**Geography Curriculum Map**

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|  | **Vision for the subject:**  **At Randwick our aim is for our pupils exploring the relationship and interactions between people and the environments in which they live and upon which they and all life on Earth depends. Many of the pupils who now attend our school will live to see the next century and inhabit a world of 11 billion people. The many opportunities and challenges that will arise during their lifetime will be very much about Geography at personal, national and global scales. What we intend pupils to learn in Geography reflects this throughout the curriculum. In helping children be ‘ready for life’, to give all children a sense of place – both where they live and in the wider world and expand their geographical vocabulary. They develop a deep understanding about what our local area has to offer and compare and contrast that to places in the rest of the UK, Europe and beyond. We aim to inspire curiosity and interest about the world. Our geography curriculum reflects the diversity of our school, ensuring our children learn about a variety of places, people, resources and natural and human environments.**  **Geography is challenging, motivating, topical and fun. In our diverse society children need, more than ever before, to understand other people and cultures. Geography makes a major contribution to children's physical, intellectual, social and emotional development. In short, geography matters!** | | | | | |
|  | **Term 1** | **Term 2** | **Term 3** | **Term 4** | **Term 5** | **Term 6** |
| **Reception** | **Into the woods** – autumn walks, maps,  Seasonal changes | **Let’s celebrate** – locate countries on maps/ a globe when investigating how people celebrate Diwali, Hanukah, etc  Seasonal changes | **Into the night sky**  Seasonal changes | **It’s wild out there** – spring  Seasonal changes walk, what is Kenya like? | **Where adventures begin**  Seasonal changes | **What a journey**  Polar regions, tropical regions, deserts  Seasonal changes |
| **Vocabulary** | Map, up, down, left, right, next to …  Autumn, deciduous, evergreen, | Globe | Spring | Atlas, globe, ocean, sea, land, country | Summer | Hot, cold, desert,  Summer |
| Assessment | The early learning goals at EYFS aim to guide children to make sense of their physical world and their community by exploring, observing, and finding out about people, places, technology and the environment. Assessment  Recognise some similarities and differences between life in this country and life in other countries.  Explore the natural world around them  Describe what they see, hear and feel whilst outside.  Recognise some environments that are different from the one in which they live.  Understand the effect of changing seasons on the natural world around them. | | | | | |

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|  | **Term 1** | **Term 2** | | **Term 3** | | **Term 4** | | **Term 5** | | **Term 6** | |
| **Buzzards**  **Year A** |  | | **Are all islands the same?**  **Investigate places**  Ask and answer geographical questions (such as: What is this place like? What or who will I see in this place? What do people do in this place?)  Use world maps, atlases and globes to identify continents and oceans.  Name and locate the world’s continents and oceans.  **Investigate patterns**  Understand geographical similarities and differences of the United Kingdom and a contrasting non-European country.  Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.  **Communicate geographically**  Use compass directions (north, south, east and west)  **Sticky knowledge:**  Know the names of the four countries that make up the UK and name the three main seas that surround the UK.  Know the names and locate the seven continents of the world  Know the names of and locate the five oceans of the world.  Know which is N, E, S and W on a compass.  Identify physical features of an island. | |  | | **UK – is the weather the same everywhere?**  **Investigate places**  Use world maps, atlases and globes to identify the United Kingdom and its countries.  Use aerial images and plan perspectives to recognise landmarks and basic physical features.  Name, locate and identify the four countries and capital cities of the United Kingdom and its surrounding seas.  **Investigate patterns**  Identify seasonal and daily weather patterns in the United Kingdom  **Communicate geographically**  Use basic geographical vocabulary to refer to:  Key physical features, including: beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation and weather.  Use compass directions (north, south, east and west) to describe the location of features.  **Sticky knowledge:**  Know which is the hottest and coldest season in the UK.  Know and recognise main weather symbols.  Know the names of the four countries that make up the UK and name the three main seas that surround the UK.  Know where the hot and cold areas are on a globe.  Know which is N, E, S and W on a compass.  Know features of hot and cold places in the world | |  | | **Poles and equator**  **Investigate places**  Use world maps, atlases and globes to identify continents and oceans.  **Investigate patterns**  Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.  **Communicate geographically**  • Use compass directions (north, south, east and west) and locational language (e.g. near and far) to describe the location of features and routes on a map.  **Sticky knowledge:**  Know where the equator, North Pole and South Pole are on a globe.  Know which is N, S, E, W on a compass.  Know features of hot and cold places in the world.  Know which is the hottest and coldest season in the UK. |
| **Vocabulary** |  | | **Atlas** – A collection of maps often of each country in the world.  **Compass Rose** – This is printed on a map to show different directions (North, East, South, West)  **Compass** – A tool which shows people which direction they are travelling in and helps them find their way.  **Symbols –** Small pictures, letter or lines that represent a feature.  Ocean, continent, sea, country | |  | | **Weather**  how hot/cold, wet/dry it is at a specific time (day)  **Equator** an imaginary line that splits the poles equally  **Poles / Polar region** North –top, South—bottom of globe  **Desert** a place that has very little rainfall  **Landscape** The area all around you including human and physical features **Compare** Look at 2 or more pieces of information  **Seasons** Spring, summer, autumn and winter are all seasons.  **Capital City** city within a country, where the central government operate. L**andmark** An object or a feature of a landscape that is important or makes a place easily recognisable.  **Great Britain** An island in Europe, located in the North Atlantic Ocean , including England, Scotland and Wales.  **Mountain** Land that rises high above the rest of the landscape, higher and steeper than a hill.  **Compass** A tool for finding direction, has 4 points (North, East, South and West)  **Satellite view** View of the land from above, showing areas of land and water. **United Kingdom** Made up of England, Scotland, Wales and Northern Ireland. | |  | | **Poles / Polar region** North –top, South—bottom of globe  **Desert** a place that has very little rainfall  **Human features** Things built by people  **Physical features** Things that are natural |
| **Assessment** | Formative assessment: Low stakes quizzes throughout the unit  Summative assessment: Teachers assessment against sticky knowledge | | | | | | | | | | |

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|  | **Term 1** | **Term 2** | **Term 3** | **Term 4** | **Term 5** | **Term 6** |
| **Buzzards**  **Year B** |  | **Where is my school?**  **Key skills:**  **Investigate places**  Identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area.  Use simple fieldwork and observational skills to study the geography of the school and the key human and physical features of its surrounding  environment.  Use aerial images and plan perspectives to recognise landmarks and basic physical features.  **Investigate patterns**  Identify land use around the school.  **Communicate geographically**  Devise a simple map; and use and construct basic symbols in a key. Use simple grid references (A1, B1).  **Sticky knowledge:**  Know the main differences between city, town and village  Know their address, including postcode  Know and use the terminologies: left and right; below and next to  Explain some of the advantages and disadvantages of living in a city or village |  | **How is a coastal town different to Randwick?**  **Key skills:**  **Investigate places**  Ask and answer geographical questions (such as: What is this place like? What or who will I see in this place? What do people do in this place?).  Identify the key features of location in order to say whether it is a city, town, village, coastal or rural area.  Use simple fieldwork and observational skills to study the geography of the school and the key human and physical features of its surrounding environment.  **Investigate patterns**  Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom and of a contrasting non-European country.  **Communicate geographically**  • Use basic geographical vocabulary to refer to:  • **key physical features**, including: beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation and weather.  • **key human features**, including: city, town, village, factory, farm, house, office and shop.  **Sticky knowledge:**   Know the main differences between city, town and village  Identify the following physical features: mountain; lake; island: valley: river; cliff; forest and beach.  Know and use the terminologies: left and right; below and next to. |  | **Comparison with a non-European country: Kenya**  **Key skills:**  **Investigate places**  Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied.  Name and locate the world’s continents and oceans.  **Investigate patterns**  Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom and of a contrasting non-European country.  **Communicate geographically**  Use basic geographical vocabulary to refer to:  • **key physical features**, including: beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation and weather.  • **key human features**, including: city, town, village, factory, farm, house, office and shop.  **Sticky knowledge:**  Africa is one of the seven continents.  Kenya is a country in Africa.  Africa has two seasons – wet and dry.  Kenya has a range of different landscapes.  Maasai people live in Kenya.  Maasai people traditionally live in mud huts made from mud, sticks, grass and cow dung.  Many Maasai people are farmers and own large herds of cows, goats and sheep.  Most children in Kenya go to school, but not all. |
| **Vocabulary** |  | **Human features** Things that are man-made  **Physical features** Things that are created naturally  **Locality** Where I am—the place around me  **Postcode** Part of the address which identifies where in the UK you live  **Key** Tells us what the symbols on the map mean  **Capital City** Where the government sit to guide a country |  | **Coast** The area where the sea and the land meet together.  **Pier** A structure built out into the water, can provide somewhere for boats to dock or entertainment services.  **Beach** Landforms located along the shoreline of a body of water, including lakes and rivers. Can be sand, pebbles, gravel or even shells.  **Promenade** A path for strolling along, typically along the seafront.  **Tourist** A person who travels or visits a place for pleasure.  **Seaside** Land bordering the sea, especially a beach area or a holiday resort. **Climate** Weather conditions in an area, tracked over time. |  | **Continent** A large area of the land on Earth that is joined together, made up of different countries.  **Country** Areas of land that have borders separating them from other countries, with their own government. Countries are within continents.  **Population** All the people (or living things) that live in a particular place. **Equator** An imaginary line or circle, that divides the Earth in two halves (hemispheres). It is warmer the closer to the equator you get.  **Africa** The 2nd largest continent. Europe A continent in the North, includes countries such as England.  **Climate** The weather in an area over a period of time |
| **Assessment** | Formative assessment: Low stakes quizzes throughout the unit  Summative assessment: Teachers assessment against sticky knowledge | | | | | |

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|  | **Term 1** | **Term 2** | **Term 3** | **Term 4** | **Term 5** | **Term 6** |
| **Kestrels**  **Year A** |  | **France – comparison with a European country**  **Investigate places**  Explain own views about locations, giving reasons.  Use maps, atlases, globes and digital/ computer mapping to locate countries and describe features.  Use a range of resources to identify the key physical and human features of a location.  Name and locate the countries of Europe and identify their main physical and human characteristics.  **Investigate patterns**  Name and locate the Equator, Northern Hemisphere, Southern Hemisphere. Describe some of the characteristics of these geographical areas.  **Communicate geographically**  **physical geography**, including: rivers, mountains  **human geography**, including: settlements and land use  **Sticky knowledge:**  The equator is an imaginary line around the earth.  The equator divides the Earth into the Northern and Southern hemisphere.  France is located in Europe and its capital city is Paris.  Countries that border France are Italy (capital Rome), Spain (capital Madrid), Germany (capital Berlin)  France’s physical geography includes the mountain ranges of the Alps in the South West and the Pyrenees in the South.  France’s longest river is the Loire.  The River Seine runs through Paris. |  | **Rivers and water cycle**  **Investigate places**  Ask and answer geographical questions about the physical and human characteristics of a location.  Use fieldwork to observe and record the human and physical features in the local area using a range of methods including sketch maps, plans and graphs and digital technologies.  Name and locate rivers.  **Investigate patterns**  Describe how the locality of the school has changed over time.  **Communicate geographically**  Describe key aspects of:  • **physical geography**, including: rivers, mountains, volcanoes and earthquakes and the water cycle.  **Sticky knowledge:**  Name and locate rivers on a map : the Severn, Frome, Thames, Nile, Amazon, Danube, Mississippi, Ganges.  Know why most cities are located by a river.  Know and label the main features of a river.  Know the name of, and locate, a number of the world’s longest rivers.  Explain the features of a water cycle. |  | **World countries, focus on Europe – environmental regions, countries, major cities**  **Investigate places**  Use maps, atlases, globes and digital/ computer mapping to locate countries and describe features.  Use a range of resources to identify the key physical and human features of a location.  Name and locate the countries of Europe and identify their main physical and human characteristics.  **Investigate patterns**  Name and locate the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle and date time zones. Describe some of the characteristics of these geographical areas.  Describe geographical similarities and differences between countries.  **Communicate geographically**  Describe key aspects of:  • **physical geography**, including: rivers, mountains, volcanoes and earthquakes  • **human geography**, including: settlements and land use.  Use the eight points of a compass, four-figure grid references, symbols and key to communicate knowledge of the United Kingdom and the wider world.  **Sticky knowledge:**  Know the names of, and locate, at least eight European countries.  Use maps to locate European countries and capitals.  Know where the equator, tropic of Cancer, Tropic of Capricorn and the Greenwich meridian are on a world map.  Know at least five differences between living in the UK and a Mediterranean country. |
| **Vocabulary** |  | Paris  Capital  Climate  English Channel  Pyrenees  Alps  Equator  Northern Hemisphere  Southern Hemisphere  Arctic Circle  Antarctic Circle  Europe  Human features  Physical features  Seine  Loire  Agriculture  Trade |  | Water cycle:  [evaporation, precipitation, condensation, gravity, cloud],  Frome, Severn, Thames, Nile, Amazon, Danube, Mississippi, Ganges  Source, mouth, erosion, tributary, dam, course, channel, meander |  | **Human features** A human made feature (cities, roads, farming)  **Physical features** A natural feature (mountains/beaches/forests)  **Fieldwork** Geography fieldwork involves formulating an enquiry question, gathering data, analysing the results and reaching conclusions. urban  **Urban** areas are very developed, meaning there is a density of human structures such as houses, commercial buildings, roads, bridges, and railways. **Rural** a rural area is usually defined as one that is relatively sparsely populated and either left as wilderness or with farming as a major economic activity.  **Push/Pull factors** Reasons people migrate to/from a place. Amenities The useful or desirable features of a place, that provide non‐monetary benefits to those who use it but which are not necessary for its use.  An **amenity** can be natural (such as an attractive location or accessible woods or water) or made by people |
| **Assessment** | Formative assessment: Low stakes quizzes throughout the unit  Summative assessment: Teachers assessment against sticky knowledge | | | | | |

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|  | **Term 1** | **Term 2** | **Term 3** | **Term 4** | **Term 5** | **Term 6** |
| **Kestrel**  **Year B** |  | Gloucester  **Key skills:**  **Investigate places**  Ask and answer geographical questions about the physical and human characteristics of a location.  Explain own views about locations, giving reasons.  Use a range of resources to identify the key physical and human features of a location.  Use fieldwork to observe and record the human and physical features in the local area using a range of methods including sketch maps, plans and graphs and digital technologies.  **Investigate patterns**  Describe how the locality of the school has changed over time.  **Communicate geographically**  Use the eight points of a compass, four-figure grid references, symbols and key to communicate knowledge of the United Kingdom and the wider world.  **Sticky knowledge:**  Know the key features of a city.  Use maps and symbols.  Know that Gloucester is a city and why.  Know the human and physical features of Gloucester.  Know how the features of Randwick are similar or different to a city.  Know why Gloucester is an important city. |  | UK  **Key skills:**  **Investigate places**  Use maps, atlases, globes and digital/computer mapping to locate countries and describe features.  Use fieldwork to observe and record the human and physical features in the local area using a range of methods including sketch maps, plans and graphs and digital technologies.  Name and locate counties and cities of the United  Kingdom, geographical regions and their identifying human and physical characteristics, including hills, mountains, cities, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time.  **Investigate patterns**  Describe geographical similarities and differences between countries.  Describe how the locality of the school has changed over time.  **Communicate geographically**  Describe key aspects of:  • **physical geography**, including: rivers, mountains, volcanoes and earthquakes and the water cycle.  • **human geography**, including: settlements and land use.  Use the eight points of a compass, four-figure grid references, symbols and key to communicate knowledge of the United Kingdom and the wider world.  **Sticky knowledge:**  Know the names of, and locate, at least eight counties and at least six cities in England.  Know at least five differences between living in the UK and the Caribbean.  Know where the equator, tropic of Cancer, Tropic of Capricorn and the Greenwich meridian are on a world map.  Know why are industrial areas and ports are important. |  | Mountains, volcanoes and earthquakes  **Key skills:**  **Investigate places**  Use maps, atlases, globes and digital/computer mapping to locate countries and describe features.  Use a range of resources to identify the key physical and human features of a location.  **Investigate patterns**  Describe geographical similarities and differences between countries.  **Communicate geographically**  • **physical geography**, including: rivers, mountains, volcanoes  **Sticky knowledge:**  Know the names of a number of the world’s highest mountains  Label the structure of the Earth.  Know that mountains, volcanoes and earthquakes are caused by tectonic activity.  Label the different parts of a volcano  Know what causes an earthquake |
| **Vocabulary** |  | city  town  statue  cathedral  motorway  landmark  symbols  key  aerial view  grid reference  compass rose  human features  physical features |  | **Human features** A human made feature (cities, roads, farming)  **Physical features** A natural feature (mountains/beaches/forests)  **Fieldwork** Geography fieldwork involves formulating an enquiry question, gathering data, analysing the results and reaching conclusions. urban  **Urban** areas are very developed, meaning there is a density of human structures such as houses, commercial buildings, roads, bridges, and railways. **Rural** a rural area is usually defined as one that is relatively sparsely populated and either left as wilderness or with farming as a major economic activity.  **Push/Pull factors** Reasons people migrate to/from a place. Amenities The useful or desirable features of a place, that provide non‐monetary benefits to those who use it but which are not necessary for its use.  An **amenity** can be natural (such as an attractive location or accessible woods or water) or made by people |  | Active An active volcano has erupted recently or is expected to erupt quite soon.  Dormant A dormant volcano is not active but is capable of becoming active later on.  Extinct A volcano that has erupted in the past but will no longer erupt.  Fault Lines A long crack in the surface of the Earth.  Earthquakes usually occur along fault lines.  Magma Molten rock that is formed in very hot conditions inside the Earth. Tectonic Plates Seven major and eight minor segments of the Earth’s crust that move.  Vent A part of a volcano through which lava and gases erupt.  Summit, foot, valley, plateau  Outcrop, tree line, fold, dome, contour  Lava, crust, altitude, volcano |
| **Assessment** | Formative assessment: Low stakes quizzes throughout the unit  Summative assessment: Teachers assessment against sticky knowledge | | | | | |

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| **Sparrowhawks**  **Year A** |  | **Amazon rainforest – biomes**  **Investigate places**  Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location  **Investigate patterns**  Describe how locations around the world are changing and explain some of the reasons for change.  Describe geographical diversity across the world.  Describe how countries and geographical regions are interconnected and interdependent.  **Communicate geographically**  Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers  **Sticky knowledge:**  What are the significant differences between the biomes?  Where are the world’s rainforest located?  What are the 4 layers of the rainforests called?  Who lives in the rainforest and how do they survive?  What impact is deforestation having on our planet and how can we support the fight against it? |  | **What is it like to live in Mexico?**  **Contrasting non-European country - human and physical**  **Investigate places**  Identify and describe how the physical features affect the human activity within a location.  Analyse and give views on the effectiveness of different geographical representations of a location (such as aerial images compared with maps and topological maps - as in London’s Tube map).  Name and locate some of the countries and cities of the world and their identifying human and physical characteristics, including hills, mountains, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time.  Name and locate the countries of North and South America and identify their main physical and human characteristics.  **Investigate patterns**  Understand some of the reasons for geographical similarities and differences between countries.  **Communicate geographically**  **physical geography:** including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes.  **human geography**, including: settlements, land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals, and water supplies.  **Sticky knowledge:**  Mexico is a country of extremes, with high mountains and deep canyons on the centre of the country, deserts in the north and dense rain forests in the south and east.  Mexico’s highest peak is a volcano called Citlaltépetl, it is also the highest point in North America.  Mexico is part of the ‘ring of fire’ with 48 active volcanoes.  Areas of Mexico are rich in valuable metals like silver and copper.  More than half of the Mexican population live in the centre of the country.  Mexico is a popular tourist destination. |  | **Local study**  **Field work**  **Why do people choose to live in Randwick and Stroud?**  **Investigate places**  Collect and analyse statistics and other information in order to draw clear conclusions about locations.  Identify and describe how the physical features affect the human activity within a location.  Use different types of fieldwork sampling (random and systematic) to observe, measure and record the human and physical features in the local area. Record the results in a range of ways.  **Investigate patterns**  Understand some of the reasons for geographical similarities and differences between countries.  **Communicate geographically**  **human geography**, including: settlements, land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals, and water supplies. Create maps of locations identifying patterns (such as: land use, climate zones, population densities, height of land).  **Sticky knowledge:**  Know what most of the ordnance survey symbols stand for.  Know how to use six-figure grid references.  Use Google Earth to locate a country or place of interest and to follow the journey of rivers, etc.  Know how to use graphs to record features such as temperature or rainfall across the world |
| **Vocabulary** |  | **Canopy –** The tallest layer of trees in a forest  **Canopy** - The process of preserving a body after death in preparation for the afterlife.  **Biodiversity –** The wide range of living things on Earth  **Climate –** The weather and temperature usually found in an area over a long periord of time  **Biome** - a large naturally occurring community of flora and fauna occupying a major habitat, e.g. rainforest or tundra.  **Deforestation –** The destruction of trees over a large area  **Adaptations** - Adaptations are any behavioral or physical characteristics of an animal that help it to survive in its environment.  **Indigenous –** A living thing that belongs naturally to an area  **Temperate –** Places where it is neither very hot or very cold. Usually has warm summers and cool winters  **Tropical –** Around the middle of the world in the region called the Tropics where it is warm all year |  | **Human features** A human made feature (cities, roads, farming)  **Physical features** A natural feature (mountains/beaches/forests)  **Urban** areas are very developed, meaning there is a density of human structures such as houses, commercial buildings, roads, bridges, and railways. **Rural** a rural area is usually defined as one that is relatively sparsely populated and either left as wilderness or with farming as a major economic activity.  **Push/Pull factors** Reasons people migrate to/from a place. Amenities The useful or desirable features of a place, that provide non‐monetary benefits to those who use it but which are not necessary for its use.  An **amenity** can be natural (such as an attractive location or accessible woods or water) or made by people |  | **Human features** A human made feature (cities, roads, farming)  **Physical features** A natural feature (mountains/beaches/forests)  **Fieldwork** Geography fieldwork involves formulating an enquiry question, gathering data, analysing the results and reaching conclusions. urban  **Urban** areas are very developed, meaning there is a density of human structures such as houses, commercial buildings, roads, bridges, and railways. **Rural** a rural area is usually defined as one that is relatively sparsely populated and either left as wilderness or with farming as a major economic activity.  **Push/Pull factors** Reasons people migrate to/from a place. Amenities The useful or desirable features of a place, that provide non‐monetary benefits to those who use it but which are not necessary for its use.  An **amenity** can be natural (such as an attractive location or accessible woods or water) or made by people |
| **Assessment** | Formative assessment: Low stakes quizzes throughout the unit  Summative assessment: Teachers assessment against sticky knowledge | | | | | |

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|  | **Term 1** | **Term 2** | **Term 3** | **Term 4** | **Term 5** | **Term 6** |
| **Sparrowhawks**  **Year B** |  | **What is North America like?**  **Key skills:**  **Investigate places**  Identify and describe how the physical features affect the human activity within a location. Name and locate the countries of North and South America and identify their main physical and human characteristics.  **Investigate patterns**  Identify and describe the geographical significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, and time zones (including day and night).  **Communicate geographically**  **Sticky knowledge:**  Know how to use graphs to record features such as temperature or rainfall across the world |  | **Antarctica – describe how locations around the world are changing and explain some reasons for the changes**  **Key skills:**  **Investigate places**  Collect and analyse statistics and other information in order to draw clear conclusions about locations.  Identify and describe how the physical features affect the human activity within a location.  Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location.  **Investigate patterns**  Describe how locations around the world are changing and explain some of the reasons for change.  Identify and describe the geographical significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, and time zones (including day and night).  **Communicate geographically**  Create maps of locations identifying patterns (such as: land use, climate zones, population densities, height of land).  **Sticky knowledge:**  Know that Antartica is : 5th largest continent. South of the earth. Ice sheets hold 70% of world’s fresh water. Coldest and windiest continent. Different time zones.It is a desert. Southern hemisphere.  Identify the equator, hemispheres and lines of latitude and longitude on a globe. How is each one significant, Longitude affects time zones – Antarctica has 24 different time zones. Explain why | **Exploring Shackleton’s Antarctica**  **Key skills:**  **Investigate places**  Analyse and give views on the effectiveness of different geographical representations of a location (such as aerial images compared with maps and topological maps  **Investigate patterns**  Describe how locations around the world are changing and explain some of the reasons for change.  **Communicate geographically**  Use the eight points of a compass, four-figure grid references, symbols and a key (that uses standard Ordnance Survey symbols) to communicate knowledge of the United Kingdom and the world.  **Sticky knowledge:**  Know the many people discovered different parts of the Antarctic. Roald Amundsen was the 1st to reach the South Pole in 1911. Robert Falcon Scott arrived several months later. Give reasons to why. Shackleton led several expeditions.  Know that s Ernest Shackleton an important figure because he took photographic images which gave us a better understanding of Antarctica. |  |
| **Vocabulary** |  | **Geology** – study of the earth and its structure  **Prairie** – a large grassland  **Canyon** – deep, narrow valley with steep sides  **Population distribution** – pattern of where people live  **Population density** – number of people who live in an area  **Arable farming** – farming involving plants and crops  **Pastoral farming** – farming involving animals |  | **Ice shelf** – area of ice that extends beyond land  **Southern hemisphere** – the half of the world south of the equator  **Glacier** – slow moving mass of ice formed over time  **Longitude** – invisible lines from north to south  **Hydroponics** – growing plants without soil  **Latitude** – invisible lines from east to west  **Continent** – Large, solid area of land | **Ice shelf** – area of ice that extends beyond land  **Southern hemisphere** – the half of the world south of the equator  **Glacier** – slow moving mass of ice formed over time  **Longitude** – invisible lines from north to south  **Hydroponics** – growing plants without soil  **Latitude** – invisible lines from east to west  **Continent** – Large, solid area of land |  |
| **Assessment** | Formative assessment: Low stakes quizzes throughout the unit  Summative assessment: Teachers assessment against sticky knowledge | | | | | |