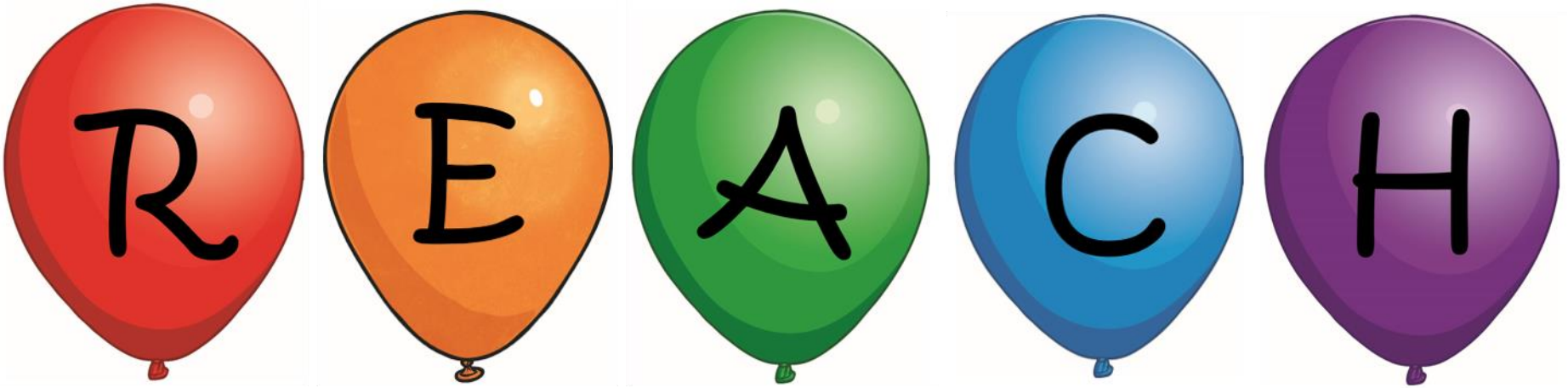
Bleak Hill Primary School Geography Portfolio

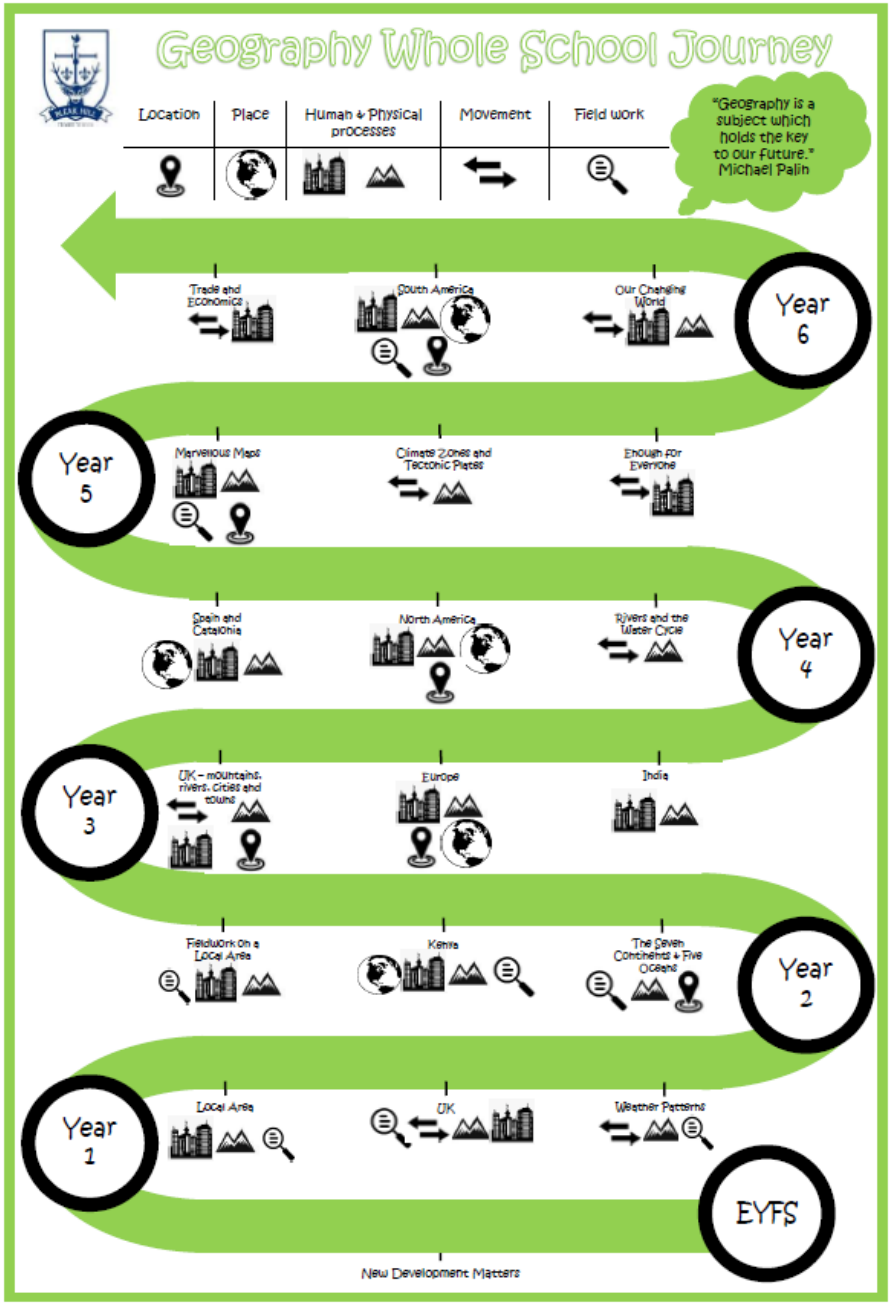


Whole School Overview

	Autumn	Spring	Summer
Reception	Our local area	London	Spain
Year 1	Local Area 'Our School'	UK (Our Country)	Weather Patterns
Year 2	The seven continents and the five oceans	Kenya	Fieldwork on a Local Area
Year 3	UK (Mountains and Rivers, cities, towns)	Europe (Mountains)	India
Year 4	Rivers and the Water Cycle	North America	Spain and Catalonia
Year 5	Marvellous Maps	Climate Zones and Tectonic Plates	Enough for everyone
Year 6	Our Changing World	South America	Trade and Economics

Geography concepts

Concept	What does it mean and why do we learn it?
Location	Location as a concept can be explained in terms of a designated area, a locality such as a town, city or country. It can be defined as a human settlement or archaeological site. Location is used as a geographer's tool of description. Also studied is a place's 'absolute location' its precise and fixed place on Earth, regularly referred to in terms of latitude and longitude. Whereas 'relative location' will allow the involvement and opportunity to compare position in relation to differing landmarks or places.
Place	Place as a concept develops understanding of the physical and human characteristics of places. Understanding a place relates to the opinion and meaning that people attach to a location. We may distinguish the importance of the place as a home, but the sense of place is much greater for those living there because of their attachment and experience of that place. As a concept it examines the uniqueness of a space and questions what is specific about this area. Place scrutinises the diversity, sustainability, and intangibles of an area although these are often personal and subjective.
Human processes	Human geography looks at the impact and behaviour of people and how they relate to the physical world. Human processes could therefore be defined in terms of how human involvement has affected the world.
Physical processes	Physical geography looks at the natural processes of the Earth, such as climate and plate tectonics. A physical process could be defined as an incident or series of incidents that happen naturally due to the effects and importance of a specific force of nature.
Movement	The concept of movement involves a change in location of people, products, ideas and elements, this can be through travel or flow. Movement is a significant consideration in how land is changed over time. Where movement is referred to, distance, direction, the processes bringing about movement and the regularity and volume of movement all need to be considered. Movement can be represented in different ways graphically; colour and lines are usually used to show the date of spread and arrows can show the distance and direction of movement.
Field work	Fieldwork is learning directly in the real world outside the classroom and has a long tradition in school geography. It is one of the distinctive features of a geographical education and feeds our curiosity about the world. Much fieldwork is done locally even within the school grounds.



Vision, Intent, Implementation and Impact

Vision	Intent	Implementation	Impact
At Bleak Hill, we aim to inspire and ignite our pupil's curiosity about the world they live in, how it has been formed and how is it constantly changing over time. We want to inspire children to be lifelong learners who seek opportunities to explore the wider world that we live in.	The intention of our Geography curriculum is to increase children's awareness, knowledge and understanding of other places and cultures. - Transform knowledge of everyday matters into meaningful geographical activities. - Develop children's graphic skills, including how to use, draw and interpret maps and atlases. - Make pupils aware of environmental issues at local, regional and global levels. - Help children to make informed decisions about how to live their lives now and in the future including how to understand and commit to sustainable development. - Develop a variety of skills including those in relation to problem-solving, computing and presenting conclusions in the most appropriate way.	Following the National Curriculum as a basis, teaching all statutory content, with a half term dedicated to Geography teaching every term (3 half terms per year group). With a focus on location, place and where the children fit into the physical world in EYFS & KS1, prior to building ideas about the influence of people and the changing world through KS2. World's locational knowledge is taught throughout the school with progression through year groups. Consistent use of place through the school. Knowledge and skills carefully considered across topics to build on previous topics and transferable concepts.	Retrieval based learning techniques for every lesson in the sequence (at least 2 formally evidenced per topic) Evaluations for each lesson to provide formative assessment Exit tasks to gain a summative judgment.

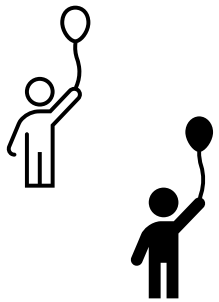

Where will Geography take you?
GEOGRAPHY TEACHER
ENVIRONMENTAL CONSULTANT
CARTOGRAPHER
LANDSCAPE GARDENER
FARM MANAGER
POPULATION ANALYST
CIVIL SERVANT
CATASTROPHE RISK ANALYST
CONSERVATION MANAGER
CIVIL ENGINEER
ARMY OFFICER
GEOLOGIST
ESTATE AGENT
SUSTAINABILITY ANALYST
CLIMATE SCIENTIST
UNIVERSITY LECTURER
WILDLIFE CONSERVATIONIST
ARCHAEOLOGIST
METEOROLOGIST
AIR STEWARD
VOLCANOLOGIST
PHILIP'S
Wall Map
THE WORLD
PHYSICAL
Do more...

Pupil Voice

'We can make Geography at Bleak Hill better by using atlases more often.' *Year 4*

In lessons, the working wall, knowledge organisers, my teacher, my friends and books help me.' *Year 6*

'I can name the 7 continents and 5 oceans because we listened to a song and that helped me learn.' *Year 2*



'My favourite topic so far was Kenya and North America.' *Year 3*

'I love learning about different countries and cultures and it makes me realise how lucky we are to live in the UK.' *Year 5*

Children from *every year* group agreed that History lessons are exciting and interesting.

EYFS

EYFS	Autumn	Spring	Summer
Theme	Themes linked to interests		
EYFS End points	ELG: People, Culture and Communities Children at the expected level of development will: - Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps; - Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class; - Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps		

EYFS – Autumn

Outdoor Learning – Outdoor walks looking for signs of the seasons. How does our environment change? What happens in Autumn and Winter? What do we need to wear?

EYFS – Spring

Comparing our environment with others around the world.

Arctic and the Antarctic. Understanding which animals live there and how they adapt to survive.

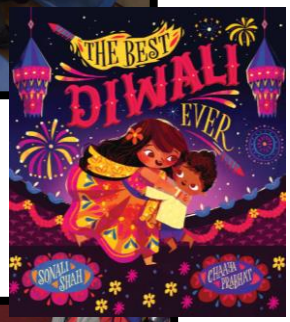
Using maps to find Spain during Spanish Day. Exploring the culture with food tasting and dancing.

EYFS – Spring

Looking at celebrations of different communities in our country.

Diwali
Hannukah
Chinese New Year

Mehndi hand patterns



Rangoli patterns

Understanding the significance of the menorah

Using artifacts to celebrate Lunar New Year

EYFS – Summer

Looking at Spain

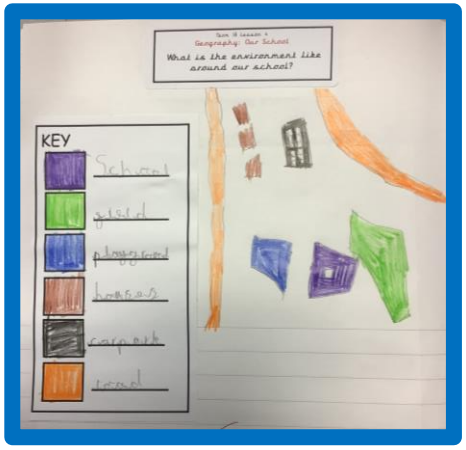
Year 1

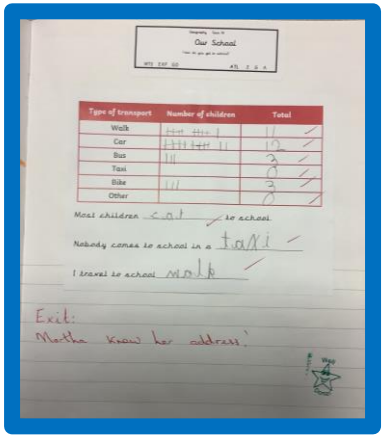
Unit title	Local Area 'Our School'	UK 'Our Country'	Weather Patterns
Knowledge	• Every house and street in our country has a name and a postcode. The name of the street is usually on a wall or a sign at the beginning of the street. • Your address has the name of the street you live in, the number or name of your house; the village, town or city you live in and a postcode. This is how the postal workers know where to bring your letters. • An aerial photograph is a photograph taken from above. It allows you to see lots of roads at once, like on a map. • Maps have symbols on them to show us important buildings and other features of the area. • Human features are characteristics of a place thatwere made by humans, for example shops and roads • Physical features are characteristics of a place thatare naturally occurring. These include features of the land (hills, mountains), bodies of water (lakes, rivers) and vegetation (trees, plants). Key Skills • Name and give examples of some of the key features of their local area. • Use observational skills to sort physical and human features using aerial photographs.	• London (where we live) is the capital city of England. • England is one of four countries in the U.K. • The four countries in the U.K are: England, Scotland, Wales and Northern Ireland. • The capital cities of each country in the U.K. are London, Edinburgh, Cardiff and Belfast. • The seas surrounding the U.K are: The English Channel, North Sea, Irish Sea and the Atlantic Ocean. • Key physical features of the U.K include, rivers, valleys, sea, mountains, hills, forests, cliffs and beaches. • Key human features of the U.K. include villages, towns, cities, harbours, factories, offices, farms, ports, houses and shops. • Towns and countryside have similar and different geographical features. Key Skills • Use globes, maps and atlases to locate the countries and capital cities of the U.K. • Use a growing range of subject specific vocabulary. • Compare geographical features of towns and the countryside using their existing observations, maps and photographs.	• Knows and can explain what the weather islike in our country. • Knows and can name 4 types of weather thathappen in the UK. • Knows that weather changes throughout theyear and can name the seasons. • Knows and can explain how the weather canaffect us • Knows and understands some of the dangersof weather and the effect that 'extreme' weather can have on our surroundings • Knows and can explain some ways the weather affects us in the clothes we wear, howwe travel and the things we do. • Knows and understands what weatherforecasts show • Knows 3 or more weather symbols and canexplain what they show • Knows what hot and countries might look likeand how they might differ according to the weather • Knows three facts about the arctic Key Skills
	• Construct a map of the classroom using fieldworkobservations. • Use and recognise some basic map symbols and begin to understand how these can be used in a key.	• Use aerial photographs to begin to locate countries. • Use basic geographical vocabulary to refer tohuman and physical features.	• Observe the weather. • Record observations in a weather diary. • Describe what weather forecasts show. • Work cooperatively (with a partner) to presenta weather forecast for parts of the UK. • Use 5 new key words to talk about the different types of weather and can explainwhat these words mean to my partner. • Begin to locate a hot and cold county on aworld map. • Can research the Arctic with my partner andpresent facts to class friends. • Use map skills to locate hot and cold places. • Locate (find) the Arctic on a world map or aglobe. • Begin to locate other places such as the NorthPole, South Pole and Antarctic.
Lesson Sequence	1. Where do I live? 2. What is our classroom like? 3. Where is our school? 4. What is the environment like around our school? 5. How do you get to school? 6. How can I use directions?	1. What is the difference between a town and a country? 2. What 4 countries make up the UK? 3. What is a journey? 4. What is the UK like? 5. What is London like? 6. How is Brasilia different from London?	1. What is weather? 2. How does the weather affect us? 3. How can you forecast the weather? 4. Why are some weathers dangerous? 5. What are hot and cold countries like? 6. What are cold places like?
Vocabulary	Windle, Eccleston, journey, home address, school, local area, tourist information, head teacher, support staff, route, observations, photography, physical features, compass, map, symbols, key	Town, countryside, pros, cons, country, UK, Scotland, England, Wales, Northern Ireland, hamlets, settlements, farmland, woodland, villages.	Seasons, observations, record, temperature, thermometer, United Kingdom, affects, temperature, seasons, autumn, spring, summer, winter, waterproof.

Year 1- Autumn

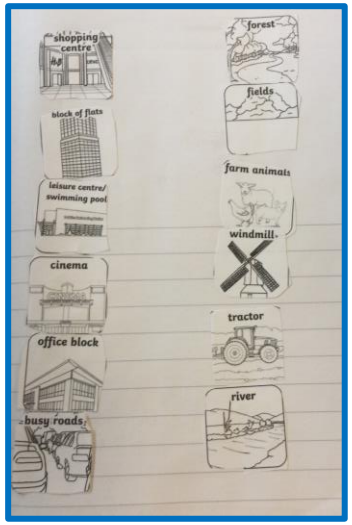
Our School

- We looked at our local area where we live.
- We addressed our own envelope and walked to the local post box to post it.
- We brought our envelope back in to school.
- We designed an aerial view of our classroom in a group.
- We located places near to school on a map.
- We drew our own map of the area surrounding the school and used a key.
- We did a survey and collected data.



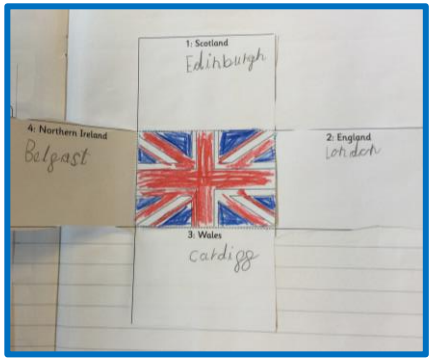


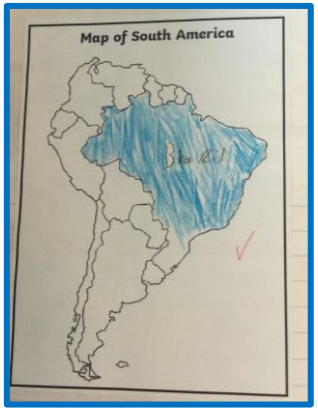
Year 1- Spring

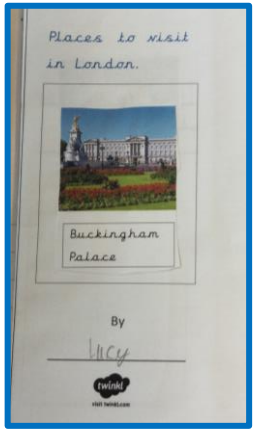


The UK

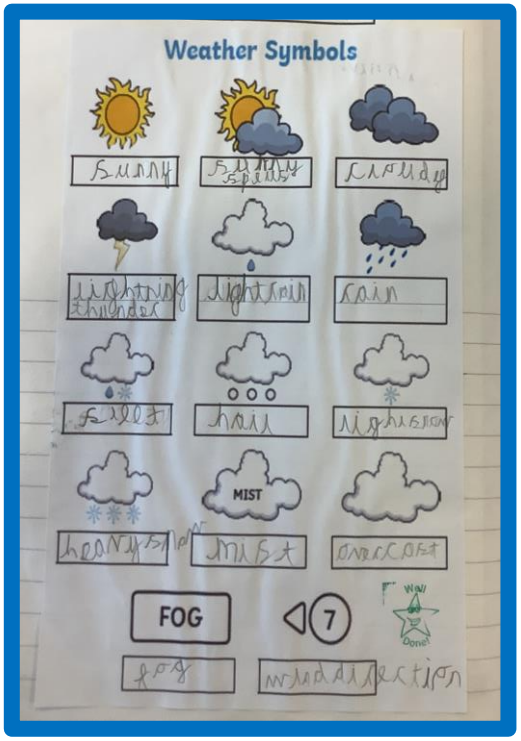
- We looked at the difference between town and country.
- We learnt the names of the four countries which make up the UK.
- We learnt the names of the four capital cities in the UK.
- We looked at the features of the UK.
- We looked at places in London eg The Tower of London.
- We compared the UK to Brazil.





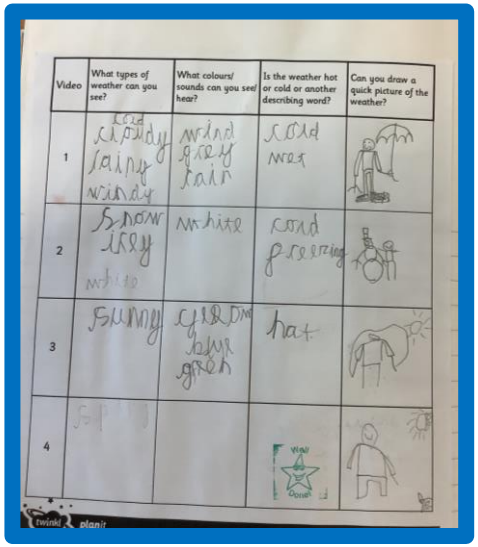


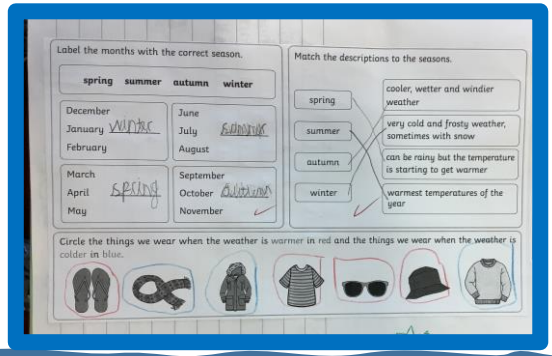
Year 1- Summer

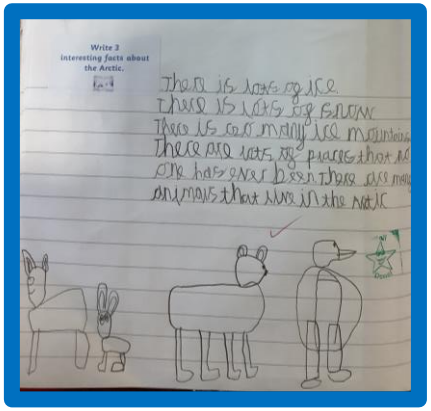


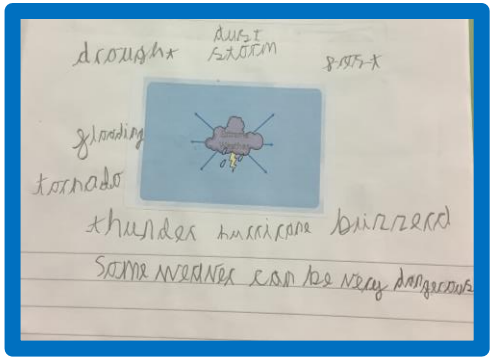
Wonderful Weather

- What is weather?
- How does weather affect us?
- How can you forecast the weather?
- Why are some weathers dangerous?
- What are hot and cold countries like?
- What are cold places like?





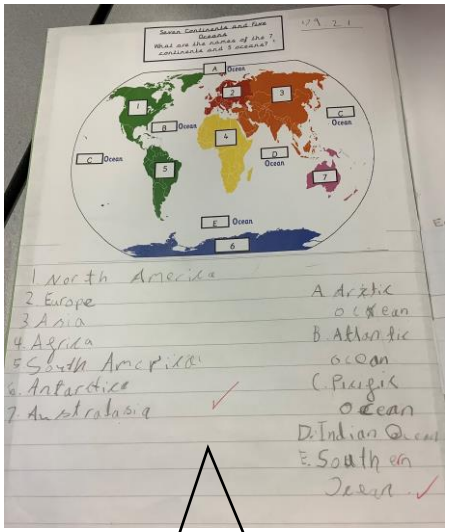




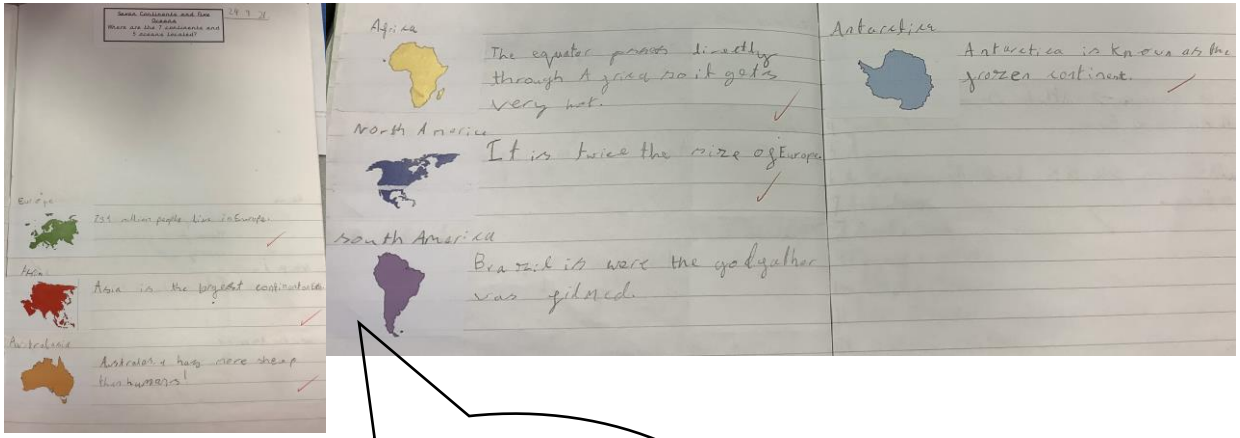
Year 2

Unit title	The Seven Continents and 5 Oceans	Kenya	Fieldwork on a local area
Knowledge	• There are borders that separatedifferent parts of the world • A continent is a land mass and an ocean is a large body of water (andthe names of each) • There seven continents which are (from smallest): Australia/Oceania, Europe, Antarctica, South America,North America, Africa and Asia • The majority (71%) of the world'ssurface is covered by water • The five oceans are The Atlantic, Pacific, Indian, Southern and Arctic. • The climate is different across continents (and to be able to give examples of contrast, e.g. Asia and Antarctica) • The equator is the hottest part of theworld and it relates to the Earth's orbit around the sun Key Skills • Use world maps, atlases and globesto identify the locations of the UnitedKingdom and its countries, continents and oceans of the world • Make comparisons between different continents and oceans(animals, temperature, clothing,jobs, houses) • use basic geographical vocabulary e.g. north, south, east and west • Research and write facts about acountry, continent and ocean	• To know that they live in St Helens, which is near to Liverpool • To know that most countries have a capital city and that London isthe capital city of the UK • To know that there are human and physical features within an area • To know to follow a route on an aerial map and be able to describefeatures on a map • To know the compass points and how to use these to navigate • To know that Kenya is a country in Africa and be able to locate it onworld map • To know that Kenya lies near to the equator and that the distance fromthe equator affects weather • To know what life is like for people living in various places in Kenya • To know what school and family life is like in different parts of Kenya Key Skills • To identify and recognise human and physical features of their locality from aerial photographs and relate these to maps (includesusing google maps and satellite images). • To use simple fieldwork and observational skills to study their local environment by drawing symbols on an ordinance survey map, plotting a route from one local destination to another and identifyinghuman and physical features of St Helens • To be able to use a compass to navigate • To be able to locate Kenya on a world map and relate the conceptof north, south, east and west to a map of the world and a globe. • To be able to recognise geographical similarities and differences between their local area and a non-European small area through theanalysis of photographs, maps, aerial photographs and film clips. • To be able to compare their lives to those of children in Kenya through observations of film clips, reviews of children's work/textbooks and consideration of geographical features. • To be able to use basic geographical vocabulary to refer to humanand physical features	• The compass directions are North, South, East, West • Develop knowledge of map symbols (river, church, roads etc) by using them on their own map keys, as well as identifying on others' • To know that Eccleston is part of Merseyside and develop understanding of the countryside having different geographicalfeatures. • To know that Liverpool is a city and that cities have different geographical features than the countryside • To know the term 'land use' and know some ways that land use is different in the countryside than in their local area. Key Skills • Use simple compass directions • Plot and navigate a simple route on a map (around St Helens). • Recognise basic map symbols and usethese in a key • Compare the land use of Liverpoolto more agricultural places • Express views about the environment and begin to suggest improvements with reasoning • Use a growing range of subject specific vocabulary • Use presentation skills with growing confidence
Lesson Sequence	1. What are the names of the 7 continents and 5 oceans? 2. Where are the 7 continents and 5 oceans located? 3. What is a journey line? 4. Where are hot and cold countries located? 5. What is Europe like? 6. Which landmarks can I recognise?	1. Where is Kenya? 2. How is St Helens similar to Nairobi and other villages in Kenya? 3. What is a national park? 4. Which animals can be found in Kenya? 5. What is Maasai culture like? 6. How are our lives similar to a child's in Kenya?	1. What do symbols on a map mean? 2. How can we use a compass to help us navigate? 3. How can atlases help us? 4. What is an aerial view? 5. Can I make a map of the local area of St Helens? 6. What are the differences between a town (St Helens) and a city (Liverpool)?
Vocabulary	Continent, islands, ocean, population, landmark, Australasia, desert, rainforest, countries, sea, islands, compass, climate, equator, tropical, temperature, capital city, currency, cuisine, aerial.	Endangered, game reserve, habitat, migration, national park, rural, savannah, tourists, weather, climate, Nairobi, Swahili, Tana river, equator	City, town, St Helens, Liverpool, sketch, map, title, key, compass rose, direction, aerial, birds eye view, map symbols, route, local area, near, far, distance, time, transport, atlas, index, contents, human, physical, continent, country, capital city, ground level view, perspective, labels, colour code.

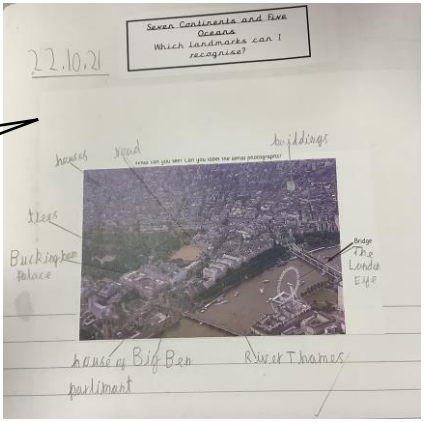
Year 2 – Autumn



What are the names of the 7 continents and 5 oceans?

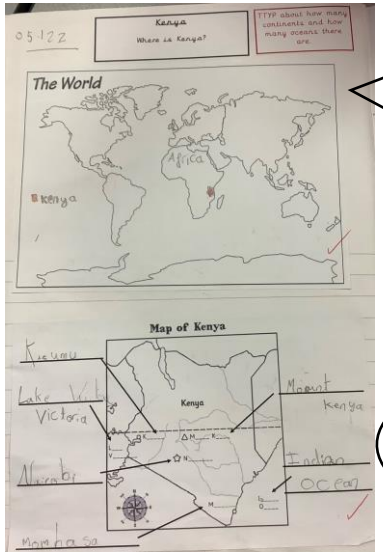


Where are the 7 continents and 5 oceans located?



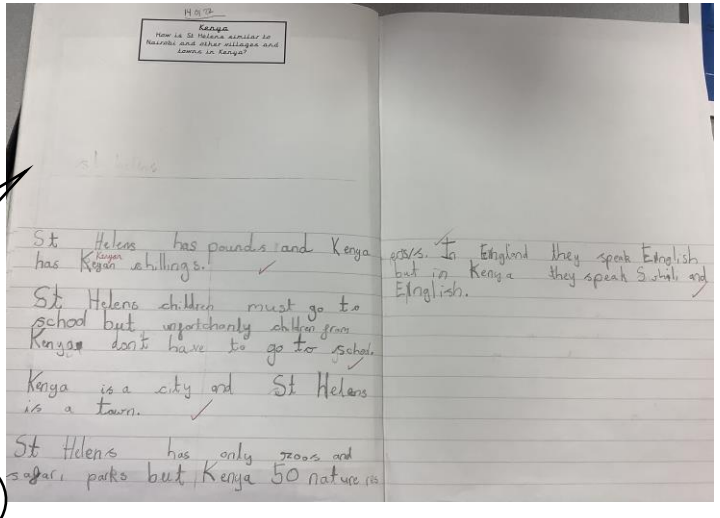
Which landmarks can I recognise?

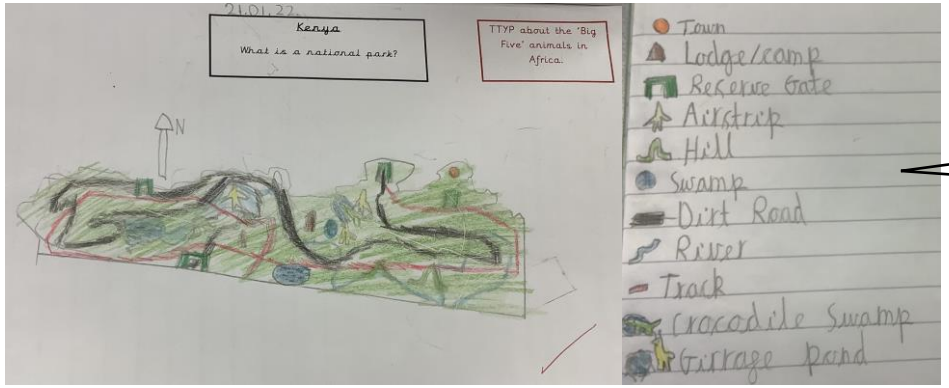
Year 2 – Spring



Where is Kenya?

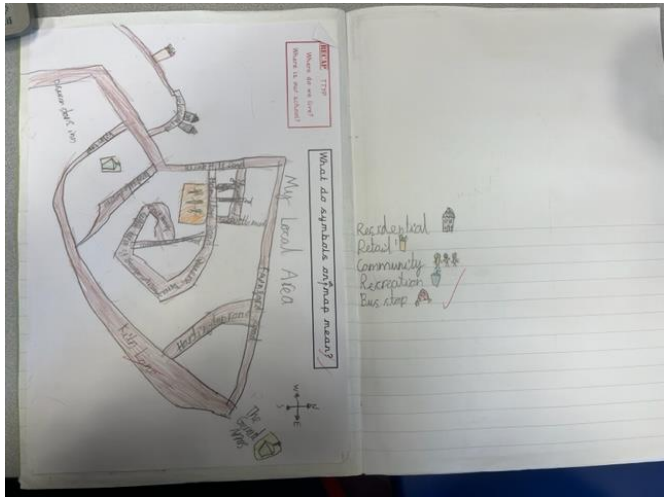
How is St Helens similar to Nairobi and other villages and towns in Kenya?

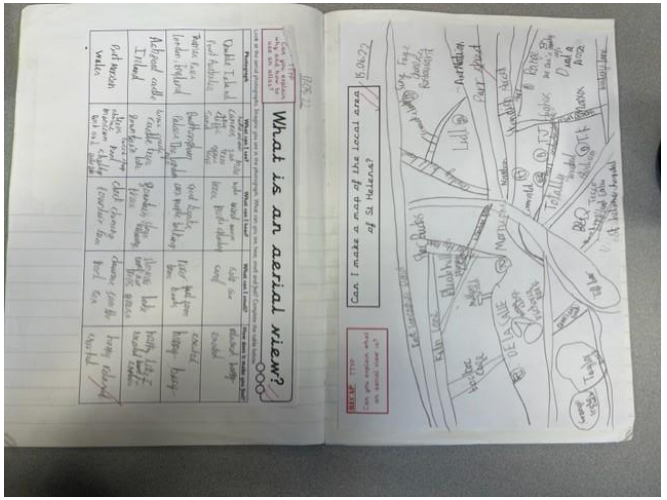


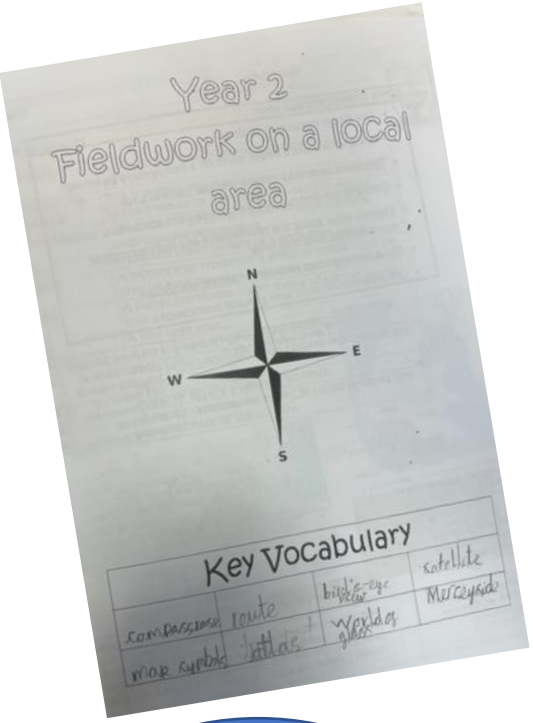


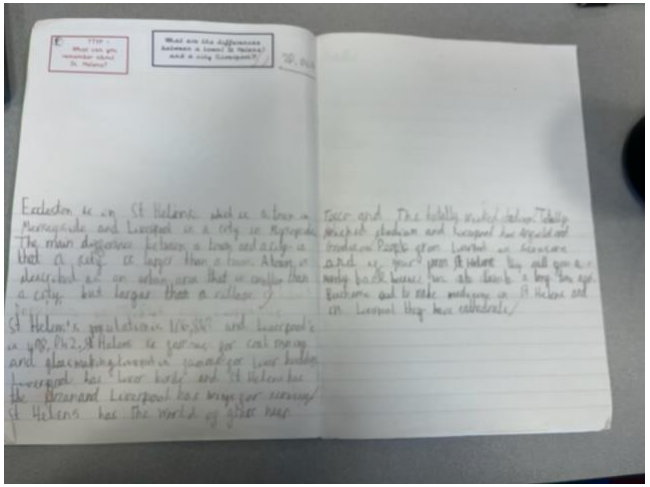
What is a national park?

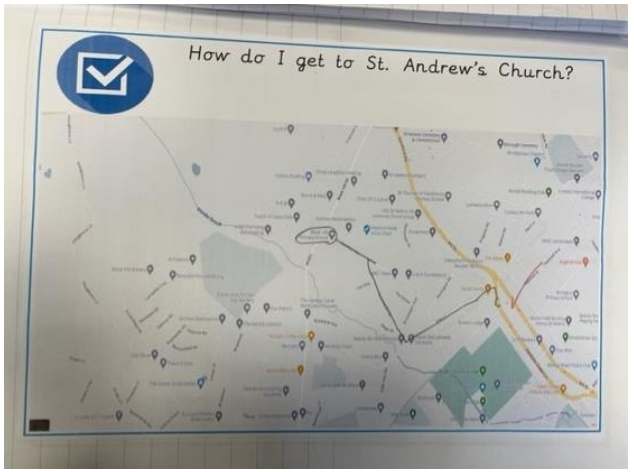
Year 2 – Summer











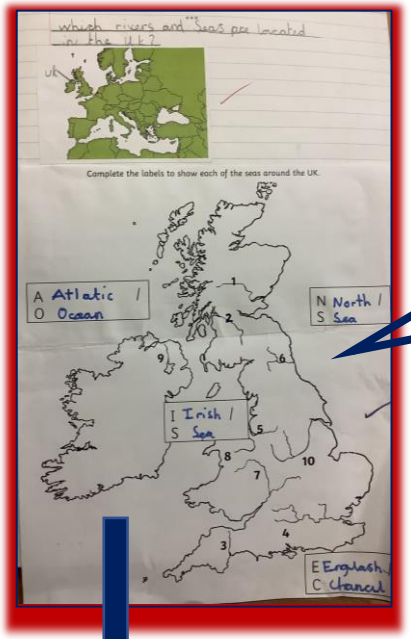
Fieldwork on a local area.
Map reading.
Comparative studies.
Application of knowledge and skills to form a route.

Year 3

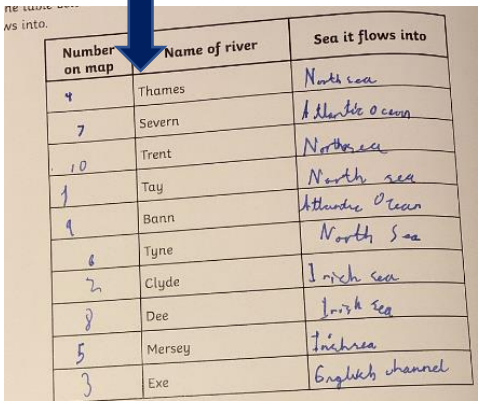
Unit title	UK	Europe	India
Knowledge	• Know the relative locations of UK's capital cities (within the countries of the UK) and can identify these on a map • Know what defines a city as opposed to a town (i.e. cities must have a cathedral) • Can name significant rivers of the UK and the seas that some rivers flow into • Know and can name some of the mountain regions in the UK • Know that the Romans invaded Britain in AD 43 and built a settlement called Deva (Chester) on the banks of the River Dee and can describe some of the way that Chester has changed since AD43 • Know and can describe how the UK population has changed over time • Know where some immigrants to the UK migrated from, within an historical context. • Know how to find specific information from an atlas (page numbers and compass rose and index) Key Skills • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied • Use the 8 point compass points to describe a location relative to another place. • Use a legend to find areas of higher ground on a map • Use the eight points of a compass • Interpret symbols and keys to develop knowledge of the United Kingdom • 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	• Europe is in the northern hemisphere (and be able to give examples of countries that are in the north, east, south and west of Europe, including the location of Russia) • To know and recognise the flags of a number of European countries (constituencies covered in Y4) and understand the concept of a national identity. • To know significant environmental regions and their physical characteristics (eg of rivers : Volga, Danube, Ural, Rhine, Thames, Don and Seine (eg of mountains : Ural, Alps, Mount Olympus, Mount Blanc, Mount Vesuvius, and Caucus) • To know the location of significant landmarks in Europe (including Big Ben, Eiffel Tower, Colosseum, and St Basil's Cathedral). • To know and state the locations of some of the major cities in Europe (including Paris, Rome, London, Berlin, Moscow, Amsterdam, Munich, Madrid, Milan) • To know the location of the meridian line and to develop understanding of the extent to which times vary across the continent. • To know that the single market makes trade between European countries easier (https://en.wikipedia.org/wiki/European_Single_Market#Introduction_of_the_EU_Single_Market) and that trade within the single market can involve countries beyond Europe (for example, Canada). Key Skills • Use an atlas to locate Europe and countries within Europe, relate this to a globe and find the same locations using google maps and satellite images. • Use an atlas to identify national flags and support understanding what each flag represents. • Use maps, atlases, globes and digital/computer mapping to compare and contrast mountain ranges, rivers and landmarks and record key facts.	• India is in Asia. • India borders the Himalayan mountain range, the highest mountain range in the world. • That Himalayan mountains spread across five countries, including India (as well as Bhutan, China, Nepal and Pakistan) • The Himalayas were caused by the collision of the Indian and Eurasian plates about 40 to 50 million years ago • India has a large desert called the Thar Desert. • The River Ganges is the longest river in India and has religious significance to India's Hindu community • India is divided into states. India has 29 states. It also has seven union territories. • India is divided into five different regions: 1. Great Northern mountains 2. Great Northern plains 3. Great Indian plateaus 4. coastal plains and islands • India's official language is Hindi. Many people also speak English because India was once a British colony. • Mahaema Gandhi was a leader of India's independence movement Key Skills • Analyse an historic map of the British empire and compare to a present day map of the world • compare maps with different scales • Analyse and draw conclusion from data about India's weather conditions • Present comparative data about India's climate alongside that of the UK • Analyse historical trade maps of the silk road and draw conclusion about the significance of India's location. • Use key to make deductions about landscape/ industry/ features etc. • Locate information/ place from sources with speed and accuracy
Lesson Sequence	1. Which countries and cities are located in the UK? 2. Which rivers and seas are located in the UK? 3. What counties can be found in the UK? 4. What areas of high ground are there in the UK? 5. How has London changed over time? 6. How has the UK changed over time?	1. Where is Europe? 2. Which countries are in Europe? 3. What are the features of European countries? 4. What are the capital cities of Europe? 5. What are the similarities and differences of two European cities? 6. What are human and physical features of a country?	1. Where is India? 2. Which mountain ranges can be found in India? 3. Which rivers can be located in India? 4. What human and physical features are there in cities in India? 5. How has India influenced other countries? 6. How is India similar to the UK?
Vocabulary	Country, prime meridian, immigration, Great Britain, landmark, millennium, landscape, Scotland, England, Northern Ireland, Wales, counties, transport, public safety, policing, education, services, local, rural, urban.	Continents, Europe, features, oceans, maps, UK, location, flag, currency, government, country, capital city, compare, physical features, human features, atlas.	Locate, India, countries, climate region, monsoon, mountains, mountain ranges, Mount Everest, rivers, Ganges river, Narmada river, Maharashtra flood, human and physical features, cultures, traditions, similarities, differences.

Year 3 - Autumn

The UK

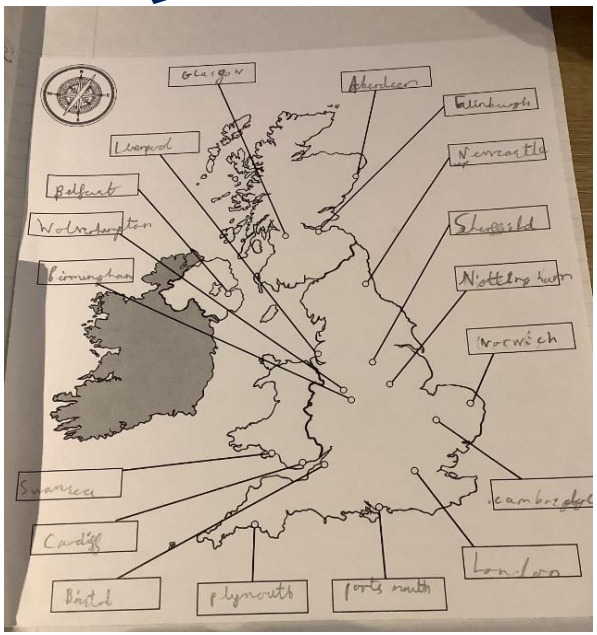


In Year 3, we looked at what rivers are in the UK and which seas they flow into.

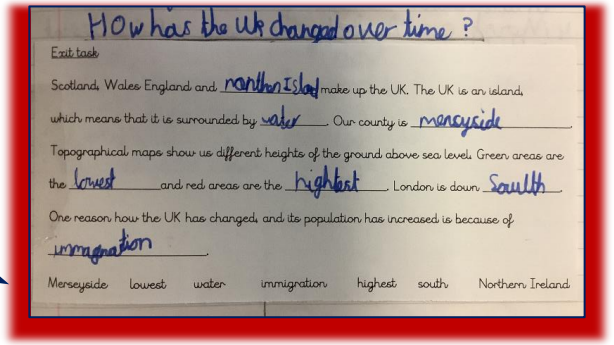


Number on map	Name of river	Sea it flows into
4	Thames	North sea
7	Severn	Atlantic Ocean
10	Trent	North sea
1	Tay	North sea
9	Bann	Atlantic Ocean
6	Tyne	North Sea
2	Clyde	Irish sea
8	Dee	Irish Sea
5	Mersey	Irish sea
3	Exe	English channel

We located UK cities.



How has the UK changed overtime?



How has the UK changed over time?

Exit task

Scotland, Wales England and northern Island make up the UK. The UK is an island, which means that it is surrounded by water. Our county is merseyside

Topographical maps show us different heights of the ground above sea level. Green areas are the lowest and red areas are the highest. London is down South

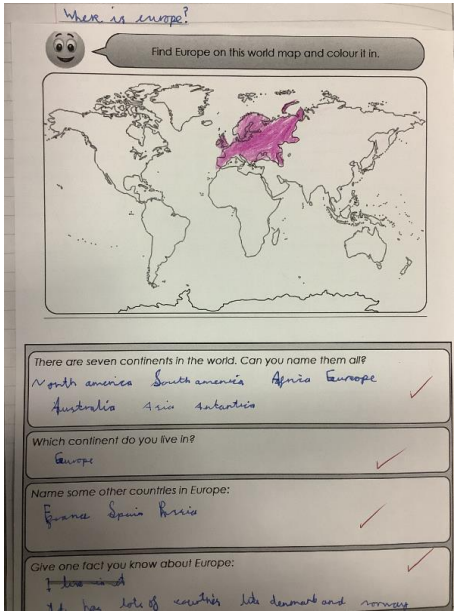
One reason how the UK has changed, and its population has increased is because of immigration.

Merseyside lowest water immigration highest south Northern Ireland

Year 3 - Spring

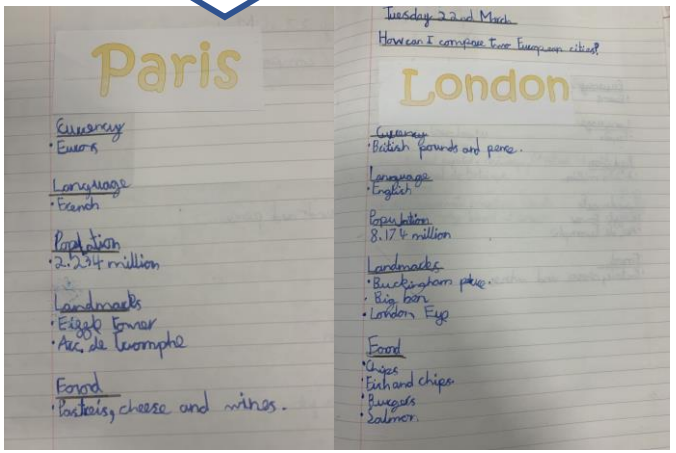
Europe

We were able to locate the continent Europe on a world map.



We researched European flags and currencie

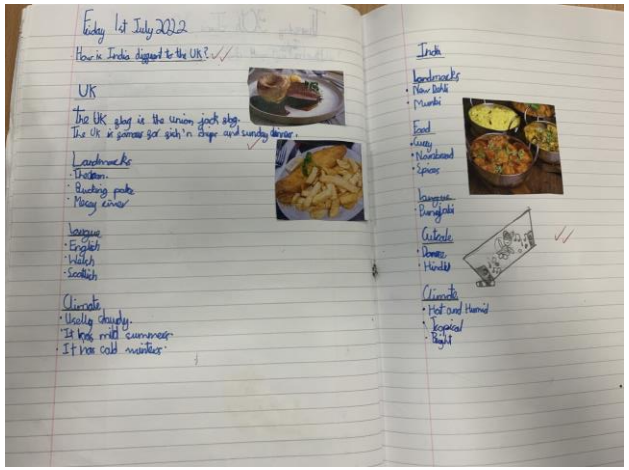
How can I compare two European cities?

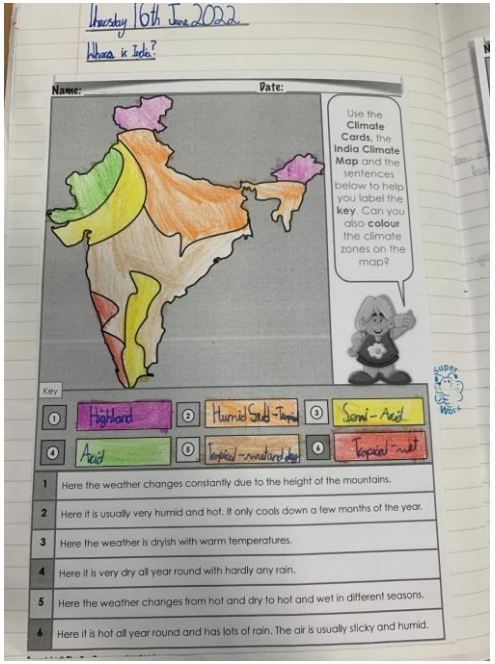


Year 3 - Summer

India

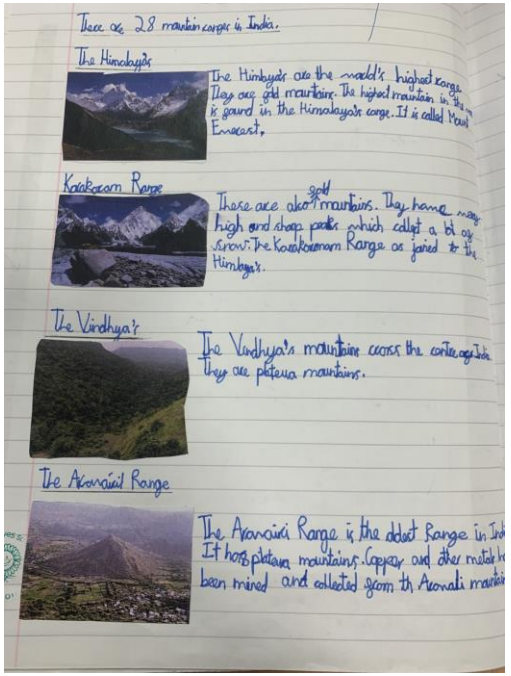
We compared Indian food, buildings, climate and the culture to the UK.





What is the climate like in different parts of India?

We studied the different mountain ranges.



Year 4

Unit title	Rivers and the Water Cycle	North America	Spain and Catalonia
Knowledge	• To relate the formation and continuum of rivers to their knowledge of the watercycle. • To know that upper course river features include the source, V-shaped valleys,interlocking spurs, rapids, waterfalls and gorges • That middle course river features include wider, shallower valleys, meanders, andoxbow lakes. • That lower course river features include wide flat-bottomed valleys, floodplains anddeltas at the estuary or river mouth. • To know that rivers erode in four ways: Abrasion - when large pieces of bedload material wear away the river banks and bed; Attrition – when the bed itself is eroded when sediment particles knock against the bed or each other and break, becoming more rounded and smaller; hydraulic action – when the force of the water erodes aoFast rock; Solution or Corrosion – when acidic water erodes rock. • To know major rivers around the world and where they are located Key Skills • Explain what a river is and locate the worlds longest rivers on a map, using coordinate grids and referring to map features such as lines of longitude andlatitude • 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, plansand graphs, and digital technologies • Use a compass correctly to map the direction/location of our local canals and thedirection water flows in • Locate local canals on a range of maps, including ordnance survey	• There are 23 countries in North America, with Canada being the biggest. Some geographicalareas in North America belong to European countries. • Know and is able to identify the relative locationsof Canada, USA, Mexico, Caribbean islands and central America on a map of North America • Like India, The USA is split into states. There are 50 states in the USA • Mexico City is the largest city with more than 9 million people living there. • Before the Europeans arrived, the indigenous and native Americans lived in the continent. Today, only about 2% of US Americans consider themselves as descendants from native Americans. • Greenland is not only the biggest island in North America but also in the world (it is an autonomous territory of the Kingdom of Denmark). • The Missouri River is the longest in North Americaand flows through seven US states. • The Grand Canyon is a unique geographicalfeature in the USA and hosts more than onebiome. • Lake Superior, which borders Canada and the US,is the third largest lake in the world and the largest North American lake. • Monserrat is a British Overseas Territory in the Caribbean. It hosts many volcanoes. Following a volcanic eruption, many islanders migrated to London, UK. • Panama is a country in Central America. Its canalis an important trade route that links Atlantic and Pacific Oceans. Key Skills • Use maps, atlases, globes and digital/computer mapping to locate countries, states and geographically significant land features (includingNiagara Falls and the Grand Canyon). • To use a map scale to understand the significanceof the size of Britain in comparison to the size of the USA. • To identify the flags of countries in North America using an atlas. • To locate the Panama canal on a map and identifyits significance to trade to the rest of the world.	• The UK and Spain are both countries in the continent of Europe. • Madrid is the capital city of Spain. It is located in central Spain. • The 'Gran Via' or the 'Great Way' is a busy shopping areas known as the street that never sleeps. • Parc Guell is a public parked designed by Antonio Guadi in Barcelona. • La Sagrada Familia is a famous landmark in Barcelona, also created by Guadi – it is still not finished (Estimated to complete in 2026) • Andalucia, situated on the south coast of Spain and is famous for bullfights. • Flamenco is a style of dance traditional to Spain. • Paella is a Spanish dish particularly associated with the region of Valencia on the east coast. • The Euro is the currency of Spain. • The Spanish flag is known as the 'Rojigualda' which means 'red and yellow'. • There are 19 countries in Europe. • Spain is divided into regions, called autonomous communities (there are 17)– in the UK we would call these regions or counties. Each community has its own capital city, flag and government. • Spain borders Portugal, France and Andorra. It also borders Gibraltar – a British Overseas Territory. • Spain is surrounded by the Atlantic ocean, the Bay of Biscay , the Mediterranean sea and the Balearic sea. The Strait of Gibraltar separates Spain from mainland Africa's Morocco. • The Canary Islands include 7 islands and the Balearic Islands consist of 4 major isles. • Spain has nearly 5000km of coastline (4964km), there are over 1800 rivers and
			Spain is home to the Pyrenees mountain range which is 430km long. • Catalonia is approx. 7.5 million people and has two main languages – Spanish and Catalonian. • Weather is conditions outside over a short time, climate refers to conditions outside over a long time (months/years). • Spain has three climates: Oceanic (warm summer, mild winter, high rainfall, less sun), Continental (hot summer, snow in winter, high rain in spring) and Mediterranean (mild, wet winters, dry summers—continuous temperatures). • Tourism is the commercial organisation of holidays and visits to places of interest. Key Skills • Use maps, atlases, globes and digital/computer mapping to locate countries, states and geographically significant land features (including different regions, borders and surrounding waters of Spain).
Lesson Sequences	1. What is the water cycle? 2. How do rivers erode, transport and deposit materials? 3. Why are rivers important? 4. What effects does water pollution have on the environment? 5. Where is the River Nile and where is the River Mersey? 6. How are the River Nile and the River Mersey similar?	1. What countries make up North America? 2. What is the climate like in North American countries? 3. What are the geographical features of North America? 4. What are the capital cities of countries in North America? 5. How ado time Zones compare to others around the world? 6. How is Liverpool similar to an American city? 7. What are the human and physical feature of a North American country?	1. What are the similarities and differences between the UK and Spain? 2. Where is Spain? 3. What are the physical features of Spain? 4. How is the Spanish culture different to our own? 5. How is Catalonia different from the rest of Spain? 6. What is the climate like in Spain? 7. Why is tourism important in Spain?

Vocabulary			
	River, water cycle, evaporation, transpiration, movement, condensation, precipitation, liquid, gas, runoff, surface water, floodplain, tributary, bay, waterfall, clouds, delta, erosion, upstream, oxbow lake, downstream, basin, valley, source, bank, mouth, bay, downstream, map, atlas, Egypt, Merseyside, River Nile, River Mersey, erosion, deposition, transport, pollution.	North America, states, countries, map, atlas, territory, climate, weather, geographical features, city, capital cities, time Zones, Liverpool, similar, different, human features, physical features, culture, population, indigenous, size and scale, biome, trade.	Spain, Europe, similar, different, map, location, autonomous community, bordering country, sea, ocean, physical geography, coastline, river, mountainous regions, human geography, culture, food, Fiestyas, music, dance, Catalan, Catalonia, independence, opinion, weather, climate, climate Zones, temperature, tourism, advantage, disadvantage.

Year 4 - Autumn

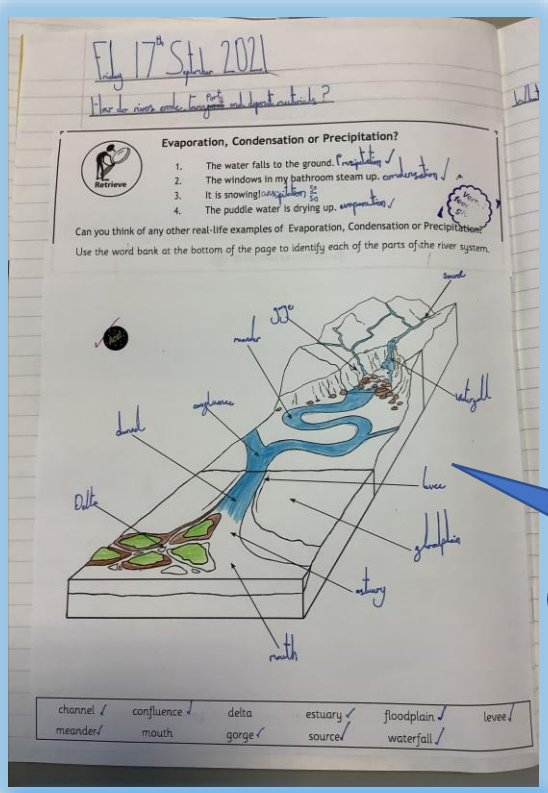
Rivers

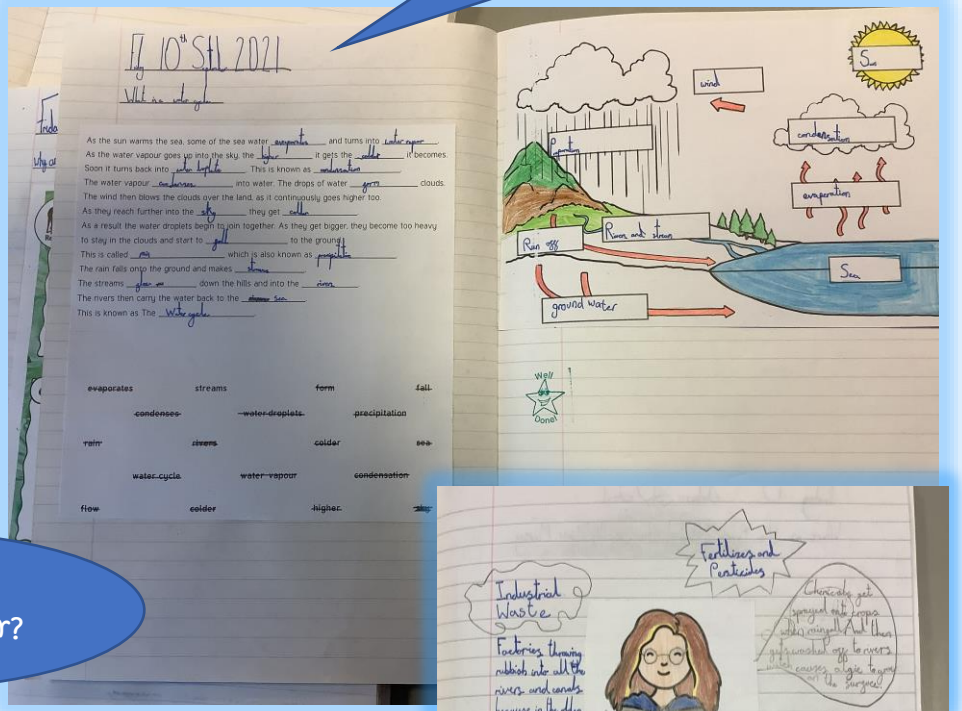
What is the Water Cycle?

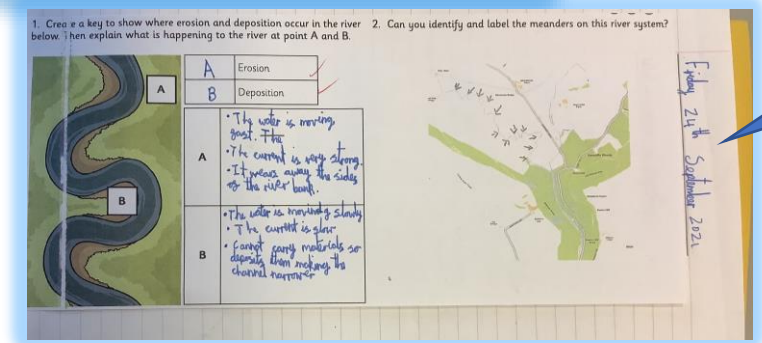
What are the courses of a river?

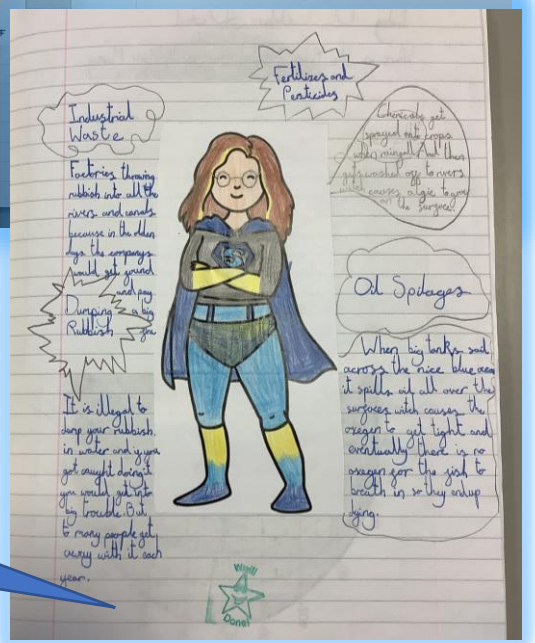
What is Erosion and Deposition?

Why are rivers important?







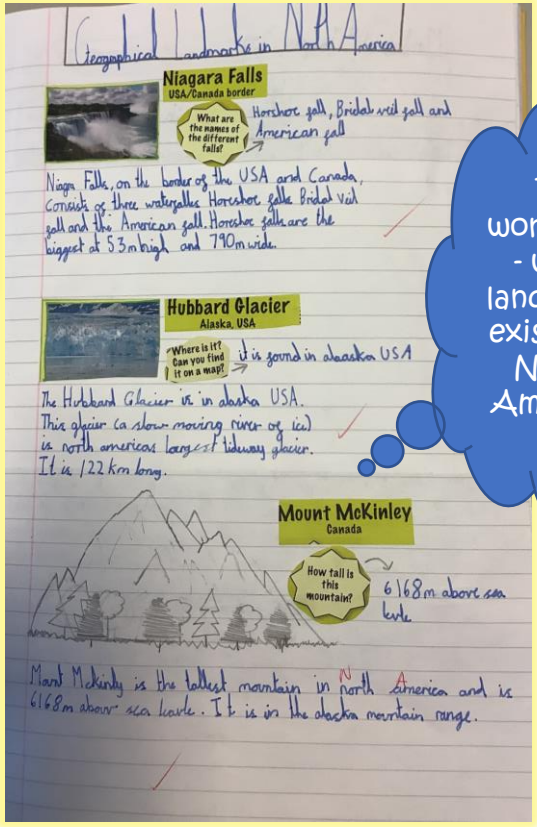


Year 4 - Spring

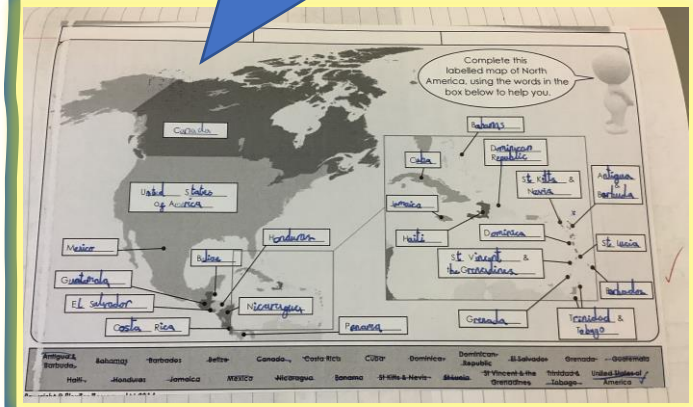
North America

Cross curricular cooking!
We made cornbread and learnt all about how farming of corn was a huge part of their diet and livelihoods.

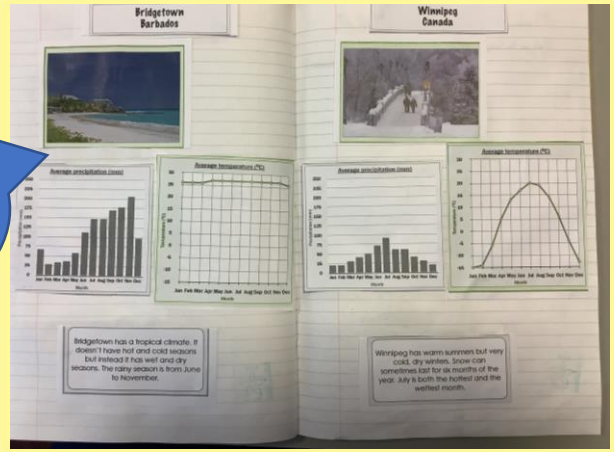
We wondered - what landmarks existed in North America?



We enjoyed using the maps to learn and find all 23 countries in North America.



The children used their knowledge of graphs and charts to match up their levels of precipitation and temperatures with the correct countries.



Year 4 - Summer

Spain and Catalonia

What are the bordering countries of Spain?

Skills covered this half term:

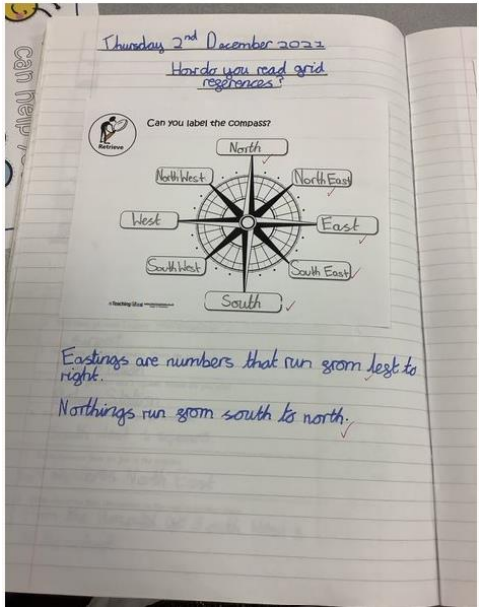
- Use maps, atlases, globes and digital/computer mapping to locate countries, states and geographically significant land features.
- To use a map scale to understand the significance of the size of Britain compared to the size of the Spain and Catalonia.
- To locate autonomous communities of Spain.

What are the regions of Spain?

Year 5

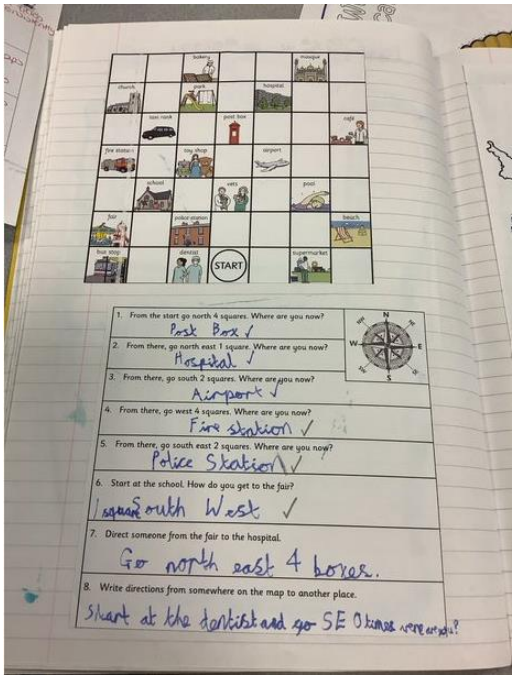
Unit title	Marvellous Maps	Climate Zones and Tectonic Plates	Enough for Everyone
Knowledge	• Know the location of UK cities, beyond the capitals, and their identifying human and physical characteristics • Know and can name significant human characteristics and physical features of UK, including the statues of the Angel of the North, Bridges (including Clifton Suspension Bridge), Forest of Dean and mountains (including Ben Nevis). • Know the location of countries in Europe (Lyon and Kiev) and North and South America identifying human and physical characteristics (Stavanger, Norway on the coast of the North Sea) • Know how to find information in an atlas, using the index and simple coordinates • Know how to use a key for more complex geographical features on a ordnance survey map (place of worship, parking, gold force, nature reserve, cycle trail, train station, campsite, footpath, motorway, main road) • Know how to use 4 and 6 figure grid references on a map • Know the advantages and disadvantages of digital navigation comparative to use of compass and maps. • Know and can use the terms; lines of longitude/latitude, including the Tropic of Cancer, Topic of Capricorn, as well as previously learnt terms (Equator and Prime Meridian and can use these to support explanation of geographical locations, including continents. • Develop knowledge and understanding of worldwide time zones and understand that these are caused by the earth's rotation on its axis. Key Skills • Locate and name key lines of latitude and longitude on a map • Use the eight points of a compass to build knowledge of the UK and the wider world on a map. • Use four and six figure grid references to build knowledge of the UK and wider world • Use atlas to locate places using latitude and longitude references. • To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. • Develop an understanding of the concept of different time zones through interpretation of time zone maps. • Use an atlas and a time zone map to identify the time in certain cities in relation to the UK.	• To know and understand the nature of the different climate zones around the world- The polar zones, the temperate zones and the tropical zones. • To know that climates become more varied in locations further from the equator and can be affected by different factors, such as elevation. • Understand that climate change has occurred naturally over millions of years but is now being influenced negatively by human activities • understand what the greenhouse effect is and which gases are involved (cross-curricular- science). • Understand the impact of climate change on the different climate zones worldwide • Understand that a biome is a large-scale ecosystem defined by its climate, temperature, soil type and water. • The main biomes and their features- desert, tundra, tropical, taiga/deciduous forest, grasslands, coral reefs and mountainous. • As elevation increases the type of vegetation found on land will change from deciduous forest to grassland to ice and snow. • Develop knowledge of the water cycle in the context of the water cycle in a geographical context and the processes, including condensation, evaporation, percolation, run-off and precipitation. • Earthquakes are caused by different types of movement in the earth's tectonic plates • Volcanoes are caused when magma rises to the surface of the Earth, which causes bubbles of gas to appear in it. This gas can cause pressure to build up beneath the surface, and ieventually explodes. • Know that earthquakes are most likely to happen in the Ring of Fire around the edge of the Pacific Place. Key Skills • Use ordnance survey resources https://www.ordnancesurvey.co.uk/mapzone/geography/weather-and-climate/page-eight- to verify predications about the climate in a specific location according to its geographical location • label the different climate zones and biomes around the world using geographical knowledge to identify which countries are in which zones/biomes. • used atlases to identify where the Andes and other mountain ranges are and predicted what their climate will be • compared and contrasted the two ways of measuring earthquakes - the Richter and Mercalli scales • identify and describe which countries are most likely to experience earthquakes based on their geographical knowledge • made connections between their geographical understanding and their knowledge of scientific changes of state • To give the location of places of geographical interest (including those represented by maps with symbols) using four and six- figure grid references	• Identify important features of a settlement site. • Rank human needs by importance to me. • Tell you the main stages of electricity distribution. • Use an atlas to locate a given place. • Label a map using a key. • Identify what makes an energy source renewable. • Find the country or town of origin on a food label. • List some foods that are produced in the UK. • Tell you what food miles are. • Identify ways to reduce food wastage. • Tell you that food shortages are a global problem. • Tell you about the causes of food shortages in a country in South or Central America. • Reflect on my own role in reducing pollution Key Skills • Identify important features of a settlement sit • Rank human needs by importance to me. • Tell you the main stages of electricity distribution. • Use an atlas to locate a given place. • Label a map using a key. • Identify what makes an energy source renewable. • Find the country or town of origin on a food label. • List some foods that are produced in the UK. • Tell you what food miles are. • Identify ways to reduce food wastage. • Tell you that food shortages are a global problem. • Tell you about the causes of food shortages in a country in South or Central America. • Reflect on my own role in reducing resource shortages around the world.
Lesson Sequence	1. How do you use a map? 2. How do you read a map? 3. What are the eight points of a compass? 4. How do you read grid references? 5. How can you plan a route using grid references? 6. How has land use changed over time?	1. What is happening with our weather? 2. How is water distributed across the world? 3. What extreme weather conditions are there across our world? 4. What are earthquakes and what causes them? 5. What are tsunamis and how are they caused? 6. What are volcanoes and how are they formed?	1. What do settlers need? 2. How is electricity generated and distributed? 3. Why do we need renewable sources of electricity? 4. Where does our food come from? 5. Why do we need to conserve food, water and energy supplies? 6. Is there enough for everyone?
Vocabulary	Latitude, longitude, prime meridian, index, nature reserve, national boundary, wind turbine, level crossing, north-east, south-east, north-west, south-west, ordinance survey, eastings, northings, grid references, symbols, routes, compass, land use	Weather, climate, arctic circle, equator, Antarctic circle, Tropic of Cancer, Tropic of Capricorn, precipitation, evaporate, condensation, transpiration, drought, combustible, blizzard, cyclone, flood, hail, hurricane, lightning, tornado, typhoon, earthquakes, tectonic plates, crust, mantle, outer core, inner core, faults, Richter scale, tsunami, magma, lava, active, dormant, extinct	Settlement, resources, services, goods, electricity, supply, generation, power, Gigawatt (GW), Coal, nuclear, CCGT, pumped storage, renewable, non-renewable, solar power, wind power, biomass, origin, import, export, food miles, as the crow flies, efficiency, conservation, carbon footprint, poverty, food security, famine

Year 5 - Autumn

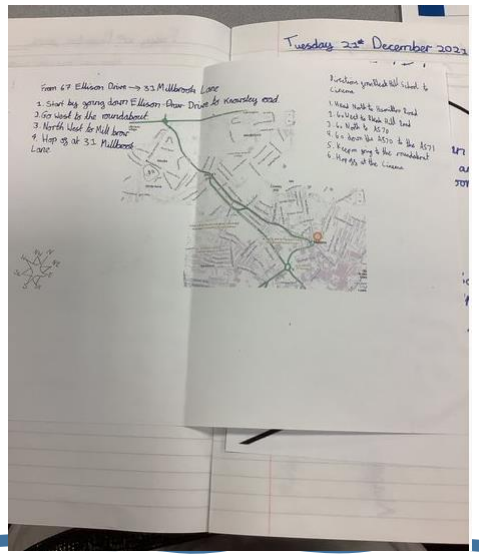


How do you read grid references?

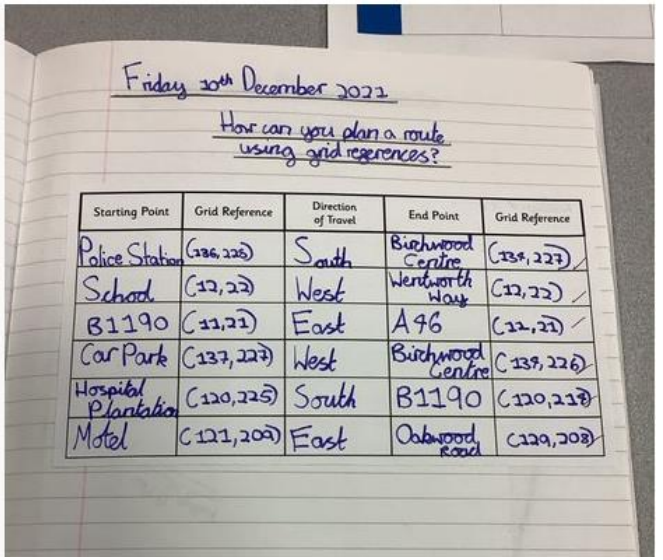
Understanding the 8 points of a compass



How do you plan a route using grid references?

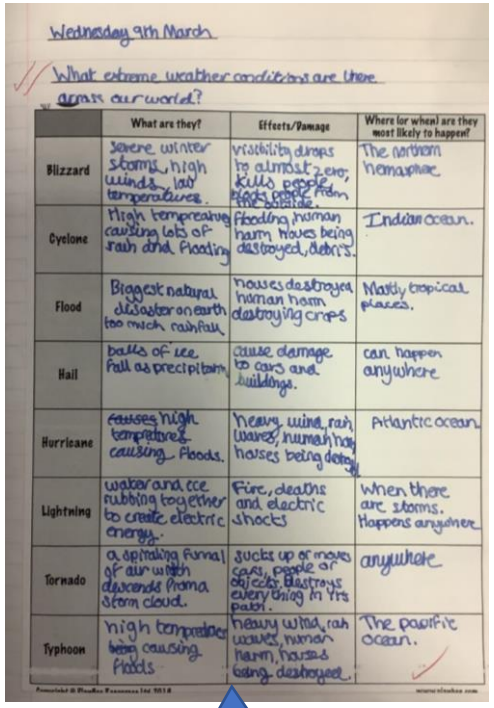


Planning a route through St Helens



Starting Point	Grid Reference	Direction of Travel	End Point	Grid Reference
Police Station	(136,226)	South	Birchwood Centre	(138,227)
School	(12,22)	West	Wentworth Way	(12,22)
B1190	(11,21)	East	A46	(12,21)
Car Park	(137,223)	West	Birchwood Centre	(139,226)
Hospital Plantation	(120,225)	South	B1190	(120,218)
Motel	(121,209)	East	Oakwood Road	(129,208)

Year 5 - Spring



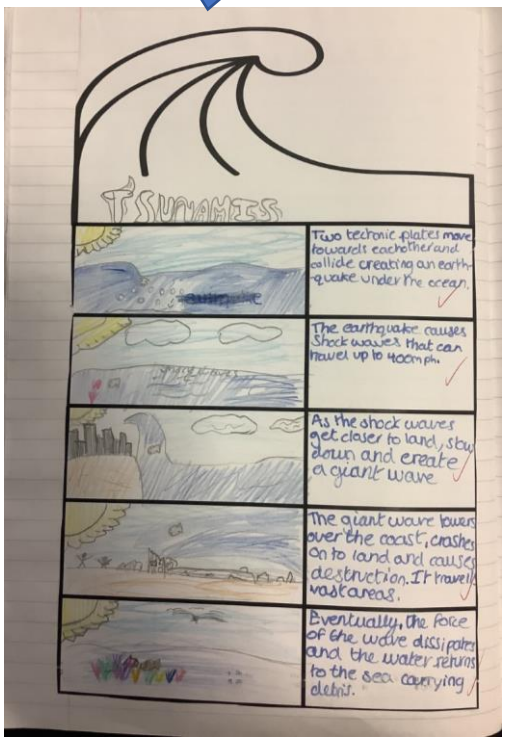
Wednesday 9th March

What extreme weather conditions are there across our world?

	What are they?	Effects/Damage	Where (or when) are they most likely to happen?
Blizzard	Severe winter storms, high winds & low temperatures.	visibility drops to almost zero, kills people, stops people from the outside.	The northern hemisphere.
Cyclone	High temperatures causing lots of rain and flooding	flooding, human harm, trees being destroyed, debris.	Indian ocean.
Flood	Biggest natural disaster on earth too much rainfall	houses destroyed, human harm, destroying crops	Mostly tropical places.
Hail	balls of ice fall as precipitation	cause damage to cars and buildings.	can happen anywhere
Hurricane	causes high temperatures causing floods.	heavy wind, rain, waves, human harm, horses being destroyed	Atlantic ocean
Lightning	water and ice rubbing together to create electric energy.	Fire, deaths and electric shocks	When there are storms. Happens anywhere
Tornado	a spiraling funnel of air which descends from a storm cloud.	sucks up or moves cars, people or objects. Destroys everything in its path.	anywhere
Typhoon	high temperatures being causing floods	heavy wind, rain, waves, human harm, horses being destroyed.	The pacific ocean.

Exploring different types of extreme weathers and where they take place in the world.

Understanding what Tsunamis are and how they are formed.



TSUNAMIS

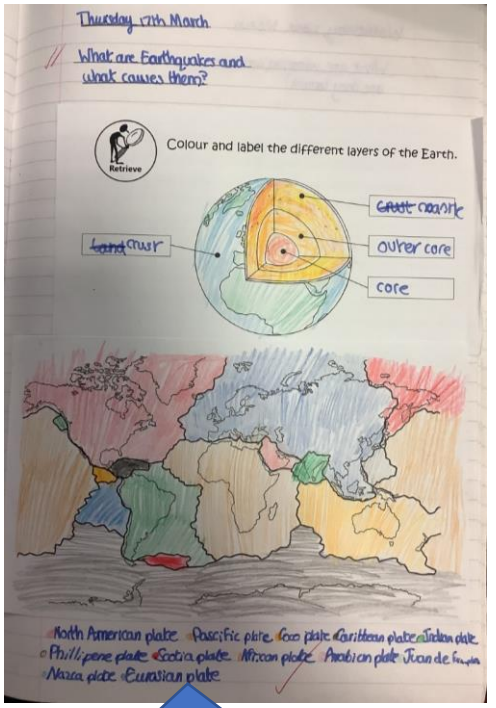
Two tectonic plates move towards each other and collide creating an earthquake under the ocean.

The earthquake causes shock waves that can travel up to 400mph.

As the shock waves get closer to land, slow down and create a giant wave

The giant wave towers over the coast, crashes on to land and causes destruction. It travels vast areas.

Eventually, the force of the wave dissipates and the water returns to the sea carrying debris.



Thursday 17th March

What are Earthquakes and what causes them?

Retrieve

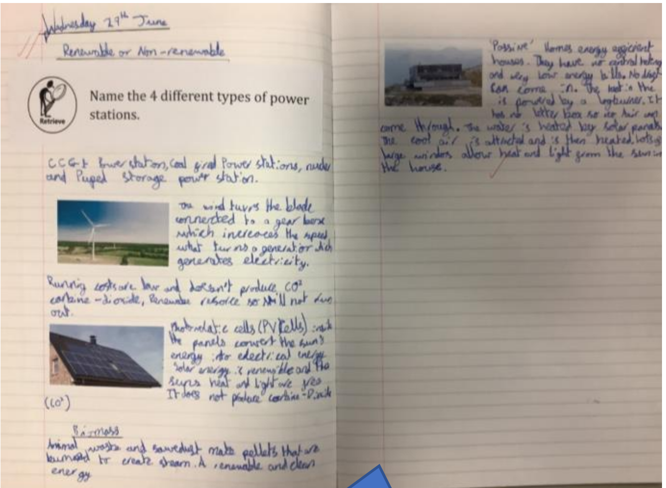
Colour and label the different layers of the Earth.

crust
outer core
core

North American plate Pacific plate Cocos plate Caribbean plate Indian plate Philippine plate Scotia plate African plate Arabian plate Juan de Fuca plate Nazca plate Eurasian plate

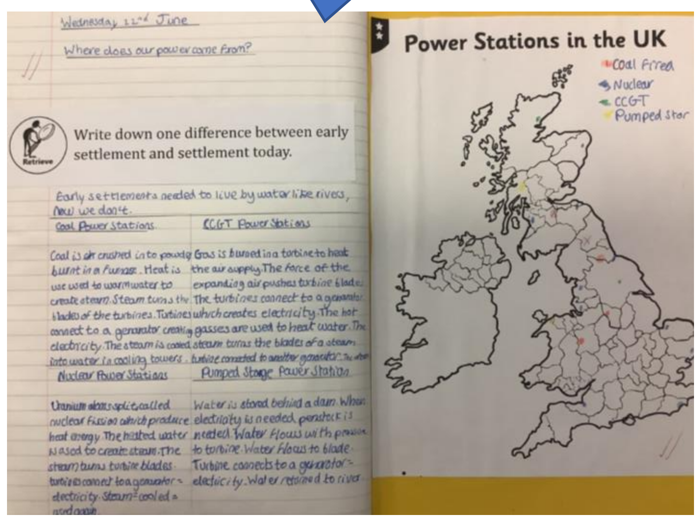
Exploring what causes earthquakes.

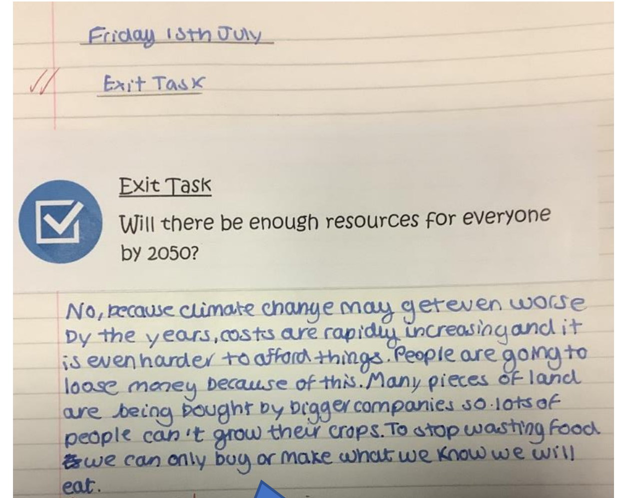
Year 5 - Summer



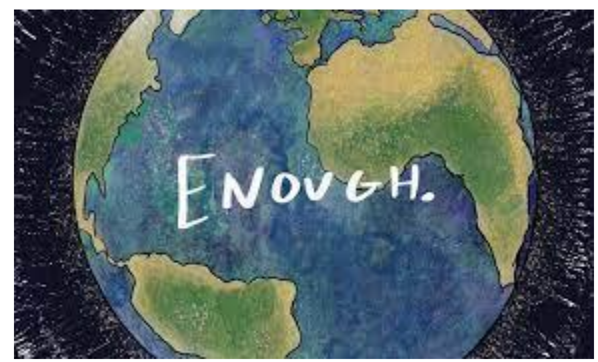
Looking at how we obtain renewable and non-renewable power sources.

Looking at different power stations and where they are located in the UK.





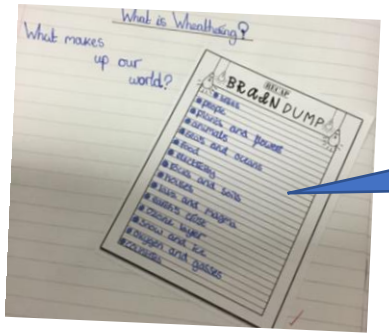
Exit task based on a challenge question from the topic of learning.



Year 6

Unit title	Our Changing World	South America	Trade and Economics
Knowledge	• There are three types of weathering: physical chemical and biological. • Erosion is where natural materials are worn away and transported away by environmental features • Physical weathering is where water gets into cracks, freezes, expands and cracks • Chemical weathering is when acidic rainwater causes chemical reactions with eventually dissolves rock. • Biological weathering is caused by animals and plants • Features of a coastline include coasts, dunes, caves, bays, beaches, cliffs, headland, arches, stumps, stacks, spits • Spits are formed by deposition • Bays, headlands, arches, stacks and stumps are formed by erosion • Landscapes change over time for many reasons including : new houses, new buildings and roads being built, old buildings demolished or updated; areas of land may be cleared for farming or building • Some areas of land may be protected(for example listed buildings, national or country parks, green belt conservation areas, sites of special scientific interest and world heritage sites. • Many counties and borders across the world have and are still changing , due to human political activity and natural activity • Human/political activity includes: tribes claiming areas of land, invasion/war, migration of settlers, royal/political unions • Natural activity includes: rising sea levels and natural processes such as changing river courses or volcanic eruptions Key Skills • Identify coastal features of the UK • Can explain how the make up of the UK has changed over time • Explain how landscapes change over time	• There are 12 countries in South America and almost 400 million people live there. • Brazil is the largest country and covers almost half the continent. It is only slightly smaller than the USA. • South America's largest river is the Amazon, which is the second longest river in the world. The Amazon carries more water than any other river in the world. • The Amazon rainforest in South America is so big that if it were a country, it would be the ninth biggest in the world. • Sao Paulo is the largest city with more than 20 million people living there. • Spanish is the most popular language in South America even though Brazilians speak Portuguese. • The Incas were the largest group of indigenous people in South America when the Europeans arrived. • Rio De Janeiro was discovered by the Portuguese on 22nd April 1500 • The statue of Christ the Redeemer is a religious monument which can be found at the top of Corcovado Mountain • Sugarloaf Mountain is one of the most famous natural landmarks. The topcan be reached by cable car. • Copacabana Beach is one of the most famous and beautiful beaches in theworld. It is 4km long. • Maracana Stadium was named after the Rio Maracana, a river in Rio deJaneiro. Many famous football players have played there. • Rio de Janeiro is famous for its three-day carnival. During that time, Rio isfilled with dancing, music, singing and lots of street parades showcasing colourful costumed dancers performing the samba. Key Skills • Use an atlas to identify countries, states and regions of geographicalinterest. • understand the necessity of a key and use this to help read maps ofincreasing complexity. • Use computer/digital mapping to locate countries and regions, as partof own research to support description of features studied. • Understands how aspects of the human and physical features of Rioare similar and different to London and the wider UK.	• Know and can explain what trading is • Know and can explain the difference betweenimports and exports • Know and can list some goods exported from theUK • Know and can list some goods imported to the UK • Know and can name some countries the UKexports goods to: • Know and can name some countries that the UKimports goods from • Know the location of El Salvador and can name some goods exported from El Salvador to the UK • Know and can list some products that are fairlytraded • Know and can describe how goods can be theproduct of more than one country: • Know and can describe how trade takes placetoday • Know and can describe how trade took place inTudor and Victorian times. Key Skills • Use an atlas to find countries and locate ElSalvador on a world map: • analyse evidence and draw conclusions, considering the impact and influence on people/everyday life • Describe routes and direction, location linking points of compass to degrees on compass • Reflect on the impact trade has on an area and generate ideas for cause and effect.
Lesson Sequence	1. What is weathering? 2. What are the features of a coastline? 3. How do coasts change? 4. Why do boundaries change? 5. How do landscapes change? 6. What does the future hold?	1. Where is South America and what countries are there? 2. What is the climate like in South America? 3. What are the major mountain ranges in South America? 4. What is the human geography of South America like? 5. How does trade and industry work in South America? 6. How is Brazil similar and different to the UK?	1. Why do we trade? 2. Who do we trade with? 3. Why do we trade with El Salvador? 4. Why is fair trade important? 5. What is a global supply chain? 6. How has trading changed?
Vocabulary	Weathering, physical weathering, chemical weathering, acid, dissolve, minerals, biological weathering, erosion,	Trade, location, economics, industry, geographical features, climate, climate zones, temperate, sub-tropical, Andes, Brazil, Spanish, Portuguese, language, culture, human geography, world trade, products, import, export, Ecuador, Colombia, Venezuela, Guyana, Suriname, French Guinea, Bolivia, Peru, Paraguay, Argentina, Uruguay.	Trade, trade links, import, export, Tudor, Victorian, British Empire, Globalisation, brand, multinational company, supply, fair trade, Fairtrade, El Salvador, key.

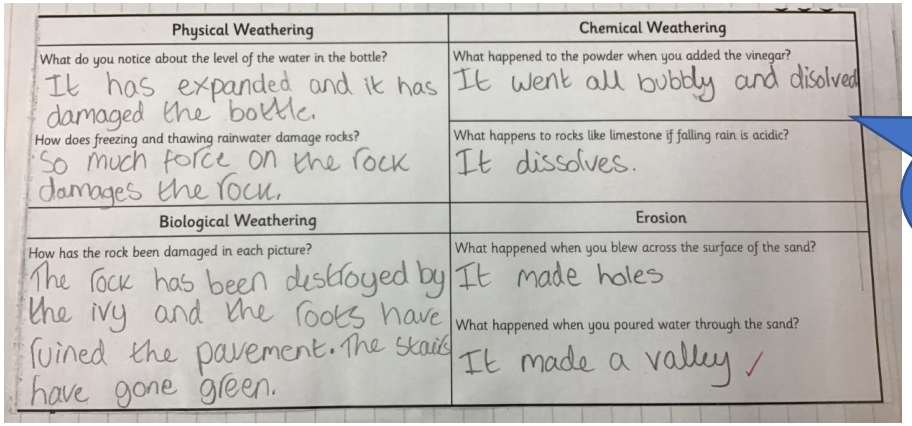
Year 6 - Autumn



Recap task.
This establishes a starting point for learning

Pupils were given the opportunity to prove subject knowledge after learning the key knowledge about weathering: the children carried out experiment an exploring different types of weathering and erosion.

Year 6 - Autumn

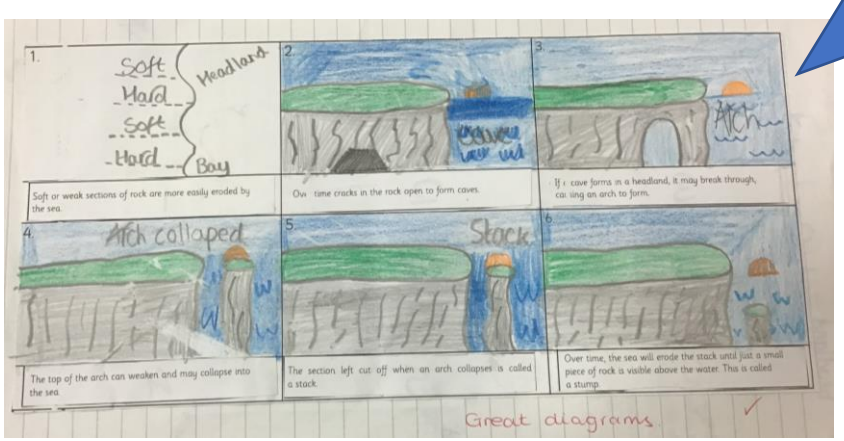


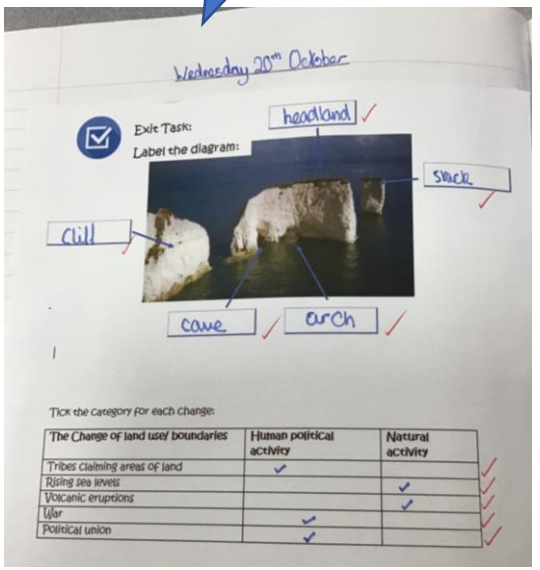
Physical Weathering	Chemical Weathering
What do you notice about the level of the water in the bottle? It has expanded and it has damaged the bottle.	What happened to the powder when you added the vinegar? It went all bubbly and disolved
How does freezing and thawing rainwater damage rocks? So much force on the rock damages the rock.	What happens to rocks like limestone if falling rain is acidic? It dissolves.
Biological Weathering	**Erosion**
How has the rock been damaged in each picture? The rock has been destroyed by the ivy and the roots have ruined the pavement. The stairs have gone green.	What happened when you blew across the surface of the sand? It made holes What happened when you poured water through the sand? It made a valley ✓

Observations from weathering experiment recorded.

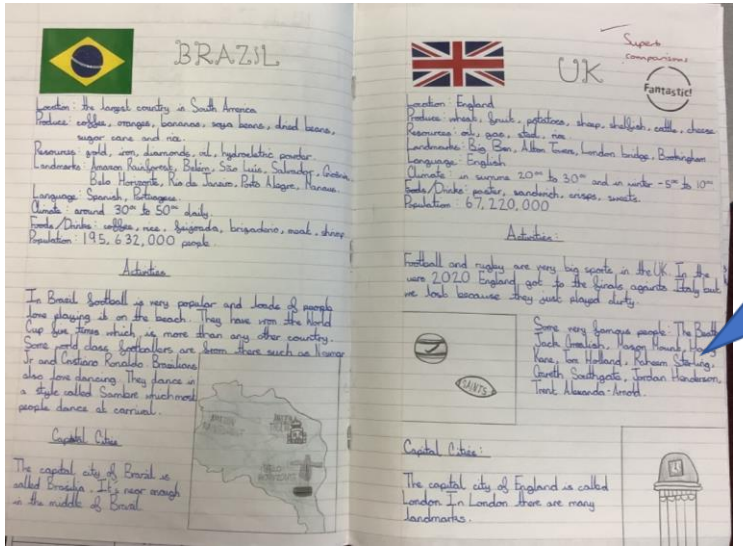
Exit task: This identifies what pupils are able to do that they couldn't before.

Diagrams to explain the process of coastal erosion. Building on knowledge of weathering.

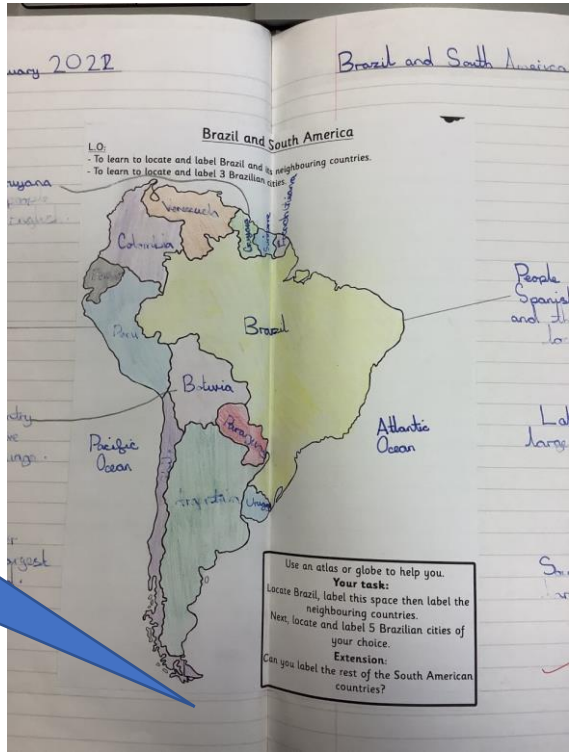




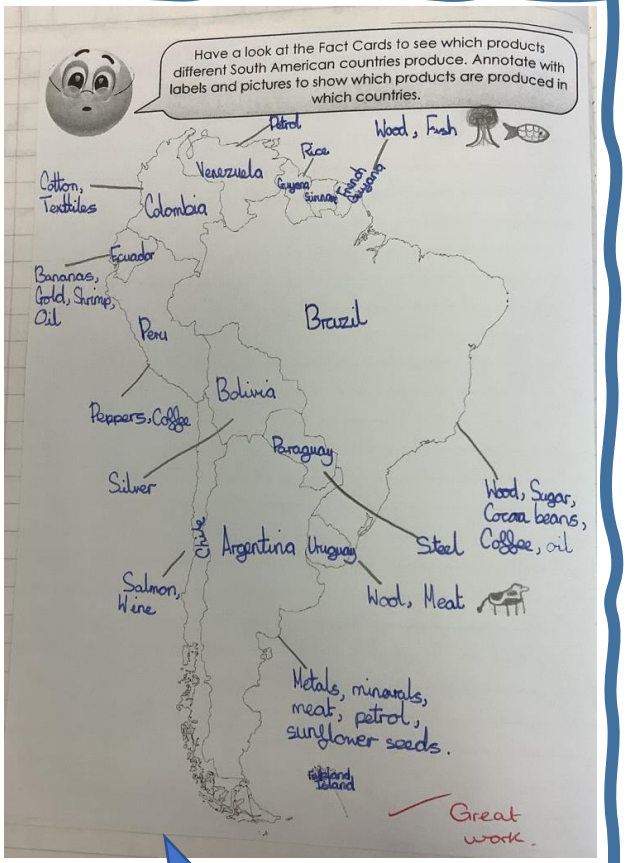
Year 6 - Spring



Comparisons between Brazil and United Kingdom – referencing London

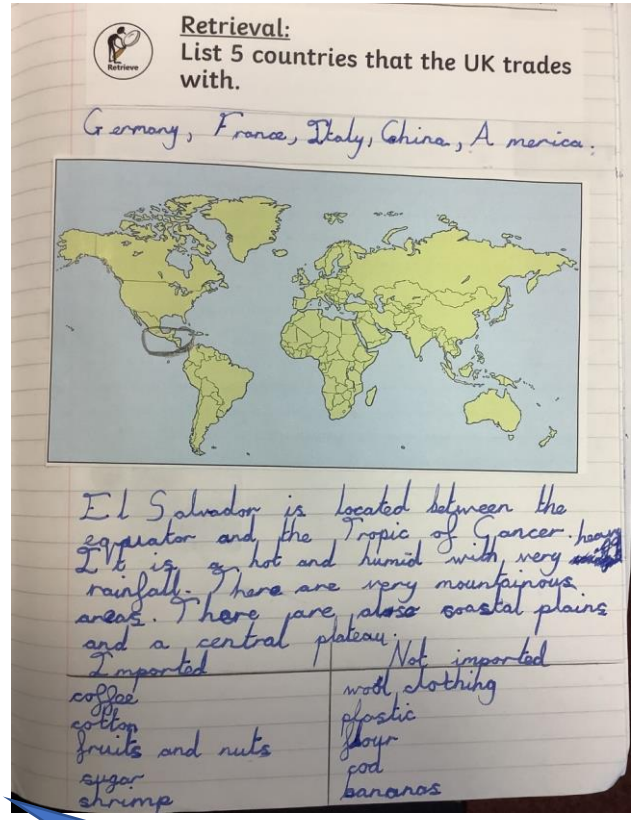


Using an Atlas to locate different countries. Using a key to find out different information about that country e.g. landscapes.



Finding out different items that a traded from South America using digital resources.

Year 6 - Summer



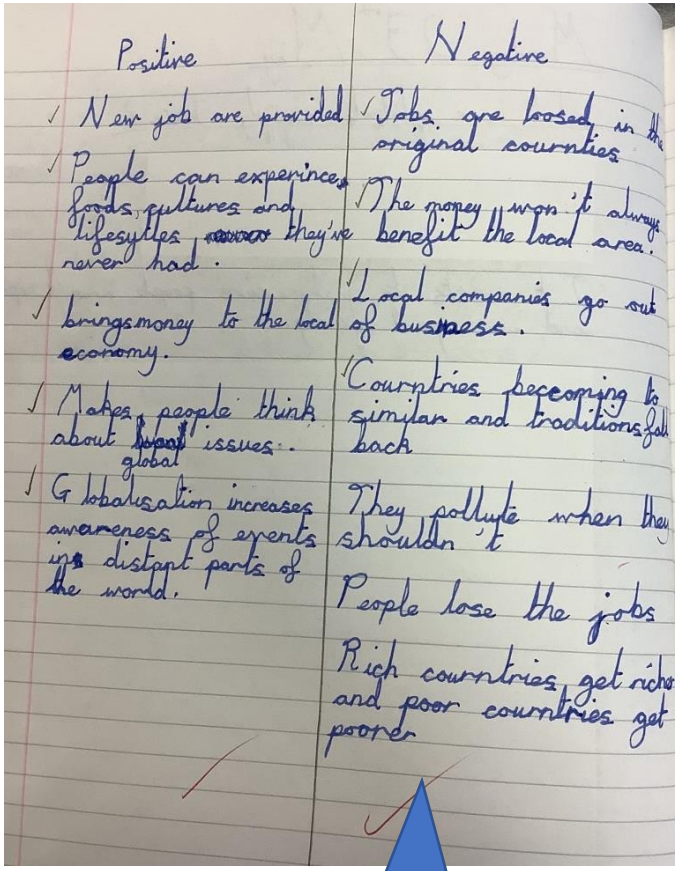
Retrieval:
List 5 countries that the UK trades with.

Germany, France, Italy, China, America.

El Salvador is located between the equator and the Tropic of Cancer. It is hot and humid with very heavy rainfall. There are very mountainous areas. There are also coastal plains and a central plateau.

Imported	Not imported
coffee	wool, clothing
cotton	plastic
fruits and nuts	flour
sugar	cod
shrimp	bananas

Locating El Salvador on a map using an atlas to support the learning.



Positive	Negative
✓ New job are provided	✓ Jobs are loosed in the original countries
✓ People can experince foods, cultures and lifesyltes they've never had.	✓ The money won't always benefit the local area.
✓ brings money to the local economy.	✓ Local companies go out of business.
✓ Makes people think about global issues.	✓ Countries becoming to similar and traditions fall back
✓ Globalisation increases awareness of events in distant parts of the world.	They pollute when they shouldn't
	People lose the jobs
	Rich countries get richer and poor countries get poorer

Analysing evidence and drawing conclusions considering the impact on every day lives.