



| | Year 3 | | | | | | | |
|-------------|--|--------------------|-----------------------------|--------------------------------|--------------|------------------|--|--|
| | | | Geography | | | | | |
| Term and | Learning questions | Vocabulary | Knowledge | Skills | Enrichment | Global citizen | | |
| topic | | | | | | links | | |
| Spr 2 | Can you create a map showing the | Equator | Location Knowledge | Geographical enquiry | National | Global | | |
| Island Life | continents and oceans of the world? | Northern | To know how the structure | | Maritime | Eco issues – | | |
| | | Hemisphere | of the earth causes natural | To be able to use a variety of | Museum | caring for our | | |
| | In which hemisphere is my ethnic | Southern | changes to the landscape | sources to gather | The National | world | | |
| | heritage located? | Hemisphere | | geographical information | Gallery | | | |
| | | Antarctic circle | To know the Northern and | | | Awareness of | | |
| | What are the geographical features of | Arctic circle | Southern hemispheres and | Physical Geography | Outside | global issues – | | |
| | England? | Prime/Greenwich | the Arctic and Antarctic | | speakers | how is our world | | |
| | | Meridian | Circles | To be able to describe the key | from | changing? | | |
| | How are the geographical features of | Cardinal | | geographical features of a | different | | | |
| | England different to xxx? | directions (north, | To know the names and | place | countries | Culture from | | |
| | | south, east and | locations the world's seven | | (islands) | across the world | | |
| | Where does the Thames river flow | west). | continents and 5 oceans | Geographical Skills and | | and the | | |
| | from, through and to? | Grid reference | | Fieldwork | | conditions other | | |
| | | | | To be able to make simple | | people live in. | | |
| | What happens to river water when it | | Place Knowledge | maps and plans of familiar | | | | |
| | reaches the sea? | | To understand the | locations, using a key | | Community | | |
| | | | difference between the UK | | | Comparing local | | |
| | What different information can two | | and another island | To be able to create maps and | | area with wider | | |
| | different maps of the same place give? | | (Galapagos Islands) | plans using symbol | | world | | |
| | How do you use four figure grid | | | To be able to plot features | | Personal | | |
| | references? | | | using a four figure grid | | STEM | | |
| | | | | reference | | ambassadors – | | |
| | What are the five different ways | | | | | How was Darwin | | |
| | islands are formed? | | | | | a pioneer in | | |
| | | | | | | Science? | | |
| | | | | | | Aspirations – | | |
| | | | | | | what can you do | | |
| | | | | | | to save the | | |
| | | | | | | planet? | | |



| | A |
|-----------|--------------------|
| | A CADEMY |
| | Global |
| de | Does tourism |
| ers | bring positives or |
| | negatives to |
| ent | different |
| ries | countries? |
| sm jobs | How do we rely |
| 5111 JODS | on other |
| | countries that are |
| | different to the |
| | UK? |
| | Fairtrade/ |
| | Commerce |
| | around the world |
| | A |
| | Awareness of |
| | global issues that |
| | impact travel |
| | Society |
| | Equality and |
| | diversity for the |
| | needs of different |
| | communities |
| | Personal |
| | Aspirations – |
| | travelling to |
| | . – |

| Sum 1 | What are the di |
|------------|-----------------|
| Travel and | man-made and |
| Tourism | features? |

ifferences between l natural geographical

How is key information shown on a map?

Using a map, what key features of an unfamiliar place would attract a tourist to XXX?

What are the different types of tourism and why are they popular in different locations?

How can we encourage people to be responsible tourists?

What is a carbon footprint?

Using a variety of sources find out how air travel can be disrupted?

tourism tourist travel environment weather climate carbon footprint emissions human features physical features sustainable environmental impact

Human Geography To understand what is meant by tourism

To understand the positive and negative impacts of tourism

To understand the term carbon footprint and how this can be reduced

To understand how people's quality of life is impacted by local geographical features

Geographical enquiry To be able to use a variety of sources to gather geographical information

To be able to communicate their geographical knowledge and understanding to ask and answer questions about geographical and environmental features

Human Geography

To be able to describe human activities that can cause or reduce environmental issues

Geographical Skills and Fieldwork

To be able to interpret maps of familiar and unfamiliar places, including digital maps Outsid speake from differe countr

Tourisi

other countries

Careers involving travel

Community



| \wedge | |
|------------|--|
| 4 3001 | |
| /~ PPP (F) | |
| ACADEMY | |

| | | | | | | ACADEMI |
|----------------|--|----------------------|-----------------------------|---|---------------------------|-------------------------------|
| | | | | | | Compare our area to the wider |
| | | | | | | world |
| | | | | | | World |
| | | | | | | |
| | | | Year 4 | | | |
| | | | Geography | | | |
| Term and topic | Learning questions | Vocabulary | Knowledge | Skills | Enrichment | Global citizen links |
| Spr 1 | Where are the main bodies of water in | source | Location Knowledge | Geographical enquiry | | Global |
| Land, sea | England? | stream | To know the name and | To be able to use secondary | River | Caring for our |
| and sky | | tributary | location of England's most | sources to obtain | Thames at | world – how do |
| | What are the key features of the River | flood plain | significant rivers. | geographical information | Belvedere | the rivers support |
| | Thames? | meander | | | study | our life? |
| | | confluence | | To be able to communicate | B: | |
| | How is the course of the River Esk the same and different to the course of the | mouth water cycle | Place Knowledge | their geographical knowledge and understanding to ask and | River at Hall Place as | Community Comparisons of |
| | River Thames? | precipitation | To know the key features of | and understanding to ask and answer questions about | comparison | our community |
| | Miver mames: | precipitation | a local river (The Thames) | geographical and | Companison | with the wider |
| | How does water change the natural | | | environmental features | | world – how does |
| | landscape? (practical) | | Physical Geography | | | the Thames |
| | | | To understand the causes | To be able to describe | | compare to rivers |
| | | | and impact of water erosion | geographical features of the | | around the |
| | | | | host continent | | world. |
| | | | Geographical | | | |
| | | | understanding | Geographical Skills and | | |
| | | | To understand why water is | Fieldwork | | |
| | | | such a valuable commodity | To be able to interpret maps | | |
| | | | | of familiar and unfamiliar | | |
| | | | | places, including digital maps | | |
| | | | | , | | |
| Spr 2 | What are the key features of our | coastal erosion | Place Knowledge | Geographical enquiry | Local area | Global |
| Different | locality? | erosion | To know the River Thames | To be able to use a variety of | walk | Caring for our |
| Places, | | bodies of water | and places in their own | sources to gather | | world – how are |
| | | flooding | locality | geographical information | | rising sea levels |



| | | | | | | ACADEMY |
|--------|---|-----------------|---|---------------------------------|----------------------|------------------------|
| imilar | What are the similarities and | famine | | | to identify | impacting |
| Lives | differences between our locality and | drought | To understand the key | Human Geography | features of | communities |
| | XXX (link to class text or cohort) | rivers | features of a locality | To be able to express views | locality and | around the |
| | | lakes | (Belvedere) | on the features of an | how they | world? |
| | What are climate and political maps | wetland | | environment and the way it is | have | |
| | and how are they used? | swamp stream | To understand the impact of industry on an area | being harmed or improved | changed | How are chang climates |
| | How are physical and human features | ocean | | Geographical Skills and | Outside | impacting th |
| | affected by weather? | | To understand how climate impacts society and a | Fieldwork | speaker – Someone | world? |
| | What is the significance of the equator | | geographical area in terms | To be able to identify relevant | who has | Community |
| | on the climate of the country? | | of lifestyle, crops and | data (from first and second | grown up in | Comparisons |
| | | | housing | hand sources) to answer | Belvedere | our commun |
| | How do different climates affect | | | questions | and seen | with the wid |
| | different crop growths? | | Physical Geography | | changes | world. |
| | | | | To be able to use field work to | | |
| | How do different climates affect house | | To be able to describe the | observe, measure, record and | | How does th |
| | design? | | main geographical features | present the human and | | weather imp |
| | | | of the area | physical features in the local | | our commun |
| | What industries are important to our | | | area using a range of | | vs. communit |
| | local area and the country of XXX (link | | To know about the weather | methods, including sketch | | around the |
| | to class text or cohort) | | and climatic conditions in | maps (with symbols and key) | | world? |
| | | | two contrasting countries | | | _ |
| | | | and how they affect the | To be able to interpret maps | | Personal |
| | | | environment and the lives | of familiar and unfamiliar | | STEM |
| | | | of people living there | places, including digital maps | | ambassadors |
| | | | Consumption! | | | what moder |
| | | | Geographical | | | technology do |
| | | | understanding | | | |
| | | | To understand that a variety | | | support an ev |
| | | | of geographical factors can influence weather and | | | changing wor |
| | | | climatic conditions | | | |
| | | | Cilliatic Conditions | | | |

Year 5 Geography



| \wedge | |
|--|--|
| 4/100 | |
| /~\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\ | |
| ACADEMY | |

| Term and topic | Learning questions | Vocabulary | Knowledge | Skills | Enrichment | Global citizen links |
|----------------|---------------------------------------|---------------------|------------------------------|-------------------------------|-------------|-------------------------|
| Aut 1 & 2 | What is Earth made of? How do we | Crust | Geographical | Geographical enquiry | The Science | |
| Space | know? | Upper Mantle | understanding | To be able to use appropriate | Museum | |
| Scientists | | Lower Mantle | | geographical vocabulary | | |
| | What are the names and geographical | Outer Core | Be able to name and | | Geobus | |
| | features of the Earth? | Inner Core | describe geographical | | workshop | |
| | | Tide | features of the earth | | | |
| | | Tidal power | | | | |
| Sum 1 | What are key differences in common | historical features | Location Knowledge | Geographical enquiry | Visiting | |
| The Holiday | holiday destinations? | geographical | To understand the | To be able to suggest sources | speaker – | Global |
| Show | | features | differences between | for finding data related to a | Born in a | Awareness of |
| | Which country do I believe would | tourism | locations in different | task and analyse data | different | global issues of |
| | make the best holiday destination and | benefits | hemispheres | collected to draw conclusions | country | ecotourism – do |
| | why? | drawbacks | | about a place or geographical | | countries depend |
| | | ecotourism, | Locate and explain the | issue | | on tourism or are |
| | What are lines of longitude and | longtitude | significance of Tropic of | | | we causing more |
| | latitude? | latitude | Cancer, Tropic of Capricorn, | Physical and Human | | damage? |
| | | hemisphere | Arctic & Antarctic Circle, | Geography | | How can we |
| | What are the similarities and | climate | Prime Greenwich Meridian | | | protect the |
| | differences of weather and climate | mood board | | To be able to name and | | environment and |
| | between 2 locations on either | global | Geographical | describe geographical | | places of |
| | hemisphere? | scale map | understanding | features of the earth | | significance? |
| | | | To understand global | | | |
| | What would persuade a person to visit | | tourism and its effects. | To be able to explain what a | | Aspirations – |
| | a certain location? | | | place might be like in the | | travelling or |
| | | | To understand geographical | future, taking account of | | visiting a special |
| | What is the scale of a map and how is | | issues caused by the | issues impacting on human | | place. Working in |
| | it used? | | imbalance between | and physical features | | a job that |
| | | | production and | | | involves travel. |
| | What are the key features of a map of | | consumption | Geographical Skills and | | |
| | our local area? | | | Fieldwork | | Society |
| | | | | To be able to use maps and | | Showing an |
| | What are the benefits and issues with | | | plans using symbols | | awareness of |
| | global tourism? | | | | | how other |
| | | | | | | communities live |



| \wedge |
|-----------|
| (A) |
| 2 9 1 2 m |
| A CADEMY |

| | Which global sites of importance are at risk due to tourism? | | | To be able to use and interpret globes, images and maps including identifying differences in scale, including digital maps To be able to interpret world maps, atlases, digital mapping and globes to locate countries worldwide (including features) and significant lines of latitude and their importance. | | around the world, what challenges do they face and how are these different to ours. Community Compare local area with wider world |
|---|---|--|---|--|--|--|
| | | | Year 6 | | | |
| T | Langing marking | Manahadama | Geography | Claille | For all all and a sect | Clabal sitiana |
| Term and topic | Learning questions | Vocabulary | Knowledge | Skills | Enrichment | Global citizen links |
| Aut 1 & 2 Existing, Endangered , Extinct | What are the different types of biomes? What are the threats to biomes? What natural geographic processes can cause the landscape change? | biome habitat characteristics surroundings global warming climate change savannah tropical rainforest marine desert temperate forest freshwater grassland boreal forest tundra | Physical and Human Geography To understand the main physical and human features and environmental issues in particular localities To be able to name and describe geographical features of the earth | Geographical Enquiry To be able to identify geographical issues caused by the imbalance between production and consumption Geographical Skills and Fieldwork To be able to collect and record evidence to answer geographical questions | Nature Study (School field?) Local area walk – Compare different habitats | Personal STEM aspirations – studying nature or saving endangered species. Global An awareness of how a changing environment impacts species |



| | \wedge | |
|---|----------|---|
| | 4/10 | |
| | 12 TE | |
| / | ACADEMY | / |

| Spr 1 & 2 | Can I locate the countries involved in | Normandy | Human and Physical | Geographical Skills and | Global |
|-----------|--|----------|------------------------------|-------------------------------|---------------|
| WWII | WWII using 4 and 6 figure grid | Europe | Geography | Fieldwork | Comparison of |
| | references? | D-Day | To understand human | | war, then and |
| | | Civilian | activity and land use in the | To be able to use maps, | now |
| | Where did D-Day take place? | Invasion | D-Day landings | atlases, globes and | |
| | | Coast | | digital/computer mapping to | |
| | What were the main areas of Britain | | | locate countries and describe | |
| | that were targeted for bombing? (map | | | features studied | |
| | drawing) | | | | |
| | | | | To be able to use the eight | |
| | | | | points of a compass, four and | |
| | | | | six-figure grid references to | |
| | | | | build their knowledge of the | |
| | | | | _ | |
| | | | | United Kingdom and the | |
| | | | | wider world | |
| | | | | | |