

# Dunsford Community Academy



DUNSFORD

COMMUNITY ACADEMY

## CURRICULUM OVERVIEW 2021-22

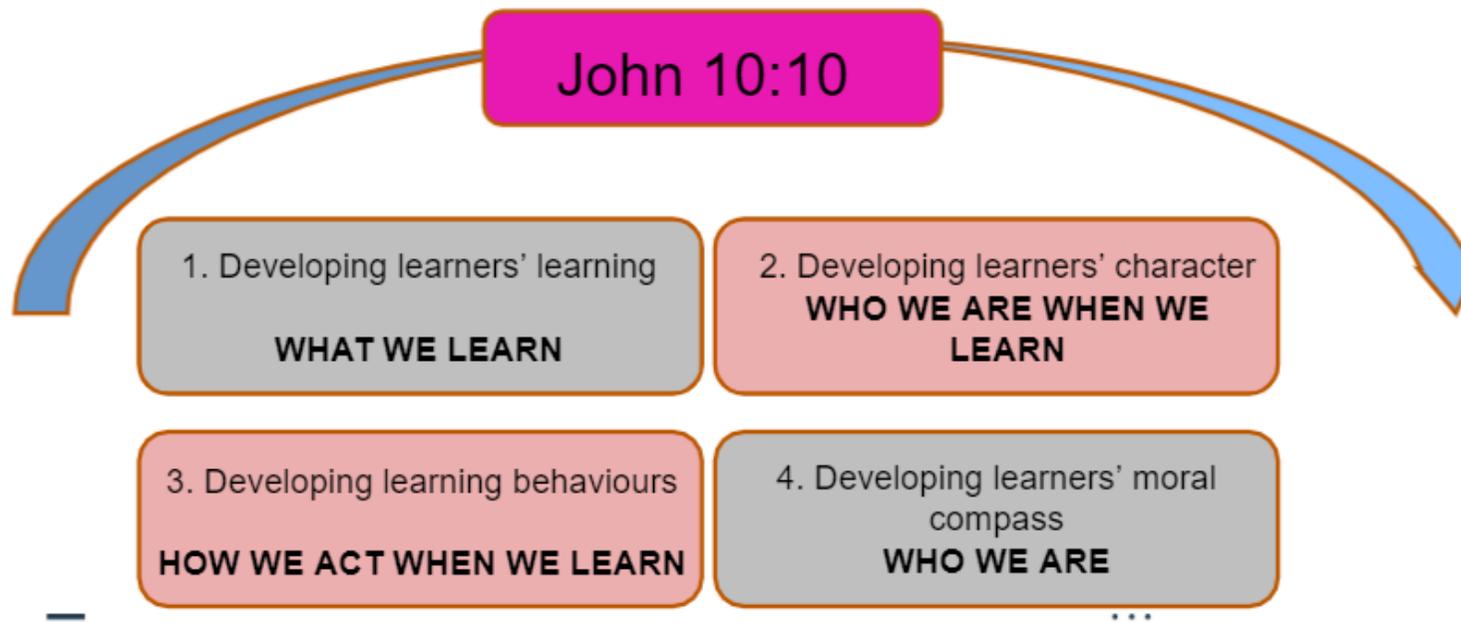
### Geography

Dunsford Community Academy's curriculum is intrinsically linked to our vision statement ***'Together we learn, Together we grow, Together we bloom.'*** Our curriculum is ambitious and we want our pupils to imagine what is possible for them to achieve and to develop confidence to fulfil their hopes and aspirations. Our ambition is to give the children the purpose and desire to create change in our local communities and the wider world beyond.

Our curriculum is the beating heart of our academies and is rooted in John 10:10.

***“I came that they might have life and live it to the full”***

Our children will flourish through experiencing a knowledge-rich curriculum which is both broad and balanced and fosters a love of learning, enabling all children to make connections and be well prepared for the next stage of their education.



## Curriculum Intent

Developing learners' learning  
**WHAT WE LEARN**

Our children will experience a knowledge-rich curriculum, underpinned by oracy, language and reading.

Developing learning behaviours  
**HOW WE ACT WHEN WE LEARN**

Our children will develop their learning behaviours and attributes so that they can embrace all opportunities and think critically.

Developing learners' character  
**WHO WE ARE WHEN WE LEARN**

Our children's uniqueness will be nurtured so that they develop self-discipline and integrity to make good choices.

Developing learners' moral compass  
**WHO WE ARE**

Our children will develop a deep sense of self and others to contribute positively within the diverse community and world in which they live.

## Geography

As geographers, our pupils will hone their knowledge of place and location as they develop a curiosity and fascination about the world and its people. Our children will understand the world's most significant human and physical features while understanding how people interact with and impact the natural world. They will strike links between the growth of settlements through industrial progress and growth of society and settlements,

enabling them to become stewards of the future and environmentally-minded global citizens. They will discover how landscapes and environments, both rural and urban, have changed over time and the impact of these changes.

### Geography – Progression and Skills

Year 1	NC objectives	Key knowledge and skills	Suggested vocab and linked texts	Broadening horizons
e.g Ongoing	<b>Seasonal changes</b> - observe changes across the four seasons - observe and describe weather associated with the seasons and how day length varies.	- I can describe how the changing seasons affect the environment around me (through observation/ outdoor learning) - I can observe closely using simple equipment e.g. tree study (magnifiers) - I can use my observations to suggest answers to ask questions about the weather and seasons e.g. What happens to trees through the seasons? Some trees lose their leaves but grow new ones in Spring. - I can gather data to help in answering questions e.g. Do all trees lose their leaves in winter? - I can observe and record by drawing pictures of the weather at different times of the year or keep a record of how many times it rains a week in the winter compared to the summer	Spring, Summer, Autumn, Winter, change, weather, sunny, rain, hail, snow, sleet, thunder, cloudy, temperature,  <i>Around the Year by Tasha Tudor (F)</i> <i>Tree by Britta Teckentrup (F)</i> <i>Seasons by Usborne Young Beginners (NF)</i> <i>Seasons by Valerie Bloom (P)</i>	Visit to the Met Office in Exeter  Seasonal Walk – same location throughout the year to observe changes  Visit by a farmer
Year A Autumn	- Local study/ fieldwork of the school grounds	- I can use local fieldwork skills of my local area. - I can study the geography of the school and its grounds. I can record data using simple maps and aerial photographs to mark on key information - I can study aerial photographs of the local area and label them with key features e.g. school, church, park, shops. - I can study the geography of the school and its grounds and record information such as how many buildings, shops etc. - I can record data using simple maps and aerial photographs to mark on key information. I can record data to help in answering questions. - I can create a simple map of the school. Why are the waste stores located near an exit?	school, classes, playground, rural, urban, town, village, city, factory, office, farm, shop, house, office, port, harbour, beach, cliff, coast, forest, hill, mountain, sea, ocean, river, vegetation	
Year A Spring	- Name locate and identify the four countries and capital cities of the UK - observe changes in seasonal	- I can describe the location of features on a map using locational vocabulary - I can name and locate the four countries of the UK, including the capital cities I can describe how the weather changes through the seasons. - I can use my observations to suggest answers to questions e.g. What happens to the weather through the seasons in the UK, how does it	season, change, patterns, United Kingdom, weather, climate, wind, rain, precipitation, sleet, snow, sun, cloud, rainbow  United Kingdom, Great Britain, England, Ireland, Northern	

	<p>weather patterns in the United Kingdom</p>	<p><b>change?</b> What impact does the change in season have on the weather itself.</p> <ul style="list-style-type: none"> <li>- I can use simple fieldwork to record my findings.</li> <li>- I can identify characteristics of the four countries and capital cities of the UK and its surrounding areas and seas - I can locate and identify the four countries of the UK and their capital cities.</li> <li>- I can use different map resources to identify the surrounding areas e.g. ordnance survey maps</li> <li>- I can describe their surrounding areas.</li> <li>- I can name and locate the seas surrounding the British Isles</li> </ul> <p>-I can describe how the weather changes through the seasons.</p> <ul style="list-style-type: none"> <li>- I can use my observations to suggest answers to questions e.g. <b>What happens to the weather through the seasons in the UK, how does it change?</b> What impact does the change in season have on the weather itself.</li> <li>- I can use simple fieldwork to record my findings.</li> </ul>	<p>Ireland, Scotland, Wales, border, man-made border, physical border, counties, capital cities, London, Cardiff, Edinburgh, Dublin, North Sea, English Channel, Irish Sea, Atlantic Ocean</p>	
<p><b>Year A Summer</b></p>	<p>- Name and locate the world's seven continents and five oceans</p>	<ul style="list-style-type: none"> <li>- I can name the world's seven continents and five oceans.</li> <li>- I can use map skills to find other places in the world.</li> <li>- I can locate the continents and oceans on a 2D map.</li> <li>- Using maps, I can relate the location of the world's 5 oceans and continents using simple compass directions. e.g. The Pacific Ocean is south of the Atlantic Ocean.</li> <li>- I can locate the world's seven continents.</li> <li>- I can locate the world's five oceans.</li> <li>- I can describe where the oceans and continents are in relation to each other.</li> <li>- I can describe the location of features on a map using locational vocabulary</li> </ul>	<p>map, atlas, globe, key, legend, symbols, near, far, north, south, east and west, North America, South America, Europe, Asia, Australia, Africa, Antarctica, Pacific Ocean, Atlantic Ocean, Indian Ocean, Southern Ocean, Arctic Ocean</p>	
<p><b>Year B Autumn</b></p>	<p>- Study of a small area of the UK- <b>Dunsford</b></p>	<ul style="list-style-type: none"> <li>- I can study pictures/videos/sources of Dunsford and ask geographical questions such as <i>What is it like to live in this place?</i></li> <li>- I can identify geographical features of a small area of the UK.</li> <li>- I can study aerial photographs of the local area and label them with key features e.g. school, church, park, shops.</li> <li>- I can identify features of a small area of the UK.</li> <li>I can ask questions about why things are located where they are e.g. why is this settlement located near to a river?</li> <li>- I can describe the location of features on a map using locational vocabulary</li> <li>-Why does this location differ so much to the one I know?</li> <li>- I can express my own views about a place, people and environment.</li> </ul>	<p>rural, urban, town, village, city, factory, office, farm, shop, house, office, port, harbour, beach, cliff, coast, forest, hill, mountain, sea, ocean, river, vegetation</p>	

<p><b>Year B Spring</b></p>	<p>- Locate the hot and cold areas of the world in relation to the North and South Pole and the Equator</p>	<p>- I can use maps and globes to identify the coldest places in the world.  - I can make predictions about where the hottest places in the world are.  - I can understand why there are hot and cold areas of the world.  - I can use locational vocabulary to explain why the equator is hotter than the poles.  I can explain that the polar regions are colder than the equator.  - using globes I can identify the reasons for the polar regions being colder.  - I can identify the equator and locate and name the places on the equator which are the hottest.</p>	<p>equator, North Pole, South Pole, compass, north south, east, west, hemisphere, cold, hot, temperature, continent, ocean, polar region</p>	
<p><b>Year B Summer</b></p>	<p>- Study of a small area of a contrasting non-European country</p> <p><b>Focus on Dunsford and Kenya</b></p>	<p>- I can explain where Kenya and the UK are located in the world and find Kenya on a world map or globe. I can say which continent each area is in.  - I can describe where Kenya is located in relation to other places in the world.  - I can use an atlas/globe to locate accurately places and physical features in Kenya  - I understand what the country of Kenya is geographically like and can describe some differences and similarities between Kenya and the UK  - I can ask geographical questions – Where is it? What is this place like? How near/far is it to where I live? How is the weather different? How are lifestyles different?  - I understand what some aspects of Kenyan life are like such as schools and I can compare a school day in Kenya to my school day  - I can contrast the similarities and differences between a location outside of the UK.  - I can ask questions about why things are located where they are e.g. Why is this settlement located near a water source?</p>	<p>country, continent, UK, England, Kenya, Nairobi, Mombassa, London, desert, African, feature, land, east, Africa, equator, developing country, English, Swahili, wildlife reserves, savannah, swamp, forest</p>	
<p><b>Ongoing</b></p>	<p>- observe changes in seasonal weather patterns in the United Kingdom</p>	<p>I can describe how the weather changes through the seasons.  - I can use my observations to suggest answers to questions e.g. What happens to the weather through the seasons in the UK, how does it change? What impact does the change in season have on the weather itself.  - I can use simple field work to record my findings.</p>	<p>season, change, patterns, United Kingdom, weather, climate, wind, rain, precipitation, sleet, snow, sun, cloud, rainbow</p>	
<p><b>Year 2- knowledge and</b></p>	<p><b>NC objectives</b></p>	<p><b>Key knowledge and skills</b></p>	<p><b>Suggested vocab and linked texts</b></p>	<p><b>Broadening horizons</b></p>

<p><b>skills in red</b> <b>Year 3/4</b></p>				
<p><b>Ongoing (Y2)</b></p>	<p>- observe changes in seasonal weather patterns in the United Kingdom</p>	<p>- I can build on my knowledge of hot and cold world regions and deepen my understanding of changing UK climate and weather. - I can use weather data and sources (weather maps and historical data) to show trends and patterns in weather and climate.</p>	<p>Equator, north pole, south pole, compass, north south, east, west, hemisphere, season, change, patterns, United Kingdom, weather, climate, wind, rain, precipitation, sleet, snow, sun, clouds, rainbow, overcast</p>	
<p><b>Year A Autumn</b></p>	<p>- name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and <b>land-use patterns; and understand how some of these aspects have changed over time</b></p> <p><b>Focus on Exeter and Stonehenge</b></p> <p>- Explore similarities and differences of areas within the UK (Y2)</p>	<p><b>(Y3/4)</b></p> <p>- I can name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics. - Using maps, atlases, aerial photos, I can explore similarities and differences of human and physical features. - 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 knowledge of the United Kingdom and the wider world - I can ask and answer geographical questions eg <i>What is a place like? What or who will I see in this place? What do people do in this place?</i> - Identify the key features of a location in order to say whether it is a city, town, village and if it is coastal or rural. - Using maps, atlases, aerial photos, I can explore similarities and differences of human and physical features. - I can explain how urban areas have been located near specific physical features. - I can identify physical features and landmarks, describing their importance for urban settlements. - I can understand symbols and keys to communicate knowledge of the United Kingdom and the wider world. - I can name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics.</p> <p><b>(Y2)</b></p> <p>- I can name and locate areas of the UK. - Using maps, atlases, aerial photos, I can explore similarities and differences of human and physical features.</p>	<p>cities, town, village, location, United Kingdom, names of major cities and towns (eg, <i>London, Liverpool, Torquay</i>), counties, North West, North East, South West, South East, Midlands, compare, comparison, similarities, differences.</p> <p>urban, sub-urban, coastal, rural, cities, town, village, location, region, employment, buildings, trade, map</p> <p>North, south, east, west, near, far, left, right, location, landmarks, physical and human features, routes (Y2)</p>	

		<ul style="list-style-type: none"> <li>- I can explain how urban areas have been located near specific physical features.</li> <li>I can identify physical features and landmarks, describing their importance for urban settlements</li> </ul>		
<p><b>Year A Spring</b></p>	<p>Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom <b>(Dunsford)</b>, a region in a European country <b>(France)</b></p> <p>Y2- Study of an area of the UK – Dartmoor and compare to a European country</p> <p>Focus on Dartmoor and Mechelen (France)</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> <li>- I can describe geographical similarities and differences between Dartmoor and Mechelen using maps and other sources</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 compare human and physical features of Mechelen and Dartmoor and draw conclusions</li> <li>- I can identify the main trades and industry in the two locations</li> <li>- I can analyse evidence and draw conclusions – e.g make comparisons about population, temperature, climate etc</li> <li>- I can ask and answer geographical questions about the physical and human characteristics of contrasting locations</li> </ul> <p><b>(Y2)</b></p> <ul style="list-style-type: none"> <li>- I can study aerial photographs of Dartmoor and compare them to maps of Mechelen</li> <li>- I can label pictures/photos to show how the two locations are different</li> <li>- I can study the geography of Dartmoor and Mechelen and record what is the same and what is different</li> <li>- I can record data using simple maps and aerial photographs to mark on key information.</li> <li>- I can study pictures/videos/sources of Mechelen and ask geographical questions such as How is this place different to where I live?</li> <li>- I can identify geographical features of Dartmoor</li> </ul>	<p>City, town, village, location, compare, comparison, similarities, differences, Dartmoor, national park, Mechelen, human geography, physical geography, settlement, temperature, population, trade, industry, grid reference, plot, point, OS map, location, legend, north, south, east, west, near, far, left, right, landmarks, European, France</p> <p>Compass, north south, east, west, hemisphere, season, change, patterns, United Kingdom, Europe, France, weather, climate, population, transport, climate, town, city, capital, population, land use, coastal, urban, housing, green space, transport, industry, settlement, compare, same, different</p>	

<p><b>Year A Summer</b></p>	<p><b>Rivers – The River Nile, the River Teign and the water cycle</b></p> <p>Identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and <b>rivers</b>)</p> <p>Physical geography: the water cycle</p> <p>- study of key physical and human features of river from source to mouth <b>(Y2)</b></p> <p><b>Focus on a comparison of the River Nile and the River Teign</b></p>	<ul style="list-style-type: none"> <li>- I know and can explain the key parts of the water cycle and its importance in water moving around the earth</li> <li>- I can describe the physical make up of a river and use technical vocabulary e.g. erosion, deposition, transportation</li> <li>- I can use fieldwork skills to study a local river</li> <li>- I can explain and present how rivers are formed and describe the journey of a river from source to mouth</li> <li>- I can use the correct vocabulary to name and describe different parts of a river.</li> <li>- I can locate the River Nile and the River Teign on a map and notice the areas they flow through</li> <li>- I can research and then compare how the rivers are used and how their use has changed from ancient times to today</li> <li>- I understand the significance of the Nile on settlement and trade and can explain the impact on people who live along it</li> <li>- I can explain the importance of the River Teign on people who live locally to it and the wider community</li> </ul> <p><b>(Y2)</b></p> <ul style="list-style-type: none"> <li>- I can study aerial photographs of the River Teign and compare them to aerial photographs of the River Nile</li> <li>- I can label pictures/photos to show how the two locations are different</li> <li>- I can study the geography of the River Teign and the River Nile and record what is the same and what is different</li> <li>- I can record data using simple maps and aerial photographs to mark on key information.</li> <li>- I can study pictures/videos/sources of the two rivers and ask geographical questions such as How are these rivers different? Why are they different?</li> <li>- I can identify geographical features of Dartmoor</li> </ul>	<p>condensation, accumulation, energy source, evaporation, throughflow, evapotranspiration, interception, surface runoff, infiltration, percolation, groundwater flow, precipitation, water table, transpiration, inundation, River Nile, bank, source, mouth, tributaries, delta, course, meander, floodplain</p> <p><b>Sea, ocean, river, valley, source, spring, mouth (Y2)</b></p>	<p>Fieldwork visit to the River Teign</p>
<p><b>Year B Autumn</b></p>	<p>Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country,</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> <li>- I can describe geographical similarities and differences between Exeter and Rome using maps and other sources</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> </ul>	<p>City, town, village, location, compare, comparison, similarities, differences, Dartmoor, national park, human geography, physical geography, settlement, temperature, population, trade, industry, grid reference, plot, point, OS map, location, legend, north, south, east, west, near, far, left, right, landmarks, European,</p>	

	<p><b>Focus on Rome and Exeter</b></p> <ul style="list-style-type: none"> <li>- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> </ul> <p>- Explore similarities and differences of areas within the UK (Y2)</p>	<ul style="list-style-type: none"> <li>- I can compare human and physical features of Rome and Exeter and draw conclusions</li> <li>- I can identify the main trades and industry in the two locations</li> <li>- I can analyse evidence and draw conclusions – e.g make comparisons about population, temperature, climate etc</li> <li>- I can ask and answer geographical questions about the physical and human characteristics of contracting locations</li> </ul> <p>(Y2)</p> <ul style="list-style-type: none"> <li>- I can study aerial photographs of Exeter and compare them to maps of Rome</li> <li>- I can label pictures/photos to show how the two locations are different</li> <li>- I can study the geography of Exeter and Rome and record what is the same and what is different</li> <li>- I can record data using simple maps and aerial photographs to mark on key information.</li> <li>- I can study pictures/videos/sources of Rome and ask geographical questions such as How is this place different to where I live?</li> <li>- I can identify geographical features of Exeter</li> </ul>	<p>Compass, north south, east, west, hemisphere, season, change, patterns, United Kingdom, Europe, France, weather, climate, population, transport, climate, town, city, capital, population, land use, coastal, urban, housing, green space, transport, industry, settlement, compare, same, different</p>	
<p>Year B Spring</p>	<ul style="list-style-type: none"> <li>- understand geographical similarities and differences through the study of human and physical geography</li> </ul> <p><b>Focus on Dunsford (past and present)</b></p> <p>Use basic geographical vocabulary to refer to key physical features (Y2)</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> <li>- I can describe geographical similarities and differences as Dunsford has changed overtime (land use)</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 compare human and physical features of Dunsford in the past and present and draw conclusions</li> <li>- I can identify how Dunsford has changed over time and the key changes in land use patterns and the impact that this has had on the local area (farming)</li> <li>- I can analyse evidence and draw conclusions – e.g make comparisons about population, temperature, climate etc overtime and the reasons for this</li> <li>- I can explain how the changes in land use over time have affected the River Teign and the local area, specifically farming and trade</li> <li>- I can ask and answer geographical questions about the physical and human characteristics of contracting locations</li> </ul>	<p>Land use, comparison, population, temperature, climate, farming, trade, inland, land use, patterns, change over time</p> <p>Rural, cities, town, village, location, region, employment, buildings, trade, map</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		
<b>Year B Summer</b>	<p>Physical geography: mountains, <b>volcanoes and earthquakes</b></p> <p>Use basic geographical vocabulary to refer to: key physical features (Y2)</p> <p><b>Focus on volcanoes and earthquakes in Greece</b></p>	<ul style="list-style-type: none"> <li>- I can describe and understand key aspects of physical geography</li> <li>- I can understand what a volcano is and explain their physical features</li> <li>- I can understand what an earthquake is and explain what causes the movements in tectonic plates</li> <li>- I can locate places in the world where volcanoes and earthquakes occur (focus on locating using maps of Greece)</li> <li>- I can understand where earthquakes occur in Greece and explain the factors that cause these</li> <li>- I understand what causes earthquakes and volcanic eruptions to occur and explain this using accurate, geographical vocabulary.</li> <li>- I can draw diagrams, produce writing and use the correct vocabulary for each stage</li> <li>- I can use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> </ul>	<p><u>Volcano vocabulary</u> mantle, eruption, active, dormant, magma, extinct, pumice, volcano, crust, lava, ash, core, vent, crust, conduit, crater,</p> <p><u>Earthquake vocabulary</u> earthquake, aftershock, epicentre, fault line, foreshock, main shock, magnitude, Richter scale, Ring of fire, seismic, seismograph, seismologist, tectonic plates,</p>	
<b>Year C Autumn</b>	<p>Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</p> <p><b>Focus on Dartmoor and farming and trade</b></p> <p>Use basic geographical vocabulary to refer to: key physical features (Y2)</p>	<ul style="list-style-type: none"> <li>- I can understand how much of the land on Dartmoor National Park is used for farming</li> <li>- I can explain how the climate enables the conditions for farming</li> <li>- I can describe and understand the key aspects of physical geography that enable farming on Dartmoor National Park</li> <li>- I can use maps, atlases, globes and digital/computer mapping to locate farming areas on Dartmoor National Park</li> <li>- I can understand the different types of farming that happens on Dartmoor National Park and explain the impact of farming on the land</li> <li>- I can understand and explain the importance of farming on the economic activity of the area and impact of this on the population of people who settle here</li> <li>- I can explain how farming has changed overtime on Dartmoor National Park and the impact on the land and climate</li> </ul> <p>(Y2)</p> <ul style="list-style-type: none"> <li>- I can label pictures/photos to show physical features of farming areas</li> <li>- I can study the geography of Dartmoor farming areas and record what is the same and what is different</li> <li>- I can record data using simple maps and aerial photographs to mark on key information.</li> <li>- I can study pictures/videos/sources of Dartmoor and ask geographical questions such as Why is this farm located here?</li> </ul>	<p>Land use, farming, distribution, weather, climate, agriculture, conditions, changes, compare, similarities, differences, aerial, economic,</p> <p>Aerial, farming, location, economy, climate, rural, change over time,</p>	Question and answer discussion with a farmer

<p><b>Year C Spring</b></p>	<p><b>Rivers and the water cycle</b></p> <p>Physical geography: the water cycle human geography, including: types of settlement and land use, economic activity including trade links</p> <p>- study of key physical and human features of river from source to mouth (Y2)</p> <p>Locate the world's countries, concentrating on their environmental regions, key physical and human characteristics</p> <p><b>Focus on Ghana and the River Gambia</b></p>	<ul style="list-style-type: none"> <li>- I can locate Ghana on a map</li> <li>- I can collect and analyse statistics and other information in order to draw conclusions about Ghana's climate</li> <li>- I can describe key physical features of Ghana's environment (urban/rural)</li> <li>- I can analyse evidence and draw conclusions – e.g about population, temperature, climate etc</li> <li>- I can ask and answer geographical questions about the physical and human characteristics of this location</li> <li>- I can locate the River Gambia on a map and notice the areas that it flows through and locate the source of the river</li> <li>- I can research how the rivers was used during the time of the slave trade and how its use has changed from the origins of the slave trade to today</li> <li>- I understand the significance of the Gambia on the settlement and trade of slaves and can explain the impact on history of the use of the river</li> <li>- I can explain the importance of the River Gambia on people who live locally to it and their community</li> </ul> <p><b>(Y2)</b></p> <ul style="list-style-type: none"> <li>- I can study aerial photographs of the River Gambia and explain geographical features</li> <li>- I can label pictures/photos to show the two location of the River Gambia</li> <li>- I can record data using simple maps and aerial photographs to mark on key information.</li> <li>- I can study pictures/videos/sources of the River Gambia and ask geographical questions such as What is the importance of the River Gambia both in the past and today? How has the purpose of the River Gambia changed over time?</li> <li>- I can identify geographical features of Dartmoor</li> </ul>	<p>City, town, village, location, compare, comparison, similarities, differences, human geography, physical geography, settlement, temperature, population, trade, industry, grid reference, plot, point, OS map, location, legend, north, south, east, west, near, far, left, right, landmarks, Africa, Ghana, River Gambia,</p> <p>Sea, ocean, river, valley, source, spring, mouth,</p>	
<p><b>Year C Summer</b></p>	<p><b>European study contrasting 2 European countries</b></p> <p>locate the world's countries, using maps to focus on Europe (including</p>	<ul style="list-style-type: none"> <li>- I can describe geographical similarities and differences between Moscow and Berlin using maps and other sources</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 locate the capital cities of Germany and Russia and compare their physical similarities and differences to draw conclusions</li> </ul>	<p>City, town, village, location, compare, comparison, similarities, differences, human geography, physical geography, settlement, temperature, population, trade, industry, grid reference, plot, point, OS map, location, legend, north, south, east, west, near, far,</p>	

	<p>the location of Russia) concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.</p> <p><b>Focus on Moscow and Berlin</b></p> <p>Use basic geographical vocabulary to refer to: key physical features (Y2)</p>	<ul style="list-style-type: none"> <li>- I can collect and analyse statistics and other information in order to draw conclusions about Brazil's climate and compare it to that of Moscow's</li> <li>- I can describe key physical features in the differing environments (urban and rural)</li> <li>- I can analyse evidence and draw conclusions – e.g make comparisons about population, temperature, climate etc</li> <li>- I can ask and answer geographical questions about the physical and human characteristics of contrasting locations</li> </ul> <p><b>(Y2)</b></p> <ul style="list-style-type: none"> <li>- I can study aerial photographs of Berlin and compare them to aerial photos of Moscow</li> <li>- I can label pictures/photos to show how the two locations are different</li> <li>- I can study the geography of Berlin and Moscow and record what is the same and what is different</li> <li>- I can record data using simple maps and aerial photographs to mark on key information.</li> <li>- I can study pictures/videos/sources of Berlin and Moscow and ask geographical questions such as How is this place different to where I live? What are the physical and human features that make this place different to where I live?</li> <li>- I can identify geographical features of Berlin and Moscow</li> </ul>	<p>left, right, landmarks, European, Germany, Russia</p> <p>Compass, north south, east, west, hemisphere, season, change, patterns, United Kingdom, Germany, Russia, weather, climate, population, transport, climate, town, city, capital, population, land use, coastal, urban, housing, green space, transport, industry, settlement, compare, same, different</p>	
Year 5/6	NC objectives	Key knowledge and skills	Suggested vocab and linked texts	Broadening horizons
Year A Autumn	<ul style="list-style-type: none"> <li>- 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)</li> </ul>	<ul style="list-style-type: none"> <li>- I can name and locate the equator, northern and southern hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle on a map</li> <li>- I can raise questions about the different hemispheres and make predictions on how life might be different in each one.</li> <li>- I can use maps to identify and then label different climate zones</li> <li>- I can describe climate zones and their key differences</li> <li>- I can understand the term biome and use knowledge of this term to make suggestions as to places in the world that may be biomes</li> <li>- I can locate on a map of the world the main types of biomes e.g tundra, desert, grassland and rain forest</li> <li>- I know why some of these areas are under threat from global warming and some of the reasons why.</li> </ul> <p>Focus on a key biome – tundra (Scandinavia – link to Anglo Saxons)</p> <ul style="list-style-type: none"> <li>- I can identify the climate, habitats, the plant and animal types and the</li> </ul>	<p>Equator, Northern and Southern Hemisphere, Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, date and time equator, Northern and Southern Hemisphere, Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, date and time zones, longitude, latitude, globe, , physical and human features, routes, climate, biomes, vegetation belts. climate, climate zones, biomes, desert, tundra, grassland, rainforest, vegetation belts, rivers, settlements, land</p>	

	<p>- describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts</p> <p><b>Focus on Scandinavia and Northern Europe</b></p>	<p>people who live there</p> <ul style="list-style-type: none"> <li>- I can use a range of primary sources to ask questions and to make comparisons about how life in the UK may be similar</li> <li>- I understand how the tundra may be linked to trade</li> <li>- I know where the other tundra biomes are located in the world and why</li> </ul>	<p>use, trade links, natural resources, food, minerals, water.</p>	
<p><b>Year A Spring</b></p>	<p><b>Human geography</b>, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</p> <p><b>Focus on Aqueducts</b> Water cycle/ Rivers Trade route -(Local)</p>	<ul style="list-style-type: none"> <li>- I know and can explain the key parts of the water cycle and its importance in water moving around the earth</li> <li>- I can describe the physical make up of a river and use technical vocabulary e.g. erosion, deposition, transportation</li> <li>- I can use fieldwork skills to study a local river</li> <li>- I can explain and present how rivers are formed and describe the journey of a river from source to mouth</li> <li>- I can use the correct vocabulary to name and describe different parts of a river.</li> <li>- I know and can explain function of aqueducts and locate them on a map of a given area (focus on Thirlmere Aqueduct in North West England and Katrine Aqueduct in Scotland)</li> <li>- I can compare the Thirlmere Aqueduct in North West England and Katrine Aqueduct in Scotland and explain the impact that these had on the communities and how they changed the landscape</li> <li>- I know and can explain the importance of aqueducts both in the past and in the world today and the difference they make to settlement, land use and the distribution of natural resources</li> <li>- I can understand the impact of aqueducts on the environment</li> </ul>	<p>accumulation, energy source, throughflow, interception, surface run-off, infiltration, percolation, groundwater flow, precipitation, water table, transpiration, inundation,, bank, source, mouth, tributaries, delta, course, meander, floodplain, aqueduct, natural resources, land use, settlement, distribution,</p>	
<p><b>Year A Summer</b></p>	<p><b>Climate change</b></p> <p>describe and understand key aspects of:</p> <ul style="list-style-type: none"> <li>□ physical geography, including: climate</li> </ul>	<ul style="list-style-type: none"> <li>- I can describe how locations around the world are changing and explain some of the reasons for change</li> <li>- I can use maps, atlases, globes and digital/computer mapping to locate China and identify the countries bordering it and its place/location within the world</li> <li>- I can collect and analyse statistics and other information in order to draw conclusions about China's climate and compare it to that of the UK</li> <li>- I understand what climate change is and can explain it</li> </ul>	<p>climate, climate change, pollution, population, supply and demand, industry, trade, evolve, atmosphere, carbon, carbon dioxide, drought, electricity, energy, fossil fuel, global warming, greenhouse effect, hurricane, methane, non-renewable energy, renewable</p>	<p>Young People's Trust for the Environment website</p> <p>WWF website</p>

	<p>- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p><b>Focus on China</b></p>	<p>- I know and can describe the effects that climate change is having on the planet, people and wildlife.</p> <p>- I know that China has different environment regions and I can describe key physical features in the differing environments.(urban and rural)</p> <p>- I can locate the major cities of China and compare their physical similarities and differences</p> <p>- I know how humans are causing climate change – focus on deforestation, burning fossil fuels and single-use plastic</p> <p>- I can use a range of sources to understand about the types of settlement and land use, economic activity, and use this information to begin to explain reasons for the climate change in China and the impact this has on the country.</p> <p>- I understand what I can do to stop climate change</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 knowledge of the wider world</p> <p>- I can use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>- I can use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location.</p> <p>- I can interpret information to make hypotheses and draw conclusions</p> <p>- I can analyse an image to make comparisons</p>	<p>energy, solar power, weather, wind energy, effect, hunger, farming</p>	<p><a href="https://climate.nasa.gov/effects/">https://climate.nasa.gov/effects/</a></p>
<p><b>Year B Autumn</b></p>	<p>Physical geography: <b>mountains</b>, volcanoes and earthquakes</p> <p><b>Focus on Scandanavia Mountains (Scandes)</b></p>	<p>- I can identify and name some of the mountains and mountain ranges in the world and locate them on a world map explaining geographically where they are in relation to each other</p> <p>- I can explain the difference between a mountain and a mountain range</p> <p>- I can use maps, atlases, globes and digital/computer mapping to locate mountains studied</p> <p>-I can explain how mountains are formed</p> <p>- I understand what a mountain is and how different types of mountain are formed e.g fold, fault-block (block), dome, volcano, plateau</p> <p>- I can explain the differences between mountain formations</p> <p>- I can use the correct vocabulary to name and describe different parts of mountain ranges.</p>	<p><u>Mountain vocabulary</u>  highland, peak, mount, height, summit, pinnacle, mountaintop, elevation, Alps, altitude, Andes, Nevis, dome, mountain, elevation, erosion, fault-block, mountain, fold mountain, Himalayas, Mount Everest, mountain, mountain range, mountaineer, peak, plateau, Rockies, slope, summit,</p>	

		<ul style="list-style-type: none"> <li>-I can identify the Scandes and use maps, atlases, globes and digital/computer mapping to locate them and the countries that border them.</li> <li>- I understand physical features that are unique to the Scandes and the importance of these and impact on the geographical area (trade, transport, settlements)</li> </ul>		
Year B Spring	<p>Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America</p> <p><b>Focus on England (Slapton Sands), and North America (Attu Island)</b></p> <p><b>Physical geography – coasts</b></p> <p>Describe and understand key aspects of physical geography : focus on coasts of England and North America (Attu)</p>	<ul style="list-style-type: none"> <li>-I can locate Slapton Sands and Attu on a map and ask geographical questions about their location.</li> <li>- I can describe geographical similarities and differences between Slapton Sands and Attu</li> <li>- I can ask and answer geographical questions about the physical and human characteristics of a location. eg <i>What is a place like? What or who will I see in this place? What do people do in this place?</i></li> <li>- I can explain how these areas have specific geographical features and identify their importance for defence</li> <li>-I can explain how Slapton Sands and Attu are similar and different and the geographical reasons for this</li> <li>-I can understand and explain the factors that impact on these two places as settlements (climate, travel, transport, distribution of natural resources, trade and economy etc) and explain this using key geographical terms</li> <li>-I can understand how volcanic rocks have formed on the island of Attu.</li> <li>- I can name and locate the coastlines of these two contrasting places . I can use maps at a range of scales to locate these.</li> <li>- I can explain how erosion and weathering can change the landscape</li> <li>- I can explain how some coastal features are formed e.g. bays, dunes, stacks, stumps etc</li> <li>- I can explain how erosion and deposition form coastal features.</li> <li>- I can use fieldwork to observe, measure, record and present physical features of the local coast including sketch maps, plans and graphs, and digital technologies.</li> </ul>	Coast, coastline, coastline management, formations - bay, beach, bar, headland, dune, stack, spit, cave, arch, stump, weathering – mechanical and chemical, transportation, erosion, deposition, transportation of rocks, abrasion, attrition, rock types – igneous, metamorphic, sedimentary, (inc. Y2)	
Year B Summer	Locate the world's countries, using maps to focus on	- I can use maps and atlases to locate the continent of South America and the country of Brazil and can identify the countries bordering Brazil.	continent, South America, country, Brazil, capital city, Brasilia, Amazon, Amazon	

	<p>Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</p> <p><b>Focus on Brazil</b></p>	<ul style="list-style-type: none"> <li>- I can collect and <b>analyse statistics</b> and other information in order to draw conclusions about Brazil's climate and compare it to that of the UK</li> <li>- I know that Brazil has different environment regions and <b>I can describe key physical features in the differing environments.</b>(urban and rural)</li> <li>- I can locate the major cities of Brazil <b>and compare their physical similarities and differences.</b></li> <li>- I can use a range of sources to understand about the types of settlement and land use, economic activity, and the distribution of natural resources including energy, food, minerals and water in Brazil.</li> <li>- I can locate the Amazon rainforest using maps and <b>describe key physical and human characteristics.</b></li> </ul>	<p>Rainforest, climate, weather, border, landlocked, humid, arid, rainforest, equator, city, settlement, land use, natural resources, mining – gold, bauxite, diamonds, platinum, iron, tin, agriculture – beef, coffee, oranges, cassava, statistics, analyse, record, evaluate, gross domestic product, growth, rise and fall, profit, compare, contrast</p>	
	<p>-locate the world's countries, using maps to focus on Europe (including the location of Russia) and <b>North and South America</b>, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</p>	<ul style="list-style-type: none"> <li>- I can describe climate zones, biomes and vegetation belts</li> <li>- I can understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America</li> <li>- <b>I can ask and answer geographical questions about the physical and human characteristics of a location</b></li> <li>- <b>use maps, atlases, globes and digital/computer mapping</b></li> <li>- <b>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</b></li> </ul>	<p>Climate, climate zones, biomes, vegetation belts, rivers, mountains, volcanoes, earthquakes, water cycle, settlements, land use, trade links, natural resources, food, minerals, water.</p>	<p>Physical geography: climate zones, biomes and vegetation belts</p>