Southglade Primary and Nursery School

Geography progression ladder

EYFS - Year 6

Updated Summer 2025

Useful information

A few key take-aways

-fieldwork should be often and doesn't need to take long (could be 5-15 mins).
-fieldwork can happen at the start of a unit, middle of at the end. Ideally a bit of all three.
-Fieldwork is about taking notice of what is around you- doesn't need to be far. Use the ideas from the staff meeting today to begin planning some small steps fieldwork.
-Use the fieldwork audit sheet and the fieldwork ideas to plan in when you will be conducting fieldwork this year. I will meet with each year group to look at these. I will send an email after half term to arrange this with you.
-Padlet is a great way of recording! This can be part of the fieldwork (collecting data) - This is our padlet from today Staff meeting-Fieldwork 18.10.23 (padlet.com)

Digimaps

Digimap For Schools (edina.ac.uk)

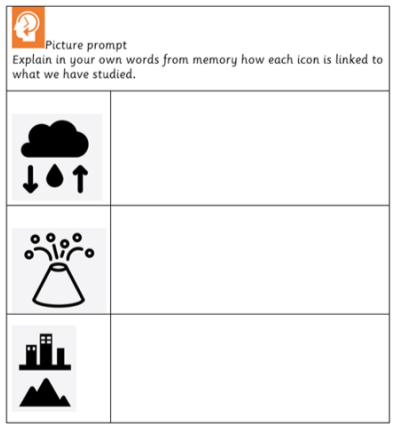
Log on details:

- **Username:** NG55NE
- **Password:** glurbs6270
- **PIN number:** 0197

Retrieval

Each unit to begin with a picture prompt retrieval task based on learning from previous years.

Pictures can be found on https://thenounproject.com/



Assessment

Assessment of the foundation subjects at Southglade

Kahoot Pre-assessment	Children working on the national curriculum will sit a pre-assessment Kahoot quiz before beginning their unit of learning. Quizzes are designed and made by the curriculum coordinator and delivered by the class teacher. The scores from this pre-assessment allow teachers to see and track progress of knowledge within this unit of work.
Retrieval activities	Throughout the unit of learning, teachers will plan in numerous opportunities for retrieval tasks based on Rosenshine's Principles of Learning.
End of unit outcome	End of unit outcomes are planned by the subject coordinator and the class teacher. Children are assessed through a pupil-led task designed to allow teachers to assess pupil's knowledge and skills from their unit of learning. These are varied in design to allow all pupils to use their preferred learning styles and skill sets to showcase their understanding from the unit of work.
Kahoot post-assessment	Children working on the national curriculum will sit a post-assessment Kahoot quiz at the end of their unit of learning. This post-assessment is the same as the pre-assessment allowing teachers to track progress from the beginning of the unit of work.
End of unit assessment strip	Teachers assess whether a pupil has made expected standard in this unit of learning by looking at the previous assessment strategies (Kahoot quiz, retrieval activities, learning and end of unit outcome). Teachers can use expected standard folders made by coordinators to help assess learning outcomes.
Data is placed onto Arbor at the end of the year.	Teachers place data onto Arbor at the end of the year. Subject coordinator to gather data of percentages of pupils reaching expected standard in their subject.

Useful resources websites:

https://www.toporopa.eu/en/- train your brain with capital cities, continents and flag.

Geography - BBC Bitesize – KS1 and KS2 resources and information

World Geography Games Online - Let's play and learn Geography! – world games, countries, and cities.

MapZone home – games, interactive maps and informative videos for KS1 and KS2 about general geography and map skills.

Geography progression of skills EYFS

EYFS Understanding the world- Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another.

EYFS pupils should have plentiful opportunities to freely explore their EYFS setting and outdoor area, and to make visits to places in the immediate vicinity of the school (e.g. local streets, park, shop, church or mosque). They can become familiar with these places through first-hand sensory exploration, observation and talk. They should have opportunities to ask questions and follow their own interests. These early experiences will provide opportunities for language development as pupils name and describe what they see in discussion with peers and adults.

Young pupils should be provided with opportunities to:

1. explore their setting's outdoor area, noticing and naming its features (e.g. play equipment, different areas and surfaces, flower beds)
2. experience different weather conditions and their impact on the environment
3. examine and discuss natural objects (e.g. leaves, twigs, stones)
4. explore the immediate local area through walks and visits to selected sites

Locational knowledge

ELG: The Natural World

Children at the expected level of development will:

• Explore the natural world around them, making observations and drawing pictures of animals and plants.

• Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

Human and physical geography

ELG: People, Culture and Communities

Children at the expected level of development will:

• Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.

• Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.

• 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.

Place knowledge

ELG: The Natural World

• 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.

Fieldwork skills and maps

During and after their explorations, pupils should have opportunities to record what they observe and notice by:

During continuous provision:

- making drawings (e.g. of their favourite place in the outdoor area, what they saw at the park)
- counting (e.g. cars parked at the start/end of the day).

During the Pirates topic, children to go on a treasure hunt around the local area e.g to the post office.

- using small world play or the role play area to represent a visited place.
- taking digital photos (e.g. of a collection of natural objects, buildings in the locality).
- sequencing photos to recall features seen on a visit or short walk.
- drawing a map (e.g. of the outdoor area)
- expressing their feelings about places they visit, saying which features they like/dislike.

Geography progression of skills KS1 – Year 1

Year 1 National Curriculum objectives:

- To find information on aerial photos.
- I can follow a route on a prepared map, e.g journey to school, where I live.
- I can recognise simple features on maps such as buildings, roads and fields.
- To look down on objects and make a plan. e.g a desk.
- To draw a simple map (real or imaginary) including route maps.
- To use symbols on maps and understand that they mean something.

Building on prior knowledge of: EYFS Understanding the world- Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another.

Key vocabulary:
Key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.

key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop

Areas of study-
Autumn 1
I wonder what I can create to help the stick man find his way home?
Summer 1
I wonder what I can create for Paddington to tell him all about the United Kingdom?

Objectives:
Map Skills

- To find information on aerial photos.
- I can follow a route on a prepared map, e.g journey to school, where I live.
- I can recognise simple features on maps such as buildings, roads and fields.
- To look down on objects and make a plan. e.g a desk.
- To draw a simple map (real or imaginary) including route maps.
- To use symbols on maps and understand that they mean something.

Locational knowledge
Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.

Human and physical geography identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles	**Place knowledge** Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. Complete a COWWS for describing a place (Continent, Ocean / Seas, Weather, Who and what, See) Compare different areas in the UK (England, Scotland, Wales, Northern Ireland)
Fieldwork skills and maps **Local area walk:** **Explore the local area of the school to investigate the range of buildings, roads, green spaces and other local features.** • investigate the physical and human features of the school and school grounds: naming and describing what they see (e.g. different areas including playground, car park, field, wildlife area) and how these areas are used; routes around the school site, people's jobs, places that have been/could be improved, and so on. **Fieldwork activities (also can be found on staff CPD pages)** • using small world play, model making, or the classroom role-play area to represent a visited place (e.g. a shop, the library or Health Centre). • adding details to a teacher-prepared drawing (e.g. doors, windows and other features to the outline of a house). • making annotated drawings to show variations (e.g. in a row of houses in a local street). • drawing a freehand map (e.g. of the school grounds, local street or park). **Links with Science: Weather** • investigate different weather conditions through observation and by making and using simple measurement devices (e.g. to record wind direction, to measure rainfall). • observe and record seasonal changes (e.g. to flowering plants and deciduous trees) in the school grounds and local area.	**Cross-curricular links** Science – seasonal changes observe changes across the four seasons observe and describe weather associated with the seasons and how day length varies. Pupils should observe and talk about changes in the weather and the seasons. History When looking at the lives of significant individuals use maps to look at the location of where they lived in the UK and worked.

Y1 Teacher CPD pages

Year 1 : Autumn 2

Enquiry Question: I wonder what I can create to help the whale find its way home?

Objectives:

- To find information on aerial photos.
- I can follow a route on a prepared map, eg journey to school, where I live.
- I can recognise simple features on maps such as buildings, roads and fields.
- To look down on objects and make a plan. eg a desk.
- To draw a simple map (real or imaginary) including route maps.

To use symbols on maps and understand that they mean something.

Key Vocabulary:

Key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.

key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop

Key factual learning/CPD for staff

Advice before teaching this unit: Take a short walk in the surrounding areas around the school. Look at where the local parks are (The Ridge, Southglade Park). Look at where the local library and the local leisure centre is. Observe places of worship.

Aerial view- birds eye view of a thing, place, city or country.

Physical features
The study of the Earth's natural features, such as mountains, rivers, deserts and oceans.
Human features
The study of man-made features like houses, roads and bridges.

Local churches
-Bestwood Park Church (Beckhampton Road), Infant of Prague Catholic Church (Cherry Orchard Mount), and The Peoples Church (Gladehill Road).
Green spaces
Sandy banks,
Southglade park,
Little woods
The Ridge
Bestwood Country Park

Practical tasks:

Introduce maps through the story book – Martha Maps it Out by Leigh Hodgkinson

Fieldwork ideas
- Fieldwork in the classroom- Begin by making a large map of the classroom with the pupils. Use pictures of different areas in the classroom so pupils can place where things are. Explore the compass together (powerpoint in resources). Can the children explain where items are in the classroom? Eg the table is west of the chair? Expand this by hiding a toy in the classroom when one child is waiting outside. Call the child back and ask the children to explain where the toy is using compass directions.
-Fieldwork in the playground- Children to have a map of the playground. They follow the map to find different points chosen by the teacher. When they get to that place they write their name on the whiteboard.
Fieldwork outside of school- Children to go on a walk up to the shops. Using ipads and padlet- children to upload pictures of things that they see on route. Children can create pictograms of what they see. Eg, flats, houses, cars, buses, shops, trees…
Recreate your walk around Bestwood by creating a 3D map;

Look at maps of Bestwood- what physical and human features can you find? Use bluetac, cocktail sticks and white labels to mark what you can see.

Exploring aerial photos- ask children to take a picture from a birds eye view and a bugs eye view- upload to padlet to look through together.
Chalk maps on the playground to map our places of interest. Children can create a story using the map to explain what they have seen.

Outcome:

- ✓ Create a map of a local area walk.
- ✓ Re-create their walk using small word/ pictures/ chalk maps.

Geography progression of skills KS1 – Year 2

Year 2 National Curriculum objectives:

- To find information on aerial photos.
- I can follow a route on a prepared map, e.g journey to school, where I live.
- I can recognise simple features on maps such as buildings, roads and fields.
- To look down on objects and make a plan. e.g a desk.
- To draw a simple map (real or imaginary) including route maps.
- To use symbols on maps and understand that they mean something.

Building on prior knowledge of: Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. 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

Key vocabulary:
Key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.

key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop

Areas of study- Summer term
Summer 1- I wonder how rural England compares to rural Kenya?

Objectives:
Map Skills

- To find information on aerial photos.
- I can follow a route on a prepared map, e.g journey to school, where I live.
- I can recognise simple features on maps such as buildings, roads and fields.
- To look down on objects and make a plan. e.g a desk.
- To draw a simple map (real or imaginary) including route maps.
- To use symbols on maps and understand that they mean something.

Locational knowledge
Name and locate the world's seven continents and five oceans on a world map.

Identify capital city, country, continent, ocean of England.

Identify capital city, country, continent, ocean of Kenya/

Human and physical geography
Use Geographical vocabulary from the year 2 key vocabulary to describe features of the local area and a contrasting area in an African country.

Place knowledge
Complete a COWWS for describing a place
(Continent, Ocean / Seas, Weather, Who and what, See)
For country of UK and Country in Africa.

Fieldwork skills and maps **Map skills:** • drawing a freehand map (e.g. of the school grounds, local street or park). • relating a large-scale plan (e.g. of the school grounds or a local street) to the environment, identifying known features. • marking information on a large-scale plan (e.g. of the school grounds or a local street) using colour or symbols to record observations. **Compass skills:** • using a simple compass and cardinal compass directions (north, south, west, east).Identify N,S,E,W on the playground. Take digital photos of each area of the playground and then place them on a map or padlet. **Trip to Nottingham Castle** • taking digital photos (e.g. of buildings in the locality, things seen on a bus journey)- Children to create a journey poster of what they saw on their journey to Nottingham Castle. **Maths links:** • collecting quantitative data (e.g. to create a pictogram of favourite places to play or how pupils travel to school). **PSHE** • using a questionnaire (e.g. to find out the most popular options for improving playtimes).	**Cross-curricular links** Science – Animals and their habitats. Look at the location of animal habitats and where they are located in the world, link to climate, hot / cold areas. Make a map of a local habitat and locate where animals may live. e.g. The school grounds or the local area. History The Great fire of London, Locate London on a map, look at maps to show where the fire started and where it spread to. Maths When looking at charts and graphs, creating pictograms of how children travel to school. PSHE When looking at how to care for the environment, use a questionnaire to get pupil views on how to improve playtimes

Y2 CPD Page

Year 2: Summer 1

Enquiry Question: *I wonder how rural Kenya compares to rural England*

Objectives: *Know the main differences between a place in England and that of a small place in a non-European country*
- Be able to use basic geographical vocabulary to refer to key physical features
- Be able to use basic geographical vocabulary to refer to key human features

Key Vocabulary: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season, weather, city, town, village, factory, farm, house, office, port, harbour and shop

Key factual learning/CPD for staff

England-

England is the largest country in the United Kingdom (UK). It is part of the UK along with Wales, Scotland and Northern Ireland. The currency in England are British Pounds.
Although the Thames is the longest river in England, the Severn is actually the longest river in the UK. It stretches 220 miles in length and is located in both England and Wales!
Windermere is England's largest lake.
England has a huge coastline – nowhere in the country is more than 75 miles from the sea!
London is home to 8 million people and many nationalities and in fact more languages (about 300) are spoken in the capital's schools than in any other country in the world!
Most British houses are either **semi-detached or terraced**, meaning they share one or both exterior walls with adjoining properties. Houses are usually made out of bricks.
There are a variety of jobs in England. In cities jobs are often office based, whereas in rural areas jobs are more likely to be farming related.
England has four seasons- Spring, summer, Autumn and Winter.
England has 24 native types of mammal, including badgers, foxes, deer
The flag is white with a red cross.

Kenya –

Kenya is about 2.4 times bigger than United Kingdom.
The currency of Kenya is the Kenyan Shilling.
Kenya is a country in the continent of Africa. Kenya is located in East Africa
School is free in Kenya, but many children are too busy to go to classes. They help their families by working the land, tending cattle, cooking, or fetching water. Children in Kenya usually start school at the age of 6 and finish when they are 14. Children in rural communities may not attend school often, especially girls.
Most Kenyan live in the highlands, where Nairobi, the capital is
It land rises from a low coastal plain on the Indian Ocean to mountains and plateaus (areas of level high ground) at its centre. Mount Kenya is the highest mountain in Kenya and is an active volcano.
Kenya's longest river is the Tana.
Africa is on the equator.
In Kenya, more than 60 languages are spoken and there are more than 40 ethnic groups. Almost everyone there speaks more than one African language. The main languages spoken are Swahili and English. The population of Kenya is estimated to be 53 million.
Kenya has two seasons – wet and dry.
Millions of people visit Kenya each year to see its endless savannah and the animals that inhabit it: elephants, lions, cheetahs, giraffes, zebras, hippos, rhinos and more. The Kenyan government has set up more than 50 reserves and parks to protect these animals
The flag of Kenya is made of the colours: black, red, green and white.

Practical tasks:

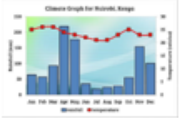
-Digimaps jigsaw print off a copy of a map from the UK or from Kenya. Withhold a jigsaw piece. Can the children describe or draw what is missing? Choose a piece with a key geographical feature eg Lake Windermere, River Thames, Mount Kenya, plateaus or capital cities.

-Digimaps Map bingo. http://osric.com/bingo-card-generator/ use this link to create your own bingo word cards using key vocabulary from driver.

-Digimaps Towns in ten. Give everyone a copy of a map (Eg South East England. Describe a town, can the children guess it within 10 questions? For example, is it near a coastline? Is it rural? Is it urban? Is it located near to a river?

-Venn Diagrams- sort the features between human and physical, sort the features between rural and urban etc.

-Graphs- Compare graphs based on weather or seasonal patterns. What can you infer from the graph? Which months are the wettest?



-True or false quiz. Children to sort, circle or tick the correct answer.
E.g True of False- England has 2 seasons.

-Locate on a world map. Children to use Atlases, world maps, digimaps to locate the UK, Africas
Kenya, Nairobi, London, England etc. Children could use coloured dots to show their understanding of locations around the world. Also test pupil's knowledge of the terms Capital City, Country and continent.

-Maps- Children to

-Complete a COWWS for each place (Continent, Ocean/seas, Weather, Who and What, See)

- Fieldwork opportunity- go outside and study the weather patterns, make a daily diary. Visit a rural village/ countryside. Draw and label what you see. How does that compare to the work we have learnt in class about Kenya?

Outcome:

- ✓ Green screen news report
- ✓ Create a tourism leaflet
- ✓ Weather report/ diary for the different seasons

Geography progression of skills KS2 – Year 3

Year 3 National Curriculum objectives:

Map Skills

- I can use maps at more than one scale.
- I can make and use simple route maps.
- I can use thematic maps (in an atlas).
- I can explain what places are like using maps at a local scale.
- I can make a map of a short route with features in correct order.
- I can give a map a key with standard symbols.

Building on prior knowledge of:

- Name and locate the world's seven continents and five oceans.
- Complete a COWWS for describing a place. (continent, ocean/sea, weather, who and what, see)
- Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.

Key vocabulary:

Volcano, earthquake, Europe, fault mantle, ring of fire, active, dormant, crust, core, sill, lava, extinct, vent, eruption, magma, ash, crater

Areas of study- Summer term

Summer 1

I wonder where earthquakes and volcanoes are located and the impact of this on the local area?

Objectives:

Map Skills

- I can use maps at more than one scale.
- I can make and use simple route maps.
- I can use thematic maps (in an atlas).
- I can explain what places are like using maps at a local scale.
- I can make a map of a short route with features in correct order.
- I can give a map a key with standard symbols.

Locational knowledge

Locate the world's countries, using maps to focus on Europe (including the location of Russia), concentrating on their environmental regions, key physical and human characteristics, countries, and major cities

Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time

Compare Vesuvius region of Italy to Arthur's seat in Edinburgh.

Human and physical geography Describe and understand key aspects of: ▪ Physical geography including: volcanoes, earthquakes, (Linking to Science: rock types) ▪ Human geography including how volcanoes can impact the local area (Tourism, money, fertile soil, thermal power stations, resources) In History Topic on Romans – Describe and understand the key aspects of: Human Geography: Types of settlement.	**Place knowledge** Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country. Compare Vesuvius region of Italy to a region of the UK Arthur's Seat in Edinburgh. Conduct a case study of Naples and Mount Vesuvius. Link to recent Earthquakes e.g Turkey and Syria (2023) Name and locate where most Volcanoes can be found on a world map.
Fieldwork skills and maps **Fieldwork opportunities** • Annotate a drawing/ diagram of the earth's core and the parts of a volcano. • Label a map showing tectonic plates around the world. **Visit to a local park (1 off lesson) (Southglade Park/ Sandy Banks/ Bestwood Lodge)** • Explore gradients on a map by looking at mountain ranges and then comparing to our locality and how flat it is. Go into locality and see areas of low gradient, for example around Southglade Park. Use this to show the incline and height of the mountains and volcanoes we study • use the eight points of a compass, 2 figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world • use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.	**Cross-curricular links** Science. Rock types History Types of settlement- Romans Map skills- location of Rome/ Italy Location of Roman settlements in UK

Southglade Primary & Nursery School

Y3 CPD sheet

Year 3: Summer 1

Enquiry Question: I wonder where earthquakes and volcanoes are located and the impact of this on the local area?

Objectives:

Describe and understand key aspects of:

- Physical geography including: volcanoes, earthquakes, (Linking to Science: rock types)
- Human geography including how volcanoes can impact the local area (Tourism, money, fertile soil, thermal power stations, resources)

Map skills:

- ✓ I can use thematic maps (in an atlas).
- ✓ I can explain what places are like using maps at a local scale.

Compare Vesuvius region of Italy to a region of the UK.

- 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.

Compare Vesuvius region of Italy to a region of the UK Arthur's Seat in Edinburgh.

- Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- Use the eight points of a compass, 2 figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world
- Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.

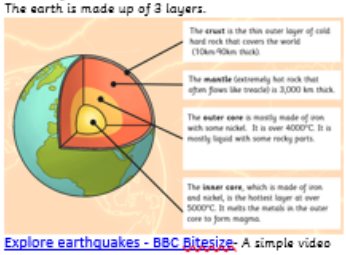
Key Vocabulary: Volcano, earthquake, Europe, fault mantle, ring of fire, active, dormant, crust, core, sill, lava, extinct, vent, eruption, magma, ash, crater

Key vocabulary

volcano	A rupture in the Earth's crust that allows hot lava, volcanic ash, and gases to escape from a magma chamber below the surface.
magma	The extremely hot, molten rock layer that lies beneath the Earth's crust.
lava	Magma that has reached the surface and comes out of the volcano.
ash	The bits of rock dust that are thrown into the air during volcanic activity.
crater	The big hollow areas inside the volcano.
eruption	The event where magma, from beneath the Earth's crust, forces its way out, exploding upwards.
active	An active volcano is a volcano that has had at least one eruption during the past 10,000 years.
dormant	An active volcano that is not erupting, but supposed to erupt again.
extinct	A volcano which has not had an eruption for at least 10,000 years and is not expected to erupt again.
Convection currents	Heat from the core causes the mantle to rise and fall in currents. These currents move the current around.
Earthquake	A shaking of the earth's crust caused by sudden tectonic movement.
Tectonic plates	A large section of the earth's crust.

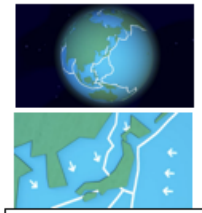
Key factual learning/CPD for staff

Earths layers- How do these relate to volcanoes and earthquakes?
The earth is made up of 3 layers.



Explore earthquakes - BBC Bitesize- A simple video explaining how earthquakes happen.

How does an earthquake happen?



The crust (together with the upper layer of the mantle) is made up of different pieces, called **tectonic plates**. These plates fit together like a jigsaw and are **moving** at a rate of a few centimetres a year, in different directions and at different speeds.

Some plates slide past each other, others move away from each other and some bump into each other. Sometimes these plates lock together when they meet. This is called a **plate boundary** or a **fault line**.

How does a volcano erupt?

Earthquakes

The Earth's surface is called the crust. It is made up of different rocky sections called tectonic plates. Tectonic plates can move about on the softer mantle underneath them. Watch: https://www.youtube.com/watch?app=desktop&v=j7To56VsunE A great visual representation of what happens when the tectonics plates moves away from each other (divergent) and when they are pushed back together (convergent).
If an earthquake is beneath the ocean it can create a series of huge waves, called a **tsunami**. There are thousands of earthquakes across the world each day.

Volcanoes

The impact of a volcano on the local area	
Positives	Negatives
Farming. Volcanic environments can be good locations for farming. Volcanic deposits are enriched in elements such as magnesium and potassium. When volcanic rock and ash weathers, these elements are released, producing extremely fertile soils. Thin layers of ash can act as natural fertilisers, producing increased harvests in years following an eruption.	During an eruption, most tephra (rock fragments) will fall to the ground around the volcano. This can lead buildings' roofs and obscure road markings, making travel difficult. The loading of tephra on leaves can lead to the burial of plants or the stripping of branches from trees, resulting in a significant impact on agriculture
Tourism. Volcanoes evoke wonder and attract millions of tourists around the world. This supports local economies and provides jobs	The fine-grained nature of volcanic ash means it is easily transported by winds to distance of hundreds to thousands of kilometres away from the volcano. It may also be sent up high into the air, sometimes reaching the stratosphere. Ash is made up of small, sharp, angular fragments of glass and other volcanic rock, due to its abrasive nature, volcanic ash can cause damage to aircraft
Energy. As well as providing mineral resources, many countries with active volcanoes are able to use the heat generated by volcanic activity as geothermal energy (e.g. Iceland and New Zealand). By drilling a deep hole the steam rises to the surface and expands, either driving turbines or being directed through heat exchangers.	Large eruptions which produce ash, mud and poisonous gases can devastate farmlands and destroy the livelihoods of many thousands of people in a matter of hours.
Resources. Volcanic environments can produce rich mineral or metallic ore deposits when rocks are 'cooked' in extremely hot water. The country of Cyprus, which roughly translated means copper, owes its name to the mining of copper deposits.	People can be exposed to harmful volcanic gases by breathing them in or through contact with the skin and eyes. The health effects range from mild to serious, with occasional deadly exposures. After exposure, people may report difficulty breathing and itchy skin
Attachment. Volcanic environments often evoke a strong sense of place. Whether is it driven by aesthetics, community, history, culture or religion, volcanic communities often have a very strong bond with 'their' volcano and assign strong symbolic meanings to their environment.	Risk of having to leave your home/ losing family or friends/ risk of life.

✓ Volcanic eruptions can be explosive, sending ash, gas and lava high up into the atmosphere, or the magma can form lava flows, as effusive eruptions. Whether an eruption is explosive or effusive largely depends upon the amount of gas in the magma. If a lot of gas is trapped within magma, pressure will build and build until eventually the magma erupts explosively out of the volcano. It's a bit like a bottle of fizzy pop: gas is trapped in the liquid but if you shake the bottle the gas wants to escape. This builds pressure inside the bottle and when you release the pressure by opening the bottle, the gas rushes out of the top carrying some of the liquid with it. (Link with bicarbonate soda and vinegar investigation)

✓ There are volcanoes on every continent, even Antarctica.

✓ Watch: Experience: Ashfall - "An Eclipse" (youtube.com). It shows what the local area around some volcanoes are like after the volcanic ash starts to fall down.

Retrieval activities

-Seven continents (label a map/ picture prompt)
-Link with prior learning of Mount Vesuvius and the impact of this on Pompeii.

Practical tasks:

Conduct a case study of naples and mount Vesuvius.
Link to recent Earthquakes e.g Turkey and Syria (2023)
- Look on a map. Where are most volcanoes found?
- Mr P ICT links- VR, Animations, Labelling, comprehension and green screen
Extreme Earth - MR P ICT ONLINE CPD

-label the 3 layers of the earths crust
Crust mantle outer core inner core

-Label the parts of a volcano on a diagram (examples in resource folder. Use key terminology-
ash cloud magma chamber main vent
lava flow conduit crater

-Living in Peril | Key Stage 2 | Geography in the News a great link to recent volcanoes and the impact of their eruptions on the local area.
-

-Create an erupting volcano by using bicarbonate of soda and vinegar.

-Digimaps Map bingo. http://osric.com/bingo-card-generator/ use this link to create your own bingo word cards using key vocabulary from driver.

Fieldwork opportunity-

- ✓ Explore gradients on a map by looking at mountain ranges and then comparing to our locality and how flat it is. Go into locality and see areas of low gradient, for example around Southglade park. Use this to show the incline and height of the mountains and volcanoes we study
- ✓ Annotate a daring/ diagram of the earths core and the parts of a volcano.
- ✓ Label a map showing tectonic plates around the world.

Outcome:

- ✓ Debate (oracy)
- ✓ Create a new story based on a volcano erupting- interview people. How are you feeling? What are the consequences?

Geography progression of skills KS2 – Year 4

Year 4 National Curriculum objectives:

Map Skills

- I can use maps at more than one scale.
- I can make and use simple route maps.
- I can recognise some patterns on maps and begin to explain what they show.
- I can use thematic maps (in an atlas).
- I can explain what places are like using maps at a local scale.
- I recognise that contours show height and slope.
- I can map of a small area with features in the correct places.
- I can give a map a key with standard symbols.
- I can use some ordinance survey style symbols.
- I can use the scale bar to estimate distance.
- I can use the scale bar to calculate some distances.

Building on prior knowledge of:

Locate the world's countries, using maps to focus on Europe (including the location of Russia), concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.

Key vocabulary:

biome climate zone water cycle(incl. transpiration) vegetation belt
rural erosion deposition tributary meander delta source mouth confluence estuary water cycle(excl. transpiration)

Areas of study

Summer 1
I wonder what the cause and impact of human and animal migration is.

Objectives:

Map Skills

- I can use maps at more than one scale.
- I can make and use simple route maps.
- I can recognise some patterns on maps and begin to explain what they show.
- I can use thematic maps (in an atlas).
- I can explain what places are like using maps at a local scale.
- I recognise that contours show height and slope.
- I can map of a small area with features in the correct places.
- I can give a map a key with standard symbols.
- I can use some ordinance survey style symbols.
- I can use the scale bar to estimate distance.
- I can use the scale bar to calculate some distances.

Locational knowledge

Locate the world's countries, using maps to focus on Egypt, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities

name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time
Compare Nile region of Egypt to the Trent or Thames region of the UK.

Human and physical geography Describe and understand key aspects of: ▪ Physical geography, including: climate zones, biomes and vegetation belts, ▪ Physical geography, including: rivers and the water cycle (excl. transpiration).	**Place knowledge** Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country. (Egypt) Compare Nile region of Egypt to the Trent or Thames region of the UK. Identify the position and significance of Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, Complete a HOTCLUB to describe a place. (Hemisphere, Other places, Time zone, Climate, latitude, Us, Bodies of water.
Fieldwork skills and maps **Orienteering (when new build and grounds have been built)** • Use the eight points of a compass, four figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world • Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. **Links to the water cycle in Science** • to use the school and its grounds as a site for studying aspects of physical and human geography by investigating questions such as 'Where does the water go when it rains?', 'How do we travel to school' and 'Where does the food for school dinners come from?' • when learning about the water cycle, weather and climate, to investigate and record different weather phenomena through observation and by using standard measurement devices (e.g. thermometers, rain gauges and anemometers).	**Cross-curricular links** History Rivers Vikings- Scandinavia link In History Topic on Vikings – Describe and understand the key aspects of: Human Geography: Types of settlement. History Objectives: Know what life was like in Ancient Egypt including the role of hieroglyphics, Mummies, pyramids and the River Nile · Describe features of past societies and periods and how these are different to modern day · Understand how ways of life, beliefs and attitudes may have occurred during this time · Identify some ideas, beliefs, attitudes and experiences of men, women and children from the past Science The water cycle.

Year 4 CPD page (Ancient Egypt)

Year 4 : Spring 1

Enquiry Question: I wonder why the Ancient Egyptian civilisation was able to last a thousand years?

Objectives:

- Locate the world's countries, using maps to focus on Egypt, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities
- Compare Nile region of Egypt to the Trent or Thames region of the UK.
-

Key Vocabulary:

)

Egypt Facts:

Capital: Cairo
Area: 1,010,408 sq km
Population: 107.7 million
Language: Arabic

ictical learning:

- Locate the world countries on a map. Label them and their continents.
- Play map detectives: Give each pair a set of true or false questions such as 'The River Nile is the only river in Egypt'. Children should use the maps on digimaps to locate and find the answer.

Login details:
Username: NG55NE
Password: glurbs6270

Key factual learning/CPD for staff

Egypt

Location:

Egypt is located in northern Africa and shares borders with Gaza Strip, Israel, Libya, and Sudan. Egypt's boundaries also include the Sinai Peninsula. Its topography consists mainly of desert plateau but the eastern part is cut by the Nile River valley.
Egypt's heartland, the Nile River valley and delta, was the home of one of the principal civilizations of the ancient Middle East and, like Mesopotamia farther east, was the site of one of the world's earliest urban and literate societies. Pharaonic Egypt thrived for some 3,000 years through a series of native dynasties that were interspersed with brief periods of foreign rule.

Physical and Human features

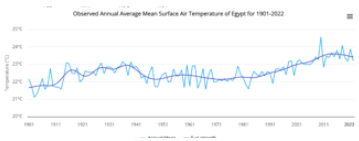
Egypt is unequally split by the Nile. The Nile (the longest river on Earth) divides the country into the Eastern Desert and Western Desert. The eastern side has some hills and mountains and the western side is very flat. The Sinai Peninsula in the north-east is a strip of land divided from the main area of Egypt by the Suez Canal.

Egypt's major cities:

Name	Arabic	Population (2021 estimate)
Cairo*	القاهرة	9,606,916
Alexandria	الاسكندرية	5,263,542
Giza*	الجيزة	4,367,343
Shubra El Kheima*	شبرا الخيمة	1,240,289

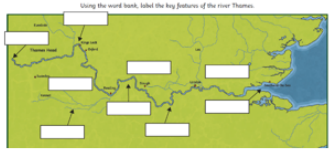
Climate:

Egypt's climate is dry, hot, and dominated by desert. It has a mild winter season with rain falling along coastal areas, and a hot and dry summer season (May to September). Daytime temperatures vary by season and change with the prevailing winds. In the coastal regions, temperatures range between average winter minimums of 14°C (November to April) and average summer maximums of 30°C (May to October). Temperatures vary widely in the inland desert areas, especially during the summer, where they range from 7°C at night to 43°C during the day.



- Complete a comparison table of the River Nile and The River Thames. Consider:
  Length, depth, mouth of the river, functions of the river, trade, historical significance.

- Complete a features of the River Thames activity and a features of the River Nile.



The River Nile compared to the River Thames

The River Nile is the longest river in the world, running through several countries in Africa, while the River Thames is a shorter river that runs through southern England. Both rivers have played significant roles in the history and development of the regions they run through. The Nile is more important in terms of its economic and cultural significance to the African continent, while the Thames is more important to the UK in terms of transportation, trade, and recreation.

Outcome:

- ✓ Create a factfile comparing the River Nile and the River Thames

Year 4 CPD page (Migration)

Year 4 : Summer 1

Enquiry Question: I wonder what the cause and impact of human and animal migration is.

Objectives:

Describe and understand key aspects of:

- Physical geography, including: climate zones, biomes and vegetation belts,
- Physical geography, including: rivers and the water cycle (excl. transpiration).

Key Vocabulary:

biome climate zone water cycle(incl. transpiration) vegetation belt
rural erosion deposition tributary meander delta source mouth confluence estuary water cycle(excl. transpiration)

Key factual learning/CPD for staff

(Most of the Geography objectives will be taught alongside History- Ancient Egyptians. See Geography CPD page 'Ancient Egypt)

Animal Migration

Some animals leave their home to go to another place for a certain period of time, before returning. These animals migrate to find more food or better weather. It may also be a more suitable environment for breeding and raising their young

	To escape the cold, monarch butterflies migrate to California and Mexico from other parts of the United States to spend the winter. (picture by D. Ramsey, 2007)
	The wildebeests who live in the Serengeti in Eastern Africa follow the rains northward every spring to find grass to graze on. (picture by J. Elonen, 2003)
	Sea turtles live in the ocean, but they return to land to lay their eggs on the beaches. After hatching the baby turtles immediately head straight for the water. (picture by M. Zinkova, 2008)
	Arctic terns see two summers a year as they migrate from the Arctic to Antarctica. That's a 24,000 mile round-trip every year! (picture by C-M, 2005)

Human Migration

Why do people migrate?

There are many reasons why people choose to migrate. They might move to find:

- better education and schools
- more job opportunities
- a better climate
- a safer area to live

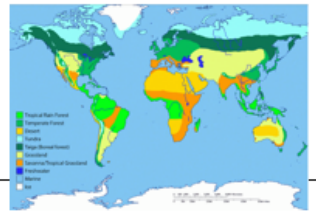
Large numbers of people moved from one place to another to find work during the industrial revolution. They moved from the countryside to growing cities such as Manchester and to the industrial areas of Wales.

From the end of the 19th century onwards, Italians who had migrated to Wales looking for a better life started opening cafés, ice cream parlours and fish and chip shops. Many of these can still be seen today.

Migrants from the Caribbean came to Britain after the Second World War because there was a shortage of workers. The Empire Windrush was the first major ship to bring people from Jamaica in 1948. Many of the men and women took jobs on the transport systems. The women also went to work as nurses in the new National Health Service

Biomes

Animals travel to different biomes during migration for a number of reasons. However, those animals that travel to complete part of their life cycle (e.g breeding) are most likely to be effected by the changes from global warming.



Practical learning:

- Children to locate the Northern and Southern Hemisphere on the globe. Children to locate the United Kingdom.
- Investigate climates around the world and use padlet to record what they find.

Fieldwork skills and maps

Orienteering (when new build and grounds have been built)

- Use the eight points of a compass, four figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world
- Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.

Links to the water cycle in Science

- to use the school and its grounds as a site for studying aspects of physical and human geography by investigating questions such as 'Where does the water go when it rains?', 'How do we travel to school' and 'Where does the food for school dinners come from?'
- when learning about the water cycle, weather and climate, to investigate and record different weather phenomena through observation and by using standard measurement devices (e.g. thermometers, rain gauges and anemometers).

Migration Vs Refugee

Refugees

Refugees are migrants who are forced to leave their homes. They have to flee because of:

- natural disasters
- famine and hunger
- war and conflict

Refugees usually have to leave most of their things behind, their friends, belongings and everything they hold dear - but they do so, in order to be safe. Refugees might end up in refugee camps in neighbouring areas or countries. Some end up living in new and unfamiliar countries where they are not accepted by everyone as they can be judged for appearing different or frightened.

Refugee Countries of Origin 2015 Map

Case study:

Syrian refugees

In 2011, a civil war broke out in Syria, when people there started fighting each other. This made the country a dangerous place for many. Millions of Syrians have been forced to move - to another part of Syria or to the countries that are next to it. In March 2023 the United Nations Refugee Agency said that 14 million Syrians had been forced to flee their homes. Many of them are in nearby countries such as Turkey, Jordan, Lebanon, Iraq and Egypt. The refugees face many problems including the poor conditions in overcrowded refugee camps and not knowing when they may return to Syria.

Outcome:

- ✓ Create an information booklet about factors that cause migration

Geography progression of skills KS2 – Year 5

Year 5 National Curriculum objectives:

Map Skills

- I can follow routes on maps.
- I can use thematic maps for specific purposes.
- I can interpret distribution and thematic maps for information.
- I can follow a route on 1:50000 ordinance survey map.
- I can make sketch maps of an area using symbols and a key.
- I can use a scale bar on all maps.
- I can read and compare map scales.

Building on prior knowledge of:

Identify the position and significance of Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle,

Key vocabulary:

derelict GMT grid reference scale

Countries of North America, Names of states of the USA, Capital cities, Oceans,

Areas of study- Spring term

Spring 1

I wonder how the Geographical features of North America compare to the United Kingdom

Objectives:

Map Skills

- I can follow routes on maps.
- I can use thematic maps for specific purposes.
- I can interpret distribution and thematic maps for information.
- I can follow a route on 1:50000 ordinance survey map.
- I can make sketch maps of an area using symbols and a key.
- I can use a scale bar on all maps.
- I can read and compare map scales.

Locational knowledge

Locate the world's countries, using maps to focus on North America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.

Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.

Compare two contrasting regions of North America (e.g. Great Lakes and Caribbean)

Compare two contrasting European localities, one being a Mediterranean country (e.g. Spain and Netherlands)

Complete a HOTCLUB to describe a place. (Hemisphere, Other places, Time zone, Climate, latitude, Us, Bodies of water)

To identify the position and significance of the Prime/Greenwich Meridian and time zones (including day and night)

Human and physical geography Describe and understand key aspects of : Human Geography: economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water. Physical geography: comparing climate, latitude, bodies of water	**Place knowledge** To understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, and a region within North America. Compare two contrasting regions of North America (e.g. Yosemite National Park and Los Angeles) Compare two contrasting European localities, one being a Mediterranean country (e.g. Spain and Netherlands) Complete a HOTCLUB to describe a place. (Hemisphere, Other places, Time zone, Climate, latitude, Us, Bodies of water)
Fieldwork skills and maps Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied **Orienteering (when new build and grounds have been built)** • Use the eight points of a compass, four figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world • Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. **PSHE links** To use the school and its grounds as a site for studying aspects of physical and human geography by investigating questions such as 'How can our school reduce its plastic waste?' and 'How can we make our school grounds more bee friendly?' • collecting, analysing and presenting quantitative data in charts and graphs. • designing and using a questionnaire to collect qualitative data (e.g. to find out and compare pupils' views on plastic waste).	**Cross-curricular links** History North America. PSHE How to show respect for the environment

Year 5 CPD page

Year 5 : Spring 1

Enquiry Question: I wonder how the geographical features of North America compare to the United Kingdom

Objectives:

- I can follow routes on maps.
- I can use thematic maps for specific purposes.
- I can interpret distribution and thematic maps for information.
- I can follow a route on 1:50000 ordinance survey map.
- I can make sketch maps of an area using symbols and a key.
- I can use a scale bar on all maps.
- I can read and compare map scales.

Key Vocabulary:

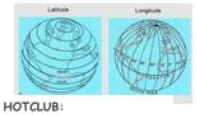
derelict GMT grid reference scale
Countries of North America, Names of states of the USA, Capital cities, Oceans,

Key factual learning/CPD for staff

Complete a HOTCLUB to describe a place.

United Kingdom	
Hemisphere	Northern Hemisphere
Other places	Continent: Europe The United Kingdom consists of the four geographical and historical parts of England, Scotland, Wales and Northern Ireland, located in the British Isles
Timezone	United Kingdom is within just one time zone. London Greenwich is located on the prime meridian and is officially the zero point of reference for time zones.
Climate	The climate of United Kingdom is temperate oceanic, mild and humid (more humid in Northern Ireland, and Scotland, colder and drier). The weather is mainly influenced bu the warm oceanic current of the Gulf Stream. The sea, surrounding the country from all sides, does not allow the air over land to heat up or cool too much.
Latitude	55.3781° N, 3.4360° W
Us	
Bodies of water	Irish Sea, Celtic Sea, Atlantic Ocean, North Sea English Channel. The longest rivers in each of the four UK countries are: River Severn in England River Tay in Scotland River Bann in Northern Ireland River Tawe in Wales

Hemisphere	North America is a continent in the Northern and Western Hemispheres.
Other places	Continent: North America
Timezone	The United States uses nine time zones. From east to west they are Atlantic Time Zone, Eastern Time Zone, Central Time Zone, Mountain Time Zone, Pacific Time Zone, Alaska Time Zone, Hawaii-Aleutian Time Zone, Samoa Time Zone and Chamorro Time Zone.
Climate	North America is the only continent that has every kind of climate: polar, temperate, subtropical (or continental) and tropical.
Latitude	54.5260° N, 105.2551° W
Us	
Bodies of water	North America is bordered to the north by the Arctic Ocean, to the east by the Atlantic Ocean, to the southeast by South America and the Caribbean Sea, and to the west and south by the Pacific Ocean.



HOTCLUB:

- HEMISPHERE - Which hemisphere(s) is it in?
- OTHER PLACES - Where is it in relation to other places we have studied or know about, including countries and continents (using 8 points of a compass)?
- TIMEZONE - Which time zone(s) is it in?
- CLIMATE - Which climate zone(s) is it in? (Tropical/Dry/Temperate/Continental/Polar)
- LATITUDE - Where is it in relationship to the main lines of latitude (using 8 points of a compass)? (Arctic Circle/Tropic of Cancer/Equator/Tropic of Capricorn/Antarctic Circle) What is its latitude and longitude?
- US - Where is it in relation to our village/town/city/county/country?
- BODIES OF WATER - Which bodies of water are nearby?

What is Topography?

Topography describes the physical features of an area of land. These features typically include natural formations such as mountains, rivers, lakes, and valleys. Manmade features such as roads, dams, and cities may also be included.

Yosemite National Park

Yosemite National Park is an American national park in California. It is best known for its waterfalls, towering granite monoliths, deep valleys and ancient giant sequoias.

Compare to another area of N America such as Los Angeles.

Los Angeles (LA) is the largest city in the state of California and the second most populous city in the United States.

Practical tasks:

- Use the historical maps on Digimaps to see how areas of the United Kingdom have changed over time. E.g River Severn and the sand dunes.

Login details:

Username: NG55NE
Password: glurbs6270
PIN number: 0197

- Create a HOTCLUB for the United Kingdom and North America.
- Sort Physical and Human features of the UK and North America. What do you notice?
- Use Padlet to record climate changes in North America, what do you notice?
- Locate landmarks of the UK/ North American and place onto a scaled map.

Fieldwork:

Orienteering (when new build and grounds have been built)

- Use the eight points of a compass, four figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world
- Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.

Mini project

PSHE links

To use the school and its grounds as a site for studying aspects of physical and human geography by investigating questions such as 'How can our school reduce its plastic waste?' and 'How can we make our school grounds more bee friendly?'

- collecting, analysing and presenting quantitative data in charts and graphs.
- designing and using a questionnaire to collect qualitative data (e.g. to find out and compare pupils' views on plastic waste).

Outcome:

- ✓ Tourist brochure of an area of interest in the UK/ N America. Focussing on HOTCLUB factors.
- ✓ Create a comparison magazine article about tourist reasons to visit Uk or N America.
- ✓ Create a factfile forUK and North America.

Geography progression of skills KS2 – Year 6

Year 5 National Curriculum objectives:

Map skills

- I can follow routes on maps.
- I can use thematic maps for specific purposes.
- I can appreciate different map projections.
- I can interpret distribution and thematic maps for information.
- I can follow a route on 1:50000 ordinance survey map.
- I can describe and interpret relief features.
- I can make sketch maps of an area using symbols and a key.
- I can draw scale plans.
- I can use a scale bar on all maps.
- I can use a linear scale to measure rivers.
- I can read and compare map scales.

Building on prior knowledge of:

Year 4

Describe and understand key aspects of:

- Physical geography, including: climate zones, biomes and vegetation belts,
- Physical geography, including: rivers and the water cycle (excl. transpiration).
- Identify the position and significance of Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle,

Key vocabulary:

Alpine, altitude, avalanche, crevasse, crust, climate, glacier, hill, mountain range, ravine,

Countries of South America, Capital cities, oceans, Amazon, Brazil,

Areas of study

Summer 1 – Amazon

Objectives:

Map skills

- I can follow routes on maps.
- I can use thematic maps for specific purposes.
- I can appreciate different map projections.
- I can interpret distribution and thematic maps for information.
- I can follow a route on 1:50000 ordinance survey map.
- I can describe and interpret relief features.
- I can make sketch maps of an area using symbols and a key.
- I can draw scale plans.
- I can use a scale bar on all maps.
- I can use a linear scale to measure rivers.

Locational knowledge

Locate the world's countries, using maps to focus on South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.

Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time

Compare 2 contrasting regions of South America (e.g. Amazon Rainforest / The city of Brasilia)

To identify the position and significance of latitude, longitude,

I can read and compare map scales.	Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle. (Find the exact latitude for each.)
Human and physical geography Physical geography: mountain ranges, rivers, biomes, bio-diversity, latitude and longitude. Human geography: population, distribution of resources and wealth, health conditions, average life expectancy, job prospects, education.	**Place knowledge** Compare, understand and explain 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 South America. Compare 2 contrasting regions of South America (e.g. Amazon Rainforest / The city of Brasilia) Complete a HOTCLUB to describe a place. (Hemisphere, Other places, Time zone, Climate, latitude, Us, Bodies of water.
Fieldwork skills and maps **Orienteering (when new build and grounds have been built)** • Use the eight points of a compass, four figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world • Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. Local area walk 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. Visit to Bulwell Riverside (rent a room Bulwell Riverside- to contact for one of their meeting rooms (which was £30 an hour for up to 35 people in it) is: **bulwellriverside@nottinghamcity.gov.uk** When learning about rivers, to visit a local stream or river to investigate its physical features (e.g. meanders, sites of erosion and deposition) and its use by people now and in the past. • using standard field sampling techniques appropriately (e.g. taking water samples from a stream).	**Cross-curricular links** Science Water cycle, food chains, adaptation, evolution (Darwin and the Galapagos islands) Cooking Food from around the UK-

- designing and using a tool to record their feelings about the advantages and disadvantages of a proposed development, for instance.
- relating large-scale plans to the fieldwork site, identifying relevant features.
- recording selected geographical data on a map or large-scale plan, using colour or symbols and a key
- taking digital photos and annotating them with labels or captions.

- making digital audio recordings (e.g. to create soundscapes).

- designing and using a tool to record their feelings about the advantages and disadvantages of a proposed development

Environmental Survey

Location:

Add an **X** to each line

Noisy		Quiet
Dirty (litter)		Clean (No litter)
No colour		Colourful
No plants or trees		Lots of plants or trees
Not safe to play		Safe to play

Location 3	0	1	2	3	4	5	
Parking is difficult – cars parked on road							Parking in garages or driveways
High noise volume from traffic							No traffic noise
No gardens or open space							Large gardens and open space
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High density buildings							Low density buildings
Badly designed or ugly							Well-designed or attractive
Extensive vandalism or graffiti							No vandalism or graffiti
Total Environmental Quality score							

e.g

Y6 CPD page (UK weather)

Year 6 : Autumn 2

Enquiry Question: I wonder how the weather differs across the UK.

Objectives: Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time
To identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle. (Find the exact latitude for each.)

Key Vocabulary: Island, equator, continent. Longitude, latitude, climate, weather, Physical Geography, Human Geography, Beaufort Scale, Tropic of Cancer, Tropic of Capricorn

Key factual learning/CPD for staff

The UKThe UK is an island nation in Western Europe just off the coast of France. The mainland areas lie between latitudes 49°N and 59°N and longitudes 8°W to 2°E. The United Kingdom is made up of England, Scotland, Wales and Northern Ireland (beginning 1801). Below are the longitudes and latitudes of our local area and the capitals of each country in the UK. Longitudes and latitudes tell us the exact location of a place. Longitude- position north or south, latitude- the position east or west.

- Nottingham (52.9540° N, 1.1550° W)
- -Dover (51.1279° N, 1.3134° E)
- London (51.5072° N, 0.1276° W)
- Edinburgh (55.9533° N, 3.1883° W)
- Belfast (54.5973° N, 5.9301° W)
- Cardiff (51.4837° N, 3.1681° W)

Longitude and Latitude- Tropics of Cancer and Capricorn. Arctic circle and Antarctic Circle.

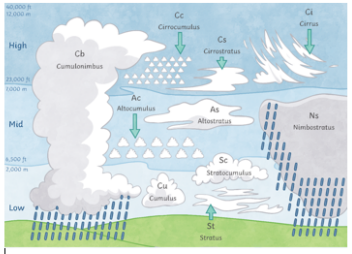
The Tropic of Cancer and Tropic of Capricorn are latitudes to the north and south of the Equator. There are five main latitudes that are given specific names (aside from their degree locations). These are the Equator, Tropic of Cancer, Tropic of Capricorn, Arctic Circle, and Antarctic Circle.

The Equator runs around the very middle of the Earth, at zero degrees, and cuts the Earth evenly into a 'top' northern half and 'bottom' southern half. These halves are known as hemispheres. The Tropic of Cancer is located at 23.5 degrees north and the Tropic of Capricorn is at 23.5 degrees south. The Arctic and Antarctic Circles are at 66.5 degrees north and 66.5 degrees south, respectively.

Topography -the arrangement of the natural and artificial physical features of an area

The Highest Peaks in the UK
Ben Nevis, 1344 metres, Scotland
Snowdon, 1085 metres, Wales
Scafell Pike, 987 metres, England
Slieve Donard, 850 metres, Northern Ireland

Clouds



Position and significance

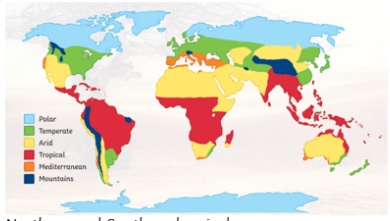
Climate Zones

Climate in the UK is called temperate maritime. This means that it is mild with temperatures not much lower than 0 degrees Celsius in the winter and not much higher than 32 degrees Celsius in the summer.

Why do places have different climates?

A prevailing wind is the direction the wind blows from most of the time. Prevailing winds can bring warm or cool air to an area, depending on where they have come from.

In the UK, the prevailing wind direction is from the south-west (the Atlantic Ocean), so it brings warmer, moist air or rain!



Northern and Southern hemisphere

The seasons in the Northern Hemisphere are the opposite of those in the Southern Hemisphere.

Compare land- use over time (Bestwood)

Table 3-3: Land Use Change, 1962-2005[1]

Land Use Category	1962 Acres	1962 % of Town	1982 Acres	1982 % of Town	1998 Acres	1998 % of Town	2005 Acres	2005 % of Town
Residential	483	2			1701	5	2,100	7
Industrial/Commercial/Mixed Urban/Other Built up	0	0	4,350[2]	15	211	1	330	1
Transportation/Roads	190	1			208	1	236	1
Agriculture/Farmsteads	978	3	775	3	426	1	771	3
Forested	27,060	87	24,350	78	25,712	83	22,522[3]	72
Water	983	3	1,055	3	1,147	4	1,147	4
Open Wetlands[1]	844	3	N/A	0	993	3	3,361	11
Idle/Other Open	457	1	320	1	598	2	259	1
Total Acreage/Percent	**30,996**	**100**	**30,850**	**100**	**30,996**	**100**	**30,996**	**100**
[3]Combined Forest and Wetland	*27,904*				*26,703*		*25,883*	

Over the past 50 years there has been a shift in land use from primarily agricultural and forest use to more developed land, primarily residential. Most of this shift was due to residential development which increased in acreage from 483 to 2,100. By contrast, combined forested lands and wetlands lost over 2,000 acres during this period. With an influx of residential buildings, comes a need for shops, schools, medical resources etc.

Practical tasks:

- Colour/ label a blank world map with the different types of climate zones.

-Use OS maps and digimaps to compare areas of the Uk looking at their key topographical features e.g Nottingham and Dover (look at current issues e.g coastal erosion and flooding)

- Children to use digimaps to find the exact logitude and latitude of capital cities in the UK.

- identify constituent countries of UK, capital cities, seas and islands, mountains and rivers using Toporopa Geography Games| Learn the map of Europe

-When comparing the geographical regions of the UK- play the game happy families in groups of 3 or 4- (resource folder)

-Pupils complete the UK trail map activity using an atlas and internet searches, pupils identify the iconic UK locations/landmarks and place the number of each in the correct place on the UK Trail Map (resource folder)

Fieldwork opportunities

-Use digimaps to create a map of the local area. Children to walk around Bestwood noting what different types of buildings/ resources there are. They can use a key to record what they find. In the classroom compare this to a previous land use map on digimaps. What has changed? Why do you think these changes have happened?

Observe clouds. Create a padlet (https://padlet.com/) for pupils to upload the different types of clouds they spot.

Create a wind gage or weather vane to support the observations of weather patterns. Children to record what they find.

Outcome:

- ✓ Weather report (using green screen)
- ✓ Create a map showcasing where a journey from one part of the UK to another.
- ✓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Southglade Primary
& Nursery School

Year 6 CPD page (Amazon rainforest)

Year 6: Summer 1

Enquiry Question: I wonder why the Amazon Rainforest is the most diverse ecosystem in the world?

Objectives:

- Compare 2 contrasting regions of South America (e.g. Amazon Rainforest / The city of Brasilia)

Key Vocabulary:

) Dense, Tropical, climate, Equator, humid, oxygen, species, deforestation, Native tribes, weather, biodiversity.

Key factual learning/CPD for staff

Amazon rainforest

Location:

The Amazon Rainforest is the world's largest tropical rainforest. It is located in northern South America. The rainforest covers some 2,300,000 square miles (6,000,000 square kilometers) of land surrounding the Amazon River and its tributaries. The Amazon Rainforest lies in parts of nine countries: Brazil, Ecuador, Venezuela, Suriname, Peru, Colombia, Bolivia, Guyana, and French Guiana. However, most of the rainforest is in Brazil, where it makes up about 40 percent of the country's total area. To the north of the rainforest are the Guiana Highlands. The Andes Mountains are to the west, and the Atlantic Ocean is to the east.

Biodiversity in the Amazon rainforest:

The Amazon Rainforest has the richest and most varied plant and animal life in the world. It contains several million species of plants, insects, birds, other animals, and other living things, many of which are still unrecorded by science. The region has a wide variety of trees. They include many species of myrtle, laurel, palm, and acacia, as well as rosewood, Brazil nut, and rubber tree. The mahogany and the Amazonian cedar provide excellent timber. The trees of the Amazon Rainforest support a wide variety of epiphytes (plants living on other plants)—such as orchids, bromeliads, and cacti. The rainforest is also home to many ferns, mosses, and woody ropelike vines called lianas. The trees in the Amazon Rainforest teem with insects, snakes such as boas and anacondas, tree frogs, and several types of monkeys. Among them are howler monkeys, spider monkeys, woolly monkeys, capuchins, and marmosets. Other major wildlife includes jaguars, manatees, tapirs, red deer, and capybaras and other types of rodents. The Amazon Rainforest is especially rich in birdlife. Among the numerous species are parrots, macaws, parakeets, toucans, caciques, woodpeckers, nightjars, and various waterbirds.

Deforestation

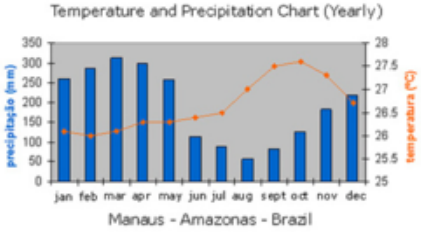
In the 20th century, Brazil's population grew rapidly. People began settling major areas of the Amazon Rainforest. They used slash-and-burn techniques to create grazing pastures and farmland. The size of the Amazon Rainforest shrank dramatically. The destruction of large sections of the rainforest generated worldwide concern. In the 1990s the Brazilian government began conservation efforts to protect parts of the forest. Various international bodies also joined them. In the early 21st century, Ecuador initiated a plan to preserve the forest within its borders. However, the government later abandoned the project.

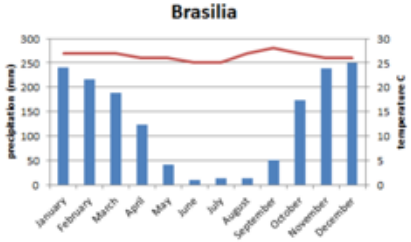
Practical learning:

- Comparison chart for the Amazon rainforest and Brasilia
- Locate and label both places on world map
- Complete HOTCLUB for each location.
- Use historical maps on Digimaps to see how both areas have changed over time. Why might this have happened?

Username: NG55NE
Password: glurbs6270
PIN number: 0197

- Create climate comparison charts of rainfall for the Amazon rainforest and Braisili

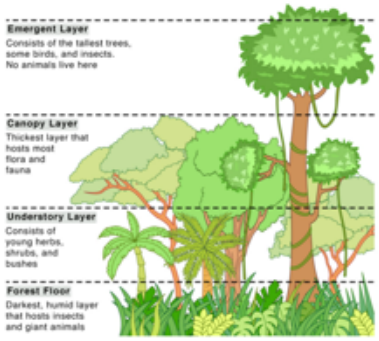




Southglade Primary

Layers of the rainforest

Most rainforests are structured in four layers: emergent, canopy, understory, and forest floor



The city of Brasilia

Location:

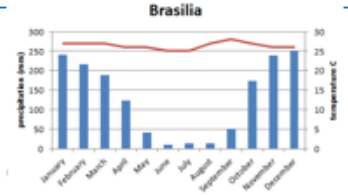
Brasília is the federal capital of Brazil and seat of government of the Federal District. The city is located in the Brazilian highlands in the country's Central-West region. It was founded by President Juscelino Kubitschek on 21 April 1960, to replace Rio de Janeiro as the national capital. Brasília is estimated to be Brazil's third-most populous city after São Paulo and Rio de Janeiro.

Human and physical geography

The city was man made to become the new capital city of Brazil. It is often likened to an aeroplane due to its layout and main monument axis'. The city has many concrete features and sculptures as well as a man-made lake. Both low-cost and luxury housing were built by the government in the central city area. The residential zones of the inner city are arranged into superquadras ("superblocks"), groups of apartment buildings along with a prescribed number and type of schools, retail stores, and open spaces. At the northern end of Lake Paranoá, separated from the inner city, is a peninsula upon which stand many fashionable homes; a similar neighbourhood exists on the southern lakeshore. Originally, the city planners envisioned extensive public areas along the shores of the artificial lake, but, during early development of the area, private clubs, hotels, and upscale residences and restaurants gained footholds around the water.

Climate in Brasilia:

The climate is warm and mild with average minimum and maximum temperatures of about 57 °F (14 °C) and 81 °F (27 °C), respectively. Rainfall averages some 60 inches (1,600 mm) per year with a dry season from March to October, and humidity is generally between 40 and 80 percent (it fell to 11 percent during a drought in 1994).



Fieldwork:

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e.g

Environmental Survey

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Badly designed or ugly							Well-designed or attractive
Extensive vandalism or graffiti							No vandalism or graffiti
Total Environmental Quality score							

- Use the weather station to record daily/ weekly weather in Bestwood. How does it compare?

Outcome:

- ✓ Create a piece of artwork based on the layers of the amazon rainforest, with labels to explain how the make up of this rainforest makes it so diverse.
- ✓ Create a powerpoint to persuade people to visit the Amazon rainforest
- ✓ Write a letter to the Prime minister to advocate why deforestation of the Amazon rainforest is wrong.