



Reaching for the Stars *with Aspiration and Hope*

Bromesberrow St. Mary's Geography Long Term Plan (Rolling Programme)

At Bromesberrow St. Mary's school our approach to Geography is to ensure that we have a clear coverage plan in place to enable all children to experience the breadth of the National Curriculum for History. Class One has a one year cycle, Class Two, a two year cycle and Class Three, a three year cycle. We plan our topics as we go and these are populated in the table as we plan to ensure that teachers are able to be creative and flexible in approach, so as to capitalise on the children's interests and national and local events at the time.

What we teach: National Curriculum Objectives

We teach the Early Years Foundation Stage (for our preschool and Reception children) and the National Curriculum, broken down into Key Stage 1, Yrs. 1 and 2; and Key Stage 2, yrs. 3-6. We have set out the objectives below to set out the expectation as children progress in their learning throughout the school.

Early Years Foundation Stage

At the end of the Early Years (end of reception year) children should know about:

People and communities: children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions

The world: children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.



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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.

National Curriculum Objectives	<p>Pupils should be taught:</p> <p><u>Locational knowledge</u></p> <ul style="list-style-type: none"> • name and locate the world's seven continents and five oceans • name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas <p><u>Place knowledge</u></p> <ul style="list-style-type: none"> • 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 • use basic geographical vocabulary to refer to: <ul style="list-style-type: none"> - 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 <p><u>Geographical skills and fieldwork</u></p> <ul style="list-style-type: none"> • 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 <p>Geography – key stages 1 and 2 3</p>
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	<ul style="list-style-type: none"> • 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.
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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.

National Curriculum Objectives	<ul style="list-style-type: none"> • Pupils should be taught: <p><u>Locational knowledge</u></p> <ul style="list-style-type: none"> • 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) <p><u>Place knowledge</u></p> <ul style="list-style-type: none"> • 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 within North or South America Human and physical geography • describe and understand key aspects of:
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- 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 eight points of a compass, four and six-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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What we will be teaching and when

Below we have set out clearly the progression and specific subject knowledge children will be taught at each stage of their learning.

Class One (EYFS and Y1)

Underlined and bolded = coverage expectations for Year 1

Following our enquiry led curriculum, we ask questions...

EYFS

	Area of Learning	Positive Relationships	Enabling Environments
Development Matters (Guidance document)	<p>Understanding the World: The World</p> <p>22-36 months: Notices detailed features of objects in their environment</p> <p>30-50 months: comments and asks questions about aspects of their familiar world such as the place they live or the natural world.</p>	<p>Tell stories about places and journeys</p> <p>Arouse awareness of features of the environment in the setting and immediate local area eg make visits to shops or parks.</p> <p>Introduce vocabulary to enable children to</p>	<p>Provide story and information books about places such as a zoo or the beach, to remind children of visits to real places.</p> <p>Use the local area for exploring both the built and natural environment.</p> <p>Provide play maps and small world equipment for children to create their own environments.</p>



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	<p>40-60 months: looks closely at similarities and differences.</p> <p>ELG: children know about similarities and differences in relation to places. They talk about features of their own immediate environment and how environments might vary from one another.</p>	<p>talk about their observations and to ask questions.</p> <p>Use appropriate words eg town, village, road, path, house, flat, to help children make distinctions in their observations.</p> <p>Help children to find out about the environment by talking to people, examining photographs and simple maps and visiting local places.</p> <p>Encourage children to express opinions on natural and built environments and give opportunities for them to hear different points of view on the quality of the environment.</p>	<p>Give opportunities to record findings by eg eg drawing, writing, making a model or photographing. Provide stories that help children to make sense of different environments. Provide stimuli and resources for children to create simple maps and plans, paintings, drawings and models of observations of known and imaginary landscapes.</p>
Vocabulary			



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Road, path, village, town, street, motorway, caravan park, trailer, house, flat, bungalow, farm, shops, park, school, natural, man built, maps, plans, landscapes, journeys, similar, different, environment, *beach, zoo, forest, seaside,* (dependent on children's interests)

Spring – Year One

Topic: We are the United Kingdom

Covering-

Q: *Where do we come from?* Our local area (Bromesberrow St. Mary's C of E School, Bromsberrow Heath, Ledbury, Gloucester/Hereford)

Q: *How does nature change?* Seasons and weather

Q: *How 'big' is our world?* Bigger picture locational knowledge

Locational Knowledge

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

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
- 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

Objectives

Children need to locate and name the capital cities of the UK.

Children need to locate and name the local village of Bromsberrow Heath, Ledbury town and Gloucester and Hereford.

Children need to be able to use key geographical vocabulary to describe key physical and human features in their local area (river, season and weather, town, factory village, farm, office, house and shop)



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Children need to recognise the changes in the seasons and be able to describe these.

Children need to name and identify the different weather types (rain, sun, snow, sleet, wind, hail, thunder and lightning)

To help children develop an understanding of where the UK is in relation to the rest of the world:

Children need to name and locate the world's seven continents and five oceans

Children need to locate the Equator as the midpoint between the Poles.

Children need to locate the North and South Polar regions.

They need to know that countries close to the Equator are hot countries and countries close to the Poles are cold countries

Geographical skills and fieldwork

- 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**.

Objectives

Children need to be able to use first hand observation to investigate the school grounds.

Children need to be able to draw a basic map of the school grounds, showing physical and human features

Children need to be able to use an aerial photograph of the school to recognise key physical and human features

Children need to use digital technology (Google Earth and Maps) to recognise key physical and human features

Children need to be able to recognise human and physical features, as well as landmarks from a map of our local area

Children need to be able to use positional language (left, right, backwards, forwards)



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Vocabulary

Country, Ocean, Sea, Pacific, Indian, Atlantic, Arctic, Southern, Europe, Australasia, Africa, Asia North, South America, Antarctica, rain, sun, snow, sleet, wind, hail, thunder and lightning, Spring, Summer, Autumn, Winter, temperature, weather, hot, cold, human, physical, map, school, street, road, village, town, river, city, shop, house, farm, factory , church, village hall, caravan site, motorway left, right, backwards, forwards.



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Class Two (Year 2 and 3)

Underlined and bolded = coverage expectations for Year 1

Following our enquiry led curriculum, we ask questions...

Specific Year 2 objectives= highlighted blue

Specific Year 3 objectives highlighted yellow

Spring A

Topic: Discovering the United Kingdom

Covering-

Q: What makes us the United Kingdom? The United Kingdom basics

Q: Where does water come from? The Water Cycle

Q: Where do mountains come from? How mountains are formed

Q: What is it like to be by the seaside? Exploring a Seaside Town

Q: How can maps help us? Developing map reading skills

Objectives covered:

Locational Knowledge

- **(Ks2) 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
- (ks1) name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas

Objectives



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Y2-Children are able name key cities of the United Kingdom (London as capital of England, Cardiff as capital of Wales, Belfast as the capital of Northern Ireland and Edinburgh as capital of Scotland)

Y2-Children are able to name and locate the main mountains (Ben Nevis, Scafell Pike, Mt. Snowdon)

Y2-Children are able to name and locate the surrounding seas in the UK (Atlantic Ocean, North Sea, Irish Sea and English Channel)

Y2/Y3 Children are able to recognise key human and physical geographical characteristics (river, hills, mountains, coast, cliff, beach, lakes, reservoir)

Y3-Children can name and locate the standard geographical regions of the UK (South West, East Anglia, West Midlands, South East, North West and North East, East Midlands, Yorkshire)

Y3-Children are able to name and locate the key local counties of Herefordshire, Worcestershire and Gloucestershire

Y3-Children are able to name and locate key rivers (Thames, Wye, Severn)

Human and Physical Geography

- 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
- (KS2) 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

Objectives

Y2- Children are able to describe the journey of a river (source, stream, river, lake, sea and ocean)

Y2- Children are able to describe the key physical and human features of a seaside location (beach, cliff, coast, sea, ocean, port, harbour, pier)



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Y3-Children are able to name the key water cycle features (rain, source, meander, stream, river, lake, spring, mouth, sea, ocean, evaporation, clouds)

Y3-Children know how large mountains and mountain ranges were formed (by tectonic plates colliding and buckling)

Y3-Children are able to understand how contour lines work on a map and use these to create maps showing different gradient of land.

Place Knowledge

- (KS1) **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

Objectives

Y2/3-Children are able to use aerial photographs to name and describe key physical and human geography features of a seaside town (farm, church, school, shop, street, beach, cliff, forest, river, stream, caravan park, mountain, hill, valley, lake, motorway, road, street, house)

Y2/3-Children are able to sketch their own maps showing key physical and human features

Y3 to be extended to include keys and use simple grid referencing

Geographical skills and fieldwork

- (KS1) 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
- KS1 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

Objectives



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Y2-Children are able to use aerial photos and recognise, name and locate landmarks and human, physical features (mountains, forests, valley, factory, office, port harbour)

Y2-Children are able to create their own maps, using simple symbols, and grids with letters and numbers.

Y2-Children are able to use the 4 points of a compass

Y3- Children are able to use the 8 points of a compass.

Y3-Children are able to understand Ordnance Survey symbols and keys to build up knowledge of a local place, the UK and the wider world.

Vocabulary

Y2: change, urban, rural, atlas, rivers, mountains, contour, compass, location, aerial photo, landmark, physical and human, North, South, East and West, rain, clouds, lake, stream, river, sea, ocean

Y3: Scale, Ordnance Survey, key, settlement, compass, grid reference, North , North East, North West, South, South East, South West, West and East, precipitation, source, meander, tributary, spring, mouth, evaporation, condensation, tectonic plates, constructive and conservative margins, earthquake, buckling, crust, collision.

Spring B

Topic: Voracious Volcanoes!

Covering-

Q: Why do volcanoes explode? Volcanic eruption

Q: What makes the Earth shake? Earthquakes

Q: Why do people settle down? Settlements

Locational Knowledge

- (KS1) 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**

Objectives

Y2/3-Children to be able to describe the physical and human features of a volcanic settlement/region e.g. Volcano Village and the Hawaii Volcano National Parks.



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Y2/3-Children to be able to describe the physical and human features of an extinct volcanic site/area in the UK e.g. Glen Coe, Giant's Causeway

Human and Physical Geography

- (KS2) 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

Objectives

Y2/3-Children to recognise and name the different types of home/buildings/shelter in different settlements from around the world

Y2/3-Children to be able to describe different settlements and why people settle (fertile land by volcanoes (The Hawaii Volcano National Park, river settlements)

Y3-Children to be able to name and locate key volcanoes from around the world (Mt. Vesuvius in Italy, Mt. Etna in Italy, Mt. St. Helens in USA, Krakatoa in Indonesia Mauna Loa in Hawaii and Mt. Fuji in Tokyo).

Y3-Children to be able to describe what happens when a volcano erupts

Y3-Children understand what happens when an earthquake happens

Y3-Children know about a volcanic eruption from the past e.g. Krakatoa, now anak Krakatoa (son of).

Geographical skills and fieldwork

- (KS1 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
- (KS2) use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied



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Y2-Children are able to use simple compass directions (North, South, East and West)

Y2-Children are able to use the 4 points of a compass

Y2/3- Children are able to use maps, atlases and digital/computer mapping to describe features being studied e.g. using Google Earth/maps to identify and describe the human and physical features of Volcano Village.

Y3- Children are able to use 8 point compass directions (North, North East, North West, South, South East, South West, West and East)

Key Vocabulary

Y2- Human and Physical, hills, valleys, mountains, rivers, streams, roads, village, house, shop, Compass, North, South, East and West, map, globe, atlas settlement, fertile, vegetation, precious stones

Y3- Volcano, magma, lava, crater, mantle, core, eruption, ash cloud, crust, tectonic plates, mountains, earthquake, vent, pyroclastic flow, fault line, volcano bombs, mud flow, earthquakes, constructive and conservative margins, focus, seismic waves, epicentre, Richter Scale, seismograph, North, North East, North West, South, South East, South West, West and East, geothermal energy, tourism, resources , scenery

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Class Three (Y4, 5 and 6)

Spring A

Topic: The Amazing Americas

Covering-

Q: What makes America? Countries, cities, physical and human landmarks

Q: Why are some areas different to others? Climate and biomes, focusing on the Amazon Rainforest

Q: What does trade look like in America and how has this changed? Trade, changes in trade over time

Objectives

Locational

- 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
- 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)

Objectives

Children are able to locate latitude and longitude

Children are able to describe the significance of latitude and longitude

Children are able to locate the Equator and Northern and Southern Hemisphere and are able to describe the significance of these.

Children are able to locate and describe the significance of the Tropics of Cancer and Capricorn (The Tropic of Cancer is the most northern latitude on the Earth where the sun can appear directly overhead. The Tropic of Capricorn is the most southern latitude on the Earth where the sun can appear directly overhead) and the Arctic and Antarctic Circle



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Children can describe the significance of meridian

Children are able to locate the Americas and name the key countries and states.

Children can name and locate the major cities in North America

Y4/5/6-Children are able to name, locate and describe the main human and physical landmarks (Golden Gate Bridge, Grand Canyon, White House, Statue of Liberty, Grand Central Station, Mount Rushmore, Hollywood sign, Central Park, Empire State Building, the Space Needle, The Alamo, Hoover Dam, Yellowstone Park, Disney Land, Everglades, Times Square and Rocky Mountains.

Y5/6-Children are able to compare and contrast the differences in climate across the Americas, recognising the impact of the Equator in this and proximity to the Poles.

Y5/6-Children are able to describe a natural landmark, explaining key characteristics (Yellowstone Park, Rocky Mountains, Everglades)

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**

Objectives

Children are able to compare and contrast the different biomes of the Americas, focusing in on the Amazon Rainforest and Desert Biome (Death Valley, Mojave Desert)

Children are able to learn about the trade of North and South America and how important this is to the country (gold, fuel oil, coffee or banana). This is to be broken down to look at:



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-Early trade in America, learning about natural resources

-How and why trade became global

-Trade today, learning about important energy imports and exports (oil, machinery, computers, aircraft and spacecraft, consumer goods, food, vehicles, plastics, precious metals/gems and pharmaceuticals)

Children are able to use their maths skills to interpret graphs, tables and diagrams to answer geographical questions

Geographical skills and fieldwork

- (KS2) use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied

Children are able to use scale bar on maps

Children are able to interpret a topographic map

Children are able to sketch their own maps using topography

Vocabulary

Y4-region, material, energy, change, global, trade, natural, land use, climate, desert, forest, mountain, rainforest, human and physical, manufacture, buy and sell, Equator, Northern and Southern Hemisphere

Y5- region, raw, material, energy, change, global, trade, fuel, natural, resource, labour, distribution, industry, network, land use, import and export, climate and biome, desert, forest, mountain, prairie, rainforest human and physical, manufacture, economy, Equator, Northern and Southern Hemisphere, time zone

Y6- region, raw, material, energy, change, global, trade, fuel, natural, resource, labour, distribution, industry, network, interconnection, sustainability, import and export, climate and biome, desert, forest, mountain, prairie, rainforest, human and physical, manufacture, international, economy, Equator, Northern and Southern Hemisphere, Tropic of Cancer, Tropic of Capricorn, meridian, Greenwich Mean Time, topographic

Spring B

Topic: Roaring Rivers

Covering-

Q What are the important rivers around the world?

Q what are the key features of a river?

Q Why are rivers important?

Q What are the advantages and disadvantages of a dam?



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Locational

- Locate rivers using an atlas (The Mississippi River, The Amazon, The Nile River, Ganges, River Avon, River Severn, and River Thames).
- Give the location of one major dam (Kariba Dam; Zimbabwe, Bratsk Dam; Russia, Akosombo Dam; Ghana, Daniel Johnson Dam; Canada, Guri Dam; Venezuela, Kielder Dam; UK, Haweswater Dam; UK, Lake Vyrnwy Dam; Wales, Three Gorges Dam; China).
- Locate Seas, rivers go into (Gulf of Mexico, Atlantic Ocean, Mediterranean Sea, Ganges Delta, Severn Estuary, Thames Estuary, and North Sea).
- Children are able to name and locate the main mountains and mountainous regions (Scafell Pike, Snowdon and Ben Nevis, Pennines, Brecon Beacons, Dartmoor, Lake District, Peak District, Cambrian, Snowdonia, Grampians, Southern uplands, North York Moors.)

Human and Physical 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 within 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**

Objectives

Yr 4/5 and 6- Children are able to:

List the main events in the water cycle,

Describe the place in which the source of a river is found,

List some features of a river's upper course,

List some features of a river's middle course,

List some features of a river's lower course,

Describe how water erodes a riverbank,

Describe how deposition changes the shape of a river,

List some ways that rivers are used,

List some advantages for different uses of a river,

List some disadvantages for different use of rivers,

Describe what a dam is,

Give the location of one major dam



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Yr 5/6- Children are able to:

Explain that the water cycle keeps going,
Identify the place in which the source of a river is found,
Compare the length of rivers,
Compare the features of a river at different points along its course,
Explain how meanders form,
Describe how waterfalls are formed,
Sort the ways rivers are used into categories,
Give at least two reasons why dams are built,
Identify the advantages and benefits of building a dam,
Identify the disadvantages and risks of building a dam.

Yr 6- Children are able to:

Explain why the water cycle is a closed cycle,
Identify key locations along a river,
Compare the discharge of rivers,
Explain how an oxbow lake forms,
Identify oxbow lakes on a map and photograph,
Identify possible future impacts of river use.

Geographical skills and fieldwork

- Use photographs, maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.

Objectives

Children are able to identify meanders on a map and photograph.

Children are able to identify rivers and oceans using a map.

Vocabulary

Y4- Water cycle, source, mouth, tributaries, valley, channel, rapids, gorge, floodplain, confluence, levee, delta, river, lake, estuary, ocean, upper course, middle course, lower course. Erodes, riverbank, deposition, dam, meander, leisure, industry, conservation

Y5- Water cycle, source, river, mouth, valley, channel, rapids, gorge, floodplain, confluence, levee, delta tributaries, lake, estuary, ocean, upper course, middle course, lower course, erodes, riverbank, deposition, meanders, waterfalls, dam, leisure, industry, conservation, reservoir.

Y6- Water cycle, source, river, mouth, valley, channel, rapids, gorge, floodplain, confluence, levee, delta tributaries, lake, estuary, ocean, upper course, middle course, lower course, erodes, riverbank, deposition, discharge, oxbow lake, tidal bore, leisure, industry, conservation, reservoir.



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Spring C

Topic: The world around me.

Covering-

Q What are important landmarks in the UK?

Q How has our coastline changed over time? Why?

Q Why did the UK change? – Invasion, rising sea levels, war, migration.

Objectives

Locational

- 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

Objectives

Children can name and locate the standard geographical regions of the UK (South West, East Anglia, West Midlands, South East, North West and North East, East Midlands, Yorkshire)

Children are able to name and locate the key local counties of Herefordshire, Worcestershire and Gloucestershire *and know at least 3 others to be decided along with topic*

Children are able to focus in on a county, city or town (decided through topic) to compare and contrast land use patterns (farming, building, re-naturalisation). This needs to include either:

- Looking at an urban area/brown site or industrial site that has been re-naturalised e.g. gravel pits being turned into nature reserve.



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- Looking at the development building on countryside at a local level e.g. housing estate in Ledbury
- Redevelopment of an inner city, urban area e.g. Gloucester Docks rejuvenation
- Identify the location of some famous UK coastal features e.g Drudle door, Merlin's cave, The Needles.

Children are able to name, recognise and describe key landmarks of these (Edinburgh Castle, Scott Monument, Scottish Parliament, National Monument of Scotland/ The Tower of London, Houses of Parliament, Westminster Abbey, St Paul's Cathedral, Tower Bridge, Millennium Dome, The Gherkin, London Eye, Millennium Bridge, The Shard, Big Ben/ Cardiff Castle, Pierhead Building, The Animal Wall, The Principality Stadium, National Museum, Llandaff Cathedral, Cardiff Bay, Millennium Centre/Titanic Slipway, St. Anne's Cathedral, Albert Memorial Clock, Big Fish, City Hall, The Peace Wall, Clonard Monastery)

Human and Physical Geography:

Yr 4/5/6- Children are able to:

Explain what weathering and erosion mean;

Describe how erosion changes rocks;

Name some features of a coastline;

Name some famous UK coastal features;

Describe how erosion and deposition change the look of a coastline;

Name an area of the UK which has been affected by coastal erosion;

Identify how the UK's borders have changed over time;

Identify similarities in photographs of a landscape taken at different times;

Describe some ways that weather can change the landscape;

Describe how physical changes have affected Earth since 1800;

List some physical changes to the Earth predicted to occur by 2050;

Describe some ways that human activity changes the landscape.

Yr 5/6- Children are able to:

Name different types of weathering;

Describe how physical, chemical and biological weathering change rocks;

Explain how some coastal features are formed;

Describe how a coastline might have looked in the past;

Describe how the shape of Spurn Head has changed over time;

Identify how the borders of Europe have changed over time;



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Identify ways a landscape has changed over time;
Describe how human activity has changed the Earth since 1800;
List some human activity changes to the Earth predicted to occur by 2050.

Yr 6- Children are able to:

Explain how erosion and deposition form coastal features;
Describe how a coastline might look in the future;
Give reasons why the UK's borders have changed;
Give reasons why the borders of Europe have changed;
Give reasons why a landscape might have changed over time.

Geographical skills and fieldwork

- use the eight points of a compass, four and six-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

Objectives

Children are able to use the eight points of a compass to compare and describe the location of different places within the UK

Children are able to use 4 and 6 figure grid references to locate key human or physical features of a place they are exploring e.g. to find London eye on ordnance survey map of London or Le Mont St Michel in Normandy, France.

Children to use interview as a way to gain first-hand information to support fieldwork and learning about an area

Children to use sketches or photographs from either first-hand visit or from Google street view to support fieldwork.

Children to use tables and graphs to present their findings from fieldwork

Children can present their findings in graphs and charts e.g. a pie chart of how land is used



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Vocabulary

Y4- Counties, cities, town, urban, development, redevelopment, inner city, outer city, coastal features, landmarks, weathering, erosion, deposition, coastline, coastal erosion, similarities, differences, physical changes, landscape, weathering, coast, bay, beach, dune , cave, cliff, past, present.

Y5- Counties, cities, town, urban, development, redevelopment, inner city, outer city, coastal features, landmarks, weathering, erosion, deposition, coastline, coastal erosion, similarities, differences, physical changes, landscape, weathering, coast, bay, beach, dune , cave, cliff, past, present, physical weathering, biological weathering, chemical weathering, dissolve, freeze-thaw, headland, arch, stack, stump, spit, rising sea levels, boarders.

Y6- Counties, cities, town, urban, development, redevelopment, inner city, outer city, coastal features, landmarks, weathering, erosion, deposition, coastline, coastal erosion, similarities, differences, physical changes, landscape, weathering, coast, bay, beach, dune , cave, cliff, past, present, physical weathering, biological weathering, chemical weathering, dissolve, freeze-thaw, headland, arch, stack, stump, spit, rising sea levels, boarders, soft rock, hard rock, positive and negative changes, migration,