

Association of Bedfield & Wetheringsett C of E Primary Schools







Overview of Geography Planning

3 Big Ideas:

Location: Children locate and identify features of places on a local, national and global scale using fieldwork, maps, atlases and technology

Diversity: Children learn about and contrast conditions in different climate zones and the effects on the lives of people who live in them

Environment: Children learn about changes in physical and human geography and reasons for conservation issues affecting the planet

<u>(Cycle 1)</u>	Autumn 1 	Autumn 2 	Spring 1 	Spring 2 	Summer 1 	Summer 2 
Reception		<p>Investigate I can explore the natural world around me, making observations and drawing pictures of animals and plants.</p> <p>Locate I know some similarities and differences between the natural world around me and contrast environments in different places.</p> <p>Myself and other People I can draw on my experiences with others in different places and what has been read in class.</p> <p>Vocabulary Animals Plants People Forest Fields Grass Trees</p>		<p>Investigate I can understand some important processes and changes in the natural world around me.</p> <p>Locate I can identify the different seasons and changing states of matter.</p> <p>Myself and other People I can identify the different clothes worn in different seasons and climates.</p> <p>Vocabulary Seasons Leaves Flowers Buds Seasons Autumn Spring Summer Winter</p>		<p>Investigate I know some similarities and differences between the natural world around me.</p> <p>Locate I can identify contrasting environments.</p> <p>Myself and other People I can draw on my experiences of natural environments and what has been read in class.</p> <p>Vocabulary Street Houses Road Countryside Town Village</p>

		The World				
KS1		<p>Our Local Area What's it like where we live?</p> <p>Location I can identify key features in my local area. I can identify features from viewpoints in my local area. I can study and make maps of my area with symbols.</p> <p>Diversity I can compare different parts of my local area from fieldwork, maps and photographs. I can identify how they are similar and different. I can identify features of people's lives depending on where they live.</p> <p>Environment I can compare journeys near and far from me. I can compare landscapes near and far from me. I can compare journeys taken and</p>		<p>Animals and their Habitats What Geographical conditions affect animal habitats?</p> <p>Location I know and can name the world's seven continents. I know and can name the world's five oceans. I know and can locate the worlds' oceans and continents.</p> <p>Diversity I can identify the features of different climates. I can identify climates which support different animal life. I can identify how different animals adapt to live in different climates.</p> <p>Environment I can identify features of different animals' habitats. I can use place knowledge to identify reasons</p>		<p>Seasons What are seasons?</p> <p>Location I can identify my local area on a UK map. I can identify the UK on a world map. I know compass directions and can identify them on maps.</p> <p>Diversity I know how the weather changes from season to season. I know the weather is different in places around the world. I can identify different weather conditions in different countries.</p> <p>Environment I can identify seasonal changes in my local area. I can identify the position of the sun each day. I can identify the direction of the wind.</p> <p>Vocabulary</p>

		<p>landscapes visited sometimes and often.</p> <p>Vocabulary Local Area Viewpoint Journey Landmark River Stream Road Track Field Field edge ditch Journey Map Key symbol</p>		<p>some animals are endangered locally. I can use place knowledge to identify reasons some animals are endangered in places around the world.</p> <p>Vocabulary Continent (Asia, Africa, Europe, Antarctica, North and South America, Oceania) Oceans (Atlantic, Pacific, Indian, Arctic, Antarctic) Climate Hot/cold/rainy/windy/dry/freezing Environment Habitat</p>		<p>Map Compass Compass points North, South, East, West Seasons Autumn Spring Summer Winter Weather Wind direction Position of sun</p>
LKS2		<p>The Americas Where do you pass through on a Great American Road Trip?</p> <p>Location I can use a map to locate countries in North and South America. I can use eight compass points to</p>		<p>Climate and Weather Why is climate important?</p> <p>Location I can locate some of the world's climate zones on a world map. I can use a key to identify different</p>		<p>Rivers and the Water Cycle How does the water go round and round?</p> <p>Location I can name and locate the UK's and world's main rivers on maps.</p>







		<p>locate cities in North and South America. I can name and locate regions in North and South America. I can follow Route 66 on a map.</p> <p>Diversity I can compare settlements on in North and South American cities using satellite images and photographs. I can describe similarities and differences between some North and South American cities. I can compare and contrast human characteristics of life in North and South American countries.</p> <p>Environment I can identify key physical features of countries, states and cities in North and South America I can identify key human characteristics of countries, states and cities in North and South America I can identify and describe the weather and climate and in</p>		<p>biomes on a world map. I can identify tropical and polar climate zones on a world map.</p> <p>Diversity I can collect and compare information on weather patterns in specific locations. I can compare features of different biomes around the world using geographical vocabulary. I can compare the features of different climate zones.</p> <p>Environment I can describe the characteristics of tropical, temperate and polar climate zones. I can identify issues affecting climate zones. I can identify the impact of issues affecting climate zones on weather patterns.</p> <p>Vocabulary Rainfall</p>		<p>I can name and locate the UK's and world's main mountain ranges on maps. I can use keys to locate them.</p> <p>Diversity I can compare rivers in the UK to rivers in locations around the world. I can compare mountains in the UK to mountains in locations around the world. I can explain some of the differences between them.</p> <p>Environment I know how rivers and mountains are formed. I know and can describe the features of rivers in the UK. I understand how rivers and mountains create part of the water cycle.</p> <p>Vocabulary Mouth Source Mountain range</p>
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		<p>regions of North and South America</p> <p>Vocabulary Continent The Americas North America South America Central America Region State City Route 66 Chicago California Settlement North -East North- West South - East South- West Digital mapping Computer mapping</p>		<p>Temperature Climate zones Biomes Vegetation belts Hottest Coldest Wettest Driest Atmosphere Deserts Wetlands Grasslands Flora Fauna Ecosystem Latitude Tropic of Cance Tropic of Capricorn Equator</p>		<p>Water cycle Waterfall Estuary Precipitation Deposition Tributary Flooding Eroding Meandering Gradient Rainfall</p>
UKS2		<p>South America: The Amazon How is life lived in the Amazon?</p> <p>Location I know and can locate Amazonian countries. I can chose and use a range of sources to gather geographical information about the Amazon – location of its river and river</p>		<p>Changes in our Local Environment How is the UK changing?</p> <p>Location I know and can locate the countries, regions and counties of the UK on a map using eight compass points and four and six grid references.</p>		<p>Journeys: Trade Where do our resources come from?</p> <p>Location I can use global maps to identify trade routes across the world. I can use national maps to identify trade routes across the world.</p>

		<p>basin, areas of rainforest I can identify the proximity of the Amazon to the Equator</p> <p>Diversity I can research and present information about indigenous people of the Amazon. I can research and present information about species and their habitats in the Amazon. I can compare local and regional differences between my local area and a South American region.</p> <p>Environment I can study the biodiversity and describe its importance to the wider world. I can study and describe the Amazon during the wet and the dry season. I can explain how and why the rainforest can be protected.</p> <p>Vocabulary Amazon</p>		<p>I can place the UK in a European and global context. I know and can locate the UK's major cities.</p> <p>Diversity I can compare topographical features or urban and rural contexts in the UK. I can compare the demography of urban and rural contexts in the UK. I can compare the demographics of major UK cities.</p> <p>Environment I can describe topographical features of my local area. I can explain how and why these have changed over time. I can explain how changes can be sustainable/beneficial.</p> <p>Vocabulary UK England Scotland Wales Northern Ireland Southern Ireland</p>		<p>I can use scales on maps to find distances of trade routes</p> <p>Diversity I understand and can explain advantages and disadvantages to imported and locally produced products. I can explain the views of different groups of people on a geographical issue. I know the differences between ways in which products are brought to my home.</p> <p>Environment I can describe the different climate conditions various fruits are grown in. I can describe conditions for growing cotton. I can describe impact of cotton production and export on the environment.</p> <p>Vocabulary Trade route Produce</p>
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		Amazonian South America Brazil Columbia Venezuela River basin Ecology Conservation Biodiversity Wet season Dry season Temperate Humid Humidity Tropical		City Region County Topographic Demographic Economy Employment Population Sustainable Physical features Human features Physical geography Human geography		Products Trade links Imported goods Exported goods Local economy Global economy Foodstuffs Domestic produce Climatic condition Fair Trade Cotton trade Originate Transport Carbon footprint Natural resources
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Overview of Geography Planning

<u>(Cycle 2)</u>	Autumn 1 	Autumn 2 	Spring 1 	Spring 2 	Summer 1 	Summer 2 
Reception		Investigate I know some similarities and differences between different religious and cultural communities in this country. Locate		Investigate I can explain some similarities and differences between life in this country and life in other countries. Locate I can draw on knowledge from stories, non-fiction		Investigate I can explore the natural world around me, making observations and drawing pictures of animals and plants. Locate I know some similarities and differences

		<p>I can draw on my experiences and that of others, and knowledge from stories, non-fiction texts and simple maps.</p> <p>Myself and other People</p> <p>I can explain some similarities and differences between my life in this country and for people in different parts of this country.</p> <p>Vocabulary World Countries Weather Sun Rain Hot Cold</p>		<p>texts and simple maps.</p> <p>Myself and other People</p> <p>I can explain some similarities and differences between my life in this country and other people's lives in other countries.</p> <p>Vocabulary Myself Country Abroad World Map Globe Travel</p>		<p>between parts of the natural world around me and contrasting environments.</p> <p>Myself and other People</p> <p>I can draw on my experiences and what has been read in class.</p> <p>I can understand some important processes and changes in the natural world around me, including the seasons and changing states of matter.</p> <p>Vocabulary Seasons Spring Summer Autumn Winter Weather Animals Plants</p>
KS1		<p>People and their Communities</p> <p>Where in the world do these people live?</p>		<p>Journeys: Food</p> <p>Where does our food come from?</p> <p>Location</p>		<p>Our Wonderful World</p> <p>What are the wonders of our world?</p>

		<p>Location I know and can locate areas in my locality. I know and can locate areas in non-European countries. I can identify countries which are near and far away.</p> <p>Diversity I can describe areas in my locality. I understand that there are differences in how people live in different locations/countries. I can describe the way some people live in distant countries.</p> <p>Environment I can describe physical geography in a distant place. I can describe human geography in a distant place. I can understand, and describe different places using aerial photographs and video material.</p>		<p>I can identify where shops are on maps of the area in which I live. I can identify where food is grown and produced on maps of the area in which I live. I can name and identify the four countries and capital cities of the UK.</p> <p>Diversity I can identify different types of food and where they come from. I know that different types of food are produced in the UK. I know that different types of food come from different UK regions. I know that many types of</p> <p>Environment I can explain the features of different physical places that produce food – allotment, garden, farm. I can explain the features of man-made places that sell food –</p>		<p>Location I can name and locate countries which contain wonders of the world. I can name and locate some of the man-made wonders of the world (Great Wall of China, Chichén Itzá, Machu Picchu, Christ the Redeemer, Colosseum, Taj Mahal) I can name and locate some of the natural wonders of the world (Grand Canyon, Table Mountain, Mount Everest, Victoria Falls, Great Barrier Reef)</p> <p>Diversity I can compare the wonders of the world. I can compare the places the wonders of the world are in. I can give an opinion about different local and global wonders.</p> <p>Environment</p>
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		Vocabulary Local area Village Town City Country Continent Europe Asia North and South America Africa Oceania Near Far North, South, East, West		market, shop, supermarket. I can describe the different sections of a supermarket. Vocabulary Cereal Crops Milk Dairy UK Fast food Fresh food Processed food Shop Supermarket Allotment Garden Farm		I can describe some countries where the natural wonders of the world are. I can describe some countries where the man -made wonders of the world are. I can explain how some of the wonders were formed. Vocabulary Natural Man-made Wonders World Countries Atlas Map Globe Tourist Local people Grand Canyon, Table Mountain, Mount Everest, Victoria Falls, Great Barrier Reef
LKS2		Our World Where on Earth are we? Location I know the position of:		Earthquakes and Volcanoes How does the Earth shake, rattle and roll? Location		Coasts Why do we like to be beside the seaside? Location

		<p>The Equator The Northern and Southern Hemispheres The Tropics of Capricorn and Cancer The Arctic and Antarctic Circles Prime Meridian Line Greenwich Meridian Line on a world map I know which locations represent timelines. I know which locations represent climate conditions. I can use grid references on a map.</p> <p>Diversity I can explain why there are different climate conditions in different parts of the world. I can explain why time zones are different in different parts of the world. I can explain the difference between globes, atlases and digital mapping.</p> <p>Environment I can describe climate conditions</p>		<p>I know how to locate volcanoes on world maps and using satellite imagery. I know how to locate sites of earthquakes using world maps and using satellite imagery. I can identify the location of The Ring of Fire</p> <p>Diversity I can identify features of earthquake zones. I can identify features of volcanic zones. I can compare these to non-volcanic areas.</p> <p>Environment I can explain the features and effects of volcanic eruptions. I can describe why some people live on the flanks to earthquake and volcanic zones. I can explain the impact on people's day- to -day life.</p> <p>Vocabulary</p>		<p>I can use a key to identify the coast line of the UK on a variety of maps I can identify coastal resorts around the UK using maps, atlases, brochures and Google Earth I can locate a specific coastal area within the UK.</p> <p>Diversity I can identify the features of coastal areas and compare them to areas inland. I can explain how and why coasts change. I can compare coastal environments in the UK to continental areas.</p> <p>Environment I can describe and compare coastal environments in the UK and elsewhere. I can identify coastal hazards and how we can respond to them. I can describe how and explain why</p>
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		<p>of places near and far away from the Equator. I can describe climate conditions in places between the tropics. I can describe climate conditions in the poles.</p> <p>Vocabulary Latitude Longitude Tropics Atlas Globe Digital mapping Northern and Southern Hemispheres Tropic of Capricorn Tropic of Cancer The Arctic Circle Antarctic Circle Poles Prime Meridian Line Greenwich Meridian Line Equator</p>		<p>Volcano Earthquake Tectonic plates Eruption Tension Fault line Igneous rock Pumice Core Crust Mantle Magma Converging and diverging plates Subduction Ring of Fire</p>		<p>physical features of coasts change. I can describe how coastal economic activities have changed.</p> <p>Vocabulary Coast Coastline Inland Resort Economy Fieldtrip Tourism Economy Leisure Fishing Erosion Hazards Seaweed Plankton Aquatic life Fossils Heritage site</p>
UKS2		<p>Our World in the Future How will our world look in the future?</p> <p>Location</p>		<p>Europe: A Study of the Alpine Region What are conditions like in The Alps?</p> <p>Location</p>		<p>Protecting the Environment Are we damaging our world?</p> <p>Location</p>

		<p>I can identify the location of housing, public services and industries in my local area.</p> <p>I can identify the location of housing, public services and industries in my region.</p> <p>I can identify the location of natural resources in my local area and region.</p> <p>I can compare historical maps to modern maps to identify changes over time.</p> <p>Diversity</p> <p>I can identify diverse employment patterns in my local environment.</p> <p>I can explain reasons for the local population working in and beyond the local area.</p> <p>I can explain how the design of communities affects community relations.</p> <p>Environment</p>		<p>I can use physical and political maps to locate places and regions.</p> <p>I can identify the location and of The Alps using digital mapping.</p> <p>I can use maps to identify information about altitudes in mountainous countries.</p> <p>Diversity</p> <p>I can identify and compare the characteristics of the eight countries the Alps cross.</p> <p>I can compare climate patterns in the Alpine region.</p> <p>I can consider the advantages and disadvantages of tourism in The Alps</p> <p>Environment</p> <p>I can describe how mountains are formed.</p> <p>I can describe conditions in the Alps.</p> <p>I can describe the conditions in higher altitudes.</p> <p>I can explain how avalanches are caused.</p>		<p>I can identify areas in the world impacted by climate change.</p> <p>I can use maps to identify mineral distribution around the world.</p> <p>I can use maps and digital technology to identify marine protected areas.</p> <p>Diversity</p> <p>I can use a range of sources to study and present information on the diversity of creation.</p> <p>I can identify the impact of environmental change on the diversity of wildlife.</p> <p>I can compare changes in the availability of resources over time.</p> <p>Environment</p> <p>I can explain the effects of climate change on oceans.</p> <p>I can explain the carbon cycle.</p> <p>I can explain the impact of non-sustainable energy sources on the environment.</p>
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