Geography

Vision – 'all things are possible'

At Benedict Biscop we want our children to learn that all things are possible. We want our children to aspire and to achieve highly. We want our children to develop as geographers, developing geographical knowledge and skills.

Characteristics of Geographers:

- A wide knowledge of where places are and what they are like.
- An understanding of the ways in which places are interdependent and interconnected
- A base of geographical knowledge and vocabulary.
- The ability to apply questioning skills and use effective data presentation techniques
- The ability to reach clear conclusions and develop a reasoned argument to explain findings.
- Developed fieldwork and other geographical skills and techniques.
- A passion for and commitment to the subject, and a real sense of curiosity to find out about the world and the people who live there.
- The ability to express well-balanced opinions, rooted in very good knowledge and understanding about current and contemporary issues in society and the environment.

Our pupils begin their Geography journey at Benedict Biscop in our Early Years environment. Our provision has been carefully created, to provide a range of opportunities and experiences both indoor and outdoor to help develop Geography knowledge and skills. Our pupils are also taken 'beyond' our school environment into the local area experiencing both forest school and beach school provision.

We continue this creative approach within Key Stage 1 and 2, where we actively encourage cross-curricular learning, to give pupils maximum opportunity to transfer skills and knowledge. Year groups are taught through predominately Historic themes, which inspire and motivate our pupils. Themes in KS2 are arranged in chronological order to further aid pupils understanding of chronology. In every year group, one theme is inspired by the United Nations Rights of a Child, pupils think about 'What I believe?' and learn about how events in History have helped to shape our lives today. Where possible, we link learning to our local context so that pupils gain an awareness of where they are from and how this links to their lives today enabling them to become active Global Citizens.

EYFS Statutory Framework – Knowledge and understanding of the world

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

Early Learning Goals:

Knowledge and understanding of the world	*Additional Benedict Biscop stepping stones to challenge:*
Children at the expected level of development will: Natural World: Explore the natural world around them, making observations and drawing pictures of animals and plants; Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class; Children at the expected level of development will: People, Culture and Communities: Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps; - Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.	Children at the expected level of development will: - To know where they are in the world - Identify what they pass on the way to school - To begin to have access to maps, atlases, and Digimaps for Schools -To draw a simple map (map of the provision, a walk to the post box) - Make a comparison between two different places (England and Africa) -Use books to explore landmarks (Katie in London)

Development Matters progression related to Geography:

Birth to Three	**Three to Four**	**Reception**
Knowledge and Understanding of the World -Explore and respond to different natural phenomena in their setting and on trips.	Knowledge and Understanding of the World -Talk about what they see, using a wide vocabulary. -Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.	Knowledge and Understanding of the World -Draw information from a simple map. Recognise some similarities and differences between life in this country and life in other countries. -Explore the natural world around them. Recognise some environments that are

		different to the one in which they live. -Understand the effect of changing seasons on the natural world around them.

NURSERY

Autumn Term	Spring Term	Summer Term
Locational and place knowledge -To know the inside environment differs from the outside -To know that people live in different houses **Geography skills and fieldwork** -To know that people travel to school in different ways. Observe and record what they see. **Human and physical** -To know environments change and to name changes they see daily -To know that outside environments can differ e.g. the school yard is different to the field -To know that environments change (natural and manmade).	**Locational and place knowledge** -To know different places can be near or far **Geography skills and fieldwork** -To visit the local environment and name different types of transport they see. To know that transport is used to get places. **Human and physical** -To know that environments change (wider context). To know that plants change over time and with seasons To know that plants need to be cared for to grow and stay healthy.	**Locational and place knowledge** -To know that different places can be near or far **Geography skills and fieldwork** -To know that animals are found in different places in the environment. To locate different animals in the immediate environment and to think about how we need to care for creatures in the environment. **Human and physical** -To know environments around them change depending on weather.

RECEPTION

Autumn Term	Spring Term	Summer Term
Locational and place knowledge -To know and name key places in their lives e.g. home, school, shops, beach -To recognise different types of house -To name different features of their local environment - beach, sea, harbour, shops, **Geography skills and fieldwork** -To participate in visits beyond the foundationstage environment [observing and recording what they see] **Human and physical** -To name and explain processes they see daily -To know that plants can be grown for food. To know that plants need water, light and soil to grow. -To know that we can change the environment e.g. litter	**Locational and place knowledge** -To know that different places can be near or far - To know a map shows different places. -To know that Moorside is in Sunderland -To know that the world is made up of different countries. -To know that different countries have differences e.g. China – food [Chinese New Year] **Geography skills and fieldwork** -To participate in visits beyond the foundationstage environment [observing and recording what they see] **Human and physical** -To know that people cause pollution e.g. from cars, litter	**Locational and place knowledge** -To know that different plants can be found in different places -To know that Sunderland is in England -To know that humans build places -To name different plants/trees found in our local environment **Geography skills and fieldwork** -To participate in visits beyond the foundationstage environment [observing and recording what they see] **Human and physical** -To know that people cause pollution and that we need to look after our environment -To positively care for the local environment

-To describe similarities and differences between places		

National Curriculum Aims

- develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes
- understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time
- are competent in the geographical skills needed to:
  - collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
  - interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
  - communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

PROGRESSION

To meet our curriculum aims, we have identified core strands of learning [generic learning objectives] which run throughout our curriculum. We have identified what this should look like at the end of key phases within the school [key skills demonstrated].
The curriculum is taught in a spiral design where learning is revisited and embedded – deepening learning and developing Mastery.

Key generic learning objectives	EYFS working at the EXPECTED STANDARD	EYFS working ABOVE the expected standard	KS1 working at the EXPECTED STANDARD	KS1 working ABOVE the expected standard	Lower KS2 working at the EXPECTED STANDARD	Lower KS2 working ABOVE the expected standard	Upper KS2 working at the EXPECTED STANDARD	Lower KS2 working ABOVE the expected standard
To investigate places **[Locational and place knowledge]**	- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps - Explain some similarities and differences between life in this country	- Know that all pupils have a personal address and the school address - Know the location of places [around school and the local area] - Use maps to identify places - Compare where they live to another place [Sunderland and Africa]	• Identify the key features of a location and identify if it is a city, town or village area. • Use world maps, atlases and globes to identify the United Kingdom and its countries. • Use images to recognise landmarks and basic physical features.	• As expected, **identifying if locations are rural or coastal areas.** • As expected **and locating specifically the four countries and their capital cities of all UK countries** • As expected **using aerial images and**	• Use maps, atlases, globes 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. • Name and locate all countries and cities of the United Kingdom	• As expected, **using digital/computer mapping**. • As expected, **using digital technologies.** • As expected **with an emphasis on HOW some of these aspects have changed over time**	• Name and locate some of the countries and cities of the world and their identifying human and physical features and land-use • Understand how some of these aspects have changed over time. • Identify and describe how the physical features affect the human activity within a	• As expected **with an emphasis on HOW and WHY some of these aspects have changed over time.** **•After collecting and analysing statistics- to make comparisons between different locations and explain what factors influence these.**

	and life in other countries - Use knowledge from stories, non-fiction texts and – when appropriate – maps to discuss similarities and differences between our country and other countries - Know some similarities and differences between the natural world around them and contrasting environments	- Identify some of the uses of land and buildings - Discuss similarities and differences between places - Describe a route they have taken using appropriate vocabulary	• Ask and answer geographical questions. • Use simple fieldwork and observational skills to study the geography of the school and the key human and physical features of its surrounding environment. • Name, locate and identify characteristics of different countries and capital cities of the United Kingdom.	**planning perspectives.**	• Begin to identify geographical regions and their identifying human and physical characteristics, including hills, mountains, cities, rivers, and land-use • Begin to understand how some of these aspects have changed over time. • Ask and answer geographical questions about the physical and human features of a location. • Explain own views about locations, giving reasons. • Name and locate countries of Europe, identifying main physical and human features		location. • Use different types of fieldwork to observe, measure and record the human and physical features in the local area, in a range of ways. • 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 the countries of North and South America and identify their main physical and human characteristics. • 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)	**•Explain why the water cycle is a closed cycle.** **• Identify key locations along a river.** **• Identify possible future impacts of river use.**
To investigate patterns **[Fieldwork, skills and understanding of human and physical changes]**	- Understand the effect of changing seasons on the natural world around them.	- Begin to investigate life in 2 different places based on a variety of factors e.g. weather - Observe changes across the four seasons - Observe and describe weather associated with the seasons and how day length varies	• Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom. • Identify seasonal and daily weather patterns in the United Kingdom • Identify land use around the school.	• As expected **as well as studying a contrasting country [e.g. a hot or cold climate different to the UK]** • Identify land use **in a different place to the school** • Describe how the locality of the school has changed over time.	• Describe geographical similarities and differences between countries.	• **Begin to explore date time zones.** • As expected **including what factors have contributed to this.**	• Collect and analyse data in order to draw conclusions about locations. • Understand some of the reasons for geographical similarities and differences between countries. • 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.	**• Describe how latitude can influence similarities between different areas across the world.** **• Explain the difference between climate and weather.** **• Describe the characteristics of different climates.** **• Explain what biomes are and the factors that determine them.** **• Describe some wonders of the Americas in significant detail.** **• Describe how a coastline might look in the future.** **• Give reasons why the UK's borders have changed.**

To communicate geographically **[human and physical features]**	- Explain some similarities and differences between life in this country and life in other countries	- Begin to ask geographical questions - Begin to use basic geographical vocabulary i.e. beginning to describe physical and human features of the local environment.	• Use basic geographical vocabulary to refer to: key physical features including: beach, coast, forest, hill, mountain, ocean, river. Key human features including: city, town, village, factory, farm, house, road, office and shop. • Use compass locational language (e.g. near and far) to describe the location of features and routes on a map. • Devise a simple map.	• As expected, including key physical features**: soil, valley and weather.** • As expected **using compass directions (north, south, east and west)**	• 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 • Use grid references to communicate	• As expected **and be able to articulate the differences and how and why things occur.** • As expected **using symbols and keys too.**	• Describe and understand key aspects of: physical geography including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle. Human geography, including: settlements, land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals, and water supplies. • 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. • Create maps of locations identifying patterns (such as: land use, climate zones, population densities, height of land).	• To make links and comparisons between processes- articulating **why** some things happen. • **Create a key to show import and export links with the UK.** • **Give some reasons why fair trade is important.** • **Explain the term globalisation.**

<u>Key Stage 1 Geography looks at:</u>

- Name and locate the world's seven continents and five oceans
- Investigate the countries and capitals of the United Kingdom.
- Compare and contrast SUNDERLAND with another country.
- Explore weather and climate patterns in the United Kingdom and around the world.
- Use basic geographical vocabulary to refer to and describe key physical and human features of locations.
- Use world maps, atlases and globes.
- Use simple compass directions.
- Use aerial photographs.
- Use fieldwork and observational skills.

Key Stage 2 Geography looks at:

• Locate the world's countries, using maps to focus on Europe and North and South America

• Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features and land-use patterns; and understand how some of these aspects have changed over time

• Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)

• Understand geographical similarities and differences through the study of human and physical geography of different regions

• Describe and understand key aspects of physical geography, including: climate zones, rivers, mountains, volcanoes and earthquakes, and the water cycle

• Describe and understand key aspects of physical geography, including human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water

• Use maps, atlases, globes and digital/computer mapping software

• Use the eight points of a compass, four and six-figure grid references, symbols and key to build their knowledge of the United Kingdom and the wider world

• Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies

YEAR 1

AUTUMN UNIT	**Key generic learning objectives**	Unit specific learning objectives	KS1 working at the **EXPECTED STANDARD**	KS1 working **ABOVE** the expected standard

Me, My family, My World	**To investigate places**	• To ask geographical questions • To know that all pupils have a personal address and the school address • To know the location of places [around school and the local area] • To begin to use maps to identify places • To investigate the local environment around the school.	• Identify the key features of a location and identify if it is a city, town or village area. • Use world maps, atlases and globes to identify the United Kingdom and its countries. • Use images to recognise landmarks and basic physical features. • Ask and answer geographical questions. • Use simple fieldwork and observational skills to study the geography of the school and the key human and physical features of its surrounding environment. • Name, locate and identify characteristics of different countries and capital cities of the United Kingdom.	• As expected, **identifying if locations are rural or coastal areas.** • As expected **and locating specifically the four countries and their capital cities of all UK countries** • As expected **using aerial images and planning perspectives.**
	To investigate patterns	• To compare where they live to another place [Sunderland and Africa] • To identify some of the uses of land and buildings • To investigate life in 2 different places based on a variety of factors e.g. weather • To discuss similarities and differences between places	• Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom. • Identify seasonal and daily weather patterns in the United Kingdom • Identify land use around the school.	• As expected **as well as studying a contrasting European country [e.g. a hot or cold climate different to the UK]** • Identify land use **in a different place to the school** • Describe how the locality of the school has changed over time.
	To communicate geographically	• To learn and understand geographical terms and vocabulary • To describe a route they have taken using appropriate vocabulary • To describe physical and human features of the local environment	• Use basic geographical vocabulary to refer to: key physical features including: beach, coast, forest, hill, mountain, ocean, river. Key human features including: city, town, village, factory, farm, house, road, office and shop. • Use compass locational language (e.g. near and far) to describe the location of features and routes on a map. • Devise a simple map.	• As expected, including key physical features**: soil, valley and weather.** • As expected **using compass directions (north, south, east and west)**

SPRING UNIT	**Key generic learning objectives**	Unit specific learning objectives	KS1 working at the **EXPECTED STANDARD**	KS1 working **ABOVE** the expected standard
Light and Dark: Living in Victorian Sunderland	**To investigate places**	• To know about the 'light/sunlight' of a place • To learn about light in contrasting places e.g. the Northern Lights, Australia, Sunderland. • To know the location of places e.g. Sunderland, Australia, Northern Lights • To ask geographical questions • To observe the main ways in which light occurs • To begin to use world maps, globes and atlases to locate places [beginning to identify different countries, continents and oceans]	• Identify the key features of a location and identify if it is a city, town or village area. • Use world maps, atlases and globes to identify the United Kingdom and its countries. • Use images to recognise landmarks and basic physical features. • Ask and answer geographical questions. • Use simple fieldwork and observational skills to study the geography of the school and the key human and physical features of its surrounding environment. • Name, locate and identify characteristics of different countries and capital cities of the United Kingdom.	• As expected, **identifying if locations are rural or coastal areas.** • As expected **and locating specifically the four countries and their capital cities of all UK countries** • As expected **using aerial images and planning perspectives.**

	To investigate patterns	• To describe the main ways in which light occurs in different places • To identify land use around school and see if any changes are needed to make it safer [lighter]	• Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom. • Identify seasonal and daily weather patterns in the United Kingdom • Identify land use around the school.	• As expected **as well as studying a contrasting European country [e.g. a hot or cold climate different to the UK]** • Identify land use **in a different place to the school** • Describe how the locality of the school has changed over time.
	To communicate geographically	• To use geographical terms • To use ICT to present findings • To express views about making an area lighter/safer	• Use basic geographical vocabulary to refer to: key physical features including: beach, coast, forest, hill, mountain, ocean, river. Key human features including: city, town, village, factory, farm, house, road, office and shop. • Use compass locational language (e.g. near and far) to describe the location of features and routes on a map. • Devise a simple map.	• As expected, including key physical features**: soil, valley and weather.** • As expected **using compass directions (north, south, east and west)**

SUMMER UNIT	**Key generic learning objectives**	Unit specific learning objectives	KS1 working at the **EXPECTED STANDARD**	KS1 working **ABOVE** the expected standard
The Seaside: Sunderland's History	**To investigate places**	• To locate a variety of costal places at home and abroad [prior learning Sunderland, Australia, Africa and link with Bamburgh and Grace Darling in History] • To investigate one of our local beaches. • To know about our changing coastline and what it is/was used for • To learn about the types of jobs people have linked to the coastline • To find places on a simple map • To recognise human and physical features of Sunderland's coast • To know about the types of transport used on our coastline • To ask geographical questions	• Identify the key features of a location and identify if it is a city, town or village area. • Use world maps, atlases and globes to identify the United Kingdom and its countries. • Use images to recognise landmarks and basic physical features. • Ask and answer geographical questions. • Use simple fieldwork and observational skills to study the geography of the school and the key human and physical features of its surrounding environment. • Name, locate and identify characteristics of different countries and capital cities of the United Kingdom.	• As expected, **identifying if locations are rural or coastal areas.** • As expected **and locating specifically the four countries and their capital cities of all UK countries** • As expected **using aerial images and planning perspectives.**
	To investigate patterns	• To carry out a small-scale investigation about the local coastline • To observe, recognise and describe the main ways in which the environment is maintained • Identify types of weather experienced in places and seasonal change and their effects on people	• Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom. • Identify seasonal and daily weather patterns in the United Kingdom • Identify land use around the school.	• As expected **as well as studying a contrasting European country [e.g. a hot or cold climate different to the UK]** • Identify land use **in a different place to the school** • Describe how the locality of the school has changed over time.

	To communicate geographically	• To learn and understand geographical terms • To devise a simple map	• Use basic geographical vocabulary to refer to: key physical features including: beach, coast, forest, hill, mountain, ocean, river. Key human features including: city, town, village, factory, farm, house, road, office and shop. • Use compass locational language (e.g. near and far) to describe the location of features and routes on a map. • Devise a simple map.	• As expected, including key physical features**: soil, valley and weather.** • As expected **using compass directions (north, south, east and west)**

YEAR 2

AUTUMN UNIT	**Key generic learning objectives**	Unit specific learning objectives	KS1 working at the **EXPECTED STANDARD**	KS1 working **ABOVE** the expected standard
Homes in Tudor times and the Great Fire of London	**To investigate places**	• To understand that London is the capital of England and that England is one of the countries in the UK. • To begin to use world maps, globes and atlases to locate places [beginning to identify different cities, countries, continents and oceans] • To ask and answer geographical questions • To recognise some of the physical and human features in their locality and London.	• Identify the key features of a location and identify if it is a city, town or village area. • Use world maps, atlases and globes to identify the United Kingdom and its countries. • Use images to recognise landmarks and basic physical features. • Ask and answer geographical questions. • Use simple fieldwork and observational skills to study the geography of the school and the key human and physical features of its surrounding environment. • Name, locate and identify characteristics of different countries and capital cities of the United Kingdom.	• As expected, **identifying if locations are rural or coastal areas.** • As expected **and locating specifically the four countries and their capital cities of all UK countries** • As expected **using aerial images and planning perspectives.**
	To investigate patterns	• To identify physical features of buildings [in Tudor and modern homes] • To notice how modern buildings change depending on the environment • To know the ways in which buildings in Sunderland are different to those in other parts of the world [London and building on prior learning – Africa and Australia]	• Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom. • Identify seasonal and daily weather patterns in the United Kingdom • Identify land use around the school.	• As expected **as well as studying a contrasting European country [e.g. a hot or cold climate different to the UK]** • Identify land use **in a different place to the school** • Describe how the locality of the school has changed over time.
	To communicate geographically	• To recognise similarities and differences and communicate them using geographical vocabulary • To identify likes and dislikes about buildings	• Use basic geographical vocabulary to refer to: key physical features including: beach, coast, forest, hill, mountain, ocean, river. Key human features including: city, town, village, factory, farm, house, road, office and shop. • Use compass locational language (e.g. near and far) to describe the location of features and routes on a map. • Devise a simple map.	• As expected, including key physical features**: soil, valley and weather.** • As expected **using compass directions (north, south, east and west)**

SPRING UNIT	**Key generic learning objectives**	Unit specific learning objectives	KS1 working at the **EXPECTED STANDARD**	KS1 working **ABOVE** the expected standard
What I Believe: I have the right to a safe place to live.	**To investigate places**	• To identify the physical and human features of the area around the school [particularly identifying land use for homes] • To participate in an investigative fieldwork study within the local area • To understand that some people do not have a home [link with History and Dr Barnado]. • To understand which city we live in and which country we live in [extending knowledge of UK – London where Dr Barnado's first children's home was].	• Identify the key features of a location and identify if it is a city, town or village area. • Use world maps, atlases and globes to identify the United Kingdom and its countries. • Use images to recognise landmarks and basic physical features. • Ask and answer geographical questions. • Use simple fieldwork and observational skills to study the geography of the school and the key human and physical features of its surrounding environment. • Name, locate and identify characteristics of different countries and capital cities of the United Kingdom.	• As expected, **identifying if locations are rural or coastal areas.** • As expected **and locating specifically the four countries and their capital cities of all UK countries** • As expected **using aerial images and planning perspectives.**
	To investigate patterns	• To investigate how an environment changes [the local area over the years] • To investigate how land and buildings are used	• Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom. • Identify seasonal and daily weather patterns in the United Kingdom • Identify land use around the school.	• As expected **as well as studying a contrasting European country [e.g. a hot or cold climate different to the UK]** • Identify land use **in a different place to the school** • Describe how the locality of the school has changed over time.
	To communicate geographically	• To recognise similarities and differences and communicate them • To use geographical terms and vocabulary. • To describe how to make the local area safer	• Use basic geographical vocabulary to refer to: key physical features including: beach, coast, forest, hill, mountain, ocean, river. Key human features including: city, town, village, factory, farm, house, road, office and shop. • Use compass locational language (e.g. near and far) to describe the location of features and routes on a map. • Devise a simple map.	• As expected, including key physical features**: soil, valley and weather.** • As expected **using compass directions (north, south, east and west)**

SUMMER UNIT	**Key generic learning objectives**	Unit specific learning objectives	KS1 working at the **EXPECTED STANDARD**	KS1 working **ABOVE** the expected standard
Transport: Planes, trains and automobiles	**To investigate places**	• To ask geographical questions • To use aerial photographs to investigate the local area • To recognise ways of changing the environment [look at how the land has changes as transport has changed e.g. from rail to cars] • To participate in a small-scale investigation about traffic/parking in the local area	• Identify the key features of a location and identify if it is a city, town or village area. • Use world maps, atlases and globes to identify the United Kingdom and its countries. • Use images to recognise landmarks and basic physical features. • Ask and answer geographical questions. • Use simple fieldwork and observational skills to study the geography of the school and the key human and physical features of its surrounding environment. • Name, locate and identify characteristics of different countries and capital cities of the United Kingdom.	• As expected, **identifying if locations are rural or coastal areas.** • As expected **and locating specifically the four countries and their capital cities of all UK countries** • As expected **using aerial images and planning perspectives.**

	To investigate patterns	• To observe and describe traffic and parking at different times of the day. • To identify land use for parking in the local area.	• Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom. • Identify seasonal and daily weather patterns in the United Kingdom • Identify land use around the school.	• As expected **as well as studying a contrasting European country [e.g. a hot or cold climate different to the UK]** • Identify land use **in a different place to the school** • Describe how the locality of the school has changed over time.
	To communicate geographically	• To use geographical terms • To think about and describe how transport has shaped our locality • Describe the main ways in which parking is controlled to help the environment • To express views about making an area safer • To undertake simple mapping tasks • To use simple compass directions	• Use basic geographical vocabulary to refer to: key physical features including: beach, coast, forest, hill, mountain, ocean, river. Key human features including: city, town, village, factory, farm, house, road, office and shop. • Use compass locational language (e.g. near and far) to describe the location of features and routes on a map. • Devise a simple map.	• As expected, including key physical features**: soil, valley and weather.** • As expected **using compass directions (north, south, east and west)**

YEAR 3

AUTUMN UNIT	**Key generic learning objectives**	Unit specific learning objectives	**Lower KS2 working at the EXPECTED STANDARD**	**Lower KS2 working ABOVE the expected standard**
Over 2000 years ago… Stone, Bronze and Iron Age	**To investigate places**	• To investigate places, where primitive people settled, locating European countries [Extending knowledge of UK – look at Skara Brae settlement on the Orkney islands] • To respond to geographical questions • To use and interpret globes, atlases and maps • To use ICT/digital computer mapping to access information • To identify physical and human features of places • To identify land use in the Stone, Bronze and Iron age	• Use maps, atlases, globes 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. • Name and locate all countries and cities of the United Kingdom • Begin to identify geographical regions and their identifying human and physical characteristics, including hills, mountains, cities, rivers, and land-use • Begin to understand how some of these aspects have changed over time. • Ask and answer geographical questions about the physical and human features of a location.	• As expected, **using digital/computer mapping**. • As expected, **using digital technologies.** • As expected **with an emphasis on HOW some of these aspects have changed over time**

			• Explain own views about locations, giving reasons. • Name and locate countries of Europe, identifying main physical and human features	
	To investigate patterns	• To look at geographical similarities and differences between the Stone, Bronze and Iron ages and compare with now [e.g. homes, tools]	• Describe geographical similarities and differences between countries.	• **Begin to explore date time zones.** • As expected **including what factors have contributed to this.**
	To communicate geographically	• To make maps • To know vocabulary related to physical and human geography	• 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 • Use grid references to communicate	• As expected **and be able to articulate the differences and how and why things occur.** • As expected **using symbols and keys too.**

SPRING UNIT	**Key generic learning objectives**	Unit specific learning objectives	**Lower KS2 working at the EXPECTED STANDARD**	**Lower KS2 working ABOVE the expected standard**
Along the river	**To investigate places**	• To investigate Egypt today • To use geographical questions • To use and interpret atlases, globes and maps • Use digital/computer mapping to locate countries and describe features studied. • To identify main physical and human features of a place [Egypt]	• Use maps, atlases, globes 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. • Name and locate all countries and cities of the United Kingdom • Begin to identify geographical regions and their identifying human and physical characteristics, including hills, mountains, cities, rivers, and land-use • Begin to understand how some of these aspects have changed over time. • Ask and answer geographical questions about the physical and human features of a location. • Explain own views about locations, giving reasons. • Name and locate countries of Europe, identifying main physical and human features	• As expected, **using digital/computer mapping**. • As expected, **using digital technologies.** • As expected **with an emphasis on HOW some of these aspects have changed over time**
	To investigate patterns	• To develop awareness of how places relate to each other e.g. Egypt and England • Use a wide range of geographical sources in order to investigate places • To understand similarities and differences between Egypt and England	• Describe geographical similarities and differences between countries.	• **Begin to explore date time zones.** • As expected **including what factors have contributed to this.**

	To communicate geographically	• To use geographical vocabulary • To make maps	• 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 • Use grid references to communicate	• As expected **and be able to articulate the differences and how and why things occur.** • As expected **using symbols and keys too.**

SUMMER UNIT	**Key generic learning objectives**	Unit specific learning objectives	**Lower KS2 working at the EXPECTED STANDARD**	**Lower KS2 working ABOVE the expected standard**
What I Believe: The right to choose religion and beliefs [exploring religion around the world]	**To investigate places**	• To investigate places around the world [looking at countries linked to religious sites] • To use secondary sources • To use fieldwork skills when visiting a religious site/place of worship	• Use maps, atlases, globes 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. • Name and locate all countries and cities of the United Kingdom • Begin to identify geographical regions and their identifying human and physical characteristics, including hills, mountains, cities, rivers, and land-use • Begin to understand how some of these aspects have changed over time. • Ask and answer geographical questions about the physical and human features of a location. • Explain own views about locations, giving reasons. • Name and locate countries of Europe, identifying main physical and human features	• As expected, **using digital/computer mapping**. • As expected, **using digital technologies.** • As expected **with an emphasis on HOW some of these aspects have changed over time**
	To investigate patterns	• To develop an awareness of weather conditions around the world • To identify how temperature changes over time	• Describe geographical similarities and differences between countries.	• **Begin to explore date time zones.** • As expected **including what factors have contributed to this.**
	To communicate geographically	• To use ICT to present information • To describe where religious sites are located	• 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 • Use grid references to communicate	• As expected **and be able to articulate the differences and how and why things occur.** • As expected **using symbols and keys too.**

YEAR 4

AUTUMN UNIT	**Key generic learning objectives**	Unit specific learning objectives	**Lower KS2 working at the EXPECTED STANDARD**	**Lower KS2 working ABOVE the expected standard**
The Ancient Greeks	**To investigate places**	• To study aspects of their own locality and to investigate local places that were influenced by Ancient Greeks • To identify main physical and human features • To collect, record and analyse data in a variety of ways (including using IT) • To use and interpret maps and plans	• Use maps, atlases, globes 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. • Name and locate all countries and cities of the United Kingdom • Begin to identify geographical regions and their identifying human and physical characteristics, including hills, mountains, cities, rivers, and land-use • Begin to understand how some of these aspects have changed over time. • Ask and answer geographical questions about the physical and human features of a location. • Explain own views about locations, giving reasons. • Name and locate countries of Europe, identifying main physical and human features	• As expected, **using digital/computer mapping**. • As expected, **using digital technologies.** • As expected **with an emphasis on HOW some of these aspects have changed over time**
	To investigate patterns	• How people affect the environment • How the features of localities influence the nature and location of human activities	• Describe geographical similarities and differences between countries.	• **Begin to explore date time zones.** • As expected **including what factors have contributed to this.**
	To communicate geographically	• To use vocabulary related to physical and human geography • To analyse and communicate their findings • To make plans and maps using symbols and keys	• 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 • Use grid references to communicate	• As expected **and be able to articulate the differences and how and why things occur.** • As expected **using symbols and keys too.**

SPRING UNIT	**Key generic learning objectives**	Unit specific learning objectives	**Lower KS2 working at the EXPECTED STANDARD**	**Lower KS2 working ABOVE the expected standard**
What did the Roman's do for us?	**To investigate places**	• To investigate places around the world, specifically Rome and Italy • To use a variety of sources to learn about mountains, volcanoes and earthquakes • Use maps, atlases, globes and digital/computer mapping to locate countries	• Use maps, atlases, globes 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.	• As expected, **using digital/computer mapping**. • As expected, **using digital technologies.** • As expected **with an emphasis on HOW some of these aspects**

		and describe features studied. • To understand why earthquakes occur • To learn about the dangers attached to volcanoes and earthquakes • To know what a volcano is, including its parts [looking at Mount Vesuvius] • To understand how mountains are formed and the types of mountains there are • To respond to geographical questions	• Name and locate all countries and cities of the United Kingdom • Begin to identify geographical regions and their identifying human and physical characteristics, including hills, mountains, cities, rivers, and land-use • Begin to understand how some of these aspects have changed over time. • Ask and answer geographical questions about the physical and human features of a location. • Explain own views about locations, giving reasons. • Name and locate countries of Europe, identifying main physical and human features	**have changed over time**
	To investigate patterns	• To analyse changing mountain landscapes and know the causes of this (tourism, weather, animals) • To investigate why the temperature changes as you climb a mountain • To know about similarities and differences between places	• Describe geographical similarities and differences between countries.	• **Begin to explore date time zones.** • As expected **including what factors have contributed to this.**
	To communicate geographically	• To use vocabulary related to physical and human geography • To analyse and communicate their findings	• 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 • Use grid references to communicate	• As expected **and be able to articulate the differences and how and why things occur.** • As expected **using symbols and keys too.**

SUMMER UNIT	**Key generic learning objectives**	Unit specific learning objectives	**Lower KS2 working at the EXPECTED STANDARD**	**Lower KS2 working ABOVE the expected standard**
What I believe: Everyone and everything has the right to be alive. Life in the rainforest.	**To investigate places**	•Locate and understand the geographic zones of the world. •To conduct a study on the sustainability of the rainforest and effects humans have on it. •To ask and respond to geographical questions •Use maps, globes, atlases, IT to locate places in North, South and Central America •To know about weather in different places To collect and record evidence to answer questions related to weather in the Rainforest of Central America	• Use maps, atlases, globes 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. • Name and locate all countries and cities of the United Kingdom • Begin to identify geographical regions and their identifying human and physical characteristics, including hills, mountains, cities, rivers, and land-use • Begin to understand how some of these aspects have changed over time. • Ask and answer geographical questions about the physical and human features of a location. • Explain own views about locations, giving reasons. • Name and locate countries of Europe, identifying main physical and human features	• As expected, **using digital/computer mapping**. • As expected, **using digital technologies.** • As expected **with an emphasis on HOW some of these aspects have changed over time**

	To investigate patterns	• To investigate different places e.g. the Rainforest, and compare them with the UK • To look at changes in the environment • To look at an issue arising from how land is used	• Describe geographical similarities and differences between countries.	• **Begin to explore date time zones.** • As expected **including what factors have contributed to this.**
	To communicate geographically	• To use geographical vocabulary such as climate zones, biomes and vegetation belts • To collect and record and analyse evidence about weather or environmental issues using IT • How the environment can be managed and improved	• 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 • Use grid references to communicate	• As expected **and be able to articulate the differences and how and why things occur.** • As expected **using symbols and keys too.**

YEAR 5

AUTUMN UNIT	**Key generic learning objectives**	Unit specific learning objectives	**Upper KS2 working at the EXPECTED STANDARD**	**Lower KS2 working ABOVE the expected standard**
Settlers and Settlements Anglo-Saxon, Vikings and Scots	**To investigate places**	• To use various secondary sources such as maps, globes, atlases, IT and aerial photographs to locate countries and places linked to Viking and Anglo-Saxon settlements and invasion. • To learn why people chose historically to live near a river and the benefits it brought. • To investigate water supply at local and world scales • To know the water cycle, including about condensation and evaporation.	• Name and locate some of the countries and cities of the world and their identifying human and physical features and land-use • Understand how some of these aspects have changed over time. • Identify and describe how the physical features affect the human activity within a location. • Use different types of fieldwork to observe, measure and record the human and physical features in the local area, in a range of ways. • 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 the countries of North	• As expected **with an emphasis on HOW and WHY some of these aspects have changed over time.** **•After collecting and analysing statistics- to make comparisons between different locations and explain what factors influence these.** **•Explain why the water cycle is a closed cycle.** **• Identify key locations along a river.** **• Identify possible future impacts of river use.**

		• How rivers erode, transport and deposit materials producing particular landscape features of river systems	and South America and identify their main physical and human characteristics. • 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)	
	To investigate patterns	• To learn about land use patterns e.g. local landscape changes from farming to residential • To investigate world weather patterns [e.g. flooding linked to high rainfall – link to why Anglo Saxons chose to settle in Britain]	• Collect and analyse data in order to draw conclusions about locations. • Understand some of the reasons for geographical similarities and differences between countries. • 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.	**• Describe how latitude can influence similarities between different areas across the world.** **• Explain the difference between climate and weather.** **• Describe the characteristics of different climates.** **• Explain what biomes are and the factors that determine them.** **• Describe some wonders of the Americas in significant detail.** **• Describe how a coastline might look in the future.** **• Give reasons why the UK's borders have changed.**
	To communicate geographically	• To make maps and plans • To record data in a variety of forms including IT • To use geographical vocabulary linked to physical and human geography	• Describe and understand key aspects of: physical geography including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle. Human geography, including: settlements, land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals, and water supplies. • 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. • Create maps of locations identifying patterns (such as: land use, climate zones, population densities, height of land).	• To make links and comparisons between processes- articulating **why** some things happen. **• Create a key to show import and export links with the UK.** **• Give some reasons why fair trade is important.** **• Explain the term globalisation.**

SPRING UNIT	**Key generic learning objectives**	Unit specific learning objectives	**Upper KS2 working at the EXPECTED STANDARD**	**Lower KS2 working ABOVE the expected standard**
What happened after 1066?	**To investigate places**	• To investigate a place, comparing and contrasting [linked to Tudor exploration]. • To use geographical questions • To use a variety of sources to investigate changes to a place. • To collect, record and analyse data	• Name and locate some of the countries and cities of the world and their identifying human and physical features and land-use • Understand how some of these aspects have changed over time. • Identify and describe how the physical features affect the human activity within a location. • Use different types of fieldwork to observe, measure and record the human and physical	• As expected **with an emphasis on HOW and WHY some of these aspects have changed over time.** **•After collecting and analysing statistics- to make comparisons between different locations and explain what factors influence these.**

Tudors and Stewarts			features in the local area, in a range of ways. • 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 the countries of North and South America and identify their main physical and human characteristics. • 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)	**•Explain why the water cycle is a closed cycle.** **• Identify key locations along a river.** **• Identify possible future impacts of river use.**
	To investigate patterns	• To develop an awareness of economic activities [specifically trade] • How the features of localities influence the nature and location of human activities [trade] • To understand similarities and differences between places linked to trade • To identify the cosmopolitan nature of the English population, its origins and where most people now live	• Collect and analyse data in order to draw conclusions about locations. • Understand some of the reasons for geographical similarities and differences between countries. • 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.	**• Describe how latitude can influence similarities between different areas across the world.** **• Explain the difference between climate and weather.** **• Describe the characteristics of different climates.** **• Explain what biomes are and the factors that determine them.** **• Describe some wonders of the Americas in significant detail.** **• Describe how a coastline might look in the future.** **• Give reasons why the UK's borders have changed.**
	To communicate geographically	• To draw a map of the layout of a settlement • To describe the reasons for Tudor exploration • To use geographic vocabulary.	• Describe and understand key aspects of: physical geography including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle. Human geography, including: settlements, land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals, and water supplies. • 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. • Create maps of locations identifying patterns (such as: land use, climate zones, population densities, height of land).	• To make links and comparisons between processes- articulating **why** some things happen. **• Create a key to show import and export links with the UK.** **• Give some reasons why fair trade is important.** **• Explain the term globalisation.**

SUMMER UNIT	**Key generic learning objectives**	Unit specific learning objectives	**Upper KS2 working at the EXPECTED STANDARD**	**Lower KS2 working ABOVE the expected standard**

What I believe: No one is allowed to punish you in a cruel or harmful way. Exploring crime and punishment.	**To investigate places**	• To use maps, atlases, globes, aerial photographs and ICT to investigate places around the world [investigating different settlements where rules may be different] • To recognise that settlements have specific features and are located in response to physical features and human choice • To collect information from a range of sources	• Name and locate some of the countries and cities of the world and their identifying human and physical features and land-use • Understand how some of these aspects have changed over time. • Identify and describe how the physical features affect the human activity within a location. • Use different types of fieldwork to observe, measure and record the human and physical features in the local area, in a range of ways. • 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 the countries of North and South America and identify their main physical and human characteristics. • 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)	• As expected **with an emphasis on HOW and WHY some of these aspects have changed over time.** **•After collecting and analysing statistics- to make comparisons between different locations and explain what factors influence these.** **•Explain why the water cycle is a closed cycle.** **• Identify key locations along a river.** **• Identify possible future impacts of river use.**
	To investigate patterns	• To understand geographical similarities and differences between places • Connect their local area to the wider world using fieldwork and secondary data • To identify the cosmopolitan nature of the English population, its origins and where most people now live	• Collect and analyse data in order to draw conclusions about locations. • Understand some of the reasons for geographical similarities and differences between countries. • 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.	**• Describe how latitude can influence similarities between different areas across the world.** **• Explain the difference between climate and weather.** **• Describe the characteristics of different climates.** **• Explain what biomes are and the factors that determine them.** **• Describe some wonders of the Americas in significant detail.** **• Describe how a coastline might look in the future.** **• Give reasons why the UK's borders have changed.**
	To communicate geographically	• To describe key aspects of the settlements • To use geographical vocabulary • To create maps	• Describe and understand key aspects of: physical geography including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle. Human geography, including: settlements, land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals, and water supplies. • 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. • Create maps of locations identifying patterns (such as: land use, climate zones, population densities, height of land).	• To make links and comparisons between processes- articulating **why** some things happen. **• Create a key to show import and export links with the UK.** **• Give some reasons why fair trade is important.** **• Explain the term globalisation.**

YEAR 6

AUTUMN UNIT	**Key generic learning objectives**	Unit specific learning objectives	**Upper KS2 working at the EXPECTED STANDARD**	**Lower KS2 working ABOVE the expected standard**
Children in WWII in Sunderland	**To investigate places**	• To investigate places affected by WWII • To use secondary sources such as maps, atlases, globes, aerial photographs and IT • To use primary sources to study movement in WWII	• Name and locate some of the countries and cities of the world and their identifying human and physical features and land-use • Understand how some of these aspects have changed over time. • Identify and describe how the physical features affect the human activity within a location. • Use different types of fieldwork to observe, measure and record the human and physical features in the local area, in a range of ways. • 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 the countries of North and South America and identify their main physical and human characteristics. • 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)	• As expected **with an emphasis on HOW and WHY some of these aspects have changed over time.** **•After collecting and analysing statistics- to make comparisons between different locations and explain what factors influence these.** **•Explain why the water cycle is a closed cycle.** **• Identify key locations along a river.** **• Identify possible future impacts of river use.**
	To investigate patterns	• To identify physical and human features of countries, comparing and contrasting them. • To begin to understand the relationship between location and economic activity [looking specifically at places where bombs were dropped and why they were dropped there] • To make links between the UK and wider world. •	• Collect and analyse data in order to draw conclusions about locations. • Understand some of the reasons for geographical similarities and differences between countries. • 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.	**• Describe how latitude can influence similarities between different areas across the world.** **• Explain the difference between climate and weather.** **• Describe the characteristics of different climates.** **• Explain what biomes are and the factors that determine them.** **• Describe some wonders of the Americas in significant detail.** **• Describe how a coastline might look in the future.** **• Give reasons why the UK's borders have changed.**
	To communicate geographically	• To make maps • To present findings in a variety of ways	• Describe and understand key aspects of: physical geography including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle. Human geography, including: settlements, land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals, and water supplies. • Use the eight points of a compass, four-	• To make links and comparisons between processes- articulating **why** some things happen. **• Create a key to show import and export links with the UK.** **• Give some reasons why fair trade is important.** **• Explain the term globalisation.**

			figure grid references, symbols and a key (that uses standard Ordnance Survey symbols) to communicate knowledge of the United Kingdom and the world. • Create maps of locations identifying patterns (such as: land use, climate zones, population densities, height of land).	

SPRING UNIT	**Key generic learning objectives**	Unit specific learning objectives	**Upper KS2 working at the EXPECTED STANDARD**	**Lower KS2 working ABOVE the expected standard**
Sunderland's Heritage: Coalmining	**To investigate places**	• To identify important features of a place and its location [including coal mining] • To respond to geographical questions • To use and interpret globes, atlases, maps, plans and digital sources	• Name and locate some of the countries and cities of the world and their identifying human and physical features and land-use • Understand how some of these aspects have changed over time. • Identify and describe how the physical features affect the human activity within a location. • Use different types of fieldwork to observe, measure and record the human and physical features in the local area, in a range of ways. • 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 the countries of North and South America and identify their main physical and human characteristics. • 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)	• As expected **with an emphasis on HOW and WHY some of these aspects have changed over time.** **•After collecting and analysing statistics- to make comparisons between different locations and explain what factors influence these.** **•Explain why the water cycle is a closed cycle.** **• Identify key locations along a river.** **• Identify possible future impacts of river use.**
	To investigate patterns	• To know why some countries distribute certain resources [trade] • To understand how trade [specifically coal] effects people and the environment • To make comparisons between places	• Collect and analyse data in order to draw conclusions about locations. • Understand some of the reasons for geographical similarities and differences between countries. • 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.	**• Describe how latitude can influence similarities between different areas across the world.** **• Explain the difference between climate and weather.** **• Describe the characteristics of different climates.** **• Explain what biomes are and the factors that determine them.** **• Describe some wonders of the Americas in significant detail.** **• Describe how a coastline might look in the future.** **• Give reasons why the UK's borders have changed.**

	To communicate geographically	• To present findings in a variety of way including sketch maps, plans and graphs and digital technologies. • To describe the geographical context of the local area	• Describe and understand key aspects of: physical geography including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle. Human geography, including: settlements, land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals, and water supplies. • 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. • Create maps of locations identifying patterns (such as: land use, climate zones, population densities, height of land).	• To make links and comparisons between processes- articulating **why** some things happen. **• Create a key to show import and export links with the UK.** **• Give some reasons why fair trade is important.** **• Explain the term globalisation.**

SUMMER UNIT	**Key generic learning objectives**	Unit specific learning objectives	**Upper KS2 working at the EXPECTED STANDARD**	**Lower KS2 working ABOVE the expected standard**
What I believe: I have the right to protection from any kind of exploitation. I have the right to give my opinion.	**To investigate places**	• To look at the journey taken by slaves • To understand why and where slavery takes place • To recognise and investigate places through literature • To use secondary sources.	• Name and locate some of the countries and cities of the world and their identifying human and physical features and land-use • Understand how some of these aspects have changed over time. • Identify and describe how the physical features affect the human activity within a location. • Use different types of fieldwork to observe, measure and record the human and physical features in the local area, in a range of ways. • 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 the countries of North and South America and identify their main physical and human characteristics. • 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)	• As expected **with an emphasis on HOW and WHY some of these aspects have changed over time.** **•After collecting and analysing statistics- to make comparisons between different locations and explain what factors influence these.** **•Explain why the water cycle is a closed cycle.** **• Identify key locations along a river.** **• Identify possible future impacts of river use.**
	To investigate patterns	• To link their homes with other places in their local and international community • To investigate the geographical reasons why slavery occurred • Locate and understand the geographic zones of the world.	• Collect and analyse data in order to draw conclusions about locations. • Understand some of the reasons for geographical similarities and differences between countries. • 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.	**• Describe how latitude can influence similarities between different areas across the world.** **• Explain the difference between climate and weather.** **• Describe the characteristics of different climates.** **• Explain what biomes are and the factors that determine them.** **• Describe some wonders of the Americas in**

				significant detail. **• Describe how a coastline might look in the future.** **• Give reasons why the UK's borders have changed.**
	To communicate geographically	• To collect and record information about places using a variety of secondary sources. • To record routes on maps. • To use geographical vocabulary. • To articulate why things happen.	• Describe and understand key aspects of: physical geography including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle. Human geography, including: settlements, land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals, and water supplies. • 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. • Create maps of locations identifying patterns (such as: land use, climate zones, population densities, height of land).	• To make links and comparisons between processes- articulating **why** some things happen. **• Create a key to show import and export links with the UK.** **• Give some reasons why fair trade is important.** **• Explain the term globalisation.**