










Whole School Concepts in Geography

<p>The UK and Local Area</p> <p>The places locally and the UK that we learn about and visit</p>	<p>The World and its Continents</p> <p>The places globally that we learn about and how they are organised</p>	<p>Place and Connections</p> <p>The relationships between different places, people and how they interact and rely on each other</p>	<p>Human Geography</p> <p>Where people live, what they do and how they use the land</p>	<p>Physical Geography</p> <p>The Earth's natural features</p>	<p>Weather and Climate</p> <p>The weather and long-term pattern of weather in an area</p>	<p>Environments</p> <p>The surroundings and conditions and that people, animals and plants find themselves in</p>	<p>Resources</p> <p>The materials available in our environment that are useful to people</p>	<p>Maps, data and information</p> <p>Maps are pictures which show an area and its landscape in a visual way. Data is information and facts</p>
								

Geography All About Me	Once upon a time	People who help us	Wonderful world
Below are a list of suggested texts and themes. These will continue to be developed/ enriched according to children's interests			
<p>ELG:</p> <p><u>People, Cultures and Communities</u></p> <p>Describe their immediate environment using knowledge from observation, stories, non-fiction texts and maps</p> <p>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.</p> <p><u>The World</u></p> <p>Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experience of what has been read in class</p> <p>Understand some important processes and changes in the natural world around them, including seasons</p>			
<p>Name the place where we live. Discuss journey to and from school. What do you see?</p> <p>Town, street, road, address, near, far</p> <p>Find our way around our classroom, school, school grounds. Explore and ariel view.</p> <p>Positional language, map</p> <p>Text: In every home, in every street by Jess Hitchman</p> <p>On the Way Home by Jill Murphy</p>	<p>Walk to the local church (R.E. link) – what do we see on the way?</p> <p>Human features – road, shop, tree, lamppost, , traffic lights, school, roundabout</p> <p>Exploring/ comparing environments / features through stories, e.g. river, wood, village</p> <p>Where does the queen live? Where is London? What might we see there?</p> <p>City, capital, palace</p> <p>Texts: The Queen's Knickers by Nicholas In the City by Carron Brown</p> <p>We're Going on a Bear Hunt by Michael Rosen</p> <p>Allen, Three Billy Goat's Gruff, The Gingerbread Man, Goldilocks,</p>	<p>Take a bus journey to the local fire station!</p> <p>Look at the rescue services and their jobs/ uniforms in other countries, e.g. The Flying Doctors. Identify locations using a map/ globe. What is the same/ different?</p> <p>World, map, globe, country, hot, cold, climate, temperature</p>	<p>Use story to explore the diversity of our wonderful world, e.g. animals, food, clothes, climate, homes...</p> <p>Identify the setting of stories on maps. How might we travel there?</p> <p>Using Handa's Surprise by Eileen Brown / Baby goes to Market by Atinuke/ Let's explore Kenya by Elle Parks to compare and contrast Kenya and England, e.g. animals, outfits, food.</p> <p>Find Kenya on a map.</p> <p>World, map, Country, globe, climate</p>

Year 1	Where Do I Live? – To be revisited frequently	At The Farm	Let's Explore London
	<p>By the end of this year, children should know:</p> <ul style="list-style-type: none"> • UK is made up of different countries • Countries in the UK • Capital cities in the UK • The location of Newport in Shropshire • The difference between villages, towns and cities <p>Children should be able to:</p> <ul style="list-style-type: none"> • Use maps, atlases to identify the UK its countries and capital cities • Use geographical vocabulary to describe human and physical features of the countries <ul style="list-style-type: none"> ➢ Capital cities- London, Edinburgh, Cardiff, Belfast ➢ All built on a river. London – River Thames ➢ Castle in each city • Locate our area on the map of the UK and use locational language (near and far; left and right) • Use maps and photographs to compare urban (London) and rural (Newport) 	<p>By the end of this topic children should know:</p> <ul style="list-style-type: none"> • What a farm is and why they are important • There are different types of farms • The four points of the compass • The four seasons of the year <p>Children should be able to:</p> <ul style="list-style-type: none"> • Use geographical vocabulary to describe physical and human features and land use of a farm e.g., crops, dairy, pasture • Use a basic map and symbols <ul style="list-style-type: none"> ➢ Be familiar with symbols for land, water and buildings • Describe the seasons on the farm • Describe differences between life on a farm and in a town 	<p>By the end of this topic children should know:</p> <ul style="list-style-type: none"> • London is the capital city of England and the UK • The characteristics of the four seasons • Some London land marks • Where London is in relation to Newport <p>Children should be able to:</p> <ul style="list-style-type: none"> • Locate London on a map • Use aerial photographs to identify landmarks <ul style="list-style-type: none"> ➢ Buckingham Palace ➢ The London Eye ➢ Big Ben ➢ Houses of Parliament ➢ The River Thames • Use a map, key, directional and positional language <ul style="list-style-type: none"> ➢ N, S, E, W, near, far • Describe geographical features of London • Describe the seasonal activities in London using knowledge of the four seasons

Year 2	Map Makers	Weather Patterns	On Safari
	<p>By the end of this topic, children should know:</p> <ul style="list-style-type: none"> • The seas surrounding the UK • Directional language and why it is important <ul style="list-style-type: none"> ➤ N, S, E, W • What an aerial view and plan perspectives are • How to read information on a map • Know what a key is on a map <p>Children should be able to:</p> <ul style="list-style-type: none"> • Name, locate and identify the countries, and capital cities of the UK and its surrounding seas • Use compass points to navigate around a map • Use aerial photographs and plan perspectives • Use observational skills to identify local human and physical features on route to Edgmond • Read simple maps using a key to identify <ul style="list-style-type: none"> ➤ Roads ➤ Buildings ➤ Land ➤ Water • Draw a simple map and create a key for the map 	<p>By the end of this topic, children should know:</p> <ul style="list-style-type: none"> • The expected weather types for each season • That weather varies in different locations in the U.K. (coastal and inland) • The location hot and cold areas if the world in relation to the Equator and the North and South Poles • The Earth is split into land areas called continents • How seasonal weather in equatorial and polar regions is different from our own <p>Children should be able to:</p> <ul style="list-style-type: none"> • Interpret weather data from pictograms and tables • Interpret simple weather maps • Use photographs and descriptions to explore equatorial and polar climates • Use world maps, globes, and atlases to identify the locations of the North and South Poles/ polar regions and the Equator/ equatorial regions. • Identify how some aspects of human and physical geography are affected by the extreme weather in Polar regions 	<p>By the end of this topic children should know:</p> <ul style="list-style-type: none"> • The name and location of the seven continents and five oceans • The four points of the compass • Countries near the equator are hotter than countries nearer the North and South Poles • Kenya has a wet and dry season • That life in a city in Kenya is different to life in rural areas in Kenya • Key human and physical similarities and differences between Kenya and Shropshire <p>Children should be able to:</p> <ul style="list-style-type: none"> • Use maps and atlases to identify the location of the UK and Kenya • Use images to identify the differences in climate between the UK and Kenya • Use directional language and four compass points to locate features on a map • Describe the relative positions of countries around Kenya using directional language • Identify features such as mountains, valleys, volcanoes, fields, towns, villages, and cities • Describe how their life is similar to and different from the life of a Kenyan child.

Year 3/4	Where does our food come from	The Americas	Earthquakes and Volcanoes
A	<p>By the end of this topic, children should know:</p> <ul style="list-style-type: none"> • The United Kingdom is in the Northern Hemisphere • That climate is the average weather conditions in a place over a long period • Weather is the day to day description of the atmosphere • What a biome is • The United Kingdom has a temperate climate • The words hemisphere, longitude, and latitude • The Topics of Cancer and the Tropic of Capricorn are lines of latitude either side of the Equator • Some food sold in the United Kingdom comes from other parts of the world <p>Children should be able to:</p> <ul style="list-style-type: none"> • Use geographical vocabulary to describe the conditions of different climate zones and crops grown <ul style="list-style-type: none"> ➤ Temperate – warm summer, cool winter, moderate rain ➤ Tropical- warm / hot and wet ➤ Mediterranean- warm most of the year , hot, dry summers • Use maps, atlases globes to locate climate zones • Use hemisphere, longitude, and latitude to describe the location of different climate zones • Explain the term 'Trade Links' 	<p>By the end of this topic, children should know:</p> <ul style="list-style-type: none"> • The eight points of the compass • The difference between a continent, country, state and city • North America is divided into states • The location of some North and South American cities and countries ➤ The name and location of some of the main environmental regions of North and South America ➤ The main human and physical geography features along Route 66 in north America <p>Children should be able to:</p> <ul style="list-style-type: none"> • Use the eight points of the compass, with an atlas, map and/or Google™ Earth, to locate cities in the continent of North America • identify some similarities and differences between North and South American cities. 	<p>By the end of this topic children should know:</p> <ul style="list-style-type: none"> • The names and locations of the world's areas at risk from earthquakes • The names and locations of the world's principal volcanoes • The structure of the Earth including what happens at plate boundaries • The main features, causes and effects of volcanoes and earthquakes • How people respond to natural disasters such as an earthquake or volcano eruption <p>Children should be able to:</p> <ul style="list-style-type: none"> • Use maps and atlases to locate places with significant volcanoes <ul style="list-style-type: none"> ➤ Mt. Vesuvius ➤ Mt. Fuji ➤ Cotopaxi ➤ Krakatoa • Use maps and atlases to locate where significant earthquakes have occurred <ul style="list-style-type: none"> ➤ the Pacific 'Ring of Fire' ➤ North American Plate ➤ Pacific Plate ➤ California • Use geographical vocabulary, including some technical terms, when describing the Earth's structure and features of volcanoes and earthquakes <ul style="list-style-type: none"> ➤ Earth's crust, mantle, core ➤ Magma, lava ➤ Tectonic plate

Year 3/4	Location Knowledge of the United Kingdom	Coasts	Local Area
B	<p>By the end of this topic, children should know:</p> <ul style="list-style-type: none"> • The relative locations of England, Scotland, Northern Ireland and Wales – their capital cities • Important physical characteristics of each country • Examples of land use in each country • The United Kingdom is divided into counties • The names and features of our four counties <ul style="list-style-type: none"> ➤ Shropshire - ➤ North Yorkshire ➤ Gwynedd ➤ Greater London <p>Children should be able to:</p> <ul style="list-style-type: none"> • Use 4 figure grid references to locate features in a county • Use maps and atlases to locate locations and features of UK countries and counties • Compare human and physical features of the four countries and four counties of the United Kingdom • Know the County town, main rivers and land use of each of our four counties 	<p>By the end of this topic, children should know:</p> <ul style="list-style-type: none"> • What coasts are and how they are formed • Key physical features of the coast e.g., caves, stacks, and arches, estuaries, cliffs, beaches • Coasts are constantly changing because of erosion • Coasts can be managed by human intervention • There are different types of beaches – sand / shingle <p>Children should be able to:</p> <ul style="list-style-type: none"> • Use maps, atlases to identify coastal areas they have visited • Explore how erosion affects coastlines • Describe and understand advantages and disadvantages of coastal management systems • Describe some human and physical features of different types of beaches • Explore how changing land use affects people in different ways 	<p>By the end of this topic, children should know:</p> <ul style="list-style-type: none"> • The difference between human and physical features • The distinctive human and physical features of the local area • Ways in which human processes (such as land use, settlement, and change) operate in the local area • How to use an ordnance survey map to identify local landmarks and features <p>Children should be able to:</p> <ul style="list-style-type: none"> • Locate the local area on a map and give directions 8 points of compass • Use 4 figure grid references • Identify human and physical features in the local area • Use fieldwork to observe, measure and record data on the different types of services in the local area • Collect and analyse data on how people in the local area get to work.

Year 5/6	Brazil	Rivers	Natural Resources
A	<p>By the end of this topic, children should know:</p> <ul style="list-style-type: none"> • The location of Brazil and some of its bordering countries and surrounding ocean and relative position to the UK • That there are different time zones in Brazil • The location and physical geography of three contrasting regions within Brazil: the Amazon Basin, the Pantanal, and the Brazilian Highlands • The importance of the Amazon Rainforest • What urbanisation is and why it is happening in Brazil • Some of the effects of urbanisation • Some aspects of settlement, trade, tourism, and culture within Brazil <p>Children should be able to:</p> <ul style="list-style-type: none"> • Use globes and atlases to locate Brazil and regions within Brazil and to support understanding of these regions (e.g. within climate and time zones) • Use six figure grid references • Explore some pressures facing the rainforest • Compare and contrast two areas of Rio de Janeiro • Identify push and pull factors for moving from rural areas to urban areas 	<p>By the end of this topic, children should know:</p> <ul style="list-style-type: none"> • The steps of the water cycle • Some of the key features of a river • The names and locations of some of the Worlds Rivers (The Severn, The Thames, The River Ouse, The Nile, The Amazon, The Mississippi) • Some uses of rivers • Some causes of water pollution <p>Children should be able to:</p> <ul style="list-style-type: none"> • Use fieldwork to investigate a rivers effect on the environment and landscape • Interpret and explain key information on rivers • Use globes, atlases, and maps to locate rivers • Use appropriate geographical vocabulary to describe the water cycle and features of rivers. 	<p>By the end of this topic children should know:</p> <ul style="list-style-type: none"> • Land is an important natural resource in the UK • Natural resources are materials or substances that are produced by the environment that humans use to survive • Coal, oil, and natural gas are natural resources used to make electricity • Problems associated with burning natural resources • Clean and renewable resources used to produce electricity • Examples of natural resources which are used and traded around the world • Some natural resources will run out <p>Children should be able to:</p> <ul style="list-style-type: none"> • Use geographical vocabulary when describing natural resources and problems associated with using natural resources • Use globes and atlases to investigate the distribution of natural resources • Explore the issues associated with energy production • Use fieldwork to present findings on finding the ways natural resources are used and traded.

Year 5/6	Mountains/ The Alps	Greece	Local Study -Telford and Wrekin
B	<p>By the end of this topic, children should know:</p> <ul style="list-style-type: none"> • The names and locations of the world's principal mountain ranges and mountains • The main features and types of mountains • Mountains have their own climate because of their altitude • How mountains are used by people and are affected by human activity <p>Children should be able to:</p> <ul style="list-style-type: none"> • Use maps and aerial views of mountains and ranges to inform their understanding of their location, use and features • Use geographical vocabulary when describing mountains and ranges • Analyse and compare climate data on mountain areas with lowland areas • Describe how tourism can both benefit and harm the environment 	<p>By the end of this topic, children should know:</p> <ul style="list-style-type: none"> • The location of Greece within Europe in relation to the UK and other European countries • How to use 6 figure grid references to locate attractions within Athens • How the location of Greece affects its climate and compare to Barmouth - Gwynedd • The landscape around Athens / Greece and how it is used by people (tourism / olive production) • How the location and human and physical features of Greece compare with London and Shropshire. <p>Children should be able to:</p> <ul style="list-style-type: none"> • Use maps, atlases globes and digital / computer mapping to locate Greece and describe feature of Athens and Greece • Use and interpret a range of maps and images • Interpret climate data and draw conclusions about climate of Greece and the UK • Use six figure grid references to locate features on a map 	<p>By the end of this topic children should know:</p> <ul style="list-style-type: none"> • The types of settlement in the local area • The similarities and differences between the settlements • Population • How population and settlements have changed since the start of the Industrial Revolution • How employment has changed from mainly agriculture to industry and to service industries over time. <p>Children should be able to:</p> <ul style="list-style-type: none"> • Explore how the population has changed in size and distribution. • Identify reasons for population and settlement changes. • Analyse maps, satellite images and photographs to explore changes in the settlements within Telford and Wrekin • Use graphs to look for patterns in population data. • Analyse employment data and how it has changes over time.