Geography at Wylye Valley C.E. Primary School

Year Group	Sequence of learning	Why this? Why now?	*Vocabulary*
Year 1/ Year 2 Cycle A	**Autumn** **What is it like here? (K)** Fieldwork To locate the school on an aerial photograph. To create a map of the classroom. I know that objects look different from an aerial view. I know the name of the country I live in. I know the name of the village/town/city I live in. I can locate the country I live in on a map. I know a map is a picture of a place from above. I know that we can use a map to find out information about a place. I can identify four features in the school grounds. I can use a simple map to identify these features. I can draw a simple map with some features	The children start learning about their own environment and start to become geographers by looking at aerial photos and starting to draw their own simple maps. The whole unit builds on exploring the place where they are very familiar with.	aerial view aerial photograph land sea location country village town map features globe atlas place distance country symbol
	Spring What is the weather like in the UK? (Planit Wonderful weather) Fieldwork Make recordings about the weather with some support. Know how weather can affect people's lives. Use world maps and globes to identify a range of countries, the Equator and the North and South Poles. Explain weather dangers and how people can protect themselves. Make comparisons between different types of weather. Gather information about places and features studied. Make observations about the weather using description and some explanation. Use a growing range of subject specific vocabulary.	The children learn about the differences in weather across the UK. They start recording different weather they see every day.	Weather, the UK, changes, seasons, daily or day to day, weather recording, observation (looking), temperature/ thermometer, weather types (sun, rain, thunder, snow, wind etc)

	Summer **What makes our natural world wonderful?** Fieldwork Name the seven continents and five oceans of the world correctly. Use an atlas to accurately locate the continents and oceans of the world. Locate continents, oceans including their own continent and country using a world map Know that journeys can be made around the world and begin to follow a simple journey line using key vocabulary. Locate hot and cold areas of the world. Use and follow simple compass directions (NESW). Follow routes on a map. Use aerial photographs and satellite images to recognise basic human and physical features To ask geographical questions – Where is it? What is this place like? How near/far is it	This unit teaches the children about the location of countries, continents and oceans of the world in relation to the position of the United Kingdom and children's own locality. Children will develop global awareness by looking in detail at the position of the seven continents and five oceans of the world, understanding that the world is spherical and creating their own journeys across the world. Children continue to build on their map skills developed in Year 1 using atlases, world maps and globes more widely, along with using aerial photographs to recognise human and physical features including landmarks.	World map, continent, ocean, equator, Northern Hemisphere, Southern Hemisphere, Asia, Africa, North America, South America, Australia, Europe, Antarctica, Atlantic, Pacific, Indian, Arctic Ocean, Antarctic Ocean, land, sea, sphere.

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Year 1/ Year 2 Cycle B	**Autumn** Why are maps magnificent? Compare different types of map. Explain a range of key features of maps. Use compass directions to describe how to move around a map. Plan a route using key vocabulary, positional and directional language. Identify a range of map symbols. Confidently use an atlas to locate a range of countries, capital cities in the UK and the world. Compare aerial and ground level view photographs. Begin to locate some of the world's major seas. Make comparisons between features of different places	This Magical Mapping unit the children to develop key map skills through a range of engaging geographical skill based activities suitable for Key Stage One. Children will explore a range of maps at a local, national and global level, developing their understanding of how to navigate around an atlas to find key countries, continents, oceans and seas along with devising their own maps and routes. They will learn how to 'view from above' looking at aerial photographs to spot human and physical features, understand simple map symbols, compass directions and develop key geographical vocabulary throughout the unit.	Sketch map, key, title, compass rose, direction, aerial (bird's eye) view, map symbols Map symbols, atlas, index, page numbers, contents, key, human, physical, continent, country, capital city. Atlas, index, page numbers, key, contents page, continent, ocean, countries.
	Spring **How is life different in China?** Describe where China is located in relation to other places in the world. Draw a map of China with some physical and human features. Describe human and physical features of China and begin to give the location of some of these features. Define 'culture' and give a range of aspects of their own culture. Understand the importance of farming in China and explain how rice is grown and produced. Ask geographical questions to find out about places and begin to give reasoning	The children will be able to locate China and learn about the physical and human features, comparing these to the local area.	China, Asia, Beijing, Shanghai, continent, country, oceans/seas, provinces. Asia, Currency, population (people), weather, climate, Mandarin, Chinese New Year, farming, producer, export, landmark.

	Summer **What is it like to live by the coast?** Fieldwork Use key words to describe different places, including seaside locations; Locate their nearest seaside resort on a map and begin to locate some seaside resorts of the UK; Explain that seaside resorts can be found in the UK and worldwide; Begin to classify key features of places into 'natural' and 'man-made'; Observe aerial photographs of seaside locations to recognise basic human and physical features; Understand that seaside resorts have changed over time and explain some simple features of seaside holidays in the past; Describe a UK seaside resort (Bournemouth, Mudeford) in detail using a range of information; Explain how an island is different from the mainland and locate some of the main British islands using an atlas; Visit a seaside resort to carry out fieldwork and observations; Use and follow simple compass directions (NESW); Plan and follow routes on a map using map symbols Ask geographical questions – Where is it? What is this place like? How near/far is it	This unit will teach the children geographical features of the seaside, both human and physical. Children will learn about seaside environments; finding out where they are located in the United Kingdom and seaside resorts nearest their own locality using maps, aerial photograph, webcams and developing their key vocabulary. Children will learn about the similarities and differences between seaside resorts and their own locality, looking at how resorts have changed over time. Children develop their geographical skills through fieldwork, inquiry and map-based activities throughout the lessons in this unit.	Visit, locate, resort, holiday, coast, national, international, near, far, village, town, city, countryside, urban, rural, human, physical, tourists, local area. Seaside, coast/coastline, beach, human, physical, aerial view, bird's-eye view, observe, sand, sea, promenade, cliffs, coast, pier, vegetation, harbour, shop, sand dunes, bay, lighthouse.

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Year 3	**Autumn** **Who lives in Antarctica ?** Describe what lines of latitude and longitude are, giving an example. Understand that the Northern and Southern Hemispheres experience seasons at different times. Define what climate zones are. Understand Antarctica has a polar climate made up of ice sheets, snow and mountains. State that tourism and research are the two main reasons people visit Antarctica. Successfully plot four-figure grid references at the point where the vertical and horizontal line meet. Describe a similarity and difference between life in the UK and life in Antarctica. To plan a simple route on a map using compass points	This unit builds on prior learning at Key Stage 1 when they explored living in hot or cold places. The children will learn about how latitude and longitude link to climate and the physical and human features of polar regions with links to the explorer, Shackleton.	lines of latitude lines of longitude hemisphere climate climate zone compass points direction treaty ice shelf ice sheet drifting ice iceberg
	Spring **Why is Earth extreme?** To name and describe the layers of the Earth. To explain how and where mountains are formed. To explain why volcanoes happen and where they occur. To recognise the negative and positive effects of living near a volcano. To explain what earthquakes are and where they occur. To observe and record the location of rocks around the school grounds and discuss findings.	The children will learn that the Earth is constructed in layers, and the crust is divided into tectonic plates. They study the formation and distribution of mountains, volcanoes and Earthquakes and use Mount Etna to identify how human interaction shapes a volcanic landscape.	inner core outer core mantle crust magma vent active/dormant extinct volcano climate change volcanic springs geothermal energy index
	Summer Why are rainforests important to us? Fieldwork To describe and give examples of a biome and find the location and some features of the Amazon rainforest. To describe the characteristics of each layer of a tropical rainforest. To understand the lives of indigenous peoples living in the Amazon rainforest. To describe why tropical rainforests are important and understand the threats to the Amazon. To understand how local woodland is used using a variety of data collection methods. To analyse and present findings on how local woodland is used.	The children will develop an understanding of biomes, ecosystems and tropics; mapping features of the Amazon rainforest and learning about its layers; investigating how communities in Manaus use the Amazon's resources; discussing the global human impact on the Amazon; and carrying out fieldwork to compare and contrast two types of forest.	vegetation vegetation belts forest floor understory layer canopy layer emergent layer deforestation logging mining method risk route questionnaire

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Year 4	**Autumn** **Why is water amazing? Fieldwork** Explain how to change a solid into a liquid. Describe you how to turn a liquid into a gas. Explain where the processes of evaporation and condensation are involved in the water cycle. Explain that the water cycle keeps going. Use the words condensation and precipitation to explain why it rains. Use the words evaporation and condensation to explain why clouds form. Explain some of the steps involved in cleaning water. Suggest ways to remove dirt from water. Explain what causes flooding.	This unit on Water introduces children to the water cycle and allows them to explore the processes of evaporation and condensation through a range of practical activities. By considering water as a finite resource, they are introduced to the ideas of conservation and consider some of the issues surrounding supplying clean drinking water to a growing global population.	precipitation, evaporation, condensation, Water cycle, evaporation, condensation, precipitation, groundwater, runoff, closed cycle.
	Spring **Are all settlements the same?** explain what a settlement is; identify important features of a settlement site; list the things settlers need from a settlement site; explain that settlements have been built at different times in history; list different types of land use; identify land use using a digital map; use a key to identify transport links on maps; use an atlas to find a route between two places; draw a map of a settlement; create a key for a map	The children head back in time to find out how the towns and cities of the UK first developed. Children will learn about the needs and requirements early settlers had when choosing a place to build a home. They will look at place names around the UK to see how the Anglo-Saxons, Romans and Vikings all left their mark. Through use of digital and paper maps, children will investigate land use in different sized settlements and the ways in which settlements are linked together. At the end of the unit, children draw together all their learning about settlements to design their own new settlement!	Settlement, settler, site, need, shelter, food, defence, water, fuel, building materials, agriculture, transport.

	Summer **Where does our food come from? Fieldwork to farm** Identify that different foods grow in different biomes and say why. Explain which food has the most significant negative impact on the environment. Consider a change people can make to reduce the negative impact of food production. Describe the intentions around trading responsibly. Explain that food imports can be both helpful and harmful. Describe the journey of a cocoa bean. Locate countries on a blank world map using an atlas. Use a scale bar correctly to measure approximate distances. Collect data through an interview process. Analyse interview responses to answer an enquiry question.	The children will look at the distribution of the world's biomes and mapping food imports from around the world; learning about trading fairly, focusing on Côte d'Ivoire and cocoa beans; exploring where the food for the children's school dinners comes from and the argument of 'local versus global'.	carbon footprint consume distribution export fertiliser food bank food miles grant import pesticides produce qualitative quantitative reliability responsible trade sample size scale bar seasonal food source sustainability trade

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Year 5/ Year 6 Cycle A	**Autumn** **Why are maps so important?** I can look up the co-ordinates of a location. I can find a location on a page by using simple co-ordinates. I can identify physical features on a map. I can use a key to identify physical features. I can use an index to find a place name. I can find the correct page in an atlas by using the index. I can tell you how to give co-ordinates by going along and then up. I can find a location from four or six-figure co-ordinates	Marvellous Maps allows children to further explore the range of maps available to geographers and to develop their understanding of the key features of maps. They will study a range of maps and atlases, including digital maps, and compare their features. The will learn to use the eight compass points to give directions and give grid references to locate places on a map. By comparing maps of the same place, children will learn about the way that places have changed over time	as, index, co-ordinates, latitude, longitude Compass, north, south, east, west, north east, south east, south west, north west.
	Spring **Why does population change?** To understand the change and distribution of the global population. To define birth and death rates and describe why they change. To recognise the push and pull factors influencing migration. To begin to understand the impact climate change can have on the global population. To collect data showing how population impacts the amount of traffic and litter in an area. To write a report on the fieldwork process, analyse findings and make suggestions to improve a situation.	Investigating why certain parts of the world are more populated than others; exploring birth and death rates; discussing social, economic and environmental push and pull factors; learning about the population in Britain and its impacts	densely populated sparsely populated population density population distribution birth rate death rate natural increase migration migrants refugee
	Summer **What are rivers and how are they formed?** can tell you some of the features of a river's upper course. I can tell you some of the features of a river's middle course. I can tell you some of the features of a river's lower course. I can compare the features of a river at different points along its course I can describe how water erodes a river bank.	The children will find out more about why rivers are so important to the towns and villages that have developed on their banks. By looking at the features of rivers, and the natural and human ways that	Upper course, middle course, lower course, valley, channel, waterfall, rapids, gorge, meander, tributary, confluence, flood plain, levee, delta, estuary erosion, transportation, deposition,

	I can describe how deposition changes the shape of a river. I can tell you how meanders form. I can tell you how an oxbow lake forms. I can describe how waterfalls are formed. I can identify meanders on a map and photograph. I can identify oxbow lakes on a map and photograph	rivers change over time, children will explore the life stories of rivers. Children will learn the names and locations of the major rivers of the UK and the world	meander, oxbow lake, waterfall, overhang, load.

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Year 5/6 Cycle B	**Autumn** **What is life like in the Alps?** Locate the Alps on a world map and identify and label the eight countries they spread through. Locate three physical and three human characteristics in the Alps. Research and describe the physical and human features of Innsbruck. Use a variety of data collection methods including completing a questionnaire, mapping their route and recording their findings in sketches or photographs. Compare the human and physical geography of their local area and Innsbruck. Describe at least four of the key aspects of the human and physical geography of the Alps to answer the enquiry question, 'What is life like in the Alps?'	Considering the climate of mountain ranges and why people choose to visit the Alps; focusing on Innsbruck and looking at the human and physical features that attract tourists; investigating tourism in the local area and mapping recreational land use; presenting findings to compare the Alps to the children's own locality.	atlas mountain range fold mountain physical feature glacier climate land height sea level human feature temperate leisure coniferous trees deciduous trees scale vegetation tourist tourism population
	Spring **How is our world changing?** name different types of weathering; describe how physical, chemical and biological weathering change rocks; explain how some coastal features are formed; identify the location of some famous UK coastal features; describe how a coastline might have looked in the past; describe how the shape of Spurn Head has changed over time; identify how the borders of Europe have changed over time; identify ways a landscape has changed over time; describe how human activity has changed the Earth since 1800; list some human activity changes to the Earth predicted to occur by 2050.	The children will discover some of the many ways in which the world around them is changing. From coastal erosion to political changes, there are many factors at work. Children will learn about the structure of the United Kingdom and how its shape and geography have changed over thousands of years. Children will use online database of photographs, children can explore how landscapes change. In the final lesson of this unit, children have the chance to predict the future and look at which might change again in their lifetimes	Weathering, physical weathering, chemical weathering, acid, dissolve, minerals, biological weathering, erosion. Coast, bay, headland, beach, dune, cave, cliff, arch, stack, stump, spit, erosion, deposition Physical weathering, chemical weathering, erosion.

	Summer **Why are the Americas amazing ?** Use an atlas to find the names of countries; use an atlas to find names of cities; identify similarities between a place in North America and where they live; identify differences between a place in North America and where they live; identify differences between the climate of a place in North America and where they live; identify similarities between the climate of a place in North America and where they live; explain the difference between human geography and physical geography; identify differences between the human geography of a place in North America and where they live; identify similarities between the human geography of a place in North America and where they live; explain how latitude affects the geography and climate of a region; describe the significance of the equator, tropics and poles;	In this unit about the Amazing Americas, children will first find out about the continents of North and South America, and the countries that form them. They will also look in more detail at some of the contrasting regions of the Americas, finding out about the landscape, climate and locations of each area. There is the opportunity to carry out a detailed fieldwork study of the children's local area to help them to identify the similarities and differences between a region of the Americas and where they live. Children will also develop their map and atlas skills and practise reading and writing coordinates. They will learn about the ancient and new wonders of the world, specifically those of the Americas, and they will research a natural wonder of the Americas and create their own presentations to teach others what they learn	Latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, Tropic of Cancer, Tropic of Capricorn, Arctic Circle, Antarctic Circle, Prime/Greenwich Meridian, time zone.