**Geography rationale for Holmes Chapel Primary School**

*‘The role of school geography teachers is to develop systematic knowledge that helps children understand how physical and human phenomena are arranged and related. This makes geography a distinctive national curriculum subject that bridges the sciences and the humanities. In describing and seeking explanations for the interactions of people with their varied environments, geography has a particular interest in special distributions, movement, patterns and in the way places are made.’ Geography Association 2011*

**Geography Intent**

The intent of our Geography curriculum is to engender the excitement, curiosity, critical thinking and fascination about the world that will equip young people to make sense of and find their own way in it, and to inspire a sense of responsibility for the environments and people of the world in which we live through increased knowledge and awareness.

Children develop a core knowledge of locations, patterns and processes and environmental change, both human and physical. These are related to real issues, people and places, therefore having geographical significance to ensure that they begin to think geographically. We take a holistic approach to make connections between place (territories and regions), space (location and links) and environment (human and physical relationship), and their interactions, to gain a deeper understanding.

Children acquire and develop the skills and confidence to undertake investigations, problem solving and decision making and also gain an increasing competence in specific geographical skills. We ensure that it is delivered in such a way that the needs of all pupils will be met.

**Curriculum Design - Key Concepts**

**EYFS follow the Early Learning Goals 14 ‘The World’:**

Children know about similarities and differences in relation to places, objects, materials and living things.

They talk about the features of their own immediate environment and how environments might vary from one another.

**Y1 to Y6 follow the national curriculum:**

Locational knowledge

Place knowledge

Human and physical geography

Geographical skills and fieldwork

Each year group has a unit of work to deliver. These 4 elements are taught in the context of the places studied, woven through the unit, to ensure that geographical significance is maintained.

Each unit incorporates elements of investigation, problem solving and decision making through enquiries set, to develop critical thinking. Children use a range of secondary sources of information but also engage in collecting primary sources through fieldwork opportunities.

Metacognition strategies are used in the delivery of lessons to help children to develop long-term learning. Individual and collaborative learning opportunities are used as appropriate.

Throughout the school, the key geographical questions help to structure the children’s thinking. These are the questions they will answer, but will also begin to ask and debate. The questions being: **Where is this place? What is this place like? Why is this place as it is? How is this place connected to other places? How is this place changing? What would it feel like to be in this place?**

Through all of these, children’s achievement in geography can be assessed against the following:

Contextual world knowledge: fluency of knowledge of locations, places and features.

Understanding: extending from the familiar to the abstract; organising and connecting information and ideas about people, places, processes and environments; working with more complex information about the world including the relevance of people’s attitudes, values and beliefs.

Geographical Enquiry: increasing the range and accuracy of investigative skills in observing, collecting, analysing, evaluating and communicating geographical information.

**Curriculum**

Each year group has a detailed overview of the aspects of each area which need to be covered. These include a progression of skills from Y1 to Y6 of:

Map skills: direction, maps, scale, aerial photography and language

Fieldwork skills: enquiry, communication, field-sketching, photography and measurement

**EYFS: Our school**

The work here is focused on the school building, playground and field where the children are easily able to experience their immediate surroundings. They can make comparisons, identify places and state preferences.

**Year 1: Holmes Chapel. The countries and capitals of the United Kingdom**

Year 1 begins by expanding the work from EYFS to cover the immediate village area in which the school is placed. This is the area in which the children are most familiar and, after the school itself, can be most easily accessed to study first hand. The study of Holmes Chapel then provides a concrete point of reference for the children’s comparisons with other locations studied throughout the rest of the year and beyond. The children then further expand their radius as they study the four countries and capitals of the United Kingdom. They then focus, in greater detail, on the similarities and differences between Holmes Chapel and London.

**Year 2: India**

In Year 2 the children further expand their horizons through the study of Chembakoli in India, a ‘small area in a non-European country’. The work carried out in Year 1 provides the foundation for exploring the similarities and differences between Holmes Chapel and Chembakoli and the area covered is then extended beyond the area of the village.

**Year 3: Wonderful World**

Year 3’s focus is on climate zones, biomes and vegetation belts and the significance of the lines of latitude to these. Trade links (including fair trade), settlement, land use and natural resources within (and between) these areas are explored as are significant human and physical features. They start their work on contrasting climates with the study of rainforests, focusing primarily on the Amazon Rainforest and those found further north in The Caribbean. These forests are compared with the temperate forest in Macclesfield including through a visit to this location. Work then continues with the study of desert regions, looking at the hot areas of the world in relation to the Equator, predominantly those in the north of Mexico and the United States but also revisiting India with the Thar Desert and further developing the work in Year 2. Finally, Polar regions are explored including the Inuits of Canada, the Sami in Scandinavia and the scientists in Antarctica.

**Year 4: Rivers and Coasts**

The water cycle, rivers and coasts are the focus for Year 4’s work. The processes and features of these environments are studied along with the associated settlement, land use, economic activity and natural resources. The River Dane, in Holmes Chapel, is looked at along with other major British rivers (including the River Thames as identified in Year 1) and European rivers. Links are also made with the work covered in Year 3 with the Amazon and Colorado Rivers. The work on trade from both India in Year 2 and The Caribbean in Year 3 is also referred to when looking at the importance of our coastal ports.

**Year 5: Mountains**

Year 5 cover mountains, volcanoes and earthquakes. Again, the processes and features of these environments are studied along with the associated settlement, land use, economic activity and natural resources. The hills of the United Kingdom are identified and related to the sources of rivers studied in Year 4. Snowdonia is studied in detail, including the use of fieldwork during the year group’s residential in this locality, and then compared with other mountainous regions of the world including The Alps and The Rockies.

**Year 6: Regions of the United Kingdom**

The regions of the United Kingdom focuses on the counties and cities of the United Kingdom, geographical regions and their human and physical characteristics, key topological features and land-use patterns. This unit brings us full circle, taking the children back to Year 1 where they had initially looked at the 4 countries of the United Kingdom and their capital cities but taking this to a more sophisticated level through a greater use of enquiry and with a deeper understanding. It also builds on the rivers in Year 4 and the hill and mountain areas of Year 5.

**Appendices**

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| Year 1 - Holmes Chapel and the UK's capital cities | |
| Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas  Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom Holmes Chapel and also Edinburgh, Belfast, Cardiff and London  Identify daily weather patterns in the United Kingdom Compare Holmes Chapel and the 4 capital cities | Name and locate England, Wales, Scotland and Northern Ireland. Also London, Cardiff, Edinburgh and Belfast.  Name and locate The North Sea, The Irish Sea and The English Channel.  Study Holmes Chapel in detail, look at the human and physical features:  the houses and other buildings and their function and location (shops and church in centre, houses around, factories at perimeter)  road and rail network and their connections to other local towns and rail/M6 link to cities further away (Manchester, Stoke, Crewe, Birmingham, London)  Rivers Dane and Croco, wooded area near Dane, farmland surrounding the village. Topography - hill on north side as drop to Dane  Facilities in the village, including clubs the children attend.  Discuss their most and least favourite places in the village. Explain why.  Compare Holmes Chapel with London.  <https://www.bbc.com/teach/class-clips-video/william-whiskerson-london/zhttscw> London  Look at the 4 countries of the UK and their capital cities and their main characteristics.  Use 'Barnaby Bear Investigates The UK' as basis for work.  <https://www.bbc.com/bitesize/articles/z4v3jhv> introducing the 4 capitals  <https://www.bbc.com/teach/class-clips-video/geography-ks1-ks2-your-world/z67bmfr> comparisons with the 4 capitals  Which city would they most like to visit? Why?  Record the weather for the 4 locations regularly throughout the year. |
| **Map Skills**  **Direction**: Follow directions – up, down, left, right, forwards, backwards and develop into 4 compass points  **Maps**: Draw around objects to make a plan  Drawing of picture maps  Look at a selection of different maps, plans and globes  **Scale**: Use relative vocabulary – bigger/smaller  **Aerial Photographs**: Use plan perspectives to recognise landmarks and basic human and physical features  **Language**: Map, Globe, Plan, Country, Ocean, North, South, East, West, Compass rose, Near / Far Left / right | Compare the location of places within school grounds, Holmes Chapel and the capitals and countries using directional language.  Draw a picture map of the walk around the village  Use a variety of different maps of Holmes Chapel and London - roadmaps, OS maps, picture maps  Use small world items (doll's house furniture/farm etc) to create a room / scene and draw around to create a plan. Take a pre-drawn plan and describe what is there in relation to other objects. Recreate the scene.  Compare Holmes Chapel and the other cities at the same scale. Put a cut out of Holmes Chapel on top of London to see this clearly.  Use aerial photographs on Google maps to zoom in and out to try to identify features around the school and village centre. |
| **Fieldwork Skills**  **Enquiry:** Teacher led enquiries, to ask and respond to simple questions.  Use information books/pictures as sources of information.  Investigate their surroundings  Make observations about where things are e.g. within school or local area.  **Field-sketching:** Draw simple features they observe in their familiar environment.  Add detail to prepared sketches.  **Photography:** Recognise a photo taken by a teacher as a record of what they have seen.  **Measurement:** Use everyday language to describe features eg *bigger, smaller than.* | How is London different to Holmes Chapel? Record their findings after researching 'It is the same because.. it is different because...'  Go into Holmes Chapel and count the number of shops, houses and offices they pass, compare with Google streetview.  Sit and count the traffic going past - number of cars, lorries, buses and taxis. Use a webcam view of Oxford Street in London to compare.  Draw and label what they can see in front of school through the classroom windows and from the playground to the back of school - adding detail to a basic outline with a few key features.  Label a photograph of a London scene.  Label photographs taken during the class walk.  Think of questions to ask someone who has been to London.  Look at photographs, maps, tourist leaflets of London tofind out what London is like.  Tick sheet for HC / London 'Does it have... roads, river, palace, church, cathedral, museum, art gallery, hotel, airport, station etc. |
| **Communication**  Communicate in a variety of ways including maps, diagrams, numerical and quantitative skills and writing  Expressing own views through speaking.  Give simple reasons for likes and dislikes.  Use simple geographical vocabulary. | Maps of UK, Holmes Chapel and the capital cities  Tally charts / bar charts of buildings and transport  Labelled pictures  Teacher recorded statements from discussions held |

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| Year 2: Chembakolli, India | | |
| Name and locate the world’s continents and oceans  Understand geographical similarities and differences through studying the human and physical geography of a small area of the United kingdom and of a contrasting non-European country Chembakolli, India  Identify seasonal and daily weather patterns in the United Kingdom | Must cover:  The name and location of the 5 oceans and 7 continents: Pacific, Atlantic, Indian, Southern and Arctic oceans and Europe, North & South America, Asia, Africa, Antarctica and Australia (the continent, not the country – also known as Australinea).  Locate India and surrounding countries, including naming the major cities and the Arabian Sea and Bay of Bengal.  Compare the location of India in relation to the UK – closer to the equator, SE of UK etc.  Compare the weather in Chembakolli with Holmes Chapel over both a short (24 hour/week) period and longer (year) time scales.  Human Geography: Comparing the settlements of Mumbai, Chembakolli and Holmes Chapel – main focus on Chembakolli rather than Mumbai  Comparing the houses, school day, jobs and food of Chembakolli and Holmes Chapel  Economic connections between India and the UK: tea and spices  Physical Geography: The landscape of India: Thar desert to the north-west, rainforest to the south-west and north-east (covered in more detail in Y3) and mountains to the north. Focus on the physical geography of Chembakolli | |
| **Map Skills**  **Direction**: Follow directions north, south, east, west & develop into 8 compass points  Use a plan to follow a route Coordinates letter/number  **Maps**: Use of agreed symbols on simple maps  Draw maps of real and imaginary places  Look at a selection of different maps, plans and globes  **Scale**: Represent different sizes of objects and relation to each other  Make a plan of objects from birds-eye view  Use of large scale maps of local area  **AerialPhotographs**: Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features  **Language**: Previous year plus: 8 points of the compass, Continent, Symbol, Route, Coordinate | Use aerial photographs and google maps for other perspectives to show the area around Chembakolli and the area around Holmes Chapel. Use these to compare the village of Chembakolli with Mumbai.  Use atlases to locate oceans and continents, India and the surrounding countries, seas and oceans, India and other major Indian cities.  Use a variety of maps to look at Chembakolli and Mumbai and Holmes Chapel.  Add to maps of Chembakolli and Holmes Chapel, using a basic street plan to add agreed symbols to represent churches, schools etc.  Draw simple sketch maps of the route taken on a village walk, including some of the most relevant features | |
| **Fieldwork Skills**  **Enquiry:** Children encouraged to ask simple geographical questions; Where is it? What's it like?  Use NF books, stories, maps, pictures/photos and internet as sources of information.  Investigate their surroundings  Make appropriate observations about why things happen.  Make simple comparisons between features of different places.  **Field-sketching:** Draw an outline of simple features they observe.  Add detail to prepared field sketches.  Labels features.  **Photography:** Use a camera in the field with help to record what they have seen.  Label the photo with help.  **Measurement:** Use everyday non-standard and standard units  Count eg *children who come to school by car.* | What is the village of Chembakolli like? How does it compare to Holmes Chapel?  What might it be like to live in Chembakolli?  Go into the centre of Holmes Chapel and, on a plan, record the building use – colour according to shop / office / bank etc.  Extend the area of study to include Macclesfield Road/Manor Lane/Station Road (walk or virtual) to see the additional supermarket, business park, offices, station and fields surrounding Holmes Chapel settlement.  Add labels and detail to outline pictures of views of Chembakolli and Holmes Chapel using photographs of these views as a reference  Suggest where to take photographs during a village walk to show features of the village or suggest which images to use from a selection or street view or similar. Label the pictures to explain what they demonstrate.  Survey parents to find out what jobs people do who live in Holmes Chapel e.g. ask 5 people you know, who live in HC, their occupation. Compare these to the jobs in Chembakolli. | |
| **Communication**  Communicate in a variety of ways including maps, diagrams, numerical and quantitative skills and writing  Expressing own views through speaking.  Give detailed reasons for likes and dislikes.  Begin to use appropriate geographical vocabulary. | Maps of Holmes Chapel, India, world  Tally charts / bar charts of buildings, occupations  Labelled pictures  Teacher recorded statements from discussions held  Written pieces | |
| Year 3 - Contrasting Environments | | | |
| **Locate the world’s countries using maps:** Focus on Antarctica, Arctic, desert and rainforest countries. Also countries of the British Empire through History work.  Antarctica.  Arctic: Russia, USA, Canada, Greenland, Iceland, **Sweden, Norway, Finland**  Deserts:  Sahara: **Algeria, Chad, Egypt, Libya, Mali, Mauritania, Morocco, Niger, Western Sahara, Sudan, Tunisia** Arabian: Jordan, Iraq, Kuwait, Oman, Qatar, Saudi Arabia, UAE, Yemen Gobi: Mongolia, **China**  Kalahari: Botswana, Namibia, South Africa Patagonian: Argentina, Chile Great Victoria: **Australia** Syrian: Syria Great Basin: **USA**  Rainforests  Amazon: **Brazil**, Peru, Colombia, Venezuela, Ecuador, Bolivia, Guyana, Suriname, French Guiana Congo: DRC, Gabon, Cameroon, Equatorial Guinea, CAR, Republic of Congo  **Name and locate UK:** cities (with reference to the growth of cities during the Victorian period)  **Identify position and significance of:** Arctic and Antarctic circle, Equator, Tropics of Cancer and Capricorn (Through work on climate zones)  **Understand geographical similarities and differences through the study of human and physical geography of:** a region of a European country, and regions within North and South America, through study of climate zones.  Cold climates: Sami in Scandinavia & Inuit in Canada Desert: Phoenix in Sonoran  Tropical Rain Forest: Caribbean & Brazil  **Describe and understand key aspects of physical geography:** Climate zones, biomes, vegetation belts  **Describe and understand key aspects of human geography:** Natural resources: including food, minerals and water  Economic activity & trade links | | Must cover:  Locations of major polar, rainforest and desert regions.  Name the main countries in these regions (especially those in bold)  Understand similarities and differences of a region of a European country and a region within North or South America  The significance of the tropics, equator and polar circles to these features  Physical geography:  Climate and vegetation and wildlife of polar, desert and rainforest regions  Polar: comparisons of Arctic and Antarctic – size, temperature, surroundings, land/sea beneath  Rainforest: daily rainfall cycle and layers of the forest – compare with temperate forests e.g. Macclesfield  Desert: rain shadow / Hadley Cell – dry air. Formation of features: messa and bute, salt lake, dune, gorge and wadi  Human geography:  Polar: Sami traditional and modern life. Compare life of Inuit with own.  Look at the scientific work and experience of workers in Antarctica  Rainforest: Pressures and causes of deforestation. Food and medicine originating from the rainforest. Caribbean tourism, spices, chocolate and bananas traded with UK including fair trade  Desert: Providing water in Phoenix by CAP | |
| **Map Skills**  **Direction**: Draw route showing main features as they appear  **Maps**: Introduce conventional map symbols on 1:10,000 and 1: 25,000 OS maps  Make a sketch map from a birds-eye view (real or imaginary)  Look at a range of different maps, plans, globes and digital maps  **Scale**: Simple scale drawing of classroom  Begin to use maps at a range of scales including street maps & atlases.  **Aerial** **Photographs**: Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features  **Language**: Previous years plus: Region, Scale, Key, Political map, Physical map | | Use aerial photographs and google maps for other perspectives to show areas of the world e.g. Toujane, irrigation circles in Sonoran desert, Namibia sand dunes  Use atlases to locate polar, desert and rainforest regions and associated countries  Macclesfield Forest trip:  OS map symbols, route map, sketch map | |
| **Fieldwork Skills**  **Enquiry:** Begin to ask/initiate geographical questions.  Use NF books, stories, atlases, pictures/photos and internet as sources of information. Extend to satellite images, aerial photographs  Investigate places and themes at more than one scale  Begin to collect and record evidence with support  Analyse evidence and begin to draw conclusions e.g. make comparisons between two locations using photos/ pictures, temperatures in different locations.  **Field-sketching:** Draw a sketch of a simple feature from observation or photo.  Add colour, texture and detail to own field sketches.  Add title and descriptive labels with help  **Photography:** Point out useful views to photograph for their investigation.  Add titles and labels to photos giving date and location.  **Measurement:** Use everyday standard and non-standard units occasionally *eg A trundle wheel for metres.*  Count *eg. for a traffic survey they cross number on a hundred square for each vehicle.*  Begin to organise recordings. | | Enquiry:  e.g. How does a temperate (British) forest compare to a rainforest?  Field-sketching:  From a photograph shown on the board, draw the view and annotate the features seen.  From a location on the trip, add to a pre-copied sheet with basic outlines provided as a guide.  Photography:  Annotate photographs given  Locate where in the world features shown are likely to have been taken.  Decide on best views to take photographs within the forest. | |
| **Communication**  Communicate in a variety of ways including maps, diagrams, numerical and quantitative skills and writing at length  Identify and explain different views of people including themselves.  Develop the use of appropriate vocabulary to communicate findings  Explore geographical issues through discussion | |  | |

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| Year 4 – Rivers and Coast | | | |
| **Locate the world’s countries using maps:**  England, Wales, Scotland, Ireland, Brazil, USA and European countries of chosen river  **Name and locate UK cities & towns and key topological features of coasts and rivers, identify human and physical characteristics and understand how some of these aspects have changed over time:**  Main ports and seaside coastal areas and notable rivers of UK  **Understand geographical similarities and differences through the study of human and physical geography of:** An area of the UK – Coastal locations  **Describe and understand key aspects of physical geography including rivers and coasts** Coastal erosion, different coastal features  **Describe and understand key aspects of human geography:**  Economic activity and trade links  Settlement and Land use  Distribution of natural resources including energy and water | Location of major UK ports, seaside locations and rivers (and the counties in which these are located)  e.g. London, Liverpool, Glasgow, Hull, Southampton, Portsmouth, Bristol, Dover, Milford Haven, Holyhead,  e.g. Blackpool, Llandudno, Scarborough, Great Yarmouth, Margate, Brighton, St. Ives, Weston-Super-Mare  e.g. Thames, Severn, Mersey, Dee, Trent, Derwent, Wharfe, Wye, Tyne, Ure/Ouse, Exe, Medway, Ribble  Location and main features of Amazon and Colorado Rivers (link with Y3) and a major European river.  Physical Geography:  River features and formation: source, tributary, meander, flood plain, waterfall, delta, estuary, mouth  Link rivers and coasts through comparisons of different river mouths – mud flats and harbours etc.  Different coastal landscapes: sand and shingle beaches, cliffs, estuary, sand dunes, salt marsh  Formation of coastal features: cave, arch, stack, stump through erosion, formation of bays, cliff collapse  Human Geography:  How and why coastal areas are used: tourist and leisure activities, power stations (nuclear, wind, tidal), oil refineries, ports – fishing and transport, naval bases, ship building  Look at maps linking UK with Europe for passenger ferries and with rest of world for global trade  Conflict of land use e.g. wildlife / industry / tourism  Environmental impact of rivers flooding  Problems associated with coastal erosion e.g. Burling Gap & the NT or Holderness coast  River and coastal pollution – litter / sewage / shipping and oil spills (Eco / S**M**SC / Global Learning aspect) | | |
| **Map Skills**  **Direction**: Locate places on OS maps using 4 figure grid reference  Use OS maps for routes and wider interpretation  **Maps**: Interpret symbols from a key on OS maps  Draw simple thematic maps based on own data  Look at a range of different maps, plans, globes and digital maps  **Scale**: Measure straight line distance on a plan  **Aerial** **Photographs**: Relate aerial photographs to maps of the area covered  **Language**: Previous years plus: Distribution | Use 4 figure grid-references  Use OS maps of contrasting coastal areas with a variety of different OS symbols [www.bing.com/maps](http://www.bing.com/maps) using the OS tab  Use OS maps at different scales 1:25000 1:50000 along with maps at other scales of river/coastal locations  Aerial photographs: using satellite imagery from Google and comparing with OS maps of the areas  Distribution maps:  e.g. Location of UK nuclear power stations, hotels in Blackpool/Llandudno etc. area (use hotels.com etc.)  Enquiry work to explain some of the distributions | | |
| **Fieldwork Skills**  **Enquiry:** Ask and respond to questions and offer their own ideas.  Investigate places and themes at more than one scale  Collect and record evidence with some aid  Analyse evidence and draw conclusions e.g. make comparisons between locations photos/pictures/ maps  **Field-sketching:**. Pick out the key lines and features of a view in the field using a viewfinder to help.  Annotate their sketch with descriptive and explanatory labels.  Add title, location and direction to sketch.  **Photography:** Suggest how photos provide useful evidence for their investigations.  Use a camera independently  Locate a photo on a map.  Annotate the photo.  **Measurement:** Use easy to read instruments *E.g. rain gauge or metre tape.*  Count and record different types at the same time using a tally *E.g. counting types of shops.*  Organise results in a spreadsheet. | Enquiry:  e.g. Should the front at Blackpool be developed?  Should sea defences be built on the Holderness Coast? At Birling Gap?  Field-sketching:  From a location on a trip, add to a pre-copied sheet with basic outlines provided as a guide.  From a photograph shown on the board, draw the view and annotate the features seen.  Photography:  Annotate photographs given.  Locate the position on a map from where a photograph has been taken.  On a trip, suggest positions and directions from which to take photographs from to show different aspects being studied.  Measurement:  Tally shops, hotels, cafes and houses along the seafront and compare with those along another road etc. | | |
| **Communication**  Communicate in a variety of ways including maps, diagrams, numerical and quantitative skills and writing at length  Identify and explain different views of people including themselves.  Develop the use of appropriate vocabulary to communicate findings |  | | |
| Year 5: Mountains | | |
| **Locate the world’s countries using maps:**  Focus on Viking countries- History link and Mountainous regions  Vikings: Norway, Sweden, Finland, Denmark  Mountains  Andes – Colombia, Ecuador, Peru, Bolivia, Chile, Argentina  Rockies – Canada, USA, Mexico  Himalayas – Y4 recap plus China  Zagros – Iran Iraq  Anatolian - Turkey  Atlas – Morocco  Alps – France, Italy, Switzerland, Austria, Slovenia, Hungary?  **Name and locate UK:**  Mountains & hills  Cheviot Hills, Pennines (inc Yorkshire Dales & Peak District), Lake District, Forest of Bowland, North York Moors, Shropshire hills, Cotswolds, Chilterns, North Downs, North Wessex Downs, Mendip Hills, Exmoor, Dartmoor, Bodmin Moor  **Identify position and significance of:** Latitude and longitude  through mapwork  **Understand geographical similarities and differences through the study of human and physical geography of:**  Mountainous regions within Europe and rest of world  **Describe and understand key aspects of physical geography:** Mountains, including volcanoes  **Describe and understand key aspects of human geography:** natural resources, types of settlement and land use | | Must cover:  Locate mountain ranges and the countries in which they are found  Locate the mountain and upland areas of UK and the countries and counties in which they are found  Name major towns and cities in these localities  Understand similarities and differences of a region of the UK, a region of a European country and a region within North or South America  Physical geography:  Mountain formation: fold, dome, fault-block, plateau and volcanic  Features: ridge, col/pass/gap, summit, cwm/cirque/corrie valley, glacier, moraine, scree  Human geography:  tourism, dams for water supply or Hydro-electric power, timber, food & farming, mineral extraction, types of settlement and land use |
| **Map Skills**  **Direction**: Latitude and longitude on atlas maps as locational guides  **Maps**: Introduce ideas of slope and height using contour lines on OS maps  Interpret and identify relief features  Expand use of OS symbols  Look at a range of different maps, plans, globes and digital maps  **Scale**: Scale drawings eg plan of school  **Aerial** **Photographs**: Relate aerial photographs to maps of the area covered  **Language**: Previous years plus: Latitude, Longitude, Contour | | Use OS maps of contrasting upland/mountain areas with a variety of different OS symbols [www.bing.com/maps](http://www.bing.com/maps) OS tab  Use 4 figure grid-references, move to 6 if children are able  Use OS maps at different scales 1:25000 1:50000 along with maps at other scales  Compare the same OS mapped area with an aerial view using google maps / google Earth – Snowdonia link to residential  You could make model mountains to show contours |
| **Fieldwork Skills**  **Enquiry:** Begin to suggest questions for investigating  Begin to use primary and secondary sources of evidence in their investigations.  Investigate places with more emphasis on the larger scale; contrasting and distant places  Collect and record evidence unaided  Analyse evidence and draw conclusions eg compare historical maps of varying scales eg temperature of various locations - influence on people/everyday life  **Field-sketching:** Evaluate their sketch against criteria and improve it.  Use sketches as evidence in an investigation.  **Photography:** Make a judgement about the best angle or viewpoint.  Evaluate usefulness of their photos.  Use photos for their investigations.  **Measurement:** Select and use a range of measuring instruments in investigations.  Design own census, pilot, with help, and evaluate it. | | Suggestions:  Are volcanoes a suitable home? (RGS resources)  Could you rescue someone from Snowdon? (NP pack)  Should ‘Visit Wales’ target Snowdonia or The Brecon Beacons as a tourist destination? (NP pack)  Field sketches and photography when walking in Snowdonia:  to identify human and physical features  in relation to ‘Visit Wales’ enquiry |
| **Communication**  Communicate in a variety of ways including maps, diagrams, numerical and quantitative skills and writing at length  Identify and explain different views of people including themselves.  Use primary and secondary sources of evidence in investigations and communicate findings using appropriate vocabulary. | |  |

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| Year 6 – The United Kingdom | |
| **Name and locate counties and cities of the UK, geographical regions and their identifying human and physical characteristics, key topological features and land-use patterns; and understand how some of these aspects have changed over time.**  **Understand geographical similarities and differences through the study of human and physical geography of a region of the UK**  **Describe and understand key aspects of human geography:**  Settlements  Land use  Economic activity including trade links  Distribution of natural resources including energy, food, minerals and water  **Describe and understand key aspects of physical geography:**  Rivers, mountains and climate zones | Following the Royal Geographical Society’s SOW ‘The United Kingdom’  Although this is a unit consisting of 6 lessons, I think there is several hours of work within each lesson.  1. Building A Picture – The constituent countries of the UK: population data & characteristics, emblems and cultural characteristics. Reference to key historical events which have led to the current political map.  2. Scaling Geographical Heights – the physical and human geography of the UK. Patterns of topography and land-use.  3. Counties and products – The influence of farming on the economic prosperity of different parts of the UK. Famous culinary dishes and food items produced in certain zones relating to the climate, soil and historical factors.  4. Famous Football Cities – the industrial origin of settlements of the UK. Football team nicknames and emblems relating to the historical and current economic activity of the cities.  5. B&B Cities of Contrast – the historical development of 2 contrasting cities. Blackpool’s seaside, tourism, services and Birmingham’s industry, transport and business.  6. The Best of British – multicultural Britain and the values of democracy, the rule of law and tolerance within society. |
| **Map Skills**  **Direction**: 16 point compass  **Maps**: Interpret distribution maps  The globe as a flat map drawn using different projections  Look at a range of different maps, plans, globes and digital maps  **Scale**: Scale can be shown in different ways  Comparison and interpretation of map scales  **Aerial** **Photographs**: Relate aerial photographs to maps of the area covered  **Language**: Previous years plus: Projection | *Although not part of this unit – different projections of the globe needs to be covered – projections such as Peters, Mercator, Robinson. Each have advantages but also have some kind of distortion.*  Compass points to relate position of regions and cities in relation to Holmes Chapel and within the UK.  Range of maps and plans at different scales to study the different locations, including town plans & street maps, OS maps at 1:25000 and 1:50000 scales, topological maps etc.  Use OS maps of contrasting areas with a variety of different OS symbols [www.bing.com/maps](http://www.bing.com/maps) OS tab  Use 6 figure grid-references,  Build on the contour work taught in previous year.  Compare the same OS mapped area with an aerial view using google maps / google Earth  Distribution maps e.g. industry around Birmingham, hotel locations in Blackpool, farming types across the UK etc.  Aerial photography / satellite imagery to compare different locations in the UK. |
| **Fieldwork Skills**  **Enquiry:** Suggest questions for investigating  Use primary and secondary sources of evidence in their investigations.  Investigate places with more emphasis on the larger scale; contrasting and distant places  Collect and record evidence unaided  Analyse evidence and draw conclusions e.g. from field work data on land use comparing land use/temperature, look at patterns and explain reasons behind it  **Field-sketching:**. Select field sketching from a range of techniques for an investigation.  Evaluate quality of the evidence it gives.  Annotate sketches to describe and explain geographical processes and patterns.  **Measurement:** Design own census, pilot and evaluate it. | Enquiry questions throughout the unit. Children to also suggest own lines of enquiry.  Collecting evidence such as weather data, agriculture in different areas etc.  Annotating field-sketches completed from photographs.  Visit to a location related to one of the lessons – making own field-sketches of views, collecting data and taking photographs. |
| **Communication**  Communicate in a variety of ways including maps, diagrams, numerical and quantitative skills and writing at length  Give increased detail of views, give detailed reasons influencing views and how they are justified Select info. and sources of evidence in investigations and present findings both graphically and in writing. |  |