



GEOGRAPHY


KEY STAGE ONE - YEAR A

	AUTUMN 1	AUTUMN 2	SPRING 1
Description	Hordle To Hurst What it is like to live near the coast?		Would you prefer to live in a hot or cold place?
NC Objectives	<ul style="list-style-type: none"> Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK and a small area in a contrasting non-European country Use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop 		<ul style="list-style-type: none"> Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas The location of hot and cold areas of the world in relation to the Equator and the North and South Poles
Substantive Knowledge	<ul style="list-style-type: none"> Find and locate Hordle on a map of the UK know that Hordle is in the South of England Know that Hordle is a village, and a village is an area with some houses and more green space. Describe key features of a town Know how to describe Hordle using simple words like village, countryside and close to the sea. Recognise and name coastal features such as: beach, cliff, sea, coastline and harbour. 		<ul style="list-style-type: none"> Name and locate the places in which they live (road, village/town, county and country) Know that our school is called Hordle Primary School. On Hordle Lane. Find England, Scotland, Wales and Northern Ireland on a map of the UK, world map, atlas and globe. Know that England, Scotland, Wales and Northern Ireland make up the UK. Know that England, Scotland, Wales and Northern Ireland make up the UK. Know what human/physical features of the polar regions are. Locate the North and South poles on a globe.
Disciplinary Skills	<ul style="list-style-type: none"> Use world maps. Atlases and globes to identify the UK countries studied. Use observational skills by drawing, photos and writing to record findings. Use basic geographical vocabulary to describe the coast. Use simple compass points 		<ul style="list-style-type: none"> Use simple compass directions (N, S, E, W) Use locational language: next, near to, in front of, behind. Follow simple routes using compass directions/ Draw a simple plan of the playground, including a basic key.
Geographical Fieldwork NC	<ul style="list-style-type: none"> Use world maps, atlases and globes to identify the countries and continents taught at this key stage Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment 		<ul style="list-style-type: none"> Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key

	Offsite- Hordle Walk- looking at human and physical features of living near the coast.		On-site- Compass directions using the playground
Vocabulary	physical: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. Human Features: city, town, village, factory, farm, house, office, port, harbour and shop.		hot, cold, weather, climate, equator, globe, map, United Kingdom, Africa, Europe, continent, country, desert, snow, sun, rain, seasons, north, south.
Assessment	End of Unit Quiz- 6 Questions based on the learning in this unit. End of Unit Questions- write 2-4 sentences to describe the coast near where you live.		<ul style="list-style-type: none"> End of Unit Quiz- 6 Questions based on the learning in this unit. End of Unit Questions- Would you prefer to live in a hot or cold place?

	SPRING 2	SUMMER 1	SUMMER 2
Description		What is it like to live in Australia?	
National Curriculum		<ul style="list-style-type: none"> Name and locate the world's seven continents Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK and a small area in a contrasting non-European country (Australia) Use basic geographical vocabulary to refer to the human and physical features of Sydney and Hordle. 	
Substantive Knowledge		<ul style="list-style-type: none"> Name and locate the 7 continents and 5 oceans of the world Know that we live on the continent of Europe. Locate the North and South poles on a globe. Know the difference in weather between the UK and Australia. Know that a city is larger than a town. Locate Australia on a world map, atlas and globe. Know that Sydney is on the coast. Know the human physical features of Hordle and Sydney. 	
Disciplinary Skills		<ul style="list-style-type: none"> Know how to recognise and use map symbols Understand that symbols represent real objects on a map. Know where things are in relation to each other Create a bird's-eye view of a place (classroom or playground,) creating their own key. 	
Geographical Fieldwork NC	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key 	
Fieldwork		On Site- Map symbols. Making a map of the classroom and school grounds.	


Vocabulary		map, globe, country, continent, ocean, island, world, Australia, United Kingdom, equator, hemisphere, southern, northern, hot, cold, weather, desert, city, flag, distance.	
Assessment		End of Unit Quiz- 6 Questions based on the learning this unit. End of Unit Question- 2/3 sentences based on the questions .Would you prefer to live in the UK to Australia and why?	

 GEOGRAPHY KEY STAGE ONE - YEAR B			
	AUTUMN 1	AUTUMN 2	SPRING 1
Description		Towers, Tunnel and Turrets Human and Physical features of the 4 places in the UK.	Land and Water The world's 7 continents and 5 oceans.
NC Objectives		<ul style="list-style-type: none"> name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas use basic geographical vocabulary to refer to: <ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Name and locate the world's seven continents use basic geographical vocabulary to refer to: <ul style="list-style-type: none"> 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
Substantive Knowledge		<ul style="list-style-type: none"> Find where they live on a map (including the county) Know what is different about Hordle to Southampton. Know what is the same about Hordle to Southampton. Know the surrounding seas of the UK (English Channel, North Sea, Irish Sea and the Atlantic Ocean) Know some human and physical features of Scotland. Know some human and physical features of Wales Know some human and physical features of Northern Ireland. 	<ul style="list-style-type: none"> name and locate the place in which they live (road, village/town, county and country). Know what house number and which road they live on. Name and locate the world's 7 continents and 5 oceans on a world map and globe. Know that a river runs down into the sea. Know that a mountain is larger than a hill Know there are often cliffs next to the sea. Locate the Pennines (a mountain range in the UK) Locate Ben Nevis (the highest mountain in the UK) Locate Mt. Kilimanjaro on a map of Africa.
Disciplinary Skills		<ul style="list-style-type: none"> Use world maps, atlases and globes to identify the UK and the counties studied. Use observational skills by drawing, photos and writing to record findings. Collect data using tally charts. Locate places on a map of the UK/ world. 	<ul style="list-style-type: none"> Use aerial photos and maps to compare human and physical features Know how to use simple maps and aerial photos to compare features of the UK and Africa. Create a simple comparison table Look at a range of photos and aerial photos of the UK and Africa and compare.

Geographical Skills NC	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied 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. 	<ul style="list-style-type: none"> use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied 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.
Fieldwork		On-site- Tally cars in a car park. Find out where they are from and put them on a map.	On-site- Comparing the UK and Africa using maps and an aerial photograph.
Vocabulary		analyse, atmosphere, axes, climate, climate zone, equator, evaluate, forecast, meteorologist, precipitation, rain gauge, weather, weathervane.	continent, ocean, Africa, Pacific Ocean, atlas, map, equator, island, mountain, desert, river, city, village, climate, hot, cold, rainforest, coast, globe, direction
Assessment		End of Unit Quiz- 6 Questions based on the learning in this unit. End of Unit Question	End of Unit Quiz- 6 Questions based on the learning in this unit. End of Unit Question: What do land and water look like around the world?

	SPRING 2	SUMMER 1	SUMMER 2
Description			Weather and Climate What is the weather like at the Earth's equator and poles?
National Curriculum			<ul style="list-style-type: none"> 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
Substantive Knowledge			<ul style="list-style-type: none"> Name and locate the four countries of the UK and their capital cities and corresponding flags. Know that there are 4 seasons (Summer, Spring, Autumn, Winter) Know that seasons have different weather patterns and be able to describe these. Know how to locate hot and cold places on a world map and an atlas. Know that it is hot in the summer and colder in the winter. Know that countries near the equator are warmer.
Disciplinary Skills			<ul style="list-style-type: none"> Know how to observe features of weather behaviours closely. Know how to use simple tools such as a rain gauge, tally marks and a watch. Know how to make their own simple graphs (with support) Know how to read simple bar charts or pictograms.
Geographical	<ul style="list-style-type: none"> 		<ul style="list-style-type: none"> use maps, atlases, globes and digital/computer

Fieldwork NC			<p>mapping to locate countries and describe features studied</p> <ul style="list-style-type: none"> 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.
Fieldwork			On-site- This is a fieldwork unit. Collecting and presenting data.
Vocabulary			weather, climate, rain, sun, cloud, wind, temperature, forecast, weather map, symbols, thermometer, rain gauge, data, record, analyse, sunny, cloudy, storm, humidity, season.
Assessment			End of Unit Quiz- 6 Questions based on the learning in this unit. End of Unit Question- Was the weather like you expected? Why or why not?

 GEOGRAPHY LOWER JUNIORS - YEAR A			
	AUTUMN 1	AUTUMN 2	SPRING 1
Description			<p>Active Planet Mountains and Volcanoes (South Aegean Greece)</p>
NC Objectives			<ul style="list-style-type: none"> locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, 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 and understand how some of these aspects have changed over time 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 (Greece). Describe and understand the key aspects of Human and Physical Geography
Substantive Knowledge			<ul style="list-style-type: none"> Retrieval KS1- UK Countries, capitals, flags and surrounding seas. To describe and understand key aspects of physical geography, specifically volcanoes and earthquakes To locate Greece on a world map and identify the key physical and human characteristics. To locate some key mountains/volcanoes on a

			<p>world map. (Mt Everest, Mt Fuji, Mt Kilimanjaro, Mt Etna)</p> <ul style="list-style-type: none"> Know that mountain ranges are a group of mountains joined together.
Disciplinary Skills			<ul style="list-style-type: none"> To use Digi maps to locate volcanoes and see where they lie in relation to tectonic plates. To use maps and atlases to locate volcanoes around the world. (Santorini to Local Area) Use fieldwork to observe
Geographical Skills and fieldwork NC	<ul style="list-style-type: none"> 		<ul style="list-style-type: none"> use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied 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.
Fieldwork			On-site- Comparing volcanoes
Vocabulary			Crust, mantle, outer core, inner core, tectonic plates, volcano, earthquake, tsunami, convergent, divergent, transform, shield, composite, lava dome, cinder cone, active, dormant, extinct
Assessment			End of Unit Quiz: 'Quick questions on the unit studied. End of Unit work Out '

	SPRING 2	SUMMER 1	SUMMER 2
Description	Active Planet Earthquakes (Campania, Italy)	Rainforests South America	
National Curriculum	<ul style="list-style-type: none"> locate the world's countries, using maps to focus on Europe. 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 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 (Italy) describe and understand the key aspects of: 	<ul style="list-style-type: none"> locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America describe and understand the key aspects of: Human an Physical Geography 	

	Human an Physical Geography		
Substantive Knowledge	<ul style="list-style-type: none"> Retrieval KS1- Name and locate the 5 oceans of the world and the 7 continents. Name and locate some well-known European countries. (Spain, France, Italy, Greece, Germany Inc. Russia) To describe and understand key aspects of physical geography, specifically earthquakes To locate Italy on a world map and identify the key physical and human characteristics. (Campania, Italy) 	<ul style="list-style-type: none"> Retrieval KS1- Consolidate where we are on a map (Hampshire, Hordle) Name and locate, including the capital cities ,some well-known European countries. (Spain, France, Italy, Greece, Germany Inc. Russia) Be able to locate the Amazon Rainforest in South America on a map Know the different climates of rainforests. Know some of the different species of plants and animals. 	
Disciplinary Skills	<ul style="list-style-type: none"> Observe, collect data,and ask questions. Observe what happens to different models and record outcomes Create a bar chart or pictogram Reflect- discuss real-world examples of earthquake-resistant architectures. 	<ul style="list-style-type: none"> Carry out a plant and animal survey. Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied Use fieldwork to compare climates 	
Geographical Fieldwork NC	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied 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. 	
	On-site- Enquiry. How do earthquakes affect buildings, and what can we do to reduce the damage?	Offsite- Tropical House	
Vocabulary	earthquake, tectonic plates, crust, fault, epicentre, focus, magnitude, seismograph, aftershock, tsunami, shockwaves, ring of fire, plate boundary, Richter scale. rescues, emergency kit, tremor, earthquake drill.	Rainforest, Tropical Canopy, Forest floor, Emergent layer, Habitat, Climate, Humidity, Adaptation, Observation, Survey, Tally, Biodiversity, Leaf litter, Equator, Species Data, Classification, Fieldwork	
Assessment	EOUWO- How do earthquakes affect people, and how do people try to stay safe? EOU Quick Quiz about all you have learnt this unit.	EOUWO- Create a poster showing all you have learnt about rainforests. EOU Quick Quiz about all that you have learnt in this unit.	




GEOGRAPHY

LOWER JUNIORS - YEAR B

	AUTUMN 1	AUTUMN 2	SPRING 1
Description	Location, Location, Location (Map Work)		
NC Objectives	<ul style="list-style-type: none">locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major citiesname 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 timedescribe and understand the key aspects of: Human and Physical Geography		
Substantive Knowledge	<ul style="list-style-type: none">Name and locate a number of countries in the Northern Hemisphere (Canada, Japan, India, Mexico, Norway, Switzerland)Name 6 cities in the UK and locate them on a map: Birmingham, Southampton, London, Bristol, Newcastle, BathKnow that a county is a group of towns that the country surrounds.Know that Hordle is in Hampshire		
Disciplinary Skills	<p>Main Focus of this Unit</p> <ul style="list-style-type: none">Know how to use Digi maps to locate placesKnow the features of a sketch mapKnow how to draw a sketch mapKnow how to use 4 4-figure grid referenceKnow the 8 points on a compass (N,S,E,W, NE,NW,SE,SW)Know how to read a map using the eastings and northings to find a grid reference.		
Geographical Skills and Fieldwork	<ul style="list-style-type: none">use maps, atlases, globes and digital/computer mapping to locate countries and describe features studieduse the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world		
Fieldwork	On-site- Human and Physical features of Hordle. Create a sketch map of the local area.		
Vocabulary	coordinates, grid code, grid reference, national grid, scale, cardinal directions, compass, grid reference, map symbols, key, scale, Ordnance Survey, aerial view, annotation, sketch map, visitor, tourist attraction.		
Assessment	On-site- Map work linked to the local area.		

	SPRING 2	SUMMER 1	SUMMER 2
Description	Settlement and Migration		Biomes
	<ul style="list-style-type: none"> understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America describe and understand the key aspects of: Human an Physical Geography 		<ul style="list-style-type: none"> understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America (Valdivian Forest SA) describe and understand the key aspects of: Human an Physical Geography
Substantive Knowledge	<ul style="list-style-type: none"> Retrieval Practice KS1- locate Russia on a map. Name and locate the counties surrounding Hampshire. (Dorset, Wiltshire, Berkshire, Surrey and Sussex). To understand some of the Anglo-Saxons' reasons for migrating, looking at the push factors for a region of Europe (Denmark, Germany and the Netherlands) and the pull factors for the UK at the time Understand the differences between towns, villages, and cities Understand what the terms 'settlement' and 'migration' mean To describe and understand key aspects of human geography, including: types of settlement and land use, economic activity, including trade links and the distribution of natural resources, including energy, food, minerals and water 		<ul style="list-style-type: none"> Retrieval Practice- locate countries in the Northern Hemisphere. Name countries in the southern hemisphere. South Africa, Australia, Brazil, Indonesia, New Zealand, Chile). To explore the main biomes in the UK. To explore the temperate deciduous forest biome (links to the local area, New Forest) To compare to the UK biome to the Valdivian Forest in South America (Temperate Forest Biome) To explore the polar ice caps biome (Arctic and Antarctic) To explore the tundra biome (Arctic) Know that there are imaginary lines that run around the world. These are called lines of longitude.
Disciplinary Skills	<ul style="list-style-type: none"> Plan a geographical route from school to the high street Create a bar chart to identify the number of different facilities in my town Use maps and digital computer mapping to locate Know how to use grid references for longitude to latitude. Use fieldwork to observe and measure the human features in the local area using digital technologies 		<ul style="list-style-type: none"> Know how to use a bar chart to record measurements from fieldwork. Know how to use simple databases to present findings. Know how to use a Junior Atlas. Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied Know how to use OS map symbols.
Geographical Skills and Fieldwork NC	<ul style="list-style-type: none"> use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. 		<ul style="list-style-type: none"> use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.

Fieldwork	On-site- Land uses in my local area.		Offsite- Gathering and collecting data of a local biome. Golden Hill.
Vocabulary	Settlement, residential, commercial, industrial, agricultural, recreational, transportation, push factors, pull factors, village, town, city, population, environment		ecosystem, biomes, climate, vegetation belt, temperate, species, native, precipitation, habitat, observing, measuring, recording, identification, fieldwork, quantities, qualitative. observing, measuring, recording, identification, and fieldwork.
Assessment	EOU Quiz- about all the key areas learned in this unit.		EOU Quiz- about all the key areas leant in this unit.

 GEOGRAPHY UPPER JUNIORS - YEAR A			
	AUTUMN 1	AUTUMN 2	SPRING 1
Description	What is the physical geography in the North region of Brazil, and how does it compare to my region?		Rivers What impact do rivers have on peoples lives?
NC Objectives	<ul style="list-style-type: none"> • 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 • Identify the position and significance of latitude, longitude, the Equator, the Northern Hemisphere, the Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circles, the Prime/Greenwich Meridian and time zones (including day and night) 		<ul style="list-style-type: none"> • locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities • name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including rivers), and land-use patterns; and understand how some of these aspects have changed over time
Substantive Knowledge	Retrieval Practice <ul style="list-style-type: none"> • Name and locate the cities in the UK on a map of the UK, • Name and local countries in the UK with corresponding flags. • Name and locate the seas surrounding the UK. • Identify the lines of latitude and longitude Tropics of Capricorn and cancer. Artic and Antarctic circles. Prime meridian (This year focus on Prime Meridian) • Know that the Prime Meridian is used as a basis for the world time zones. • Know that the summer time in the UK uses GMT+1 		<ul style="list-style-type: none"> • Name and locate the counties that surround Hampshire. • Locate Russia on a world map. • Name and locate the world most famous rivers on a map (River Thames, Volga, Nile, Amazon). • Know the features of rivers. • Know how rivers and coasts have changed over time around the world. • Know why most cities are located near a river. • Locate significant rivers in the UK.

	SPRING 2	SUMMER 1	SUMMER 2
Description		National Parks New Forest and Yellowstone	
National Curriculum		<ul style="list-style-type: none"> 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 understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America (Yellowstone NA) Describe and understand the key aspects of: Human and Physical 	

		Geography	
Substantive Knowledge		<ul style="list-style-type: none"> Locate countries in the Southern Hemisphere (South Africa, Australia, Brazil, Indonesia, New Zealand, Chile). Recognise the climate of the area by location on a map. Know what a National Park is. Know what an area of outstanding national beauty is. Know the human and physical features of Yellowstone National Park. Know the similarities and differences between the New Forest and Yellowstone National Park. Compare and contrast how people live, work and visit the two national parks. 	
Disciplinary Skills		<ul style="list-style-type: none"> Collect and present data. Know that a map key is also called a legend. Know the 8 points on a compass Know the simple observational skills of the key human and physical features Know how to collect data. Know how to record and present findings, 	
Geographical Skills and Fieldwork	•	<ul style="list-style-type: none"> use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. 	
Fieldwork		On-site- Collecting and presenting data	
Vocabulary		human features, physical features, open spaces, rural, tourist, landforms, bodies of water, a geyser	
Assessment		Quick Quiz on location skills. EOUWO- Debate- Who are National Parks for?	



GEOGRAPHY

UPPER JUNIORS - YEAR B

	AUTUMN 1	AUTUMN 2	SPRING 1
Description	Energy and Sustainability Humans are not capable of living sustainably. To what extent do you agree?		
NC Objectives	<ul style="list-style-type: none"> 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 		

	<ul style="list-style-type: none"> • identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) • understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America 		
Substantive Knowledge	<ul style="list-style-type: none"> • Recap all location objectives from KS1-LJ and KS2. • Know that there are imaginary lines which run horizontally around the world. These are called lines of latitude. • Know that there are imaginary lines which run vertically around the world. These are called lines of longitude. • Know that latitude tells us how far from the equator a place is. • Know that the Tropic of Cancer is the northernmost latitude on Earth, where the sun can appear directly overhead. • Locate the Tropic of Cancer on a world map. • Know that the Tropic of Cancer runs through countries, including India. • Know that the Tropic of Capricorn is the southernmost latitude on Earth, where the sun can appear directly overhead. • Locate the Tropic of Capricorn on a world map. • Know that fossil fuels include coal, gas and oil. • Know that coal mining is now not happening as much as it did in WW2. • Know that the UK has its gas and oil, but it still imports mostly from Norway. • Know that fossil fuels are used for heating, and to make petrol and electricity. • Know that renewable energy is wind, hydro, solar and wave. 		

Disciplinary Skills	<ul style="list-style-type: none"> Confidently 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. Know how to use a 'Primary Atlas'. Know how Digi maps locate places, show them and now and show OS map symbols. Know that a map key is also called a legend. Know how to read a 6-figure grid reference. Know the 8-point compass (N, E, S, W, SW, NW, NE and SE) and give directions using them. Know a range of OS symbols. Know how to suggest geographical questions to investigate, collecting and recording evidence Know how to create a simple thematic map e.g. location of temperate rainforests. Compare land use maps of the UK from the past and present (WW2) Choose a style of thematic map to show data, e.g. WW2 and now, UK distribution of Natural gases or renewable energy. Know how to use Google Earth to locate a country of place of interest and to follow the journey of rivers etc. 		
	<ul style="list-style-type: none"> use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. 		
Fieldwork	Onsite- Local Study- Energy and Land use (changes over time) Fawley		
Vocabulary	Climate sustainability renewable human impact green energy wind farm		
Assessment	EOUQuiz- Questions on key skills learnt. EOUWO- Big question- Humans cannot live sustainably. To what extent do you agree?		

	SPRING 2	SUMMER 1	SUMMER 2
Description	Coasts How is coastal erosion managed?	Globalisation Globalisation has made the world a better place. To what extent do you agree?	

National Curriculum	<ul style="list-style-type: none"> name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including coasts), and land-use patterns; and understand how some of these aspects have changed over time 	<ul style="list-style-type: none"> locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities 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 	
Substantive Knowledge	<ul style="list-style-type: none"> Recap all location objectives from KS1-LJ KS2. Name and locate significant rivers in the UK and other countries. Know why most cities are located near a river Know the name and location of 5 rivers in the UK (River Severn, River Thames, River Trent, River Wye, River Ouse) Know what topographical geography is. Know the features of coastlines. Know what erosion is and the types of coastal erosion. Know that people in Hengistbury Head traded with others. Know how rivers and coasts have changed over time. Know how the coast has changed over time in the UK. 	<ul style="list-style-type: none"> Know what is meant by fair trade. Know what globalisation is. Know that rich countries sometimes pay too little for goods and why they can. Know how countries make agreements about trade, including whether to charge extra tax on imports Know that globalisation affects trade (focus on fashion) Know that globalisation affects trade (focus on food) Know what the UK and other countries import and export. Know the effects that globalisation has had on the world. (positives and negatives) 	
Disciplinary Skills	<ul style="list-style-type: none"> Confidently 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, plan and graphs, and digital technologies. Know how to use a 'Primary Atlas'. Know how Digi maps locate places, show them and now and show OS map symbols. Know that a map key is also called a legend. Know how to read a 6-figure grid reference. Know the 8-point compass (N, E, S, W, SW, NW, NE and SE) and give directions using them. Know a range of OS symbols. Know how to suggest geographical questions to investigate, collecting and recording evidence Know how to create a simple thematic map e.g. location of temperate rainforests. Compare land use maps of the UK from the past and present (WW2) Choose a style of thematic map to show data, e.g. WW2 and now, UK distribution of Natural gases or renewable energy. Know how to use Google Earth to locate a country of place of interest and to follow the journey of rivers etc. 	<ul style="list-style-type: none"> Confidently 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, plan and graphs, and digital technologies. Know how to use a 'Primary Atlas'. Know how Digi maps locate places, show them and now and show OS map symbols. Know that a map key is also called a legend. Know how to read 6-figure grid reference. Know the 8-point compass (N, E, S, W, SW, NW, NE and SE) and give directions using them. Know a range of OS symbols. Know how to suggest geographical questions to investigate, collecting and recording evidence Know how to create a simple thematic map e.g. location of temperate rainforests. Compare land use maps of the UK from the past and present (WW2) Choose a style of thematic map to show data, e.g. WW2 and now, UK distribution of Natural gases or renewable energy. Know how to use Google Earth to locate a country of place of interest and to follow the journey of rivers etc. 	

Geographical Skills and Fieldwork NC	<ul style="list-style-type: none"> • use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied • use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world • use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. 	<ul style="list-style-type: none"> • use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied • use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world • use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. 	
Fieldwork	Offsite- Coastal processes. Study Hengistbury Head.	On-site- A local study. Explain how globalisation has affected my local area.	
Vocabulary	Coast, erosion, management, longshore drift, sea defence, impact, weathering	Globalisation, advantages, disadvantages, import, export, international trade, transport, cultural, international corporation	
Assessment	EOUWO- Create a double-page spread. How is coastal erosion managed?	EOUWO- Globalisation has made the world a better place. To what extent do you agree?	