

2022

# Curriculum Skills and Progression Map Geography

## Old Catton Junior School's Christian Distinctiveness Statement

*At Old Catton C of E Junior School, we ensure that the teaching of our Geography curriculum embodies our Christian Distinctiveness and reinforces our School Values of: Love, Hope and Joy. Through learning about human geography, children gain an understanding of what has preceded the world in which they live, which in turn gives them a deepening respect and love for varying cultures, beliefs and religions. Through learning about the challenges and changes our world is facing, children can hope that we learn from the past in order to combat the extremities the Earth has to offer. Our Geography curriculum also teaches children to seek joy out of how well societies have developed as well as encouraging them to see themselves as global citizens where no one person is isolated or cast aside, as reflected in our school's Bible story of The Lost Sheep.*



Nebula  
where stars are born



The Nebula Federation

Old Catton Junior School

## Curriculum Skills and Progression Map



Please note that the Geography curriculum is currently in the process of being refreshed. There may be topics included in this curriculum map which we are reviewing and editing or even swapping for new, more relevant topics.

The Long-Term Plan reflects the new topics and those in the process of being refreshed.

If you have any queries about the changes or new topics, please contact the subject lead for Geography.

Here at Old Catton Junior School History is taught on a 2-year rolling programme. It is split alongside Geography under the banner of Humanities. We alternate the teaching of Geography and History each half-term.

A range of the units are taught using elements of ‘the creative curriculum’ including methods such as mantle of the expert which aim to immerse the students in drama as part of a project brief. The creative curriculum is a “comprehensive, research-based curriculum that features exploration and discovery as a way of learning, enabling children to develop confidence, creativity, and lifelong critical thinking skills”. School ‘fields trips’ will vary from year to year and have recently included visits to the local area and residential trips to Holt Hall and the coast.

Geography - Age Related Statutory Coverage	
Key Stage One Learning N/A	Key Stage Two
	<p>Locational knowledge Locate the world’s countries, using maps to focus on Europe and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.                      Year 1 LKS2; Passport to Europe                      Year 1 UKS2; The Amazing Americas                      Year 2 UKS2; Exploring Scandinavia                      Year 2 UKS2; Trade and Economics</p> <p>Name and locate counties and cities of the UK, geographical regions and identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.                      Year 1 LKS2; Land Use                      Year 2 LKS2; Somewhere to Settle                      Year 1 UKS2; The United Kingdom                      Year 2 UKS2; Our Changing World</p> <p>Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, Tropics of Cancer / Capricorn, Arctic / Antarctic Circle, the Prime/Greenwich Meridian and time zones.                      Year 1 LKS2; All Around the World, Land Use                      Year 1 UKS2; The Amazing Americas</p> <p>Place knowledge</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, and a region within North or South America.</p> <p>Year 1 LKS2; Passport to Europe        Year 2 LKS2; Rainforests        Year 1 UKS2; The Amazing Americas        Year 2 UKS2; Exploring Scandinavia        Year 2 UKS2; Our Changing World        Year 2 UKS2; Trade and Economics</p>
	<p><b>Human and physical geography</b>        Describe and understand key aspects of:</p> <ul style="list-style-type: none"> <li>Physical geography: climate zones, biomes and vegetation belts          Year 2 LKS2; Extreme Earth, Rainforests          Year 1 UKS2; The Amazing Americas          Year 2 UKS2; Exploring Scandinavia</li> <li>rivers, mountains, volcanoes and earthquakes, and the water cycle          Year 2 LKS2; Extreme Earth, Rainforests          Year 1 UKS2; The Amazing Americas</li> <li>Human geography: types of settlement and land use, economic activity including trade links, and distribution of natural resources including energy, food, minerals and water          Year 1 LKS2; Land Use          Year 2 LKS2; Somewhere to Settle          Year 2 UKS2; Exploring Scandinavia          Year 2 UKS2; Trade and Economics</li> </ul> <p><b>Geographical skills and fieldwork</b>        Use range of mapping to locate countries and describe features studied        Year 1 LKS2; All Around the World, Passport to Europe        Year 2 LKS2; Somewhere to Settle        Year 1 UKS2; Marvellous Maps, The Amazing Americas        Use eight points of a compass, 4 and 6-figure grid references, symbols /key        Year 1 UKS2; Marvellous Maps        Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods        Year 1 UKS2; Marvellous Maps, The Amazing Americas</p>

Skills Map - Geography			
Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> <li>Can they select geographical vocabulary independently to describe and compare localities?</li> </ul> <p><b>Year 1 LKS2; All Around the World, Land Use</b>  <b>Year 2 LKS2; Somewhere to Settle</b></p> <ul style="list-style-type: none"> <li>Can they identify that localities may have similar and different characteristics?</li> </ul> <p><b>Year 1 LKS2; Passport to Europe</b>  <b>Year 2 LKS2; Somewhere to Settle</b></p> <ul style="list-style-type: none"> <li>Can they use and compare two maps explaining the purpose of each?</li> </ul> <p><b>Year 1 LKS2; Land Use</b></p>	<ul style="list-style-type: none"> <li>Can they explain how a locality has changed over time with reference to physical features and human features?</li> <li>Can they suggest different ways that a locality could be changed and improved?</li> </ul> <p><b>Year 1 LKS2; Land Use</b>  <b>Year 2 LKS2; Somewhere to Settle</b></p> <ul style="list-style-type: none"> <li>Can they identify different views around a geographical issue and state their own view?</li> </ul> <p><b>Year 2 LKS2; Rainforest, Somewhere to Settle</b></p> <ul style="list-style-type: none"> <li>Can they research and collect information about people and places and present it? e.g. a report, a poster, a brochure</li> </ul> <p><i>These skills covered implicitly throughout both Year 1 and Year 2 of the rolling curriculum.</i></p>	<ul style="list-style-type: none"> <li>Can they identify the links between human and physical geography?</li> <li>Can they make links between their own geographical location and other localities (local, national, global) with reference to human, physical and economical features?</li> </ul> <p><i>These skills covered implicitly throughout both Year 1 and Year 2 of the rolling curriculum.</i></p> <ul style="list-style-type: none"> <li>Can they explain their views in relation to environmental change and geographical issues and compare these with the views of others?</li> <li>Can they pose a geographical hypothesis using various sources to draw a conclusion?</li> </ul> <p><b>Year 1 UKS2; Marvellous Maps</b>  <b>Year 2 UKS2; Our Changing World</b></p>	<ul style="list-style-type: none"> <li>Can they explain the links between human and physical geographical processes and how these may affect the future?</li> <li>Can they explain a range of geographical processes and the effects on people and places?</li> </ul> <p><b>Year 1 UKS2; The Amazing Americas, Marvellous Maps</b>  <b>Year 2 UKS2; Exploring Scandinavia Our Changing World</b></p> <ul style="list-style-type: none"> <li>Can they make careful measurements (e.g. rainfall, population, temperature, sea level) and input them into the appropriate form (e.g. table, tally, graph)</li> <li>Can they present their research through self-selected representations? E.g. reports, leaflets, drama, art, multimedia?</li> </ul> <p><i>These skills covered implicitly throughout both Year 1 and Year 2 of the rolling curriculum.</i></p>

<p><b>GEOGRAPHICAL STUDY and FIELD WORK</b></p> <ul style="list-style-type: none"> <li>• Use prediction and prior knowledge to find out about unknown places, and combine this with observation</li> <li>• Use a range of primary and secondary sources, including the internet, Google Earth, and questionnaires</li> </ul> <p><b>Year 1 LKS2; Passport to Europe, All Around the World</b> <b>Year 2 LKS2; Somewhere to Settle</b></p> <ul style="list-style-type: none"> <li>• Suggest own ways of presenting information, including graphically and in writing</li> </ul> <p><b>Year 1 LKS2; Passport to Europe</b> <b>Year 2 LKS2; Rainforest</b></p> <ul style="list-style-type: none"> <li>• Collect statistics and present them appropriately</li> <li>• Record information on charts, graphs and tables</li> </ul> <p><b>Year 1 LKS2; All Around the World</b></p>	<p><b>GEOGRAPHICAL STUDY and FIELD WORK</b></p> <ul style="list-style-type: none"> <li>• Draw on own knowledge and understanding when setting up a field work investigation</li> <li>• Examine, question, analyse what is discovered, using a range of evidence</li> <li>• Discriminate between different sources of information</li> <li>• Test conclusions for accuracy</li> </ul> <p><b>Year 1 LKS2; Passport to Europe, Land Use</b> <b>Year 2 LKS2; Extreme Earth, Somewhere to Settle</b></p> <ul style="list-style-type: none"> <li>• Make good use of ICT</li> </ul> <p>These skills covered implicitly throughout both Year 1 and Year 2 of the rolling curriculum. However, it is specifically covered in <b>Year 1 LKS2; Passport to Europe</b> and <b>Year 2 LKS2; Rainforest, Somewhere to Settle</b></p> <ul style="list-style-type: none"> <li>• Use a database to find out information</li> </ul> <p><b>Year 2 LKS2; Extreme Earth,</b></p> <ul style="list-style-type: none"> <li>• Offer explanations for some features seen in field work, underlying reasons for observations,</li> </ul>	<p><b>GEOGRAPHICAL STUDY and FIELD WORK</b></p> <ul style="list-style-type: none"> <li>• Rank information found into order of importance</li> <li>• Come to accurate conclusions, using information</li> <li>• Make careful measurements - e.g. distance</li> </ul> <p><b>Year 1 UKS2; The United Kingdom, Marvellous Maps</b></p> <ul style="list-style-type: none"> <li>• Collect statistics about people and places</li> <li>• Begin to use a range of graphs, including pie charts</li> </ul> <p><b>Year 1 UKS2; The Amazing Americas, Marvellous Maps</b></p>	<p><b>GEOGRAPHICAL STUDY and FIELD WORK</b></p> <ul style="list-style-type: none"> <li>• Suggest relevant issues for further study</li> <li>• Carefully select sources of evidence, and sift information</li> <li>• Collect statistics about people and places, and set up a database from fieldwork or research</li> <li>• Analyse data – e.g. population data - using similarity and difference</li> </ul> <p><b>Year 1 UKS2; The Amazing Americas</b></p> <ul style="list-style-type: none"> <li>• Speculate and hypothesise about what is found</li> <li>• Suggest plausible conclusions, and back up with evidence</li> </ul> <p>These skills covered implicitly throughout both Year 1 and Year 2 of the rolling curriculum. However, it is specifically covered in <b>Year 1 UKS2; The Amazing Americas</b> and <b>Year 2 UKS2; Trade and Economics</b></p>
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<p><b>MAPS</b></p> <ul style="list-style-type: none"> <li>Use and draw maps with a simple key</li> </ul> <p><b>Year 1 LKS2; Land Use</b> <b>Year 2 LKS2; Somewhere to Settle</b></p> <ul style="list-style-type: none"> <li>Compare information from atlases with that from a globe</li> <li>Use atlases which show physical and human features</li> </ul> <p><b>Year 1 LKS2; Passport to Europe, All Around the World</b> <b>Year 2 LKS2; Extreme Earth</b></p> <ul style="list-style-type: none"> <li>Use contents and index pages of an atlas</li> </ul> <p><b>Year 1 LKS2; All Around the World</b></p> <p><b>KNOWLEDGE AND UNDERSTANDING</b></p> <ul style="list-style-type: none"> <li>Work out a location using a range of information</li> <li>Understand the different uses of different places</li> </ul> <p><b>Year 1 LKS2; Land Use</b> <b>Year 2 LKS2; Somewhere to Settle</b></p>	<p>giving own views and judgements</p> <p><b>Year 2 LKS2; Somewhere to Settle</b></p> <p><b>MAPS</b></p> <ul style="list-style-type: none"> <li>Discuss symbols on an OS map</li> <li>Discuss how grid references are used to locate points on a map</li> <li>Identify time differences around the world</li> </ul> <p><b>Year 1 LKS2; All Around the World, Land Use</b></p> <p><b>KNOWLEDGE AND UNDERSTANDING</b></p> <ul style="list-style-type: none"> <li>Work out a location using a range of information</li> <li>Understand the different uses of different places</li> </ul> <p><b>Year 1 LKS2; Land Use</b></p>	<p><b>MAPS</b></p> <ul style="list-style-type: none"> <li>Work out a journey time, using their knowledge of time zones</li> <li>Use and understand simple scale</li> </ul> <p><b>Year 1 UKS2; The United Kingdom, Marvellous Maps, The Amazing Americas</b></p> <p><b>KNOWLEDGE AND UNDERSTANDING</b></p> <ul style="list-style-type: none"> <li>Begin to understand geographical pattern – eg. industry by a river</li> <li>Describe and begin to explain patterns and</li> </ul>	<p><b>MAPS</b></p> <ul style="list-style-type: none"> <li>Use 6 figure grid references</li> <li>Use a compass to follow a route</li> </ul> <p><b>Year 1 UKS2; Marvellous Maps, The Amazing Americas</b></p> <p><b>KNOWLEDGE AND UNDERSTANDING</b></p> <ul style="list-style-type: none"> <li>Suggest how human activities can cause changes to environment</li> </ul>
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<ul style="list-style-type: none"> <li>• Understand that different places may have similar / different characteristics and give reasons for these</li> <li>• Understand and use the concept of reciprocal link between physical and human features</li> </ul> <p><b>Year 1 LKS2; Passport to Europe, All Around the World</b></p> <ul style="list-style-type: none"> <li>• Describe and identify how a place has changed</li> <li>• Understand how economic development can change a place</li> </ul> <p><b>Year 1 LKS2; Land Use</b></p> <ul style="list-style-type: none"> <li>• Express views and recognise how people affect the environment, summarising the issues</li> <li>• Understand how weather changes an environment</li> </ul> <p><b>Year 2 LKS2; Rainforest</b></p> <ul style="list-style-type: none"> <li>• Know the difference between weather and climate</li> <li>• Suggest ways towards a reduction in climate change</li> </ul> <p><b>Year 1 LKS2; All Around the World</b></p> <p><b>Year 2 LKS2; Rainforest</b></p>	<p><b>Year 2 LKS2; Somewhere to Settle</b></p> <ul style="list-style-type: none"> <li>• Understand that different places may have similar / different characteristics and give reasons for these</li> </ul> <p><b>Year 1 LKS2; Passport to Europe, All Around the World</b></p> <p><b>Year 2 LKS2; Extreme Earth, Somewhere to Settle</b></p> <ul style="list-style-type: none"> <li>• Understand and use the concept of reciprocal link between physical and human features</li> </ul> <p><b>Year 1 LKS2; Passport to Europe</b></p> <p><b>Year 2 LKS2; Somewhere to Settle</b></p> <ul style="list-style-type: none"> <li>• Describe and identify how a place has changed</li> <li>• Understand how economic development can change a place</li> </ul> <p><b>Year 1 LKS2; Land Use</b></p> <p><b>Year 2 LKS2; Somewhere to Settle</b></p> <ul style="list-style-type: none"> <li>• Express views and recognise how people affect the environment, summarising the issues</li> <li>• Understand how weather changes an environment</li> </ul>	<p>physical and human changes</p> <p><b>Year 1 UKS2; The United Kingdom</b></p> <p><b>Year 2 UKS2; Exploring Scandinavia, Trade and Economics</b></p> <ul style="list-style-type: none"> <li>• Describe how change can lead to similarities between different places</li> <li>• Justify own viewpoint or decision, and use new information to adapt their own viewpoint</li> </ul> <p><b>Year 1 UKS2; The Amazing Americas</b></p> <p><b>Year 2 UKS2; Our Changing World, Trade and Economics</b></p>	<p>and to the different views people hold</p> <ul style="list-style-type: none"> <li>• Recognise dependent links and relationships in both human and physical geography</li> </ul> <p>These skills covered implicitly throughout both Year 1 and Year 2 of the rolling curriculum.</p> <ul style="list-style-type: none"> <li>• Make a plausible case for environmental change</li> </ul> <p><b>Year 2 UKS2; Our Changing World, Trade and Economics</b></p> <ul style="list-style-type: none"> <li>• Interpret other people's arguments for change, analysing and evaluating their viewpoints</li> </ul> <p><b>Year 2 UKS2; Trade and Economics</b></p>
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	<ul style="list-style-type: none"> <li>• Know the difference between weather and climate</li> <li>• Suggest ways towards a reduction in climate change</li> </ul> <p><b>Year 1 LKS2; All Around the World</b>  <b>Year 2 LKS2; Rainforest, Extreme Earth</b></p>		
<b>Greater Depth</b>			
<ul style="list-style-type: none"> <li>• Can they make geographical inferences through a variety of geographical sources?</li> </ul> <p><b>Year 1 LKS2; All Around the World</b>  <b>Year 2 LKS2; Somewhere to Settle</b></p> <ul style="list-style-type: none"> <li>• Can they make links using prior knowledge and ask and answer geographical questions?</li> </ul> <p><b>Year 1 LKS2; Land Use</b>  <b>Year 2 LKS2; Somewhere to Settle</b></p>	<ul style="list-style-type: none"> <li>• Can they ask questions, analyse a range of evidence and explain their findings based on a geographical source?</li> </ul> <p><b>Year 2 LKS2; Rainforest</b>  <b>Year 1 LKS2; Land Use</b></p> <ul style="list-style-type: none"> <li>• Can they identify geographical patterns and make connections?</li> </ul> <p><b>Year 1 LKS2; All Around the World</b>  <b>Year 2 LKS2; Extreme Earth, Somewhere to Settle</b></p>	<ul style="list-style-type: none"> <li>• Can they rank geographical information in order of importance, justifying their viewpoints and adapt thinking as new geographical information arises?</li> </ul> <p><b>Year 2 UKS2; Our Changing World</b></p>	<ul style="list-style-type: none"> <li>• Can they collect statistics about people and places from field work or research and analyse data looking for trends?</li> </ul> <p><b>Year 1 UKS2; Marvellous Maps</b></p> <ul style="list-style-type: none"> <li>• Can they interpret other people's arguments for change, analysing various sources?</li> </ul> <p><b>Year 2 UKS2; Trade and Economics</b></p>

### Geographical Sources of Evidence

- Photographs including aerial photographs
- Atlases and globes
- Maps e.g. historical maps, thematic maps, ordnance maps, navigational maps
- Google Maps and Google Earth
- Infographics
- Gazetteers (Geographical dictionary which contains information about locations and statistics)
- Audio recordings
- Video recordings
- Films
- Published books, newspapers and magazine clippings
- Letters
- Visitors and interviews
- Field work objects

**Key Language:**

**LKS2:**

All around the World	Land Use	Passport to Europe	Extreme Earth	Rainforests	Somewhere to Settle
Antarctic Circle	Aerial view	Africa	Active	'Thyng' site	Agriculture
Antarctica	Agriculture	Antarctica	Bedrock	Amazon rainforest	Building materials
Arctic Circle	Annotate	Area	Crater	Amazon river	Business
Atlas	Annotation	Asia	Crust	Boreal	Carbon Footprint
Climate	Building	Atlas	Damage	Canopy layer	City
Compass	Cartographer	Australia	Debris	Carniferous	Coat of Arms
Co-ordinates	Chane	Capital city	Decrease	Climate	Defence
East	Changes over time	City	Dormant	Deciduous	Environmental impact
Equator	Coastal	Climate	Earthquake	Deforestation	Food
Explorer	Directions	Communication	Epicentre	Diet	Fuel
Globe	Distance	Continent	Erupt	Emergent layer	Housing
Greenwich Mean Time	Distance	Co-ordinates	Eruption	Equator	Housing
Greenwich meridian	Feature	Country	Extinct	Forecast	Industrial
Humid	Forestry	Cuisine	Eyewitness	Forest floor	Invader
Ice Age	Freshwater	Currency	Eyjafjallajökull:	Habitat	Journey
Journeys	Future	Custom	Hotspot	Heathland	Key
Latitude	Human features	Employment	Igneous	Humid	Land use
Location	Key	Environment	Increase	Impact	Leisure
Longitude	Land use	Euro	Inner core	Natives	Link
North	Landmark	Europe	Lava	Rainforest	Need
North Pole	Landmark	European Union	Layers	Sherwood Forest	Need
Northern hemisphere	Landscape	Features	Life cycle	Soil erosion	Origin
Polar region	Map	Flag	Magma	Species	Pattern
Prime meridian	Past	Government	Magma chamber	Temperate	Plan
Quadrant	Perspective	History	Magnitude	Tribes,	Resources
Rainforest	Physical features	Human Geography	Main vent	Tropic of Cancer	Retail
Route	Population	Identity	Mantle	Tropic of Capricorn	Route
South	Protected land	Independent	Mercalli Scale	Tropical	Rural
	Relative distance	Kilometres	Metamorphic	Tropics	

## Curriculum Skills and Progression Map

<p>South Pole Southern hemisphere Sunrise Sunset Temperature Thermometer Time zone Travel Tropic of Cancer Tropic of Capricorn Tropics Vaccinations West</p>	<p>Residents Route Rural Scale Sketch map Survey Symbol Tourism Urban View</p>	<p>Land mass Landmarks Landscape Languages Law Life expectancy Locate Map Monarchy Natural world North America Ocean Physical Geography Population Rivers Sea Settlements Sightseeing South America Tourism United Kingdom</p>	<p>Mount Vesuvius Outer core Plate movement Pompeii Power Report Rescue Richter Scale Sedimentary Shock wave St Helens Storm chaser Strength Subsoil Tectonic plate Thingvellir Valley Topsoil Tornado Tsunami Vibrations Volcano Volcanologist Vortex</p>	<p>Understory layer Weather Woodland</p>	<p>Settlement Settler Shelter Site Site Suffix Symbol Town Transport Urban Village Water Facilities</p>
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**UKS2:**

<b>The United Kingdom</b>	<b>The Amazing Americas</b>	<b>Marvellous Maps</b>	<b>Exploring Scandinavia</b>	<b>Our Changing World</b>	<b>Trade and Economics</b>
Altitude	Continent	Accuracy	Agriculture	Physical changes	Export
Borders	Country	Atlas	Arctic Circle	Human changes	Import
Capital city	City	Buildings	Axis	Development	El Salvador
Cathedral	North America	Comparison	Bobsledding	Regeneration	Goods
Chalk	South America	Compass	City	Protection	Trade
Chasms	Explorer	Co-ordinates	Climate	Border	Economics
City	Expedition	Difference	Compare	Invasion	Key
Coastline	Border	Direction	Contrast	Empire	Fairtrade
Continent	Boundary	Distance	Country	Union	Wellbeing
Costal stacks	Emblems	East	Culture	Political	Communities
Country	Colonies	Easting	Currency	Colony	Project
County	Physical geography	Grid reference	Daylight	Landmass	Sustainable
Crust	Human geography	Index	Denmark	Coast	Principles
Delta	Settlement	Latitude	Destination	Bay	Globalisation
Distributed	Economy	Location	Difference	Headland	Brand
Education	Natural resources	Longitude	Economy	Beach	Multinational
Elevation	River	Measure	Elevation	Dune	company
Emergency Services	Lake	Modern	Employment	Cave	Supply
England	Landscape	North	Fjord	Cliff	Tudor
Erosion	Mountain	North East	Frozen subsoil	Arch	Victorian
Estuary	Volcano	North West	Geographical	Stack	British Empire
Formation	Biome	Northing	glacier	Stump	
Hill	Vegetation belt	Ordnance Survey	Human geography	Spit	
Kilometres	Wildfire	Past	Ice-skating	Erosion	
Landscape	Flora	Physical	Immigration	Deposition	
Life expectancy	Fauna	Present	Landscape	Physical weathering	
Location	Climate	Silva compass	Language	Chemical weathering	
Meanders	Water	Similarity	Latitude	Biological weathering	
Moorland	Fieldwork	South	Location	Erosion	
Mountain	Measure	South East	Mountains	Coastline	
Mouth	Observe	South West	Nordic	Weathering	

<p>Natural spring Northern Ireland Ocean Peak Pebbles Peninsula Pennines Population Precipitation Regions Reservoirs River Rockpools Rocks Rural Sand Sanitation Scotland Sea level Social Services Source Summit Tectonic plates Topographical map Tourist destination Town Transportation Tributaries Union Jack/Flag United Kingdom Urban Wales</p>	<p>Record Map Sketch Graph Death Valley Climate zone Polar Arctic Temperate Subtropical Latitude Koppen system Longitude Equator Northern hemisphere Southern hemisphere Tropic of Cancer Tropic of Capricorn Arctic Circle Antarctic Circle Prime/Greenwich Meridian Time zone Wonders of the world Ancient Mausoleum Colosseum</p>	<p>Symbols West</p>	<p>North Pole Northern Europe Northern Lights Norway Permafrost Physical geography Population Precipitation Religion Rotation Scandinavia Settlements Similarity Skiing Subarctic Sweden Temperature Tourism Tourism Transport Tundra Waterfalls Weather Winter sports</p>	<p>Acid Dissolve Minerals</p>	
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**Our Long-Term Overview:**

	Autumn	Spring	Summer
Year One LKS2	Our Passport to Europe	<b>NEW:</b> Land Use	<b>NEW:</b> All around the World
Year Two LKS2	<b>NEW:</b> Extreme Earth	Rainforests	<b>New:</b> Somewhere to Settle
Year One UKS2	<b>NEW:</b> The Amazing Americas	The United Kingdom	<b>NEW:</b> Marvellous Maps
Year Two UKS2	Exploring Scandinavia	<b>NEW:</b> Our Changing World	<b>NEW:</b> Trade and Economics

**High Order Questions:** During each History unit, children will carry out a Deeper Learning task in the form of a question to help develop their understanding and to help them apply their learning to a concept or geographical idea. However, anyone is free to adapt, change or create new questions to support/challenge the children further.

<u>Topic</u>	<u>Learning Objective</u>	<u>Higher Order Questions</u>
<b><u>Year 1 – LKS2</u></b>		
<b>Our Passport to Europe</b>	To be able to locate Europe on a world map and identify some of its landforms	Think about the landforms you have looked at today, are there any that you would like to live nearby? Are there any that wouldn't be good to live near?
	LO: To be able to compare European capital cities	Why do you think some cities have a higher population than others? Think about factors such as facilities and resources.
<b>Land Use</b>	LO: To describe land use in urban and rural areas in the UK.	If you could design your own landscape, would you include more urban or rural areas? Explain your reasoning.
<b>All Around the World</b>	LO: To describe the key features of the polar regions and compare them to the UK.	What do you think would be the most challenging part of being a polar explorer is? Why?
<b><u>Year 2 – LKS2</u></b>		
<b>Extreme Earth</b>	LO: To explain how volcanoes affect people's lives.	Would you choose to live by a volcano? Explain your reasoning.
<b>Rainforest</b>	LO: To compare the Amazon Rainforest and Sherwood Forest based on both physical and human features.	We don't have any tropical rainforests in the UK, therefore it is more important that we learn about temperate deciduous forests instead. Do you agree with this statement? Explain your reasoning.
<b>Somewhere to Settle</b>	LO: To compare land use in different settlements.	Currently we have a housing shortage which means more houses need to be built. Agricultural land is often used to build these houses. Is this good for the local communities?
	LO: To create a map of a settlement.	What is the most important element to consider when choosing somewhere to settle?
<b><u>Year 1 – UKS2</u></b>		



<b>The Amazing Americas</b>	LO: To use geographical terminology to describe the location and characteristics of a range of places across the Americas.	Why are the differences between places in the UK less obvious than the differences between places in the Americas?
	LO: To identify similarities and differences in the human and physical geography of my local area and a region of North America.	Would you prefer to live in North America or the UK? Explain your reasoning.
<b>The United Kingdom</b>	LO: To be able to identify and describe key geographical features of the United Kingdom.	Why would Scotland want independence from the rest of the UK and do you think they should have it?
	LO: To be able to identify and explore the major rivers of the UK.	Where would you build a new city?
<b>Marvellous Maps</b>	LO: To use the eight compass points to describe routes on a map.	Is it important to know how to read maps when we can use the internet for directions?
	LO: To describe how land use has changed over time.	In 100 years, what parts of Old Catton do you think will still be here and what parts do you think will be gone?
<b>Year 2 – UKS2</b>		
<b>Exploring Scandinavia</b>	LO: To explore some aspects of the human geography of Scandinavia.	What part of the Scandinavian culture would you include in British culture?
	LO: To explore the climate and weather of Scandinavia.	How would Scandinavia be affected if it had a different climate?
<b>Our Changing World</b>	LO: To explain how water and weather have changed the coastline of the UK over time.	Some people believe that the coast should be left to erode. Do you agree or disagree? Why?
	LO: To explain how the international borders of Europe have changed over time.	Throughout History, there have been countless invasions by empires and governments. Who should be responsible for preventing these disputes?
<b>Trade and Economics</b>	LO: To explain the importance of fair trade	What do you think are the positive and negative effects of Fair Trade?
	LO: To explain how trading has changed through history.	Which method of transporting goods is the best and why?

**Longer Writing Opportunities:** We recognise the importance for children to get the opportunity to do extended writing across the curriculum and as a result, we have planned for a longer piece of writing to be in every Geography unit. The table below highlights the longer pieces of writing children may complete. However, due to the creative curriculum elements of our Geography lessons, some pieces of writing may be substituted to follow the lines of enquiry that were explored in the lesson.

<u>Topic</u>	<u>Learning Objective</u>	<u>Longer Writing Opportunity</u>
<b><u>Year 1 – LKS2</u></b>		
<b>Passport to Europe</b>	LO: To find out about the human and physical features of a European country.	<b>Travel Brochure</b> Persuade people to visit a European country of your choice, looking at both physical and human features
<b>Land Use</b>	LO: To create a simple sketch map to show how land is used.	<b>Persuasive argument/script</b> Imagine you are a tour guide – how would you describe the area you have visited to a group of tourists? What would you point out to them? Write a script
<b>All Around the World</b>	LO: To explain the position and significance of time zones.	<b>Diary Entry</b> Write a range of diary entries from the point of view of children about what they are doing at this moment across the world. Eg. Norwich 2pm, Paris 3pm, New York 10am, Tokyo 11pm, Canberra 1am the next day!
<b><u>Year 2 – LKS2</u></b>		
<b>Extreme Earth</b>	LO: To explain what causes tsunamis and how they affect people	<b>News Bulletin</b> Create a news bulletin reporting from an area hit by a tsunami. Interview eyewitnesses and explain what has happened to your audience.
<b>Rainforests</b>	LO: To explain the effects humans are having on the rainforests.	<b>Persuasive Letter</b> Write a letter to either the Prime Minister or the Environment Minister, asking them to do more to protect the rainforests.
<b>Somewhere to Settle</b>	LO: To create a map of a settlement.	<b>Speech</b> Ask children to write a proposal speech to persuade an audience that their settlement will be the most attractive place to live.

Year 1 – UKS2		
<b>Amazing Americas</b>	LO: To describe the characteristics and significance of a natural wonder of the Americas.	<b>Campaign Pitch</b> It is your task to create a pitch promoting a Natural Wonder from the Americas
<b>The United Kingdom</b>	LO: To find out about the seas and coasts of the UK.	<b>Letter</b> to a friend about a holiday at a UK coastal destination
<b>Marvellous Maps</b>	LO: To plan a journey using the eight compass points and four or six-figure grid references.	<b>Tourist Leaflet</b> Ask children to create a tourist leaflet for their journey. Use the Internet to find out information about the places they have chosen to visit and then present this alongside their chosen route plan.
Year 2 – UKS2		
<b>Exploring Scandinavia</b>	To be able to compare and contrast an area in the UK with an area in Scandinavia.	<b>Comparison/non-chronological report</b> Children to use a variety of sources of information to compare and contrast the two locations, creating a own report on the two locations.
<b>Our Changing World</b>	LO: To explain how and why landscapes change over time.	<b>Persuasive Writing</b> Choose an area close to your school that is in need of changing and improving. Create design proposals for suggested changes. You could even find out who is responsible for the area and invite them into school for children to pitch ideas to.
<b>Trade and Economics</b>	LO: To explain trade links between El Salvador and the UK.	<b>Written Debate</b> Should we import food from other countries, or should we rely on our own crops? Research the advantages and disadvantages and hold a class debate

**Cross Curricular Links:** We understand the importance of a rounded, inclusive curriculum and as a result, here are the main cross curricular learning links that are present in our History curriculum.

**LKS2 Cross-Curricular Links:**

Passport to Europe	All around the World	Land Use	Extreme Earth	Rainforests	Somewhere to Settle
<p><b>English:</b> Persuasive Writing</p> <p><b>Maths:</b> Graphs, charts and diagrams</p> <p><b>Computing:</b> Research and sources</p>	<p><b>English:</b> Cartoon strip diary Diary entry Plan a journey Themed books Design own country</p> <p><b>Maths:</b> 24hour time Dates Timetable Co-Ordinates</p> <p><b>Science:</b> Day and night Habitats Compare planets</p> <p><b>Art/DT:</b> Street scene Create water clock/sand timer Jungle picture 3-D globes</p>	<p><b>English:</b> Persuasive argument</p> <p><b>Maths:</b> Graphs and charts</p> <p><b>Science:</b> Directions Agriculture</p> <p><b>History:</b> Changes: -agriculture -local spaces</p> <p><b>Computing</b> Programme Roamers</p> <p><b>Art/DT:</b> Landscapes 3-D Maps</p>	<p><b>English:</b> News report News bulletin drama Poetry</p> <p><b>Science:</b> Rocks, fossils and soils</p> <p><b>Art/DT:</b> Clay modelling Build a vehicle</p> <p><b>Computing:</b> Database software</p> <p><b>Music:</b> Soundtrack composition</p>	<p><b>English:</b> Debate Letter writing Drama</p> <p><b>Maths:</b> Graphs: bar and line Data Temperature</p> <p><b>Science:</b> Water cycle Plants Habitats Food chains</p> <p><b>PSHE:</b> Comparing countries</p>	<p><b>English:</b> Comparison writing Debate Speech</p> <p><b>Science:</b> Human needs</p> <p><b>History:</b> Early Settlers</p> <ul style="list-style-type: none"> <li>• Romans</li> <li>• Vikings</li> <li>• Anglo-Saxons</li> <li>• Bronze Age</li> <li>• Post WW2</li> </ul> <p>Coat of Arms</p> <p><b>Computing:</b> Programme Roamers</p> <p><b>Art/DT:</b> Junk modelling Design new Coat of Arms Map work – Journeys unit</p> <p><b>PSHE:</b> Refugees Carbon footprint</p>
<p><b>Computing:</b> Researching using a range of online sources</p> <p><b>PSHE:</b> Teamwork Communication Understanding the world</p>					

**UKS2 Cross-Curricular Links:**

The Amazing Americas	The United Kingdom	Marvellous Maps	Exploring Scandinavia	Our Changing World	Trade and Economics
<p><b>English:</b> Tourist leaflet Travel itinerary Comparative writing Blog post Persuasive writing</p> <p><b>Maths:</b> Timetabling</p> <p><b>Science:</b> Climate</p> <p><b>History:</b> Explorers</p> <p><b>Art/DT:</b> Landscapes Collages Flag design</p> <p><b>Music:</b> Composition</p>	<p><b>English:</b> Dictionary skills Letter writing Recount Non-fiction texts</p> <p><b>Maths:</b> Statistics Distance</p>	<p><b>English:</b> Leaflet writing Mnemonics Greek myths</p> <p><b>Maths:</b> Time Distance Graphs Co-ordinates measurement</p> <p><b>History:</b> Local changes over 100 years Political changes</p> <p><b>Art/DT:</b> Landscapes 3-D models</p> <p><b>PSHE:</b> Political borders</p>	<p><b>English:</b> Non-chronological report Drama Letter writing Persuasive writing Dictionary skills Advert/brochure</p> <p><b>Maths:</b> Statistics Graphs Temperatures</p> <p><b>Art/DT:</b> Landscapes</p>	<p><b>English:</b> Persuasive writing</p> <p><b>Science:</b> Water cycle Rock types</p> <p><b>History:</b> Changes to education Rise and fall of an empire</p> <p><b>Art/DT:</b> Design futuristic gadget Photography Clay modelling adverts</p> <p><b>PSHE:</b> Global Warming</p>	<p><b>English:</b> Debate Biographies</p> <p><b>History:</b> Changes to trade</p> <p><b>Art/DT:</b> Fair Trade recipe Classroom display Coat of Arms</p> <p><b>PSHE:</b> Fair trade Charities Wages</p>
<p style="text-align: center;"><b>Computing:</b> Researching using a range of online sources</p> <p style="text-align: center;"><b>PSHE:</b> Teamwork Communication Understanding the world</p>					