

LONDON MEED PRIMARY SCHOOL

	Locational / Place knowledge	Human and physical geography	Skills and fieldwork
Geography	Autumn	Spring	Summer
	<p>Describe what they see, hear and feel whilst outside - <i>Describe a familiar route. (to and from school) Understand position through words alone. Discuss routes and locations, using words like 'in front of' and 'behind'. - my journey to school (all about me - where i live)</i></p> <p>Talk about what they see, using a wide vocabulary - <i>Getting to know our new school, describe their immediate environment using knowledge from observation, discussion.</i></p> <p>Recognise some similarities and differences between life in this country and life in other countries - <i>Know some animals from different parts of the world and where in the world they live (bears) use NF books, large maps and pictures to explore</i></p>	<p>Recognise some similarities and differences between life in this country and life in other countries - <i>Know similarities and differences between the poles (Antarctica and the Arctic) and where they live</i></p> <p>Draw information from a simple map - <i>children use a selection of maps and map books to know what a map is and why we use maps. Draw a simple map with pictures of their local area (Burgess Hill) and things they know eg: school, home, leisure centre (Triangle) Know and compare to different places near to us - E.g that Brighton is a coastal town, that London is a city and the capital of England.</i></p>	<p>Recognise some environments that are different to the one in which they live - <i>Know what a farm is and what happens on a farm. Know some of the animals and plants that live and grow / live on a farm (</i></p> <p>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 - <i>Know where Africa is and find it on the map . Know similarities/differences between Africa and where we live (different foods that are grown around the world and where (using world maps and google), explore/contrast and discuss life, living and schools in the UK and Africa). Recognise different habitats - jungle, desert, grasslands, savannah, watering hole. Name features around the UK (farm, beach, mountains, woodland etc).</i></p> <p>Explore the natural world around them - . Describing what they can see, hear and feel whilst outside - <i>Explore and observe and identify UK minibeasts (compare with minibeasts from around the world).</i></p>

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EYFS	Development Matters - Understanding the World - continuous provision - See EYFS Knowledge Organiser (subject leadership folder) <u>3-4</u> <ul style="list-style-type: none">• Talk about what they see, using a wide vocabulary• Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.• Use all their senses in hands-on exploration of natural materials. <u>Reception</u> <ul style="list-style-type: none">• Draw information from a simple map.• Recognise some similarities and differences between life in this country and life in other countries.• Explore the natural world around them - <i>Forest Fridays, exploration and observation (observing seasonal changes), outdoor continuous provision, through books and stories.</i>• Describe what they see, hear and feel whilst outside.- <i>Outdoor learning and Forest Fridays, exploration and observation (observing seasonal changes)</i>• Recognise some environments that are different from the one in which they live - <i>through stories (Spine of books represent a diverse range of settings for discussion) amongst others.</i>• Understand the effect of changing seasons on the natural world around them - <i>Forest Friday, seasons display with books and enhanced activities linked to each change of season, stories.</i> <u>Geographical vocab:</u> Physical features: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season, and weather . Human features vocab: city, town, village, factory, farm, house, office, port, harbour, shop.		
Yr 1	Maps and how we use them, maps of the school grounds / local area Key knowledge (including terminology): Name 4 directions Name home town Name some types of land use in local area North, South, East, West, woodland, woods, fields, housing, open space.location of trees in school grounds. roads, shopping centre. Key Skills: taking photos, Using Google Earth and Google Maps to locate the school and Burgess Hill (aerial view).3D models to represent the school and Burgess Hill (man made and wooded areas). Identify key human features, including: town, village, farm, house and shop. Locations: School grounds, Burgess Hill Field trip:	N/A	World maps, continents, countries, seas + oceans, Comparing B Hill and tropical island Key knowledge (including terminology): Where are 4 countries of UK / other countries identified (see below)? Name sections of the globe (see below) Name some geographical similarities / difference between countries (weather, landscape, land use) UK, England, Ireland , Northern Ireland, Scotland Wales, capital city, London, Atlantic Ocean Australia, Southern Hemisphere, Equator Hot, cold, weather, temperature Key Skills: Use Google Earth to explore the country and show how it is surrounded by water. Label a map with the 4 countries and oceans. Comparison between the UK and Australia, Peru, Rarotonga (the Cook Islands) and Venice (location - hemisphere , weather and proximity to the equator).Labeling countries on a world map.

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LONDON MEED PRIMARY SCHOOL

			<p>Compared Burgess Hill to Rarotonga (Cook Islands) land, sea, weather and lifestyle- beach/parks, building Compass points (rhyme) North South, East and West. Locate on a world map continents (Europe, Asia, Africa, South America, The Americas).</p> <p>Locations: Burgess Hill, Rarotonga, Australia, Venice and Trinidad.</p> <p>Cross-curricular Maths and Computing- Programming Beebots using N, S, E, W.</p> <p>Field trip: N/A</p>
Yr 2	<p>Countries and oceans, UK / local maps, comparing B Hill and Brighton,</p> <p>Key knowledge (including terminology): Name / locate - Oceans (labeled Pacific, Atlantic, Southern, Arctic and Indian continents). Use both world and UK maps Name some geographical similarities or differences (see below) Keys, Compass rose, map symbol, route, ordnance survey, climate, human and physical. Landmarks.</p> <p>Key Skills: Creating their own world maps and labeling the continents and oceans. Labeling a UK map with the countries, flags and capital cities. Using aerial photographs to compare Burgess Hill and Brighton, recognising human and physical features, landmarks (park, beach, museum, pier, colleges, sports centres, mountains, lakes, forests, White Cliffs of Dover, ports, rivers and castles. Locating landmarks, human and physical features on an aerial photograph of the school. Creating their own map of the school with a key. Use directional language (North, South, East, West) to describe locations of parts of the school. Locations: Scotland (Edinburgh, Burgess Hill, school grounds, Brighton). Field trip: N/A</p>	<p>Using atlases + globes to explore from pole to pole, comparing B Hill to Alaska</p> <p>Key knowledge (including terminology): Name / locate: Continent, Oceans, Equator, poles, human, physical, Climate zones Name some geographical similarities or differences (see below) Key Skills: Humans feature (man made) buildings, cars and roads. Mapped climate zones (tropical, warmth, temperate and cold). Comparing climates based on weather, proximity to the equator.) Looking at local area (Burgess Hill) human geography populations, well known landmarks) comparing Burgess Hill to Wainwright Alaska (non-european country).. Populations, Human Geography climate/weather, When was it founded. Where would you rather live? Locations: Wainwright Alaska (Cross-curricular- big question 'Would a polar bear be happy to live in Burgess Hill/ Science). Field trip: N/A</p>	<p>London - human geography Key knowledge (including terminology): Name / locate - Capital city, London, Population and growth, River Thames, M25, Greater and Inner London, Greenwich, meridian, Name some geographical similarities or differences (see below)</p> <p>Key Skills: Using world and country maps, comparing human geography (spread of buildings and roads), comparing population statistics</p> <p>Locations: London and surrounding area</p> <p>Cross-curricular (History)</p> <p>Field trip: Bird watching</p>

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LONDON MEED PRIMARY SCHOOL

Yr 3	<p>Human and physical geography in local area</p> <p>Key knowledge (including terminology): Name / locate countries in Europe Identify geographical similarities / differences (rivers, oceans, mountains, volcanoes) Atlas, globe, countries, border .. Key Skills: Looking at a world map, borders, seas, similarities and differences in how the map is drawn or shown. Drawing their own world map, producing keys (rivers, oceans). To compare continents (type of terrain). Identify mountains and volcanoes on a world map. Labeling European countries (France, Germany, Spain and Italy). Labeling the UK (capital cities) and other significant places of interest to them (School, Burgess Hill etc). Locations: Asia, Africa, North America, South America, Antarctica, Europe, Australia Field trip: N/A</p>	<p>Comparing locations (China)</p> <p>Key knowledge (including terminology): Name / locate China Name some aspects of human impact on geography - Pollution, China, Deforestation, recycling and plastic Key Skills: Comparing levels of pollution in the UK and China. Defining pollution and the causes (deforestation, plastic). Study of Human Geography (land use, impact on environment)</p> <p>Cross-curricular: Science/ RSHE Locations: China Field trip: N/A</p>	<p>Roman settlements, oceans and continents, mountains and volcanoes</p> <p>Key knowledge (including terminology): Identify where Roman Empire started / spread Roman Empire, Europe, settlements, villa, locations where Romans conquered / settled, why did Romans settle in specific places? (London, Fishbourne, Chester, Bristol) Reasons for settlements - rivers, seas, trade, hills for fortification, Hadrian's Wall and reasons for building it, mapping Roman roads, Where are volcanoes, mountains and earthquakes located? Why? How are volcanoes formed?</p> <p>Key Skills: Country maps, explaining why human settlements were in specific places, diagrams of volcanoes, explaining reasons for volcanoes, mountains and earthquakes being in specific locations</p> <p>Locations: Fishbourne, Chester, Bristol, London Field trip: Fishbourne</p>
Yr 4	<p>Earthquakes</p> <p>Key knowledge (including terminology): KWL 'To determine what I know about the underground.' Child led, pick up misconceptions in teaching. To understand different types of settlement and land use. Find grid references (four point grid references) from a map of Lewes: Railway Land Nature Reserve (linked to trip), Station, Castle, Hospital and car park. Write a sentence to explain why people settled in Lewes.</p>	<p>Rainforests, South America</p> <p>Key knowledge (including terminology): Where is Amazon rainforest? Size - 5.5 million square km (previously covered a much larger area). Parts in Brazil, Peru, Columbia, Venezuela, Ecuador, Bolivia, Guyana, Suriname and French Guiana. Identify some types of tourism and how it is linked to rainforest area 2 million tourists per year,</p>	<p>Geographical features of Greece. Climate, zones around the world, rivers,</p> <p>Key knowledge (including terminology): -To explain the geographical features of Greece (weather, food, plants mountains , -To explain how city-states in Ancient Greece worked, Rivers- To understand the journey a river makes from the hills to the sea.</p>

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LONDON MEED PRIMARY SCHOOL

Key Skills: Map reading (grid references) 'along the corridor up the stairs.' Repeated key skills (spiral curriculum). To draw sketch maps of the local area (school playground). Include a key (bench, grass, tree, sheds, equipment, hoops, leaves).

-To know a range of different map symbols. Cut out the map symbols and match them to the correct place on the key.

discuss trade links, identify the distribution of natural resources (energy, food, minerals and water) - Lewes

identify similarities and differences between land use - Lewes

-To understand how and why earthquakes occur (labelling the correct parts of the earthquake : earth's crust, epicentre, hypocentre, fault line and tectonic plate).

-To explain what causes earthquakes and how they are measured (Mercalli scale). Sort cards into order of strength from the least to the most powerful. Number the statements from 1-12. Choose four different descriptions to illustrate.

BIG QUESTION-What are earthquakes? What are the effects of an earthquake?

Locations:

Field trip:

LI to explore economic activity). To discuss trade links, identify the distribution of natural resources (energy, food, minerals and water)

Name some cultural aspects of land covered by the rainforest - 170 different languages spoken, 250,000 native tribes currently live there.

-To understand the positive and negative impacts.

Positive: Jobs are created in logging and transporting timber and manufacturing products. Selling land raises money for local people. Negative impacts: People's homes are destroyed, animals/plants may become extinct through habitat loss. Plants that may have been useful could be lost. Deforestation (trees are cut down, to create fields for farming cattle and growing crops, to produce timber and wood pulp to make furniture and paper, to create space for housing).

-To explain how the Ancient Mayans lived? What life was like for the Mayans (school, jobs, religious beliefs, jobs etc).

Key Skills: -To locate the key rainforests of the world on world maps

-To label the countries and capitals of Central and South America

-To explain the physical features of the rainforest (Emergent layer, Canopy layer, Understory layer, Forest floor layer). To write definitions of the different layers, draw the rainforest layers.

-To compare my local area (Burgess Hill to Manaus) using physical and human features -Schools, forests, hospitals, hotels.

Locations: (Brazil capital city is Brasilia. Ecuador's capital city is Quito, Santiago is the capital city of Chile, Leuma is the capital city of Peru, La paz and Suree is the capital city of Bolivia, Paraguay capital city of Asuncion, Uruguay is the capital city of Montevideo, Colombia capital city of Bogota, Cavacas capital city of Cavacas, Cuyana capital city of Georgetown, French Guiana is the capital city of Cayenne, Argentina's capital city is Buenos aires. Suriname's capital city is Paramaribo, Port of Spain.

Field trip: N/A

Key Skills:

-To draw a map of their own Greek 'city-state' Designing buildings, boating dock, bridge, temples, mountains, school. The children designed their own flag. See example in Geography folder. Children bring in their own knowledge from the topic to create. Cross-curricular and engaging.

use atlases index and contents to locate information on rivers

Description 'The source- what does Rosie see here? Would she be surprised? The River Thames starts to grow. What's coming into view now? Through villages and towns (boats, bridges). 'What does Rosie see on Her River Journey?

Locations:

Field trip: Shoreham Activity Centre (link rivers to the school trip, focusing on the River Adur estuary.)

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	<p>identify similarities and differences between land use .Observational skills, Cross-curricular to Science (Rocks and soil).</p> <p>Evaluate the school trip upon returning to the classroom. 'What have you learnt today?' Record ideas using diagrams to support.</p> <p>Vocabulary: Industry, farming, port, land fuel, housing, water, agriculture, transport). Sedimentary rock, Ingenious, Particles, Metamorphic, Fossil, Microorganisms, biodiversity, eco-system. plate boundary strength magnitude, friction, pressure</p>	<p>Vocabulary: Weather, humid, endangered, Extinction, humid, native tribes, Ecosystem, Species,</p>	
Yr 5	<p>Scandinavia (location, climate, human geography)</p> <p>Key knowledge (including terminology): Where is Scandinavia on a world map? Scandinavian climate: precipitation, temperature, daylight hours)</p> <p>Key Skills:</p> <p>To use a key to describe features on an ordnance survey map. Locations: Norway (Oslo), Sweden (Stockholm), Denmark (Copenhagen). To be able to locate Scandinavian countries and capital cities on a world map (label Norway, Sweden, Denmark and capital cities). Identify which seas surrounding countries (lies to the west of Norway, between Denmark and the UK and which body of water lies east of Sweden). Children identify any other countries they recognise or bodies of water (recapping prior lesson). Find five other cities or towns in Norway, Denmark or Sweden and mark them on your map. To explore the weather and climate of a Scandinavian city (cross-curricular with Maths (data). Describe what the climate is like . To explore physical features of Scandinavia (using a map of mountains). Lakes, Rivers etc. To explore some aspects of human</p>	<p>The Earth and Oceans</p> <p>Key knowledge (including terminology): Name and locate - Pacific ocean, Atlantic ocean, Hudson Bay, Gulf of Mexico, Caribbean sea, Indian Ocean, Arctic ocean, North sea, Pacific ocean, southern ocean, Bering sea.</p> <p>Big question- how much plastic is in the ocean and the effect it has (two page fact file). Understand the processes that give rise to key physical and human geographical features.</p> <p>Key Skills: To identify and locate major oceans and seas on maps To locate specific counties of the UK on a map Field trip: N/A</p>	<p>North America compared to Scandinavia/ Sussex</p> <p>Key knowledge (including terminology): Settlement, States, fieldwork. Human and physical features - economy, Transport, population, immigration, employment, religion, settlements, currency, Mountainside, fjords, glaciers, Settlement, resources, services, goods, site, transport links 8 compass points</p> <p>Key Skills:</p> <p>To identify the countries of North America and Europe and their capital cities (10 from North America/ Europe). To use maps to locate countries and describe features studied</p> <p>Locations: North America and Europe. Compare locations using Digimaps Use of 8 compass points</p> <p>Field trip: Bedelands- land use. To use fieldwork to observe, measure, record and present the human and physical features in the local area (built shelters, discussed rivers, used a compass. Discussed Similarities and differences within the location of a settlement.)</p>

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	<p>geography of Scandinavia (population, currency, language, religion, festival and holidays, food, culture and government).</p> <p>Locations: To be able to locate Scandinavian countries and capital cities on a world map (label Norway, Sweden, Denmark and capital cities)</p> <p>Field trip: N/A</p>		
Yr 6	<p>Antarctica</p> <p>Key knowledge (including terminology): Name / locate on world map - Equator, Northern Hemisphere, Southern Hemisphere, Tropic of Cancer, Tropic of Capricorn, Arctic Circle, Antarctica circle, Greenwich Meridian and Prime Meridian. Beethoven peninsula, Bach Ice shelf, Alexander Island, Weber Inlet and LeMay range. Argentina, Chile, Norway, Britain, Australia, New Zealand, and France.</p> <p>Key Skills: Draw and label invisible lines on the world map. To explain and identify the position and significance of key global features using maps, atlases and globes.</p> <p>To explain and identify the position of the Prime/ Greenwich/ Meridian and Global time zones.</p> <p>Locations: London, Rio de Janeiro, New York, Washington, Edinburgh, Milan, Helsinki and Sydney.</p> <p>Cross-curricular computing-</p> <p>To use digital mapping to locate countries, the polar regions and describe the features present (Beethoven Peninsula, Bach Ice shelf, Le May Range and Weber Inlet and the Alexander Island).</p> <p>-Discussion text (should humans be able to exploit the resources of Antarctica?) focusing on environmental damage and resources. Resources: Fish, seals, whales, coal, oil, gas, silver, gold, cobalt, copper, chromium, Iron, Zinc, Uranium, Titanium, Nickel.</p> <p>Environmental damage that can be caused by mining on Antarctica (damaging ozone layer, oil leakage, oil spills).</p>	<p>Impact of WW2 on global geography</p> <p>Key knowledge (including terminology): Name / locate - Axis countries, Allied countries and Neutral. Territories lost according to the treaty of Versailles, Free city of Danzig, territories lost by the soviet union 1945, and Germany.</p> <p>Key Skills: To use maps and atlases to compare the land use and territory of Germany between 1914 and 1945.</p> <p>Locations: Germany, Poland, West Prussia (to Poland), Posen, Upper Silesia, Hultschnizer Landchen, North Schleswig (to Denmark).</p> <p>-To ask and answer relevant questions as to why the war began.</p> <p>Field trip:</p>	<p>Tudor London</p> <p>Key knowledge (including terminology): Location of Shakespeare's Globe, Bankside Power Station and the Tate Modern Gallery,</p> <p>Identify changes around key locations (types of buildings, layout of city, use of land / space)</p> <p>Key Skills: Digital maps - zooming in and out / identifying building types and landmarks, identifying human and physical geography in local area (specific types of building - residential, places of business, industrial use, public buildings)</p> <p>Locations: London, Burgess Hill</p> <p>Field trip: Local area</p>

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	<p>Question- 'If no other generation has mined on Antarctica, why should we be the first? Children respond 'Animals, scenery, global warming, environmental focus. Counter argument written- reasons why we should mine (resources, oils, gas, rare metals. Balanced viewpoints and arguments. Field trip:</p>		
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