

Being a Geographer at Barrs Court Primary





Barrs Court Primary School Geography Knowledge and Skills progression – **Reception Yearly Overview**

| | Enquiry | EYFS objectives Understanding the World (Development Matters, Early Learning Goals) | Key Knowledge and vocabulary | Geography skills |
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| Term 1 | Who are we? | (DM 4-5) Talk about members of their immediate family and community. (DM 4-5) Draw information from a simple map. (DM 4-5) Understand that some places are special to members of their community. (DM 4-5) Understand the effect of changing seasons on the natural world around them. (DM 4-5) Explore the natural world around them. (DM 4-5) Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. (DM 4-5) Describe what they see, hear and feel whilst outside. | Mini question within 'Who Are We?'- Where is my school? (including: Where do we live?; What is in our local area?; What do we see on our way to school?; What is inside our school?; What is outside in the grounds of our school?) Autumn – what signs of Autumn can we see? | <ul style="list-style-type: none"> • Create a simple map (children's picture in the centre, draw features of the local area around them to give them a sense of self and place. • Create a map/scene of Longwell Green using photographs on construction blocks • Name and locate different parts of the local community • Begin to link their homes with other places in the local community • Comment and ask questions about aspects of their familiar world such as the place where they live or the natural world. • Begin to have an awareness of features of the environments in the setting and immediate local area. E.g. take note of what they see on their way to school • Begin to use a simple map with symbols to spot features in the school grounds or in the local community |
| | What is darkness? | (DM 4-5) Recognise some similarities and differences between life in this country and life in other countries. (DM 4-5) Recognise some environments that are different to the one in which they live. (DM 4-5) Understand the effect of changing seasons on the natural world around them. (DM 4-5) 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. (ELG) 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. | Night/Day, nocturnal animals, habitats Harvest Autumn – what signs of Autumn can we see? Video call someone in another country (a family member of someone in reception if possible). What time is it where you are? What season is it? What is the weather like? | <ul style="list-style-type: none"> • Look at Bristol on a map of the UK • Locate the UK on the world map • Locate the destination of our video caller on the world map • Comment and ask questions about aspects of their familiar world such as the place where they live or the natural world. • Begin to name and locate some places in their locality and the UK • Show care and concern for living things and the environment |
| Term 2 | What stories do we know? | (DM 4-5) Compare and contrast characters from stories, including figures from the past. (DM 4-5) Recognise some environments that are different to the one in which they live. (ELG) 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. (ELG) 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. | Setting – where are the characters? Does it look like our local area? Why not? Traditional stories from different cultures (Babushka) Winter – what signs of winter can we see? | <ul style="list-style-type: none"> • Begin to draw and create their own maps using real objects, and/or pictures and symbols (character such as Little Red Riding Hood in the middle, draw what is around the central character) • Begin to link their homes with other places in the local community • Begin to name and locate some places in their locality and the UK |
| Term 3 | What is a celebration? | (DM 4-5) Talk about members of their immediate family and community. (DM 4-5) Name and describe people who are familiar to them. (DM 4-5) Understand that some places are special to members of their community. (DM 4-5) Recognise that people have different beliefs and celebrate special times in different ways. (DM 4-5) Recognise some environments that are different to the one in which they live. (DM 4-5) Recognise some similarities and differences between life in this country and life in other countries | Birthdays – how do you celebrate? Does the season in which you were born affect how you celebrate? Christmas in England compared to Christmas in Australia Celebrations that might take place in a church – christenings and weddings CNY and China | <ul style="list-style-type: none"> • Comment and ask questions about aspects of their familiar world such as the place where they live or the natural world. • Find out about the environment by talking to people, examining photographs, and visiting local places • Use maps, globes, maps of the classroom/school, local town, park, zoo, museum etc, story maps. • Begin to name and locate some places in their locality and the UK • Use a range of sources such as simple maps, photographs, magnifiers. and visiting local places. |

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| | | <p>(DM 4-5) Recognise some environments that are different to the one in which they live.</p> <p>(ELG) 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.</p> <p>(ELG) Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.</p> <p>(ELG) 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.</p> | | |
| Term 4 | What is growing? | <p>(DM 4-5) Recognise some environments that are different to the one in which they live.</p> <p>(DM 4-5) Recognise some similarities and differences between life in this country and life in other countries</p> <p>(DM 4-5) Explore the natural world around them.</p> <p>(DM 4-5) Describe what they see, hear and feel whilst outside.</p> <p>(DM 4-5) Recognise some environments that are different to the one in which they live.</p> <p>(DM 4-5) Understand the effect of changing seasons on the natural world around them.</p> <p>(ELG) Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>(ELG) Explore the natural world around them, making observations and drawing pictures of animals and plants.</p> <p>(ELG) 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.</p> <p>(ELG) Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p> | <p>Recycling – looking after the environment</p> <p>What grows in our area?</p> <p>What grows in our moat?</p> <p>What plants grow here that don't grow in other countries? Fruit? Where does fruit come from? Look at a map. Recognise some similarities and differences between life in this country and life in other countries.</p> <p>Spring – what signs of Spring can we see?</p> | <ul style="list-style-type: none"> • Comment and ask questions about aspects of their familiar world such as the place where they live or the natural world. • Find out about the environment by talking to people, examining photographs, and visiting local places • Begin to have an awareness of features of the environments in the setting and immediate local area. E.g. make visits to shops and parks • Show care and concern for living things and the environment • Use a range of sources such as simple maps, photographs, magnifiers. and visiting local places. |
| Term 5 | How do we care for our pets? | <p>(DM 4-5) Talk about members of their immediate family and community.</p> <p>(DM 4-5) Explore the natural world around them.</p> <p>(DM 4-5) Describe what they see, hear and feel whilst outside.</p> <p>(DM 4-5) Recognise some environments that are different to the one in which they live.</p> <p>(DM 4-5) Understand the effect of changing seasons on the natural world around them.</p> <p>(ELG) Explore the natural world around them, making observations and drawing pictures of animals and plants.</p> | <p>Question visitors about how they look after their pet? How is that the same/different to previous visitors?</p> <p>Habitats</p> <p>Summer – what signs of Summer can we see?</p> | <ul style="list-style-type: none"> • Begin to link their homes with other places in the local community • Find out about the environment by talking to people, examining photographs, and visiting local places • Show care and concern for living things and the environment |
| Term 6 | Who helps us? | <p>(DM 4-5) Talk about members of their immediate family and community.</p> <p>(DM 4-5) Explore the natural world around them.</p> <p>(DM 4-5) Describe what they see, hear and feel whilst outside.</p> <p>(DM 4-5) Understand the effect of changing seasons on the natural world around them.</p> <p>(ELG) Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>(ELG) Explore the natural world around them, making observations and drawing pictures of animals and plants.</p> <p>(ELG) Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p> | <p>Who helps us in school? Who helps us stay well? Who helps keep us safe? Who helps us in our local community?</p> <p>Summer – what signs of Summer can we see?</p> | <ul style="list-style-type: none"> • Comment and ask questions about aspects of their familiar world such as the place where they live or the natural world. • Find out about the environment by talking to people, examining photographs, and visiting local places • Begin to have an awareness of features of the environments in the setting and immediate local area. • Use maps, globes, maps of the classroom/school, local town, park, zoo, museum etc, story maps. |

Barrs Court Primary School **Geography** Knowledge and Skills progression – **Red Area Yearly Overview - Year A**

| | Enquiry | National Curriculum Objectives | Key Knowledge and vocabulary | Geography skills |
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| Term 1 | How are schools the same? (4) | <p>Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country (PLACE KNOWLEDGE)</p> <p>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 and key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop (HUMAN AND PHYSICAL GEOGRAPHY)</p> <p>Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage (GEOGRAPHICAL SKILLS AND FIELDWORK)</p> | <p>Starter tasks to include – Discussion of our local area. Where do we live? Where is our school? Revision of the UK map in order to locate the four home countries and capital cities. Where is Bristol on the UK map? What is near to Bristol?</p> <p>Children will compare the locality and geographical features of their own school with other schools in the UK *see vocabulary in national curriculum objective. They will focus on a range of schools and find out what is the same about them.</p> <p>Children should use maps of the UK to describe the location of the schools studied and make some simple links between the location and the features found eg comparing a coastal village school (West Cliff Primary School, Whitby) with Barrs Court.</p> <p>Children should then begin to explore schools on a global scale with a focus on non-European country. Children should begin to identify some cultural differences. They should be introduced to the concept of underdeveloped countries and how we are privileged in UK schools, with the UK being a developed country (explore images of classrooms in Uganda, India and Brazil)</p> <p><u>Vocabulary</u> Locality, village, town, city, county, England, Britain, United Kingdom, Names of countries and continents</p> | <ul style="list-style-type: none"> - Use images of different physical and human geographical features to describe their typical locations. - Describe some cultural differences between developed and under-developed countries. - Use world maps to locate continents of the world and some key capital cities (those near your chosen schools). |
| | What could my classroom be made of? (5) | | | |
| Term 2 | How can we help? (5) | | | |
| | What did Brunel do for Great Britain? (6) | | | |
| Term 3 | How can we live a healthy life? (6) | | | |
| Term 4 | What is a home? (6weeks) | <p>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas (LOCATIONAL KNOWLEDGE)</p> <p>Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage (GEOGRAPHICAL SKILLS AND FIELDWORK)</p> <p>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key (GEOGRAPHICAL SKILLS AND FIELDWORK)</p> <p>Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment (GEOGRAPHICAL SKILLS AND FIELDWORK)</p> | <p>Starter tasks to include – revision of physical features found around the UK. Use of the terms beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, vegetation, valley, season, weather and of human features, city, town, village, factory, farm, house, office, port, harbour, shop</p> <p>Children will explore habitats through observing their local environment and describing the physical and human features which could affect the wildlife that chooses to live here. They should draw a simple map of the school and label some habitats, with a basic key and 4 figure compass. (<i>Year 2s will have done this last year in ‘Where is Barrs Court Primary School?’ so should be challenged to complete a more detailed map, symbols and key. They should be shown standard symbols from an OS map.</i>)</p> <p>They should revise the location of Bristol on a UK map and investigate where different habitats are located eg, nearby forests, coastal habitats, mountain regions in Scotland and Wales. Should extend this learning by exploring some habitats from around the world (Antarctica - penguins, Sahara desert – ostrich)</p> <p><u>Vocabulary</u> Habitat, environment, region, location, local, map, key, symbol, compass</p> | <ul style="list-style-type: none"> - To make observations about their local environment - To draw simple sketch maps of the local area - To begin to use symbols and keys on a hand drawn map - To use atlases/maps of the UK to identify the location of key cities. - To use a four figure compass to describe locations on a map |

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| Term 5 | What grows near me? (4) | <p>Use basic geographical vocabulary to refer to: key physical features, including forest, soil, vegetation, garden, seasons and weather and key human features, including city, town, farm, country (HUMAN AND PHYSICAL GEOGRAPHY)</p> | <p>Starter tasks to include – revision of 4 figure compass directions, using maps of the UK, where is Bristol?</p> <p>See Science progression document initially Children should be encouraged to observe their local environment and begin to consider how the area may have changed as a result of people building there. Begin to suggest the idea that the physical geography of an area can be affected by human geography. Children to identify the difference between rural and urban areas and name some common features found in both types of area.</p> <p><u>Vocabulary</u> Forest, soil, vegetation, garden, seasons, weather, city, town, farm, country</p> | <ul style="list-style-type: none"> - To use maps/photographs of the local area and describe areas as either urban or rural |
| Term 6 | How will we get around in the future? (6) | <p>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas (LOCATIONAL KNOWLEDGE)</p> <p>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 and key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop (HUMAN AND PHYSICAL GEOGRAPHY)</p> <p>Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage (GEOGRAPHICAL SKILLS AND FIELDWORK)</p> <p>Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map (GEOGRAPHICAL SKILLS AND FIELDWORK)</p> <p>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key (GEOGRAPHICAL SKILLS AND FIELDWORK)</p> | <p>Starter tasks to include – revisit climates and geographical zones of the world. Where is the Equator? Where are the polar regions? Children should name and locate the 7 continents and 5 oceans of the world.</p> <p>Children should think about the location of the UK on a world map – explore what it means to live on an island. Children should ask questions about how people get on and off the island and how we travel around the UK. They explore how cities/towns are traditionally built around rivers because boats/ships were a main transport link from other locations (link with Brunel’s SS Great Britain)</p> <p>Children should explore some of the UKs main airports (Heathrow/Gatwick) and ports (Southampton/Portsmouth) on a map, thinking about why there are more of these in the south of the country (links to London, the capital city and where the majority of people live, as well as the key link to mainland Europe)</p> <p>Children should then investigate some travel routes to and from the UK, making links to other continents. They use/draw a simple map of the world’s continents and oceans and plot routes and modes of transport from one continent to another eg from North America to Europe across the Atlantic Ocean. They should also use directional language to describe the journey.</p> <p><u>Vocabulary</u> Continents, oceans, map, atlas, travel, journey, destination, airport, port, route</p> | <ul style="list-style-type: none"> - Use maps/atlas to explore physical feature of the UK, including the River Thames and the River Avon and linked cities, London and Bristol. - Use world maps to compare the location of the UK with other continents around the world. - Draw simple maps of the world, including continents and oceans. - Use directional language to describe a journey. |



Barrs Court Primary School **Geography** Knowledge and Skills progression – **Red Area Yearly Overview - Year B**

| | Enquiry | National Curriculum Objectives | Key Knowledge and Vocabulary | Geography skills |
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| Term 1 | What is my hat made of? (5) | | | |
| | How does Barrs Court change - Autumn? (1) | 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 (HUMAN AND PHYSICAL GEOGRAPHY) | <p>Starter tasks to include – Discussion of our local area. Where do we live? Where is our school? Revision of the UK map in order to locate the four home countries and capital cities. Where is Bristol on the UK map? What is near to Bristol?</p> <p>Children should be encouraged to discuss what they know about the seasons. They learn about the four seasons in the UK and how this can affect the weather. They should begin to discuss how human behaviour might change at different points in the year Eg visiting the beach, driving more often if it's raining. Challenge Year 2 children to remember "How do plants grow near me?" enquiry. They should be able to locate the equator and polar regions and explain that UK weather has no extremes.</p> <p>Vocabulary Equator, Polar region, season, United Kingdom, weather</p> | <ul style="list-style-type: none"> - Make observations of the local environment - Use a world map to locate the UK, equator and North and South Pole. <p>*See Science skills document.</p> |
| Term 2 | Who helps who?(4) | | | |
| | What do artists do? (2) | | | |
| Term 3 | How does Barrs Court change? Winter (1) | 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 (HUMAN AND PHYSICAL GEOGRAPHY) | <p>Starter tasks to include – revision of key vocabulary for physical features beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season, weather</p> <p>Children should be encouraged to discuss what they can remember about four seasons in the UK. What changes do they notice have taken place at Barrs Court? (science link). Look at weather maps to compare North of the UK with the South. Why is it different? Children need to recognise that the further North you go, the colder it gets generally. They should also notice how humans are behaving at this point in the year.</p> <p>Vocabulary Equator, Polar region, season, United Kingdom, weather, North, South, East, West</p> | <ul style="list-style-type: none"> - Make observations of the local environment - Explore weather maps of the UK <p>*See Science skills document.</p> |
| | Where is Barrs Court Primary School? (5) | <p>Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map (GEOGRAPHICAL SKILLS AND FIELDWORK)</p> <p>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas (LOCATIONAL KNOWLEDGE)</p> <p>Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country (PLACE KNOWLEDGE)</p> <p>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key (GEOGRAPHICAL SKILLS AND FIELDWORK)</p> | <p>Starter tasks to include – continuation of revision of key vocabulary for human features, city, town, village, factory, farm, house, office, port, harbour and shop</p> <p>Children should use maps of the local area, both aerial images and topographical maps, and should go on a walk and think about human and physical features found nearby. They should draw a simple sketch map with compass directions and a key. (<i>Year 2s will have done this last year in 'What is home?' so should be challenged to complete a more detailed map, symbols and key. They should be shown standard symbols from an OS map.</i>) Be sure to include some local landmarks, ASDA, Cinema, Moat, Park, Library, Church, Shops.</p> <p>Next use Google Earth to look at a primary school in Hong Kong – Queen Elizabeth School. Discuss how this school's surrounding are the same/different and why?</p> <p>Look at some images of a school from each continent. Describe how they are similar/different and then encourage children to give directions from these locations to their own school (North/East/South/West).</p> <p>Vocabulary</p> | <ul style="list-style-type: none"> - Use aerial images of the local area to observe geographical features. - Draw simple sketch maps of the environment, including a key - Use directional language, including the terms North, East, South, West |

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| | | Use simple fieldwork and observational skills to study the geography of their school and its grounds (GEOGRAPHICAL SKILLS AND FIELDWORK) | Globe, Atlas, Map, Key, symbols, Human and physical geography, Similarity and difference, Compare and contrast | |
| Term 4 | What are we? (4) | | | |
| | How does Barrs Court change? Spring (2) | 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 (HUMAN AND PHYSICAL GEOGRAPHY) | <p>Starter tasks to include – revision of characteristics of the four home countries, flags, capital cities, landmarks, location on a map.</p> <p>Children should be encouraged to discuss what they can remember about four seasons in the UK. What changes do they notice have taken place at Barrs Court? (science link) Draw attention to changes in temperature and increase in daylight hours which have allowed plants to grow. Refer back to weather maps of the UK. Children should also note what humans are doing at this time of year.</p> <p><u>Vocabulary</u> Equator, Polar region, season, United Kingdom, weather, North, South, East, West, temperature, daylight</p> | <ul style="list-style-type: none"> - Make observations of the local environment - Examine weather maps of the UK using directional language. <p>*See Science skills document.</p> |
| Term 5 | How could we play in different ways? (6) | | | |
| | How do plants grow near me? (3) | <p>Name and locate the world’s seven continents and five oceans (LOCATIONAL KNOWLEDGE)</p> <p>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 (HUMAN AND PHYSICAL GEOGRAPHY)</p> | <p>Starter tasks to include – revision of UK countries and cities, with a focus on compass directions (North, East, South, West) to describe locations.</p> <p>Children should be introduced to the concept of climates and how these can be different across the globe. They should explore the 7 continents of the world and the five oceans and be able to describe the locations using basic compass directions.</p> <p>Children should locate the Equator and polar regions on a world map and describe the weather associated with these regions.</p> <p>Children should then explore their own environment, the climate for the UK and how seasonal and daily weather patterns can affect plant growth *See Science progression document.</p> <p><u>Vocabulary</u> Names of continents, names of oceans, climate, polar, equator</p> | <ul style="list-style-type: none"> - Use maps/atlas to locate the continents and oceans of the world, including the position of the UK. - Use four figure compass to describe the location of different continents in relation to the equator. |
| Term 6 | How do we move around?(4) | 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 (GEOGRAPHICAL SKILLS AND FIELDWORK) | <p>Starter tasks to include – revision of human and physical features in our local area. Remind children of ‘Where is BC primary school?’ enquiry. Show some photos of different features from your local walk for children to name.</p> <p>Children should learn about some of the major towns and cities (Bristol, Bath, Weston-Super-Mare, Cardiff) found in our area of the country and locate these on a map. Ask children, how do we get from one city to another? Children to name some different modes of transport. Include rivers and seas, eg moving from Bristol to Cardiff. Should also briefly discuss how this might have changed over time (History link).</p> <p>Carry out fieldwork to find out how people in our local area travel around. Record the types of transport that pass by the school.</p> <p>*A World Full of Journeys & Migrations Martin Howard & Christopher Corr</p> <p><u>Vocabulary</u> Locality, towns, cities, country, rivers, seas, roads, transport</p> | <ul style="list-style-type: none"> - Use a map of the UK to locate major cities - Carry out fieldwork in the local area, recording modes of transport |

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| | What might I do in the future? (2) | | | |
| | How does my school change-summer? (2) | 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 (HUMAN AND PHYSICAL GEOGRAPHY) | <p>Starter tasks to include – revision of key terms linked to the weather and seasons. See previous enquiries.</p> <p>Children should be encouraged to discuss what they can remember about four seasons in the UK. What changes do they notice have taken place at Barrs Court? (science link)</p> <p>Remind children of the other three parts in the year. Children should be able to describe key differences between the seasons and the way the local environment looks at different times of the year. They should also describe how humans act differently due to changes in the weather.</p> <p>At this stage, children should be able to describe how the weather/temperature might change the further north a location is, with reference to the Equator and polar regions.</p> <p><u>Vocabulary</u> Equator, Polar region, season, United Kingdom, weather, North, South, East, West, temperature, daylight</p> | <p>- Make observations of the local environment</p> <p>*See Science skills document.</p> |



Barrs Court Primary School Geography Knowledge and Skills progression – Blue Area Yearly Overview - Year A

| | Enquiry | National Curriculum Objectives | Key Knowledge and vocabulary | Geography skills |
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| Term 1 | Why do we live here? (6) | <p>Locate the world’s countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities (LOCATIONAL KNOWLEDGE)</p> <p>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 (LOCATIONAL KNOWLEDGE)</p> <p>Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) (LOCATIONAL KNOWLEDGE)</p> <p>Describe and understand key aspects of physical geography, including: rivers and mountains and human geography, including: types of settlement and land use (HUMAN AND PHYSICAL GEOGRAPHY)</p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied (GEOGRAPHICAL SKILLS AND FIELDWORK)</p> <p>Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies (GEOGRAPHICAL SKILLS AND FIELDWORK)</p> | <p>Starter tasks to include – Revision from KS1 – locational knowledge of continents and oceans and placement of the UK on a world map.</p> <p>Children should begin this enquiry with a focus on the local environment before progressing onto the wider world (Nile/Ancient Egypt). Children should be encouraged to consider the local area. Explore different reasons why people have chosen to live at Barrs Court, in and around Bristol, the South West – introduce the concept of counties (Cornwall, Devon, Somerset, Wiltshire, Dorset).</p> <p>Investigate how land is typically used in the local area (shopping, schools, offices, farm land – children should have covered most of this in KS1) and patterns in land use. Children should understand that there are more built up areas on flatter land near major rivers. Explore the concept of using rivers to transport goods and make trade links. Link to Enquiry “How do we move around?” from Red Area where children will have discussed rivers as a transport link to cities. Use Google Earth to explore some different places in the South West and discuss how land is used. Mountainous areas are less populated since the land is difficult to use for building/crops. Children should create sketch maps of the South West region, labelling the placement of some larger cities, towns, villages, rivers and topography.</p> <p>When moving on to focus on Ancient Egypt, children should again, explore how land use varies along the River Nile. From farming in the highlands to civilisation in Cairo and tourism in Egypt.</p> <p>*See History skills document.</p> <p><u>Vocabulary</u> Mountain, River, Civilisation, Settlement, Topography, Geography, Hamlet, Village, Urban, Rural, Trade, Populated, Region, Land use</p> | <ul style="list-style-type: none"> - Use local area maps/Google Earth to explore patterns in land use - Name and locate counties and cities in the UK with a focus on the South West region. - Understand how geographical physical features can affect human behaviours in different locations. |
| Term 2 | What is sound?(6) | | | |
| | What is creativity? (3) | | | |

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| Term 3 | How can we switch off? (6) | <p>Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water (HUMAN AND PHYSICAL GEOGRAPHY)</p> <p>Locate the world’s countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities (LOCATIONAL KNOWLEDGE)</p> | <p>Starter tasks to include – revision of land use and trade links in London and Bristol via River Thames/River Avon.</p> <p>Children should have opportunities to explore where the UK gets its energy from, historically from fossil fuels, coal mined in certain areas around the UK. They should explore where this is still the main source of energy in other parts of the world eg USA, Australia, China,</p> <p>Children should also explore where more sustainable sources of energy are being used, eg Scandinavia, Singapore as well as investigating the UK, and its use of tidal energy (being an island nation) and solar panels and wind turbines.</p> <p><u>Vocabulary</u> Energy, fossil fuel, source, sustainable, renewable, non-renewable, trade, economy</p> | <ul style="list-style-type: none"> - Use world maps/atlasses to locate the world’s countries - Describe patterns between economy and the location of natural resources for energy (trade links) |
| Term 4 | Why are more people becoming vegetarian? (6) | | | |
| Term 5 | Where does our water come from? (4) | <p>Locate the world’s countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities (LOCATIONAL KNOWLEDGE)</p> <p>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) (LOCATIONAL KNOWLEDGE)</p> <p>Describe and understand key aspects of physical geography, including: rivers and the water cycle (HUMAN AND PHYSICAL GEOGRAPHY)</p> <p>Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world (GEOGRAPHICAL SKILLS AND FIELDWORK)</p> | <p>Starter tasks to include – location of the UK on a world map using compass directions</p> <p>Children explore the formation of rivers and the different parts of the river (source, stream, meander, channel, valley, estuary, mouth, and tributary) as well as gaining an understanding of how the shape of the land (topography) can affect a river’s path.</p> <p>Children explore rivers around the world (Revise Nile, then focus on Amazon, Yangzte, Mississippi) revising the location of different continents and countries with some focus on land use and the placement of major cities. When using world maps to locate these rivers, children should refer to compass directions and use grid references, symbols and keys included in the atlases.</p> <p>Children should make links with their Science learning in order to describe key aspects of the water cycle. They should be able to draw/label a simple diagram.</p> <p>Vocabulary source, stream, meander, channel, valley, estuary, mouth, tributary, land use, topography, grid reference,</p> | <ul style="list-style-type: none"> - Use maps and atlases to locate rivers around the world and in the UK, with reference to other physical features. - Pinpoint locations using grid references and 8 figure compass directions. - Carry out fieldwork in relation to rivers, observing direction of current and topography. |
| | What should you flush down the loo? (4) | <p>Locate the world’s countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities (LOCATIONAL KNOWLEDGE)</p> | <p>Starter tasks to include – location of global landmarks on a world map, including longest rivers, capital cities, continents and oceans.</p> <p>Children investigate different climates around the world (tropical, mountain, polar, temperate, desert) and explore the habitats associated with these climates. They will use the concept of latitude and distance from the Equator to describe how/why temperatures and weather patterns vary on a global scale. They will compare and contrast climates across North and South America when investigating habitats and adaptation (link to Science) of wildlife.</p> <p>Arrange a visit to Wessex Water – children will explore local rivers and take samples to identify pollutants.</p> <p><u>Vocabulary</u> Climate, tropical, mountain, polar, temperate, desert, latitude, environment, habitat</p> | <ul style="list-style-type: none"> - Use maps/atlasses to locate the equator and climate zones of the world. - Use atlases to investigate the physical features of North and South America and the Atlantic and Pacific Oceans. |
| Term 6 | Who stood here before us? (5) | | | |



Barrs Court Primary School **Geography** Knowledge and Skills progression – Blue Area Yearly Overview - Year B

| | Enquiry | National Curriculum Objectives | Key Knowledge and vocabulary | Geography skills |
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| Term 1 | Where does the darkness come from? (6) | 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) (LOCATIONAL KNOWLEDGE) | <p>Starter tasks to include – Name and locate the 7 Continents of the world and 5 Oceans. Where is the UK on a world map?</p> <p>Teach children about the position of the Earth in relation to the Sun *see Science progression. Children should explore the location of the Equator, Northern and Southern Hemisphere and the Arctic and Antarctic Circle (they should remember this from KS1).</p> <p>They should be introduced to the term latitude (new learning for year 3). Make use of globes to model the concept of latitude and geographical zones. Children need to be taught about the polar regions, the fact that the Earth is tilted means that these areas can go for months without sunlight. Children should also be taught about longitude and how this affects the amount of sunlight hitting the Earth in a particular location. They should be taught about time zones and the Prime/Greenwich Meridian.</p> <p><u>Vocabulary</u> Equator, Northern and Southern Hemisphere, Arctic, Antarctica, latitude, longitude, time zone</p> | <ul style="list-style-type: none"> - Use globes to explore the concepts of latitude and longitude. |
| Term 2 | How can we find out about people in the past? (7) | Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied (GEOGRAPHICAL SKILLS AND FIELDWORK) | <p>Starter tasks to include – revision of Geographical zones of the world (last term) using the key terms latitude and longitude</p> <p>Children should explore maps of the local area, through Google Earth, leaflets, OS maps if children need more challenge. Children should have the opportunity to carry out some fieldwork in the local area to explore how its physical features have played a part in the development of the human features we now have. *See History progression</p> <p><u>Vocabulary</u> Local, physical and human features, development, land use</p> | <ul style="list-style-type: none"> - Carry out fieldwork, exploring the local environment to find out how the geography of the area has affected its development over time. |
| Term 3 | What is underneath our feet? (6) | <p>Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle (HUMAN AND PHYSICAL GEOGRAPHY)</p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied (GEOGRAPHICAL SKILLS AND FIELDWORK)</p> | <p>Starter tasks to include – what do we know about our local area? What are the physical and human features we know about? Where are they? Explore some features on a map of the area.</p> <p>Remind children about the geographical zones of the world and revisit the 7 continents and 5 oceans. They should learn about tectonic plates and then about the formation of volcanoes and mountains and how earthquakes are caused. This should include geographical location of the ‘Ring of Fire’. *See Science progression – formation of rocks/fossils.</p> <p>Children should also have opportunities to carry out fieldwork in the local area – exploring different types of soils, rocks and other natural materials – if possible, invite a geologists/soil expert in to carry out fieldwork in the moat area. Children could draw a simple sketch map of the area indicating where different soil types are found.</p> <p>*Under Your Feet RHS & DK</p> <p><u>Vocabulary</u> Tectonic plates, volcano, magma, mantle, earthquake, formation, soil</p> | <ul style="list-style-type: none"> - Use maps/atlas to describe the location of volcanoes and earthquakes *reference to ‘Ring of Fire’ - Carry out fieldwork in the local area to collect soil samples. |
| Term 4 | What is the difference between surviving and being healthy? (6) | | | |
| Term 5 | How do plants die? (5) | 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 (LOCATIONAL KNOWLEDGE) | Starter tasks to include – revision of geographical zones of the world (term 1) and the location of the Equator, Northern and Southern Hemisphere and the Arctic and Antarctic Circles. Year 4s should also be familiar with climate zones. | <ul style="list-style-type: none"> - Use atlases/maps to locate examples of biomes around the world. - Draw simple maps of the world, showing vegetation belts (could use ICT resources to support this) |

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| | | <p>Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) (LOCATIONAL KNOWLEDGE)</p> <p>Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle (HUMAN AND PHYSICAL GEOGRAPHY)</p> | <p>Children should be taught about climates, biomes and vegetation belts. (Year 4s should remember some of their learning on climates from last year – What should you flush down the loo?)</p> <p>Teach children about the location of the Tropic of Cancer and Tropic of Capricorn, reminding them of the term latitude.</p> <p>Children should be taught that there are 5 main biomes – aquatic, desert, forest, grassland, tundra. They should explore examples of each biome and where they are located on Earth, making links with climate zones and their knowledge of latitude.</p> <p>Within certain biomes there are also subcategories.</p> <p>Forest – includes tropical, temperate or taiga. Aquatic – includes freshwater or saltwater.</p> <p>Alongside the teaching of biomes, children should be introduced to the term vegetation belt, the plant life within a biome and be given time to think about how this differs between biomes as a result of the climate.</p> <p><u>Vocabulary</u> Climate zone, biome, vegetation belt, tropics, latitude, aquatic, desert, forest, grassland, tundra, temperate, tropical, taiga, freshwater, saltwater</p> | |
| | How can you feel the force? (4) | | | |
| Term 6 | | | | |
| | Why did people travel in the past? (5) | <p>Locate the world’s countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities (LOCATIONAL KNOWLEDGE)</p> <p>Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) (LOCATIONAL KNOWLEDGE)</p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied (GEOGRAPHICAL SKILLS AND FIELDWORK)</p> | <p>Starter tasks to include – revision of KS1 enquiry ‘How do we move around?’ Children should locate major cities around the UK and describe their position using compass directions. Challenge children to use 8 figure eg North East and make use of grid references on maps of the UK.</p> <p>*See History progression initially.</p> <p>Children should use a world map to identify journeys made by explorers through history. They should describe the location of countries visited and the oceans crossed.</p> <p>Children should have opportunities to explore maps from the past and make comparisons with present day maps.</p> <p><u>Vocabulary</u> Countries, oceans, journey, exploration, location</p> | <p>- Use maps to identify how a location has changed over time.</p> |



Barrs Court Primary School Geography Knowledge and Skills progression – Green Area Yearly Overview - Year A

| | Enquiry | National Curriculum Objectives | Key Knowledge and vocabulary | Geography skills |
|--------|--|---|---|--|
| Term 1 | How are lives saved? (7) | | | |
| Term 2 | How do we all live together? (7) | | | |
| Term 3 | Where does our food really come from? (6) | <p>Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities (LOCATIONAL KNOWLEDGE)</p> <p>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 (LOCATIONAL KNOWLEDGE)</p> <p>Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) (LOCATIONAL KNOWLEDGE)</p> <p>Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water (HUMAN AND PHYSICAL GEOGRAPHY)</p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied (GEOGRAPHICAL SKILLS AND FIELDWORK)</p> <p>Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world (GEOGRAPHICAL SKILLS AND FIELDWORK)</p> | <p>Starter tasks to include – revision of the term latitude and the geographical zones of the world. Why are some parts of the world different temperatures? How does this affect life (plants, animals and humans) around the planet?</p> <p>Begin with UK food production and agriculture initially. Children should have opportunities to explore local food produce, how/where it is grown and trade links associated. They should carry out some simple fieldwork to explore typical weather patterns in the South West, making links with types of produce in the area. They should begin to consider how economy plays a part and how the success of food production in the UK can affect farmers and small businesses. Eg a bad year for crop growth (poor weather conditions) will affect the growers' market and incomes for farmers. Discuss seasonality and which foods are more available domestically at certain times of the year.</p> <p>*Could invite farmer/green grocer from the local area to give a talk on current job conditions, with reference to climate change weather patterns.</p> <p>Teach children about imports and exports to and from the UK. Challenge them to think about why we cannot get all the food we want from our own country. Should discuss whether all foods imported to the UK are essential for survival. Discuss consumer markets.</p> <p>Remind children about their learning from "How do plants die?" and spend some time revisiting biomes and vegetation belts.</p> <p>Children should be taught about where food is grown globally and how climate zones affect plant and vegetable growth. Having explored rainfall in the UK/South West, children could use ICT resources to explore global rainfall patterns and make links with key food production locations.</p> <p>Introduce the concept of fair trade and teach children about global economy patterns linked to food production and how foods we have in our supermarkets are distributed from the source. Teach children about food miles and how they have an impact on pollution and climate change. This will support children's future learning in "How big is your footprint?"</p> <p>* Fair Trade First Sarah Ridley</p> <p><u>Vocabulary</u> Fairtrade, sustainable, import, export, production, agriculture, distribution, seasonality, economy, consumer</p> | <ul style="list-style-type: none"> - Use maps of the UK to explore topographical patterns linked to farming/food production and key trading routes across the country. - Carry out fieldwork, measuring rainfall and temperatures to find average weather conditions for this time of year. Make links to food that can be grown locally. - Use/write grid references to locate the areas in which UK produce is found. - Describe the impact of trade on economy both locally and globally. - Use atlases to describe where foods are produced on a global scale |
| Term 4 | Linnaeus and Darwin: What connects them? (6) | | | |
| Term 5 | Why are shadows important? (4) | | | |

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| | Who were the greatest engineers? The Victorians or the Ancient Britons. (5) | | | |
| Term 6 | How big is your footprint: ecological/digital/carbon?(4) | <p>Locate the world’s countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities (LOCATIONAL KNOWLEDGE)</p> <p>Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water (HUMAN AND PHYSICAL GEOGRAPHY)</p> | <p>Starter tasks to include – revision of “What should you flush down the loo?” Blue Area enquiry. Children should describe how plastic pollution is spread throughout the world (make links to the water cycle too) via rivers and oceans. What are the parts of a river? Source, stream, tributary, meander, estuary, mouth.</p> <p>Revisit some key learning from the enquiry “Where does our food really come from?” Children need to remember how trade works on both a local and global scale. Revisit the concept of fair trade. Explore where in the world the most energy and pollution is produced (they should remember “How do we switch off?” and their work on USA, Australia and China coal mining) and teach children how this has an impact on climate. Refer to burning fossil fuels, locating countries such as India, Bangladesh, Pakistan, less-developed countries which rely heavily on factory production and the extraction of fossil fuels to support their economy.</p> <p>Remind children about food miles and how this can impact air pollution. Which foods had the highest number of food miles? What should we do to reduce this problem? Children should have opportunities to explore different cities which have made use of renewable energy and how these changes have affected the citizens who live there in a positive way. Make use of ICT to investigate the ‘Greenest cities’ around the world https://neutrinobursts.com/greenest-cities-in-the-world/ and locate them on a world map.</p> <p>Teach children about how some companies are now opting to go carbon neutral. Children should carry out some fieldwork/research to find out local corporations who are trying to do this. *If possible, invite a representative from OVO energy, Bristol</p> <p>Children should then be encouraged to consider their own ecological/carbon footprint.</p> <p>*Poems from a Green and Blue Planet Sabrina Mahfouz <i>Poetry book</i></p> <p><u>Vocabulary</u> Trade, Fairtrade, energy, pollution, economy, food miles, air pollution, renewable, ecology, environment</p> | <ul style="list-style-type: none">- Use maps/atlas to show the location of countries/cities producing high/low levels of pollution.- Make links between sustainability and quality of life comparing lesser developed countries with developed countries. |



Barrs Court Primary School Geography Knowledge and Skills progression – Green Area Yearly Overview - Year B

| | Enquiry | National Curriculum Objectives | Key Knowledge and vocabulary | Geography skills |
|--------|--|---|---|--|
| Term 1 | What does the earth look like from the Solar System? (6) | <p>Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities (LOCATIONAL KNOWLEDGE)</p> <p>Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) (LOCATIONAL KNOWLEDGE)</p> | <p>Starter tasks to include – revision from LKS2, what can children remember about time zones? Prime/Greenwich meridian? Revisit the term longitude.</p> <p>*See Science progression initially.</p> <p>Children should be reminded of the relationship between the Earth and the Sun and how latitude and longitude affects the daylight we experience in different parts of the world. Revisit key learning from Blue Area “Where does the darkness come from?” including the position of the Equator and the Tropics.</p> <p>Make use of Google Earth to explore what the planet looks like from space. Challenge children to identify the continents, countries, rivers, oceans that they will have learnt about throughout Red and Blue Area.</p> <p>Vocabulary Latitude, longitude, equator, hemisphere, tropics</p> | <ul style="list-style-type: none"> - Use ICT (Google Earth) to explore different parts of the Earth, describing the location of physical features. |
| Term 2 | How can we show what we believe in? (7) | <p>Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities (LOCATIONAL KNOWLEDGE)</p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied (GEOGRAPHICAL SKILLS AND FIELDWORK)</p> | <p>Starter tasks to include – revision of world continents with a focus on North and South America, linked to Blue Enquiry “What should you flush down the loo?” Children should describe the location physical features in these continents, Rocky Mountains, Andes, Atlantic and Pacific Ocean and some countries/cities.</p> <p>*See History progression document initially Children should explore maps of central America (links to Mayan civilisation) and the key physical features. They should explore how topography has affected the land use throughout time.</p> <p>Vocabulary Topography, land use</p> | <ul style="list-style-type: none"> - Use maps/atlas to describe physical features in a location. |
| Term 3 | How can science help the vulnerable? (6) | | | |
| Term 4 | Who is trading with whom? (6) | <p>Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities (LOCATIONAL KNOWLEDGE)</p> <p>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 (LOCATIONAL KNOWLEDGE)</p> <p>Describe and understand key aspects of human geography, including: trade links (HUMAN AND PHYSICAL GEOGRAPHY)</p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied (GEOGRAPHICAL SKILLS AND FIELDWORK)</p> <p>Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies (GEOGRAPHICAL SKILLS AND FIELDWORK)</p> | <p>Starter tasks to include – Revision of 8 figure compass directions and 4 figure grid references to locate cities on a world map.</p> <p>*See History progression document initially</p> <p>Year 6 children should remember the enquiry “Where does our food really come from?” and the discussion on trade. Teach children about some global trading agreements (electronics from Asia linked to technology from USA) and why trading is essential for global economy. Another example to look at is outsourcing of labour, for example call centres in India are cheaper than call centres in the UK. Introduce children to the stock market and selling stocks and shares.</p> <p>Also refer back to Blue Area enquiry – “What did John Cabot do for travel?” (Historical trading)</p> <p>Children should create maps of significant trade routes, locating key cities and the goods that are traded. They should explore how land is used, location of ports and trade links between countries.</p> <p>Vocabulary Global economy, stock market, shares, import, export, manufacturing, services</p> | <ul style="list-style-type: none"> - Describe ways in which countries trade with each other on a global scale. - Construct a simple map showing major trade links, including giving compass directions to describe the direction that goods are transported. |

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| Term 5 | How are you helping to save our planet? (5) | <p>Human geography, including: types of settlement and land use, energy POLLUTION, minerals and water (HUMAN AND PHYSICAL GEOGRAPHY)</p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied (GEOGRAPHICAL SKILLS AND FIELDWORK)</p> | <p>Starter tasks to include – revision of the counties of the UK, identify counties on a map and some key cities around the UK. Children should describe their location using 8 point compass directions.</p> <p>This enquiry is similar to the “How big is your footprint?” enquiry in Cycle A. The key difference is that this enquiry should focus on ecology in the local area rather than impacts on a global scale. Refer to Blue Enquiry “What should you flush down the loo?” Children should consider their local environment – carry out fieldwork in the school grounds, moat, park to observe how human behaviours might have affected habitats and wildlife. Children should also consider how the physical features of our local environment have been reduced due to demand for housing, local amenities and capitalism. Teach children about greenbelts and look at where they are on a UK map. Explore the importance of maintaining conservation areas for the protection of wildlife in local environments – focus on South West initiatives, eg Slimbridge Wetlands, Eden Project</p> <p>Explore local companies who are focused on reducing carbon footprint - Boston Tea Party (could invite a speaker in).</p> <p><u>Vocabulary</u> Environment, habitats, housing, local amenities, capitalism, conservation, greenbelts</p> | <ul style="list-style-type: none"> - Carry out fieldwork in the local area with a focus on pollution, land use changes, the impact of human behaviours in the local area. - Use OS maps of the local area to study where the most natural areas can be found, and where humans have changed the landscape to make way for buildings/recreation. |
| | What do forces actually do?(4) | | | |
| Term 6 | Where is our twin? (6) | <p>Locate the world’s countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities (LOCATIONAL KNOWLEDGE)</p> <p>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 (LOCATIONAL KNOWLEDGE)</p> <p>Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America (PLACE KNOWLEDGE)</p> <p>Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle and 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 (HUMAN AND PHYSICAL GEOGRAPHY)</p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied (GEOGRAPHICAL SKILLS AND FIELDWORK)</p> | <p>Starter tasks to include – children to identify countries and capitals in Europe. What do they know about the different cultures? Weather patterns? Make links with latitude and longitude, time differences between Portugal and Russia.</p> <p>This enquiry focuses on cultural differences between towns and cities in different locations. Remind children of their study of North and South America, carried out in “What should you flush down the loo?” in Blue Area. What can they remember about North America? Children should remember some key countries – USA, Mexico, Canada.</p> <p>Draw attention to USA – United States of America. Explain the concept of the 50 states, with each state having a state capital. Introduce children to Bristol, Rhode Island (Named after Bristol UK) Discuss how the USA was founded and why there are so many city names similar to the UK.</p> <p>Children should carry out study of Bristol, Rhode Island, USA. They should explore cultures, human behaviours, land use, physical features and weather, then make comparisons between Bristol UK and Bristol USA.</p> <p>Also spend some time exploring the way in which many cities and towns have a ‘twin’ city. A sister city or twin town relationship is a form of legal or social agreement between two geographically and politically distinct localities for the purpose of promoting cultural and commercial ties. https://www.bristol.gov.uk/museums-parks-sports-culture/bordeaux-and-bristol</p> <p>Invite a speaker in from Bristol City Council who can speak to children more about this concept.</p> <p><u>Vocabulary</u> Culture, legal, social, political, commercial, land use, comparison, region, continent</p> | <ul style="list-style-type: none"> - Use/draw maps of North America, with particular emphasis on USA and the 50 states. Could use ICT to investigate how many places in North America are called Bristol - Use/draw maps of Bristol, identifying significant physical and human features found here. - Use maps/atlas/Google Earth to locate Bordeaux, France - Use ICT to identify similarities and differences, both in terms of physical and human geography, between Bristol and Bordeaux. |
| | What makes a good performance, great? (2) | | | |