St Michael's C.E Primary School

Geography Curriculum 2024-2025

Geography is....
learning about the Earth's land, water, air, and living things and the impact that humans have on these.
Intent - At St Michael's Geography will...
inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. It will equip pupils with knowledge about diverse places, people, resources, and natural and human environments, together with a deep understanding of the Earth's key physical and human processes.
A Geographer:...
will explore both the physical properties of Earth's surface and the human societies spread across it

St Michael's
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Spirituality Across the Curriculum

Our definition of spirituality at St Michael's CE Primary School:

To talk about spirituality is to talk about something which is ***beyond words.***
Spirituality is linked to big ***questions*** *about the* ***meaning and purpose of life;*** *it includes ideas* ***relating to oneself, others, the natural world and the transcendent.***
We refer to this as:
The stillness of the mind
The settling of the soul
The uplifting of the spirit
Being at one in the world and finding meaning and purpose in life.
For some, but not all, this will be experienced, expressed or explained through faith or belief.

When discussing this with our pupils, we refer to spirituality as:

The way WOWS, OWS and NOWS shape me into the person that I am and will become.

Spiritual development contains many facets and it is concerned with a number of areas of an individual's life. Therefore, when developing spirituality in pupils and adults, we, in line with our distinctively Christian vision and our school's definition for spirituality, look at four key areas: self, others, transcendence (beyond), and nature.

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Spirituality Opportunities

Self

Opportunities

- By learning about different regions, cultures, and environments, students begin to reflect on where they come from and what makes their own home special. This fosters a sense of belonging and rootedness, helping children to appreciate their personal connection to their environment.
- Geography lessons that involve outdoor activities or quiet time in nature give students opportunities to reflect on their inner thoughts and feelings. This quiet reflection can lead to spiritual insights or a deeper sense of peace.
- By learning about the Earth's resources, diverse landscapes, and ecosystems, children can develop gratitude not only for the natural world but also for their own experiences and privileges. This sense of appreciation fosters a positive spiritual connection between self and the world.
- Understanding how humans affect the environment helps students reflect on their own actions and choices. This self-awareness promotes a sense of responsibility and encourages thoughtful, ethical decisions.
- Studying different regions of the world, including areas affected by poverty, natural disasters, or environmental degradation, can foster empathy and compassion in students. Geography helps them understand that others may live in very different conditions, promoting a sense of care for people and the planet.

Potential Question Prompts

- When you think about the world and all the different places in it, how does it make you feel about where you live?
- What is something in nature that you are thankful for? How does it make you feel?
- Do you ever feel like you are a part of nature, like the plants and animals? How does that make you feel about yourself?
- When you hear about places that have been affected by natural disasters or environmental problems, how does that make you feel? Why do you think you feel that way?
- How would you feel if the nature around you was in danger? How would you want to help?

Others

Opportunities

- By studying different cultures, countries, and ways of life, children gain a greater understanding of how people live around the world. This fosters empathy, as students reflect on the experiences, challenges, and joys of others in different geographical contexts.
- Learning about regions affected by poverty, natural disasters, or environmental issues helps students develop compassion for those who face challenges.
- By exploring global issues like climate change, deforestation, or water scarcity, children learn that solving these problems requires cooperation and unity. This sense of shared responsibility helps students see themselves as part of a global community.
- By learning about challenges faced by people in different regions (such as lack of access to clean water, food insecurity, or housing), students may feel inspired to take action. This could lead to participation in service projects, fundraising, or awareness campaigns, nurturing a spiritual sense of kindness, compassion, and social responsibility.
- Geography lessons can inspire children to become advocates for the environment, encouraging them to think about how protecting nature also protects people - Eco-warriors.

Potential Question Prompts

- How do you think people in other parts of the world feel when they face natural disasters, like floods or earthquakes? What can we do to help them?
- What can we learn from people who live in different environments, like deserts or rainforests, about how to care for the Earth?
- When you learn about people who don't have access to clean water or food, how does that make you feel? What can we do to help them?
- How do the choices we make, like how we use water or energy, affect people in other parts of the world?
- Why is it important for people around the world to work together to take care of the Earth?
- What can we do to show respect for the Earth?
- How do you feel when you hear about children in other countries who don't have access to clean water?

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Transcendence

Opportunities

- Geography allows children to explore natural phenomena like mountains, oceans, rivers, and forests. Understanding the size and complexity of these natural wonders can evoke a sense of awe.
- Geography teaches children how ecosystems are interconnected, showing how plants, animals, humans, and the environment are all part of a larger web of life.
- Geography also reveals how human societies are connected through trade, migration, and shared environmental challenges.
- Through Geography, children learn about natural cycles such as the water cycle, the seasons, and day and night. Understanding these cycles can help them feel in tune with the rhythms of the Earth.
- Geography often introduces the idea that the Earth is a living system, with processes like plate tectonics, erosion, and the carbon cycle shaping the planet over time. This can inspire a sense of wonder at the Earth's ability to sustain life and change, helping students feel connected to something ancient and enduring.
- Geography teaches children about environmental sustainability and the importance of protecting the Earth. Recognising that their actions can contribute to the well-being of the planet and future generations can give students a sense of purpose that transcends their individual lives.

Potential Question Prompts

- What do you think when you learn about enormous natural places like mountains, oceans, or deserts? Do they make you feel small or part of something bigger?
- How does learning about things like volcanoes, or waterfalls make you think about the power of nature?
- What does it feel like to know that the air you breathe, the water you drink, and the land you stand on are shared by everyone on Earth?

Nature

Opportunities

- Fieldwork – local area walks. Looking at what is in immediate environment – appreciating local features.
- studying rainbows can prompt reflection on the wonders of the natural world, encouraging feelings of gratitude and respect.
- Observing the changing seasons
- the water cycle, or the interdependence of species can lead to an awareness of how all living things are connected, promoting a spiritual sense of unity with nature.
- observing trees, birds, or rivers, provides opportunities for students to quietly reflect and feel connected to the living world around them.
- Learning about different plants, animals, and ecosystems helps foster a respect for all living things, encouraging children to view nature as sacred and valuable.
- Teaching children about the importance of protecting nature and conserving resources can nurture a sense of responsibility for the Earth, rooted in a spiritual understanding of caring for the planet.

Potential Question Prompts

- Have you ever felt amazed by something in nature? Can you describe that feeling?
- How do you think we are part of nature? What can we learn from it?
- If the earth could talk, what do you think it would say to us?
- What sounds, smells, or sights in nature make you feel peaceful or calm?
- Why do you think it's important to take care of plants, animals, and the Earth?
- What would happen if people didn't look after the earth? How would that make you feel?
- What in nature are you most thankful for? Why?

St Michael's CE Primary Geography Curriculum 2024-2025

St Michael's C.E. Primary School

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1		All about Me and my local area What is it like to live in my local area?	The UK What is it like to live in the UK?			
Year 2	Oceans and Continents What are the oceans and continents that make up our world?		Weather and Climate Is the weather the same everywhere in the world?			South Africa How is my community different to Cape Town?
Year 3	Journey to Europe Which country would you most like to visit and why?		Climates and Biomes What are biomes and climate zones?			
Year 4	Britain from the Air Is everywhere in the UK the same?				The Rainforest What are rainforests and why are they so important?	Brazil Does everywhere in the world have the same?
Year 5		France How is my local area different to other communities?			Wild Waters What are rivers and why are they important?	
Year 6			Mountains and Volcanoes What are mountains and volcanoes and how are they different?	North America How is California different to Birmingham?		Birmingham What is Birmingham like and how has it changed over time?

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Early Years Foundation Stage – Educational Programmes

Understanding 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

National Curriculum – Geography

Purpose of study

A high-quality geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching should equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the frameworks and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.

Aims

The national curriculum for geography aims to ensure that all pupils:

- 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.

National Curriculum – Key stage 1

Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.

Pupils should be taught to:

Locational knowledge

name and locate the world's 7 continents and 5 oceans

name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas

Place knowledge

understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country

Human and physical geography

identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles

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use basic geographical vocabulary to refer to:

key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather

key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop

Geographical skills and fieldwork

use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage

use simple compass directions (north, south, east and west) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map

use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key

use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment

National Curriculum -Key Stage 2

Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.

Pupils should be taught to:

Locational knowledge

locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities

name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time

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)

Place knowledge

understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region in North or South America

Human and physical 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: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water

Geographical skills and fieldwork

use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied

use the 8 points of a compass, 4- and 6-figure grid references, symbols and key (including the use of Ordnance Survey maps) 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

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Year 1

All about my local area What is it like to live in my local area?	The UK What is the UK like?
Knowledge To know the geography of the school environment To know that human geography is about people To know that physical geography is about physical features To know the local area is called Bartley Green To know what a map is To know to know how to use a simple map To know some environmental issues in the local area To know directional language e.g near far To know the 4 compass points To know that symbols are used in map work To know the different settlements types in my local area **Skills** **Fieldwork: Exploring the school grounds/local area .** To identify some human features of the local environment To identify some physical features of the local environment To read simple maps To read simple keys To describe locations and routes on maps To construct simple maps of an environment To use simple symbols and a key To identify settlements in the local area KEY VOCAB: Map, key, human, physical, house, shop, town, north, south, east, west, near, far, left right.	**Knowledge** To know that we live in the UK To know the 4 countries of the UK To know we live in England To know the 4 capital cities of the UK To know the UK is surrounded by the 4 seas (English Channel/North Sea/Celtic Sea/Irish Sea) To know the UK has 4 seasons To know the seasons have different weather patterns To know the names of the main mountain ranges - Snowdon, Ben Nevis, Scafell Pike To know some famous landmarks in each country To know aerial photographs are taken from above **Skills** To locate the 4 countries of the UK on a map To locate the capital cities on maps To locate the seas on maps To describe the location of features using directional language To use aerial photographs to identify human and physical features of cities and coasts. To use maps to locate some of the United Kingdom's famous landmarks. KEY VOCAB: Forest, hill, mountain, sea, river, valley north, south, east, west, near, far, left right.

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Year 2		
Oceans and Continents What are the oceans and continents that make up our world?	**Weather** Is the weather the same everywhere in the world?	**South Africa** How is my community different to Cape Town?
Knowledge To know that an ocean is a huge body of saltwater which has five distinct regions. To know that an ocean is larger than a sea. To know that the names of the seven continents are North America, South America, Europe, Africa, Asia, Australasia, and Antarctica. To know that the United Kingdom is in Europe. To know that the five oceans are called the Pacific Ocean, the Atlantic Ocean, the Indian Ocean, the Arctic Ocean, and the Southern Ocean. To know the name the equator, the north and south poles. **Case study: Southampton** To know that the area where the sea and land meet is called a coast. To know that a beach is an area of sand or small stones near the sea or another area of water such as a lake. To know what an atlas is To know what a globe is **Skills** To locate the following seven continents: North America, South America, Europe, Africa, Asia, Australia, and Antarctica on a map. To locate the Pacific Ocean, the Atlantic Ocean, the Indian Ocean, the Arctic Ocean, and the Southern Ocean on a map. To locate the equator, north and south poles on a map. To use compass directions and directional language to describe the location of the seven continents and five oceans. To use world maps, globes, and atlases to identify continents and oceans. To use aerial photographs to identify physical features of coasts. To navigate an atlas KEY VOCAB: Beach, cliff, coast, sea, ocean, continent, port, harbour, shop, farm, house, north, south, east, west, near, far, left right.	**Knowledge** To know that weather can be referred to as the conditions in the air above the earth. To know the names of some of the different types of weather conditions e.g. clouds, snow, thunder and lightning, frost and ice, rain, fog, hail and wind. To know that the equator is a line around the centre of the earth To know the north and south poles are the most northern part of the globe and the most southern part To know that countries that are farthest from the equator are the coldest To know that countries along the equator, and closer are warmer To know the names of some hot and cold continents. To know the UK has different daily weather patterns To know the UK has 4 seasons To know the different types of weather associated with each season **Skills** **Fieldwork: Collecting own data about the daily weather patterns in the local area.** To identify daily weather patterns in the United Kingdom. To identify seasonal weather patterns in the United Kingdom. To locate the equator, the north and south poles using maps and atlases. To locate hot and cold continents using maps, globes and atlases. To describe the location of hot and cold continents using compass directions and directional language. To collect and record data about the daily weather patterns in Bartley Green. KEY VOCAB: weather, clouds, snow, thunder and lightning, frost and ice, rain, fog, hail and wind, equator, north pole, south pole,	**Knowledge** To know the name of some of the human and physical features in Bartley Green. To recall that the United Kingdom is located in Europe. To know that South Africa is a country which is located in the continent of Africa. To know that Africa is a hot continent because it is near the equator. To know the names of some of the human and physical features in Cape Town, South Africa. To know some similarities and differences between the human and physical features of Birmingham and Cape town. To know that Cape Town is a coastal town in South Africa To know which oceans surround Africa To know some of the daily weather patterns in Cape Town To know why Bartley Green has different weather to Cape Town **Skills** **Fieldwork: Exploring Bartley Green** To locate the United Kingdom on an atlas. To locate Bartley green on a map. To locate South Africa on an atlas. To locate Cape Town on a map. To record data from fieldwork in Bartley Green by devising field sketches of areas within Bartley Green, annotating base maps with information about the area. To use aerial maps to identify human and physical features of Cape town. KEY VOCAB: Beach, cliff, coast, sea, ocean, port, harbour, office, factory, shop, house, city north, south, east, west, near, far, left right. KEY VOCAB: Beach, cliff, coast, sea, ocean, continent, port, harbour, shop, farm, house, north, south, east, west, near, far, left right.

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Year 3

Journey to Europe

What is the continent we live on like?

Knowledge

To know the name of some countries in Europe.
To know the climate zone of Germany, Italy and Russia.
To know that Germany has a temperate climate
To know that Italy has a Mediterranean climate
To know that Russia has a polar climate

Physical features
To know the names of famous rivers and mountains and volcanoes in Germany, Italy, and Russia.
Human features
To know the names of the capital city in Germany, Italy and Russia.
To know the types of settlement and land use in Germany, Italy and Russia.
To know how Germany, Italy and Russia generate and distribute energy.

Skills

To locate countries in Europe (including Russia) using maps.
To use climate maps to identify the climate zones in Germany, Italy and Russia.
To use aerial maps to investigate the physical and human features of Germany Italy and Russia.
To use digital computer mapping to locate and describe key physical and human features of Germany, Italy and Russia.
To know what an ordnance survey map is
To know that maps have grid references
To know that map references are read horizontal then vertical
To read 4 figure grid references
To find locations using 4 figure grid references
To know the 8 points of the compass
To use the 8 points of the compass to talk about direction and place
To use eight points of the compass, four figure grid references, symbols and keys to build knowledge of Germany, Italy and Russia.

KEY VOCAB: Continents, Europe, Climate zone, rivers, mountains, volcanoes, settlement, land use, energy.

Climates and Biomes

What are biomes and climate zones?

Knowledge

To know that geographers use lines of latitude to know how far north or south a place is.
To know the five major lines of latitude (the Arctic Circle, the Antarctic Circle, the Tropic of Cancer, the Tropic of Capricorn and the Equator).
To know that geographers use lines of longitude to find out how east or west a place is.
To know that the lines of longitude are also called Meridians and that the prime meridian is called the Greenwich Meridian.
To know that the climate zones can be called Tropical, Arid, Mediterranean, Temperate, Continental, and Polar zones.
To know the climate zones of each continent.
To know the names of the five major types of biomes (aquatic, grassland, forest, desert, and tundra).
To know the names of the continents located in the southern hemisphere.
To know the climate zones of the continents in the southern hemisphere.
To know the names of the continents in the northern hemisphere.
To know the climate zones of the continents in the northern hemisphere
To know the names of the world's vegetation belts (forest, grassland, tundra, desert, and ice sheet).
To know that climate change is affecting biomes and climate zones

Skills

Fieldwork - visiting a forest biome.

To locate the climate zones using maps.
To locate vegetation belts using maps.
To locate the world's biomes using maps.
To create a map of the world's biomes using digital software (Map maker national geographic)
To locate the lines of latitude and longitude using maps.
To conduct fieldwork at a forest biome.
To create a field sketch

KEY VOCAB: latitude, longitude, arctic circle, Antarctic circle, tropic of cancer, tropic of Capricorn, Greenwich Meridian, Climate zones, tropical, arid, Mediterranean, temperate, continental, polar, northern hemisphere, southern hemisphere, vegetation belts, forest, grassland, tundra, desert, ice sheets

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Year 4

Britain From the Air

Is everywhere in the UK the same?

Knowledge

To know the physical features of Bartley green e.g. brook, fields, trees etc.
To know that the Bartley Brook is the source of a river.
To know that the UK is made up of 4 countries and their capitals
To know the counties of the UK
To know the names of major cities in the UK
To know the climate of the UK
To know physical features of the UK: hills, mountains, coasts, forests, rivers.
To know the names of major mountains in the UK
To know which trade links the UK has.
To know the UK's main types of export.
To know how land is used in the UK e.g urban, sub-urban, rural
To know how land use has changed over time
To know why land use has changed over time
To know some of the different ecosystems within the UK

Skills

Fieldwork – visit to Bartley Brook
To locate the brook on a map before the visit.
To plan a route along the brook using maps.
To identify key landmarks along the brook on a map.
To draw a field sketch of the brook
To record which way the brook is flowing and label it on the sketch map using a compass.
To identify species of plants and animals within the ecosystem of the brook (quadrat study using hoops)
To record data about the types of plants and animals which live in the brook ecosystem.
To create a simple graph to show the quantity and variation of animals and plants which live in the brook ecosystem.

Use maps to locate the counties of the UK
Use aerial photographs to identify land use
Collect data about local ecosystems
Use images and data to understand how land use has changed over time
To use eight points of the compass, four figure grid references, symbols and keys to build knowledge of the United Kingdom.

KEY VOCAB: Bartley Green, brook, countries, cities, climate, counties, The United Kingdom, physical features, land marks, human features, mountains, coasts, forests, rivers, trade, export, lade use, rural, sub urban, rural.

Rainforests

What are rainforest and why are they so important?

Knowledge

To know that a rainforest is a tropical forest
To know that the largest rainforest is the Amazon in South America
To know that the river that flows through the Amazon rainforest is called the Amazon river.
To know that South America is a country in the southern hemisphere near the equator
To know the typical conditions of a rainforest biome
To know the climate and regular weather patterns of the rainforests
To know the layers of the rainforest
To know some plants/vegetation and animals that live in the rainforest (ecosystem)
To know about human tribes that live in the rainforest
To know that the rainforest is under threat
To know that effects of deforestation on the rainforest
To know why the rainforest is important and needs to be protected

Skills

Locate the world rainforests on globes and maps
To create a digital map of the world's rainforest loss (Map maker national geographic)
Use maps to locate biomes and climate zones
Use maps to locate South America and the Amazon
Use photographs to understand the rainforest ecosystem

KEY VOCAB: Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, date and time zones, biomes, climate, river, Rainforest, South America, deforestation, tribes, ecosystem, emergent, canopy, understory, forest floor.

Brazil

Does everyone in the world have the same ?

Knowledge

To know that Brazil is a country in South America
To know that South America is a country in the southern hemisphere near the equator.
To know the name of the major cities in Brazil.
To know the main export in Brazil.
To know some of the trade links that Brazil has.
To know the climate zone of Brazil
To know some human features of Brazil
To know that Brazil has areas that are rich
To know that Brazil has areas that are poor
To know that poor people live in favelas
To know that in Brazil there is an unequal distribution of food, minerals, water and energy
To know human features of Bartley Green
To know some similarities and differences of Bartley Green and Brazil
To know that fairtrade supports farmworkers in poorer countries
To know that not everything in the world is equal for everyone
To know some ways to reduce wastage
To know what sustainability means
To know some ways to live more sustainably

Skills

Fieldwork – local area Bartley Green
Investigation of food wastage

Collect data on food wastage
Draw tables and graphs to represent results
Locate poorer and richer areas of Brazil on a map
Use maps to understand the distribution of energy, minerals, food and water
Compare Brazil with Bartley Green
To use eight points of the compass, four and six figure grid references, symbols and keys to build knowledge of Bartley Green and Brazil.
To read 4 figure grid references
To find locations using 4 figure grid references
To know the 8 points of the compass
To use the 8 points of the compass to talk about direction and place
To draw more accurate maps of the local area

KEY VOCAB: Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, date and time zones, biomes, climate rivers, Brazil, rich, poor, unequal, distribution, resources, wastage, favellas, fair trade.

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Year 5

France

How is my local area different to other communities?

Knowledge

To know that Bartley Green is a ward within the city of Birmingham.
To know the human features of Bartley green e.g. road, schools, shops, roundabout, reservoir.
To know that the South of France is in Europe in the northern hemisphere
To know some famous physical and human landmarks in France.
To know the name of some major cities in France.
To know some of the main trade links France has.
To know some of the main exports of France.
To know that Saint Tropez is a town in the South of France
To know key physical features of Saint-Tropez (sea, beach, forest)
To know key human features of Saint-Tropez. (harbor, shops, restaurants)
To know the types of settlement in Saint-Tropez and the surrounding area (towns, villages)
To know what the land is mainly used for in Saint Tropez (tourist attractions, houses)
To know some key similarities and differences between Bartley Green and Saint-Tropez.
To know the climate zone of Saint Tropez

Skills

To use and interpret data to understand similarities and differences between St Tropez and Bartley green.
To create a simple bar graph to show the types of human and physical features found.
To locate France on an atlas.
To locate Saint-Tropez on a map.
To use eight points of the compass, four and six figure grid references, symbols and keys to build knowledge of Birmingham and Saint-Tropez.
To read 6 figure grid references
To find locations using 6 figure grid references
To know the 8 points of the compass
To use the 8 points of the compass to talk about direction and place
To use maps of Saint Tropez to locate human and physical features

To use maps to find similarities and difference between 2 places.

KEY VOCAB: ward, city, roundabout, reservoir, Saint-Tropez, settlement, tourism, climate zone, southern hemisphere, northern hemisphere, Europe, grid reference, symbol.

Wild waters

What are rivers and why are they important?

Knowledge

To know that a river is a body of water which flows toward the sea.
To know the journey of a river from it's source to it's mouth.
To know the parts of a river (upper, middle lower courses)
To know and identify some of the features of a river e.g. bank, channel, meander, tributary.
To know the names of the rivers in Birmingham.
To know the names of large rivers in the UK and some of the cities that they flow through e.g Thames, Severn, Wye, Trent, Tyne, Mersey.
To know the names and locations of some of the world's major rivers.
To know that the water cycle is the path that all water follows as it moves around Earth in different states.
To know each process of the water cycle.
To know the effects of plastic pollution
To know how water is distributed in the UK
To know how water is distributed in the world.

Skills
Fieldwork: To visit River Rea (where Bartley Brook flows into)
To plot the Bartley Brook's journey on maps. (Bourne brook, River Rea, River Thame, River Anker).
To locate rivers of the UK on a map
To locate world rivers on maps
To locate the local river on a map before the visit.
To plan a route along the river using maps.
To identify key landmarks along the river on a map.
To draw a field sketch of the river either looking up or downstream.
To record which way the river is flowing and label it on the sketch map using a compass.
To identify key features of the river and label it on the sketch map.
To use eight points of the compass, four and six figure grid references, symbols and keys to build knowledge of the River Rea.
To draw maps of routes with features

KEY VOCAB: river, sea, source, mouth, upper course, middle course, lower course, bank, channel, meander, tributary, Thames, Severn, Wye, Trent, Tyne, Mersey, River Rea, process, water cycle, pollution, symbol, compass, grid reference.

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Year 6

Mountains and volcanoes What are mountains and volcanoes and how are they different?	North America How is California different to Birmingham?	Birmingham What is Birmingham like and how has it changed over time?
To know what a mountain is To know how mountains are formed To know different types of mountains To know the names of the highest UK mountains To know the names of the highest world mountains To know what a mountain biome is like To know what a volcano is To know how volcanoes are formed To know how volcanoes erupt To know different types of volcano To know what makes a volcano extinct, dormant and active To know the names and locations of some famous volcanoes To know about some famous volcanic eruptions and their impact To know the effect of a volcanic eruption Skills To locate world mountains on an atlas and a map. To locate volcanoes on a map To create a digital map showing the world's volcanoes. KEY VOCAB: Mountains, biome, volcao, erupt, extinct, dormant, active, formed, eruption.	To know North America is a continent To know some of the countries in North America To know about the climate of North America To know some famous physical and human features of North America. To know the name of some major cities in California. To know what an earthquake is To know what tectonic plates are To know what causes an earthquake To know how an earthquake is measured To know why California gets earthquakes To know that the San Andreas fault causes earthquakes in California To know about some famous earthquakes and their impact To know human features of California To know some of the main land uses in California. To know that there is a water shortage in California. To know that there is a desert biome in California called the Mojave Desert. To know some physical features of this desert biome. To know which trade links California has e.g. links with Mexico. To know the main exports of California. To know the differences between California and Birmingham Skills To locate North America using an atlas. To locate California on a map. To use the eight points of a compass, four and six-figure grid references, symbols and a key to build knowledge of California. To create a digital map showing the relationship between tectonic plates and earthquakes (map maker national geographic) **To read 6 figure grid references** **To find locations using 6 figure grid references** **To know the 8 points of the compass** **To use the 8 points of the compass to talk about direction and place** KEY VOCAB: North America, California, continent, Northern hemisphere, southern hemisphere, climate, earthquake, tectonic plate, measured, San Andreas, Fault, land use, water shortage, trade, export, compass, grid reference, symbol	To know that Birmingham is a city To know the physical features of Birmingham e.g. river, hill. To know the human features of Birmingham e.g. canal, park, office. To know the different types of settlement. To know which types of settlements there are in Birmingham and the wider area. (Birmingham = city, Sutton Coldfield = town, Dudley town). To know what the land is mainly used for in Birmingham (residential and commercial - houses and offices) To know that GDP stands for gross domestic product. To know the types of industry in Birmingham. Skills - Fieldwork - Birmingham town centre. To locate Birmingham on a map. To plot the journey in the local area by labelling a map of the area before visiting. To draw a sketch map of an area in the centre of Birmingham, labelling the key human and physical features. To record human and physical features of Birmingham using labelled photographs. To locate historical changes on maps KEY VOCAB: Birmingham, canal, park, office, settlement, Sutton Coldfield, Dudley, Land use, Residential, Commercial, gross domestic product, industry, trade links.

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Progression in Vocabulary

EYFS	Environment, place, quiet, busy, calm, noisy, similar, same, different, old, new, past, present, home, local, move, forwards, backwards	Environment, place, quiet, busy, calm, noisy, similar, same, different, old, new, past, present, home, local, move, forwards, backwards	Environment, place, quiet, busy, calm, noisy, similar, same, different, old, new, past, present, home, local, move, forwards, backwards
Year 1	beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation, weather, city, town, village, factory, farm, house, office, shop	beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation, weather, city, town, village, factory, farm, house, office, shop, spring, summer, autumn, winter, seasons	beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation, weather, city, town, village, factory, farm, house, office, shop, spring, summer, autumn, winter, seasons
Year 2	continent, human geography, physical geography, Earth, globe Asia, Europe, Africa, North America, South America, Australia, Antarctica	continent, human geography, physical geography, Earth, globe Asia, Europe, Africa, North America, South America, Australia, Antarctica, Pacific, Atlantic, Indian, Southern, Arctic, north, south, east, west, compass, directions, equator, North Pole, South Pole	continent, human geography, physical geography, Earth, globe Asia, Europe, Africa, North America, South America, Australia, Antarctica, Pacific, Atlantic, Indian, Southern, Arctic, north, south, east, west, compass, directions, equator, North Pole, South Pole
Year 3	Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, date and time zones, biomes, climate	Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, date and time zones, biomes, climate, rivers, mountains	Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, date and time zones, biomes, climate, rivers, mountains
Year 4	Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, date and time zones, biomes, climate rivers, mountains, volcanoes and earthquakes	Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, date and time zones, biomes, climate rivers, mountains, volcanoes and earthquakes, settlements, land use	Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, date and time zones, biomes, climate rivers, mountains, volcanoes and earthquakes, settlements, land use
Year 5	latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, time zones climate zones, biomes and vegetation belts, rivers, mountains, the water cycle	latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, time zones climate zones, biomes and vegetation belts, rivers, mountains, the water cycle	latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, time zones climate zones, biomes and vegetation belts, rivers, mountains, the water cycle, economic activity, trade links, energy, food, minerals, water supplies
Year 6	hills, mountains, rivers, latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, and time zones	hills, mountains, rivers, latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, and time zones	hills, mountains, rivers, latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, and time zones

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	settlements, land use, economic activity including trade links, energy, food, minerals, and water supplies, climate zones, population densities	settlements, land use, economic activity including trade links, energy, food, minerals, and water supplies, climate zones, population densities	settlements, land use, economic activity including trade links, energy, food, minerals, and water supplies, climate zones, population densities