**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 Geography. Class One has a one year cycle, Class Two, a two year cycle and Class Three, a three year cycle. We plan our topics more specifically 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

**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)**

**Following our enquiry led curriculum, we ask questions…**

**EYFS**

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|  | **Knowledge of the World** |
| **Preschool (3-4 yr olds)**Enquiry:I wonder what it is like to be a ………… (fire fighter)?I wonder if people all the same?I wonder what lives in cold/hot places?**Reception (4-5 yr olds)**Enquiry:I wonder what it is like to be a ………… (nurse)?What is it like where I live?I wonder what lives in the Arctic/Africa?How do I know it’s Spring/Summer/Autumn/Winter? | **Children:*** Recognise and name features in their environment **e.g. road, path, stream, house, farm.**
* Are able to explore and learn about the different jobs that people in their community do **e.g. cleaner, chef, vet, doctor, firefighter, check out assistant and farm worker.**
* Begin to learn specific vocabulary related to different jobs **e.g. fire hose and uniform, aprons and gloves**
* Develop an understanding of difference and diversity, challenging stereotypes through learning about different occupations **e.g. firefighters are male and female from different nationalities and backgrounds**
* Know that there are different places (countries) in the world and that these are different in terms of people and nature **e.g. exploring the lives of the Eskimo people, who live in the Arctic region and subarctic regions (Greenland, Siberia and Canada) and the learning about the animals that live in these cold places (Polar Bears, Arctic foxes…); and or exploring the different people (rural and urban) and animals in Africa (Giraffe, elephant, zebra, lion…)**
* Learn about the different animals in different countries **(polar bears, arctic foxes, giraffes, elephants)** and are able to talk about these (using simple picture globes/atlases and books)
* Know about different animals in a local place (Eastnor Park) **e.g. butterflies, ducks, fish**
* Children recognise and talk about the changes in the weather **e.g. knowing it is raining today, but that it was sunny yesterday.** They know that it is important to dress for the weather to keep ourselves healthy and well.

**Children:*** Are able to talk about different occupations and people they know in their community. They use specific vocabulary in regards to this **e.g. nurse, injection, vaccination, medicine, healthy.**
* Are able to learn about their local environment (Bromesberrow) and the local town by visiting the place and making maps/observational drawings of landmarks
* Know the address of the school **e.g. Albright Lane in Bromesberrow**
* Can identify and recognise landmarks from their environment **e.g. the Ledbury Market House, the Market House Theatre, the swimming pool, the Clock Tower.**
* Develop their vocabulary to describe place **e.g. church, spire, weather vane, stained glass, grave yard, grave stones, altar, pew**
* Children are able to draw their own maps of animals within different places, using books and picture atlases to support them in this **e.g. drawing the Arctic and adding in arctic foxes, polar bears**, **Narwhals and Beluga Whale**s **and/or Africa with lions, elephants, giraffes**
* Are able to draw maps of places locally **e.g. visiting Eastnor park and drawing maps to include the Obelisk, Eastnor Castle, Midsummer Hill, camping fields, lakes, roads and paths, stream, Muntjac deer, rabbits, grass snakes, fish, ducks, butterflies, bees, mayflies…**
* Know that there are different seasons and that changes happen **e.g. the leaves change colour and begin to fall from the trees in Autumn and the days get shorter in Winter.**
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| **Vocabulary****Preschool:** road, path, village, town, house, trailer, farm, shop, park, school, map, beach, forest, seaside, river, place, church, weather, rain, sun, snow, country, , people, nature, Inuit/Eskimo, fishing, igloo, furs, cold, Polar bear, Arctic fox, Arctic Woolly Bear Moth, Arctic Hare, Beluga Whale, Narwhal, Reindeer, Snowy Owl Africa, tribe, ‘black and white’ skin, giraffe, elephant, zebra, lion, hippopotamus, rhinoceros, Eastnor,Eastnor Castle,Obelisk, hill, fields, lakes, rabbits, butterflies, fish, ducks, bees, mayflies.**Reception:** road, path, village, town, house, farm, shop, park, school, map, beach, forest, seaside, river, farm park, street, motorway, caravan park, flat, bungalow, natural, man-made, maps, plans, landscapes, journeys, similar, different, place, church, spire, weather vane, stained glass, graveyard, gravestone, altar, pew, Ledbury Market House, Clock Tower, Market House Theatre, Swimming Pool, park (the Rec), Inuit/Eskimo, fishing, igloo, furscold, Polar bear, Arctic fox, Arctic Woolly Bear Moth, Arctic Hare, Beluga Whale, Narwhal, Reindeer, Snowy Owl, Africa, tribe, ‘black and white’ skin, giraffe, elephant, zebra, lion, hippopotamus, rhinoceros, Eastnor,Eastnor Castle,Obelisk, Midsummer Hill, camping fields, lakes**,** Muntjac deer, rabbits, grass snakes, butterflies (peacock, meadow brown, red admiral, painted lady, tortoiseshell, common blue, cabbage white, brimstone), grass snakes, fish, ducks (moorhens, coots, mallard), bees (bumble and honey), mayflies. |
| **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 |
| National Curriculum:**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 on a map and name the local village of Bromsberrow Heath, Ledbury town and Gloucester and Hereford.Children need to learn about their community, focusing on the jobs that people do and how these are important to othersChildren 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)Children need to be able to talk about the people and animals in different places e.g. Africa and the Arctic and Eastnor ParkChildren 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 toname 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 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 featuresChildren need to be able to use an aerial photograph of the school to recognise key physical and human featuresChildren need to use digital technology (Google Earth and Maps) to recognise key physical and human featuresChildren need to be able to recognise human and physical features, as well as landmarks from a map of our local areaChildren need to be able to use positional language (left, right, backwards, forwards) |
| **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, Africa.  |

**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**

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| **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**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, Scaffel 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)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**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 compassY3- 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, oceanY3: 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. 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 worldY2/3-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 Indonsia Mauna Loa in Hawaii and Mt. Fuji in Tokyo.Y3-Children to be able to describe what happens when a volcano eruptsY3-Children understand what happens when an earthquake happensY3-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

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 compassY2/3- 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, atlassettlement, fertile, vegetation, precious stonesY3- 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 |

**Class Three (Y4, 5 and 6)**

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| **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 longitudeChildren 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 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 AmericaY4/5/6-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:-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 mapsChildren are able to interpret a topographic mapChildren 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 HemisphereY5- 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 zoneY6- 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?**  |
| **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 damYr 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, conservationY5- 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. |
| **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.
* 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 Gerkin, 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 Monastry)**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; 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 UKChildren 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 ordinance 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 areaChildren 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 fieldworkChildren can present their findings in graphs and charts e.g. a pie chart of how land is used |
| **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,   |