GEOGRAPHY
WHOLE SCHOOL

Colton Primary School

YEAR GROUP	AUTUMN TERM	SPRING TERM	SUMMER TERM
Nursery	**TOPIC** **-ALL ABOUT ME** **-LET'S CELEBRATE**	**TOPIC** **-LET'S JUMP INTO A BOOK** **-DOWN ON THE FARM**	**TOPIC** **-MINIBEASTS** **-A TRIP ON A MAGIC CARPET**
	To know similaries and differences between Colton and the Arctic. Link to Polar bear, Polar bear story. Draw maps to direct the polar bear teddy home to nursery.	Link to China for Chinese New Year. Look at photographs and videos of the buildings in China. Explore the food they eat and the clothes they wear to celebrate and their traditions. Use the Bee Bot to move around the farm mat giving simple instructions. (Forwards/backwards).	To draw a map of a familiar route – Draw a map from our classroom down to Windmill wood (Link to where minibeasts are found). To learn about many other countries such as France, Romania, Greece and that they are all different. To understand and talk about how and why environments differ to their own. Look at the weather, food and animals that are found at the seaside. DIGIMAP OPPORTUNITY – Use world maps to view other countries
Reception	**TOPIC** **-SEASONS/ CELEBRATIONS** **-ALL ABOUT ME** **-FAMILIES**	**TOPIC** **-STORIES FROM AROUND THE WORLD** **-SPRING AND GROWTH**	**TOPIC** **-KINGS AND QUEENS** **-RAINFOREST EXPLORERS**
	To know that we live in Colton, Leeds, England. To be able to describe their immediate environment, using knowledge from observations and discussion.	To explore contrasting localities- link to half term adventures. To understand and talk about how and why environments differ to their own. To explore arial photographs. *Temple Newsam Farm) To use directional language when using Beebots (backwards, forwards, left, right).	To draw a map of a familiar space (e.g. the outdoor area, classroom, house). Link to finding The Crown Jewels. To be able to program a Bee Bots to plan a route on a grid. To learn about a contrasting environment (e.g. Rainforest).Visit to Tropical World.

	DIGIMAP OPPORTUNITY – Map of Colton, use pins to locate own houses To be able to describe the things that make up the local community, using maps as reference (e.g., human features- library, parks etc). To know that Japan is a country. Explore its distance from England on the globe (link is Yayoi Kusama). To understand the information on a simple map and to be able to talk about this. To plan and draw a route on a simple map (e.g., local area, school etc) – link to We're Going on a Bear Hunt. To learn about a contrasting environment links to Chinese/ Lunar New Year and Pablo Picasso To use positional language when using Beebots (up, down, across). To recognise the shape of the United Kingdom on a world map and to begin to understand its position in relation to other places in the world.		DIGIMAP OPPORTUNITY – Use climate overlay to see temperature differences To understand and talk about how and why environments differ to their own (e.g., focus on climate, animals, adaptation, plants, and physical features). To recognise the shape of the United Kingdom on a world map and explore London and its landmarks. Link to the King's Coronation. DIGIMAP OPPORTUNITY – Manipulating maps to see outlines – use drawing tool to draw around UK
Key Objectives	To contribute to daily weather discussions – noticing and talking about the weather and why it occurs (e.g., Rainbow – sun and rain, Ice etc). To be able to talk about the changes in the seasons and the effect they have on the world around them. To show curiosity about the world around them by asking questions. To be able to name some other places in the world. **Children will take part in outdoor learning lessons in Windmill Woods throughout the year, exploring the natural world.** **Key Vocabulary to revisit from Nursery:** Place, visit, travel, weather, rain, sun, map, journey, house **Key Vocabulary to be taught throughout the year:** Sea, land, globe, hot, cold ice, winter, spring, summer, autumn, building		

1	**TOPIC –WEATHER PRESENTERS**	**TOPIC – WHAT IS IN THE UK?**	**TOPIC – THERE'S NO PLACE LIKE HOME**
	During this topic, children will become weather presenters. They will learn about weather patterns, seasons and change. Keep a weather diary, learn how to measure the temperature and collect rainfall. Learn about seasonal changes. We will teach the 7 continents. DIGIMAP OPPORTUNITY - World map overlay of average precipitation around the world – how do we compare? Seasons are also taught throughout the year as they happen- cross curricular link with science.	Continue teaching on 7 continents, focus on Europe and then UK. (We are Britain) During this topic children learn about the UK and the countries in the UK, the capital cities, their landmarks and features. Which country would they choose to live in once learnt about them? DIGIMAP OPPORTUNITY – Use search feature to locate places and landscapes around the UK Use population density overlay to identify cities	Children will locate Colton Primary School on a map and talk about what it is like looking at the school grounds and the local area. DIGIMAP OPPORTUNITY – Use a super zoom map of Colton School – label and Identify key features of school Study the geography of the school and the human and physical features. **Fieldwork**: How they get to school, what do they pass? Local area walk, Children will compare the village of Colton to Handa's village in Kenya- cross curricular link with English 'Handa's surprise'. DIGIMAP OPPORTUNITY – Use Digimaps zoom to view colton and how far from school they live – then use measure tool to find distances – would it be the same for Handa?

	KEY OBJECTIVES **Geographical enquiry:** • Teacher led enquiries, to ask and respond to simple closed questions • Use information books/pictures as sources of information • Investigate their surroundings • Make observations about where things are (e.g. within school or local area) **Location knowledge:** • Name and locate the world's seven continents and five oceans; • name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas; • use key vocabulary to demonstrate knowledge and understanding in this strand. **Place knowledge:** • Compare a local city/town in the UK with a contrasting city/town in the UK; • use key vocabulary to demonstrate knowledge and understanding in this strand. **Human and physical:** • Identify seasonal and daily weather patterns in the United Kingdom • 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; • use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop. **Geographical skills and fieldwork:** • Follow directions (Up, down, left/right, forwards/backwards) • Draw picture map • of imaginary places and from stories • Use own symbols on imaginary map • Use a simple picture map to move around the school; recognise that it is about a place • Use relative vocabulary (e.g. bigger/smaller, like/dislike) • Draw around objects to make a plan • Learn names of some places within /around the UK. e.g. Home town, cities, countries e.g. Wales, France • To use picture maps and globes

	Sticky Knowledge Autumn	Sticky Knowledge Spring	Sticky Knowledge Summer	
	What is weather? **What seasons do we have in the UK?** **Is the weather the same across each season?** **Name one way in which weather can be measured:** **What continent do we live on?**	**Which country do we live in?England/UK/GB** **What group of countries is England part of? United Kingdom (of Great Britain and Northern Ireland)** **What is the name of the Island we live on? Great Britain** **What is the capital of The UK? London** **How many countries make up The UK?4** **Can you name a physical landmark?** **Can you name a human landmark?**	**Which City is Colton part of? Leeds** **Name an example of Human Geography in our local area? Farmers fields, roads, buildings, motorways, paths, shops etc.** **Which country is Handa's village in? Kenya** **Which continent is Kenya in? Africa** **What is one big difference between Handa's village and Colton?**	

Year 2

2	**Autumn TOPIC – ARE POLAR BEARS AND PENGUINS FRIENDS?**	**Summer TOPIC – OH I DO LIKE TO BE BESIDE THE SEASIDE**	**Summer TOPIC – THERE'S NO PLACE LIKE HOME**
	In this topic children will learn about the Arctic and Antarctic and compare the 2. They will learn about where penguins live and why they choose to live there? Children will learn about the equator and what its like there. Children will learn about the human and physical features of the Arctic and Antarctic and the climate in these places along with who lives there. DIGIMAP OPPORTUNITY – Use overlays for World biomes and mountain ranges to see physical geography of Antarctica	During this topic children will learn about coastal areas. Focusing on the UK. They will identify human and physical features at the seaside and learn about seasides in the UK. DIGIMAP OPPORTUNITY – Zoom to seaside town using search box. Identify and label harbours/promenades/piers. Use drawimg tools to add text boxes or buffer to count how many schools within 2 miles compared to Leeds etc. Use image search to find images of the feature IN location Locate on a map and talk about how the coast differs to a town/city. Children will locate oceans and seas.	In this topic children will talk about where Colton Primary School is and what it is like. DIGIMAP OPPORTUNITY – Use Digimaps super zoom to locate our village – can we pinpoint places/POI and use text boxes – use map selector to fade between OS and Aerial views **Fieldwork**: Colton local area walk – key features of locality. Sainsbury's, Methodist Church, Cricket Club, allotments, Windmill, Temple Newsam. They will then compare this to a small area of a non-European country e.g. Kenya.

KEY OBJECTIVES

Geographical enquiry:

- Teacher led enquiries, to ask and respond to simple closed questions
- Use information books/pictures as sources of information
- Investigate their surroundings
- Make observations about where things are (e.g. within school or local area)

Location knowledge:

- Name and locate the world's seven continents and five oceans;
- name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas;
- use key vocabulary to demonstrate knowledge and understanding in this strand.

Place knowledge:

- Compare the UK with a contrasting country in the world;
- compare a local city/town in the UK with a contrasting city/town in a different country;
- use key vocabulary to demonstrate knowledge and understanding in this strand.

Human and physical:

- 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;
- 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;
- use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.

Geographical skills and fieldwork:

- Follow directions (Up, down, left/right, forwards/backwards)
- Draw picture map
- of imaginary places and from stories
- Use own symbols on imaginary map
- Use a simple picture map to move around the school; recognise that it is about a place
- Use relative vocabulary (e.g. bigger/smaller, like/dislike)
- Draw around objects to make a plan
- Learn names of some places within /around the UK. e.g. Home town, cities, countries e.g. Wales, France
- To use picture maps and globes

Sticky Knowledge Autumn	Sticky Knowledge Spring	Sticky Knowledge Summer
How many continents are there? 7 **Which continent as at the extreme south of our planet? Antarctica** **What would you expect the weather to be like in Antarctica now?**	**Name a physical feature of the coast: beach, cliffs, sea** **Name a human feature of the coast: hotels, groynes, roads, harbour, pier, town** **Yorkshire has a coastline on which sea? North Sea**	**Where in Leeds is Colton? East Leeds** **Why do people want to live in Colton?** **Name an example of Human Geography in Colton?** **Which continent is XXXX in?**

	Which large birds live in the Antarctic? Penguins **Can you name three physical features you would find in The Arctic? Cliff, iceberg, ocean, mountain, coast,snow/ice** **How do we know some people live in Antarctica? Research stations/boats**	**How many oceans are there? 5** **Which is the worlds largest ocean? Pacific** **Which ocean separates Europe and The Americas? Atlantic**	**What is the capital of XXXXXX?** **How is the weather in XXXX different to Colton?** **Name a feature of Physical Geography that both Colton and XXXX have?**
YEAR 3			
3	**Autumn TOPIC** **- KRISPY KREME; FOR OR AGAINST?**	**Summer TOPIC** **–'THERE'S NOWT LIKE A PROPER BREW'**	**Summer TOPIC** **– LEEDS MAP ADVENTURERS**
	Throughout the topic children will decide whether 'The Springs' should have been built at Thorpe Park. They will look at the land development and what it was used for previously- How has this changed? What has this affected? DIGIMAP OPPORTUNITY - Zoom to locality – what is here? Pin and label features and places using Map Selector tool and OS/Aerial. Then start to look at comparing to 1950s using slider and 1890s using slider – What are the big changes? Why etc. **Fieldwork**: Locality visit – walk to The Springs.	(We are West Yorkshire) The children will find out whether all cities look the same. They will compare cities, for example - Manchester-Pennines and Sheffield- Hilly. How is Leeds the same or different? To look at the population of places and locate places on a map. DIGIMAP OPPORTUNITY – Use population density overlay to identify key cities of the UK and the world – Compare cities with buffer circle radius count the trainstations/schools etc in a leeds area compared to Manchester. How many houses per grid reference box when using this overlay	Children will learn about the physical landscape of Leeds. Mountains, rivers and coasts. DIGIMAP OPPORTUNITY – Use the World physical map overlays to identify which features leeds have – and why. Children will learn about the River Aire and find out whether Leeds is mountainous. Children will go on to creating a contour map of Leeds and find human and physical features on a map. DIGIMAP OPPORTUNITY – Use OS/Aerial slider to identify local H and P geographical features. Use the Image search to look up physical features in our locality.
	KEY OBJECTIVES **Geographical enquiry:** • Begin to ask/initiate geographical questions • Use NF books, stories, atlases, pictures/photos and internet as sources of information • Investigate places and themes at more than one scale • Begin to collect and record evidence • Analyse evidence and begin to draw conclusions e.g. make comparisons between two locations using photos/ pictures, temperatures in different locations **Location knowledge:** • Locate the world's countries, using maps, concentrating on environmental regions and key physical and human characteristics; • name and locate counties and cities of the United Kingdom, identifying human and physical characteristics including hills, mountains, rivers and seas, and how a place has changed; • 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; • use key vocabulary to demonstrate knowledge and understanding in this strand.		

Place knowledge:

- Understand geographical similarities and differences through the study of human geography of a region of the United Kingdom;
- explore similarities and differences, comparing the human geography of a regions of the UK;
- understand geographical similarities and differences through the study of physical geography of a region of the United Kingdom;
- explore similarities and differences comparing the physical geography of a regions of the UK;
- use key vocabulary to demonstrate knowledge and understanding in this strand.

Human and physical:

- Physical geography, including: climate zones, biomes and vegetation belts, mountains and the water cycle;
- 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;
- use key vocabulary to demonstrate knowledge and understanding in this strand.

Geographical skills and fieldwork:

- Use 4 compass points to follow/give directions: use letter/no. co-ordinates to locate features on a map
- Try to make a map of a short route experienced, with features in correct order; try to make a simple scale drawing
- Know why a key is needed. Use standard symbols
- Locate places on larger scale maps e.g. map of Europe. Follow a route on a map with some accuracy (e.g. whilst orienteering)
- Begin to match boundaries (e.g. find same boundary of a country on different scale maps)
- Begin to draw a sketch map from a high view point
- Begin to identify points on maps A,B and C
- Use large scale OS maps
- Begin to use map sites on internet
- Begin to use junior atlases
- Begin to identify features on aerial/oblique photographs

Sticky Knowledge Autumn	Sticky Knowledge Spring	Sticky Knowledge Summer
What was the main use for land in Colton 100 years ago? Farming **What was the main change that made Colton grow? A1/M1 Motorway link** **Why do people want to live in Colton?** **What type of photo would help us see The Springs from above? Aeriel/ Satallite** **What examples of Human Geography can you see at The Springs? Roads, shops, schools, paths, man made lakes, offices.** **Why did they have to build the ELOR?**	**Which county is Leeds in? West Yorkshire** **Name 3 cities in Yorkshire? Sheffield, Leeds, Hull, Wakefield** **What is the population of Leeds? 800,000** **Name the county where Manchester is? Lancashire** **How is Leeds different to Sheffield in physical geography? Leeds flat Sheffield Hilly** **Which river is Leeds on? Aire**	**Which physical feature is Leeds located on? Aire** **Which physical features would you be able to find in Yorkshire? Hills, mountains, coasts, rivers** **What is a contour line? Shows elevation on maps** **What is the longest river in The UK? Severn** **What is the tallest mountain in UK? Ben Nevis**

YEAR 4			
4	**Autumn TOPIC – BEAR GRYLLS SURVIAL ACADEMY; RAINFOREST CHALLENGE**	**Summer TOPIC – OU HABITE TU? J'HABITE A LILLE**	**Summer TOPIC – LOIDIS**
	In this topic children will investigate whether all places in the world have the same climate as us. DIGIMAP OPPORTUNITY – Use the climate overlays in World Climate – see how it has changed and where the world is at extremes They will learn about the biome of the rainforest and all about the water cycle. DIGIMAP OPPORTUNITY – World Physical Geography overlays to identify the WWF biomes on the world map – maybe find which biomes in certain countries and cities and what this means. Children will learn about climate zones and longitude and latitude effects. **Fieldwork:** Experience different biomes at Tropical World.	(We are Europe) Children will find out is Lille is similar to Leeds- Compare a country to UK. DIGIMAP OPPORTUNITY – Zoom in on Leeds and Lille – use the OS/Aerial zoom on Leeds and for Lille it will zoom to open streetmap. Could compare Human Geo – how many churches/trainstations/school in a certain area using the buffer radius drawing tool Look at population density of Leeds and Lille by using the Population density overlay – what differencesLandscapes, features both human and physical, weather and climate, population, size etc.	During this topic children will learn about what a typical Anglo Saxon village looked like They will find out about Anglo Saxon Settlements Then learn about (Medieval Colton) Recap some of the learning from Year 2 but more of a focus on medieval settlements. **Fieldwork**: Anglo Saxon area of Colton (plaque in field) at the end of Park Road – map skills / plan route. DIGIMAP OPPORTUNITY – Place names and boundaries of towns – how many "ton" villages are inwithin 2 miles of Colton compared to 2 miles of Edinburgh, why? Use pins to locate Anglo Saxon town names – look at the distribution
	KEY OBJECTIVES **Geographical enquiry:** • Begin to ask/initiate geographical questions • Use NF books, stories, atlases, pictures/photos and internet as sources of information • Investigate places and themes at more than one scale • Begin to collect and record evidence • Analyse evidence and begin to draw conclusions e.g. make comparisons between two locations using photos/ pictures, temperatures in different locations **Location knowledge:** • Locate the world's countries, using maps, concentrating on environmental regions and key physical and human characteristics; • name and locate counties and cities of the United Kingdom, identifying human and physical characteristics including hills, mountains, rivers and seas, and how a place has changed; • 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; • use key vocabulary to demonstrate knowledge and understanding in this strand. **Place knowledge:** • Understand geographical similarities and differences through the study of human geography of a region of the United Kingdom; • explore similarities and differences, comparing the human geography of a region of the UK and a region in a European country; • understand geographical similarities and differences through the study of physical geography of a region of the United Kingdom; • explore similarities and differences comparing the physical geography of a region of the UK and a region in a European country; • use key vocabulary to demonstrate knowledge and understanding in this strand.		

Human and physical:

- Physical geography, including: climate zones, biomes and vegetation belts, mountains and the water cycle;
- 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;
- use key vocabulary to demonstrate knowledge and understanding in this strand.

Geographical skills and fieldwork:

- Use 4 compass points to follow/give directions: use letter/no. co-ordinates to locate features on a map
- Try to make a map of a short route experienced, with features in correct order; try to make a simple scale drawing
- Know why a key is needed. Use standard symbols
- Locate places on larger scale maps e.g. map of Europe. Follow a route on a map with some accuracy (e.g. whilst orienteering)
- Begin to match boundaries (e.g. find same boundary of a country on different scale maps)
- Begin to draw a sketch map from a high view point
- Begin to identify points on maps A,B and C
- Use large scale OS maps
- Begin to use map sites on internet
- Begin to use junior atlases
- Begin to identify features on aerial/oblique photographs

Sticky Knowledge Autumn	Sticky Knowledge Spring	Sticky Knowledge Summer
What is climate? Long-term weather patterns **What is a biome? An area of plants an animals which thrive in a specific place and climate** **Name three different biomes? Aquatic, grassland, forest, desert, tundra.** **What are the four stages pf the water cycle?** **What is a rainforest?** **Which biome would animals live in?**	**Which wountry is Lille in? France** **Which has the largest population, Leeds or Lille? 800,00 Leeds; 230,00 Lille.** **How would an average summers day be different in Lille to Leeds?** **Name some Human geography that you could find in Leeds and Lille?** **Which city has the largest area? Leeds 110 km2 Lille 32km2** **How many hours in front of Leeds is Lille? 1hr**	**When was Leeds first founded as a City? 805 years ago** **What was the original name for Leeds? Loidis** **What did Liodis mean? People of the river** **Why did people settle near the River Aire?** **How do we know Colton was originally an Anglo-saxon town? -ton suffix** **Which human gepgraphy do you think is the oldest in Colton?**

YEAR 5

5	**Autumn TOPIC – THE WRATH OF THE NORSEMEN**	**Spring TOPIC – THE LAND OF OPPORTUNITY**	**Summer TOPIC – COLTON SCAVENGER HUNTERS**
	During this topic the learning will focus on settlements and land use linked to the Vikings. DIGIMAP OPPORTUNITY – Look at physical features of Scandinavia using mountain ranges overlay and climate overlay – both reasons for moving. Children will learn about where the Vikings settled and why they chose these particular locations. DIGIMAP OPPORTUNITY – Use zoom and grid ref overlay – How many Viking place names in 10 Grid references squares near us compared to in wales? They will also explore the terms 'raid' and 'trade'.	(We are America) Children will learn about the landscape and places of North and South America. DIGIMAP OPPORTUNITY – Biomes overlay for North and south America – Is it all the same what do we notice – then use similar for climate, mountainranges and volcanos. They will then make geographical comparisons between the two places.	During this topic children will learn about what their local area is like now and study what Colton old village looked like previously. They will find starting points on a map and plot a route home. DIGIMAP OPPORTUNITY – Use Map selector to look at aerial now then fade to 1950s or 1890s Label changes using the drawing tool. Use drawing tool to locate their houses and measure distance to school – who goes furthest/shortest etc what would the walk have looked like in 1890? **Fieldwork**: map skills, plan a route (Park Road, School Lane & Meynell Road) changes over time. Draw sketch map / photos of locations – overlay OS maps on Ipads.

KEY OBJECTIVES

Geographical enquiry:

- Begin to suggest questions for investigating.
- Begin to use primary and secondary sources of evidence in their investigations.
- Investigate places with more emphasis on the larger scale; contrasting and distant places.
- Collect and record evidence unaided.
- Analyse evidence & draw conclusions e.g. compare historical maps of varying scales e.g. temperature of various locations - influence on people/everyday life

Location knowledge:

- Use maps to locate the world's countries with a focus on Eastern Europe 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, identifying their physical features, including mountains, and rivers, and land-use patterns; showing change over time;
- identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere and use longitude and latitude to find locations on a map;
- use key vocabulary to demonstrate knowledge and understanding in this strand.

Place knowledge:

- Use maps to locate the world's countries with a focus on 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, identifying their physical features, including mountains, and rivers, and land-use patterns; showing change over time;
- identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere and use longitude and latitude to find locations on a map;
- use key vocabulary to demonstrate knowledge and understanding in this strand.

- Understand geographical similarities and differences through the study of human geography of a region of the United Kingdom, a region of Eastern Europe and South America;
- understand geographical similarities and differences through the study of physical geography of a region of the United Kingdom, a region of Eastern Europe and South America;
- use key vocabulary to demonstrate knowledge and understanding in this strand.

Human and physical:

- Physical geography, including: climate zones, biomes, volcanoes, tornadoes, tsunamis, earthquakes and the water cycle;
- human geography, including: types of settlement and land use;
- use key vocabulary to demonstrate knowledge and understanding in this strand.

Geographical skills and fieldwork:

- Use 8 compass points; begin to use 4 figure coordinates to locate features on a map.
- Begin to draw a variety of thematic maps based on their own data.
- Draw a sketch map using symbols and a key; use/recognise OS map symbols.
- Compare maps with aerial photographs.
- Select a map for a specific purpose. (E.g. Pick atlas to find Taiwan, OS map to find local village).
- Begin to use atlases to find out about other features of places. (E.g. find wettest part of the world)
- Measure straight line distance on a plan. Find/recognise places on maps of different scales. (E.g. river
- Nile.)
- Draw a plan view map with some accuracy.
- Identify significant places and environments
- Use index and contents page within atlases.
- Use medium scale land ranger OS maps.

Sticky Knowledge Autumn	Sticky Knowledge Spring	Sticky Knowledge Summer
What was the land like in Scandinavia? Mountainous **What was made difficult by the mountainous land of Scandinavia?** **How do we know where in the UK the Vikings settled? Town names** **Which physical features did the Vikings look for in England? Flat land, rivers, forests** **Why were forested areas important to the Vikings?**	**Which Continent is The USA part of?** **What are the three largest countries in North and South America?** **What is the name of the mountain range in South America?** **What is the longest river in north America and longest in south America?** **Which physical feature makes South America different from North America?** **What is the name for the thin piece of land that connects the Americas?**	**Which county is Colton in?** **Name three physical pieces of Geography you can find in Colton?** **What was the land of Colton mainly used for 100 years ago?** **What piece of Human Geography led to an explosion in the population of Colton?** **What are the 8 compass points?** **What makes an OS map different to a normal map?**

YEAR 6			
6	**Autumn TOPIC –WHAT WOULD THE EARTH SAY IF IT COULD TALK?**	**Spring TOPIC – #BEST PLACE FOR A SELFIE**	**Summer TOPIC – RACE AROUND THE UK**
	Children will focus on natural disasters and why they occur. Some of the questions which the children may investigate: Does the Earth fight back? In what country did the highest-magnitude earthquake occur? DIGIMAP OPPORTUNITY – Using the overlays for physical geography look at the tectonic plates overlays – which countries/cities would be in which TP? Identify Volcanos using the Physical Geography overlays – add in the tectonic boundaries – what do they see. Add in population density – which volcanoes would affect the most people. What is it like to live through an Earthquake? What is a flash flooding and why do they happen? (Potential local links)	Children to pick 3 places to compare geographically. DIGIMAP OPPORTUNITY – Compare by using buffer measure – how many schools/football stadiums/train stations etc within 3 miles of the location. Use Mountain ranges overlay, Pop density and even time zones to get some more comparisons.Can they find similar Human features in all three? Use drawing tools to add text labels and pinpoints.These need to be region in UK, region of Europe and region of North/ South America. E.g Compare Yorkshire Moors with Niagra Falls and Lille in France.	During this topic children will work out which is the best route to take. Using an ordnance survey map to plot points on maps and find routes back to Leeds from somewhere else in UK? DIGIMAP OPPORTUNITY -Use superzoom and OS overlay of grid references – give start points using six figure grid refs and get them to use drawing tools to draw and measure routes – add 6 figure GR by using the GR drawing tools. Use grid on map to find locations. **Fieldwork**: Plan a route from School to Temple Newsam House. Walk the route. Adapt route for disabled (partially sighted) person or people with pushchairs / buggies or in a wheelchair.

KEY OBJECTIVES

Geographical enquiry:

- Begin to suggest questions for investigating.
- Begin to use primary and secondary sources of evidence in their investigations.
- Investigate places with more emphasis on the larger scale; contrasting and distant places.
- Collect and record evidence unaided.
- Analyse evidence & draw conclusions e.g. compare historical maps of varying scales e.g. temperature of various locations - influence on people/everyday life

Location knowledge:

- Use maps to locate the world's countries with a focus on Eastern Europe 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, identifying their physical features, including mountains, and rivers, and land-use patterns; showing change over time;
- Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere and use longitude and latitude to find locations on a map;
- Use key vocabulary to demonstrate knowledge and understanding in this strand.

Place knowledge:

- Use maps to locate the world's countries with a focus on Eastern Europe 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, identifying their physical features, including mountains, and rivers, and land-use patterns; showing change over time;
- Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere and use longitude and latitude to find locations on a map;

- Use key vocabulary to demonstrate knowledge and understanding in this strand.
- Understand geographical similarities and differences through the study of human geography of a region of the United Kingdom, a region of Eastern Europe and South America;
- Understand geographical similarities and differences through the study of physical geography of a region of the United Kingdom, a region of Eastern Europe and South America;
- use key vocabulary to demonstrate knowledge and understanding in this strand.

Human and physical:

- Physical geography, including: climate zones, biomes, volcanoes, tornadoes, tsunamis, earthquakes and the water cycle;
- 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;
- Use key vocabulary to demonstrate knowledge and understanding in this strand.

Geographical skills and fieldwork:

- Use 8 compass points; begin to use 4 figure coordinates to locate features on a map.
- Begin to draw a variety of thematic maps based on their own data.
- Draw a sketch map using symbols and a key; use/recognise OS map symbols.
- Compare maps with aerial photographs.
- Select a map for a specific purpose. (E.g. Pick atlas to find Taiwan, OS map to find local village).
- Begin to use atlases to find out about other features of places. (E.g. find wettest part of the world)
- Measure straight line distance on a plan. Find/recognise places on maps of different scales. (E.g. river
- Nile.)
- Draw a plan view map with some accuracy.
- Identify significant places and environments
- Use index and contents page within atlases.
- Use medium scale land ranger OS maps.

Sticky Knowledge Autumn	Sticky Knowledge Spring	Sticky Knowledge Summer
What is a natural disaster? **What is a tectonic plate?** **How do we measure the strength of an earthquake?** **What causes tsunamis?** **Where in the world is a hurricane most likely to happen?**	**What are the seven continents of the world?** **Name three counties in the UK?** **Can you name three lines of latitude on a world map/globe?** **Name a human geography feature you would find in the UK and in The Americas** **Name a physical feature you would find the Americas but not in the uk?** **Which biomes would you find in The Americas**	**What are the 8 compass points?** **Where in Leeds is Colton?** **How do you use grid locations to find places on a map?** **What does a red H on an ordnance survey map indicate?** **How far is it from Leeds to London in a straight line?**