

2021

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

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

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

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	European Neighbours	Extreme Earth	Somewhere to Settle	Rainforests
Antarctic Circle	Aerial view	Africa	Active	Agriculture	Africa
Antarctica	Agriculture	Antarctica	Bedrock	Building materials	Agriculture
Arctic Circle	Annotate	Area	Crater	Business	Asia
Atlas	Annotation	Asia	Crust	Carbon Footprint	Average
Climate	Building	Atlas	Damage	City	Canopy
Compass	Cartographer	Australia	Debris	Coat of Arms	Carbon cycle
Co-ordinates	Chane	Capital city	Decrease	Defence	Climate
East	Changes over time	City	Dormant	Environmental	Condense
Equator	Coastal	Climate	Earthquake	impact	Conditions
Explorer	Directions	Communication	Epicentre	Food	Continent
Globe	Distance	Continent	Erupt	Fuel	Crops
Greenwich Mean	Distance	Co-ordinates	Eruption	Housing	Deforestation
Time	Feature	Country	Extinct	Housing	Diverse
Greenwich meridian	Forestry	Cuisine	Eyewitness	Industrial	Dry season
Humid	Freshwater	Currency	Eyjafjallajökull:	Invader	Emergent layer
Ice Age	Future	Custom	Hotspot	Journey	Emissions
Journeys	Human features	Employment	Igneous	Key	Endangered
Latitude	Key	Environment	Increase	Land use	Equator
Location	Land use	Euro	Inner core	Leisure	Evaporate
Longitude	Landmark	Europe	Lava	Link	Explore
North	Landmark	European Union	Layers	Need	Extinct
North Pole	Landscape	Features	Life cycle	Need	Forest floor
Northern hemisphere	Map	Flag	Magma	Origin	Global warming
Polar region	Past	Government	Magma chamber	Pattern	Grazing
Prime meridian	Perspective	History	Magnitude	Plan	Homeless
Quadrant	Physical features	Human Geography	Main vent	Resources	Humid
Rainforest	Population	Identity	Mantle	Retail	Hunting
Route	Protected land	Independent	Mercalli Scale	Route	Invasion
South	Relative distance	Kilometres	Metamorphic	Rural	Jungle

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>Settlement Settler Shelter Site Site Suffix Symbol Town Transport Urban Village Water Facilities</p>	<p>Locate Manaus Mining Organisations Precipitation Protection Rainfall Resources Settlements Shamans South America Species Sustainable Temperature Tribes Tropic of cancer Tropic of Capricorn Tropics Under storey Under threat Vegetation Water cycle Water vapour Wet season Yanomami</p>
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UKS2:

The United Kingdom	The Amazing Americas	Marvellous Maps	Exploring Scandinavia	Our Changing World	Trade and Economics
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	NEW: All around the World	NEW: Land Use	Our European Neighbours
Year Two LKS2	NEW: Extreme Earth	New: Somewhere to Settle	Rainforest
Year One UKS2	The United Kingdom	NEW: The Amazing Americas	NEW: Marvellous Maps
Year Two UKS2	Exploring Scandinavia	NEW: Our Changing World	NEW: 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>
<u>Year 1 – LKS2</u>		
All Around the World	<i>LO: To describe the key features of the polar regions and compare them to the UK.</i>	<i>What do you think would be the most challenging part of being a polar explorer is? Why?</i>
Land Use	<i>LO: To describe land use in urban and rural areas in the UK.</i>	<i>If you could design your own landscape, would you include more urban or rural areas? Explain your reasoning.</i>
Our European Neighbours	<i>LO: To be able to compare two European capital cities</i>	<i>Which European country would you most like to live in and why? What about the least?</i>
<u>Year 2 – LKS2</u>		
Extreme Earth	<i>LO: To explain how volcanoes affect people's lives.</i>	<i>Would you choose to live by a volcano? Explain your reasoning.</i>
Somewhere to Settle	<i>LO: To compare land use in different settlements.</i>	<i>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?</i>
	<i>LO: To create a map of a settlement.</i>	<i>What is the most important element to consider when choosing somewhere to settle?</i>
Rainforest	<i>LO: To explore why the rainforest is under threat and the measures taken to protect it.</i>	<i>Some people feel the rainforest should be cut down. Why do they think this? Are they correct?</i>

Year 1 – UKS2		
The United Kingdom	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?
The Amazing Americas	<i>LO: To use geographical terminology to describe the location and characteristics of a range of places across the Americas.</i>	<i>Why are the differences between places in the UK less obvious than the differences between places in the Americas?</i>
	<i>LO: To identify similarities and differences in the human and physical geography of my local area and a region of North America.</i>	<i>Would you prefer to live in North America or the UK? Explain your reasoning.</i>
Marvellous Maps	<i>LO: To use the eight compass points to describe routes on a map.</i>	<i>Is it important to know how to read maps when we can use the internet for directions?</i>
	<i>LO: To describe how land use has changed over time.</i>	<i>In 100 years, what parts of Old Catton do you think will still be here and what parts do you think will be gone?</i>
Year 2 – UKS2		
Exploring Scandinavia	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?
Our Changing World	<i>LO: To explain how water and weather have changed the coastline of the UK over time.</i>	<i>Some people believe that the coast should be left to erode. Do you agree or disagree? Why?</i>
	<i>LO: To explain how the international borders of Europe have changed over time.</i>	<i>Throughout History, there have been countless invasions by empires and governments. Who should be responsible for preventing these disputes?</i>
Trade and Economics	<i>LO: To explain the importance of fair trade</i>	<i>What do you think are the positive and negative effects of Fair Trade?</i>
	<i>LO: To explain how trading has changed through history.</i>	<i>Which method of transporting goods is the best and why?</i>

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>
<u>Year 1 – LKS2</u>		
All Around the World	LO: To explain the position and significance of time zones.	Diary Entry 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!
Land Use	LO: To create a simple sketch map to show how land is used.	Persuasive argument/script 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
European Neighbours	LO: To find out about the human and physical features of a European country.	Fact file Report on human features of a chosen country including facts about food, religion and historical events
<u>Year 2 – LKS2</u>		
Extreme Earth	LO: To explain what causes tsunamis and how they affect people	News Bulletin Create a news bulletin reporting from an area hit by a tsunami. Interview eyewitnesses and explain what has happened to your audience.
Somewhere to Settle	LO: To create a map of a settlement.	Speech Ask children to write a proposal speech to persuade an audience that their settlement will be the most attractive place to live.
Rainforests	LO: To find out about the people and settlements of the rainforest.	Newspaper Report Highlight similarities and differences between Rainforest tribes and Modern society

Year 1 – UKS2		
The United Kingdom	LO: To find out about the seas and coasts of the UK.	Letter to a friend about a holiday at a UK coastal destination
Amazing Americas	LO: To identify physical and human geographical features of my local area.	Blog What is it like living in the local area? Can children write a real or imaginary blog post about daily life where they live?
Marvellous Maps	LO: To plan a journey using the eight compass points and four or six-figure grid references.	Tourist Leaflet 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		
Exploring Scandinavia	To be able to compare and contrast an area in the UK with an area in Scandinavia.	Comparison/non-chronological report Children to use a variety of sources of information to compare and contrast the two locations, creating a own report on the two locations.
Our Changing World	LO: To explain how and why landscapes change over time.	Persuasive Writing 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.
Trade and Economics	LO: To explain trade links between El Salvador and the UK.	Written Debate 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:

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

UKS2 Cross-Curricular Links:

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