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| **Crowle First School**  **Geography Progression Grid** | | | | |
| The progression grid outlines the specific knowledge which pupils are expected to learn in each phase, over a two year cycle, along with the specific vocabulary which supports this understanding. | | | | |
| **Geographical Skills and Fieldwork** | | | | |
| **National Curriculum** | **At EYFS:**  Children follow instructions involving several ideas or actions. They answer ‘how’ and ‘why’ questions about their experiences and in response to stories or events. | **At Key Stage One:**   * GSF1: 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. * GSF2: Use simple compass directions (North, South, East and West) and locational and directional language [i.e. near and far; left and right], to describe the location of features and routes on a map * GSF3: 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 * GSF4: 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 | **At Lower Key Stage Two:**   * GSF1: Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied * GSF2: Use the eight points of a compass, four and six- figure grid references, symbols and key (including the use of OS maps) to build their knowledge of the UK and the wider world. * GSF3: 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. | **At Upper Key Stage Two:**   * GSF1: Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied. * GSF2: Use the eight points of a compass, four-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom in the past and present. * GSF3: Extend to 6 figure grid references with teaching of latitude and longitude in depth. * GSF4: Expand map skills to include non-UK countries * GSF5: Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. |
| **Location knowledge** | | | | |
| **National Curriculum** | **At EYFS:**  Children know about similarities and differences in relation to places, objects, materials and living things. | **At Key Stage One:**   * LK1: Name and locate the world’s seven continents and five oceans * LK2: Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas | **At Lower Key Stage Two:**   * LK1: 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 * LK2: 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 * LK3: 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) | **At Upper Key Stage Two:**   * LK1: Locate main countries in Europe and North or South America. Locate and name principal cities. * LK2: Compare 2 different regions in UK rural/urban. * LK3: Locate and name the main counties and cities in England. * LK4: Linking with History, compare land use maps of UK from past with the present. * LK5: Identify the position and significance of latitude/longitude and the Greenwich Meridian. Linking with science, time zones, night and day |
| **Place Knowledge** | | | | |
| **National Curriculum** | **At EYFS:**  Children talk about the features of their own immediate environment and how environments might vary from one another. | **At Key Stage One:**   * PK1: 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 (Africa). * PK2: Understand geographical similarities and differences through the study of places linked to other topic areas, i.e. Arctic, Antarctic, Kenya. | **At Lower Key Stage Two:**   * PK1: 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 study of India. * PK2: Understand geographical similarities and differences through the study of places linked to other topic areas, i.e. Egypt, parts of Prehistoric Britain and the Lake District. | **At Upper Key Stage Two:**   * PK1: 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/South America. * PK2: Understand geographical similarities and differences through the study of key cities linked with current world issues. |
| **Human and Physical Geography** | | | | |
| **National Curriculum** | **At EYFS:**  They make observations of animals and plants and explain why some things occur, and talk about changes  They know about similarities and differences between themselves and others, and among families, communities and traditions. | **At Key Stage One:**   * HPG1: 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 same. * HPG2: Describe key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. * HPG3: Describe key human features, including: city, * town, village, factory, farm, house, office, port, harbour and shop. | **At Lower Key Stage Two:**   * Pupils will describe and understand key aspects of: HPG1: Physical geography, including: climate zones, rivers, volcanoes and earthquakes, and the water cycle and extreme weather events * HPG2: 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. | **At Upper Key Stage Two:**  Pupils will describe and understand key aspects of:   * HPG1: Physical geography including coasts and rivers and the water cycle including transpiration; mountains, climate zones, biomes and vegetation belts. * HPG2: Human geography including trade between UK, Europe and ROW * HPG3: Fair/unfair distribution of resources (Fairtrade). * HPG4 : Distribution of natural resources including a study of a contrasting country in developing world |

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| **Overarching Geographical Vocabulary** | | | | |
| **Skills** | **At EYFS:** | **At Key Stage One:** | **At Lower Key Stage Two:** | **At Upper Key Stage Two:** |
|  | Weather | Climate | Urban |
|  | Atlas | Field work | Rural |
|  | Map | Hemisphere | Sustainable |
|  | Human | Land use | Renewable |
|  | Physical |  | Hemisphere |
|  |  |  | Biome |
|  |  |  | Tropic of Cancer |
|  |  |  | Tropic of Capricorn |

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| **Key Stage One Cycle A** | | | | | | | | | | | | |
|  | **London’s Burning!** | | | | **We are the United Kingdom!** | | | | **Poles Apart** | | | |
| **Key Knowledge** | **Where is London?**  London was the capital city of England.  **What is a Capital City?**  The capital city or capital town (or just capital) is a city or town where the central government of a country, or part of a country, such as state, province  or county, is. The leaders and officials work in the capital city. Capitals are usually large cities.  **What is the Thames?**  It is England's longest river and the second longest river in the United Kingdom. The river has been an important trade and transport route since prehistoric times.  **What was London like in 1666?**  London was a busy city in 1666. It was very crowded. The streets were narrow and dusty. The houses were made of wood and very close together, which means that a fire would spread more easily.  **Which landmarks would you find in London in 1666?**  River Thames, Tower of London, St Paul’s Cathedral, the city wall.  **How do we know about the damage caused by the fire?**  We can compare maps before and after the fire to see which builds were destroyed and where people fled to.  **What is a map?** A map is a two-dimensional drawing of an area. Maps can show the countryside, a town, a country or even the whole world! They are used to help plan routes from one place to another, or to find certain features such as castles or hills. | | | | **What is the United Kingdom?** It is a union of four countries; English, Scotland, Wales and Northern Ireland. Republic of Ireland (or Eire) is a separate country to the UK although both make up the British Isles.  **What is the difference between Great Britain and the UK?** Great Britain is the largest island in the British isles and consists of three countries; England, Wales and Scotland. The UK includes Northern Ireland as well.  **What is a map?** A map is a two-dimensional drawing of an area. Maps can show the countryside, a town, a country or even the whole world! They are used to help plan routes from one place to another, or to find certain features such as castles or hills. Different types of map are used for different things depending on whether you are walking, driving or even flying somewhere. Maps can be on paper or on a mobile phone, tablet or computer.  **What are the capital cities of the UK countries?** England – London, Wales – Cardiff, Scotland – Edinburgh, Northern Ireland – Belfast.  **What is the difference between a sea and an ocean?** An ocean is a huge body of salt water. Seas are a part of an ocean and are usually smaller and less deep.  **What seas surround the UK?** The four seas surrounding the UK are the North sea, Irish sea, English Channel and Atlantic Ocean.  **What are the main compass directions?** North, East, South, West  **What is the difference between a city, town and village?** A village is small but may have houses, a primary school, a few shops, a Post Office and a village hall. A town is larger than a village, with lots of houses, primary and secondary schools, as well as sometimes having a railway station and shopping centre. A city is the largest type of settlement, containing lots of buildings and lots of people. They usually have hospitals, sports facilities, universities, shops, offices, many houses and a cathedral.  **What are physical geographical features?** Physical geography is the study of the Earth's natural features, such as mountains, rivers, deserts and oceans.  **What are human geographical features?** Human geography is the study of landmarks that were created by humans. They are not natural features of the Earth. For example, factory, farm, house and office  **Can you name any UK landmarks?** Giant’s Causeway, Wembley Stadium, Ben Nevis, Angel of the North, Forth Bridge, Durdle Door, Edinburgh Castle, Lake Windermere, Cardiff Castle, River Severn, Rhossili Bay, Houses of Parliament.  **Can you name the flags of each country?** England – St. George’s Cross, Scotland – St. Andrew’s Cross, Wales – Red Dragon, Northern Ireland – St. Patrick’s Cross.  **What are the four seasons of the UK?** Winter, Spring, Summer and Autumn | | | | **What is a continent?** A continent is a large piece of land, normally made up of a group of countries.  **What are the world’s seven continents?** Asia, Africa, North and South America, Antarctica, Europe and Australia.  **What are the world’s five oceans?** The Pacific Ocean, The Atlantic Ocean, The Indian Ocean, The Southern Ocean, and The Arctic Ocean.  **What is the North Pole and the South Pole?** The North Pole is the most northern point in the world. The South Pole is the most southern point in the world.  **Where will we find the Arctic?** The Arctic is a polar region located at the northernmost part of Earth, centred on the North Pole. The Arctic consists of the Arctic Ocean, surrounding seas, and parts of Alaska (United States), Finland, Greenland (Denmark), Iceland, Northern Canada, Norway, Russia, and Sweden.  **Where will we find Antarctica?** Antarctica is a polar region around the Earth's South Pole, opposite to the Arctic region around the North Pole. It is surrounded by the Southern Ocean.  **What if the difference between Antarctic and the Arctic?** The Arctic is mostly an ocean that is covered in a layer of thick ice. The frozen ice in the Arctic is over an ocean, not solid land. The Antarctic layer of ice is a continent, as the ice is over solid land.  **What is the Equator?** The Equator marks the area of the world that receives the greatest amount of energy from the sun. The weather each country experiences will be different depending on where it is in the world. The countries that are closer to the Equator will be the warmest.  **Why are the polar regions the coldest places in the world?** The North and South poles are the furthest from the Equator, so don’t get as much energy from the sun.  **What does climate mean?** The usual weather conditions in a place.  **What is the weather and climate like in the polar regions?** Antarctica is the coldest and windiest place on Earth. The temperature can reach as low as -89 degrees Celsius. The climate in Antarctica is very dry – it hardly ever rains. This means that it is actually a desert. All the moisture is frozen, even the sea is icy. The Arctic is not as cold as the Antarctic because the ocean warms the air a little. It is still very cold though! Even in Summer, the ice doesn’t melt.  **What are the four seasons seen in the UK?** Winter, Spring, Summer and Autumn  **What seasons are present in the polar regions?** Polar habitats have just two seasons – summer and winter (but even summer is normally very cold). In the summer, it is light for 24 hours a day (right at the north and south Poles, the sun doesn’t set for six whole months when it is summer) and in the winter it is dark for 24 hours a day.  **What are physical geographical features?** Physical geography is the study of the Earth's natural features, such as mountains, rivers, deserts and oceans.  **What are human geographical features?** Human geography is the study of landmarks that were created by humans. They are not natural features of the Earth. For example, factory, farm, house and office  **What physical features can be found in Antarctica?** Icebergs, mountains, volcanos, glaciers, ice shelves.  **What human features can be found in Antarctica?** There are limited human features as people only visit Antarctica for research because the climate is dangerous – research stations, places of worship, whaling stations, snowmobiles.  **What are glaciers and icebergs?** A glaciers is a build-up of snow and ice over a large amount of time. When part of a glacier breaks off and falls into the water, it is called an iceberg.  **What physical features can be found in the Arctic?** Icebergs, mountains, glaciers, lakes, rivers, hills, coastline, grasses, moss, lichen, forests  **What human features can be found in the Arctic?** Almost 4 million people live in the Arctic. Many people in the Arctic today live in modern towns and cities. People also work in the Arctic, extracting oil and gas from beneath the ground, working in tourism, or conducting research. Other people in the Arctic still live in small villages much the way their ancestors did. You will find communities containing houses, roads, schools, shops, churches airports, factories, office buildings, research stations.  **Who lives in the Arctic?** Indigenous peoples have lived in the Arctic for thousands of years. Explorers, adventurers, and researchers have also ventured into the Arctic to explore its unique environment and geography.  **What is it like to live in the polar regions?** In the winter, cold Arctic temperatures and extreme wind chills make it dangerous to venture outdoors without proper clothing and gear. Strong storms can make travel difficult. And heating a home can be challenging and expensive without trees to cut for firewood. However, people have found ways to adapt, survive, and thrive in the Arctic.  **Who are the Intuits and how do they survive in the Arctic?** The Intuits are a group of indigenous people (people who were the first to live in an area) who live in the Arctic. In the past, Intuits lived primarily from hunting, fishing, herding, and gathering wild plants for food. They would build igloos as (snow homes) as they moved around. However, most Intuits now live in houses in small communities, like villages. Each one has a church, school and shops. They wear clothes made from animal skins and fur to keep warm.  **How are the polar regions changing?** The rising temperatures on the Earth due to global warming mean that it’s changing the climate and land of polar habitats. Rising water temperatures mean that ice is melting in polar regions. Conditions that animals are used to and have adapted to are changing, which is making it more difficult for them to survive. | | | |
| **Key skills** | **Year 1**   * Use basic observational skills * Ask and respond to basic geographical questions * Add labels onto a sketch map, map or photograph of features * Use directional language such as near and far, up and down, left and right, forwards and backwards * Use maps to locate the four countries and capital cities of UK and its surrounding seas * Use picture maps and globes | | **Year 2**   * Use basic observational skills * Make simple comparisons between features of different places. * Ask and respond to basic geographical questions * Add labels onto a sketch map, map or photograph of features * Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features * Use an infant atlas to locate places. * Locate and name on UK map major features e.g. London, River Thames, home location, seas. | | **Year 1**   * Teacher led enquiries, to ask and respond to simple closed questions. * Use information books/ pictures as sources of information. * Use directional language such as near and far, up and down, left and right, forwards and backwards * Use maps to locate the four countries and capital cities of UK and its surrounding seas * Use picture maps and globes * Add labels onto a sketch map, map or photograph of features | | **Year 2**   * Use basic observational skills * Make simple comparisons between features of different places. * Ask and respond to basic geographical questions * Use simple compass directions (North, South, East, West) * Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features * Use an infant atlas to locate places. * Locate and name on UK map major features e.g. London, River Thames, home location, seas. * Add labels onto a sketch map, map or photograph of features | | **Year 1**   * Teacher led enquiries, to ask and respond to simple closed questions. * Use basic observational skills * Use information books/ pictures as sources of information. * Use maps to locate the world’s seven continents and five oceans. * Use picture maps and globes * Make observations about where things are e.g. within school or local area. * Add labels onto a sketch map, map or photograph of features. | | **Year 2**   * Children encouraged to ask simple geographical questions; Where is it? What's it like? * Use NF books, stories, maps, pictures/photos and internet as sources of information * Make appropriate observations about why things happen. * Make simple comparisons between features of different places. * Ask and respond to basic geographical questions * Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features * Find land/sea on globe. * Use maps to locate the world’s seven continents and five oceans. * Use an infant atlas to locate places. * Add labels onto a sketch map, map or photograph of features | |
| **Topic Vocabulary** | fire  escape  rescue  river  houses  map | London  capital city  bakery  spread  destroyed  rebuilt  River Thames  Tower of London  St. Paul’s Cathedral  city walls | | parliament  royal court  landmarks  consequences  eye witness | town  village  city  country  islands  farm  house  factory  hill  forest  river  mountain  beach  shop  castle  sea  world  map  flag | ocean  island  human  physical  cliff  harbour  port  motorway  valley  bird’s-eye view  travel  United Kingdom  England  Scotland  Wales  Northern Ireland  capital city  London  Edinburgh  Cardiff  Belfast  Union Jack | | urban  rural  vegetation  aerial view  satellite  landmark  location  transport  route  distance  continent  Saint George  Saint Patrick  Saint Andrew  Saint David  Europe  mainland  borders | cold  snow  ice  wind  frozen  dry  sunlight  mountains  desert  oceans  lakes  rivers  airport  church  school | North Pole  South Pole  Continents (names)  Oceans (names)  poles  equator  Arctic  Antarctica  compass  Northern Lights  iceberg  igloo  physical geography  human geography  research station  weather  climate  seasons | | glacier  tundra  Inuit  expedition  climate change  research  ozone  environment  co-ordinates  axis  global warming adaptations  camouflage  survival |

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| **Key Stage One Cycle A** | | | | | | | | | | | | |
|  | **Time Travellers** | | | | **Chocolate!** | | | | **Sensational Safari** | | | |
| **Key Knowledge** | **Which countries were within the British empire during Victorian time?** When Queen Victoria came to the throne in 1837, Britain already governed Canada, large areas of India, Australia, and New Zealand, and small parts of South America and Africa. Together, these countries formed the British Empire. BY 1901, the British Empire was the largest the world had ever seen, and Queen Victoria was head of nearly a quarter of the world’s people. | | | | **Where do cocoa beans come from?** Cacao trees grows in large plantations in Ghana, Nigeria, Brazil, Mexico, Cameroon, Ivory Coast, Malaysia and Indonesia. Since the 2000s, Western Africa produces almost two-thirds of the world's cocoa, with Ivory Coast growing almost half of that amount.  **What is the weather and climate like in tropical areas?**  Most of the world’s cocoa is grown in a narrow belt either side of the Equator because cocoa trees grow well in humid tropical climates with regular rains and a short dry season. The hot, rainy climate favours lush vegetation, which gives shade to the cocoa trees and creates perfect growing conditions.  **What is it like to be a cocoa farmer?** Growing and harvesting cocoa beans is a difficult, tiring job in the heat of the tropical rainforests. Cocoa farmers face a number of challenges: small plots of land, aging trees that are less productive and small profits that make it difficult to support themselves and send their children to school. Cocoa pods do not all ripen at the same time, which makes continuous monitoring, care and harvesting necessary. When cocoa pods are ripe and cut from the trees by hand, the beans undergo a process of fermentation, drying, cleaning and packing. Farmers don’t get paid much for the amount of work that they do. | | | | **What is a continent?** A continent is a large piece of land, normally made up of a group of countries.  **What are the world’s seven continents?** Asia, Africa, North and South America, Antarctica, Europe and Australia.  **What are the world’s five oceans?** The Pacific Ocean, The Atlantic Ocean, The Indian Ocean, The Southern Ocean, and The Arctic Ocean.  **Where is Kenya?** Kenya is located on the east side of the continent of Africa, sitting along the Equator. The capital city is Nairobi. Kenya is twice as big as the UK.  **What is the Equator?** The Equator marks the area of the world that receives the greatest amount of energy from the sun. The weather each country experiences will be different depending on where it is in the world. The countries that are closer to the Equator will be the warmest.  **What does climate mean?** The usual weather conditions in a place.  **What is the weather and climate like in Kenya?** The climate of Kenya is made up of a dry season and a wet season and not 4 seasons like the UK. Because Kenya lies on the Equator, the climate is hot, sunny and dry for most of the year. In the north, it is hot and dry with arid deserts. In the west, it is hot and humid and the rainfall can be highest here. If there is no rainfall for a long time, droughts can occur.  **What is a drought?** A long period where there is little or no rain.  **What are physical geographical features?** Physical geography is the study of the Earth's natural features, such as mountains, rivers, deserts and oceans.  **What are human geographical features?** Human geography is the study of landmarks that were created by humans. They are not natural features of the Earth. For example, factory, farm, house and office.  **What physical features can you find in Kenya?** The Tana River is the longest river in Kenya. Mount Kenya is the highest mountain in Kenya. Part of Kenya is a savannah, which is a grassy plain with few trees. The Great Rift Valley is an enormous valley of mountains which runs from the north to south of Kenya. The valley has a chain of volcanoes which are still ‘active’ (alive). Lake Victoria, the second largest lake in the world, is part of the Great Rift Valley. There are also many wetlands, grasslands and forests.  **What human features can you find in Kenya?** Kenya's capital, Nairobi, is a big bustling city of 3.4 million people, with many large skyscrapers, shops, airport, schools. etc. Kenya has over 50 national parks and game reserves. Most people’s jobs is farming, so there are a large number of plantations. Kenya grows tea, coffee and flowers and sells them to other countries to make money.  **What is a National Park and a game reserve?** A national park is a protected area of land where only tourism and research is allowed by humans. No humans live in national parks. The Tsavo West and Tsavo East National Parks are the largest in Kenya. A game reserve is still a protected area of land, but it allows humans to live there and to carry out other activities such as fishing, road building, mining and gathering wood. The most popular reserve in Kenya is the Maasai Mara Reserve, which can be found in the south west of the country. It is named in honour of the Maasai tribe who have lived in the area.  **Who are the Maasai tribe?** The Maasai tribe live in the African savannahs. The Maasai tribe share the same ideas and way of life. They use the land as their home and all live together. The Maasai live in the Maasai Mara, which is a very large savannah and home to many of the great species of wildlife and plants. The Maasai people live in mud huts made by the Maasai women. They are made from mud, sticks, grass and cow dung. The Maasai families live with their animals too. They are very careful to protect them from the big predators that roam the savannah. The Massai men go out to hunt animals to provide food for their families.  **What are the big 5?** The Big Five is a name given to the largest and most dangerous African animals: lion, leopard, African elephant, rhinoceros and Cape buffalo. The Big Five name was also given by hunters to name the five most difficult animals to hunt on foot.  **What is life like for a child in rural Kenya?** Most children will eat uji (porridge) for breakfast. Before school, most children will help to feed their animals. Then, they have to walk to school, which can sometimes take up to an hour. School starts at 7am and some children get to school before the teachers. After school, children are expected to help out on the farm; sometimes this is collecting water. | | | |
| **Key skills** | **Year 1**   * Use maps to locate the world’s seven continents and five oceans. * Use picture maps and globes | | **Year 2**   * Use NF books, stories, maps, pictures/photos and internet as sources of information * Make appropriate observations about why things happen. * Find land/sea on globe. * Use maps to locate the world’s seven continents and five oceans. * Use an infant atlas to locate places. | | **Year 1**   * Use maps to locate the world’s seven continents and five oceans. * Use picture maps and globes * Make observations about where things are e.g. within school or local area. * Add labels onto a sketch map, map or photograph of features. | | **Year 2**   * Use NF books, stories, maps, pictures/photos and internet as sources of information * Make appropriate observations about why things happen. * Find land/sea on globe. * Use maps to locate the world’s seven continents and five oceans. * Use an infant atlas to locate places. * Make simple comparisons between features of different places. * Ask and respond to basic geographical questions | | **Year 1**   * Teacher led enquiries, to ask and respond to simple closed questions. * Use basic observational skills * Use information books/ pictures as sources of information. * Use maps to locate the world’s seven continents and five oceans. * Use picture maps and globes * Make observations about where things are e.g. within school or local area. * Add labels onto a sketch map, map or photograph of features. | | **Year 2**   * Children encouraged to ask simple geographical questions; Where is it? What's it like? * Use NF books, stories, maps, pictures/photos and internet as sources of information * Make appropriate observations about why things happen. * Make simple comparisons between features of different places. * Ask and respond to basic geographical questions * Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features * Find land/sea on globe. * Use maps to locate the world’s seven continents and five oceans. * Use an infant atlas to locate places. * Add labels onto a sketch map, map or photograph of features | |
| **Topic Vocabulary** | queen  map  country | Victorians  Great Britain  Queen Victoria  British Empire  Canada  India  Australia  New Zealand  South America  Africa | | Governed  Trade  Territories | chocolate  food  plant  animal  map  weather  farm/farmer  factory  sunlight  dry | Africa  South America  Equator  tropical  cocoa beans  harvest  Fair Trade  weather  climate  rainforest | | cacao tree  pods  temperature  humid  vegetation | river  mountain  forest  lake  volcano  hot  dry  shops  schools  buildings  roads  farming | savannah  game reserve  national park  wetland  grassland  valley  continent  equator  Africa  Kenya  Capital city  Nairobi  Maasai tribe  climate  weather  seasons  safari  Swahili  skyscapers | | drought  tourist  culture  Tana River  Mount Kenya  plantation |

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| **Key Stage One Cycle B** | | | | | | | | | |
|  | **Explorers** | | | | **A Toy Story** | **Roar!** | | | |
| **Key Knowledge** | **What is a continent?** A continent is a large piece of land, normally made up of a group of countries.  **What are the world’s seven continents?** Asia, Africa, North and South America, Antarctica, Europe and Australia.  **What are the world’s five oceans?** The Pacific Ocean, The Atlantic Ocean, The Indian Ocean, The Southern Ocean, and The Arctic Ocean.  **Where did Christopher Columbus travel to?** He led the first European expeditions to the Caribbean, Central America, and South America. Columbus was famed for bringing new animals, plants, food and lifestyles from the ‘new’ world that he had found.  **Where did Amy Johnson travel to?** In 1930, she undertook an enormous journey – a solo flight from the UK all the way to Australia! She also set records for flights from England to America, India, Moscow and South Africa. | | | | **History Focus** | **What is a continent?** A continent is a large piece of land, normally made up of a group of countries.  **What are the world’s seven continents?** Asia, Africa, North and South America, Antarctica, Europe and Australia.  **What are the world’s five oceans?** The Pacific Ocean, The Atlantic Ocean, The Indian Ocean, The Southern Ocean, and The Arctic Ocean.  **Where did the dinosaurs live?** Dinosaurs lived on all of the continents. At the beginning of the age of dinosaurs (during the Triassic Period, about 230 million years ago), the continents were arranged together as a single supercontinent called Pangea. During the 165 million years of dinosaur existence, this supercontinent slowly broke apart. Its pieces then spread across the globe into a nearly modern arrangement of the continents.  **What was it like to live during the age of the dinosaurs?** During the Triassic period, it was warm and dry with large deserts, rivers and scrubland. During the Jurassic period, there were damper climates (not as hot and dry) with valleys, rivers, lakes, shallow seas and shorelines, large forests and more vegetation. During the Cretaceous period, there were varied climates, similar to those today across the continents. There were swamps, vast mountain ranges, desert plains, more vegetation (flowering plants) and shorelines.  **Where have fossils been found?** Dinosaur fossils have been found on every continent of Earth, including Antarctica but most of the dinosaur fossils and the greatest variety of species have been found high in the deserts and badlands of North America, China and Argentina.  **Where have they been found in the UK?** Most of the UK’s dinosaur fossils have been discovered in southern England – coastal sites such as the Isle of Wight and the Jurassic Coast of Dorset; the clay quarries of Surrey; and the limestone and clay quarries of Oxfordshire and the Cotswolds.  **Where did Mary Anning live?** Mary Anning lived in Lyme Regis in Dorest, along the Jurassic coast. | | | |
| **Key skills** | **Year 1**   * Use maps to locate the world’s seven continents and five oceans. * Use picture maps and globes * Make observations about where things are e.g. within school or local area. * Add labels onto a sketch map, map or photograph of features. | | **Year 2**   * Use NF books, stories, maps, pictures/photos and internet as sources of information * Ask and respond to basic geographical questions * Make appropriate observations about why things happen. * Find land/sea on globe. * Use maps to locate the world’s seven continents and five oceans. * Use an infant atlas to locate places. | | **Year 1**   * Use maps to locate the world’s seven continents and five oceans. * Use picture maps and globes * Make observations about where things are e.g. within school or local area. * Add labels onto a sketch map, map or photograph of features. | | **Year 2**   * Use NF books, stories, maps, pictures/photos and internet as sources of information * Ask and respond to basic geographical questions Make appropriate observations about why things happen. * Find land/sea on globe. * Use maps to locate the world’s seven continents and five oceans. * Use an infant atlas to locate places. * Locate and name on UK map major features e.g. London, River Thames, home location, seas. | |
| **Topic Vocabulary** | travel  explorer  ship  discovery  sail  moon  rocket  space  ocean  journey  aeroplane | voyage  America  continent  continents (names)  oceans (names)  astronaut  brave  trade  sailor  merchant  pilot  aircraft  transport  Atlantic  Australia  NASA | | navigate  aviation  prejudice  gender  RAF  Caribbean  slavery  license | dinosaur  jungle  desert  mountains | fossil  extinct  pre-historic  habitat  survive  continent (names)  ocean (names)  volcano  valley  swamp | | vegetation  excavate  Triassic  Jurassic  Cretaceous  Pangea |

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| **Key Stage One Cycle B** | | | | | | | | | | | | |
|  | **Street Detectives** | | | | **Nurturing Nurses** | | | | **Oh, we do love to be beside the seaside!** | | | |
| **Key Knowledge** | **Where is the United Kingdom?** The United Kingdom is an island located in western Europe and consists of England, Scotland, Wales and Northern Ireland. It is bordered by the Atlantic Ocean, The North Sea, and the Irish Sea.  **What are the capital cities of the UK countries?** England – London, Wales – Cardiff, Scotland – Edinburgh, Northern Ireland – Belfast.  **Where is our school?** Our school is located in the small village of Crowle.  **Where is Crowle?** Crowle is a village in Worcestershire, England situated 4 miles (6.4 km) east of the City of Worcester.  **What is a map?** A map is a two-dimensional drawing of an area. Maps can show the countryside, a town, a country or even the whole world! They are used to help plan routes from one place to another, or to find certain features such as castles or hills. Different types of map are used for different things depending on whether you are walking, driving or even flying somewhere. Maps can be on paper or on a mobile phone, tablet or computer.  **What are the main features on a map?** A title, a compass, symbols and a key.  **What is a key?** Objects and important things on a map are shown by symbols. A key helps us understand the map symbols.  **What is a sketch map?** A sketch map is an outline map drawn from observation rather than from exact measurements and showing only the main features of the area.  **What are the main compass directions?** North, East, South, West  **What is an aerial view?** When we look at something from above. Sometimes objects look different from an aerial view  **What is the difference between a city, town and village?** A village is small but may have houses, a primary school, a few shops, a Post Office and a village hall. A town is larger than a village, with lots of houses, primary and secondary schools, as well as sometimes having a railway station and shopping centre. A city is the largest type of settlement, containing lots of buildings and lots of people. They usually have hospitals, sports facilities, universities, shops, offices, many houses and a cathedral.  **What are physical geographical features?** Physical geography is the study of the Earth's natural features, such as mountains, rivers, deserts and oceans.  **What are human geographical features?** Human geography is the study of landmarks that were created by humans. They are not natural features of the Earth. For example, factory, farm, house and office  **What geographical features can we find in Crowle?** Crowle is a rural area, meaning it is in the countryside, surrounded by fields, woodlands and hills.A brook also runs through Crowle. Within the village, there are houses, a small shop, a post office, a village hall, a garage, a church, a pub and a school.  **What is the difference between Worcester and Crowle?** Crowle is a small village with a small population, whereas Worcester is a city with a large population and many different businesses, shops, attractions, places of worship, etc.  **What can we use to direct someone to Worcester from Crowle?** We could use positional and directional language, like forwards, backwards, left, right, as well as, compass directions: North, East, South and West.  **What changes could we make to Crowle to help the community?** A doctor’s surgery to provide the elderly with more immediate care. A larger supermarket for the community to do their food shopping. A bigger school to allow more children to go to Crowle. | | | | **Where did Florence Nightingale do to nurse the soldiers in the war?** In 1854, Florence Nightingale was asked to go to Turkey to manage the nursing of British soldiers wounded in the Crimean War (1854 - 56). She traveled to Scutari (the location where the wounded and ill soldiers of the Crimean War were taken) to help the wounded soldiers.  **Where is Scutari?** Turkey is a country that lies in both Asia and Europe. Scutari was a city in northwestern Turkey.  **Where was Mary Seacole born?** Mary was born in Kingston, Jamaica.  **Where is Jamaica?** Jamaica is in the West Indies, which is a group of islands between southeast United States and northern South America. | | | | **Where is the United Kingdom?** The United Kingdom is an island located in western Europe and consists of England, Scotland, Wales and Northern Ireland. It is bordered by the Atlantic Ocean, The North Sea, and the Irish Sea.  **What seas surround the UK?** The four seas surrounding the UK are the North sea, Irish sea, English Channel and Atlantic Ocean.  **What are the names of some of Britain’s famous beaches?** Scarborough, Bridlington, Skegness, Great Yarmouth, Hastings, Weymouth, Newquay, Llandudno, Blackpool  **What is the nearest beach to Crowle?** Weston-Super-Mare  **What is a map?** A map is a two-dimensional drawing of an area. Maps can show the countryside, a town, a country or even the whole world! They are used to help plan routes from one place to another, or to find certain features such as castles or hills. Different types of map are used for different things depending on whether you are walking, driving or even flying somewhere. Maps can be on paper or on a mobile phone, tablet or computer.  **What are the main features on a map?** A title, a compass, symbols and a key.  **What is a key?** Objects and important things on a map are shown by symbols. A key helps us understand the map symbols.  **What are the main compass directions?** North, East, South, West  **What is an aerial view?** When we look at something from above. Sometimes objects look different from an aerial view  **What are the main compass directions?** North, East, South, West  **What can we use to direct someone from one place to the next?** We could use positional and directional language, like forwards, backwards, left, right, as well as, compass directions: North, East, South and West.  **What are physical geographical features?** Physical geography is the study of the Earth's natural features, such as mountains, rivers, deserts and oceans.  **What are human geographical features?** Human geography is the study of landmarks that were created by humans. They are not natural features of the Earth. For example, factory, farm, house and office  **What physical features can you find at the seaside?** beach, sea, cliff, rockpool, bay, sand, coast, vegetation.  **What human features can you find at the seaside?** harbour, shop, lighthouse, fairground, pier, promenade, boat, life boat, beach hut, sea groynes.  **What is a sea groyne?** Groynes are man made barriers from the back of the beach and down to the sea. Groynes are created to prevent the sand on the beaches being washed away. It stops sand and pebble movement along a coast. | | | |
| **Key skills** | **Year 1**   * Teacher led enquiries, to ask and respond to simple closed questions. * Use information books/ pictures as sources of information. * Use directional language such as near and far, up and down, left and right, forwards and backwards * Investigate their surroundings * Make observations about where things are e.g. within school or local area. * Use maps to locate the four countries and capital cities of UK and its surrounding seas * Use picture maps and globes * Add labels onto a sketch map, map or photograph of features * 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) * Learn names of some places within/around the UK. For example, their home town, cities, countries e.g. Wales, London, Crowle | | **Year 2**   * Use basic observational skills * Make simple comparisons between features of different places. * **Investigate their surroundings** * Ask and respond to basic geographical questions * Use simple compass directions (North, South, East, West) * Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features * Locate and name on UK map major features e.g. London, River Thames, home location, seas. * Add labels onto a sketch map, map or photograph of features * Draw a map of a real or imaginary place. (e.g. add detail to a sketch map from aerial photograph) * Begin to understand the need for a key. * Use class agreed symbols to make a simple key. * Begin to spatially match places (e.g. recognise UK on a small scale and larger scale map) * Look down on objects to make a plan view map. * Locate and name on UK map major features e.g. London, River Thames, home location, seas. * Find land/sea on globe. * Use a selection of maps, including teacher drawn maps, large scale OS maps and an infant atlas. | | **Year 1**   * Use maps to locate the world’s seven continents and five oceans. * Use picture maps and globes | | **Year 2**   * Use NF books, stories, maps, pictures/photos and internet as sources of information * Ask and respond to basic geographical questions * Find land/sea on globe. * Use maps to locate the world’s seven continents and five oceans. * Use an infant atlas to locate places. | | **Year 1**   * Teacher led enquiries, to ask and respond to simple closed questions. * Use information books/ pictures as sources of information. * Use directional language such as near and far, up and down, left and right, forwards and backwards * Use maps to locate the four countries and capital cities of UK and its surrounding seas * Use picture maps and globes * Add labels onto a sketch map, map or photograph of features * Use relative vocabulary (e.g. bigger/smaller, like/dislike) * Learn names of some places within/around the UK. For example, their home town, cities, countries e.g. Wales, London, Crowle | | **Year 2**   * Use basic observational skills * Make simple comparisons between features of different places. * Ask and respond to basic geographical questions * Use simple compass directions (North, South, East, West) * Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features * Locate and name on UK map major features e.g. London, River Thames, home location, seas. * Add labels onto a sketch map, map or photograph of features * Begin to spatially match places (e.g. recognise UK on a small scale and larger scale map) * Look down on objects to make a plan view map. * Locate and name on UK map major features e.g. London, River Thames, home location, seas. * Find land/sea on globe. * Use a selection of maps, including teacher drawn maps, large scale OS maps and an infant atlas. | |
| **Topic Vocabulary** | bridge  building  church  city  Crowle  farm  field  forest  hill  hospital  hotel  house  mountain  ocean  pond  railway  river  road  school  sea  shop  street  town  woodlands  Worcester  world  village | brook  bungalow  canal  chapel  compass  continent  cottage  East  England  factory  globe  island  journey  key  left  map  motorway  North  offices  right  South  station  symbol  United Kingdom  West | | aerial view  anti-clockwise  atlas  clockwise  community  compare  county  crops  distance  environment  facility  fieldwork  improve  industry  leisure  pollution  position  route  scale  settlement  terrace  vegetation | travel  map | island  Europe  Asia  North America  South America  continent  Scutari | | West Indies | beach  sea  seaside  cliff  cave  sand  pebbles  shells  seaweed  shops  lighthouse  boat  travel | island  rockpools  bay  coast  pier  harbour  quay  quayside  jetty  seafront  fairground  life boat station  North  South  East  West | | vegetation  driftwood  flotsam  promenade  sea groynes  dunes |

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| **Crowle First School** | | | | | | | | | | | | |
|  | **Key Stage Two** | | | | **Key Stage Two** | | | | **Key Stage Two** | | | |
|  | **Egyptians** | | | | **Natural Disasters** | | | | **Worlds Kitchen** | | | |
| **Key Knowledge** | **Where is Egypt?** Egypt is a located in the eastern part of North Africa and at the southwest corner of Asia. Because of its **geographical** location, it is called a transcontinental country. The vast and rugged Sinai Peninsula extends to Southwest Asia and serves as a land link between the two continents.   1. **What is the Nile?** The Nile is a major north-flowing river in northeastern Africa and is the longest river in Africa and the disputed longest river in the world, as the Brazilian government says that the Amazon River is longer than the Nile. 2. **Why did the Egyptians settle along the Nile?** This came about for **two** reasons: excellent agricultural soil in the thin fertile zone next to the river. Beyond this was barren land and rugged cliffs, followed by arid desert.   **How did the Egyptians Farm?** Egyptians grew crops such as wheat, barley, vegetables, figs, melons, pomegranates and vines. They also grew flax which was made into linen. The most important crop was grain. The ancient Egyptians used grain to make bread, porridge and beer. Grain was the first crop they grew after inundation (flooding season). Once the grain was harvested, they grew vegetables such as onions, leeks, cabbages, beans, cucumbers and lettuce. Farmers planted fruit trees and vines along paths, to give shade as well as fruit.  **How many seasons were there?** Egyptian farmers divided their year into three seasons, based on the cycles of the Nile River:  **Akhet** - the **inundation** (June-September): The Flooding Season.  No farming was done at this time, as all the fields were flooded. Instead, many farmers worked for the pharaoh (king), building pyramids or temples. Some of the time was spent mending their tools and looking after animals.  **Peret** (October-February): The Growing Season.  In October the floodwaters receded, leaving behind a layer of rich, black soil. This fertile soil was then ploughed and seeded.  **Shemu** (March-May): The Harvesting Season.  The fully grown crops had to be cut down (harvested) and removed before the Nile flooded again. It was also the time to repair the canals ready for the next flood. | | | | **What is a disaster?** A disaster is a ‘sudden accident or a natural catastrophe that causes great damage or loss of life.’ Disasters on Earth may be as a result of human or natural causes, although some may be caused by both.  **What are Human caused disasters?** Human caused disasters are the consequence of human or technological hazards. Some are more immediate, whereas others occur over as a result of human activity over time. Human activity is likely to be at least partially responsible for some ‘natural’ disasters. Examples include pollution, deforestation and use of the Earth’s resources.  **What are natural disasters?** Natural disasters are the consequence of the natural processes of Earth. Natural disasters may cause loss of life, property damage, and economical/social problems. Human activity is likely to be at least partially responsible for some ‘natural’ disasters. Examples include volcanoes, earthquakes and extreme weather.  **How do earthquakes happen?** The Earth’s crust is made up of many moving sheets of rocks, called tectonic plates. The places where these plates meet are called fault lines. As they rub past each other, pressure can cause the plates to suddenly slip. This releases a large amount of energy and creates seismic waves that travel through the Earth. The waves are felt most strongly in close proximity to where the event takes place – an earthquake.  **What impact does an Earthquake have?** Earthquakes happen when two large pieces of the Earth’s crust (tectonic plates) slip suddenly. This causes shock waves to the surface of the Earth. When earthquakes take place underneath or near water, they may trigger tsunamis – (huge waves) Both can cause huge human & environmental damage.  **How do volcanoes erupt?** As tectonic plates pull apart or are pushed underneath one another, magma is melted. Melted magma rises to the surface because it is lighter than rock. If the magma rises quickly or is too thick, gas cannot easily escape. This builds pressure. Magma can therefore erupt as lava through openings in the Earth’s crust (volcanoes).  **What impact does a volcanic eruption have?** Volcanic eruptions occur when lava, rock fragments, hot vapour and gas are released through a volcano from beneath the Earth’s surface. During eruptions, damage and death is caused by lava flows, mudslides and avalanches.  **What happens when there is a hurricane or tornado?** Hurricanes and tornadoes are both examples of adverse weather that involve extremely strong winds. Large hurricanes and tornadoes have the power to uproot trees, throw cars, and even dismantle buildings. They also cause huge storms which can cause flooding.  **How does flooding effect communities?** Flooding is an overflow of water that submerges land that is usually dry. In addition to destroying environments, flooding can also cause contamination and spread disease.  **What is a drought?** Droughts occur when places do not receive an adequate water supply, often as a result of decreased rainfall.   1. **Where is the ring of fire?** The Ring of Fire (also known as the Rim of Fire or the Circum-Pacific belt) is a major area in the basin of the Pacific Ocean where many earthquakes and volcanic eruptions occur. In a large 40,000 km (25,000 mi) horseshoe shape, it is associated with a nearly continuous series of oceanic trenches, volcanic arcs, and volcanic belts and plate movements. It has 452 volcanoes (more than 75% of the world's active and dormant volcanoes). | | | | **Where does our food come from?** All food comes from either a plant or an animal. Food can be locally sourced or come from other countries or even continents.  **What does the red tractor logo mean on UK food packaging?** This logo tells the buyer that the food is good quality. It tells us that the farmers look after their animals and that the food has been born, grown, prepared and packed in the UK.  **What is seasonality?** Climate conditions affect when food is produced in the UK. Seasonality is the time of year when a food type is at its best in terms of flavour or harvest. Have a look at the seasonality timetable below and work out which of the foods are at their best now.  **How can we source food out of season?** Some foods are required when they are out of season, so producers grow them in hothouses/greenhouses in the UK. Alternatively, the food is produced abroad and sent to the UK. Climate and soil conditions mean that not all food types can be produced here. The following foods need to be imported into the UK: rice, feta cheese, mangoes, oranges, lemons, bananas and coconuts.  **Where does coffee come from?** Coffee comes from a plant. After 2 to 4 years, the coffee plant will produce a small white blossom. The blossom drops off and is replaced with green berries. When the coffee beans are ready the berries turn red. The coffee bean lives inside the berry. The harvest lasts for 6 months starting in December and the beans are picked by hand. The beans are removed from the berry and dried. The beans are green at this stage. The coffee beans are roasted which gives them their dark colour. The beans are ground down and this is mixed with hot water.  **Where does rice come from?** Many areas of China are mountainous. But the Chinese people developed a clever way of  ​using hills and mountains to grow rice and other crops. Rice likes to grow in water field called paddies. Paddies can be made in lowlands and terraces on the slopes of hills and mountains. Dikes are built around the fields to keep water in the paddy. The farmers use Water Buffalo to help them prepare the ground for planting rice seedlings. Rice seedlings have to be planted by hand in the muddy paddies. This method of planting remained unchanged for the last three thousand years. The rice is ready to harvest when it is golden-yellow colour. Usually it is cut by hand with a sharp curved knife called **a sickle** and bundled into **sheaves**. Some people use machines to help them with harvest, but many have to do all the work by hand. People help each other during harvest.  **Where does tea come from?** Tea comes from the leaf of the plant. There are only 24 hours from the leaf being picked and the minute they are packed up. These 24 hours is crucial because this is when the type of tea is decided – green, black, caffeinated of decaffeinated. The next stage in the production of tea is the sorting process. Before they leave the tea factory, all the teas - black, green, white and Oolong - are graded and sorted. Because different sized leaves brew at different speeds, the leaves are separated into batches of the same size. Next, the leaves are classified by size, type and appearance. Different countries have their own systems for classifying tea. In China, teas are named by the region they came from, the way they were made and the type of leaf, or the legend behind the tea. Then the teas are finally ready to be packed into foil-lined paper sacks or tea chests. These keep the leaves dry and protect them from the knocks and bumps of their onward journey. | | | |
| **Key skills** | **Year 3**   * 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. * Use letter/no. co-ordinates to locate features on a map. * Know why a key is needed. * Use standard symbols. * Begin to match boundaries (E.g. find same boundary of a country on different scale maps.) * 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. | | **Year 4**   * Ask and respond to questions and offer their own ideas. * Extend to satellite images, aerial photographs * Investigate places and themes at more than one scale * Collect and record evidence with some aid * Analyse evidence and draw conclusions e.g. make comparisons between locations photos/pictures/ maps * Use letter/no. co-ordinates to locate features on a map confidently. * Know why a key is needed. * Begin to recognise symbols on an OS map. * Begin to match boundaries (E.g. find same boundary of a country on different scale maps.) * Begin to identify significant places and environments * Use large and medium scale OS maps. * Use junior atlases. * Use map sites on internet. * Identify features on aerial/oblique photographs. | | **Year 3**   * 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. * Use letter/no. co-ordinates to locate features on a map. * Know why a key is needed. * Use standard symbols. * Begin to match boundaries (E.g. find same boundary of a country on different scale maps.) * 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. | | **Year 4**   * Ask and respond to questions and offer their own ideas. * Extend to satellite images, aerial photographs * Investigate places and themes at more than one scale * Collect and record evidence with some aid * Analyse evidence and draw conclusions e.g. make comparisons between locations photos/pictures/ maps * Use letter/no. co-ordinates to locate features on a map confidently. * Know why a key is needed. * Begin to recognise symbols on an OS map. * Begin to match boundaries (E.g. find same boundary of a country on different scale maps.) * Begin to identify significant places and environments * Use large and medium scale OS maps. * Use junior atlases. * Use map sites on internet. * Identify features on aerial/oblique photographs. | | **Year 3**   * Use NF books, stories, atlases, pictures/photos and internet as sources of information. * 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. | | **Year 4**   * Begin to match boundaries (E.g. find same boundary of a country on different scale maps.) * Begin to identify significant places and environments * Use large and medium scale OS maps. * Use junior atlases. * Use map sites on internet. * Identify features on aerial/oblique photographs. | |
| **Topic Vocabulary** | History  Past  Present  Timeline  Egypt  Egyptians  Farmer  Crops  River Bank  Seasons  Growing  Harvest  Jobs | AD/BC  Chronological  Nile  Desert  Flooding  Coppersmith  Scribe  Potter  Jeweler  Artefact  Tomb  Pharaoh  Hieroglyphics | | Delta Sea  Kemet  Inundation  Shaduf  Aswan Dam  Tutankhamun  Howard Carter  Mummification  Afterlife  Cartouche | Science  Rocks  investigation  Scratch  Scrape  Strong  Weak  Strength  Wind  Rain  Geography  Map  Atlas  Globe  Volcano  Japan  Hawaii  Arizona | Heat  new material  lava  cools  erosion  coastal  layers  Mount Fuji  Active  Dormant  Extinct  Magma  Ash cloud  Crater  Conduit  Tectonic plate  Epicentre | | Sedimentary  Metamorphic  Igneous  compressed pressure  magma  molten  sandstone  granite  pumice  interior  ring of fire  cinder cone  shield volcano  composite  mauna loa  sunset crater  seismograph | Science  Geography  Atlas  Globe  Map  Food  Animal  Plant  Meat  Vegetables  Vegetarian  Grow  Breakfast  Dinner  Lunch  Snacks  Chinese  Indian  British  United Kingdom | Petal  Leaf  Stem  Growth  Explosion  Vegetable  Dairy  Fairtrade  Producer  Buyer  Trader  Company  Chain  Supermarket  Table  Bar chart  Pictogram | | Ovary  Ovule  Stigma  Stamen  Nourish  Pollination  Fertilisation  Calcium  Protein  Carbohydrates  Vitamins  nutrients  Scientific Enquiry  Transpiration  Photosynthesis |

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| **Crowle First School** | | | | | | | | | |
|  | **Key Stage Two** | | | | **Key Stage Two** | | | | **Key Stage Two** |
|  | **Anglo-Saxons** | | | | **Rainforests** | | | | **Stone Age** |
| **Key Knowledge** | **What routes did the Anglo Saxons take into Britain?** After the Romans left Britain, it became more open to invasion. The Anglo-Saxons were made up of people who rowed across the North Sea from an area that is now northern Germany, Denmark and the Netherlands. These people were from three tribes: the Angles, the Saxons, and the Jutes. The Angles settled in northern England and East Anglia. The Saxons settled in large sections of southern England. The Jutes, meanwhile, adopted areas of Hampshire, Kent, and the Isle of Wight.  **Where is East Anglia?** East Anglia is a county in the East of England.East Anglia was a small independent kingdom of the Angles, which was formed in the 6th Century in the wake of the Anglo-Saxon settlement of Great Britain. It was incorporated into the Kingdom of England in 918.  **Where is Mercia?** Mercia is in the Midlands. Mercia was a large Anglo-Saxon kingdom that was centred around the River Trent. For 300 years (between 600 and 900AD) Mercia dominated England south of the River Humber – a period known as the Mercian Supremacy.  **Where is Wessex?** In the south and south west of England. Wessex was an Anglo-Saxon kingdom in the south of the country. A number of famous Wessex kings have become prominent figures in history, including Alfred the Great and Egbert – the first King of England.  **Where is Northumbria?** This is the region on the eastern borders between northern England and southern Scotland. Northumbria was another medieval Anglican kingdom. It was originally made up of two separate kingdoms – Bernicia (from around Cumbria) and Deira (from around York) – until the two united around the year 654. | | | | **Where are the world’s rainforests?** Rainforests are usually found between the Tropic of Cancer and the Tropic of Capricorn (the tropics), where it is close to the Equator. It is very warm and there is lots of rainfall. The biggest rainforest in the world is the Amazon rainforest in South America. These are the locations of the 10 largest rainforests in the world (not in order): Mexico, Venezuela, Bolivia, Brazil, Colombia, Suriname, Peru, Congo DRC, Indonesia, Papua New Guinea.  **What are the layers of the rainforest called? The emergent layer** is the name given to the very tops of trees that grow above the canopy level. There is lots of sunshine and rainfall here, and only the strongest and tallest plants grow to this height. Anything above 45 metres (150 feet) are emergent, however some trees can grow to a massive 70 metres (230 feet)! Only some birds, bats, butterflies and small monkeys live here. **The understory level** is a muddle of intertwining shrubs, young trees, vines, saplings, and palms. It is very hot and damp here, and the air very still. Compared to the canopy, plants here receive little sunlight. This lack of light limits the growth of plants, and so they must have special adaptations in order to survive here. For example, leaves on plants here tend to be much broader. Snakes, lizards and sloths are examples of animals living here. **The canopy** is a dense layer of vegetation at around 30-45 metres (100-150 feet). It is sometimes called the ‘ceiling’ of the rainforest, as it blocks a great deal of sunlight with its thick, overlapping leaves. As a result, the layers below the canopy level are often quite shaded. Lots of animals: e.g. insects, bats, birds and monkeys can be found in the canopy layer. **The forest floor** is exceptionally hot and humid, due to the constant shade from the levels above. Despite this, the forest floor remains an important part of the rainforest’s eco-system. The forest floor is where decomposition takes place – dead plants and animals are broken down and their nutrients recycled. Most of the largest animals of the rainforest live here, for example elephants, tigers, the tapir and the jaguar. | | | | **History Focus** |
| **Key skills** | **Year 3**   * 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. * Use letter/no. co-ordinates to locate features on a map. * Know why a key is needed. * Use standard symbols. * Begin to match boundaries (E.g. find same boundary of a country on different scale maps.) * 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. | | **Year 4**   * Ask and respond to questions and offer their own ideas. * Extend to satellite images, aerial photographs * Investigate places and themes at more than one scale * Collect and record evidence with some aid * Analyse evidence and draw conclusions e.g. make comparisons between locations photos/pictures/ maps * Use letter/no. co-ordinates to locate features on a map confidently. * Know why a key is needed. * Begin to recognise symbols on an OS map. * Begin to match boundaries (E.g. find same boundary of a country on different scale maps.) * Begin to identify significant places and environments * Use large and medium scale OS maps. * Use junior atlases. * Use map sites on internet. * Identify features on aerial/oblique photographs. | | **Year 3**   * 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. * Use letter/no. co-ordinates to locate features on a map. * Know why a key is needed. * Use standard symbols. * Begin to match boundaries (E.g. find same boundary of a country on different scale maps.) * 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. | | **Year 4**   * Ask and respond to questions and offer their own ideas. * Extend to satellite images, aerial photographs * Investigate places and themes at more than one scale * Collect and record evidence with some aid * Analyse evidence and draw conclusions e.g. make comparisons between locations photos/pictures/ maps * Use letter/no. co-ordinates to locate features on a map confidently. * Know why a key is needed. * Begin to recognise symbols on an OS map. * Begin to match boundaries (E.g. find same boundary of a country on different scale maps.) * Begin to identify significant places and environments * Use large and medium scale OS maps. * Use junior atlases. * Use map sites on internet. * Identify features on aerial/oblique photographs. | |  |
| **Topic Vocabulary** | Timeline  History  Anglo Saxon  Viking  Norman  Roman  Britain  Europe  Before Christ  After Christ  Warrior  King  Village  Christian  Education  Coins  Sword  Shield  Helmet | County  Jute  Angle  Saxon  Invader  Settler  Germany  Denmark  Monk  Latin  Old English  Slave  Great Hall  Deer Hide  Justice  Education | | Beowulf  Alfred the Great  Sutton Hoo  Wessex  Mercia  Northumbria  Kent  East Anglia  Thane  Churl  Hierarchy  Sceptre  Hanging bowl  Pagan  Pilgrim | Science  Animals  Plants  Geography  Map  Atlas  Globe  Rainforests  Group  Equator  Continent  Africa  America  Tropical  Camouflage  temperature | Species  Venn Diagram  Carrol Diagram  Classification  Vegetation  Global warming  Climate change  Understory  Canopy  Forest floor  Emergent layer  Dense  Key  Closed question  Habitat | | Biome  Humidity  Southern/Northern Hemisphere  Deforestation  Tropic of cancer |  |

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| **Crowle First School** | | | | | | | | | | | | |
|  | **Key Stage Two** | | | | **Key Stage Two** | | | | **Key Stage Two** | | | |
|  | **Romans** | | | | **Birmingham vs Crowle** | | | | **Mayans** | | | |
| **Key Knowledge** | **Where did the Romans invade?** They began in the newly built city of Rome on the west coast of Italy. Much of what is now Europe and North Africa was dominated by the empire, as was virtually all of the Mediterranean coastline. However, with the increasing size, the Romans’ ability to run the empire effectively was decreased, meaning that there was a gradual loss of territory from this point onwards, particularly in the 3rd Century.  **Where is Hadrian’s Wall?** It is 73 miles long and cited in Northern England. Hadrian’s Wall, begun in 122AD, was a fortification designed to stop tribes in Scotland attacking England (part of the Roman Empire). It took over ten years to build. It was the most heavily fortified wall in the Empire.  **Where are the Roman Roads? The Fosse Way** is remarkable for its extremely direct route. From Lincoln to Ilchester in Somerset is a distance of 182 miles. The road is never more than six miles from a straight line. **Watling Way** ran originally from London to Dover and was later extended to Chester. | | | | **What is Physical Geography**? Physical geography is something that occurs naturally.  **What is Human Geography?** Human geography is something that has been made by a human being.  **What is a city?** A town created a city by charter and usually containing a cathedral. Birmingham is England’s 2nd largest city after London. Worcester is Crowle’s nearest city.  **What is a town?** A thickly populated area, usually smaller than a city and larger than a village, having fixed boundaries and certain local powers of government.  **What is a village?** A group of houses and associated buildings, larger than a hamlet and smaller than a town, situated in a rural area. Crowle is a village.   1. **What is hamlet?** A hamlet is a small or very small human settlement. In different jurisdictions and geographies, a hamlet may be the size of a town, village or parish, or may be considered to be a smaller settlement or subdivision or satellite entity to a larger settlement.   **What does rural mean?** An area that is predominantly countryside. Crowle is a rural village.  **What does urban mean?** A built up area with a larger incidence of human that physical geography. Birmingham is an urban city.  **Why are transport links important to a region’s economy?** Good transport links have been key to Birmingham’s industries. The landlocked region means that imports and exports have to travel significant distances from the shipping ports. The road, rail and the air are the most prevalent forms of transport today but as the city rooted itself as the city of 1000 trades canals were the main form of transport.  **What is a canal?** Brindley was an engineer who developed the channels of water that would carry horse drawn barges. They were man made and connected Birmingham to Worcester, the river seven and the docks in Gloucester.  **How many different types of maps are there?** Maps are useful for finding out more about the geographical area that you are studying. OS maps are useful for walkers as they show contour lines depicting how steep/high the land is. The OS symbols tell walkers where useful and points of interest are. Climate maps will tell you statistical information about a region. The political maps won’t give details of the area but are useful for showing the boundaries of states and countries. | | | | **Where is Mesoamerica?** This is the region of America where the Mayan Civilization was discovered. It sits between North America and South America and is now referred to as Central America.  **Where is Palenque?** Palenque (also anciently known as Lakamha) was a Maya state in what is now southern Mexico, which reached its peak between 600 and 700CE. Although it is only a medium-sized site, it contains some of the finest architecture and sculptures, showing the skill and intelligence of craftsmen from this area. Pakal the Great is the most famous Palenque ruler.  **Where is Tikal?** Tikal was a Maya city that was built in an area of rainforest in what is now Guatemala. It dates back to the archaic Maya civilisation. Tikal was one of the most powerful kingdoms in Maya and probably reached its peak between 200 and 900CE. Tikal has some of the best-preserved ruins and tombs, giving historians some of the best clues about how the Maya people lived.  **Where is Chechen Itza?** Chechen Itza was a large city built by the Maya people of the Classical period. Positioned on the Yucatan Peninsula, it appears to have been a major Maya centre - containing a number of large temples, monuments and pyramids. It is most famous for the large stepped pyramid at its centre, El Castillo, which is about 1km in diameter. The pyramid was built as a dedication towards Kulkulkan, the Plumed Serpant. Every year during spring and autumn, the sun hits the pyramid in a way that it creates the appearance of a serpent climbing the steps of the pyramid. Other famous landmarks include the Temple of Warriors and Great Ballcourt. | | | |
| **Key skills** | **Year 3**   * 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. * Use letter/no. co-ordinates to locate features on a map. * Know why a key is needed. * Use standard symbols. * Try to make a map of a short route experienced, with features in correct order; * Try to make a simple scale drawing. * Begin to match boundaries (E.g. find same boundary of a country on different scale maps.) * 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. | | **Year 4**   * Ask and respond to questions and offer their own ideas. * Extend to satellite images, aerial photographs * Investigate places and themes at more than one scale * Collect and record evidence with some aid * Analyse evidence and draw conclusions e.g. make comparisons between locations photos/pictures/ maps * Use letter/no. co-ordinates to locate features on a map confidently. * Know why a key is needed. * Begin to recognise symbols on an OS map. * Make a map of a short route experienced, with features in correct order; 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| **Topic Vocabulary** | History  Past  Present  Timeline  Rome  Roman  Soldier  Battle  Army  Invasion  Britain  Slave  Villa  Roads  Swords  shields | AD/BC  Chronological  Mosaic  Pompey  Hadrian’s wall  Sewer  Barbarian  Toga  Baths  Aqueduct  Empire  Gladiator  myth | | tesserae  Legion  Consul  Dictator  Circus Maximus  Barbican  Amphitheatre | History  Geography  Map  Atlas  Country  Town  Village  Crowle  Birmingham  Worcester  Church  School  River  Field  Building  Road  Train  Car Bus  Hills  Mountains | County  Continent  City  Hamlet  Worcestershire  Cadbury  Sea life centre  Canal  Entertainment  Journey  Art Gallery  Compare  Similarities  Differences  Europe  Midlands  Human  Physical  geographical features | | Suburb  District  Economy  Selfridges  New Street  BT Tower  Law courts  Timetable  budget  ordinance survey  distribution | History  Past  Present  Timeline  Maps  Height  America  Weather  Rainfall  Explorers  Mountainous  Abandoned  Pyramids  Temples  Palaces  Kings  Priests  Slaves  Farmers  Ocean | AD/BC  Chronological  Atlas  Physical Geog  Human Geog  Road Map  Countries  Continents  Mexico  Capital City  temperature  Europeans  Columbus  Spanish  Mexicans  Aztecs  Rugged  Rainforests  Natives  Archaeologist  Artefacts  Funeral mask  Hieroglyphs  Nobles  Palace officials  Merchants  Craftsmen  labourers  potter  woodcarver  Humid  Political | | Topographical  Contour lines  Elevation  Ordinance Survey  OS symbols  Populations  Regions  Guatemala  El Salvador  Honduras  Belize  Peninsula  Mesoamerica  Precipitation  Herman Cortez  Conquistadors  Colony  Dense  El Castillo  Chichen Itza  Kukulkan  Epigraphers  Stelae  Absolute monarchy  Astrologers  Stonemason  Cenotes  Sacrifice  Afterlife  Codices  Haab  Tzolkin |

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| **Crowle First School** | | | | | | | | | | | | |
|  | **Key Stage Two** | | | | **Key Stage Two** | | | | **Key Stage Two** | | | |
|  | **Kids Against Plastic** | | | | **Normans** | | | | **Water** | | | |
| **Key Knowledge** | **What are the names of the ocean**s? The surface of the planet is approximately 71% water and contains five oceans, including the Arctic, Atlantic, Indian, Pacific and Southern.  **What is a gyre?** A gyre is caused by a swirling current in the ocean pulling discarded plastic and other foreign objects to collect in the water.  **Where is the Great Pacific Garbage Patch?** The GPGP is the largest known gyre in the world. It is located in the North Pacific Ocean and lies somewhere between LA and Hawaii. It is said to be 4x the size of France. | | | | **Where is Normandy?** Normandy is a northern region of France where the Normans are reported to have originated from.  **Where is the English Channel?** The English Channel is a short expanse of water that separates southern Britain from mainland Europe, specifically France.  **Where is Peservey Bay?** This bay is on the southern coast of Britain, where William I invaded Britain during the Norman Conquest.  **Where is Hastings?** Hastings is a coastal town in south east England, where the famous battle between the Normans and the Anglo Saxons took place in 10.66AD.  **Where is Stamford Bridge?** Stamford Bridge is in the North East of Britain to the East of York. A battle between the King of Norway and King Harold II enabled William the Conqueror to invade Britain. | | | | **What is a river?** A river is a path that water takes as it flows downhill, normally towards another river, a lake, sea or ocean. Rivers come in many different shapes and sizes, and often join together to make larger rivers.  **Whys are rivers important?** As rivers a ready source of water, lots of plants/ animals often live near or in them. Most inland human settlements were originally formed around rivers. In addition to drinking and bathing, rivers were also important waterways for trade.  **Are rivers dangerous?** Rivers can flood, at which point they can become exceptionally dangerous. When there has been too much rainfall, rivers may overflow or ‘burst their banks.’ This can cause significant flooding.  **How are rivers formed?** Water always flows downhill. This is important for understanding how rivers form, and how they contribute to the water cycle.  **Source –** This is the beginning of the river, which is sometimes known as its headwaters. Some come from underground springs, whilst others are formed by mountain rainfall/ snow. **Tributary** – A river or stream that feeds into another river, rather than ending in a lake, a sea, or an ocean.  **Watershed** – The area of land that drains into a specific river. **Floodplain** – An (often low-lying) area of land which becomes covered in water when a river overflows. **Channel** – The path a river takes is called its channel. A rivers course depends on the amount of water it holds, how long it has been flowing, and the types of rock that it flows over. **Riverbank** – The land immediately along the river. This land is often fertile. **Confluence** – The junction of two rivers. **Flow** – The name given for the amount of water that a river holds. This can change through the year, e.g. in rainy seasons. **Mouth** – The endpoint of a river, at which it reaches a lake, sea or ocean.  **What is erosion?** When rivers are flowing quickly, they take bits of earth off banks downstream. This is called erosion.  **What is silt?** Silt is material carried by running water, for example earth or minerals. Sometimes, rivers carry so much silt that they form new land, called a Delta.  **What is the water cycle?** the cycle of processes by which water circulates between the earth's oceans, atmosphere, and land, involving precipitation as rain and snow, drainage in streams and rivers, and return to the atmosphere by evaporation and transpiration. | | | |
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| **Topic Vocabulary** | Rubbish  Plastic  Recycle  Reuse  Refill  Ocean  Land fill  Lifecycle  Bottle  Single use | Pollution  Attenborough  Ghost nets | | River  Streams  Waterway  Riverbank  Flow  Silt  Nile  Amazon  Thames  oceans | Source  Floodplain  Channel  Mouth  Mississippi  Evaporation  Atmosphere  Drainage  circulates | Tributary  Watershed  Estuary  Confluence  Yangtze river  transpiration | | Curtain wall  keep  Normandy  conqueror  Motte  bailey  prefabricated  Hastings  illegitimate  pilgrimage | River  Streams  Waterway  Riverbank  Flow  Silt  Nile  Amazon  Thames  oceans | Source  Floodplain  Channel  Mouth  Mississippi  Evaporation  Atmosphere  Drainage  circulates | | Tributary  Watershed  Estuary  Confluence  Yangtze river  transpiration |