



GEOGRAPHY CURRICULUM



JULY 1, 2023
Btundall Primary School



Geography at Brundall.



Intent

At Brundall we believe that studying geography is important for our children as it helps them to make sense of the world around them and piques their curiosity in places, people and the environment. We intend to develop, within our pupils, a fascination, curiosity and appreciation of the world and its people that will stay with them for the rest of their lives.

Our Geography curriculum ensures that we cover the skills and develop the knowledge required to meet the aims of the national curriculum. More importantly it has been designed to give the children in our school a broader, deeper understanding of the four areas of geography identified in the curriculum. It offers a range of opportunities for investigating places around the world as well as physical and human processes. The units of work are intended to improve children's geographical vocabulary, map skills and geographical facts and provide opportunities for consolidation, challenge and variety to ensure interest and progress in the subject. It will develop contextual knowledge of local and global locations and an understanding of the processes that give rise to key physical and human geographical features of the world, along with how they change over time. This curriculum also seeks to encourage a sense of responsibility for the environment and to consider how changes to the environment have an impact on its inhabitants.

Our curriculum documents are designed to ensure that knowledge, skills and vocabulary are mapped out so that the children's understanding and learning is continuously built on as they progress through the school. This means that the children will leave KS2 ready to take on the challenge of Geography at secondary level with a passion for learning

Implementation

We teach the National Curriculum and ensure that skills are built on year by year and sequenced appropriately to maximise the learning for each child.

In KS1, children begin to use maps and recognise physical and human features to do with the local area, building to using maps to explore the continents and oceans. Further, children will begin to compare where they live to places outside of Europe and ask and answer geographical questions. In KS2, map skills are developed further using digital maps, more keys and symbols and children begin to use more fieldwork skills. Through revisiting and consolidating skills, our curriculum enables children to build on prior knowledge alongside introducing new skills and challenge. All children expand on their skills in local knowledge, place knowledge, human and physical geography, geographical skills and fieldwork.

In Reception Geography is covered primarily in the "Understanding the World" strands as part of cross curricular units, due to the nature of EYFS it is not a timetabled subject. In KS1 and KS2 geography is taught in termly blocked units of 12 hours timetabled over two weeks. In addition to the taught lessons we believe it is important that we foster an interest and a wider perspective on the world, to allow us to do this we discuss current affairs at an appropriate level. This may be as a whole school (including in assemblies) or as a class this will help children to be informed about the world around them and give them the opportunity to link their geographical knowledge to real time events.

The school has a long term plan which allows for meaningful links to be made across subjects whilst the progression of skills grid allows the staff to be fully aware of what has gone before and what will be developed later ensuring that learning is progressive. Medium term plans are written by phase groups with the support of the subject lead and will be reviewed at the end of each unit with a view to making any adjustments as necessary before the next cycle. Individual class teachers will take into account any needs or challenges presented by their class and will plan accordingly to meet these needs whilst covering the objectives set out in the medium term plans.

Sessions will begin with retrieval opportunities and links to previous learning will be made. Work will be recorded in a manner appropriate for the phase this can include floor books, photographs and written work. It is expected that work is presented neatly and reflects the learning that has taken place.

Monitoring through book looks, scrutiny of planning and pupil voice will be led by the subject lead and will focus on the children and their learning journey.

Impact

The impact of our Geography curriculum will be seen across the school with an increase in the profile of Geography. We believe that the impact of our curriculum is that geography learning is loved by teachers and pupils across school, teachers have higher expectations and quality evidence is presented in books. All children will use geographical vocabulary accurately and understand the different strands of geography, with a deep understanding of the Earth's key physical and human processes. Children will begin to make relevant links from geography to other curriculum subjects, such as history and science. They will improve their enquiry skills and inquisitiveness about the world around them, and their impact on the world. All children will realise that they have choices to make in the world, developing a positive commitment to the environment and the future of the planet. Children will become competent in collecting, analysing and communicating a range of data. They will be able to interpret a range of sources of geographical information and they will communicate geographical information in a variety of ways. All children in the school will be able to speak confidently about their geography learning, skills and knowledge. Impact will be measured through key questioning skills built in to lessons and summative evidence and subject monitoring as detailed above.

The subject leader will audit and report on curriculum impact in this area to Governors, colleagues and interested external parties.

Year R Foundation for the KS1 Curriculum

The EYFS framework is structured differently to the national curriculum as it is organised across seven areas of learning rather than subject areas. The aim of this document is to help subject leaders to understand how the skills taught across EYFS feed into national curriculum subjects.

This document demonstrates which statements from the 2020 Development Matters are prerequisite skills for geography within the national curriculum. The table below outlines the most relevant statements taken from the Early Learning Goals in the EYFS statutory framework to match the programme of study for geography.

The most relevant statements for geography are taken from the following areas of learning:

- Understanding the World

| Geography | | | |
|------------------|-------------------------|---------------------------------|--|
| Reception | Understanding the World | | <ul style="list-style-type: none"> • Draw information from a simple map. • Recognise some similarities and differences between life in this country and life in other countries. • Explore the natural world around them. • Recognise some environments that are different to the one in which they live. |
| ELG | Understanding the World | People, Culture and Communities | <ul style="list-style-type: none"> • Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. • 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. |
| | | The Natural World | <ul style="list-style-type: none"> • 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. • Understand some important processes and changes in the natural world around them, including the seasons. |

Key vocabulary - Year R

Land Water Sea Hot Cold Wet Dry Seaside River Spring Summer Autumn Winter Rain Snow Sun Wind Cloudy In On Up Down Left Right Weather
Litter Environment

Key Stage 1 National Curriculum Expectations

Locational Knowledge

Pupils should be taught to:

- name and locate the world's 7 continents and 5 oceans;
- name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.

Place Knowledge

Pupils should be taught to:

- understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country.

Human and Physical Geography

Pupils should be taught to:

- identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles;
- use basic geographical vocabulary to refer to:
 - key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather;
 - key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.

Geographical Skills and Fieldwork

Pupils should be taught to:

- use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage;
- use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map;
- use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key
- use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.

Key Stage 2 National Curriculum Expectations

Locational Knowledge

Pupils should be taught to:

- locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities;
- name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time;
- identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (incl day and night).

Place Knowledge

Pupils should be taught to:

understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America.

Human and Physical Geography

Pupils should be taught to:

- describe and understand key aspects of:
 - physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle;
 - human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.

Geographical Skills and Fieldwork

Pupils should be taught to:

- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied;
- use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United

Kingdom and the wider world;

- observe, measure, record and present the human and physical features in local area using methods, including sketch maps, plans and graphs, and digital technologies.

Geography Curriculum Map

| | | Autumn | Spring | Summer |
|--------------|-----------|---|--|---|
| In the news. | On –going | Across the school we will discuss current affairs at an appropriate level. This may be as a whole school (including in assemblies) or as a class. In the news will help children locate countries around the world, develop an understanding of the world beyond their location and highlight features of physical and human geography. | | |
| KS1 | Cycle A | Exploring Our school, maps, plans, symbols, land-use and direction. | Trains and transport – where can we get to from Brundall? | Where in the world? Olympics/ World Cup. With study of European country taking part. |
| | Cycle B | Why do we live here? A local study unit. Brundall village in the UK. | Let’s Explore the UK | Our Wonderful World. Continents, oceans, globes and maps. |
| LKS2 | Cycle A | Dynamic Earth- volcanoes and Earthquakes. | Norwich- is it the UK’s finest city? | Where in the world? Olympics/ World Cup- with in depth study of host country. |
| | Cycle B | Rivers – ain’t no river wide enough. Physical Geography and the water cycle. | Marvellous mountains. The Alps, Mountains in the British Isles, the Himalayas. | The Norfolk Broads Protecting the environment. |
| UKS2 | Cycle A | How and why have European countries changed since WWII? | Magnificent maps | Where in the world? Olympics/ World Cup. With an in-depth study of an African nation taking part. |
| | Cycle B | Does it always rain in the rainforest? South American Study. | Polar Regions | Coastal erosion. Climate change. |

| | KS1 | LKS2 | UKS2 |
|----------------------|---|---|--|
| Locational Knowledge | <p>Building on EYFS knowledge of their own environment, children start to learn the names of key places in the UK beyond their immediate environment. Children also learn the names of the world's oceans and continents.</p> <p>KS1 Geography National Curriculum</p> <p><i>Pupils develop contextual knowledge of the location of globally significant places. They should develop knowledge about the world, the United Kingdom and their locality.</i></p> <p>Children can:</p> <ul style="list-style-type: none"> name and locate the world's seven continents and five oceans; name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas; use key vocabulary to demonstrate knowledge and understanding in this strand: United Kingdom, England, Scotland, Wales, Northern Ireland, town, city, village, sea, beach, hill, mountain, London, Belfast, Cardiff, Edinburgh, capital city, world map, continent, ocean, Europe, Africa, Asia, Oceania, North America, South America, Antarctica. | <p>Building on KS1 knowledge of the UK, children begin to explore more of the world, Locating places and features accurately on maps also becomes a focus.</p> <p>KS2 Geography National Curriculum</p> <p><i>Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America.</i></p> <p><i>Children can develop contextual knowledge of the location of globally significant places – both terrestrial and marine.</i></p> <p><i>Children develop their understanding, recognising and identifying key physical and human geographical features.</i></p> <p>Children can:</p> <ul style="list-style-type: none"> locate the world's countries, using maps to focus on areas beyond Europe, concentrating on environmental regions and key physical and human characteristics; Name and locate counties and cities of the United Kingdom, identifying human and physical characteristics including hills, mountains, rivers and seas, and land use patterns Recognise how a place has changed; use key vocabulary to demonstrate knowledge and understanding in this strand: county, country, town, coast, physical features, human features, mountain, hill, river, sea, climate, tropics, tropical, of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle. | <p>Children begin to explore Europe, South America and the Polar regions using maps to find these locations. Understand how the world has zones and the significance of those zones. Children use their knowledge of longitude, latitude, coordinates and indexes to locate places. Compared to Lower KS2, children focus more on finding locations outside the UK.</p> <p>KS2 Geography National Curriculum</p> <p><i>Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. They will begin to explore the concept of tourism and its impact. Children can develop contextual knowledge of the location of globally significant places – both terrestrial and marine.</i></p> <p><i>Children develop their understanding of recognising and identifying key physical and human geographical features of the world; how these are interdependent and how they bring about spatial variation and change over time.</i></p> <p>Children can:</p> <ul style="list-style-type: none"> use maps to locate the world's countries with a focus on Eastern Europe and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities; identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere and use longitude and latitude to find locations on a map; use key vocabulary to demonstrate knowledge and understanding in this strand: atlas, index, coordinates, latitude, longitude, contour, altitude, peaks, slopes, continent, country, city, North America, South America, border, key. |

| | KS1 | LKS2 | UKS2 |
|-----------------|--|---|---|
| Place Knowledge | <p>Children begin to compare places in the UK with a place outside of the UK. This builds on EYFS knowledge and understanding of the world, people and communities. Children can apply the skills of observing similarities and differences to places as well as people.</p> <p>KS1 Geography National Curriculum <i>Pupils develop contextual knowledge of the location of globally significant places. They should develop knowledge about the world, the United Kingdom and their locality. Children begin to understand basic vocabulary relating to human and physical geography.</i></p> <p>Children can:</p> <p>compare the UK with a contrasting country in the world; compare a local city/town in the UK with a contrasting city/town in a different country</p> <p>use key vocabulary to demonstrate knowledge and understanding in this strand: London, compare, capital city, country, population, weather, similarities, differences, farming, culture, river, desert, volcano.</p> | <p>Children develop vocabulary relating to physical and human geographical features from KS1. They begin to develop the skills of comparing regions, by focusing on specific features. Children focus on comparing regions of the UK in depth and start to look at an area outside of the UK.</p> <p>KS2 Geography National Curriculum <i>Children can understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country and a region within the rest of the world.</i></p> <p>Children can:</p> <p>understand geographical similarities and differences through the study of human geography of a region of the United Kingdom; explore similarities and differences, comparing the human geography of a region of the UK and a region of</p> <p>understand geographical similarities and differences through the study of physical geography of a region of the United Kingdom; explore similarities and differences comparing the physical geography of a region of the UK and a region in Europe</p> <p>use key vocabulary to demonstrate knowledge and understanding in this strand: physical features, human features, landscape, feature, population, land use, retail, leisure, housing, business, industrial, agricultural.</p> | <p>Children develop their analytical skills by comparing areas of the UK with areas outside of the UK. They will have a deeper knowledge of diverse places, people, resources, natural, and human environments. They can make links to places outside of the UK and where they live. Children are encouraged to conduct independent research, asking and answering questions.</p> <p>KS2 Geography National Curriculum <i>Children can understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America.</i></p> <p>Children can:</p> <p>understand geographical similarities and differences through the study of human geography of a region of the United Kingdom, a region of Eastern Europe and South America; understand geographical similarities and differences through the study of physical geography of a region of the United Kingdom, a region of Eastern Europe and South America;</p> <p>use key vocabulary to demonstrate knowledge and understanding in this strand: latitude, Arctic Circle, physical features, climate, human geography, land use, settlement, economy, natural resources.: Amazon rainforest, , land use, retail, leisure, housing, business, industrial, agricultural.</p> |

| | KS1 | LKS2 | UKS2 |
|------------------------------|---|---|--|
| Human and physical geography | <p>Building on EYFS knowledge of how environments may vary. Children begin to learn about the physical and human features of geography.</p> <p>KS1 Geography National Curriculum <i>Children will understand key physical and human geographical features of the world. They identify seasonal and daily weather patterns.</i></p> <p>Children can:</p> <ul style="list-style-type: none"> identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles; use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather; use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop. | <p>Children have a stronger understanding of the difference between physical and human geography. They use more precise vocabulary, explaining the processes of physical and human geography and their significance. They learn more about extreme weather and natural disasters, as well as beginning to understand the impact of humans on the earth.</p> <p>KS2 Geography National Curriculum <i>Children locate a range of the world's most significant human and physical features. Explain how physical features have formed, why they are significant and how they can change.</i></p> <p><i>Explain the impact of humans on the earth in terms of land use, settlements and their direct connection to physical changes.</i></p> <p>Children can:</p> <p>describe and understand key aspects of:</p> <ul style="list-style-type: none"> physical geography, including: mountains, rivers, volcanoes, tornadoes, tsunamis, earthquakes and the water cycle; human geography, including: types of settlement and land use including agriculture and tourism use key vocabulary to demonstrate knowledge and understanding in this strand: mantle, outer core, inner core, magma, volcano, active, dormant, extinct, earthquake, epicentre, shock wave, magnitude, tsunami, tornado, climate, tropics, deforestation, evaporation, water cycle, evaporation, condensation, precipitation, cooling, filter, pollution, settlement, settler, site, need, shelter, food, tourism, positive, negative, economic, social, environmental. | <p>Children deepen their understanding of the difference between physical and human geography. They can explain the terminology of both aspects of geography with examples. They spend time exploring human geography and the impact humans have on the world. They focus on trade links, resources and the distribution of resources around the world.</p> <p>KS2 Geography National Curriculum <i>Children will locate a range of the world's most significant human and physical features. Explain how physical features have formed, why they are significant and how they can change. Children can understand how these are interdependent and how they bring about spatial variation and change over time. Children will deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments.</i></p> <p>Children can:</p> <p>describe and understand key aspects of:</p> <ul style="list-style-type: none"> physical geography, incl: climate zones, biomes and vegetation belts; human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water; use key vocabulary to demonstrate knowledge and understanding: settlement, refugees, immigration, migration, resources, services, goods, electricity, supply, generation, renewable, non-renewable, solar power, wind power, biomass, origin, import, export, trade, efficiency, conservation, carbon footprint, peak, plateau, tourism, positive, negative, economic, social, environmental. |

| | KS1 | LKS2 | UKS2 |
|-----------------------------------|---|---|--|
| Geographical skills and fieldwork | <p>Building on EYFS knowledge of their environment, children begin to use maps to locate places and features using keys and symbols. Children begin to look at how the environment has changed.</p> <p>KS1 Geography National Curriculum</p> <p><i>Children can interpret geographical information from a range of sources. They can communicate geographical information in a variety of ways.</i></p> <p>Children can:</p> <ul style="list-style-type: none"> use world maps, atlases and globes to identify the countries, continents and oceans studied at this key stage; use simple compass directions and locational and directional to describe the location of features and routes on a map; devise a simple map; use and construct basic symbols in key; use simple fieldwork and observations to study the geography of the area, including key human and physical features; use key vocabulary to demonstrate knowledge and understanding: compass, 4-point, direction, North, East, South, West, plan, record, observe, aerial view, key, map, symbols, direction, position, route, journey, the UK, changes, tally chart, pictogram, world map, country, continent, human, physical. | <p>Children develop map skills to identify features on a map through symbols and keys. They begin to use fieldwork skills to monitor and explain patterns in human and physical features.</p> <p>KS2 Geography National Curriculum</p> <p><i>Children collect, analyse and communicate a range of data gathered through fieldwork that deepens their understanding of geographical processes. They interpret a range of sources of geographical information including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS).</i></p> <p>Children can:</p> <ul style="list-style-type: none"> use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied incl 4fig grid references; use symbols and keys (including the use of OS maps), to build knowledge of the U.K and the wider world; use fieldwork to observe and present the human and physical features in the area using sketch maps, plans and digital tech; Use 4 fig grid references; use key vocabulary to demonstrate knowledge and understanding: sketch map, map, aerial view, feature, annotation, landmark, distance, key, symbol, land use, urban, rural, population, coordinates, contours | <p>Children build on map skills communicating locations through grid references and coordinates, explaining what makes a good map symbol and why. They focus on observing and recording changes of human features over time, e.g trade patterns.</p> <p>KS2 Geography National Curriculum</p> <p><i>Children become confident in collecting, analysing, and communicating a range of data. Children can explain how the Earth's features at different scales are shaped, interconnected and change over time.</i></p> <p>Children can:</p> <ul style="list-style-type: none"> use maps, atlases, globes and digital/computer mapping to locate countries and describe features; use the eight points of a compass, 4 and 6 -fig grid references, symbols and key (including the use of OS maps) to build their knowledge of the U.K and the wider world; use fieldwork to observe, measure, record and present human features using a range of methods, including sketch maps, plans and graphs, and digital technologies; use key vocabulary to demonstrate knowledge and understanding: atlas, index, coordinates, latitude, longitude, key, symbol, Ordnance Survey, Silva compass, legend, borders, fieldwork, measure, observe, record, map, sketch, graph. |



Geography

Brundall Long Term Plan for Geography

| | Autumn Term | Spring Term | Summer Term |
|---------------|---|---|--|
| KS1 (Cycle A) | Exploring Our school, maps, plans, symbols, land-use and direction. | Trains and transport – where can we get to from Brundall? | Where in the world? Olympics/ World Cup. |
| | <p style="text-align: center;">Learning objectives</p> <ol style="list-style-type: none"> Name physical features of the school and its grounds. Name human features of the school and its grounds. Sort physical and human features of the school grounds. Design symbols to represent features of the school grounds Follow a simple route to explore some of the physical and human features of my school. Record symbols and produce a simple plan to show the location of features. | <p style="text-align: center;">Learning objectives</p> <ol style="list-style-type: none"> Name different types of transport that we can use to travel from Brundall to other locations. Collect and represent data to show how we travel to school Take part in a traffic survey and record results. Understand how to be safe when visiting a train station and travelling on a train. Locate Norwich, towns and villages on a map of Norfolk and locate Norfolk on a map of the UK. Design a leaflet advertising the use of public transport. | <p style="text-align: center;">Learning objectives</p> <ol style="list-style-type: none"> Locate the host country on a map of the world and the European countries taking part on a map of Europe. Name physical features of the country being studied. Investigate the human geography and culture of the European country we are studying. Compare the climate of the European country we are studying to the climate of the UK Locate other competing countries on a world map and say which continent they are in. As part of a group produce a poster telling people about a European country that is taking part in the event. |
| | <p style="text-align: center;"><u>Key Vocabulary</u></p> <p>Map, plan, human, physical, key, symbols, birds eye view, route, position, atlas, aerial photo</p> | <p style="text-align: center;"><u>Key Vocabulary</u></p> <p>Transport, vehicles, environmental, pollution, railways, trains, public transport, location, destination, city, village, county, town, data, survey.</p> | <p style="text-align: center;"><u>Key Vocabulary</u></p> <p>Continent, international, physical, human, climate, Europe, North America, South America, Asia, Oceania, Africa</p> |

KS1 (Cycle B)

| Autumn Term | Spring Term | Summer Term |
|--|---|--|
| Weather focus running throughout the year linked with Science– can they keep a weather chart? Can they answer questions about the weather? Can they explain how the weather changes throughout the seasons? Can they explain how the weather is different in different locations? | | |
| Why do we live here? A local study unit. Brundall village in the UK. | Let's explore the U.K. | Our Wonderful World. Continents, oceans, globes and maps. |
| <p style="text-align: center;"><u>Objectives</u></p> <ol style="list-style-type: none"> 1. Explain why I like where I live and be able to write my address. 2. Explore the village of Brundall following a route. 3. I can write a report about my exploration of the village. 4. Recognize similarities and differences between Brundall in the past and Brundall today using photos. 5. Compare villages, towns and cities finding similarities and differences. 6. Consider how we could improve our village and design a keep our village tidy poster. | <p style="text-align: center;"><u>Objectives</u></p> <ol style="list-style-type: none"> 1. Name the 4 countries and capital cities of the UK 2. Understand that the UK is an Island and name the seas 3. Name some of the major cities in the UK and make comparisons 4. Use an atlas to find out about the counties of the UK 5. Use simple compass directions N,S,E,W to describe the location of UK cities 6. Write a non- chronological report about the UK (curriculum write) | <p style="text-align: center;"><u>Objectives</u></p> <ol style="list-style-type: none"> 1. identify the 4 countries of the UK (recap from Spring) 2. Name and locate the 7 continents and 5 oceans using atlases and maps 3. Point to where the North and South Pole and the Equator are. 4. Explain the main features of a hot place near the equator and think about suitable clothing. 5. Use the contents page and index in a simple atlas to find answers. 6. Know that different habitats and animals occur in different regions of the world. |
| <p style="text-align: center;"><u>Key Vocabulary</u></p> <p>Settlement, village, town, city, country, UK, British Isles, local, address, litter, environment, green spaces</p> | <p style="text-align: center;"><u>Key Vocabulary</u></p> <p>United Kingdom, Great Britain, Scotland, England, Wales, Northern Ireland, seas, coast, island, North South, East, West. Country capital cities.</p> | <p style="text-align: center;"><u>Key Vocabulary</u></p> <p>Continents, oceans, poles, equator, climate, temperature, atlas, rainfall, hemisphere, regions, flora and fauna</p> |

LKS2 (CYCLE A)

| | Autumn Term | Spring Term | Summer Term |
|--|---|---|--|
| | Dynamic Earth- volcanoes and Earthquakes. | Norwich- is it the UK's finest city? | Where in the world? Olympics/ World Cup. |
| | Previous learning from our Wonderful World KS1 | Previous learning – From where Do We Live? Let's explore the U.K. | Previous learning – from our wonderful world, and where in the world? KS1 |
| | <p><u>Objectives</u></p> <ol style="list-style-type: none"> Describe the layers of the Earth Identify the features of a volcano and an earthquake Identify the different shapes of volcanoes and discuss reasons for their formation Locate regions where volcanoes occur and explain what happens when a volcano erupts. Locate regions where earthquakes occur and explain what causes them. Understand the effect an eruption has on the locality. | <p><u>Objectives</u></p> <ol style="list-style-type: none"> Locate Norwich on a map of the UK Identify some main buildings in Norwich Recognize the importance of tourism and the science industry to the City of Norwich Locate nearby tourist attractions to Norwich Answer questions about Norwich using a map and aerial photographs Follow a route on map to find a location | <p><u>Objectives</u></p> <ol style="list-style-type: none"> Locate the host country on a map of the world. Name physical features of the host country Investigate the human geography and culture of the host country. Compare the climate of the host country to the climate of the UK Locate other competing countries on a world map and say which continent they are in. Produce a poster telling people about the host country. |
| | <p><u>Key Vocabulary</u></p> <p>Core, mantle, crust, lava, eruption, epicenter, tectonic plates, disaster, aid,</p> | <p><u>Key Vocabulary</u></p> <p>Norwich, market, tourism, industry, events, entertainment , shopping, economy, trade, science park, university,</p> | <p><u>Key Vocabulary</u></p> <p>International, terrain, climate, continent, culture, population, language, identity, trade, economy</p> |

LKS2 (CYCLE B)

| | Autumn Term | Spring Term | Summer Term |
|--|--|---|---|
| | Rivers – ain't no river wide enough. Physical Geography and the water cycle. | Marvellous mountains. | The Norfolk Broads Protecting the environment. |
| | Previous learning from weather study in KS1 | Previous learning – from our wonderful world in KS1 | Previous learning from where do we live in KS1 |
| | <p style="text-align: center;"><u>Objectives</u></p> <ol style="list-style-type: none"> 1. Know the water cycle and its features 2. Understand the process of evaporation, transpiration, condensation and precipitation. 3. Use an atlas to find the major rivers of the world and locate their source and mouth. 4. Produce a diagram showing the different parts of a river and its journey from source to mouth. 5. Explain processes which damage the river environment – including the impact of climate change. 6. Explain how humans use rivers and how this affects ecosystems. | <p style="text-align: center;"><u>Objectives</u></p> <ol style="list-style-type: none"> 1. Identify and locate the main mountain ranges on the Earth 2. Explain the formation of mountains 3. Explain how mountains change over long periods of time 4. Explain how humans use the mountain environments to add economic value to an area and how this may damage the environments. 5. Locate and research the mountains of the UK 6. Produce a poster to advertise visiting Yr Wyddfa | <p style="text-align: center;"><u>Objectives</u></p> <ol style="list-style-type: none"> 1. Locate Norfolk on a map of the UK 2. Produce a map of the Norfolk broads 3. Explain how the broads were made and their history 4. Research the impact of National Park status in the Norfolk Broads 5. Understand the conflict between conservation/ protection v tourism/economy 6. Produce leaflet informing people about responsible visiting |
| | <p style="text-align: center;"><u>Key Vocabulary</u></p> <p>Pollution, source, mouth, meander, tributary, water cycle, erosion, silt, gravity, tourism, transport</p> | <p style="text-align: center;"><u>Key Vocabulary</u></p> <p>Tectonic plates, folding, plateau, volcanic, dome, peak, summit, slope, gradient, Contours, gradient, slope, steepness, sea level, grid reference, key, symbol, Ordnance Survey (OS) National park, conservation, peak, summit, ascent, slope, steepness, tourism, volcano, dormant, Wales, YrWyddfa, Eryri, ridges, valleys, lakes, waterfalls, altitude, flora, fauna, agriculture, erosion, litter. Tibet, Sherpa, altitude, oxygen, borders, climbers, climate, conditions, crampons, ropes, avalanche, mountaineering, tourism, hiking, mountaineering, skiing, altitude, conservation, avalanche latitude, height, ridges, glacial, erosion, continent.</p> | <p style="text-align: center;"><u>Key Vocabulary</u></p> <p>National park, leisure, industry, tourism, income, conflict, peat extraction, habitats, protected, publicity, waterways, natural, manmade, reed beds, navigable.</p> |

UKS2 (Cycle A)

| Autumn Term | Spring Term | Summer Term |
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| How and why have European countries changed since WWII? | Magnificent maps | Where in the world? Olympics/ World Cup. |
| Previous learning- learning from mountains and rivers in LKS2 | Previous learning from mountains and rivers in LKS2 | Previous learning from where in the World LKS2 |
| <p style="text-align: center;"><u>Objectives</u></p> <ol style="list-style-type: none"> 1. Use an atlas to find European countries and their capitals 2. Compare a map of Europe from 1939 to a map of Europe today 3. Show routes on maps of Europe 4. Understand why borders and boundaries changed during and after WWII 5. Recognize the significance of the fall of the Berlin wall and the disintegration of the USSR 6. Understand why the EEC –EU was formed following WWII and recognize the importance of the formation of NATO and the European Convention on Human Rights. | <p style="text-align: center;"><u>Objectives</u></p> <ol style="list-style-type: none"> 1. Find information in an atlas using the index and simple co-ordinates. 2. Use a key to describe features on an Ordnance Survey map 3. Use the eight compass points to describe routes on a map. 4. Use four or six-figure grid references to locate places on a map. 5. Plan a journey using the eight compass points and four or six-figure grid references. 6. Produce a map with grid references, O.S. map symbols and human features such as transport links. | <p style="text-align: center;"><u>Objectives</u></p> <ol style="list-style-type: none"> 1. Locate the host country on a map of the world and the African countries taking part on a map of Africa. 2. Name physical features of the country being studied. 3. Investigate the human geography and culture of the African country we are studying. 4. Compare the climate of the African country we are studying to the climate of the UK 5. Locate other competing countries on a world map and say which continent they are in. 6. Produce a poster informing people about an African country that is taking part in the event. |
| <p style="text-align: center;"><u>Key Vocabulary</u></p> <p>continents, European countries, capital cities, physical features, landmarks, borders, boundaries, USSR, NATO, ECHR , refugees, kinder trains,</p> | <p style="text-align: center;"><u>Key Vocabulary</u></p> <p>Grid reference, contours, compass points, O.S. symbols, direction, land use, physical, human, route.</p> | <p style="text-align: center;"><u>Key Vocabulary</u></p> <p>Africa, climate, terrain, trade, economy, culture, identity, post colonialism, GDP, trends, transport, resources</p> |

UKS2 (Cycle B)

| Autumn Term | Spring Term | Summer Term |
|---|--|---|
| <p>Does it always rain in the rainforest?</p> <p>South American Study.</p> | <p>Polar Regions</p> | <p>Coastal erosion. Climate change.</p> |
| <p>Previous learning from rivers in LKS2</p> | <p>Previous learning From our wonderful world KS1</p> | <p>Previous learning from Rivers and mountains in LKS2</p> |
| <p style="text-align: center;"><u>Objectives</u></p> <ol style="list-style-type: none"> 1. Identify the position and significance of the tropics of Cancer and Capricorn and the the arctic and Antarctic circles 2. Understand and describe biomes and their characteristics 3. Show the locations of rainforests on a map of the world 4. Explore the physical and human characteristics of Brazil 5. Explain how physical and human characteristics of Brazil have changed over time. 6. Collect and analyse statistics and information about Brazil and draw conclusions about these. | <p style="text-align: center;"><u>Objectives</u></p> <ol style="list-style-type: none"> 1. Locate the polar regions and answer questions about their physical features 2. Explain how the polar regions lands are used and what resources they supply 3. Understand how the climate is changing in the polar regions 4. Explain possible feedback cycles in the polar regions and how this is affecting the flora and fauna 5. Explore how the lives of first nation peoples in the polar regions lifestyle is similar or different to life in the UK 6. Understand the conflicts over land-use in the polar regions and can explain my opinions | <p style="text-align: center;"><u>Objectives</u></p> <ol style="list-style-type: none"> 1. Explain how water and weather can change the landscape 2. Understand how coastal features are formed. Identify coastal features of the UK 3. Compare photos of the Norfolk coast and recognize the changes that have occurred 4. Explain long shore drift with the help of a diagram 5. Recognise the conflict between coastal defences and leaving areas to be affected – Curriculum write – letter to the local press from a person living in Happisburgh or Hemsby |
| <p style="text-align: center;"><u>Key Vocabulary</u></p> <p>Equator, precipitation, temperature, climate, deforestation, biome, settlement, land-use economic activity, conflict, indigenous, terrain, population</p> | <p style="text-align: center;"><u>Key Vocabulary</u></p> <p>Antarctic circle, antarctic peninsula, arctic circle, biodiversity, ecosystem, glacier, infrastructure, inuit, mineral extraction, North Pole, permafrost, polar, Scandinavia, sustainable development, Tundra, vegetation.</p> | <p style="text-align: center;"><u>Key Vocabulary</u></p> <p>Erosion, weathering, deposition, arches, stacks, cliffs, caves, coastal defences, long shore drift</p> |

