-type: none"> <li>• key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</li> </ul> <p style="color: red;">Link to Pirate stories and Blackbeard, who was born in Bristol and travelled to the Caribbean and North American</p> <p style="color: red;">Map labelling / making – add compass – classroom / school / local area / world</p> <p style="color: red;">Comparison of Corsham / West Country with Caribbean or North America</p>	<p><b>Human and Physical Geography</b></p> <ul style="list-style-type: none"> <li>• I can 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</li> </ul> <p style="color: red;">Story: ‘Africa, Amazing Africa: Country by Country’ by Atinuke (author), Mouni Feddag (illustrator)</p> <p style="color: red;">Video on ‘A Walk in the Arctic for Kids’ <a href="https://www.youtube.com/watch?v=b-9xDztBhzE">https://www.youtube.com/watch?v=b-9xDztBhzE</a></p> <p style="color: red;">Video on ‘Exploring the Arctic for Kids’ <a href="https://youtu.be/_kA-aro3ll">https://youtu.be/_kA-aro3ll</a></p> <p style="color: red;">Comparison of weather and climate in Corsham / UK with African countries and Arctic / Antarctic</p> <p style="color: red;">Understanding The Equator – BBC Bitesize <a href="https://www.bbc.co.uk/bitesize/articles/zvkytrd">https://www.bbc.co.uk/bitesize/articles/zvkytrd</a></p> <p style="color: red;">Seven contents song - <a href="https://youtu.be/K6DSMZ8b3LE">https://youtu.be/K6DSMZ8b3LE</a> (last continent is Australasia or Oceania NOT Australia)</p>
Geographical Skills/ Fieldwork	<p><b>In every unit:</b></p> <ul style="list-style-type: none"> <li>• I can use world maps, atlases and globes to identify the United Kingdom and its countries.</li> <li>• I can use locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map</li> <li>• I can use photographs to recognise landmarks and basic human and physical features and devise a simple map</li> <li>• I can use simple fieldwork and observational skills to study the geography of my school and its grounds and the key human and physical features of its surrounding environment.</li> </ul>	<p><b>In every unit:</b></p> <ul style="list-style-type: none"> <li>• I can use world maps, atlases and globes to identify the West Country (United Kingdom and its countries), as well as the countries, continents and oceans studied at key stage 1 – Caribbean and North America</li> <li>• I can 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</li> <li>• I can 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</li> </ul>	<p><b>In every unit:</b></p> <ul style="list-style-type: none"> <li>• I can use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at key stage 1 – Africa, Arctic</li> <li>• I can 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</li> <li>• I can 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</li> </ul>

		<ul style="list-style-type: none"> <li>I can use simple fieldwork and observational skills to study the geography of my school and its grounds and the key human and physical features of its surrounding environment – <b>West Country</b></li> </ul>	
<b>Geographical Vocabulary</b>	<p>North, South, East and West</p> <p>near and far; left and right autumn, winter, spring, summer</p> <p>river, sea, beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</p> <p>city, town, village, factory, farm, house, office, port, harbour and shop</p>	<p>North, South, East and West</p> <p>near and far; left and right autumn, winter, spring, summer</p> <p>river, sea, beach, cliff, coast, forest, hill, mountain, sea, ocean, vegetation, season and weather</p> <p>city, town, village, farm, house, port, harbour</p>	<p>North, South, East and West</p> <p>near and far; left and right autumn, winter, spring, summer</p> <p>river, sea, beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</p> <p>city, town, village, factory, farm, house, office, port, harbour and shop</p>
<b>Trips / Visitors / Enrichment / Links</b>	<p>Website link to Barnaby Bear ICT games on travel and weather</p> <p><a href="http://www.crickweb.co.uk/ks1geography.html">http://www.crickweb.co.uk/ks1geography.html</a></p> <p>Doink Greenscreen, iMovie, Shadow Puppets Edu,</p>		
<b>Community Engagement</b>	<p>Any families from Wales, Scotland, Ireland to visit and talk about their home countries</p> <p>Mrs Courtney to talk about Wales. Mrs Henry-Chapman, Mrs Lynch to talk about Ireland etc</p>	<p>Links to Bristol and the West Country – visits / holidays to places famous for pirates e.g. Cornwall and Devon</p> <p>Saint Patrick’s links to Pirates!</p>	<p>Any families from Africa to visit and talk about their home country.</p> <p>Holidays or Family that live abroad</p>
<b>Cross Curricular Link - Computing</b>	<p><b>Computing Programme of Study KS1</b></p> <ul style="list-style-type: none"> <li>To use technology purposefully to create, organise and manipulate digital content (NC).</li> <li>To recognise common uses of information technology beyond school (NC) (<i>using above computing links and to be included in Home Learning</i>).</li> </ul> <p><b>Key Skills – Video and photography art</b></p> <ul style="list-style-type: none"> <li>I can record a film using the camera app.</li> <li>I can select images and record a voiceover.</li> <li>I can highlight and zoom into images as I record.</li> <li>I can edit a photo with simple tools.</li> <li>I can use a paint/drawing app to create a digital image.</li> <li>I can begin to cut out an image to layer on another image.</li> </ul>	N/A	N/A

**Curriculum Map – Geography**

Year 2 – building on Local Geography and comparing Corsham / West Country and world knowledge of Africa			
Topic and Coverage	Wonderful Wiltshire (Local Geography)	Corsham to Copenhagen (UK countries compared to European city / country)	Amazing Asia (UK countries compared to Asia)
CPD Training	<p><b>All of the below to be taught with focus on:</b></p> <ul style="list-style-type: none"> <li>• Pupils should develop knowledge about the world, the United Kingdom and their locality.</li> <li>• Pupils should understand basic subject-specific vocabulary relating to human and physical geography to ensure understanding and that they can be used in meaningful context</li> <li>• Pupils should begin to use geographical skills, including first-hand observation, to enhance their locational awareness.</li> <li>• Teaching to the misconceptions – use of formative assessment to address misconceptions before they become embedded</li> <li>• Teaching to ensure we secure knowledge for future learning i.e. double page spread and recall from memory</li> </ul>		
Disciplinary Knowledge	<p><b>I am thinking like a Geographer...</b></p> <ul style="list-style-type: none"> <li>• I can ask simple geographical ‘where?’, ‘what?’ and ‘who?’ questions about the world and their environment e.g. What is Wiltshire like to look at and live in compared to other areas of Britain? e.g. counties, What are the landmarks associated with Corsham and Wiltshire? e.g. canals and landmarks such as Stonehenge. How many people live in Corsham / Wiltshire?</li> </ul>	<p><b>I am thinking like a Geographer...</b></p> <ul style="list-style-type: none"> <li>• I can ask simple geographical ‘where?’, ‘what?’ and ‘who?’ questions about the world and their environment e.g. Which continent is Copenhagen located on? Wiltshire doesn’t have a coastline, does Copenhagen? What is the landscape of Copenhagen, compared to Wiltshire?</li> </ul>	<p><b>I am thinking like a Geographer...</b></p> <ul style="list-style-type: none"> <li>• I can ask simple geographical ‘where?’, ‘what?’ and ‘who?’ questions about the world and their environment e.g. Which continent is Japan located on? Which countries are located in Asia? Does Japan have a coastline? What are the famous landmarks of Japan? How far from the equator is Japan and how does it effect the temperature? What do Japan export to other countries in the world?</li> </ul>
NC Objectives	<p><b>Locational Knowledge (UK)</b></p> <ul style="list-style-type: none"> <li>• I can name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas <i>Secure knowledge of four countries and capital cities of UK. Place Wiltshire on the map and Corsham / children’s homes e.g. Chippenham</i> <i>Video on Wiltshire to be watched in sections to appreciate the landscape and landmarks of the local area</i> <a href="https://www.youtube.com/watch?v=lnBbdL9lavY">https://www.youtube.com/watch?v=lnBbdL9lavY</a></li> </ul> <p><b>Human and Physical Geography</b></p> <ul style="list-style-type: none"> <li>• I can 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 <b>Equator</b> and the North and <b>South Poles</b> <i>Secure knowledge on hot and cold countries of the world, in relation to equator and Arctic.</i> <i>Introduce Antarctica -</i> <a href="https://www.bbc.co.uk/bitesize/topics/zyhp34j/articles/zjg46v4">https://www.bbc.co.uk/bitesize/topics/zyhp34j/articles/zjg46v4</a> <i>Wiltshire Weather – watch weather reports, locate towns we know and compare weather in Wiltshire to other parts of UK and world</i></li> </ul> <p><b>Human and Physical Geography</b></p> <p>I can use basic geographical vocabulary to refer to:</p> <p>key physical features, including: beach, cliff, coast, <b>forest, hill</b>, mountain, sea, ocean, <b>river</b>, soil, valley, <b>vegetation, season and weather</b> <i>BBC Bitesize Human and Physical features -</i> <a href="https://www.bbc.co.uk/bitesize/topics/zqj3n9q/articles/zr8q7nb">https://www.bbc.co.uk/bitesize/topics/zqj3n9q/articles/zr8q7nb</a> <i>Wiltshire has no coastline – look at on map, no beach, cliffs etc</i> <i>Look at Wiltshire videos to see famous national / world landmarks</i> <i>Caen Locks in Devizes -</i> <a href="https://www.visitwiltshire.co.uk/things-to-do/caen-hill-locks-p436113">https://www.visitwiltshire.co.uk/things-to-do/caen-hill-locks-p436113</a> <i>Lacock -</i> <a href="https://www.cotswolds.info/places/lacock.shtml">https://www.cotswolds.info/places/lacock.shtml</a> <i>Stonehenge -</i> <a href="https://www.natgeokids.com/uk/discover/history/general-history/stonehenge-facts/">https://www.natgeokids.com/uk/discover/history/general-history/stonehenge-facts/</a></p>	<p><b>Locational Knowledge (World)</b></p> <ul style="list-style-type: none"> <li>• I can name and locate the world’s seven continents and five oceans – <i>secure knowledge</i> <i>Five Oceans Song -</i> <a href="https://youtu.be/X6BE4VcYngQ">https://youtu.be/X6BE4VcYngQ</a> <i>Copenhagen for Kids -</i> <a href="https://kids.nationalgeographic.com/geography/countries/article/denmark">https://kids.nationalgeographic.com/geography/countries/article/denmark</a></li> </ul> <p><b>Human and Physical Geography</b></p> <p>I can use basic geographical vocabulary to refer to:</p> <ul style="list-style-type: none"> <li>• key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop <i>Build on knowledge of human and physical geography from Autumn term e.g. key physical features of Corsham. What are the key physical features of Copenhagen?</i> <i>Copenhagen for Kids -</i> <a href="https://kids.nationalgeographic.com/geography/countries/article/denmark">https://kids.nationalgeographic.com/geography/countries/article/denmark</a> <i>Map labelling / making – add compass – local area / Europe</i></li> </ul>	<p><b>Place Knowledge</b></p> <ul style="list-style-type: none"> <li>• I 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 – <i>Tokyo / Japan</i></li> </ul> <p><b>Human and Physical Geography</b></p> <p>I can use basic geographical vocabulary to refer to:</p> <p>key physical features, including: <b>beach, cliff, coast</b>, forest, hill, <b>mountain, sea, ocean, river</b>, soil, valley, <b>vegetation, season and weather</b></p> <p>I can use basic geographical vocabulary to refer to:</p> <ul style="list-style-type: none"> <li>• key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop <i>Secure knowledge of UK / Europe and extend to Japan and capital city Tokyo -</i> <a href="https://www.kids-world-travel-guide.com/japan-facts.html">https://www.kids-world-travel-guide.com/japan-facts.html</a> <a href="https://kids.nationalgeographic.com/geography/countries/article/japan">https://kids.nationalgeographic.com/geography/countries/article/japan</a> <i>Landscape of England, compared to Denmark and Japan</i> <i>Landscape of Corsham compared to Copenhagen and Tokyo</i> <i>Link to temperature and distance from equator</i></li> </ul>
Geographical Skills/ Fieldwork	<p><b>In every unit:</b></p> <ul style="list-style-type: none"> <li>• I can use world maps, atlases and globes to identify the <b>United Kingdom</b> and its countries – <i>UK, Wiltshire, South West</i></li> </ul>	<p><b>In every unit:</b></p>	<p><b>In every unit:</b></p>

	<ul style="list-style-type: none"> <li>I can use locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map – <b>UK, Wiltshire, South West</b></li> <li>I can use photographs to recognise landmarks and basic human and physical features and devise a simple map – <b>Stonehenge, White Horse, Avebury, Lacock, Caen Canal</b></li> <li>I can use simple fieldwork and observational skills to study the geography of my school and its grounds and the key human and physical features of its surrounding environment – <b>Corsham / Wiltshire / West Country</b></li> </ul>	<ul style="list-style-type: none"> <li>I can use world maps, atlases and globes to identify the West Country (United Kingdom and its countries), as well as the countries, continents and oceans studied at key stage 1 – <b>Europe</b></li> <li>I can 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 – <b>Corsham / Copenhagen / Europe</b></li> <li>I can 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</li> </ul>	<ul style="list-style-type: none"> <li>I can use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at key stage 1 – <b>Tokyo / Japan</b></li> <li>I can 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</li> <li>I can 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</li> </ul>
<b>Geographical Vocabulary</b>	North, South, East and West near and far; left and right autumn, winter, spring, summer river, sea, beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather	North, South, East and West near and far; left and right autumn, winter, spring, summer city, town, village, farm, house, port, harbour, river, sea, beach, cliff, coast, forest, hill, mountain, sea, ocean, vegetation, season and weather	North, South, East and West near and far; left and right autumn, winter, spring, summer river, sea, beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather city, town, village, factory, farm, house, office, port, harbour and shop
<b>Trips / Visitors / Enrichment / Links</b>	Local visitor from Town Council. Doink Greenscreen, iMovie, Shadow Puppets Edu, Adobe Spark Video,	Link to the Christmas Markets of Bath, which many children may have visited last term <a href="https://bathchristmasmarket.co.uk/">https://bathchristmasmarket.co.uk/</a> and Copenhagen Christmas Markets <a href="https://www.youtube.com/watch?v=uAyS8cEiXF8">https://www.youtube.com/watch?v=uAyS8cEiXF8</a>	Mrs Solomon talk about Japan when she lived in Tokyo
<b>Community Engagement</b>	As above	Have any families visited Copenhagen?	Have any families visited Japan? Visit from a pilot / travel agent
<b>Cross Curricular Link - Computing</b>	<b>Computing Programme of Study KS1</b> <ul style="list-style-type: none"> <li>To use technology purposefully to create, organise, store, manipulate and retrieve digital content (NC).</li> <li>To recognise common uses of information technology beyond school (NC) (<i>using above computing links and to be included in Home Learning</i>).</li> </ul> <b>Key Skills – Video and photography art</b> <ul style="list-style-type: none"> <li>I can write and record a script using an iPad or similar tool.</li> <li>I can use tools to add effects to a video (iMovie)</li> <li>I can edit a photo (crop, filters, mark up etc)</li> <li>I can select and use tools to create digital imagery - controlling the pen and using the fill tool.</li> <li>I can cut images with accuracy to layer on other images.</li> </ul>	N/A	N/A

**Curriculum Map – Geography**

Year 3 – building on Local Geography and comparing Corsham / West Country and world knowledge of Europe and Asia			
Topic and Coverage	The Wonderful West-Country and Wales (Local Geography)	From Source to Sea – A River’s Journey (UK – South America)	Out of Africa (Africa)
CPD Training	<p><b>All of the below to be taught with focus on:</b></p> <ul style="list-style-type: none"> <li>• Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America.</li> <li>• Pupils should extend their knowledge and understanding to include the location and characteristics of a range of the world’s most significant human and physical features.</li> <li>• Pupils should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.</li> <li>• Pupils should understand basic subject-specific vocabulary relating to human and physical geography to ensure understanding and that they can be used in meaningful context</li> <li>• Teaching to the misconceptions – use of formative assessment to address misconceptions before they become embedded</li> <li>• Teaching to ensure we secure knowledge for future learning i.e. double page spread and recall from memory</li> </ul>		
Disciplinary Knowledge	<p><b>I am thinking like a Geographer...</b></p> <ul style="list-style-type: none"> <li>• I can ask simple geographical ‘where?’, ‘what?’ and ‘who?’ questions about the world and their environment e.g. What jobs does the West Country / Wales provide for residents? What is a mountain and how are they formed? What are the features of these two counties / countries?</li> </ul>	<p><b>I am thinking like a Geographer...</b></p> <ul style="list-style-type: none"> <li>• I can ask simple geographical ‘where?’, ‘what?’ and ‘who?’ questions about the world and their environment e.g. Where is the Amazon River? How are human effecting rivers? How can land be shaped by a river?</li> </ul>	<p><b>I am thinking like a Geographer...</b></p> <ul style="list-style-type: none"> <li>• I can ask simple geographical ‘where?’, ‘what?’ and ‘who?’ questions about the world and their environment e.g. Where in the world is Africa located? How many countries make up the continent of Africa? Which countries does Africa trade with? How is Africa similar and different to Europe?</li> </ul>
NC Objectives	<p><b>Locational Knowledge</b></p> <ul style="list-style-type: none"> <li>• I can 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) – <b>West Country e.g. hills and rivers, Wales e.g. coast and mountains</b> West Country Rivers Trust - <a href="https://wrt.org.uk/your-river/">https://wrt.org.uk/your-river/</a> BBC Teach ‘Snowdon’ - <a href="https://www.bbc.co.uk/teach/class-clips-video/ks2-geography-mountains/zjvwwx">https://www.bbc.co.uk/teach/class-clips-video/ks2-geography-mountains/zjvwwx</a></li> </ul> <p><b>Place Knowledge</b></p> <ul style="list-style-type: none"> <li>• I understand geographical similarities and differences through the study of human and physical geography of a region of the <b>United Kingdom</b> and a region in a <b>European country</b> – <b>Wales &amp; if appropriate, another of Teacher’s choice to meet class strengths and needs</b> BBC Bitesize Mountains - <a href="https://www.bbc.co.uk/bitesize/topics/zttbcmn/articles/zwp3bqt">https://www.bbc.co.uk/bitesize/topics/zttbcmn/articles/zwp3bqt</a></li> </ul> <p><b>Human and Physical Geography</b> I can describe and understand key aspects of:</p> <ul style="list-style-type: none"> <li>• human geography, including: <b>types of settlement</b> and <b>land use, economic activity</b> including <b>trade links</b>, and the distribution of natural resources including energy, food, minerals and water – <b>West country and Wales</b> BBC Bitesize ‘Tourism’ - <a href="https://www.bbc.co.uk/bitesize/topics/zttbcmn/articles/zr2pn9q">https://www.bbc.co.uk/bitesize/topics/zttbcmn/articles/zr2pn9q</a> BBC Bitesize ‘People at Work in UK’ - <a href="https://www.bbc.co.uk/bitesize/topics/zttbcmn/articles/z3j6trd">https://www.bbc.co.uk/bitesize/topics/zttbcmn/articles/z3j6trd</a> BBC Bitesize ‘Food and Farming’ - <a href="https://www.bbc.co.uk/bitesize/topics/zttbcmn/articles/z4xf82">https://www.bbc.co.uk/bitesize/topics/zttbcmn/articles/z4xf82</a></li> </ul>	<p><b>Locational Knowledge</b></p> <ul style="list-style-type: none"> <li>• I can locate the world’s countries, using maps to focus on <b>Europe</b> (including the location of <b>Russia</b>) and North and <b>South America</b>, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities – <b>BBC Bitesize ‘What is a Map?’</b> - <a href="https://www.bbc.co.uk/bitesize/topics/zvsfr82/articles/ztwfydm">https://www.bbc.co.uk/bitesize/topics/zvsfr82/articles/ztwfydm</a> <b>BBC Bitesize ‘How to Read Contours, Keys and Symbols’</b> - <a href="https://www.bbc.co.uk/bitesize/topics/zvsfr82/articles/zrcyvwx">https://www.bbc.co.uk/bitesize/topics/zvsfr82/articles/zrcyvwx</a></li> </ul> <p><b>Place Knowledge</b></p> <ul style="list-style-type: none"> <li>• I 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 <b>South America</b> – <b>focus on UK and South America</b></li> </ul> <p><b>Human and Physical Geography</b> I can describe and understand key aspects of:</p> <ul style="list-style-type: none"> <li>• physical geography, including: climate zones, biomes and vegetation belts, <b>rivers</b>, mountains, volcanoes and earthquakes, and <b>the water cycle</b> <b>CGP Discover and Learn ‘Rivers – the study book’ – Section One ‘Waters and Rivers’ and Section Two ‘A River in the UK’ focus on the River Severn</b> <b>Section Five ‘A River in South America’ – The Amazon</b></li> </ul>	<p><b>Locational Knowledge</b></p> <ul style="list-style-type: none"> <li>• I can locate the world’s countries, using maps to focus on Europe (including the location of <b>Russia</b>) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities – <b>secure map knowledge BBC Bitesize ‘What is a Map?’</b> - <a href="https://www.bbc.co.uk/bitesize/topics/zvsfr82/articles/ztwfydm">https://www.bbc.co.uk/bitesize/topics/zvsfr82/articles/ztwfydm</a></li> <li>• I can 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) <b>BBC Bitesize Latitude and Longitude</b> - <a href="https://www.bbc.co.uk/bitesize/topics/zvsfr82/articles/zxdpn9q">https://www.bbc.co.uk/bitesize/topics/zvsfr82/articles/zxdpn9q</a></li> </ul> <p><b>Place Knowledge</b></p> <ul style="list-style-type: none"> <li>• I understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region Africa. – <b>BBC Bitesize ‘Where is Africa?’</b> <a href="https://www.bbc.co.uk/bitesize/topics/zsw4kty/articles/zdggm39">https://www.bbc.co.uk/bitesize/topics/zsw4kty/articles/zdggm39</a></li> </ul> <p><b>Human and Physical Geography</b> I can describe and understand key aspects of:</p> <ul style="list-style-type: none"> <li>• human geography, including: <b>types of settlement and land use, economic activity including trade links</b>, and the distribution of natural resources including energy, <b>food</b>, minerals and water - <b>Costa Rica- bananas and plantain, Belize – sugar, Honduras – oil, Guatemala – pulses, Nicaragua - nuts</b></li> </ul>
Geographical Skills/ Fieldwork	<p><b>In every unit:</b></p> <ul style="list-style-type: none"> <li>• I can use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> </ul>	<p><b>In every unit:</b></p> <ul style="list-style-type: none"> <li>• I can use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> </ul>	<p><b>In every unit:</b></p> <ul style="list-style-type: none"> <li>• I can use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> </ul>

	<ul style="list-style-type: none"> <li>I can 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</li> <li>I can 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.</li> </ul>	<ul style="list-style-type: none"> <li>I can 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</li> <li>I can 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.</li> </ul>	<ul style="list-style-type: none"> <li>I can 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</li> <li>I can 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.</li> </ul>
<b>Geographical Vocabulary</b>	Settlement, valley, mountain, community, vegetation, weathering, landscape, relief map, port, harbour, cliff, factory, lake, office, fieldwork, transport, industry, sketch, diagram, compass, weather, climate zone, polar, equator, tropical, environment North East      South East      North West      South West	Valley, mountain, community, vegetation, weathering, landscape, soil erosion [within weathering], relief map, port, harbour, cliff, factory, ocean, lake, office, fieldwork, transport, industry, sketch, diagram, compass, weather, climate zone, equator, tropical, longitude, latitude environment North East      South East      North West      South West	Settlement, valley, mountain, community, vegetation, weathering, landscape, soil erosion [within weathering], relief map, port, political map, harbour, cliff, factory, ocean, lake, office, fieldwork, transport, industry, sketch, diagram, compass, weather, climate zone, polar, equator, tropical, longitude, latitude environment North East      South East      North West      South West
<b>Trips / Visitors / Enrichment / Links</b>	Local Farmer visit Doink Greenscreen, iMovie, Shadow Puppets Edu, Adobe Spark Video, Videorama, Apple Clips, Explain Everything	Wessex Water Mapping rivers	
<b>Community Engagement</b>	Mrs Courtney to talk about Wales		Any families from Africa to visit and talk about their home country
<b>Cross Curricular Link - Computing</b>	<b>Computing Programme of Study KS2</b> <ul style="list-style-type: none"> <li>To select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs that accomplish given goals (NC).</li> <li>To recognise common uses of information technology beyond school (NC) (<i>using above computing links and to be included in Home Learning</i>).</li> </ul> <b>Key Skills – Video and photography art</b> <ul style="list-style-type: none"> <li>I can sequence clips of mixed media in a timeline and record a voiceover</li> <li>I can trim and cut film clips and add titles and transitions</li> <li>I can create my own movie trailer.</li> <li>I can confidently take and manipulate photos.</li> <li>I can create a digital image using a range of tools, pens, brushes and effects.</li> <li>I can create transparent images with Instant Alpha or similar software.</li> </ul>	N/A	N/A

**Curriculum Map – Geography**

Year 4 – building on the Water Cycle, Local Geography and comparing West Country, Wales and world knowledge of Africa.			
Topic and Coverage	<b>Homelands- Corsham and Bethlehem</b> (UK –Middle East / Asia)	<b>On Dangerous Ground</b> (UK – North America)	<b>Tremendous Trading v Fair Trade?</b> (World Wide Focus e.g. Asia) Self-led research about a chosen country's trade
CPD Training	<p><b>All of the below to be taught with focus on:</b></p> <ul style="list-style-type: none"> <li>• Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America.</li> <li>• Pupils should extend their knowledge and understanding to include the location and characteristics of a range of the world's most significant human and physical features.</li> <li>• Pupils should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.</li> <li>• Pupils should understand basic subject-specific vocabulary relating to human and physical geography to ensure understanding and that they can be used in meaningful context</li> <li>• Teaching to the misconceptions – use of formative assessment to address misconceptions before they become embedded</li> <li>• Teaching to ensure we secure knowledge for future learning i.e. double page spread and recall from memory</li> </ul>		
Disciplinary Knowledge	<p><b>I am thinking like a Geographer...</b></p> <ul style="list-style-type: none"> <li>• I can ask simple geographical 'where?', 'what?' and 'who?' questions about the world and their environment e.g. Where is Bethlehem? Which country? Which continent?</li> </ul>	<p><b>I am thinking like a Geographer...</b></p> <ul style="list-style-type: none"> <li>• I can ask simple geographical 'where?', 'what?' and 'who?' questions about the world and their environment e.g. What is the difference between a mountain and a volcano? What is a volcano? Where can you find the world's most famous volcanos? Why do Earthquakes occur and why? Can they occur in the UK/</li> </ul>	<p><b>I am thinking like a Geographer...</b></p> <ul style="list-style-type: none"> <li>• I can ask simple geographical 'where?', 'what?' and 'who?' questions about the world and their environment e.g. Is Asia bigger or smaller than the continent of Europe? What are the imaginary lines which divide the time zones? What is the difference between importing and exporting?</li> </ul>
NC Objectives	<p><b>Locational Knowledge</b></p> <ul style="list-style-type: none"> <li>• I can 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) –<b>Corsham as a town in Wiltshire, England. Bethlehem was a town, but is now a city in the West Bank, Palestine</b> Bethlehem - <a href="https://kids.britannica.com/kids/article/Bethlehem/352850">https://kids.britannica.com/kids/article/Bethlehem/352850</a> Bethlehem - <a href="https://kids.kiddle.co/Bethlehem">https://kids.kiddle.co/Bethlehem</a></li> </ul> <p><b>Place Knowledge</b></p> <ul style="list-style-type: none"> <li>• I understand geographical similarities and differences through the study of human and physical geography of a region of the <b>United Kingdom</b> and a region in Asia – <b>Corsham and Bethlehem</b></li> </ul> <p><b>Human and Physical Geography</b> I can describe and understand key aspects of: human geography, including: <b>types of settlement</b> and <b>land use, economic activity</b> including <b>trade links</b>, and the distribution of natural resources including energy, food, minerals and water – <b>BBC Bitesize 'What are Settlements?'</b> - <a href="https://www.bbc.co.uk/bitesize/topics/zx72pv4/articles/znshp4j">https://www.bbc.co.uk/bitesize/topics/zx72pv4/articles/znshp4j</a> Bethlehem - <a href="https://kids.britannica.com/kids/article/Bethlehem/352850">https://kids.britannica.com/kids/article/Bethlehem/352850</a> Bethlehem - <a href="https://kids.kiddle.co/Bethlehem">https://kids.kiddle.co/Bethlehem</a></p>	<p><b>Locational Knowledge</b></p> <ul style="list-style-type: none"> <li>• I can locate the world's countries, using maps to focus on <b>Europe</b> (including the location of <b>Russia</b>) and <b>North</b> and South <b>America</b>, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities – <b>Secure knowledge on mapping, extend to creating world maps BBC Bitesize 'How Do We Map the World'</b> - <a href="https://www.bbc.co.uk/bitesize/topics/zvfr82/articles/z4h6trd">https://www.bbc.co.uk/bitesize/topics/zvfr82/articles/z4h6trd</a></li> </ul> <p><b>Place Knowledge</b></p> <ul style="list-style-type: none"> <li>• I 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 <b>North</b> or South <b>America</b> – <b>focus on UK and North America</b> <b>Discussion about Mountains of UK and difference between a mountain and a volcano</b></li> </ul> <p><b>Human and Physical Geography</b> I can describe and understand key aspects of:</p> <ul style="list-style-type: none"> <li>• physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes <b>CGP Discover and Learn 'Volcanoes and Earthquakes' Sections one, Two and Four</b> <b>Compare Section Three on 'Extraordinary Earthquake's with Section Five 'All Calm in the UK'</b> <b>BBC Bitesize 'What are Volcanoes?'</b> <a href="https://www.bbc.co.uk/bitesize/topics/z849q6f/articles/zfhf3j6">https://www.bbc.co.uk/bitesize/topics/z849q6f/articles/zfhf3j6</a> <b>BBC Bitesize 'What are Earthquakes?'</b> <a href="https://www.bbc.co.uk/bitesize/topics/z849q6f/articles/z7gkwnb">https://www.bbc.co.uk/bitesize/topics/z849q6f/articles/z7gkwnb</a></li> </ul>	<p><b>Locational Knowledge</b></p> <ul style="list-style-type: none"> <li>• I can locate the world's countries, using maps to focus on Europe (including the location of <b>Russia</b>) and Asia, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities – <b>BBC Bitesize 'Where is Asia?'</b> <a href="https://www.bbc.co.uk/bitesize/topics/zsw4kty/articles/z26bcmn">https://www.bbc.co.uk/bitesize/topics/zsw4kty/articles/z26bcmn</a></li> <li>• I can 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) <b>BBC Bitesize 'What are Time Zones?'</b> - <a href="https://www.bbc.co.uk/bitesize/topics/zvfr82/articles/ztmq7yc">https://www.bbc.co.uk/bitesize/topics/zvfr82/articles/ztmq7yc</a></li> </ul> <p><b>Place Knowledge</b></p> <ul style="list-style-type: none"> <li>• I understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region Asia – <b>BBC Bitesize 'Where is Asia?'</b> <a href="https://www.bbc.co.uk/bitesize/topics/zsw4kty/articles/z26bcmn">https://www.bbc.co.uk/bitesize/topics/zsw4kty/articles/z26bcmn</a></li> </ul> <p><b>Human and Physical Geography</b> I can describe and understand key aspects of:</p> <ul style="list-style-type: none"> <li>• human geography, including: <b>types of settlement and land use, economic activity including trade links</b>, and the distribution of natural resources including <b>energy, food</b>, minerals and water – <b>BBC Bitesize 'What is Trade?'</b> - <a href="https://www.bbc.co.uk/bitesize/topics/zx72pv4/articles/zkx2m39">https://www.bbc.co.uk/bitesize/topics/zx72pv4/articles/zkx2m39</a> <b>links to trade with China (Asia), Germany and America</b></li> </ul>

<b>Geographical Skills/ Fieldwork</b>	<p><b>In every unit:</b></p> <ul style="list-style-type: none"> <li>I can use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> <li>I can 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</li> <li>I can 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.</li> </ul>	<p><b>In every unit:</b></p> <ul style="list-style-type: none"> <li>I can use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> <li>I can 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</li> <li>I can 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.</li> </ul>	<p><b>In every unit:</b></p> <ul style="list-style-type: none"> <li>I can use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> <li>I can 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</li> <li>I can 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.</li> </ul>
<b>Geographical Vocabulary</b>	<p>Intensive farming, arable farming, market gardening, mixed farming, organic farming, distance, scale, grid reference, satellite, settlement patterns, inland, urban/ rural, valley, contour, height, hydroponics, distribution, import, export, native/ indigenous, sustainable, weathering/erosion, warm, humid, coastal, evaporation, hemisphere, productivity, natural resources, man-made materials, tropical, polar, trade</p>	<p>Distance, scale, grid reference, satellite, settlement patterns, inland, urban/ rural, valley, contour, height, hydroponics, native/ indigenous, sustainable, weathering/erosion, natural disaster, spring [water], warm, humid, coastal, evaporation, precipitation, condensation, hemisphere, productivity, natural resources, man-made materials, hemisphere, tropical</p>	<p>Greenhouse, intensive farming, arable farming, market gardening, mixed Farming, organic farming, distance, scale, grid reference, satellite, settlement Patterns, inland, urban/ rural, valley, contour, height, hydroponics, Allotment, distribution, import, export, native/ indigenous, sustainable, weathering/erosion, natural disaster, ox-bow lake, spring [water], warm, # humid, coastal, evaporation, precipitation, condensation, hemisphere, productivity, natural resources, man-made materials, hemisphere, tropical, polar, trade</p>
<b>Trips / Visitors / Enrichment / Links</b>	<p>Walk of Corsham Doink Greenscreen, iMovie, Shadow Puppets Edu, Adobe Spark Video, Videorama, Apple Clips, Explain Everything</p>	<p>Earthquake Experiment <a href="https://www.thechaosandtheclutter.com/archives/earthquake-science-experiment">https://www.thechaosandtheclutter.com/archives/earthquake-science-experiment</a></p>	<p>Parents with careers in trade</p>
<b>Community Engagement</b>	<p>Visit from Father Michael</p>		
<b>Cross Curricular Link - Computing</b>	<p><b>Computing Programme of Study KS2</b></p> <ul style="list-style-type: none"> <li>To select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, presenting data and information (NC).</li> <li>To recognise common uses of information technology beyond school (<i>using above computing links and to be included in Home Learning</i>).</li> </ul> <p><b>Key Skills – Video and photography art</b></p> <ul style="list-style-type: none"> <li>I can add music and sound effects to my films.</li> <li>I can add animated titles and transitions.</li> <li>I can add simple subtitles to a video clip.</li> <li>I can enhance digital images and photographs using crop, brightness, contrast &amp; resize.</li> <li>I can manipulate shapes to create digital art.</li> <li>I can draw a series of images and export as an animated GIF.</li> <li></li> </ul>	<p>N/A</p>	<p>N/A</p>

**Curriculum Map – Geography**

Year 5 – building on knowledge of local area and UK, North America, Earthquakes, Volcanoes, Asia and Trade			
Topic and Coverage	A Patchwork Kingdom– England and the UK (UK – 4 countries in 1)	Let's Settle This – The Americas (North and South America)	Making the Most of Our World – Local to Global (Fieldwork Skills)
CPD Training	<p><b>All of the below to be taught with focus on:</b></p> <ul style="list-style-type: none"> <li>• Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America.</li> <li>• Pupils should extend their knowledge and understanding to include the location and characteristics of a range of the world's most significant human and physical features.</li> <li>• Pupils should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.</li> <li>• Pupils should understand basic subject-specific vocabulary relating to human and physical geography to ensure understanding and that they can be used in meaningful context</li> <li>• Teaching to the misconceptions – use of formative assessment to address misconceptions before they become embedded</li> <li>• Teaching to ensure we secure knowledge for future learning i.e. double page spread and recall from memory</li> </ul>		
Disciplinary Knowledge	<p><b>I am thinking like a Geographer...</b></p> <ul style="list-style-type: none"> <li>• I can ask simple geographical 'where?', 'what?' and 'who?' questions about the world and their environment e.g. How are rivers formed? What are the features of a river? What employment is offered in the South West of England, compared to Northern Scotland? What makes a city a city?</li> </ul>	<p><b>I am thinking like a Geographer...</b></p> <ul style="list-style-type: none"> <li>• I can ask simple geographical 'where?', 'what?' and 'who?' questions about the world and their environment e.g. What is the land used for in different areas of North America? What is the climate of North America, compared to England? Why? Does the State of Florida and the county of Cornwall, have any similarities?</li> </ul>	<p><b>I am thinking like a Geographer...</b></p> <ul style="list-style-type: none"> <li>• I can ask simple geographical 'where?', 'what?' and 'who?' questions about the world and their environment e.g. What is a biome? Where do you find grid references and how do you use them? What so you need to do when carrying out a fieldwork project?</li> </ul>
NC Objectives	<p><b>Locational Knowledge</b></p> <ul style="list-style-type: none"> <li>• I can 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 - <b>CGP Discover and Learn 'United Kingdom, The Study Book'</b> <b>BBC Bitesize 'Contours, Keys and Symbols'</b> <a href="https://www.bbc.co.uk/bitesize/topics/zvsfr82/articles/zjdkhbk">https://www.bbc.co.uk/bitesize/topics/zvsfr82/articles/zjdkhbk</a></li> </ul> <p><b>Place Knowledge</b></p> <ul style="list-style-type: none"> <li>• I understand geographical similarities and differences through the study of human and physical geography of the countries and counties of the United Kingdom - <b>CGP Discover and Learn 'United Kingdom, The Study Book'</b></li> </ul> <p><b>Human and Physical Geography</b> I can describe and understand key aspects of:</p> <ul style="list-style-type: none"> <li>• physical geography, including: rivers, <b>mountains</b> - <b>BBC Bitesize 'Discover the UK's Tallest Mountains'</b> <a href="https://www.bbc.co.uk/bitesize/topics/zttbcmn/articles/zxbk8hv">https://www.bbc.co.uk/bitesize/topics/zttbcmn/articles/zxbk8hv</a></li> <li>• human geography, including: types of settlement and land use, economic activity including <b>trade links, and the distribution of natural resources</b> including energy, food, minerals and water <b>BBC Bitesize 'Explore Natural and Agricultural Resources'</b> <a href="https://www.bbc.co.uk/bitesize/topics/zshp34j/articles/z62qy9q">https://www.bbc.co.uk/bitesize/topics/zshp34j/articles/z62qy9q</a></li> </ul>	<p><b>Locational Knowledge</b></p> <ul style="list-style-type: none"> <li>• I can locate the world's countries, using maps to focus on Europe (including the location of Russia) and <b>North</b> and South <b>America</b>, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities – <b>BBC Bitesize 'The Geography of North America'</b> <a href="https://www.bbc.co.uk/bitesize/topics/zsw4kty/articles/z72f3j6">https://www.bbc.co.uk/bitesize/topics/zsw4kty/articles/z72f3j6</a> <b>CGP Discover and Learn 'North and South America' Sections 1-3 and Section 5</b></li> </ul> <p><b>Place Knowledge</b></p> <ul style="list-style-type: none"> <li>• I understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region within <b>North</b> or South <b>America</b> - <b>BBC Bitesize 'Let's Explore Florida' compare Florida in North America to Cornwall in South West England'</b> <a href="https://www.bbc.co.uk/bitesize/topics/z3fyedm/articles/zrg3qp3">https://www.bbc.co.uk/bitesize/topics/z3fyedm/articles/zrg3qp3</a></li> </ul> <p><b>Human and Physical Geography</b> I can describe and understand key aspects of:</p> <ul style="list-style-type: none"> <li>• physical geography, including: climate zones, rivers, mountains, volcanoes and earthquakes - <b>CGP Discover and Learn 'North and South America' Sections 1-3 and Section 5</b></li> <li>• 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 – <b>BBC Bitesize 'Explore Geological Resources' link mining in South West England with gold mining in North America'</b> <a href="https://www.bbc.co.uk/bitesize/topics/zshp34j/articles/zb2y3j6">https://www.bbc.co.uk/bitesize/topics/zshp34j/articles/zb2y3j6</a></li> </ul>	<p><b>Locational Knowledge</b></p> <ul style="list-style-type: none"> <li>• I can 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) - <b>CGP Discover and Learn 'Geography The Study Book' Section One 'The World'</b></li> </ul> <p><b>Human and Physical Geography</b> I can describe and understand key aspects of:</p> <ul style="list-style-type: none"> <li>• physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle - <b>CGP Discover and Learn 'Geography The Study Book' Section One 'The World'</b></li> <li>• 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 <b>CGP Discover and Learn 'Geography The Study Book' Section Four 'Human Geography'</b></li> </ul> <p><i>** Geography Skills and Fieldwork is taught in more detail in this unit, to include planning a fieldwork project see planning below **</i></p> <p><i>Fieldwork Project, 'What wildlife do we have in and around our school?' Carry out an investigation about the wildlife in a green space around you. Link tot BBC Bitesize 'How to research a geography fieldwork investigation'</i> <a href="https://www.bbc.co.uk/bitesize/topics/z27gf82/articles/zdhj96f">https://www.bbc.co.uk/bitesize/topics/z27gf82/articles/zdhj96f</a></p>
Geographical Skills/ Fieldwork	<p><b>In every unit:</b></p> <ul style="list-style-type: none"> <li>• I can use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> <li>• I can use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey</li> </ul>	<p><b>In every unit:</b></p> <ul style="list-style-type: none"> <li>• I can use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> <li>• I can use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey</li> </ul>	<p><b>In every unit:</b></p> <ul style="list-style-type: none"> <li>• I can use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied – <b>BBC Bitesize 'How to Read a Map'</b> <a href="https://www.bbc.co.uk/bitesize/topics/z27gf82/articles/zdvjjhv">https://www.bbc.co.uk/bitesize/topics/z27gf82/articles/zdvjjhv</a></li> </ul>

	<p>maps) to build their knowledge of the United Kingdom and the wider world</p> <ul style="list-style-type: none"> <li>I can 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.</li> </ul>	<p>maps) to build their knowledge of the United Kingdom and the wider world</p> <ul style="list-style-type: none"> <li>I can 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.</li> </ul>	<ul style="list-style-type: none"> <li>I can 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 - <a href="https://www.bbc.co.uk/bitesize/topics/z27gf82/articles/zdvjjhv">BBC Bitesize 'How to Read a Map'</a></li> <li>I can 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 - <a href="https://www.bbc.co.uk/bitesize/topics/z27gf82/articles/zr83n9q">BBC Bitesize 'How to Understand Geographical Fieldwork'</a></li> </ul>
<b>Geographical Vocabulary</b>	Climate/ weather, flood plain, meander, transportation, tributary, surface, vegetation belts, sea level, mouth, river, grid reference, source, terrain, products, ox-bow lakes, industrial, grid reference, contour lines, continent, landscape, population, development, precipitation, irrigation, evaporation, condensation, ground water, settlement, industry, tourist, scale [maps] contours	Climate/ weather, transportation, tributary, surface, vegetation belts, sea level, mouth, river, grid reference, source, delta, terrain, products, industrial, grid reference, contour lines, continent, landscape, sub-continent, water cycle, population, development, arid precipitation, irrigation, evaporation, condensation, ground water, settlement, industry, tourist, scale [maps] contours	Climate/ weather, vegetation belts, sea level, mouth, river, grid reference, source, industrial, grid reference, contour lines, continent, landscape, sub-continent, population, development, settlement, industry, tourist, scale [maps] contours Fieldwork project vocabulary will differ depending on focus
<b>Trips / Visitors / Enrichment / Links</b>	Mrs Henry-Chapman talk on Ireland Mrs Courtney talk on Wales Visitor to talk about Scotland	Mrs White talk about North America / Canada Mrs Garrett-Cervantes talk about Mexico/Central America	Link to visitor from local secondary school to discuss fieldwork in action
<b>Community Engagement</b>	Local farmer visit to discuss career and trade	Any families from North America to visit and talk about their home country	
<b>Cross Curricular Link - Computing</b>	<p><b>Computing Programme of Study KS2</b></p> <ul style="list-style-type: none"> <li>To select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information (NC).</li> <li>To recognise common uses of information technology beyond school (NC) (<i>using above computing links and to be included in Home Learning</i>).</li> </ul> <p><b>Key Skills – Video and photography art</b></p> <ul style="list-style-type: none"> <li>I can use cutaway and split screen tools in iMovie.</li> <li>I can evaluate and improve the best video tools to best explain my understanding.</li> <li>I can make a digital photo using camera settings</li> <li>I can enhance digital photos and images using crop, brightness and resize tools</li> <li>I can link and explain how to photoshop images and how this is used in the media.</li> </ul>	N/A	N/A

**Curriculum Map – Geography**

Year 6– building on knowledge of local area and UK, North America and Fieldwork skills			
Topic and Coverage	River Avon and on and on... (Local 'River Avon' and 'River Severn' v European 'River Danube' )	Oceania or Australasia – What's in a name? (UK – Oceania / Australasia)	Considering Corsham (Fieldwork Skills – independent self-led project)
CPD Training	<p><b>All of the below to be taught with focus on:</b></p> <ul style="list-style-type: none"> <li>• Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America.</li> <li>• Pupils should extend their knowledge and understanding to include the location and characteristics of a range of the world's most significant human and physical features.</li> <li>• Pupils should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.</li> <li>• Pupils should understand basic subject-specific vocabulary relating to human and physical geography to ensure understanding and that they can be used in meaningful context</li> <li>• Teaching to the misconceptions – use of formative assessment to address misconceptions before they become embedded</li> <li>• Teaching to ensure we secure knowledge for future learning i.e. double page spread and recall from memory</li> </ul>		
Disciplinary Knowledge	<p><b>I am thinking like a Geographer...</b></p> <ul style="list-style-type: none"> <li>• I can ask simple geographical 'where?', 'what?' and 'who?' questions about the world and their environment e.g. Where is your local river? How are rivers born? How does a river shape the land? What employment did the River Severn provide to the local area? Which cities does the River Danube flow through?</li> </ul>	<p><b>I am thinking like a Geographer...</b></p> <ul style="list-style-type: none"> <li>• I can ask simple geographical 'where?', 'what?' and 'who?' questions about the world and their environment e.g. What is the difference between Oceania and Australasia? What are the similarities and differences between Oceania and Europe? What is pollution? How does pollution impact a country, a continent, the world?</li> </ul>	<p><b>I am thinking like a Geographer...</b></p> <ul style="list-style-type: none"> <li>• I can ask simple geographical 'where?', 'what?' and 'who?' questions about the world and their environment e.g. Why is Corsham a market town? Has the employment and industry of Corsham changed over time? What are the physical features of Corsham? Would you change anything about the town and if so, why?</li> </ul>
NC Objectives	<p><b>Locational Knowledge</b></p> <ul style="list-style-type: none"> <li>• I can 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 - <b>CGP Discover and Learn 'Rivers – The Study Book' Section One – Section Three</b></li> </ul> <p><b>Place Knowledge</b></p> <ul style="list-style-type: none"> <li>• I understand geographical similarities and differences through the study of human and physical geography of the countries and counties of the United Kingdom – <b>BBC Bitesize 'Explore Rivers' <a href="https://www.bbc.co.uk/bitesize/topics/z849q6f/articles/z7w8pg8">https://www.bbc.co.uk/bitesize/topics/z849q6f/articles/z7w8pg8</a> 'Rivers in the UK'</b></li> </ul> <p><b>Human and Physical Geography</b></p> <p>I can describe and understand key aspects of:</p> <ul style="list-style-type: none"> <li>• physical geography, including: rivers, mountains – <b>BBC Bitesize 'Exploring the UK's Longest Rivers' <a href="https://www.bbc.co.uk/bitesize/topics/zttbcmn/articles/z6g8dp3">https://www.bbc.co.uk/bitesize/topics/zttbcmn/articles/z6g8dp3</a></b></li> <li>• 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</li> </ul> <p><b>River Avon information</b> <a href="https://academickids.com/encyclopedia/index.php/River_Avon%2C_Bristol">https://academickids.com/encyclopedia/index.php/River_Avon%2C_Bristol</a> <a href="https://kids.kiddle.co/River_Avon,_Bristol">https://kids.kiddle.co/River_Avon,_Bristol</a></p> <p><b>River Severn information</b> <a href="https://kids.kiddle.co/River_Severn">https://kids.kiddle.co/River_Severn</a> <a href="https://kids.britannica.com/students/article/Severn-River/336224">https://kids.britannica.com/students/article/Severn-River/336224</a></p> <p><b>River Danube information</b> <a href="https://kids.britannica.com/kids/article/Danube-River/439434#:~:text=The%20Danube%20starts%20in%20the,Bulgaria%2C%20Romania%2C%20and%20Ukraine.">https://kids.britannica.com/kids/article/Danube-River/439434#:~:text=The%20Danube%20starts%20in%20the,Bulgaria%2C%20Romania%2C%20and%20Ukraine.</a> <a href="https://kids.kiddle.co/Danube">https://kids.kiddle.co/Danube</a></p>	<p><b>Locational Knowledge</b></p> <ul style="list-style-type: none"> <li>• I can locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, Oceania, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities – <b>BBC Bitesize 'The Geography of Oceania' <a href="https://www.bbc.co.uk/bitesize/topics/zsw4kty/articles/zb63r2p">https://www.bbc.co.uk/bitesize/topics/zsw4kty/articles/zb63r2p</a></b></li> </ul> <p><b>Place Knowledge</b></p> <ul style="list-style-type: none"> <li>• I understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region within North or South America - <b>BBC Bitesize 'Explore Oceans' compare to natural water around South West of England – Rivers from Autumn learning and Atlantic Ocean <a href="https://www.bbc.co.uk/bitesize/topics/z849q6f/articles/zmqwscw">https://www.bbc.co.uk/bitesize/topics/z849q6f/articles/zmqwscw</a></b></li> </ul> <p><b>Human and Physical Geography</b></p> <p>I can describe and understand key aspects of:</p> <ul style="list-style-type: none"> <li>• physical geography, including: climate zones, rivers, mountains, volcanoes and earthquakes - <b>BBC Bitesize 'The Geography of Oceania' <a href="https://www.bbc.co.uk/bitesize/topics/zsw4kty/articles/zb63r2p">https://www.bbc.co.uk/bitesize/topics/zsw4kty/articles/zb63r2p</a></b></li> <li>• 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 – <b>BBC Bitesize 'Explore Sustainability and Plastics' linked to ocean pollution <a href="https://www.bbc.co.uk/bitesize/topics/zshp34j/articles/z6m7vk7">https://www.bbc.co.uk/bitesize/topics/zshp34j/articles/z6m7vk7</a></b></li> </ul>	<p><b>Geographical Skills and Fieldwork Investigation – Independent</b></p> <p><i>** Geography Skills and Fieldwork is taught in more detail in this unit, to include planning a fieldwork project see planning below **</i></p> <p>Use the BBC Bitesize resources below to support the introduction, planning, carrying out, presentation and analysing of the fieldwork investigation – Human or Physical focus</p> <ol style="list-style-type: none"> <li>1) 'How to plan a geography fieldwork investigation' <a href="https://www.bbc.co.uk/bitesize/topics/z27gf82/articles/z9hj96f">https://www.bbc.co.uk/bitesize/topics/z27gf82/articles/z9hj96f</a></li> <li>2) 'What happens in a geography fieldwork investigation?' <a href="https://www.bbc.co.uk/bitesize/topics/z27gf82/articles/zfjrydm">https://www.bbc.co.uk/bitesize/topics/z27gf82/articles/zfjrydm</a></li> <li>3) 'How to analyse, present and evaluate fieldwork findings' <a href="https://www.bbc.co.uk/bitesize/topics/z27gf82/articles/zj3t7yc">https://www.bbc.co.uk/bitesize/topics/z27gf82/articles/zj3t7yc</a></li> </ol>

<b>Geographical Skills/ Fieldwork</b>	<b>In every unit:</b> <ul style="list-style-type: none"> <li>I can use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> <li>I can 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</li> <li>I can 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.</li> </ul>	<b>In every unit:</b> <ul style="list-style-type: none"> <li>I can use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> <li>I can 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</li> <li>I can 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.</li> </ul>	<b>In every unit:</b> <ul style="list-style-type: none"> <li>I can use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> <li>I can 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</li> <li>I can 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</li> </ul>
<b>Geographical Vocabulary</b>	Climate/ weather, flood plain, meander, transportation, tributary, surface, vegetation belts, sea level, mouth, river, grid reference, source, terrain, products, ox-bow lakes, industrial, grid reference, contour lines, continent, landscape, population, development, precipitation, irrigation, evaporation, condensation, ground water, settlement, industry, tourist, scale [maps] contours	Climate/ weather, transportation, tributary, surface, vegetation belts, sea level, mouth, river, ocean, coral reef, Great Barrier Reef, grid reference, source, delta, terrain, products, industrial, grid reference, contour lines, continent, landscape, sub-continent, water cycle, population, development, arid precipitation, irrigation, evaporation, condensation, ground water, settlement, industry, tourist, scale [maps] contours	Climate/ weather, vegetation belts, sea level, mouth, river, grid reference, source, industrial, grid reference, contour lines, continent, landscape, sub continent, population, development, settlement, industry, tourist, scale [maps] contours  Fieldwork project vocabulary will differ depending on focus
<b>Trips / Visitors / Enrichment / Links</b>	Visitor from Wessex Water Doink Greenscreen, iMovie, Shadow Puppets Edu, Adobe Spark Video, Videorama, Apple Clips, Explain Everything	Mrs Osborne talk on New Zealand and Oceania	Link to visitor from the Town Council to discuss industry and tourism
<b>Community Engagement</b>			
<b>Cross Curricular Link - Computing</b>	<b>Computing Programme of Study KS2</b> <ul style="list-style-type: none"> <li>To select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information (NC).</li> <li>To recognise common uses of information technology beyond school (NC) <i>(using above computing links and to be included in Home Learning).</i></li> </ul> <b>Key Skills – Video and photography art</b> <ul style="list-style-type: none"> <li>I can use picture in picture tools in iMovie.</li> <li>I can add animated subtitles to my film to further enhance my creation.</li> <li>I can create videos using a range of media - animations, film and image.</li> <li>I can try a green screen masking tool (dependent on resources available).</li> <li>I can edit a picture to remove items, add backgrounds, merge 2 photos.</li> <li>I can evaluate and discuss images explaining effects and filters that have been used to enhance the media.</li> <li>Use a 3D drawing app to create a realistic representation of world objects</li> </ul>	N/A	N/A