

This is a working document so areas may be subject to change after reflection and evaluation, however amendments can only be made by Sarah Marsden, Geography leader.

Early Years Foundation Stage

(2 year cycle)

In our Foundation Stage, children are prepared for the geographical skills and knowledge that they will use later in school. Geography is a key area of learning delivered through a range of areas of the Early Years curriculum, particularly through Understanding of the World and Mathematics. In this Key Stage, curriculum is delivered using a child-initiated approach, so units are planned then adapted to the interests of the children. Dependent on what is relevant to their personal experiences and interest, children may be exposed to areas around the world although they are not explicitly taught about specific areas of the world until Year 2. The key focus of geography in the Early Years is to ensure a secure understanding of position, scale and distance to enable them to build upon locational knowledge later in school.

Heroes around us!

What jobs do people in Ossett have?

(Year 1 & 2 - Autumn 2)

This topic focuses on the jobs of people and how these can impact every day lives. This exposes children to human geography, considering the impact of human behavior on jobs, focusing on those they know and jobs in our local area. They will also have opportunities for fieldwork in the local area, investigating jobs they can see in action.

Opportunities for a focus on - Similarities and Differences (Interconnection)

Vocabulary Vault

fire fighter, nurse, builder, bus driver, doctor, teacher, policeman, postman, postwoman, mechanic, caretaker, librarian, vet, taxi driver, dentist, job, paramedic, secretary, manager

Wild things!

Where do bears live?

(Year 1 – Spring 1)

This topic focuses particularly on animals and exposes children to the physical geography of biomes in the context of animal habitats such as jungles.

Opportunities for a focus on - Sustainability

Primary Future link: habitat specialist

Roots, shoots and muddy boots!

What habitats can we find in our school?

(Year 1 – Summer 1)

In this topic, children will investigate the local area of the school grounds, focusing on the physical geography of their immediate area, with a focus on minibeast habitats.

Opportunities for a focus on - Space, place and scale

Primary Future link: ecologist, countryside ranger, gardener

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<p><u>Under the Sea</u> What is it like under the sea? (Year 1 - Summer 2)</p>	<p><u>Dinosaurs</u> What was the weather like when dinosaurs were around? (Year 2 – Summer 1)</p>	<p><u>Going Places</u> Where can you go on holiday? (Year 2 - Summer 2)</p>
<p>In this topic, children will study aquatic biomes and their inhabitants. They will also improve their map skills, ensuring that they can identify sea from land on a simple map.</p> <p>Opportunities for a focus on - Maps and communication</p> <p><u>Primary Future link: deep sea diver, marine biologist</u></p>	<p>During this topic, children will build an understanding of how climates can vary around the world and relate this to what they know of different dinosaurs.</p> <p>Opportunities for a focus on - Physical and human processes</p> <p><u>Primary Future link: paleontologist, archaeologist</u></p>	<p>In this topic, children will study the human geography of tourism and relate it to their own lives. They will investigate different methods of transport and share places they have visited and how they travelled there. As part of this, they will travel to the local park to conduct fieldwork.</p> <p>Opportunities for a focus on - Cultural Awareness and Diversity</p> <p><u>Primary Future link: pilot, travel agent</u></p> <p><u>Vocabulary Vault</u> car, train, aeroplane, suitcase, airport, boat, truck, ticket, seaside, town, city, world, map, bike, coach, hotel, ferry, passport, journey, countryside, cruise ship, yacht, caravan, camper van, travel agents, journey, island, luggage, pilot, air hostess, passport control, security, check in, runway</p>

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Year One

In Year One, children build a locational knowledge of the country they live in, and do not explicitly expand this knowledge to further around the world. This is to ensure they have a secure knowledge of their immediate area before expanding to the wider world in Year Two. They participate in fieldwork in their local area, study the location of areas in the United Kingdom, apply their knowledge of Physical and Human geographical features to study the coast, and compare to the local area and build their physical geography knowledge around weather. The children will have a travelling teddy that will create a scrapbook of the local area during their first unit, then the teddy will have the opportunity to visit the local area with a different child each week throughout the rest of the year, giving regular opportunities to re-cap prior knowledge.

<p><u>Home Sweet Home</u></p> <p>How can I improve the local area I live in?</p>	<p><u>Wonderful Weather</u></p> <p>How can the weather change in the United Kingdom?</p>	<p><u>On Land and Sea</u></p> <p>Where would I choose to go on holiday in the United Kingdom?</p>
<p>The unit uses investigative tasks to introduce children to the idea of looking at their local area. The children will focus on aspects of local features and the environment. They will describe and observe using simple geographical vocabulary. Fieldwork opportunities include a walk around the local area (initially the school ground, moving onto a walk of the immediate local area in Ossett), recognising and taking photos of the main features and landmarks. They will use this knowledge to also create their own story maps and add their own symbols.</p> <p>End point: By the end of this unit, pupils will have developed their locational knowledge of their immediate area of Ossett using fieldwork and aerial photographs. They will be able to identify key human and physical features of this area as well.</p>	<p>In this unit, that connects to the Year 1 science unit of 'Seasonal Changes', children will build an understanding of the different seasons within the UK and how this can impact life. They will learn the months of the year and seasons. They will know the differences between the seasons and the features of each season. Children will identify clothing worn in different weathers and the common weather types within the UK. They will relate their knowledge to Primary Futures work and will investigate how the weather can affect different jobs as well as investigating the role of a meteorologist.</p> <p>End point: By the end of this unit, pupils will be able to identify the key weather changes of each season and will know how to prepare for this weather. They will apply their knowledge to a drama based activity, becoming weather</p>	<p>This unit expands children's understanding of the local area, furthering their knowledge to make the connection of this to the Home Sweet Home unit, identifying the location of Ossett within the United Kingdom. They will know that the United Kingdom is made up of 4 countries and their capital cities. They will learn the seas that surround the United Kingdom. As they build up this knowledge, they will expand what they know of Ossett by making comparisons to a nearby seaside resort, Scarborough. Children will begin to understand the difference between 'natural' and man-made' and will apply this knowledge to features of studied places, Scarborough and Ossett. Throughout their studies, they will use aerial photographs to look at the location and the human and physical features.</p> <p>End point: By the end of this unit, pupils will have a basic knowledge of the UK, further</p>

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<p><u>Primary Future link: Postman</u></p> <p><u>Own resources, Google Earth and Twinkl – some resources from OUR SCHOOL then OUR LOCAL AREA</u></p>	<p>presenters and delivering a weather forecast for a specific season.</p> <p><u>Future link: meteorologist</u></p> <p><u>Twinkl – Wonderful Weather Lesson 1 - 4</u></p>	<p>enhanced through studying of the human and physical geography of Ossett and Scarborough. They will display their knowledge by creating a poster advertising a holiday to their chosen destination of either Ossett or Scarborough.</p> <p><u>Primary Future link: lifeguard, RNLI</u></p> <p><u>Own resources, Google Earth, Twinkl & Oddizzi for pictures/vocab mats etc.</u></p>
<p><u>Key Threads:</u> Y4 Settlements Y5 North America Y6 Climate Zones and Biomes</p>	<p><u>Key Threads:</u> EYFS Going Places Y2 What a Wonderful World! Y6 Climate Zones and Biomes</p>	<p><u>Key Threads:</u> EYFS Under the Sea EYFS Going Places Y4 Splash!</p>
Sticky Knowledge		
<p>North, East, South, West are directions on a compass. Illingworth Park, Prince of Wales, Sainsburys, Ossett Baptist Church are all human features. Human features were made by people. Fields, hills, woods/trees are physical features. Physical features are natural, they are not made by humans. Ossett is a town. That our school is on Fairfield Road in Ossett.</p>	<p>There are four seasons: Winter, Spring, Summer, Autumn. The weather changes with the seasons, e.g. our country is colder in Winter than in Summer. Weather forecasts predict the weather so that you can prepare what clothes to wear.</p>	<p>The United Kingdom consists of four countries: England, Scotland, Wales and Northern Ireland. Their capitals are London, Edinburgh, Cardiff and Belfast, respectively. Great Britain is an island, surrounded by the sea. Ossett is in England. There are many different seaside towns and villages around the UK coast. Scarborough is in England, on the coastline of the North Sea. Some features of the seaside include beaches, cliffs and harbour.</p>
Learning Objectives		

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<p>To observe and study what my school grounds are like using key geographical vocabulary and simple fieldwork.</p> <p>To study a basic map and aerial photographs of our local area and describe where things are using locational language.</p> <p>To create a simple map of our local area using a simple key.</p> <p>To begin to use basic geographical vocabulary to refer to key human and physical features of our local area (Ossett).</p> <p>To begin to understand how to use a basic compass and label the 4 points.</p> <p>To use aerial photographs and our simple maps to begin to navigate using the four compass points.</p>	<p>To understand what the weather is like where we live in the UK.</p> <p>To understand the different seasons in the year and to describe how the weather in each season can affect us.</p> <p>To understand what weather forecasts show and to use key words to describe the weather.</p> <p>To understand the dangers of weather in the UK.</p>	<p>To name the countries of the UK using a map.</p> <p>To name capital cities of the UK.</p> <p>To understand the differences between a town, countryside and coastline using key vocabulary and photographs.</p> <p>To compare Ossett (town) to Scarborough (countryside/coastline) focussing on human and physical features.</p> <p>To use a map to find seaside locations in Scarborough and use words to describe the area.</p>
Vocabulary Vault		
<p><u>Place Names</u></p> <p>Ossett, Fairfield Road, own address</p> <p><u>Geographical Terms and Processes</u></p> <p>building, city, farm, house, aerial view, town, route, shop, street, symbol, town, human feature, physical feature, outside</p> <p><u>Locational Terms</u></p> <p>across, compass, local, map, forward, near, left, right, north, east, south, west</p>	<p><u>Place Names</u></p> <p>Ossett, United Kingdom</p> <p><u>Geographical Terms and Processes</u></p> <p>autumn, cloud, flood, freezing, frosty, ground, misty, month, rain, rain gauge, season, snow, spring, summer, sunshine, temperature, thunderstorm, warm, weather, wind, windy, winter</p> <p><u>Locational Terms</u></p> <p>inside, outside, above, below</p>	<p><u>Place Names</u></p> <p>Belfast, Cardiff, Edinburgh, England, English Channel, Irish Sea, London, North Atlantic Ocean, Northern Ireland, Scarborough, Scotland, Wales,</p> <p><u>Geographical Terms and Processes</u></p> <p>beach, capital city, cliff, coast, country, countryside, harbour, island, ocean, office, sea</p> <p><u>Locational Terms</u></p> <p>atlas, around. east, globe, north, south, west</p>

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Year Two

In Year Two, children build upon and expand the knowledge they gained in Year One. They begin to create their understanding of themselves as not only citizens of the United Kingdom, but how that relates to themselves as citizens of the world. They learn about the continents and oceans around the world and how the location of these can affect their climate. They have a focus on the continent of Africa, comparing their lives and local area of Ossett to the lives of children in Kenya and their local area, studying both similarities and differences. In preparation for Key Stage Two, they develop their map skills, ensuring they have a good understanding to be able to apply these skills to areas studied in Year 2 onwards.

<p><u>Magical Mapping</u> How do we find our way?</p>	<p><u>What a Wonderful World</u> What are the key features of the continents?</p>	<p><u>Out of Africa</u> What is it like to live in Kenya compared with Ossett?</p>
<p>In this unit, the children will develop key map skills through a range of engaging geographical skill-based activities. Children will explore a range of maps at a local, national and global level, developing their understanding of how to navigate around an atlas to find key countries, continents, oceans and seas along with devising their own maps and routes. They will understand how to 'view from above' looking at aerial photographs to spot human and physical features, understand simple map symbols, compass directions and develop key geographical vocabulary throughout the unit. They will conduct fieldwork in the form of an investigation into a route around the local area with an aim to see chosen landmarks.</p> <p>End point: By the end of this unit, pupils will have developed their understanding of maps through fieldwork and will become cartographers, creating their own map of the local area.</p>	<p>In this unit the children learn about the 7 continents and 5 oceans that make up the world. They will use globes and they will place the shapes of the continents on to a world map. Children will work collaboratively to research the continents and will produce a shared presentation based on their focus. It makes use of online maps, films, photos, non-fiction and text resources. They will build a basic knowledge of climate zones and biomes. They will identify hot and cold places in the world and locate these on a map. They will learn about how animals adapt to a hot or cold place.</p> <p>End point: By the end of this unit, pupils will be able to recall the continents and oceans of the world and will be able to share key information about the continents, becoming authors of their own non-fiction book based on the 'What's Where on Earth' text they study.</p>	<p>In this unit the children look at a contrasting non-European location in Africa. They will explore Kenya, with a focus on human and physical features. The children use aerial photos, maps, plans, globes and other sources of information to find out about Kenya and compare and contrast with Ossett. They will recognize similarities/differences between their own and other's lives, including common jobs in both areas with a focus on local farming and produce. They will learn about the Big Five, considering the differences in the animals living in habitats local to them.</p> <p>End point: By the end of this unit, pupils will be able to explain the key differences between living in Ossett and living in Kenya and will produce a diary entry of a child from each area.</p> <p>Primary Future link: park ranger</p>

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Primary Future link: cartologist	Primary Future link: British Antarctica Survey, Mariners Oddizzi – CONTINENTS AND OCEANS SCHEME OF WORK -Teachers – Topic – Planning - Continents	Oddizzi – LOCAL AREA SCHEME OF WORK – Teachers – Topic – Planning – Contrasting Locality
Key Threads: Y1 Home Sweet Home Y3 Land Use Y4 Somewhere to Settle Y6 Enough for Everyone	Key Threads: EYFS Under the Sea Y1 On Land and Sea Y3 South America Y4 Splash! Y5 North America Y5 The Mediterranean Y6 Climate Zones and Biomes	Key Threads: Y1 Home Sweet Home Y4 You're Great Britain Y6 Climate Zones and Biomes
Sticky Knowledge		
<p>Aerial photos and maps give us a 'view from above'.</p> <p>An atlas is a book that contains maps from areas around the world.</p> <p>Globes are spherical resources that show us the location of continents on Earth.</p> <p><u>A sketch map is a simple map showing rough, basic details.</u></p> <p><u>Google Earth is an online program that we can use to view aerial photographs.</u></p> <p><u>Key features of a map include a title, compass rose, symbols and a key.</u></p> <p><u>A route is a way of getting from a start point to a finish point.</u></p> <p><u>A key is used on a map to explain the meaning of symbols or colours.</u></p>	<p>The world is made up of many countries. The countries can be grouped into continents. There are seven continents: Antarctica, Africa, Asia, Australia, Europe, North America and South America.</p> <p>The large amounts of water between each continent are called oceans. There are five oceans: Atlantic, Arctic, India, Pacific and Southern.</p> <p>The Equator is an invisible line that runs around the centre of the Earth. A place is usually hot if it is near the Equator.</p> <p>The North and South Poles are the places furthest away from the Equator. A place is usually cold if it is near the North or South Pole.</p>	<p>Kenya is located in Africa.</p> <p>The location of Kenya on a world map.</p> <p>The capital city of Kenya is Nairobi.</p> <p>A national park is an area that has a protected natural environment.</p> <p>A game reserve is an area that has a protected area for wild animals.</p> <p>Life in Kenya is different to life in Ossett although there are some similarities. Maasai culture is an important culture in Kenya.</p> <p>The Big Five are the largest and most dangerous African animals – lion, elephant, buffalo, leopard, rhinoceros.</p> <p>Kenya's coastline is on the Indian Ocean.</p>

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Learning Objectives		
<p>To draw a simple sketch map of our school grounds and the immediate local area.</p> <p>To use North, South, East and West to move around a map.</p> <p>To use North, South, East and West to describe a route.</p> <p>To use an atlas to find cities, landmarks and physical features of the UK.</p> <p>To use an atlas to find the continents and oceans of the world.</p> <p>To create aerial photographs of key landmarks from around the world using Google Earth and use key vocabulary to describe.</p>	<p>To name the 7 continents and 5 oceans of the world.</p> <p>To locate the UK and the 7 continents and 5 oceans of the world and accurately on a world map and globe.</p> <p>To understand key features of the continents of the world including significant human and physical features such as population, climate and landmarks.</p> <p>To use North, South, East and West to describe a journey line.</p> <p>To understand the location of hot and cold countries around the world with a focus on the North Pole, South Pole and Equator.</p> <p>To locate the continent we live in and identify significant human and physical features.</p> <p>To observe aerial photographs from around the world to identify and compare human and physical features.</p>	<p>To understand where Kenya is in the world and locate on a map.</p> <p>To create a simple map of Kenya including a key.</p> <p>To use North, South, East and West to describe a route and places on a map of a national park.</p> <p>To understand physical features of Kenya in the context of animals and habitats with a focus on the Big Five.</p> <p>To understand human features of Kenya in the context of culture with a focus on Maasai.</p> <p>To make comparisons between England and Kenya in the context of a day in the life of a child.</p>
Vocabulary Vault		
<p><u>Locational Terms</u></p> <p>east, north, route, south, west, sketch map</p>	<p><u>Place Names</u></p> <p>Africa, Antarctica, Arctic Ocean, Asia, Atlantic Ocean, Australia, Europe, Indian Ocean, North America, Pacific Ocean, South America, Southern Ocean</p> <p><u>Geographical Terms and Processes</u></p> <p>adapt, continent, desert, forest, globe, mountain, ocean, journey line</p> <p><u>Locational Terms</u></p> <p>eastern, northern, southern, western</p>	<p><u>Place Names</u></p> <p>Kenya</p> <p><u>Geographical Terms and Processes</u></p> <p>city, crop, field, hill, human, market, national park, office, physical, population, river, soil, vegetation, wildlife</p> <p>endangered, game reserve, habitat, migration, national park, rural, savannah, tourists, wildlife</p> <p><u>Locational Terms</u></p> <p>east, north, south, west</p>

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Year Three

In Year Three, children build upon and expand the knowledge they gained in Key Stage One. They develop their understanding of continents, focusing on the continent of South America including a focus on the biome of Rainforests. They learn about the physical geography of the Earth, extending their knowledge of continents to understand tectonic plates and the impact they can have. They study the human geography of Land Use and apply this knowledge alongside fieldwork skills of our local area.

<p><u>Angry Earth</u> Why and where do volcanoes and earthquakes occur?</p>	<p><u>South America – Amazon and Rainforests</u> How does the Amazon impact us?</p>	<p><u>Land Use</u> How is land used?</p>
<p>In this unit the children study volcanoes and earthquakes and what can cause them. They learn about the structure of the Earth and how this can cause volcanoes and earthquakes. They will learn the features of volcanoes and earthquakes and about famous volcanoes and earthquakes. They will locate famous volcanoes and earthquakes on a map of the world, and learn about the significance of the Ring of Fire. They will learn the impact and effect of volcanoes and earthquakes and what it's like to live in areas susceptible to these; understanding how to prepare for an earthquake and what it's like living near a volcano.</p> <p>End point: By the end of this unit, pupils will understand the key features of volcanoes and earthquakes and will display this through an information leaflet aimed at those living in a susceptible area, including key signs, causes and how to prepare for the event of an earthquake or volcano eruption.</p>	<p>In this unit the children will build upon previous knowledge of the continents by understanding rainforests throughout the world, then focusing on the continent of South America. They will locate rainforests on a world map and understand how the global location causes the right conditions for a rainforest to grow. They will learn the location of South America and use maps to locate its countries. They will focus on Manaus in Brazil through a study of the Amazon and investigation of its significance. They will learn the importance of the Amazon Basin and Rainforest. Children will learn of the threats to the Amazon. They will study the key human and physical features of Manaus, a city located near the Amazon. They will identify the similarities and differences between the Amazon Basin, south east Brazil and where they live. They will learn about the different layers of a rainforest and the features of a rainforest. They will investigate the impact of deforestation.</p> <p>End point: By the end of this unit, pupils will be able to identify the key features of</p>	<p>This unit on land use provides children with the chance to take a careful look at the places around them, and begin to look for patterns in land use. They will become cartographers, making maps of the local area, and agricultural surveyors by considering where different types of farming activities occur within the UK. Trade links to be made to supply of farming products around the world. They will conduct fieldwork investigating land use within Ossett.</p> <p>End point: By the end of this unit, pupils will understand the impact of how land is used within an area and will focus on how and why land is used in the way it is within UK and their immediate area of Ossett. They will create Land Use maps of these areas to show the knowledge they have gained.</p>

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<p><u>Primary Future link: volcanologist</u></p> <p><u>Oddizzi – VOLCANOES AND EARTHQUAKES SCHEME OF WORK – Teachers – Topic – Planning</u></p>	<p>rainforests including both human and physical geography. They will participate in a class debate on deforestation, each taking the role of a different key person within the discussion.</p> <p><u>Primary Future link: farmer, ecologist</u></p> <p><u>Oddizzi – SOUTH AMERICA RIO AND BRAZIL - SCHEME OF WORK -Teachers – Topic – Planning – South America The Amazon Basin</u></p>	<p><u>Primary Future link: trader, cartographer, agricultural surveyor</u></p> <p><u>Twinkl – Land Use - Plan It SCHEME OF WORK</u></p>
<p><u>Key Threads:</u> Y5 North America Y5 Mountains</p>	<p><u>Key Threads:</u> EYFS Wild Things! Y2 What a Wonderful World Y5 North America Y6 Climate Zones and Biomes</p>	<p><u>Key Threads:</u> Y2: Magical Mapping Y4: Somewhere to Settle</p>
<p>Sticky Knowledge</p>		
<p>The Earth is made up of layers. The top layer, the Earth's crust, consists of large slabs of rocks, called tectonic plates.</p> <p>The plates move as the hot mantle flows beneath them which causes earthquakes and leads to volcanoes erupting.</p> <p>Earthquakes are measured on the Richter scale. They can cause devastating damage to buildings, roads and land.</p> <p>When volcanoes erupt they spew out lava. This is a very hot liquid that destroys anything in its path. The majority of the Earth's volcanoes are found in the Pacific, in the 'Ring of Fire', which is an area where the majority of earthquakes also take place.</p>	<p>South America's biggest country is Brazil, which is the home to the Amazon Rainforest.</p> <p>Deforestation is a threat to the Amazon Rainforest. A lot of forest has been destroyed, for example to make space for cattle ranches, from which beef is exported worldwide.</p> <p>Manaus is a city in the heart of the Amazon Rainforest region, and sits of the Rio Negro, one of two major rivers that flow into the River Amazon.</p> <p>Tropical Rainforests are found North and South of the Equator between the Tropics of Cancer and Capricorn.</p> <p>Rainforests are home to over half the species of plants and animals in the world and are a fantastic source of food and medicines.</p>	<p>A sketch map is an outline map drawn from observation rather than exact measurements and shows the main features of an area.</p> <p>Important landmarks of our local area include Ossett Town Hall, Gawthorpe Water Tower, Trinity Church and the red, listed phone booth in the centre of Ossett.</p> <p>Symbols and keys on maps can be used to show landmarks and land use.</p> <p>The majority of Land Use in the UK is rural. Our nearest major cities are Wakefield and Leeds.</p> <p>Agricultural land use in the UK has changed over time.</p>

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<p>Tornadoes form when warm, humid air collides with cold, dry air.</p> <p>Tsunamis are giant waves caused by earthquakes of volcanic eruptions under the sea.</p>	<p>A rainforest has many layers of vegetation (plants) growing within it. All of these plants grow to different heights and create layers within the rainforest.</p>	
<p>Learning Objectives</p>		
<p>To describe the layers of the earth – the crust, the mantle, the outer core and the inner core.</p> <p>To explain how volcanoes are formed.</p> <p>To explain the positive and negative impacts volcanoes can have.</p> <p>To understand the location of volcanoes around the world with a focus on the Ring of Fire.</p> <p>To explain what causes earthquakes, how they are measured and the impact they can have.</p> <p>To explain the positive and negative impacts that tsunamis can have.</p> <p>To explain the positive and negative impacts that tornadoes can have.</p>	<p>To understand the significance of the Tropic of Cancer and Tropic of Capricorn in relation to rainforests.</p> <p>To locate rainforests in South America, Africa and Asia.</p> <p>To recognise the key features of a rainforest with a focus on the layers.</p> <p>To describe and explain the impact of the deforestation of the rainforests.</p> <p>To explain the importance of the Amazon Rainforest and locate on a map.</p> <p>To name and locate the countries of South America and identify which contain rainforests.</p> <p>To understand some of the threats to the Amazon and the impact they can have to our world.</p> <p>To locate significant cities of South America – Brasilia, Buenos Aires, Sao Paulo, Rio De Janeiro, Manaus, Ushuaia and identify their significance.</p> <p>To understand some of the main human and physical features of Manaus and make comparisons to Wakefield including Amazon Theatre, Meeting of Waters, Amazon Arena and Manaus-Iranduba bridge.</p>	<p>To use simple sketch maps that show how land is used with a focus on agriculture.</p> <p>To draw a simple sketch map of the local area of Ossett.</p> <p>To conduct fieldwork of the local area to gather information to create a map to show how land is used with a focus on landmarks.</p> <p>To create a simple information map to show how land is used in my local area of Ossett.</p> <p>To investigate the population of areas of the UK and use this to identify urban and rural areas on a map.</p> <p>To use a topographical map to investigate how land is used for different types of farming.</p>
<p>Vocabulary Vault</p>		
<p><u>Place Names</u></p>	<p><u>Place Names</u></p>	<p><u>Place Names</u></p>

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<p>Mexico, Japan, Mount Vesuvius, Mount Etna, Krakatoa, Mount Fuji, Mount St Helens</p> <p><u>Geographical Terms and Processes</u></p> <p>dormant, eruption, fault line, lava, magma, mantle, plate tectonics, Richter scale, ring of fire, tremor, tsunami, volcano</p> <p><u>Locational Terms</u></p>	<p>Amazon river, Argentina, Bolivia, Brazil, Chile, Columbia, Ecuador, French Guiana, Guatemala, Guyana</p> <p><u>Geographical Terms and Processes</u></p> <p>canopy, deforestation, emergent layer, favela, forest floor, tropical,</p> <p><u>Locational Terms</u></p> <p>Equator, Northern Hemisphere, Southern Hemisphere, latitude, longitude, Tropic of Cancer, Tropic of Capricorn, Northwest, Northeast, Southwest, Southeast</p>	<p>Ossett Town Hall, Gawthorpe Water Tower, Trinity Church</p> <p><u>Geographical Terms and Processes</u></p> <p>aerial view, annotation, coastal, distance, feature, freshwater key, forestry protected land, landmark, sketch map, symbol, cartographer, scale, land use, population, agriculture,</p> <p><u>Locational Terms</u></p>
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Year Four

In Year Four, children build upon and expand previous knowledge gained. They participate in a field trip to Wales as part of their unit on Great Britain. They learn about the physical geography of water in our world, focussing on the Water Cycle and rivers. They study the human geography of settlements, considering how these have changed over time.

<p><u>You're Great Britain</u> Where are we citizens of?</p>	<p><u>Splash!</u> Is water a friend or foe?</p>	<p><u>Somewhere to Settle</u> Why do people live where they do?</p>
<p>In this unit the children will compare and contrast the countries of the United Kingdom. They will study the UK's major cities and key physical characteristics of the UK. They will gather data from the local area, and whilst on a residential visit to Conwy, Wales. They will make comparisons between their locality: Ossett and Conwy. They will use an atlas to plan a trip around the United Kingdom considering both National Parks and cities. They will study the human and physical features of the UK with a focus on rivers and consider how this has changed over time and could change in the future. They will look at the economy of the UK and the types of industries that are most important in the UK.</p> <p>End point: By the end of this unit, pupils will be able to make comparisons between their local area and Conwy in Wales including both human and physical geography comparisons. They will create a scrapbook of a visit (or possible visit) to Conwy to share with future Year 4 children showcasing their first hand experiences.</p>	<p>This unit enables the children to investigate the effects that water has on humans and the impact of human life on water. The children will identify the position of the Arctic and Antarctic circle and the effect of global warming on the polar ice caps using data available. They will also study the destructive effects of water such as flooding in Bangladesh and Tsunamis in Japan. They will investigate the decisions made around conservation of water – for example building a dam, flooding villages to create reservoirs and this could form the basis for a debate. Over the unit, children will understand different bodies of water e.g. oceans, reservoir, rivers etc and their associated issues. They will learn about the Water Cycle and the key parts of a river. Pupils will progress to looking at issues linked to sustainability and environmental damage (e.g. plastics in the ocean).</p> <p>End point: By the end of this unit, pupils will be able to identify the positive and negative impacts of water to our planet. They will use the knowledge they have gained to participate</p>	<p>In this unit, children head back in time to find out how the towns and cities of the UK first developed. Children will learn about the needs and requirements early settlers had when choosing a place to build a home. They will look at place names around the UK to see how the Anglo-Saxons, Romans and Vikings all left their mark. They will participate in fieldwork of the local area, investigating names of streets and considering why those names were given.</p> <p>Through use of digital and paper maps, children will investigate land use in different sized settlements and the ways in which settlements are linked together. At the end of the unit, children draw together all their learning about settlements to design their own new settlement!</p> <p>End point: By the end of this unit, pupils will be able to use fieldwork and map studies to understand why and where humans choose to settle. They will use this knowledge to design their own settlement within a given area, and be able to explain</p>

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<p><u>Primary Future link: tourism</u></p> <p><u>Oddizzi – THE UK SCHEME OF WORK– Teachers –</u> <u>Topic – Planning – United Kingdom</u> <u>Twinkl – The UK – Plan It</u></p>	<p>in a debate to answer the key question ‘Is water a friend or foe?’.</p> <p><u>Primary Future link: Yorkshire Water, plumber</u></p> <p><u>Oddizzi – RIVERS SCHEME OF WORK -Teachers</u> <u>– Topic – Planning – Rivers</u></p>	<p>why they made these choices within their plan.</p> <p><u>Primary Future link: surveyor</u></p> <p><u>Twinkl – Somewhere to Settle – Plan It</u></p>
<p><u>Key Threads:</u> EYFS Heroes Around Us EYFS Going Places Y1 On Land and Sea Y1 Home Sweet Home Y6 Enough for Everyone</p>	<p><u>Key Threads:</u> EYFS Under the Sea Y1 Wonderful Weather Y1 On Land and Sea Y3 Ancient Egyptians</p>	<p><u>Key Threads:</u> Y2 Magical Mapping Y3 Land Use Y4 Romans Y6 Anglo-Saxons</p>
Sticky Knowledge		
<p>KS1 re-cap: The United Kingdom includes England, Scotland, Wales and Northern Ireland. Each country has a capital city: London, Edinburgh, Cardiff and Belfast. The UK has many physical features, including mountain ranges, rivers and coastlines. A county is a region in the UK. The county we live in is Yorkshire. The location of Yorkshire, London and Conwy on both UK and world maps. The economy is the wealth and resources of a place.</p>	<p>The water cycle is the way in which water moves around the Earth. It never stops! Rivers have many uses around the world, including cleaning, cooking, growing crops, transport and creating power. A river has three main stages: upper course, middle course and lower course. Flooding is caused by poor drainage around or close to a river. The two longest rivers in the world are the Nile (Africa) and Amazon (South America). The nearest river to Ossett is the Calder.</p>	<p>A settlement is a place where people live. Settlers choose to settle somewhere that meets their needs – this can include considering building materials, fuel, defence, food and water. Settlements have been built at different times in history; early settlers in the UK were Anglo-Saxons, Romans and Vikings. A-roads are major roads in Britain.</p>
Learning Objectives		

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<p>To name and locate significant cities of the UK.</p> <p>To use the eight compass points to describe the location of the countries and cities of the UK.</p> <p>To name and locate the main rivers and seas of the UK using an atlas or map.</p> <p>To name and locate some of the counties of the UK using a map.</p> <p>To identify physical characteristics of the UK.</p> <p>To understand how people have affected the United Kingdom's landscape.</p> <p>To describe and explain the sorts of industries in which people in the UK work.</p>	<p>To identify the key aspects of the water cycle including evaporation, condensation, precipitation and collection.</p> <p>To identify the key aspects of a river including upper, middle and lower course, source, mouth and tributaries.</p> <p>To locate the world's longest rivers on a map – Nile, Amazon, Yangtze, Yellow and Congo.</p> <p>To describe how rivers are used around the world with a focus on transport.</p> <p>To recognise and explain how human activity affects rivers and how flooding affects communities.</p> <p>To identify the significance of the Arctic and Antarctic Circles.</p>	<p>To explain why settlements develop in certain locations considering the needs of humans.</p> <p>To use maps to identify settlements built by invaders considering the origin of place names in the UK.</p> <p>To use maps to compare land use in different settlements within the UK.</p> <p>To use mapping technology to identify transport links between settlements.</p>
Vocabulary Vault		
<p><u>Place Names</u></p> <p>Conwy, Llandudno, Ossett, Yorkshire, River Thames, River Severn, River Tay, River Bann</p> <p><u>Geographical Terms and Processes</u></p> <p>county, country, region, capital city, industry, manufacturing, tourism, finance</p> <p><u>Locational Terms</u></p>	<p><u>Place Names</u></p> <p>Antarctic, Amazon river, Canada, Calder river, Conwy river Denmark, Finland, Greenland, Iceland, Mississippi river, Mount Erebus, Nile river, Norway, Ross Ice Shelf, Russia, Sweden, Yangtze river</p> <p><u>Geographical Terms and Processes</u></p> <p>acid rain, canal, condensation, confluence, dam, drainage, drinking water, embankment, estuary, evaporation, flood management, flood plain, flood prevention, flooding, fresh water, global warming, ground water, mouth, river bank, river basin, source, tributary, water cycle, water shed</p> <p><u>Locational Terms</u></p> <p>Antarctic Circle, Arctic Circle</p>	<p><u>Geographical Terms and Processes</u></p> <p>agricultural, transport, journey, route settlement, settler, site, shelter, food, defence, water, fuel, building materials, agriculture, transport, invader, origin, pattern, leisure, retail, housing, business, industrial,</p>

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<h2 style="text-align: center;">Year Five</h2> <p style="text-align: center;">In Year Five, children build upon and expand previous knowledge gained. They add to their previous learning of continents with a focus on the continent of North America. They learn about the physical geography of the Earth, extending their knowledge of tectonic plates to understand mountains. They study Europe, focussing on the Mediterranean and developing an understanding of the human geography of tourism.</p>		
<p style="text-align: center;"><u>The Mediterranean</u></p> <p style="text-align: center;">Why do people choose to holiday in the Mediterranean?</p>	<p style="text-align: center;"><u>Marvellous Mountains</u></p> <p style="text-align: center;">What are the advantages/disadvantages of living on a mountain?</p>	<p style="text-align: center;"><u>North America</u></p> <p style="text-align: center;">Would I want to live in the USA?</p>
<p>During this unit, the children take a ‘zoom lens’ approach to studying the Mediterranean region within Europe. Children will learn an overview of Europe, moving from the macro to the micro (everyday life in the historic city of Athens, Greece) whilst identifying core opportunities for learning at each geographical scale. Children will build up a picture of Europe and use map skills to locate and describe key features and countries. Children will learn about the Mediterranean Sea and why this is significant to the continent and the varied countries along the coast as well as looking at Greece as the key country and exploring the regional Geography, making comparisons to the UK including climate and varied landscapes. Children will research the city of Athens and gather the following information; position in Greece, climate, landscape, key sites and features, daily lifestyles – making comparisons to our own lives.</p>	<p>After finding out about how mountains are formed, children will investigate (through research) other places in the UK, Europe and the wider world that have similar physical environments. Using different sources, the children will then focus on their individual choice of mountain range and consider what the advantages and disadvantages of living on a mountain might be. They will investigate weather patterns and how these change over time (seasonally and a longer duration). They will consider how these changes impact on human activity – link to land use, tourism and climate change. They will learn about the seven summits around the world and will learn about the Three Peaks, making comparisons.</p> <p>End point: By the end of this unit, pupils will be able to identify the key human and physical features of mountains. They will produce a PowerPoint presentation showcasing their</p>	<p>Children will study North America, including its location on a map and identifying some of the key countries of North America. They will study the Rocky Mountains range and the effects of the Mt St Helen’s eruption, making connections to prior learning. They will compare the landscapes of US states and make comparisons between New York and where they live. This will give opportunities for fieldwork in the local area to support making these comparisons, including a focus on topography.</p> <p>End point: By the end of this unit, pupils will build their knowledge of the continent of North America with a focus of the country of the USA. They will share the knowledge they have gained through creation of a video advert, encouraging people to move to the USA.</p>

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<p>End point: By the end of this unit, pupils will be able to identify the key physical and human features of the Mediterranean region. They will create a tourism poster for an area in the region, showing the information they have gathered over the unit.</p> <p><u>Primary Future link: tourism, travel agent</u></p> <p><u>Oddizzi – EUROPE AND STUDY OF A COUNTRY SCHEME OF WORK – Teachers – Topic – Planning – Mediterranean</u></p>	<p>knowledge, including mathematical representations of data gathered.</p> <p><u>Primary Future link: sherpa,</u></p> <p><u>Twinkl – Marvellous Mountains</u></p>	<p><u>Primary Future link: topographer</u></p> <p><u>Oddizzi – NORTH AMERICA SCHEME OF WORK -Teachers – Topic – Planning – North America</u></p>
<p><u>Key Threads:</u> EYFS Going Places Y5 Ancient Greece Y6 Climate Zones and Biomes</p>	<p><u>Key Threads:</u> Y3 Angry Earth Y5 North America Y5 Mediterranean Y6 Climate Zones and Biomes</p>	<p><u>Key Threads:</u> Y2 What a Wonderful World Y3 South America Y4 Splash!</p>
<p>Sticky Knowledge</p>		
<p>Modern-day Greece is a country in the European Union. Its capital city, Athens, is rich in sites of human and historical interest. Greece, with its warm climate, varied landscape and location on the Mediterranean Sea, is a popular destination for tourists. It has also become a place that people migrate to from countries such as Syria. There are many reasons that can push and pull people away from their homes to live somewhere else. There are 27 countries in the European Union.</p>	<p>Everest is the highest mountain in the world. The peak/summit is the top of a mountain. The ridge is where two sides of the mountain meet. A glacier is like a frozen river. The seven summits are the highest mountains in each of the seven continents. Mountains are formed in different ways. The three most common types are fold mountains, fault block mountains and dome mountains. That fault lines in the Earth's crust move to create mountains. Pressure from magma under the Earth's surface creates dome mountains.</p>	<p>The largest country in North America is Canada, but the United States of America has the largest population. North America has many amazing physical features, including Niagara Falls on the border of Canada and the USA. There are 50 states in the USA including Florida, New York, California, Texas and Alaska.</p>

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	<p>There are risks associated with a mountain climate, including altitude sickness, hypothermia and lack of oxygen.</p> <p>Mountains are usually symbolised on maps with a triangle.</p> <p>Topographical maps indicate the features of the land's surface, such as mountains, hills, and valleys.</p>	
Learning Objectives		
<p>To locate Europe on a map and discover information about some key countries including the UK, Greece, Spain, France and Italy.</p> <p>To explain that tourists visit the Mediterranean for a variety of reasons including tourism, climate, culture and historical interest.</p> <p>To explain some of the reasons why people migrate from Syria to Greece.</p> <p>To describe contrasting aspects of the landscape of Greece with a focus on mountains, beaches, forests and cities.</p> <p>To create an itinerary for a tourist's day visit to Athens.</p> <p>To compare daily life for a child in modern day Athens with my own.</p>	<p>To use a map to find countries containing mountain ranges.</p> <p>To locate key mountain ranges of the world, focussing on the seven summits of the seven continents.</p> <p>To locate key areas of higher ground in the UK using a map.</p> <p>To describe the key features of a mountain range – valley, foot, hillside, top.</p> <p>To explain how fold, plateau, fault-block and dome mountains are formed.</p> <p>To describe a mountainous climate.</p> <p>To describe how tourism affects mountain regions.</p>	<p>To locate North America on a world map, using latitude and longitude to identify key areas.</p> <p>To locate the United States of America and explain its name.</p> <p>To outline the main physical features of the Rockies and how people use them.</p> <p>To describe the volcanic eruptions at Mount St Helens and the impact they have had on the surrounding area.</p> <p>To investigate and evaluate the key features of a USA state.</p> <p>To compare and contrast New York with Wakefield.</p>
Vocabulary Vault		
<p><u>Place Names</u></p> <p>Acropolis, Athens, Attica, Europe, European Union, France, Germany, Italy, Mediterranean, Mediterranean Sea, Peloponnese, Parthenon, Piraeus, Poland, Russia, Scandinavia, Spain, Syria, Ukraine</p>	<p><u>Place Names</u></p> <p>Ben Nevis, Puncak Jaya, Etna, Everest, himalayas, Kilimanjaro, Mount Elbrus, Mount Snowdon, Pennines, Scafell Pike, Scottish Highlands, Vesuvius, Vinson Massif</p> <p><u>Geographical Terms and Processes</u></p>	<p><u>Place Names</u></p> <p>Alaska, California, Canada, The Caribbean, Cascades, Central America, Florida, Mexico, Mississippi River, Mount St Helens, North America, New York, Texas, USA</p> <p><u>Geographical Terms and Processes</u></p>

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<u>Geographical Terms and Processes</u> border, civilization, coastal, industry, itinerary, leisure, migrant , refugee, resort, service, temperate, tourism	agriculture, alpine. Avalanche, cliff face, crops, crust, disaster, dome mountains, fault-block mountains, fire mountains, fold mountains, geothermal, landform, landslide, massif, peak, ridge, scree, slope, summit, topography	state, landscape, mountain range <u>Locational Terms</u> longitude, latitude, Prime Meridian, Greenwich Meridian, Northern Hemisphere
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Year Six

In Year Six, we ensure our children are ready to leave South Parade as citizens of our world. Therefore, the knowledge that they gain in this year is not specific to one area but applicable to the whole world. Our children are the future of our world and in line with our Eco-Learning Key Driver, we want to ensure that they know how to best protect our world. This is investigated through their topic of 'Enough for Everyone'. They will consider natural resources around the world and how they are distributed, investigating whether this can be improved. As a global citizen, they will learn of the varying climates and biomes around the world, as well as considering the impact humans are having on these areas. When they leave, we want the children of South Parade to understand the need to, and how to protect the future of our world.

Climate Zones and Biomes

How does the climate impact the life of an area?

Using maps and globes, the children learn about the different climate zones. They will identify the position of 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) and look at patterns in weather and climate in each of these areas. Through their own research they will find out about biomes in different parts of the world and consider the effect of climate on these ecosystems. During this unit, the children will also look at time zones.

End point: By the end of this unit, pupils will be able to use the information gathered during lessons to suggest a suitable holiday at a location around the world using a brief given by a 'customer'. They will consider the needs of the customer in the context of tourism, climate and will also research the length of and impact on environment of the journey.

Primary Future link: climate scientist, environmental engineer

Oddizzi – CLIMATE ZONES SCHEME OF WORK -Teachers – Topic – Planning – Climate Zones

Energy

Why and how do we need to make a change?

In this unit, children will consider the needs of the planet as a whole in relation to the change in climate. They will find out where resources such as power and food come from, and look at ways in which natural resources can be conserved. They will use fieldwork to make investigations in the local area and gather information on vehicle use in Ossett. After discussing the idea of a carbon footprint, children will have the chance to consider how their actions impact on others around the world, and to think about the changes that they could make to try to ensure that natural resources are used consciously, considering citizens around the world.

End point: By the end of this unit, pupils will be able to identify where we get our energy from, the impact that energy use is having on our planet and how we can reduce our energy consumption. They will write a poem to share with others that spreads this key message.

Primary Future link: conservation environment office, environmental and sustainability engineer

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<p><u>Key Threads:</u></p> <p>Y1 Wonderful Weather</p> <p>Y2 What a Wonderful World</p> <p>Y3 South America – Amazon and Rainforests</p> <p>Y5 Marvellous Mountains</p>	<p>EYFS Going Places</p> <p>Y1 Home Sweet Home</p> <p>Y2 Magical Mapping</p> <p>Y3 Land Use</p>
Sticky Knowledge	
<p>The position of Earth in space affects climate.</p> <p>A climate zone is an area that has its own distinct climate.</p> <p>Climate zones may have their own type of vegetation and wildlife.</p> <p>Biomes are communities of plants and animals that have adapted common characteristics, in order to survive in a certain environment and climate.</p> <p>A vegetation belt is the plant life within a biome.</p>	<p>Burning fossil fuels is non-renewable and cutting down forests and farming livestock influence the climate and the earth's temperature due to the greenhouse gas effect. All individuals can make positive changes in their lives to reduce this impact.</p> <p>Climate change refers to long term shifts in temperature and weather patterns and poses a risk to the future of the planet.</p> <p>A traffic survey is used to count the amount of traffic that passes a certain area for a set amount of time.</p> <p>Traffic is a major cause of air pollution.</p> <p>Air pollution affects our health.</p>
Learning Objectives	
<p>To identify different lines of latitude and explain how latitude is linked to climate.</p> <p>To locate different climate zones and explore the differences between the Northern and Southern Hemispheres.</p> <p>To compare climate data for temperate and tropical climates.</p> <p>To explore weather patterns within a climate zone and represent data using graphs.</p> <p>To describe the weather of a typical day in a place with a contrasting climate.</p> <p>To identify the key characteristics of different climate zones around the world including the biomes and vegetation belt.</p>	<p>To understand that digital technology can show the impact of climate change on physical features.</p> <p>To explain the consequences of climate change.</p> <p>To know what causes climate change.</p> <p>To know where in Britain we get our energy from and the impact of this on climate change.</p> <p>To investigate wind farms as a renewable energy source.</p> <p>To consider how I can use energy responsibly.</p> <p>To investigate, through enquiry and fieldwork, how environmentally friendly transport is in the local area.</p> <p>To investigate food miles, considering their impact on the planet.</p> <p>To consider how food miles can be reduced.</p> <p>To use digital technologies to investigate food miles.</p>

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		To understand that access to natural resources varies in different countries.
Vocabulary Vault		
<u>Place Names</u> Cairo (Egypt), London (UK), Manaus (Brazil), Nuuk (Greenland), Santiago (Chile), Seville (Spain)		<u>Geographical Terms and Processes</u> global economy, global supply chain, exports, imports, consultation, developer, development, economy, green belt, air pollution, greenhouse gases, climate change, renewable, non-renewable, food miles
<u>Geographical Terms and Processes</u> axis, climate, hemisphere, latitude, polar, precipitation, season, temperate, tropical, tropical, weather		
<u>Locational Terms</u> latitude, longitude, Northern Hemisphere, Southern Hemisphere		