

Intent

Our geographical aim at Patrington CE Primary Academy is to inspire a fascination about the world and its people. We are committed to providing children with opportunities to investigate and make enquiries about their local area of Patrington and surrounding villages, towns and cities so that they can develop a real sense of who they are, their heritage and what makes our local area unique and special. We want our children to widen their knowledge of the wider world to embrace other places and processes that make up the planet upon which we all live , it's differences and similarities, and how the influence of human activity is causing changes that affect all living things. Their growing knowledge about the world will help them deepen their understanding of the interaction between physical and human processes and to become well rounded citizens armed with this knowledge.

Substantive

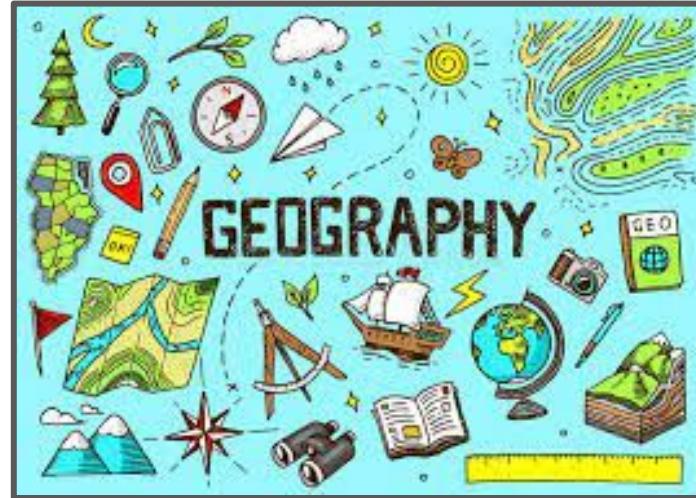
Our Geography curriculum has been planned with the local area in mind, children will learn about the human and physical geography of the local and surrounding area. We will equip the children not only with the skills and knowledge to learn and grow in the world we live in, but more importantly in a respectful and understanding manner. They will be able to apply the British Values of democracy, tolerance, mutual respect, rule of law and liberty when learning about the world around them..

Disciplinary

In order to ensure effective and efficient learning occurs, staff plan sequences of progressive lessons which build upon children's prior learning and promote the development of key skills.

- Key Vocabulary. The promotion of a language rich Geography curriculum is essential to the successful acquisition of knowledge and understanding in Geography.
- Children will access resources to acquire learning through atlases, text books, maps, digital technology and photographs. Children will use a range of secondary resources to develop their knowledge and understanding that is integral to their learning.
- Enhancement - In order to enhance the curriculum for geography children access the local area at least once a term; by making connections through all the different curriculum areas and have access to a local map. With this map they navigate and apply their geographical skills when accessing the local area.
- Educational Visits to enhance their cultural capital. Where applicable links to geography will be made to develop the children's topical learning
- Outdoor Learning opportunities with the curriculum. Teaching and Learning should plan for outdoor learning opportunities within geography lessons termly. This may be using the school grounds, local area or wider community to apply and explore their subject specific task.

EYFS



Nursery

Substantive	Disciplinary	Local Link	Golden Thread	
<p>People, Culture and Communities: Autumn</p> <ul style="list-style-type: none"> • Name where they live and who they live with. <p>The Natural World: Autumn</p> <ul style="list-style-type: none"> • Talk about places I have visited 	<p>People, Culture and Communities: Spring</p> <ul style="list-style-type: none"> • Talk about special people to me. <p>The Natural World: Spring</p> <ul style="list-style-type: none"> • Make observations • Look at photos of our local environment. <p>People,Culture and Communities: Summer</p> <ul style="list-style-type: none"> • Use stories / photos / my own experiences to recognise some similarities and differences between Patrington and other places. <p>The Natural World: Summer</p> <ul style="list-style-type: none"> • Use stories, books, photos, personal experiences to talk about environments. •Look at simple maps. 	<p><i>Pupils should be taught to:</i></p> <ul style="list-style-type: none"> • Know that Patrington has a Church. (PSED, UTW) • Know features of the natural world around them and look at contrasting environments, drawing on their experiences and what has been read in class. (UTW, PSED) • Knows how to describe what they see, hear and feel whilst outside. (C&L, UTW) • Recognise some environments that are different to the one in which they live. (UTW) • Begin to describe the weather in each season.(UTW) 	<p>school</p>	<p>Foster curiosity.</p> <p>Learn to disagree respectfully.</p> <p>Be open to another way.</p>

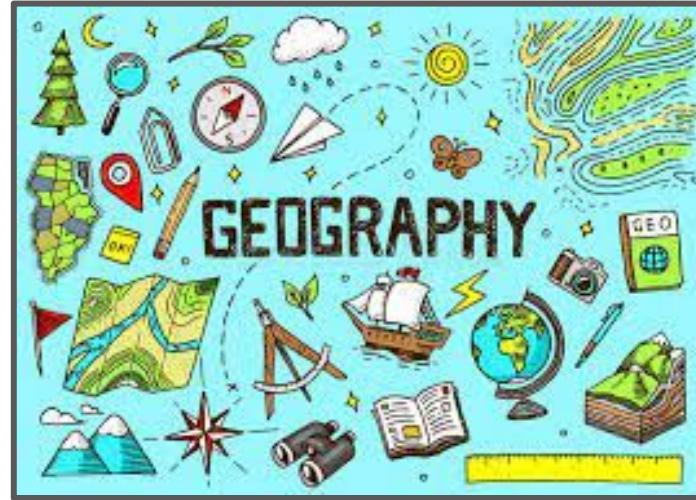
EYFS	Vocabulary	Local link	Golden thread
FS1	<p>weather, hot, cold, soil, here, there, Home, Church, summer, spring, autumn, winter, map, warm,</p>	school	<p>Foster curiosity.</p> <p>Learn to disagree respectfully.</p> <p>Be open to another way.</p>

Reception

Substantive	Disciplinary	Local Link	Golden Thread
<p>People, Culture and Communities: Autumn</p> <ul style="list-style-type: none"> • Name my school and the area I live in. <p>The Natural World: Autumn</p> <ul style="list-style-type: none"> • Compare places I have visited 	<p>People, Culture and Communities: Spring</p> <ul style="list-style-type: none"> • Talk about special people in or to my community <p>The Natural World: Spring</p> <ul style="list-style-type: none"> • Make observations • Use photos, pictures and maps to find places in the local environment • Draw simple maps – linked to stories / my environment 	<p>People,Culture and Communities: Summer</p> <ul style="list-style-type: none"> • Explain some similarities and differences between life in this country and life in other countries • Use stories / photos / my own experiences to recognise some similarities and differences between life in this country and life in other countries <p>The Natural World: Summer</p> <ul style="list-style-type: none"> • Use stories, books, photos, personal experiences to talk about how some environments are different to the one I live in • Draw information from a simple map. 	<ul style="list-style-type: none"> • Knows and understands that some places are special to members of their community such as Patrington Church. (PSED, UTW) • Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. (UTW, PSED) • Knows how to describe what they see, hear and feel whilst outside. (C&L, UTW) • Recognise some environments that are different to the one in which they live and begin to discuss their differences. (UTW) • Knows and understands the effect of changing seasons on the natural world around them. (UTW)

EYFS	Vocabulary	Local link	Golden thread
FS2	<p>Season, world, village, countryside., house, sea, beach, map,</p> <p>Home, Church, summer, spring, autumn, winter., direction, journey, soil, weather, coast, climate, warm, here, there, near, far, hot, cold,</p>	school	<p>Foster curiosity.</p> <p>Learn to disagree respectfully.</p> <p>Be open to another way.</p>

Year One



	Substantive	Disciplinary	Local link	Golden thread		
	<p><u>Marvellous me (Where do we live?)</u></p> <p><u>Location Knowledge</u></p> <p>Point where Patrington is on a map of the UK</p> <p>Name the 4 countries that make up the UK.</p> <p><u>Place knowledge</u></p> <p>To know where they live and the surrounding area</p> <p><u>Human and Physical Geography</u></p> <p>Recognise basic human (things humans made) and physical feature (things that are there naturally) of Patrington (but will not introduce human and physical words until year 2)</p> <p><u>Geographical Skills and Fieldwork</u></p> <p>To familiarise themselves with a map of the school and Patrington.</p> <p>Draw a simple map of the playground.</p> <p>Use a map to find the 4 UK countries.</p> <p>introduce north south east and west when describing location of features.</p> <p>Field work around the village looking at basic human and physical geographical features.(but will not introduce human and physical words until year 2)</p>	<p><u>Rain or shine?</u></p> <p><u>Location Knowledge</u></p> <p>Look at where Patrington, Newquay, Cornwall and Capel Curig North Wales are on a map.N,S,E,W</p> <p><u>Place knowledge</u></p> <p>Know that Patrington is in the North of the UK, Newquay Cornwall is in the South and Capel Curig North Wales is in the West</p> <p><u>Human and Physical Geography</u></p> <p>be able to say what they weather is like in Patrington and compare it with Newquay, Cornwall and Capel Curig North Wales and what the seasons are like in the UK</p> <p><u>Geographical Skills and Fieldwork</u></p> <p>To record the weather in Patrington daily.</p> <p>Use a map to locate Patrington, Newquay, Cornwall and Capel Curig North Wales</p> <p>Use simple directions north, south, east and west.</p>	<p><u>Paws, claws and whiskers.</u></p> <p><u>location Knowledge</u></p> <p>Locate hot and cold areas of the world.</p> <p><u>Place knowledge</u></p> <p>Compare animals live in farms around Patrington and then with desert animals.</p> <p><u>Human and Physical Geography</u></p> <p>Say what it is like in Patrington compared with the desert and polar regions.</p> <p>Features of a farm.</p> <p><u>Geographical Skills and Fieldwork</u></p> <p>Locate hot and cold areas on a world map.</p> <p>Visit a farm to look at features of a farm eg field, farm house, barn, hedges.</p> <p>Draw a simple map of a farm.</p>	<p><u>Pupils should be taught to:</u></p> <p><u>Geographical enquiry</u></p> <p>Make observations about where things are e.g. within school or local area.</p> <p><u>Direction/Location</u></p> <p>Follow directions (Up, down, left/right, forwards/backwards introduce NSEW when describing where things are in the playground.</p> <p><u>Drawing maps</u></p> <p>Draw picture maps of school playground and the school grounds</p> <p><u>Representation</u></p> <p>Use own symbols on map of playground/school</p> <p><u>Using maps</u></p> <p>Use a simple picture map to move around the school;</p> <p>Recognise that it is about school from features</p> <p><u>Scale/Distance</u></p> <p>use relative vocabulary (e.g. bigger/smaller, like/dislike)</p> <p><u>Perspective</u></p> <p>Draw around objects to make a plan.</p> <p><u>Map knowledge</u></p> <p>Learn names of some places within/around the UK. E.g.Patrington, England , Wales, Scotland, Northern Ireland</p> <p><u>Style of map</u></p> <p>Picture maps and globes</p>	<p>Patrington Primary school</p> <p>Patrington village</p> <p>Local farms.</p>	<p>Foster curiosity.</p> <p>Learn to disagree respectfully.</p> <p>Be open to another way.</p>

Marvellous me (Where do we live?)

Near, far, house, school, street, shop , coast, harbour, port, cliff, city, United Kingdom, world, country, forest, wood, England, Scotland, Northern Ireland, Wales, valley, mountain, river, office, atlas, left, right

Rain or shine?

weather, wet, sunny, hot, dry, cold, temperature, winter, spring, autumn, summer, rain, wind, sun, hail, fog, hat, sun cream, coat, scarf

Paws, claws and whiskers.

weather, temperature, hot cold, , world, Equator, hot desert, Farm, environment, habitat,

Withernsea

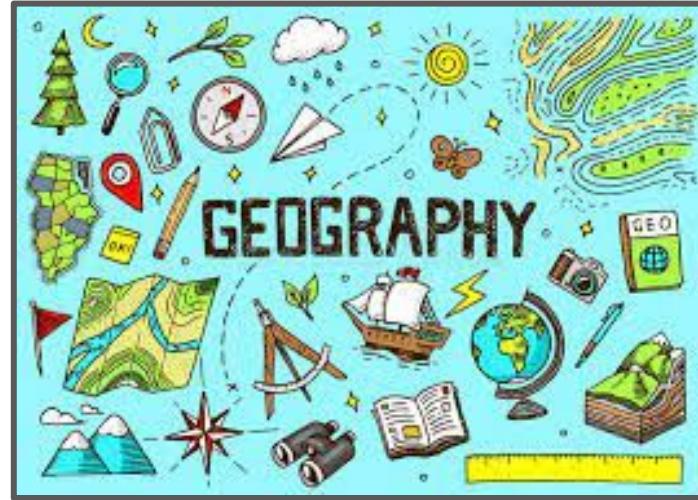
Patrington

Foster curiosity.

Learn to disagree respectfully.

Be open to another way.

Year Two



YR 2	Substantive	Disciplinary	Local link	Golden thread
	<p>Rule Britannia</p> <p>Location Knowledge</p> <p>To name, locate the 4 countries of the UK and their capital and can name the surrounding 4 seas.</p> <p>To show where Patrington and Hull are in the wider world on a map.</p> <p>Place knowledge</p> <p>Look at London as the Capital of England and how it is different to Patrington.</p> <p>Human and Physical Geography</p> <p>Introduced to human and physical geographical features vocab</p> <p>Look at the physical differences of the countries and their capitals.</p> <p>Geographical Skills and Fieldwork</p> <p>locate the 4 countries of the UK and their capital and can name the surrounding 4 seas using atlases</p> <p>use the 4 compass points when describing location</p> <p>Use satellite images of locations around the Uk and describe their humans and physical features,</p>	<p>It's cold outside.(Arctic)</p> <p>Location Knowledge</p> <p>Locate the 7 countries within the Arctic circle on a world map</p> <p>Find out if any of the ships from Hull dock come from or go to the Arctic.</p> <p>Place knowledge</p> <p>Compare and contrast weather, landscape and habitats of Patrington to a place within the Arctic circle (greenland/ Norway)</p> <p>Human and Physical Geography</p> <p>recall the difference in weather at the poles and equator and explain why they are different.</p> <p>Compare and contrast weather, landscape and habitat</p> <p>Introduced to human and physical geographical vocab</p> <p>(Builds on knowledge by starting in local area, then in the UK, then in the world.)</p> <p>Geographical Skills and Fieldwork</p> <p>Make observations about why things happen.(about the length of daylight in the Arctic Northern Lights,compared to Patrington,)</p>	<p>Land Ahoy</p> <p>location Knowledge</p> <p>Children can locate and name 7 continents and 5 oceans.</p> <p>Place knowledge</p> <p>Locate withernsea and a coastal place in Australia on a world map</p> <p>Human and Physical Geography</p> <p>compare and Contrast weather, landscape and habitats</p> <p>Withernsea with Australian coast</p> <p>Geographical Skills and Fieldwork</p> <p>locate the 7 continents of the world on a map and world's oceans on a map world map (oceans) and recap the continents draw and use -with symbols, maps of local area-Patrington.</p> <p>Field work to Withernsea to look at further knowledge of humans and physical features introducing coast and cliffs.</p>	<p>Pupils should be taught to:</p> <p>Geographical enquiry</p> <p>Make appropriate observations about why things happen.(about the length of daylight in the Arctic compared to Patrington,Northern Lights)</p> <p>Differences between two coastal areas</p> <p>Direction/Location</p> <p>Follow directions (NSEW) children to use them to describe places in the UK eg Scotland is in the north)</p> <p>Drawing maps</p> <p>Draw a map of Patrington eg. add detail to a sketch map from aerial photograph)</p> <p>Representation</p> <p>Begin to understand the need for a key.</p> <p>Use class agreed symbols to make a simple key for map of the school / or Patrington,</p> <p>Using maps</p> <p>Use a plan view of the</p> <p>Use an infant atlas to locate countries of the UK and capital cities,</p> <p>Follow a route on a map. Around Patrington.</p> <p>Scale/Distance</p> <p>Begin to spatially match places (e.g. recognise UK and Patrington on a small scale and larger scale map)</p> <p>Perspective</p> <p>Look down on objects to make a plan view map.</p> <p>Map knowledge</p> <p>Locate and name on UK map major features e.g.Patrington, Hull capital cities..</p> <p>Style of map</p> <p>Find land/sea on globe.</p> <p>Use teacher drawn base maps.</p> <p>Use an infant atlas</p> <p>Google earth</p>

YR 2

Vocabulary

Local link

Golden thread

Rule Britannia

Hill, mountain, river, stream, sea, beach, village, town, field, bridge, footpath, attractive, journey North sea, Irish sea, the channel, Atlantic Ocean, Human geography, Physical geography, Europe

It's cold outside.(Arctic)

Arctic, winter, summer, snow, iceberg, glacier, ocean, mountain, camouflage, climate, North pole, frozen, land, inuits, polar ice caps, climate change, South Pole,

Land Ahoy

near, far, left, right, north, south, east, west, maps, keys, symbols, continents, equator, poles, hemisphere

Withernsea

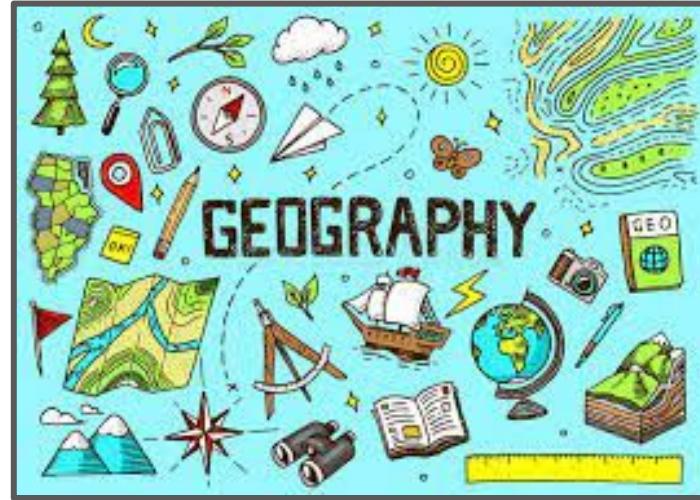
Patrington

Foster curiosity.

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Year Three



	Substantive	Disciplinary	Local link	Golden thread	
	<p><u>South of the border</u></p> <p><u>Location Knowledge</u></p> <p>To locate counties in South America on a map.</p> <p>To locate Brazil and the UK on a world map</p> <p>To locate Patrington on a map of the UK</p> <p>To locate origins of food.</p> <p><u>Place knowledge</u></p> <p>To make comparisons (farming) between Brazil and Patrington. [where foods come from] and how they differ</p> <p><u>Human and Physical Geography</u></p> <p>To describe the physical aspects of rainforest and mountain ranges in South America and how they differ to the area around Patrington.</p> <p>To describe how farming in both areas has an affect on humans.</p> <p>To investigate trade links with south east Brazil.</p> <p><u>Geographical Skills and Fieldwork</u></p> <p>Children will be able to use maps that are no longer coloured coded like in KS1 to locate south america on a world map.</p> <p>Locate Patrington on a map of the UK.</p> <p>To place origins of food onto a world map.</p>	<p><u>Plants everywhere(rainforests)</u></p> <p><u>Location Knowledge</u></p> <p>Children will be able to locate which continent the rainforests are in.</p> <p>Children will be able to locate the Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn and explain why rainforests are located here.</p> <p><u>Place knowledge</u></p> <p>Children will be able to Compare and contrast Brasilia and Patrington</p> <p>What foods come from the rainforest.</p> <p><u>Human and Physical Geography</u></p> <p>To understand how some tribes survive in the rainforests and the impacts of deforestation.</p> <p>The different layers of the rainforest and what animals and plants live there.</p> <p><u>Geographical Skills and Fieldwork</u></p> <p>Children will be able to locate the rainforests on a world map and plot them.</p> <p>Draw diagrams of the rainforest layers.</p>	<p><u>Beach life</u></p> <p><u>location Knowledge</u></p> <p>Children will be able to name and locate cities and counties of the UK- with a main focus of three areas of the UK- Withernsea, Blackpool and London.</p> <p><u>Place knowledge</u></p> <p>To look at how the coasts in Blackpool and Withernsea are similar and their difference.</p> <p><u>Human and Physical Geography</u></p> <p>To look at coastal erosion different in the east and west of the UK and how this has an impact on humans, Eg Skipsea cliffs eroding and housing being lost to the sea.</p> <p>Withernsea town lots of empty shops whereas blackpool has a lot of tourism.</p> <p><u>Geographical Skills and Fieldwork</u></p> <p>Children to use 8 point compass points and are able to use grid reference and be introduced to OS maps.</p> <p>Fieldwork to Withernsea to extend knowledge – to...</p>	<p>Pupils should be taught to:</p> <p><u>Geographical enquiry</u></p> <p>Investigate places and themes at more than one scale(rainforest and beach at withernsea and Blackpool)</p> <p>Begin to collect and record evidence (of coastal erosion, what has been done to help)</p> <p>Analyse evidence and begin to draw conclusions e.g. make comparisons between two locations (withernsea, Blackpool) using photos/ pictures, temperatures in different locations.</p> <p><u>Direction/Location</u></p> <p>Use 4 compass points to follow/give directions: introduce 8 compass points.</p> <p>Use letter/no. coordinates to locate features on a map.</p> <p><u>Drawing maps</u></p> <p>Try to make a map of a short route experienced, with features in correct order;</p> <p>Try to make a simple scale drawing of Withernsea</p> <p><u>Representation</u></p> <p>Know why a key is needed.</p> <p>Use standard symbols for beaches and towns.</p> <p><u>Using maps</u></p> <p>Locate places on larger scale maps e.g.rainforest around the world.</p> <p>. Follow a route on a map with some accuracy. (e.g. whilst orienteering)</p> <p><u>Scale/Distance</u></p> <p>Begin to match boundaries (E.g. find same boundary of a country on different scale maps,Countries that are in South America)boundaries of counties that border Yorkshire.</p> <p><u>Perspective</u></p> <p>Begin to draw a sketch map from a high viewpoint.</p> <p><u>Map knowledge</u></p> <p>Begin to identify points on maps A,B and C</p> <p><u>Style of map</u></p> <p>Use large scale OS maps.</p> <p>Begin to use map sites on internet.</p> <p>Begin to use junior atlases.</p> <p>Begin to identify features on aerial/oblique photographs.</p> <p>Google earth.</p>	<p>Patrington</p> <p>Withernsea</p> <p>Foster curiosity.</p> <p>Learn to disagree respectfully.</p> <p>Be open to another way.</p>

YR 3

Vocabulary

Local link

Golden
threadSouth of the border

Northern hemisphere, Southern hemisphere, equator, tropics, Brazil, Peru, Andes, Atacama desert, Languages, La Paz Ushuaia, Cerro Aconcagua Lake Titicaca, São Paulo, equatorial region manufacturing mining trade, advantage, disadvantages, tropical, latitude, population, culture, non European

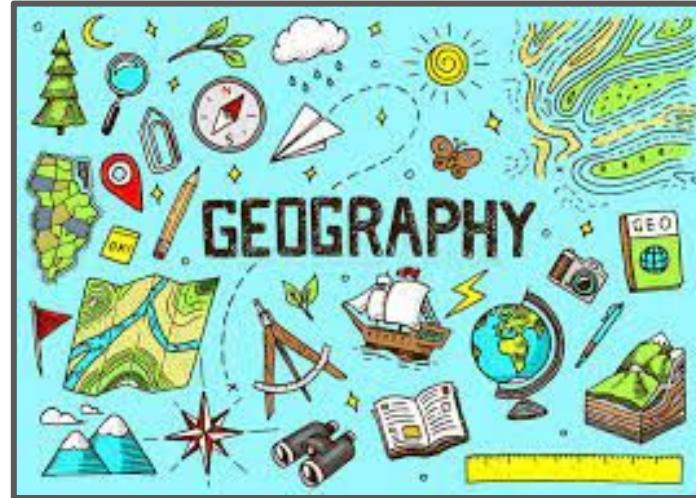
Plants everywhere(rainforests)

Amazon Basin Bolivia Peru Ecuador equatorial Tropic of Capricorn, Tropic of Cancer, Venezuela deforestation, Amazon River, Brazil, equator

Beach live

Settlement, county, human characteristics, Counties, coast, cliff, landscape, erosion, tourism

Year Four



	Substantive	Disciplinary	Local link	Golden thread
	<p>Hi Neighbour <u>Location Knowledge</u> To make comparisons between Hull, Rotterdam and Rome and locate these places on a map. <u>Place knowledge</u> To compare Hull, Rotterdam and Rome (extending Patrington as a village and Hull as a city) <u>Human and Physical Geography</u> Children will be able to describe mountain ranges and rivers within Europe. Focusing on Hull, Rotterdam and Rome. To be able to say why Rotterdam is the gateway to Europe. <u>Geographical Skills and Fieldwork</u> To use a map of Europe to locate countries. To use an atlas when focusing on where Hull, Rotterdam and Rome are. Field work of Hull- look at the human features of Hull and why tourists might visit to compare with a European country. They will look at the cultural differences of European countries.</p> <p>Shake, rattle and roll <u>location Knowledge</u> To identify the Northern Hemisphere, Southern Hemisphere and tropics and their significance in relation to the Pacific ring of fire <u>Place knowledge</u> To look at where volcanoes are in Europe and the benefits of them eg tourism and farming. To look at if earthquakes have occurred in the UK. <u>Human and Physical Geography</u> To explain the impact of living near a volcano or on a fault line has on people (e.g. tourism, farming, building), and the economy and how the land is used. <u>Geographical Skills and Fieldwork</u> Draw diagrams of volcanoes and how they are formed. Locate on maps the pacific ring of fire.</p>	<p>Rolling down the river <u>Location Knowledge</u> To be able to name and locate the main rivers within the UK. To locate some major rivers worldwide. To locate River Humber on a map of the UK. <u>Place knowledge</u> To compare the usage of the River Humber and that of the Rhine (ending in Rotterdam). <u>Human and Physical Geography</u> Children will be able to describe and understand key points of rivers To look at how River Hull and Humber are used in relation to economic activity, settlement, trade and renewable energy. Children will be able to explain why Hull, Rotterdam and Rome are positioned near rivers and seas. To see how the Humber has changed its flood defences and why. To understand that the East coast is the worst for coastal erosion. <u>Geographical Skills and Fieldwork</u> Children are able to use an OS maps of the Humber</p> <p>Pupils should be taught to: <u>Geographical enquiry</u> Extend to satellite images, aerial photographs Investigate places and themes at more than one scale (Hull, Rotterdam and Rome) Collect and record evidence with some aid (how River Hull/ Humber is used)</p> <p>Analyse evidence and draw conclusions e.g. make comparisons between locations photos/pictures/ maps (conclusions from the way the Rivers in Hull are used eg tourism ports, trade, renewable energy)</p> <p><u>Direction/Location</u> Use 8 compass points Use letter/no. coordinates to locate features on a map confidently.</p> <p><u>Drawing maps</u> Make a map of a short route experienced, with features in correct order; Journey to Hull Make a simple scale drawing of Hull, Rotterdam, Rome</p> <p><u>Representation</u> Know why a key is needed to show Human and Physical features eg towns, mountains, beaches, rivers Begin to recognise symbols on an OS map rivers</p> <p><u>Using maps</u> Locate places on large scale maps, (e.g. Find Hull, Rotterdam Rome) Follow a route on a large scale map.map and route of the River Humber</p> <p><u>Scale/Distance</u> Begin to match boundaries (E.g. find same boundary of a county and countries of Europe on different scale maps.)</p> <p><u>Perspective</u> BDraw a sketch map from a high view point</p> <p><u>Map knowledge</u> Begin to identify significant places and environments(river hull/Humber)</p> <p><u>Style of map</u> Use large and medium scale OS maps. Use junior atlases.</p> <p>Use map sites on internet. Identify features on aerial/oblique photographs.</p>	Hull River Humber River Hull	Foster curiosity. Learn to disagree respectfully. Be open to another way.

Hi Neighbour

Atlas. Capital City Climate
Continent. Currency Euro
European Mediterranean,
Europeans Flag. Human.
Language. Monument Physical.
Population. United Kingdom

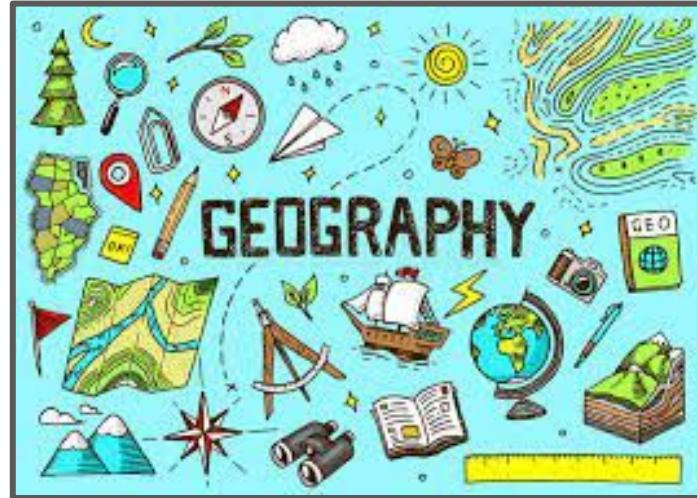
Shake, rattle and roll.

Natural disaster, human, ,
physical, deforestation,
earthquake, magma, tectonic
plates, volcano, lava.
tsunami, conservative,
constructive, destructive,

Rolling down the river

River, waterway, source,
tributary, watershed.
floodplain, channel,
riverbank, estuary, flow, silt.
Upper course, middle course,
lower course, spit, oxbow
lake, mouth of river,
meander.

Year Five



	Substantive	Disciplinary	Local link	Golden thread
	<p>What's renewable?</p> <p><u>Location Knowledge</u></p> <p>To locate wind farms and tidal energy on a map of the UK,</p> <p>To locate major non renewable sites in the UK.</p> <p><u>Place knowledge</u></p> <p>To look at Hull and siemens and how it is a hub for renewable energy.</p> <p>geographical knowledge of the UK and explain the land use for renewable energy in certain areas.</p> <p><u>Human and Physical Geography</u></p> <p>Children will be able to look at the impact of renewable energy in the area and worldwide eg siemens in Hull, wind farms on the coast and look at the positive and negative aspects of it.</p> <p>How wind farms out at sea and on the land affect physical and human aspects of the world.</p> <p>To be able to recognise positives and negatives for renewable/ non renewable energy.</p> <p><u>Geographical Skills and Fieldwork</u></p> <p>To locate best positions for wind farms in the UK and give reasons using maps to back up reasoning.</p>	<p>Howdy Partner</p> <p><u>Location Knowledge</u></p> <p>To locate countries, states and cities within North America.</p> <p>To identify the latitude, longitude in relation to North America and look at the different time zones across the continent</p> <p><u>Place knowledge</u></p> <p>Compare mountains ranges in the UK with Mountain ranges in North America. (Aviemore and Aspen Skiing)</p> <p><u>Human and Physical Geography</u></p> <p>To describe and understand the climate zones, biomes and vegetation belts, and rivers, in north America with a focus on mountains, comparing them with a UK mountain range.</p> <p>To identify some major landmarks human/physical.</p> <p>To discuss the positive and negative point to having tourism in a ski resort (eg mountains)</p> <p><u>Geographical Skills and Fieldwork</u></p> <p>Children will be able to use a map when locating the countries of North America. Look at map of USA</p> <p>Sow, grow and farm</p> <p><u>Location Knowledge</u></p> <p>Locate on a map the different climate zones and explain them in relation to the equator and the poles.</p> <p><u>Place knowledge</u></p> <p>To look at the climate zone of the UK how it is just a temperate climate and compare it with the many climate zones within North America.</p> <p><u>Human and Physical Geography</u></p> <p>To know that agricultural land use in the UK can be divided into three main types</p> <p>Children will be able to locate and describe the different climate zones across the world.</p> <p>How different zones may affect the way in which people live eg desert climate zone compared with the polar climate zones and how flora and fauna are different because of thing link back to y3 learning on rainforests.</p> <p>To know that a wide variety of crops are farmed and a wide variety of livestock are reared in the UK.</p> <p>To understand that soil fertility, drainage and climate influence the placement and success of agricultural land.</p> <p>To know that the topography of an area intended for agricultural purposes is an important consideration.</p> <p><u>Geographical Skills and Fieldwork</u></p> <p>Sketch maps showing the</p> <p><u>Pupils should be taught to:</u></p> <p><u>Geographical enquiry</u></p> <p>Begin to use primary and secondary sources of evidence in their investigations.</p> <p>Investigate places with more emphasis on the larger scale; contrasting and distant places (mountain ranges and ski resorts in USA/Canada vs Scotland)</p> <p>Collect and record evidence unaided (Siemens and off shore wind farms how effective are they)</p> <p>Analyse evidence and draw conclusions e.g.(Siemens and off shore wind farms how effective are they)</p> <p><u>Direction/Location</u></p> <p>Use 8 compass points;</p> <p>Begin to use 4 figure coordinates to locate features on a map.</p> <p><u>Drawing maps</u></p> <p>Begin to draw a variety of thematic maps based on their own data.plot the wind farms on the East coast.</p> <p><u>Representation</u></p> <p>Draw a sketch map using symbols and a key;</p> <p>Use/recognise OS map symbols. To be able to use contours on a map to show how steep a mountain is related to the ski resorts.</p> <p><u>Using maps</u></p> <p>compare maps with aerial photographs.</p> <p>Select a map for a specific purpose. (eg maps of ski resorts in USA/Canada)</p> <p>Begin to use atlases to find out about other features of places. (e.g. find wettest part of the world, countries within North America)</p> <p><u>Scale/Distance</u></p> <p>Measure straight line distance on a plan.</p> <p>Find/recognise places on maps of different scales. (E.g. biomes on a map.)</p> <p><u>Perspective</u></p> <p>Draw a plan view map with some accuracy.</p> <p><u>Map knowledge</u></p> <p>Identify significant places and environments. (countries of North America, states different biomes,</p> <p><u>Style of map</u></p> <p>Use index and contents page within atlases.</p> <p>Use medium scale land ranger OS maps.</p>		

YR 5

Vocabulary

Local link

Golden thread

Whats renewable?

symbol key, economic, region, distribution, trade links,
natural resources, renewable, non renewable.

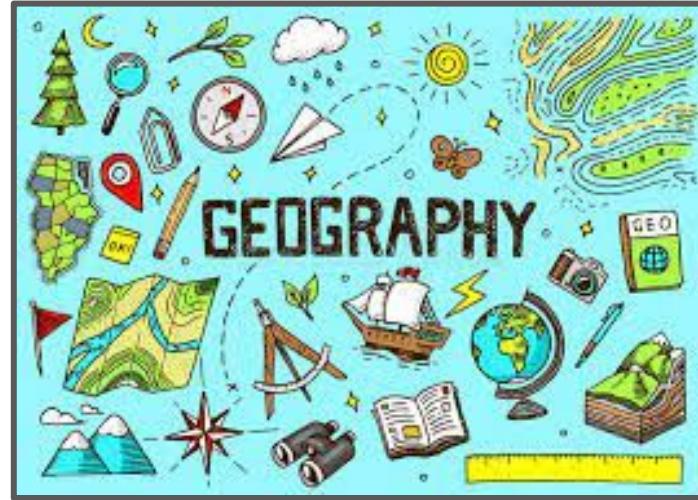
Howdy Partner

n states, national parks, grand canyon, geology,
population, population distribution, flood
population density, social, cultural, economic

I Sow, grow, farm

limate Biome Vegetation belt, Polar and
subpolar zone Temperate zone, Equatorial and
Tropical zones Rainforest, Savannah Desert,
Chaparral, Grassland, Deciduous forest, Boreal
forest Tundra, arable, pastoral, topography

Year Six



YR 6	Substantive	Disciplinary	Local link	Golden thread
	<p>Perfect Patrington <u>location Knowledge</u> To identify Patrington and the local area and explain how Patrington has changed over time.physically and through human features changing eg railway line <u>Place knowledge</u> The positives and negatives as to where Patrington is located in terms of closeness to the sea or any major cities. <u>Human and Physical Geography</u> To explain how Patrington Village centre and the shops have changed over time and suggest reasons for this.Has this had an effect on people living there.Has there been change in land use around the village <u>Geographical Skills and Fieldwork</u> To use 8 figure grid reference when locating Patrington and use an OS map to locate key points.Field work in Patrington looking at shop usage</p> <p>Frozen Kingdom. <u>Location Knowledge</u> To use their knowledge of continents to describe the features of the arctic and antarctica To use prior knowledge from other years, identify the position and significance of the poles and the effect climate change is having and why. <u>Place knowledge</u> Compare and contrast the poles with the UK in relation to how climate change is affecting both places(eg rising of sea levels affect hull and have improved flood defences.) <u>Human and Physical Geography</u> Build on prior knowledge of physical geography with a focus on how climate change is having an effect on the poles focusing on climate zones and changes in landscape. <u>Geographical Skills and Fieldwork</u> To use maps, atlas and computers to locate the poles and map areas where climate change has had an affect.</p>	<p>If the world were a village <u>Location Knowledge</u> To use knowledge of the UK and look at how population has changed over time focusing on rural to urban migration in Withernsea/ Patrington <u>Place knowledge</u> To use their knowledge of Patrington and how it has changed over time in relation to the decline of the railway etc, <u>Human and Physical Geography</u> To use knowledge of the UK to demonstrate how population in certain areas has changed eg rural to urban migration in Withernsea/ Patrington and the effect this has had on local area. <u>Geographical Skills and Fieldwork</u> Field work – survey of people who work outside of the village and work in Hull.</p> <p>Pupils should be taught to: <u>Geographical enquiry</u> Use primary and secondary sources of evidence in their investigations.(field work in Patrington) Investigate places with more emphasis on the larger scale; contrasting and distant places (patrington and the polar regions) Collect and record evidence unaided(migration and rural decline of shops) Analyse evidence and draw conclusions e.g. (from field work data on land use comparing land use migration and rural decline of shops look at patterns and explain reasons behind it <u>Direction/Location</u> Use 8 compass points confidently and accurately; Use 6 figure coordinates confidently to locate features on a map.more detailed. Begin to use 8 figure grid refs; use latitude and longitude on atlas maps. <u>Drawing maps</u> Draw a variety of thematic maps based on their own data. Begin to draw plans of increasing complexity.Rural/ urban migration. <u>Representation</u> Use/recognise OS map symbols; Use atlas symbols. <u>Using maps</u> follow a short route on an OS map. Describe features shown on OS map of Patrington Locate places on a world map. Polar regions Use atlases to find out about other features of places. (e.g., weather patterns and rural/ urban migration) <u>Scale/Distance</u> Use a scale to measure distances. Draw/use maps and plans at a range of scales. <u>Perspective</u> Draw a plan view map accurately. <u>Map knowledge</u> Confidently identify significant places and environments <u>Style of map</u> Use OS maps. Confidently use an atlas. Recognise world map as a flattened globe.</p>	<p>Patrington Primar y school</p> <p>Patrington village</p> <p>Local farms.</p>	<p>Foster curiosity.</p> <p>Learn to disagree respectfully.</p> <p>Be open to another way.</p>

Perfect Patrington

nTrade, settlement,
diversity,economy, (vocab
used in previous years used in
correct manner)

Frozen kingdom.

coastal, development,
erosion, deposition,
renewable,
transpiration ,
recyclable, longitude,
latitude, rivers,
meander, Tropic of
Cancer and Capricorn,
hemisphere, Northern
hemisphere, Southern
hemisphere,

If the world were a village

Population density,
ageing population, death
and birth rates, rural,
urban migration,
Migration,

Enhancement for Geography

<u>Year</u>	<u>Autumn</u>	<u>Spring</u>	<u>Summer.</u>
FS1		Dinostar	Beach day in school
FS2	Walk around school		Beach trip to Filey
1	Village walk around Patrington.		Sam's Safari Farm visit.
2		The Deep visit (arctic workshop)	Australia day (theme day in school)
3		Rainforest workshop zoolab	
4		Geology workshop from Hull University Spurn point trip.	
5	Siemens workshop	High mountain survival workshop USA Day (theme day in school)	
6	Village walk around Patrington		