



Wyborne School Curriculum

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New Eltham
London SE9 2EH

Headteacher:
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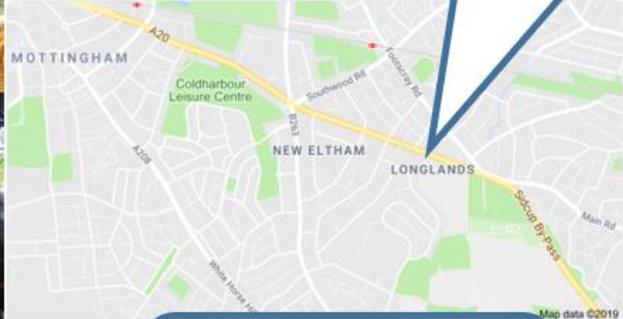
GEOGRAPHY

Amended
2022

By the end of Year 6 our children will say:

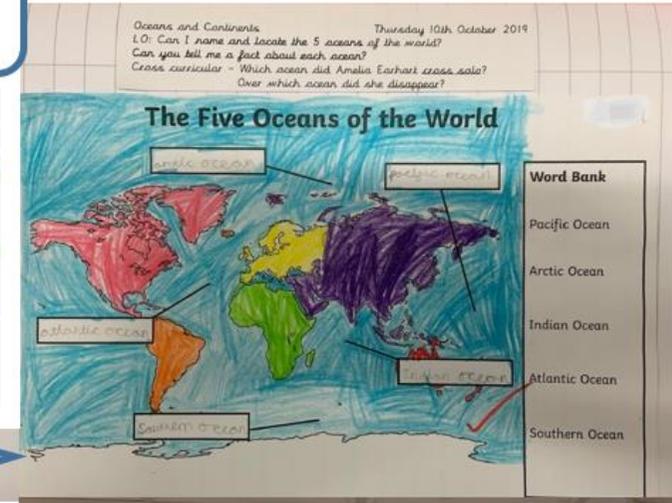


I like finding out about the world when we go to Forest School.



I like learning about places we live near.

I like learning about the oceans of the world.



I like creating a whole year group display of our work. visitors get to see it too!



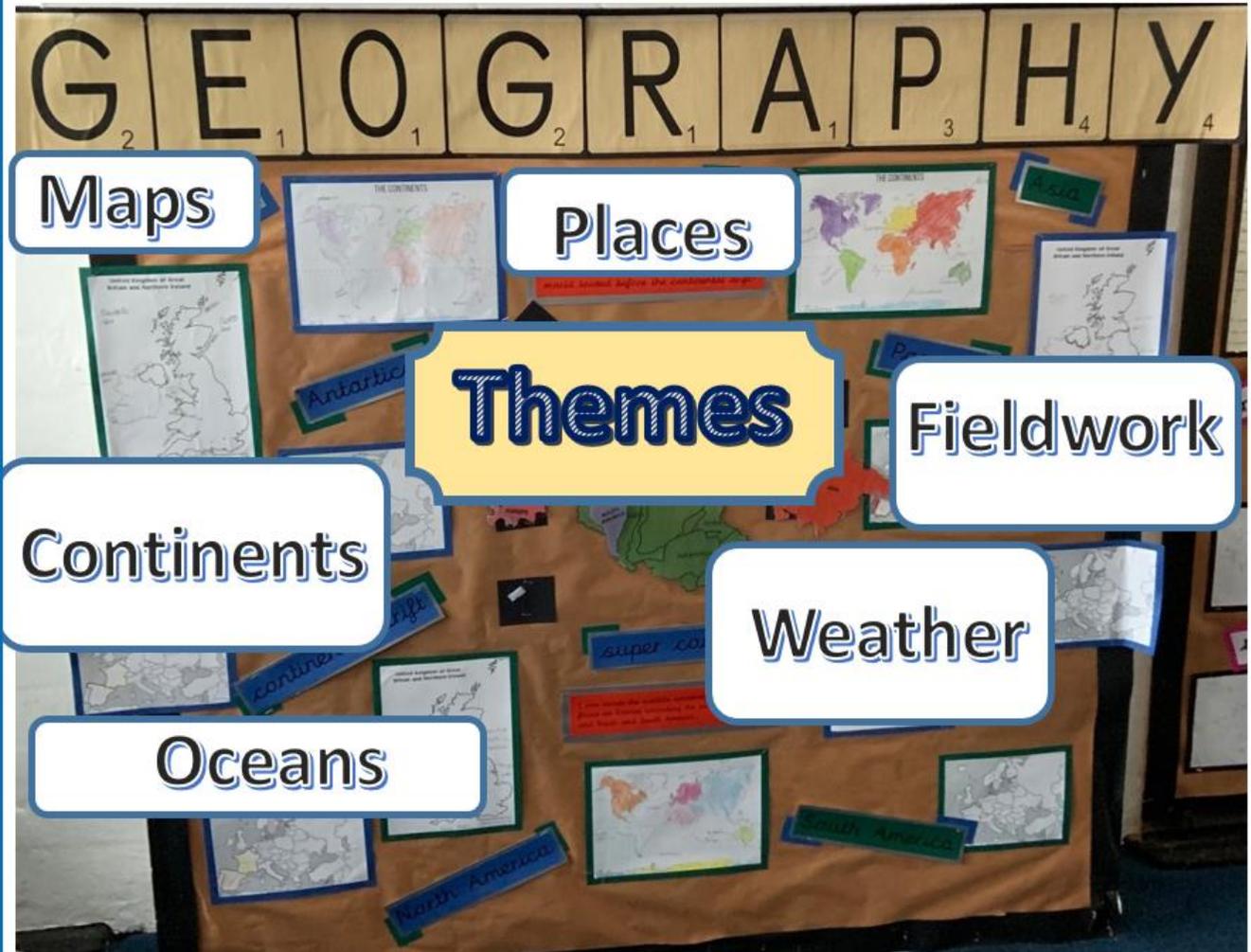
What we are trying to achieve for our learners through the history curriculum.

The vision for our pupils at Wyborne is that during their learning journey they will be provided with the opportunities, in first class teaching sequences, to broaden and apply their knowledge and skills through historical enquiry.

As children develop an ever increasing complex set of knowledge, skills and vocabulary, they will be able to communicate their understanding in a variety of structured formats. They will be able to make coherent links between studies through over-arching repetitive themes and will be able to compare and make links between the significant people and events they study. Our pupils will learn how people and civilisations across the world have influenced and shaped the present day through their legacies. They will develop an ever increasing understanding of chronology and be able to order and place the peoples and civilisations studied confidently in time.

Wyborne pupils will have a love of learning in history and routinely be curious and inquisitive, asking and answering key questions through research, analysing artefacts and source materials and through stories. They will learn to be discerning about their validity and worth as evidence of the past.

Our pupils will develop a geographic and historic understanding of their immediate and local environment and be aware of the wealth of opportunities provided by living in London.



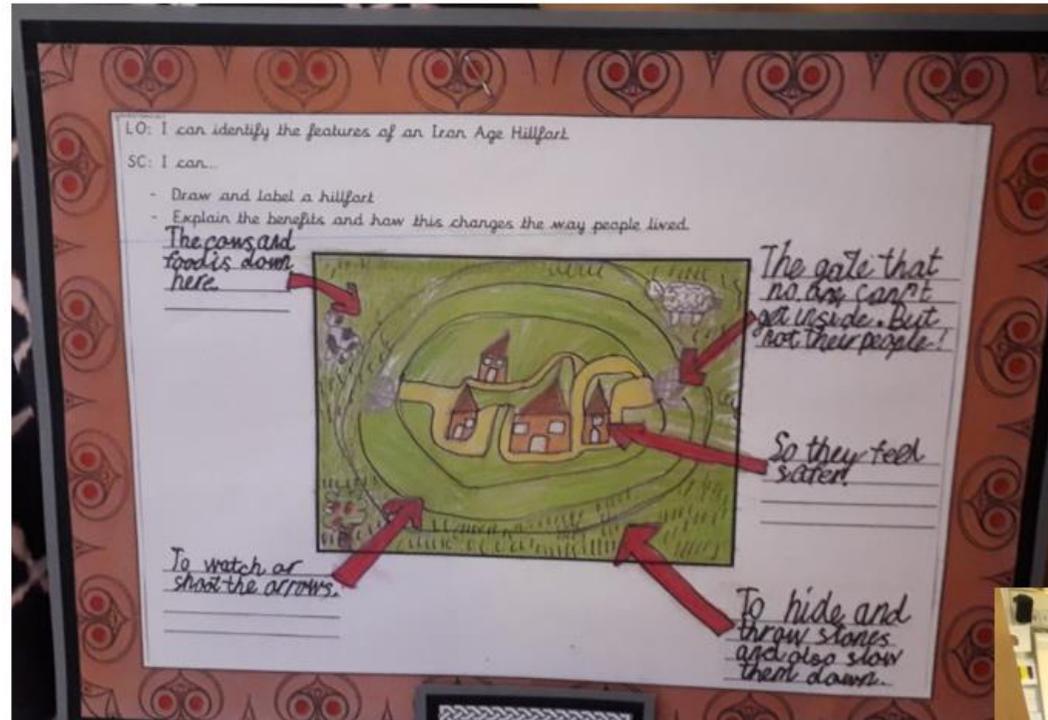
How will we assess what children have learnt?

Through various methods of teacher assessment; observations of children working, interacting, talking and questioning, whole class and group discussion; observing children's responses to lessons; how they communicate their learning through artwork, role play, or in written responses and homework as well as marking written work, teachers will make judgements as to children's attainment and progress in history.

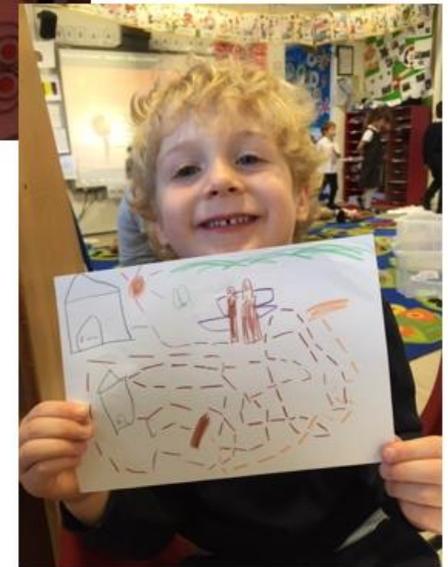
Both children's knowledge and skills will be assessed together in order to judge learning.

The expectation is that children will become ever more sophisticated in their ability to communicate their learning but equally this will be seen in practical projects e.g. build an Anderson shelter or role play an encounter with a historical figure.

We will use an internal tracking system based on teacher assessments over time to summarise children's achievements at points in the year. These will be reported in respect of children working Towards Age Related Expectations, Children working At Age Related Expectations or Children working at Greater Depth in relation to Age related Expectations.



Wyborne School
Curriculum



Geography Topics – Year Groups at a glance:

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Understanding the World	The Place We Live	Where in the World	Natural Disasters – Volcanoes	Rivers	Investigating Our Streets	The Americas

Geography Association Login: <https://www.geography.org.uk/>

- User name: **904081**
- Password: **Geography@Wyborne9**

EYFS – In the early years, Geography comes under the umbrella of **understanding the world**. This is area of learning, helps children to make sense of their physical world and their community. The frequency and range of children’s personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children’s vocabulary will support later reading comprehension.

<p>EYFS</p> <p>Knowledge (substantive Geographical content) Significant people/ Significant events/ Visits</p>	<p>Themes:</p>	<p>Subject Rationale: How does this work support children’s wider Geography journey. What does it build upon and what does it prepare them for in the future (proximal role of the content)</p>	<p>Key Vocabulary</p>	<p>Statutory Framework for EYFS</p> <p>The Statutory framework for Early Years Foundation Stage was published in March 2021 and became effective from September 2021</p>	
<p>WHOLE SCHOOL TOPIC TBC X 2 per year. See Whole School Display Floor Topic Books. Rationale: To keep teaching fresh, creative, relevant and contextualised.</p>	<p>Dependent on topic</p>		<p>Dependent on topic</p>	<p>Early Learning Goal</p> <p>People, Culture and Communities</p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> - Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps - 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. 	
<p>Nursery</p> <p>ALL YEAR: Forest School</p> <p>Autumn You Choose In Space - Nick Sharratt</p> <p>Spring Chinese New Year We’re Going On a Bear Hunt</p>		<p>You Choose In Space - Nick Sharratt – Autumn 2 Complete a planet puzzle that focuses upon drawing a planet and mark making or writing a planet’s name. Reads planet name labels and planet order cards. Mark making of planet names. This book helps to develop children’s understanding of contrasting environment.</p> <p>We’re Going On a Bear Hunt – Spring 1</p> <p>This books provides the opportunity to discuss the different locations and places the family walk: river, forest and cave. This book can be used to introduce new vocabulary to compare similarities and differences between the places the family visit.</p>		<p>The Natural World</p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> - Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. 	

The Colour Monster

Summer

Harry Saves the Ocean
The Whale and the Snail
Julian and the Mermaid

Chinese New Year – Spring 1

Know that there are different countries in the world and talk about the differences they have experienced or seen in photos

What food do you think they eat in China? What is healthy food in China? How do they eat food? Look at China on a map.

Use all their senses in hands-on exploration of natural materials – Spring 1 Introduction to rivers and sea

Resources: Natural resources found in the sea/river:
Where do you find rivers? Where is the sea? Look at maps to locate rivers and the sea. Introduce the difference between a river and the sea. How do these natural materials get there? Explore different types of things found in the sea (shell, driftwood, rocks etc.) Discuss how they feel and what they could have been used for?

Begin to understand the need to respect and care for the natural environment and all living things – Spring 1

What lives amongst the clouds? What lives in the mountains?

What lives in the river and what lives in the sea?

Begin to understand the need to respect and care for the natural environment and all living things – Spring 2

Worms: What type of food do worms eat? Where do they live?

Research and investigate earthworms; their habitats, behaviour and food.

Make a wormery - learn that - worms will be happy in any home that meets their basic needs: air, darkness, and moisture. It also shouldn't get too hot or cold. There are several ways to make a wormery. The easiest is to use an old plastic (or wood) box.

The Colour Monster - Spring 2

Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.

Create books and displays about children's families around the world, or holidays they have been on. Encourage children to talk about each other's families and ask questions.

Harry Saves the Ocean – Summer 2 Linked to World Ocean Day

Begin to understand the need to respect and care for the natural

		<p>environment and all living things.</p> <p>Look at different materials found on the beach/at the sea, explore how they feel? What do they look like? Where do they come from?</p> <p>The Whale and the Snail – Summer 2</p> <p>Look at a map of the world and introduce the names of the oceans and locate the oceans where whales are found.</p> <p>Julian and the Mermaid – Summer 2</p> <p>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p> <p>Look at some different countries, revisit our home and holiday countries and think of other countries we would like to know about</p>		
<p>Reception</p> <p>ALL YEAR: Forest School</p> <p>Autumn: Where the Wild Things Are We're Going on a Bear Hunt</p> <p>Spring Chinese New Year Hairy Maclary from Donaldson Dairy Bedtime for Monsters A Great Big Cuddle</p> <p>Summer Billy's Bucket Alphonse, there's mud on the ceiling!</p>		<p>Where the Wild Things Are – Autumn 1 What is the landscape like in our Reception? Is it the same or different to the landscape in the story? Draw pictures of the landscape in Reception/in the story and compare the similarities/differences.</p> <p>Are the trees in the story the same as the trees we see in our outdoor area? Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>We're Going on a Bear Hunt – Autumn 1 Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class - Learn about Bears in the Wild – What is a bears habit like? Which countries do bears live? Where do they live? What are they like? Etc.</p> <p>Winter/Antarctic – Spring 2 (WHOLE SCHOOL TOPIC MINATURE MUSEUM 2022) Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. When learning about Antarctic and its animals...look at maps and globes to locate it. How does it compare to where you live? How do polar animals stay warm? How else are polar animals adapted to living in extreme cold?</p> <p>Hairy Maclary from Donaldson Dairy - Summer 1 Explore the natural world around them, making observations and drawing pictures of animals and plants.</p>		

		<p>Bedtime for Monsters – Summer 1 Exploring journeys and travelling/ Why do different creatures live where they do?</p> <p>Look at homes and habitats – investigate maps e.g. for tubes, buses, local area. Local at signs and symbols that give instructions or directions for a journey.</p> <p>Make own signs and draw own maps on a small and large scale (chalk or on the playground, large rolls of paper, small individual maps.</p> <p>A Great Big Cuddle – Summer 1 Explore the local environment, use maps and aerial photographs, identifying landmarks and create maps on routes to a safe place that would help them if they were lost.</p> <p>Explore the natural world around them, making observations and drawing pictures of animals and plants - Summer 2 Making observations in Forest School</p> <p>Billy’s Bucket – Summer 2 Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class; use this books to explore a contrasting environment and develop geographical vocabulary.</p> <p>Alphonse, there’s mud on the ceiling! – Summer 2: 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.</p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts, and maps;</p> <p>Create their own small world or role-play areas based on their favourite of the characters, such as a space ship or fort etc. What will you need to create this environment?</p>		
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Year 1 Geography Overview: Key Skills & Knowledge – Geographical Planning in context of long-term knowledge & coherence

Year 1	Themes:	Subject Rationale: How does this work support children’s wider Geography journey. What does it build upon and what does it prepare them for in the future (proximal role of the content)	Key Vocabulary	NC Key Skills:	
<p>Knowledge (substantive Geographical content) Significant people/ Significant events/ Visits</p>				<p>Location and Place knowledge Human and physical geography, Geographical skills and Fieldwork.</p>	
<p>WHOLE SCHOOL TOPIC TBC X 2 per year. See Whole School Display Floor Topic Books. Rationale: To keep teaching fresh, creative, relevant and contextualised.</p>	<p>Dependent on topic</p>		<p>Dependent on topic</p>	<p>Geographical skills and fieldwork</p>	
<p>The Place We Live: Where is New Eltham/Wyborne? What is it like to live here? What is special about New Eltham?</p> <p>New Eltham/local shops/ train station/library/other significant places.</p> <p>Resources: Please note there is a ‘super scheme’ from the Geography Association linked to the Year 5 topic Investigating Our Street. www.geography.org.uk/super-schemes Password: SS427PR https://www.geography.org.uk/Artful-Maps-resource</p>	<p>Our local area</p> <p>Geographical Features</p> <p>Observational skills</p> <p>Directional language</p> <p>Mapping</p> <p>Linking places</p>	<p>Pupils develop knowledge about the locality of Wyborne School and begin to use geographical skills including first hand observations to enhance their geographical awareness.</p> <p>This will support an understanding about the place children live and learn. They will begin by studying the geography of the school and its grounds and then make local visits to New Eltham/Eltham to bring the topic to life.</p> <p>As part of a holistic approach, some Geographical skills will be studied in other subjects. The Year 1 Science topic Animals Including Humans provides children with the opportunity to visit The Sensory Garden and outdoor classroom to make observations about the school and its grounds. Science in Year 1 will also support children’s Human and Physical Geographical understanding through their studies of Seasons.</p> <p>This theme has strong links to their studies this year in History ‘Events beyond Living Memory’ where children will also make local visits to London and study The Great Fire of London. It also prepares the children for their History topic in Year 2 Places in their own locality.</p>	<p>address, near, far, travel, journey, routes, features, attractive, buildings, offices, church, shop, houses, flats, garage, leisure, playground, park, library, road, train station, bridge</p>	<p>Use simple maps of the local area e.g. large scale, pictorial etc.</p>	
				<p>Use locational and directional language (e.g. near and far; left and right) to describe the location of features and routes</p>	
				<p>Make simple maps and plans e.g. pictorial place in a story.</p>	
				<p>Location Knowledge</p>	
				<p>Understand how some places are linked to other places e.g. roads, trains</p>	
				<p>Human and Physical Geography</p>	
				<p>Describe seasonal weather changes</p>	
				<p>Place Knowledge</p>	
				<p>Name, describe and compare familiar places</p>	
				<p>Link their homes with other places in their local community</p>	
				<p>Know about some present changes that are happening in the local environment e.g. at school</p>	
				<p>Suggest ideas for improving the school environment</p>	

Year 2 Geography Overview: Key Skills & Knowledge – Geographical Planning in context of long-term knowledge & coherence

Year 2	Themes	Subject Rationale: How does this work support children's wider Geography journey. What does it build upon and what does it prepare them for in the future (proximal role of the content)	Key Vocabulary	NC Key Skills:	
<p>Knowledge (substantive Geographical content) Significant people/ Significant events/ Visits</p>				<p>Location and Place knowledge Human and physical geography, Geographical skills and Fieldwork.</p>	
<p>WHOLE SCHOOL TOPIC TBC X 2 per year. See Whole School Display Floor Topic Books. Rationale: To keep teaching fresh, creative, relevant and contextualised.</p>	<p>Dependent on topic</p>	<p>As part of a holistic approach to topic work eg. COLOUR, links may be found with Geographical elements. For examples looking at the colours of countries flags in detail alongside Where in the World.</p>	<p>Dependent on topic</p>	<p>Geographical skills and fieldwork</p> <p>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.</p>	
<p>Where in the World? <i>Which countries have I visited?</i></p> <p><i>Where are the places in the world that are important to me?</i></p> <p><i>Where in the world are my family from? How are we connected to the world?</i></p> <p><i>Where are the cold places of the world? Where are the North and South Poles? What are the weather and environment like in the Artic and Antarctica.</i></p> <p>Matthew Henson – Artic</p>  <p>explorer</p>	<p>Continents and oceans</p> <p>Locate places in the world on maps</p> <p>Where everyday products come from</p> <p>North and South Poles</p> <p>Weather</p> <p>Equator</p>	<p>This unit builds on the childrens' prior learning in Year 1 by opening the childrens' knowledge from The Place We Live to the wider world. It offers the opportunity for pupils to share places of special interest eg. family links and holidays abroad.</p> <p>Pupils will be introduced to the world's seven continents and five oceans through the use of world maps and atlases. Following their studies of a The Place We Live in Year 1, they will be able to observe similarities and differences between the place they live and a contrasting non-European country.</p> <p>Pupils will study weather and climate and be able to identify the North and South Poles and the Equator and learn geographical similarities and differences through studying human and physical geography.</p> <p>As part of a holistic approach, some Geographical skills will also be studied in other subjects. The Year 2 Science topic Living Things and Their Habitats provides opportunities for children to visit Wyborne's Forest to experience simple fieldwork of our school and its grounds.</p>	<p>travel, country, weather, holiday, visit, transport, boat, aeroplane, train ocean, continent, Asia, Africa, North America, South America, Antarctica, Europe, Australia, capital cities, weather</p>	<p>Use simple compass directions (North, South, East and West) and locational and directional language e.g. near and far; left and right, to describe the location of features and routes on a map.</p> <p>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.</p> <p>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.</p> <p>Location Knowledge</p>	



Barbara Hillary

Where are the hot places of the world? Where is the equator? What are the weather and environment like close to the equator?

Resources

Please note we have a 'super scheme' available for Investigating the World from the Geography Association. Additional resources are also available from

www.geography.org.uk/superschemes

Password: SS257ER

<https://www.geography.org.uk/teaching-resources/barnaby-bear>

Other curriculum links:

Geography/ History Link

<https://www.severndroogcastle.org.uk/mapping.html>

Severndroog Castle was part of the mapping survey of England. In 1783, the Royal Society and the Paris Observatory agreed to work together, in the name of science, to measure and map distances between London and Paris.

Year 2 also visit the seaside during the summer term?

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
				Name, locate and identify characteristics of the seas surrounding the United Kingdom
				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.
				Place Knowledge
				Understand geographical similarities and differences through studying the human and physical geography of a small areas of the United Kingdom, and of a small area in a contrasting non-European country

Year 3 Geography Overview: Key Skills & Knowledge – Geographical Planning in context of long-term knowledge & coherence

Year 3	Themes	Subject Rationale: How does this work support children's wider Geography journey. What does it build upon and what does it prepare them for in the future (proximal role of the content)	Key Vocabulary	NC Key Skills:	
<p>Knowledge (substantive Geographical content) Significant people/ Significant events/ Visits/ Key Qs</p>				<p>Location and Place knowledge Human and physical geography, Geographical skills and Fieldwork.</p>	
<p>Natural Disasters – Volcanoes What do you think a mountain looks like? What sort of features can you see on a mountain? Where do volcanoes happen? Why do volcanoes happen? Can you name some of the features of a volcano? What impact does a volcano have on the local community? Why do volcanoes attract people to live near or visit them? What's in the news?</p> <p>Resources Please note we have a 'super scheme' available for Investigating Mountains and Volcanoes from the Geography Association. Additional resources are also available from www.geography.org.uk/superscheme s Password: SS372TR</p> <p>https://www.geography.org.uk/teaching-resources/volcano-case-studies-and-resources</p> <p>https://www.geography.org.uk/teaching-resources/investigating-mountains-volcanoes</p>		<p>This unit continues to introduce pupils to maps, globes and atlases but with more emphasis on interpreting and analysing evidence. Pupils can use their knowledge from studying volcanoes to understand more deeply stories in the news about natural disasters, as they learn about the devastation and impact they can cause on a community.</p> <p>It will be important for Year 3 teachers to react to current news topics which report natural disasters eg. Australian bush fires November 2019 and Whakaari, New Zealand volcano eruption, December 2019 as well as Covid-19.</p> <p>As part of a holistic approach, some Geographical skills will also be studied in other subjects. This unit complements the childrens' learning in Year 3 History about the Roman Empire and its Impact on Britain covering the events in Pompeii and Mount Vesuvius' volcano.</p> <p>The Year 3 Science topic Rocks provides opportunities for children to recognise similarities and differences between places, ask and respond to geographical questions and observe soil and rocks in the outdoor science area as well as in the local community. Studying natural disasters also prepares the children for the future studies in Science about Forces (Year 5) which can be linked to earthquakes This will also prepare the children for Year 6 when they study Earth and Space and compare different landscapes.</p>	<p>Volcano Natural disaster core inner core outer core lava flow volcanic research information earthquake location position continent magnitude</p>	<p>Geographical skills and fieldwork</p> <p>Ask and respond to geographical questions, e.g. Describe the landscape, Why is it like this? How is it changing? What do you think about that? What do you think it might be like if Continues?</p> <p>Analyse evidence and draw conclusions e.g. make comparisons between locations using aerial photos/pictures e.g. population, temperatures, etc.</p>	

https://www.bbc.co.uk/newsround				
				<p>Recognise that different people hold different views about an issue and begin to understand some of the reasons why.</p> <p>Communicate findings in ways appropriate to the task or for the audience.</p> <p>Understand and use a widening range of geographical terms e.g. specific topic vocabulary 0 meander, floodplain, location, industry, transport, settlement, water cycle etc</p>
				<p>Use basic geographical vocabulary such as cliff, ocean, valley, vegetation, soil, mountain, port, harbour, factory, office.</p> <p>Make more detailed fieldwork sketches/diagrams</p> <p>Use fieldwork instruments e.g. camera, rain gauge</p> <p>Use and interpret maps, globes, atlases and digital/computer mapping to locate countries and key features</p> <p>Use four figure grid references</p> <p>Use the 8 points of a compass</p> <p>Make plans and maps using symbols and keys</p> <p>Location Knowledge</p> <p>Identify where countries are within the UK and the key topographical features</p> <p>Name and locate the cities of the UK</p>
				<p>Human and Physical Geography</p>
				<p>Identify physical and human features of the locality.</p>
				<p>Explain about weather conditions/patterns around the UK and parts of Europe</p>
				<p>Place Knowledge</p>
				<p>Recognise there are similarities and differences between places</p>
				<p>Develop an awareness of how places relate to each other</p>

Year 4 Geography Overview: Key Skills & Knowledge – Geographical Planning in context of long-term knowledge & coherence

Year 4	Themes	Subject Rationale: How does this work support children's wider Geography journey. What does it build upon and what does it prepare them for in the future (proximal role of the content)	Key Vocabulary	NC Key Skills:	
<p>Knowledge (substantive Geographical content) Significant people/ Significant events/ Visits/ Key Qs</p>				<p>Location and Place knowledge Human and physical geography, Geographical skills and Fieldwork.</p>	
<p>Rivers What is a river? Where are the local rivers? How does a river change along its course? Where are the main rivers in the UK? What causes flooding? What are the main rivers of the world? What's in the news? Why are rivers important? (human geography)</p> <p>Resources Please note we have a 'super scheme' available for Investigating Rivers from the Geography Association. Additional resources are also available from www.geography.org.uk/superschemes Password: SS359AT</p> <p>Fieldwork The River Quaggy https://qwag.org.uk/river-quaggy/ The River Cray https://en.wikipedia.org/wiki/River_Cray Riverside fieldwork with Thames Explorer: <a 270="" 288="" 346="" 907"="" href="http://thames-</p> </td> <td data-bbox="> <p>River features</p> <p>Local/UK rivers</p> <p>Water cycle</p> <p>Map/atlas work</p> <p>Flooding</p> <p>World rivers</p> </p>	<p>This unit focuses on local rivers in New Eltham/Eltham and London. It introduces the pupils to the main rivers in the UK and the main rivers of the world.</p> <p>This unit continues to develop the children's atlas skills as they follow the course of rivers. Children have the opportunity to experience fieldwork with visits to local rivers such as The River Quaggy/Cray or The River Thames. Fieldwork gives children opportunities for effective learning about their environment through personal observations. e.g Sutcliffe Park</p> <p>This unit builds on the children's prior Geographical knowledge in Year 1 by opening the children's knowledge from The Place I Live in more detail.</p> <p>As part of a holistic approach, some Geographical skills will also be studied in other subjects. In History in Year 2 the children study Places in Their Own Locality. In Year 4 the children study The Tudors with visits planned to The Globe Theatre where they can experience and observe the River Thames (Mud Larking?).</p> <p>This unit also supports this year's Science topic States of matter where children study the water cycle as well as Living Things and Habitats where children learn how people have been affected by changes in the environment and how changes to environments can pose dangers to living things eg. floodings December 2019 https://m.youtube.com/watch?v=Zvho2E6onrk</p>	<p>mountain lake source spring waterfall valley tributary town port mouth delta gorge bridge flood rapids erosion transport deposition confluence estuary fertile</p>	<p>Geographical skills and fieldwork</p> <p>Ask simple geographical questions e.g. What is it like to live in this place?</p> <p>Use simple observational skills to study the geography of the school and its grounds</p> <p>Use simple maps of the local area e.g. large scale, pictorial etc.</p> <p>Use locational and directional language (e.g. near and far; left and right) to describe the location of features and routes</p> <p>Make simple maps and plans e.g. pictorial place in a story.</p> <p>Location Knowledge</p> <p>Recognise the different shapes of continents</p> <p>Demonstrate knowledge of features about places around him/her and beyond the UK</p> <p>Identify where countries are within Europe; including Russia.</p> <p>Recognise that people have differing quality of life living in different locations and environments</p>		

<p>explorer.org.uk/investigating-the-thames-ks2/ London Royal Docks - https://www.londonsroyaldocks.com/emirates-air-line/ experience crossing the river by cable car.</p> <p>Other curriculum Links:</p> <p>English Floodland by Marcus Sedgwick</p> <p>Art The Hay Wain by John Constable Morning on the Seine near Giverny by Claude Monet</p> <p>Link learning to family links of children in your class e.g River Danube, Yangtze River, Ganges</p>				<p>Know how the locality is set within a wider geographical context</p> <p>Human and Physical Geography</p> <p>Describe human features of UK regions, cities and /or countries</p> <p>Understand the effect of landscape features on the development of a locality</p> <p>Describe how people have been affected by changes in the environment</p>
				<p>Explain about key natural resources e.g. water in the locality</p> <p>Explore weather patterns around parts of the world</p> <p>Place Knowledge</p> <p>Know about the wider context of places – region, country</p>
				<p>Understand why there are similarities and differences between places</p>

Year 5 Geography Overview: Key Skills & Knowledge – Geographical Planning in context of long-term knowledge & coherence

Year 5	Themes	Subject Rationale: How does this work support children’s wider Geography journey. What does it build upon and what does it prepare them for in the future (proximal role of the content)	Key Vocabulary	NC Key Skills:	
<p>Knowledge (substantive Geographical content) Significant people/ Significant events/ Visits/ Key Qs</p>				<p>Location and Place knowledge Human and physical geography, Geographical skills and Fieldwork.</p>	
<p>Investigating Our Town What is a (any) street like? Where is our street? What is this place like? What do people do here? Where do people go from here? How did this place get to be like it is? How is it changing? How is the environment managed? Why do some landscapes need protection?</p> <p>Resources Please note we have a ‘super scheme’ available for Local Fieldwork: Investigating Our Town from the Geography Association. Additional resources are also available from www.geography.org.uk/superschemes Password: SS428PR</p> <p>Other Curriculum Links Street art/artists</p> <p>IT Photography</p>	<p>Street features/ characteristics</p> <p>Studying/ drawing maps</p> <p>Planning/ Investigating</p> <p>Local fieldwork</p> <p>Reporting/ presenting/ concluding</p>	<p>This topic builds upon their previous Geographical studies from the Year 1 topic The Place We Live and from their studies of local Rivers in Year 4. The emphasis on this topic is on developing the idea of investigations initiated by the children themselves. This topic complements work by punchdrunk done in Year 5, looking at maps and their features and how they have changed over time. The children removed one thing from the local area that wasn't beneficial to health and added in something they felt would be eg: getting rid of the pub and adding an allotment.</p> <p>As part of a holistic approach, Investigating Our Street also builds on the children’s prior learning in their Year 2 History topic Places in their own locality. This topic supports the work the Year 5 children do in History where they carry out a local study of Eltham as part of their World War II: The Blitz topic. Eltham was severely bombed during the war and the evidence is visible in housing, so children will learn about how humans can affect the environment.</p> <p>In Science this year, the children continue to widen their Geography journey through Living Things and Their Habitat and Properties and Change of Materials where children make use of Wyborne’s Science and outdoor area to make observations of their environment.</p>	<p>block building character commercial community derelict detached factory feature graffiti high-rise land use pattern residential terrace traffic transport semi-detached services shops</p>	<p>Geographical skills and fieldwork</p> <p>Understand and use a widening range of geographical terms e.g. specific topic vocabulary – climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle</p> <p>Location Knowledge</p> <p>Identify and describe the significance of the Prime/Greenwich Meridian and time zones including day and night</p> <p>Recognise the different shapes of countries</p> <p>Identify the physical characteristics and key topographical features of the countries within North America</p> <p>Know about the wider context of places e.g. county, region and country</p> <p>Know and describe where a variety of places are in relation to physical and human features</p> <p>Know location of capital cities of countries of British Isles and UK seas around UK European Union countries with high populations and large areas</p>	

				and the largest cities in each continent
				Human and Physical Geography
				Understand about weather patterns around the world and relate these to climate zones.
				Know how rivers erode, transport and deposit materials
				Know about the physical features of coasts and begin to understand erosion and deposition
				Understand how humans affect the environment over time
				Understand why people seek to manage and sustain their environment
				Place Knowledge
				Compare the physical and human features of a region of the UK and a region in North America, identifying similarities and differences.

Year 6 Geography Overview: Key Skills & Knowledge – Geographical Planning in context of long-term knowledge & coherence

Year 6	Themes	Subject Rationale: How does this work support children's wider Geography journey. What does it build upon and what does it prepare them for in the future (proximal role of the content)	Key Vocabulary	NC Key Skills:	
<p>Knowledge (substantive Geographical content) Significant people/ Significant events/ Visits/ Key Qs</p>				<p>Location and Place knowledge Human and physical geography, Geographical skills and Fieldwork.</p>	
<p>The Americas What do you know about the Americas? (Place names, holiday destinations, flags, anthems, presidents etc). What do you think it looks like? What is the weather/climate like? What are the physical and human geographical features of a region of North or South America? How do North or South America compare to where you live? Can you name and locate some of the ancient and new wonders of the world?</p> <p>People/Culture Footballers: Neymar – Brazil/Barcelona David Luiz- Brazil/Chelsea Lionel Messi – Argentina/Barcelona Giovanni Lo Celso – Argentina/Tottenham Dance: Tango - 1880s along the Río de la Plata, Argentine Tango – 19th century Zumba – Alberto Pérez Food: Chorizo (Argentina) Empanadas (Argentina) Dulce de Leche (Colombia, Venezuela, Argentina, Uruguay, Brazil) Fajita (Mexico) Artist https://en.wikipedia.org/wiki/Jean-Michel_Basquiat Music</p>	<p>Continents, Countries and Cities.</p> <p>Locational Knowledge</p> <p>Weather and Climate</p> <p>Comparing Places</p> <p>Wonders of the World</p>	<p>This unit provides an opportunity to study The Americas. Children will first find out about the continents of North and South America and the countries that form them. They will look in more detail at some of the contrasting regions of the Americas, finding out about the landscape, climate and locations of each area. Following on from their studies in Geography in Year 1 The Place We Live and in Year 5 Investigating Our Street gives children the opportunity to identify similarities and differences between a region of the Americas and the place where they live. It also builds on their Geography knowledge from Where in the World? Which is studied in Year 2.</p> <p>In Year 6 History, the children study The Maya civilisation: a 4,000-year-old civilisation in the Americas. This topic will support a deeper understanding of both their History and Geography learning about The Americas.</p> <p>In Year 6 Science topic Evolution and inheritance children learn about Charles Darwin's theories on evolution as a result of his visits and studies of finches on the island of Galapagos. They also learn that the fossilised bones of the biggest dinosaur ever discovered were found in Argentina.</p>	<p>Continent Country City North America South America Latitude Longitude Equator Northern hemisphere Southern hemisphere Tropic of cancer Tropic of Capricorn, Arctic circle Antarctic Circle Prime/Greenwich Meridian time zone.</p>	<p>Geographical skills and fieldwork</p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>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 his/her knowledge of the United Kingdom and the wider world.</p> <p>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</p> <p>Understand and use a widening range of geographical terms e.g. specific topic vocabulary – urban, rural, land use, sustainability, tributary, trade links etc.</p> <p>Use maps, charts etc. to support decision making about the location of places e.g. new bypass</p>	

<p>Shakira - Columbia</p> <p>PGL School Journey</p>			
			<p>Location Knowledge</p> <p>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.</p> <p>Name and locate countries 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</p>
			<p>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> <p>Human and Physical Geography</p> <p>Describe and understand key aspects of physical geography; including; climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p> <p>Describe and understand key aspects of 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</p>
			<p>Place Knowledge</p>
			<p>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</p>