

Long Term Plan- Geography

Geography: learning about the world.

Enquiry Questions

- Where is this place?
- What is it like? (And why?)
- How and why is it changing?
- How does this place compare with other places?
- How and why are places connected?

It is also imperative that a geographer doesn't just answer questions but also asks and debates them:

- What could/should the world be like in the future?
- What can we do to influence change?

Year 1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Toys	Senses	Castles	Growing Plants	Weather	Animals
Locational knowledge	Learn their own name and address-just like Paddington. Locate Hucknall on a map and learn how it is connected to the world through roads, trains and local airport.	Name, locate and identify characteristics of the four countries and capital cities of the UK. Look at Scotland: tartan, cities, Ben Nevis and Nessie and Northern Ireland: Cities, giant causeway, and traditional dancing patterns.	Name, locate and identify characteristics of the four countries and capital cities of the UK. England: London, Hastings and the proximity to Normandy and France. How to travel to the UK. Wales and castles along the boarder, Cardiff	Name, locate and identify characteristics of the four countries and capital cities of the UK. Look at towns and countryside on the map, Why do people live in towns and why are farms in the countryside. Woods and forests in the local area.	Name, locate and identify characteristics of the four countries and capital cities of the UK. Difference in weather N and S. Ben Nevis and snow caps - Snowdonia, Scarfell Pike. See the UK on a world map and proximity to the North Pole/equator. Location of hot and cold places in the world.	Location of hot and cold places in the world. - where might we see turtles, penguins and polar bears? Name, locate and identify characteristics of the four countries and capital cities of the UK. Add the names of seas, oceans and rivers in and around the UK.
Place knowledge	Understanding the immediate locality. Look at the use of different areas in the school for play, sport etc Land use	Compare the highlands of Scotland to local area and begin to think about green spaces near us.	To look at early settlements in the area and why the place was chosen, early/old and new buildings. How places change and develop over time.	Understanding the immediate locality. Look at the use of different areas in the school, Where in the school are different sorts of plants growing. How and why has the area	Look at hot and cold places around the school and how this impacts on the way the spaces are used. Weather and seasons and how this alters things we wear and do.	Vets and shops in the local area that help to look after animals. Places to walk pets. Animals on the farm - visit to Wheelgate.

				changed - from farmland to a school Land use	Flooding in the local area.	
Human and Physical	Note the key physical and human features of the school and the grounds - soil, hill, orchard, field, school building, playground, play equipment and astro turf	Look at key physical features: mountains, loch, sea, ocean, valley and human features city, houses	Look at key physical features: cliff, coast hill, valley and human features: castle, house, city, and town. Considering the best place to build a castle	Physical and human features of Hucknall and the surrounding area. Using correct vocabulary children will add features to their map of the grounds. Features of both town and country identified and spot areas on a map where plants grow. Visit to Sherwood forest.	Seasons in the year and the weather associated with each season. What changes do we see through the year in how spaces are used around school and the local area.	Investigate beach, cliff, farm, shop and restaurant - using the vocabulary when discussing animals
Geographical skills	Use aerial photographs and plan perspectives to recognise different areas in the school playground	Use maps and globes to identify the UK and it's countries	Interpret a plan perspective to recognise landmarks and key physical features to site a castle	Locational and directional language - orienteering and map making. Aerial photographs to help devise a map of Rosie's Walk and of the grounds. Use symbols on the map to identify places.	Using a thermometer, weather vane and rain gauge to record data over time. Record on a map where different readings were taken and to show cold places around school.	Questioner to find the number of households that have a pet and the space that pet may need. Look at the map of the local area to find areas for people to walk animals. Discuss if there are enough and what should be done about it
Fieldwork	Use simple fieldwork and observational skills to look at how different areas of the school grounds are used throughout a day. Sound recording, photographs, interview peers. Make a questioner about the use of equipment.	Think of questions to ask Mr Bond to find out about Northern Ireland and identify similarities and differences to Nottingham.	Observe physical and human features on a visit to Newark castle	Using a metre square children will gather data to count numbers of plants growing in different areas in the school. Journey sticks for a visit to Pappelwick Woods. Sketch map of Sherwood forest	Recording the weather in different areas and throughout the day. Presenting the data.	Refer back to Pappelwick woods as a place to walk. Areas around the school for minibeasts.
Key Vocabulary	soil, hill, orchard, field, school, building, playground, play equipment and astro	U.K. England, Scotland, Wales. Northern Ireland mountains, loch, sea, ocean, valley, city, houses,	Settlement, France cliff, coast hill, valley and human features: castle, house, city, and town.	Town, countryside. Farm wood, forest, place Locational and positional language (right left not NSEW),	North Pole, South Pole, equator weather, climate. Hot and cold, season, thermometer, weather vane, rain gauge, data	seas, oceans and rivers, beach, cliff, farm, shop and restaurant

	turf. Hucknall, town transport, plan drawing,	human features and physical features, map, world	Change and change over time	Symbol, journey		
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Year 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Plague	Great Fire of London	Great Explorers Aviation	Kings and Queens-Victoria	Africa- Kenya	Habitats Diet and exercise
Locational knowledge	Name, locate and identify characteristics of the four countries and capital cities of the UK. Locate Nottingham and Hucknall on the map. Know Hucknall is a town in Nottinghamshire.	Name, locate and identify characteristics of the four countries and capital cities of the UK. Locate London and other major cities in the UK.	Name and locate the world's seven continents and five oceans. Find France, USA, and the English Chanel using symbols.	Name and locate the world's seven continents - look at the location of countries that made up the British Empire in Victorian Britain. - Was there a country colonised in each continent?	Name and locate the world's seven continents - locate Africa and then Kenya. Describe the position in relation to the equator and the poles. Describe the journey to Nairobi.	Name and locate the world's seven continents and five oceans. Locate polar region, desert, forest and rainforest. Relate to savannah in Kenya.
Place knowledge	Explore the concept town and city. Look at buildings and facilities in Hucknall. Locate on a map ambulance, fire and police services and doctors and pharmacies. What happens to our rubbish?	Understand geographical similarities and differences between Hucknall and London. Using the fieldwork study of Hucknall (A!) comparisons between buildings, facilities, land use with London today and in the past. Find and become familiar with landmarks.			Compare the weather and the seasons of the U.K and Kenya. Compare housing - referring to A1 study of the locality. Compare farming and relate to export of crops and food eaten. Compare a typical day in the life of a family in the UK and in Kenya. Compare animals in the wild in both localities - endangered animals.	
Human and Physical	Use geographical vocabulary to describe the features of Hucknall. Discuss the differences in a village,	Use geographical vocabulary to describe the features of London. Look at the location of the River Thames and	Use vocabulary beach, cliff, coast, sea, ocean when describing the journey of Amelia Earhart.		Compare human and physical features of the landscape using photographs of both village life and Nairobi.	Identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the equator and

	town and city. Talk about landmarks and land use in the locality. Consider the impact of the plague on modern day town planning and facilities.	discuss the growth of a settlement around the river. How is London connected? Investigate the impact of the fire on London and this led to the city we have today.			Know the name of rivers and lakes in Kenya. Look at pictures of the Rift Valley and ask geographical questions.	the north and south poles. - discuss in relation to the habitats in the UK. Use geographical vocabulary to describe the habitats. (include port and harbour)
Geographical skills	Observations, photographs and interview. A plan drawing. Field sketching. Making a map with symbols. Questionnaire to gather information about the way the facilities around school are used and gather opinions about problems or changes needed.	Interpretation of satellite images and maps. Make a map of London 1666 with a key of relevant landmarks. Interpret population figures to see the growth of London.	Interpret aerial photographs and recognise features in the grounds. Use a globe and an atlas to locate countries on the world map. Making a map of the grounds with symbols. Give directions using positional language and the 4 point compass. Use locational and directional language to describe the route taken by Amelia Earhart.		Draw and label key features and landmarks in Kenya. Make and interpret graphs showing temperature and rainfall. Use and interpret images from google earth and describe using geographical vocabulary.	Use an OS map to locate Sherwood Forest, identify features and size of the forest using standard or non-standard measures. Take photographs. Follow a route on a map: around school and at Sherwood Forest. Compass direction
Fieldwork	Investigate the surroundings - what is the place like and why and what changes are happening? Human and physical features, land use, type of housing, buildings and facilities. Gather information about the use of the facilities in the area		Begin to consider economic activity and trade links in the visit to Rolls Royce. Understanding the concept factory and place of work. Look at connections to other countries in terms of trade.		Take the temperature and use a rain gauge to collect information and compare to Kenya.	How does the geographical features of an area impact on the sort of creatures found there? - using a metre square collect and record creatures found in two areas of the school and at Sherwood Forest.
Key Vocabulary	Town, city, village, Nottingham, Nottinghamshire, facilities, services, naming essential services, tips, landfill.	London, capital city, major cities, landmarks, comparison, River Thames, geographical links, population,	Continents, names of the continents, USA, France, beach, cliff, coast, sea, ocean, symbols, NSEW, trade	Empire, colony, changes	Kenya, export, trade, compare, Nairobi. name of rivers and lakes in Kenya, Rift Valley, dry. Bush, savannah	polar region, desert, forest and rainforest, port and harbour, OS map, geographical features, habitat, Sherwood Forest

	Landuse, human and physical features, town planning, plan, field sketch, map	expanding, growth, satellite image			temperature, climate rain fall	
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Year 3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Stone Age	Out of the Darkness	Nottingham	Fairtrade	Humans and Animals	Ancient Egyptians
Locational knowledge	Understand how human and physical characteristics and land use patterns have changed over time. Use maps to describe features - look at patterns of settlement in the Orkneys today and notice similarities and differences.	Name and locate the world's seven continents. Know the names of the countries that make up Europe and learn the names of the capital cities and the surrounding seas.	Name, locate and identify characteristics of the four countries and capital cities of the UK. Use a globe and world map to locate Europe, UK and Nottingham. Use an OS map of Nottingham to find human and physical features. Interpret maps showing key features like land use and population over time.	Name and locate the world's seven continents. Locate the world's countries, looking at the environmental regions, key physical and human characteristics, countries and major cities. Location of hot and cold places in the world. - Looking at countries in Africa and India in relation to the equator and the impact on climate and vegetation.		Name and locate the world's seven continents - find Egypt on a map and discuss what continent it is part of. Point out connection to work on Kenya in Y2. Location of hot and cold places in the world - what does this tell us about the climate?

<p>Place knowledge</p>	<p>Understanding of the term 'settlement' Relate the position of a settlement with physical resources and connections.</p>		<p>Understand geographical similarities and differences through the study of human and physical geography of a region of the UK..... Transport and how Nottingham is connected. Buildings - housing/factories Urbanisation and the growth of the city. Patterns in work from lace/cloth, mining to How is Nottingham changing?</p>	<p>Look at Chembakolli in India and the growing of tea to export to the UK. How do people in the village live? Use photographs of the area and add descriptive notes of what they see. How does this differ to our lives? Investigate what fair trade is and how fair trade is helping the farmers in this region. Does it affect other countries/regions in the same way? Consider what should the trade look like in the future and how could we help to achieve this?</p>		<p>Look at the settlement in relation to the River Nile. Consider connections to other countries now and in the past and discuss changes that have occurred and why. What will it be like in the future?</p>
<p>Human and Physical</p>	<p>Understand the types of settlement used by stone age man and the land use. Use geographical vocabulary to describe physical features of the Skara Brae site.</p>		<p>Identify topographical features of Nottingham. Look at the development of the settlement around the River Trent. Land use - food production and farming land.</p>	<p>Understand the term climate zone and land use. Look at the land use and economic activity - growing crops to export. Consider trade links and distribution of natural resources - how much land is given to 'cash crops'. Relate the growing to the climate and weather.</p>		<p>Look at a map of Egypt and locate its physical features - coastline, river, mountains, desert. Colour these in and use a key to represent each place. Also label Cairo as the capital city. Look at the Aswan Dam - why it was built in relation to the climate and the impact.</p>
<p>Geographical skills</p>	<p>Interpret maps and satellite images of an area now and in the past.</p>	<p>Use a globe, world and European map and junior atlas to locate countries in Europe.</p>	<p>Use coordinates to locate something on a map. Make a map of a short route. Use 4 point compass to give directions.</p>	<p>Database of findings from the visit to the COOP. Investigate different views on buying fair trade items.</p>		<p>Locate boundaries of a country on different scale maps. Compare Egypt now and in the past and use</p>

			<p>Make a simple scale drawing. Know why a key is needed. Use standard symbols. Use large scale OS maps. Look at the boundary of the UK and Nottinghamshire on maps of different scales. Begin to use map sites on internet. Begin to use junior atlases. Begin to identify features on aerial/oblique photographs</p>	<p>Use a questionnaire to find out about the brands parents buy and if they look for a fair trade label. Write a letter to inform parents about fair trade for the web site.</p>		<p>geographical vocabulary to communicate findings. Analyse evidence and begin to draw conclusions</p>
Fieldwork			<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. How often do people in Huckanll use the city centre? Routes to the centre. Study of landmarks</p>	<p>Visit to the local COOP to investigate fair trade product on sale. Compare the prices of fair trade and non-fair trade items and discuss the findings.</p>		
Key Vocabulary	<p>Settlement, island, Orkney Isles, human and physical resources,</p>	<p>Europe, names of countries, seas and capital cities within Europe. Globe, map, atlas</p>	<p>Urbanisation, work, employer, materials, topographical features, aerial/oblique photographs</p>	<p>Climate, environmental region, vegetation, trade, Fair Trade, questionnaire,</p>		<p>Egypt, Aswan Dam, River Nile, Cairo, coastline, river, mountains, desert, climate, boundary, boarder, scale, scale drawing</p>

Year 4	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Potions	The Ruthless Romans	Roman Remains	Eco Heroes	Anglo Saxons	The Amazing Amazon
Locational knowledge	<p>Locate the worlds countries - begin with North America and then South America (light touch where in the world games).</p> <p>Recap the position of the Equator, Arctic and Antarctic Circle. Identify the position of the Northern Hemisphere and the Southern Hemisphere</p>	<p>Recap continents. Locate the worlds countries... Italy key places in relation to The Roman Empire: Rome (Capital city) , River Tiber, Mediterranean Sea</p>	<p>Recap continents. Locate the worlds countries... Italy key places in relation to The Roman Empire: Rome (Capital city) , River Tiber, Mediterranean Sea</p>	<p>Name and locate cities in the UK, geographical regions and their identifying human and physical characteristics and land use - identify major cities, rubbish created and the landfill sites.</p> <p>Use maps of different scales to locate topographical features</p>	<p>Recap the continents. Locate the worlds countries - Germany, Belgium and the Netherlands</p> <p>Name and locate counties and cities of the UK - compare how the country was sectioned in the time of the Saxons and county boundaries now</p> <p>Name and locate topographical features - coasts.</p>	<p>Recap continents. Locate the worlds countries... North and South America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities. Locate the Amazon Rainforest and the countries it falls in. Know the seas and oceans surrounding the two continents and major rivers. Locate tropical regions on a world map.</p>
Place knowledge		<p>Understand ownership of land and boundaries. Look at the different areas within Nottinghamshire. How are the boundaries drawn on a map? Relate the concept to the changing world as the Roman Empire expanded.</p>		<p>Know what the natural resources of the UK are. Know that Hucknall grew around coal mines in the area. Investigate the impact on the physical features of the area ie The Ranges: landfill to green area. Landfill in the area and how Nottinghamshire deals with waste - ask geographical questions about the impact of waste and what can be done now. Renewable energy to generate electricity in the area and school</p>	<p>Know that Nottinghamshire was in the Kingdom of Mercia</p>	<p>Understand geographical similarities and differences through the study of human and physical geography of a region in the UK..... and a region within South America. Looking at Nottingham (Y3 +Y4) and Brazil compare: Housing Population Religion Schools Waste Climate - seasons and weather Links and trade using the enquiry questions,</p>

<p>Human and Physical</p>		<p>Describe and understand key aspects of physical geography..... water cycle. Investigate evidence for early trade links and the impact on the settlements/way of life. Look at the location of Hill Forts and how physical geographical features affected the development of human features.</p>		<p>Distribution of natural resources including energy, minerals and water (Y3 food). Locate reservoirs and the provision of water to the major cities. Compare to lakes, ponds, tarns etc Look at landfill sites and the impact on physical features. Litter in the environment.</p>	<p>What is the difference between a hill fort, a burial mound and a hill? Look at aerial photographs larger scale maps and OS maps to locate some of each.</p>	<p>Investigate climate zones, biomes and vegetation belts within the continents North and South America- relate to KS1 proximity to equator and the poles. Study of the rainforest - identify and describe the ecosystem using geographical vocabulary. Consider how it is changing and the impact. How can we influence the changes?</p>
<p>Geographical skills</p>		<p>Interpreting maps of different scales. Follow a route on a map. Steering the map as part of the orienteering activities.</p>		<p>Use OS maps. 4 and 6 figure grid references. Use symbols and keys. Labelled field sketches. Take photograph. Make sound recording Interview local person Questionnaire Make standard or non - standard measurements Suggest questions to ask as part of an investigation. Use appropriate geographical vocabulary. Follow a route on a large scale map Make a map of a short route experienced, with features in correct order Record the main points shortly after - ask a local resident about issues with litter/bins Use a database to present findings. Count and record different types at the</p>	<p>Use 4 compass points well: Begin to use 8 compass points - journey to England Use letter/no. co-ordinates to locate features on a map confidently. Make a scale drawing of the Sutton Hoo burial site Know why a key is needed. Begin to recognise symbols on an OS map. Use easy to read instruments E.g. metre tape</p>	<p>Use maps, atlases, globes and digital mapping to describe features. Interpret aerial and satellite images. Suggest how photos provide useful evidence for their investigations. Locate a photo on a map. Annotate the phot Commentate on the recording, describing and suggesting explanations of what they see. Make comparisons between two locations using photos/ pictures, temperatures in different locations.</p>

				same time using a tally eg different activities on the ranges		
Fieldwork		Residential visit to Beaumanor Hall, Leicestershire. Walk through Beacon Hill to experience the countryside and name and view physical features. Orienteering and map reading activities.		Look at packaging and develop enquiry questions. Gather data about their families waste or packaging coming into the house. Take photographs and plot the site of bins. Look at litter in the local area. Campaign/educate peers - how to reduce landfill. The Rangers - follow a map to navigate to or around the area looking at how the area is used and litter. Create a tally. Look at campaigns to clean up the area.	Make an archaeological dig around the school. Clues planted and the children have to make a map of the school and the location of the clues found.	tropical regions, rainforest, Amazon Rainforest
Key Vocabulary	North America, South America, Equator, Arctic and Antarctic Circle, Northern Hemisphere and the Southern Hemisphere	Italy, Empire:, Rome , River Tiber, Mediterranean Sea , boundary, expanding, water cycle, location, hill, steering a map,		Land use, landfill, scale, topographical features, natural resources, renewable energy, minerals, reservoirs. lakes, ponds, tarns, environment. Enquiry, navigate, NSEW, grid reference	Germany, Belgium and the Netherlands, coast, NSEW + NE, SE, SW, NW, grid, reference, coordinates	climate zones, biomes, vegetation belts equator and the poles, ecosystem, digital, aerial and satellite images

Year 5	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	The Vikings	Atrocious Alchemy	Masters Of Space	Magnificent Mayans	Careering around the commonwealth	Magnificent Architecture (industrial revolution)
Locational knowledge	<p>Locate the worlds countries..... Scandinavian countries</p> <p>Name and locate counties and cities of the UK - Viking settlements (why Jorvik?) and impact they have left us - research names</p>	<p>Locate the world's countries - North and South America, Egypt, India, Kenya, Italy, Germany, Belgium and the Netherlands , UK, Russia, Norway, Sweden, Spain, France, Portugal (light touch- where in the world games).</p>	<p>Identify the position and significance of latitude and longitude, equator, Northern Hemisphere, Southern Hemisphere, the Tropic of Cancer and Capricorn, Arctic and Antarctic Circle, - Earth from space. Locating small islands or points on the earth using latitude and longitude.</p>	<p>Locate Central American countries (Mexico, Belize, Guatemala, El Salvador, Honduras) on a world map, discussing its location including key features and neighbouring countries, oceans and seas. Locate European countries - locate Spain and neighbouring countries, ocean and seas.</p>	<p>Recap latitude and longitude - investigate Prime/Greenwich Meridian and time zones. Locate the world's countries and major cities. Name and locate key topographical features - coasts.</p>	<p>Name and locate counties and cities of the UK..... land-use patterns and understand how some of these aspects have changed over time - enclosures, the movement of the population to the rapidly expanding cities: cause and effect</p>
Place knowledge	<p>From Jorvik to York Look at the enquiry questions why has a settlement developed here? How has it changes over time? How much does the history impact on modern day industry? ie development of the Jorvik centre</p>		<p>Cape Canaveral - recap Continents N and S America and countries within (Y4). Why was this area chosen? Conceptual understanding desert, ocean coast.</p>	<p>Understand the geographical similarities and differences through the study of human and physical geography of a region of the UK, a region in a European country and a region within North or South America. Recap features and findings from the enquiry questions of Nottm and Brazil and then compare to findings about Spain: weather, housing, religion, landmarks, major trade and industry.</p>	<p>Build a working knowledge of major landmarks across the world. Investigate deserts and what it would be like to live near a desert.</p>	<p>Recap local study of Nottingham in Y3 and Y4 and compare to Manchester Did Manchester grow at the same rate and time as Nottingham? Industries, housing, transport. Investigate links to America in terms of raw cotton.</p>
Human and Physical	<p>Consider how the physical features influenced the settlement of the Vikings - coast line</p>		<p>Identify human and physical features on a map satellite image and aerial photograph; using the correct vocabulary - light touch -</p>	<p>Comparing climate zones, biomes and vegetation belts. Look at physical features of Spain and consider how this impacts on land use and human</p>	<p>Identify and explore patterns in climate zones, biomes and vegetation belts - using work from the comparison of Nottm, Brazil and Spain (Y5 Sp2 and Y4</p>	<p>Types of settlement and land use, economic activity including trade links and the distribution of natural resources - food and</p>

	on the east, rivers etc Evidence to suggest the Romans had been in York first and how had this changed the landscape		Mountains and rivers Y6	features. Eg climate - tourism Compare natural resources, how they are used/traded and the impact	rainforest) - are there any other rainforests Look at different deserts across the world.	water- compare the before and after Impact of canals and trains on the landscape and how the use has changed over time to modern day.
Geographical skills	Pick out the key lines and features of a view in the field using a viewfinder to help. Annotate their sketch with descriptive and explanatory labels. Add title, location and direction to sketch. - field sketch in York		Investigate scale in maps - is the area really shrinking? Compare maps with aerial photographs. Measure straight line distance on a plan. Find/recognise places on maps of different scales. (E.g. river Nile.) Draw a plan view map with some accuracy. Use 8 compass points; Use 4 figure co-ordinates to locate features on a map. Draw a sketch map using symbols and a key; Use medium scale land ranger OS maps. Use/recognise OS map symbols	Identify significant places and environments as stated within KS2 N.C. Use index and contents page within atlases. Use 8 compass points; Begin to use 4 figure co-ordinates to locate features on a map. Interpret images from photographs, field sketches, satellite and aerial photographs. Ask geographical questions. Make comparisons using geographical vocabulary	Begin to use primary and secondary sources of evidence in their investigations. Collect and record evidence unaided Analyse evidence and draw conclusions eg compare historical maps of varying scales eg temperature of various locations - influence on people/everyday life Databases and graphs Prepare questions for an interview. Use appropriate language. Ask questions that are responsive to the interviewee's views. Make brief notes during an interview to help them make a clear record of the main points. Use a database to interrogate and amend information collected. Use 8 compass points; Begin to use 4 figure co-ordinates to locate features on a map.	Select a map for a specific purpose. (E.g. Pick atlas to find Taiwan, OS map to find local village.) - land use, population density Use 8 compass points; Begin to use 4 figure co-ordinates to locate features on a map.
Fieldwork	Residential visit to York.		On the journey to the space centre- sketch landmarks and things		Conduct a survey into the journeys families have taken over a set time/	Compare the data from their own surveys in Summer 1 to transport and

	Children follow interpret the street map to find landmarks and follow a route.		they see along the way eg power station, bridge etc Children number them to make a sequential journey. Take compass directions too. Back at school children use the sketches to make a map of their journey, researching to add names or road numbers. Photos can be taken and added too. Compare to OS or road maps. Could the sketches become symbols?		the destination/mode of transport used and/or the opinions of local people on transport facilities. This could be expanded to compare to Lockdown data and the impact of this on travel in the longer term.	transport systems pre and post the industrial revolution. Using old maps trace the lines of the coal trains - links to Calverton etc What are they or the space used for now? Does the modern tram use any of the old lines?
Key Vocabulary	Scandinavia, settlement, impact, geographical change, country names in Scandinavia and landmarks	Spain, France, Portugal	latitude and longitude, equator, Northern Hemisphere, Southern Hemisphere, the Tropic of Cancer and Capricorn, Arctic and Antarctic Circle, desert, ocean coast. N, NE, E, SE, S, SW, W, NW, 4 figure co-ordinates	Central American, Mexico, Belize, Guatemala, El Salvador, Honduras, trade, industry, climate zones, biomes and vegetation belts, natural resources, tourism, field sketches, satellite and aerial photographs.	Prime/Greenwich Meridian and time zones. Desert, primary and secondary sources of evidence	Survey, data, transport network, migrating population, changing landscape,

Year 6	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Crime and Punishment		Meet the Greeks		Mountains and Rivers	
Locational knowledge	Name and locate counties and cities of the UK.... physical characteristics and land use patterns and how some of the aspects have changed over time Look at number and type of crime in cities across the UK		Locate the world's countries, using maps to focus on Europe..... Concentrating on their environmental regions, key physical and human characteristics, countries and major cities. - countries of North and South America and Egypt, India, Kenya, Italy, Germany, Belgium and the Netherlands , UK, Russia, Norway, Sweden, Spain, France, Portugal (been		Identify within the UK key topographical features (including, hills, mountains, coasts and rivers). Name rivers in the UK: relating to previous learning and visits. Investigate the source and the mouth of named rivers. Locate mountains and mountain rangers in the UK. Locate major rivers, Mountains and mountain rangers in the world- recapping continent and country they are in.	

		covered) - locate <i>Greece</i> and surrounding countries, seas, oceans, major cities and rivers.	
Place knowledge	Understand geographical similarities and differences through the study of human and physical geography of a region of the UK, a region in an European country and a region within North or South America Compare the number and type of crime to eg New York, London, Nottingham Berlin	What was <i>Greek</i> society like in the past and what impact has that had on modern day <i>Greece</i> and/or the world.	Know that the Peak District is a national Park and what this means. Look at the settlements around the river and how the rivers are used. Has the usage changed over time? How is it used now? Look at the surrounding landscape at the upper, middle and lower course of the river and explore how they differ.
Human and Physical	Do any human or physical features affect the data? Are there seasonal differences in number or type?	Look at the type of settlement and how the land was used. Trade and economic activity - how <i>Greece</i> was connected to the world, distribution of natural resources - stone for the buildings. Describe and understand key aspects of physical geography - earthquakes.	Describe and understand key aspects of physical geography including rivers and mountains, volcanoes and earthquakes. Look at the geographical region - Peak District and identify human and physical features. Investigate how rivers can alter the shape of the valley. Investigate piping of the River Leam underground, flood defences and bridges. Investigate changes in the course of the river over time. How are mountains different to volcanoes? What impact does a volcano have on human and physical features over a period of time? - relate to Y5 study Spain: Timanfaya National Park Lanzarote
Geographical skills	Use digital/computer mapping to locate countries and describe features Draw a variety of thematic maps based on their own data. Eg areas of dense population, areas of high crime Use primary and secondary sources of evidence in their investigations. Investigate places with more emphasis on the larger scale; contrasting and distant places Collect and record evidence unaided Analyse evidence and draw conclusions e.g. from field work data on land use comparing land use/temperature, look at patterns and explain reasons behind it. Databases and graphs Give increased detail of views, give detailed reasons influencing views and how they are justified	Use a scale to measure distances. Draw/use maps and plans at a range of scales. Draw a plan view map accurately. Confidently identify significant places and environments stated within KS2 N.C Begin to identify places and environments on maps Confidently use an atlas. Begin to draw plans of increasing complexity. Use atlas symbols. Locate places on a world map. Use atlases to find out about other features of places. (e.g. mountain regions, weather patterns) Recognise world map as a flattened globe. Children use the above to make detailed drawings of historical sites and place them on their own map of an area eg Athens (could be part of a tourist brochure)	Use the eight points of a compass, four and six figure grid references, Begin to use 6 figure grid refs; use latitude and longitude on atlas maps, symbols and key to interpret an OS map to build knowledge of Nottinghamshire and the Peak District. Plot the course of the river using a map and use vocabulary to describe the course of the river and the direction. Annotate a map with things noticed. Record speed of the river 3 times for accuracy, and at various points. Use maps from different time periods to identify changes. Use OS maps to identify places of high and low ground. Follow a short route on an OS map. Describe features shown on OS map.

	<p>Select information and sources of evidence in their investigations and present their findings both graphically and in writing.</p> <p>Interview local person</p> <p>Questionnaire</p> <p>Labelled field sketches.</p> <p>Take photographs.</p> <p>Make sound recordings</p>		
Fieldwork	<p>Children to conduct a survey of crime or anti-social behaviour in Hucknall/school appropriate to age ie graffiti, litter or naming calling, cyber bullying</p> <p>Select interviewing as an appropriate method for collecting evidence.</p> <p>Decide on an appropriate interviewee.</p> <p>Prepare and carry out interview, sometimes in a formal situation.</p> <p>Evaluate the quality of the evidence.</p> <p>Use a database to interrogate and amend information collected.</p> <p>Select field sketching from a range of techniques for an investigation.</p> <p>Evaluate the quality of the evidence they collect this way</p> <p>Select recording from a range of techniques as the most appropriate for the evidence they need.</p> <p>Evaluate the quality of the evidence they collect this way.</p> <p>Select and use a range of measuring instruments in investigations.</p> <p>Design own census, pilot and evaluate it</p>	<p>Use easy to read instruments E.g. rain gauge or metre tape.</p> <p>Take the temperature daily and compare to temperatures in Greece</p> <p>Consider climate zone Greece falls in.</p>	<p>Residential visit to Hagg farm. Experience geographical features. Conduct a study about living in the Peak district using a questioner and interview. Present the findings. Draw a map of an area, making field sketches and taking photographs</p> <p>Visit the River Lean and make field sketches. Noticing the speed and direction and how clear the water is. Investigate features of the river and how the river is used by human and animals</p>
Key Vocabulary	<p>Crime, cities, digital/computer mapping, thematic map, dense population, primary and secondary sources of evidence, census</p>	<p>World map, Greece and the names of surrounding countries seas, oceans and rivers, earthquakes mountain regions, weather patterns, climate zone</p>	<p>Mountain range, names of world's mountain range, cliff, face, coast, summit, path, peak, alpine, altitude, avalanche, blizzard, crevasse, earth's crust, erosion glacier, National Park + names, valley, landscape, flood defence, bridge, river, source, mouth, tributary, flood plain, course, bank, basin, river bed, canal, channel, current, delta, meander, sediment, silt, source, volcano</p>

