

Year 1 Geography– Where do I live?

National Curriculum Focus

Use simple fieldwork and observational skills to study the geography school grounds and the key human and physical features
Use simple compass directions N,S,E,W and directional language

Key Skills

- To identify the key features of the local area
- To use aerial images and plan perspectives to recognise landmarks and basic physical features.
- Devise a simple map; and use and construct basic symbols in a key.

Outcome of unit

Pupils will have:

- Taken part in fieldwork by walking their school grounds and noting human and physical features on a map
- Used aerial photographs and plan perspectives of the school to identify local human and physical features
- Been taught the difference between a city, town and village and can name a local example of each
- Devised their own map and key for their school grounds
- Used compass directions N,S,E,W and near/far, left/right
- To be able to write their own address

Knowledge

New Knowledge:

- The nearest city to Dudley is Wolverhampton.
- Dudley is a town in the borough Dudley, which sits on the border of the Black Country (Walsall, Wolverhampton and Sandwell) and Birmingham.
- A village is smaller than a town. Our nearest villages are Coseley, Himley, Netherton, Pensnett, Sedgley and Upper and Lower Gornal.
- Your address has the name of the street you live in, the number or name of your house. *They need to be able to write this.*
- To know a range of human features such as churches, bridges and roads.
- To know a range of physical features such as hills and rivers. *Link to Dudley castle features.*
- The M5 is the nearest motorway to Dudley – locate on Google maps – see where they can get to using this motorway.
- There are factories and offices in Dudley. (See document Data about industries in the Black Country in KO file).

Subject Specific Vocabulary

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| Human Feature | Human features are things that are built by humans. |
| Physical feature | A naturally occurring feature in the world – hills and rivers. |
| Place of worship | A place of worship normally found in every village, town and city. Churches, Mosques, Gurdwara's and Temples are places of worship for different religions. |
| map symbol | A small picture on a map to tell you about something. |
| address | Locates exactly where someone lives by having the house or flat number, street and town names. |
| City | A city is a large or important town . |
| Town | A town is a populated area with fixed boundaries and a local government. |
| Village | A village is a small community in a rural or semi-rural area. |

Year 2 Geography– Map our locality

National Curriculum Focus

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.
Use simple compass directions N,S,E,W and directional language to describe the location of features and routes on a map

Building on...

Year 1 – Where do I live?

Key Skills

- To identify the key features of the local area including specific landmarks in Dudley Town Centre.
- To use aerial images and plan perspectives to recognise landmarks and basic physical features.
- Devise a simple map: and use and construct basic symbols in a kev.

Outcome of unit

Pupils will have:

- Taken part in fieldwork by walking their local area and noting human and physical features on a map
- Used aerial photographs and plan perspectives to identify local human and physical features including landmarks
- Revised the difference between a city, town and village and can name a local example of each
- Devised their own map and key of the local area
- Used compass directions N,S,E,W and near/far, left/right to describe locations of features on a map

Knowledge

Revise:

- The nearest city to Dudley is Wolverhampton
- Dudley is a town in the borough Dudley, which sits on the border of the Black Country (Walsall, Wolverhampton and Sandwell) and Birmingham.
- A village is smaller than a town. Our nearest villages are Coseley, Himley, Netherton, Pensnett, Sedgley and Upper and Lower Gornal.
- A pub is where alcoholic drinks can be purchased. The word “pub” comes from “public house.” It is not just a place to drink alcohol, it is also a social centre, often in the heart of communities in villages, towns & cities.
- The M5 is the nearest motorway to Dudley.

New knowledge:

- There are many signs on the roads to help drivers use the Highway Code properly. There are different shaped signs to help drivers know what to do.
- To be able to locate human features in Dudley such as the church, leisure centre, police station, fire station and many shops.
- To be able to local physical features in Dudley including natural features such as hills and mountains (Wren’s Nest, Dudley Castle, Sedgley Beacon and Cawney Hill) and rivers such as the River Stour.
- Barrow Hill in Pensnett is the remnant of an extinct volcano that erupted 315 million years ago.
- There are factories and offices in Dudley. (See document Data about industries in the Black Country in KO file)
- Your address has the name of the street you live in, the number or name of your house; the village, town or city you live in and a post code

Subject Specific Vocabulary

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| Street | A public road in a city, town, or village, typically surrounded by houses or buildings. |
| Road signs | Road sign gives you information, directions to places or warn you of possible dangers. |
| Supermarket | A place where you buy groceries and other items. They can be large with parking space. |
| Post office | A place where you buy stamps for your letters and send your letters and parcels. |
| Pharmacy | A pharmacy or chemist, is a place where Pharmacists prepare medication that is prescribed by doctors to make us feel better. |
| Map symbol | A small picture on a map to tell you about something. There are symbols for schools, churches, post offices and pubs. |
| Post code | This locates exactly where a street or a place is by using letters and numbers. |
| Urban | A busy locations which has lots of houses and usually shops and offices. |
| Rural | It is a location in the country. It is not usually as busy as an urban place. |
| Extinct Volcano | An extinct volcano has not had an eruption for at least 10,000 years and is not expected to erupt again |

Year 3 Geography– The Midlands v Campania (Italy)

National Curriculum Focus

Understand geographical similarities and differences through the study of human and physical geography of a region of the UK– The Midlands - and a region in a European country – Campania - Italy

Building on...

Year 1 – The United Kingdom and The Weather and Year 2 - Continents

Key Skills

- Locate West Midlands on a Uk map and Campania using a European map and locate major cities within Campania
- Identify human and physical characteristics of the The Midlands including key topographical features
- Identify human and physical characteristics of Campania including key topographical features
- Know how land use has changed in The Midlands and Campania (agriculture to tourism etc)
- Understand key aspects of volcanoes and earthquakes in relation to Mount Vesuvius

Outcome of unit

Pupils will:

- Have located The Midlands and Campania on a Uk and European map
- Have been able to compare the human and physical features of The Midlands and Campania
- Have been able to compare and contrast how land is and has been used in both locations
- Have been able to compare types of settlement and economic activity including trade links in both locations
- Understand the impact of earthquakes in Campania and the impact of eruptions of Mt Vesuvius
- Have used maps, atlases and computer mapping to locate countries

Knowledge

New knowledge:

- To locate The Midlands and its counties , Italy and Campania on a Uk and European map
- To use a map, atlas and computer mapping software to locate The Midlands and Campania
- Campania and The Midlands have many cities these need to be located on maps of The Midlands and the Campania region
- Campania land use varies. Agriculture is one of the main economic activities as the soil on the hills of Vesuvius is rich for growing. There is also lots of trade links due to its coastal position which also brings tourism. Campania also has large forested regions.
- The Midlands land use varies from agriculture to high use of land for dwellings, business and industry.
- To understand how earthquakes affect both The Midlands and Campania and the impact they have had in each location over time.
- To understand the key aspects of volcanic activity in both locations over time.
- Natural resourcing: Limestone, travertine, gypsum and sandstone are the more quarried minerals in Campania. Gypsum is also mined in Staffordshire in the Midlands alongside lead, barite, fluorite and rock salt.
- Access to natural resources such as water should be studied as The Midlands is landlocked and Campania is coastal.

Subject Specific Vocabulary

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| Region | An area, especially part of a country or the world having definable characteristics but not always fixed boundaries. |
| Capital City | Is the municipality exercising primary status in a country, state, province, or other Administrative region, usually as its seat of government. |
| Mediterranean | The Mediterranean Sea or the countries bordering it. |
| County | a division of a state or country for local government. |
| Industry | Economic activity concerned with the processing of raw materials and manufacture of goods in factories. |
| Earthquake | A sudden violent shaking of the ground, typically causing great destruction, as a result of movements within the earth's crust or volcanic action. |
| Limestone | A hard sedimentary rock, composed mainly of calcium carbonate or dolomite, used as building material and in the making of cement. |
| Travertine | White or light-coloured calcareous rock deposited from mineral springs, used in building. |
| Gypsum | A soft white or grey mineral consisting of hydrated calcium sulphate. It occurs chiefly in sedimentary deposits and is used to make plaster of Paris and fertilizers, and in the building industry. |
| Sandstone | Sedimentary rock consisting of sand or quartz grains cemented together, typically red, yellow, or brown in colour. |
| Barite | A mineral consisting of barium sulphate, typically occurring as colourless prismatic crystals or thin white flakes. |
| Fluorite | A mineral consisting of calcium fluoride which typically occurs as cubic crystals, colourless when pure but often coloured by impurities. |
| Rock salt | common salt occurring naturally as a mineral |
| Landlocked | A country or region) almost or entirely surrounded by land. |
| Coastal | Of or near a coast. |

Year 4 Geography– Temperate Deciduous Biomes - UK and North Eastern America

National Curriculum Focus

Understand geographical similarities and differences through the study of human and physical geography of a region of the UK– Epping Forest - and a region within North or South America
Describe and understand key aspects of physical geography including: climate zones, biomes and vegetation belts.

Building on...

Year 1 – The United Kingdom and The Weather and Year 2 – Continents Year 3 – Uk physical and human features and Romans in Britain and Anglo Saxons and Scots.

Key Skills

- Locate Epping Forest and the county it is in on a Uk map and where the temperate deciduous forest covers in North Eastern America using a world map
- Identify human and physical characteristics of the Epping Forest including key topographical features
- Identify human and physical characteristics of North Eastern America including key topographical features
- Understand key aspects of physical geography including: climate zones, biomes and vegetation belts.
- Locate all temperate deciduous biomes on a world map

Outcome of unit

Pupils will:

- Have located all temperate deciduous biomes, Epping Forest and North East America on a Uk and world map
- Have been able to compare the human and physical features of Epping Forest and the temperate biome of North Eastern America
- Have been able to compare and contrast how land is and has changed in both locations over time
- Have been able to compare vegetation belts in both locations
- Have used maps, atlases and computer mapping to locate countries and major cities

Knowledge

New knowledge:

Physical geography

- Understand that North Eastern America and the UK are in the Northern Hemisphere.
- Understand that North Eastern America is the western hemisphere and parts of the UK are too but some are the Eastern hemisphere – depending upon where it lies in relation to Prime/Greenwich meridian.
- Be able to locate North and South America on a map
- Understand the different biomes.
- Temperate deciduous biomes are only in some parts of the world. These need to be located on a world map and also linking to their latitude.
- Understand the different climate zones each location is in.
- The vegetation belts in each location of temperate deciduous forests should be explored. Vegetation belts are an area of the planet characterised by certain flora (plants) due to climatic conditions.
- Understand the different parts of a deciduous forest such as: understory, canopy and forest floor.
- Compare the species of wildlife in each location and how it may need to adapt to the different climates.

Human geography

- Understand the human geography of both locations including land use, economic activity,
- Link the fact that as precipitation is all year round it is attractive for settlers. Link to Year 3 work on Romans and Anglo Saxons and how our biome attracted them to settle here due to the growing potential of the land.
- Land use in the areas for food are to be explored. The children need to understand the seasonality of fruit and vegetables grown in these locations (Link to KS2 DT)

Subject Specific Vocabulary/facts

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| Temperate | The word temperate implies that the climate is reasonably stable with not great variation throughout the year. |
| Deciduous | Deciduous forests are those that have trees with broadleaves (e.g. Oak) that are shed in the autumn months. |
| Deciduous forest | Deciduous forests are found in the mid-latitudes which have reasonably evenly spread rainfall throughout the year and winters that are cool but not cold. |
| Biome | A biome is a large naturally occurring community of flora (plants) and fauna (animals) occupying a major habitat. The biome is suited to the climate and locality it is placed. |
| Brown earth | This is a fertile soil found in deciduous woodlands. In the autumn the leaves fall from the trees. The leaves decompose and help to give the soil its nutrients. |
| Seasons | Temperate deciduous forest has four distinct seasons: winter, spring, summer and fall. Winters are cold and summers are warm. |
| Precipitation | Precipitation in this biome happens year round. Because the soil is very fertile and hardwood trees are good for building, this biome has some of the world's largest population centres in it. |
| Diversity | There is great diversity of life in this biome. |
| Adaptation | Animals that live in the temperate deciduous forest must be able to adapt to the changing seasons. Some animals in this biome migrate or hibernate in the winter. |
| Latitude | Regions between 23° and 66° are called the <i>Temperate latitudes</i> |
| 360 film of Eastern North America forest | https://untamedscience.com/biology/biomes/temperate-deciduous-forests/ |
| Humus | Decomposed fallen leaves and organic matter quickly, producing a thick layer of nutrient rich soil |
| Understory | Underlying layer of vegetation in a forest or wooded area |
| Canopy | the upper layer or habitat zone, formed by mature tree crowns |

Year 5 Geography– UK geography inc Mountain study

National Curriculum Focus

Name and locate counties and cities of the UK, geographical regions and their identifying human and physical characteristics, key topographical features and land use patterns and understand how some of these aspects have changed over time.

Describe and understand key aspects of physical geography including mountains and the water cycle
Use 8 points of a compass, 4 and 6 figure grid references, symbols and key to build their knowledge of the UK
Use fieldwork to observe, measure, record and present the human and physical features in the local area.

Building on...

Year 1 – Where do I live?, Year 2 - Mapping our locality, Year 3 The Midlands v Campania and Year 4 Temperate Biomes

Key Skills

- To use fieldwork to observe measure and record key human and physical features of the local area
- Uses maps, atlases and globes to locate counties as well as using 8 points of the compass and 4 and 6 figure grid references.
- To name and locate major cities and their counties in the UK and understand the differences in geographical regions by comparing the topographical and land use patterns of Wrens Nest Hill and Ben Nevis.

Outcome of unit

Pupils will have:

- Taken part in fieldwork to observe measure and record key human and physical features of Wrens Nest Hill.
- Used maps, atlases and globes to locate major cities and their counties, Wrens Nest Hill and Ben Nevis. This includes the use of the 8 compass points and 4 and 6 figure grid references.
- Named all major cities and their counties in the UK and using mountains understand similarities and difference in regions.
- Studied and understood the water cycle via their study of Ben Nevis.

Knowledge

Physical geography

- Locate major cities and their counties on a UK map - including Inverness-shire.
- Use maps atlases, globes and digital materials to locate Major UK cities and their counties.
- Understand what defines a mountain and what mountains are located in Dudley, West Midlands and the wider UK. Study Wrens Nest Hill as Dudley's most prominent mountain.
- Use ordinance survey maps to look at 4 and 6 figure grid references, the contours of Wrens nest and to locate local human geographical features.
- Take part in fieldwork observing, measuring and presenting human and physical and features of Wrens Nest Hill.
- Locate Ben Nevis on a UK map looking at 4 and 6 figure grid references, the contours of Ben Nevis and to locate local human geographical features.
- Compare the physical similarities and differences between Wrens Nest Hill and Ben Nevis.
- As part of the Ben Nevis study include understanding the water cycle.

Human Geography

- Compare the human similarities and differences between Wrens Nest Hill and Ben Nevis including settlements, land use, economic activity, trade links, and natural resourcing – energy, food, minerals and water.

Subject Specific Vocabulary /facts

Mountains in Dudley

<https://peakvisor.com/3d-map/peak/wrens-nest-hill.html>

Ben Nevis

The highest mountain in the British Isles, and is found in Scotland. It is 1,345m tall.

Mountain

A natural elevation of the earth's surface rising more or less abruptly to a summit, and attaining an altitude greater than that of a hill, usually greater than 2000 feet (610 metres)

Contour

An outline representing or bounding the shape or form of something.

Fieldwork

Practical work conducted by a researcher in the natural environment, rather than in a laboratory or office.

Grid reference

A map reference indicating a location in terms of a series of vertical and horizontal grid lines identified by numbers or letters.

Water cycle

The cycle of processes by which water circulates between the earth's oceans, atmosphere, and land, involving precipitation as rain and snow, drainage in streams and rivers, and return to the atmosphere by evaporation and transpiration.

Year 6 Geography– Waterways in Egypt

National Curriculum Focus

Locate the world's countries (Egypt) using maps to focus on Europe concentrating on their environmental regions, key physical and human characteristics, countries and major cities.

Identify the position and significance of the equator, tropic of cancer, tropic of Capricorn (in relation to Egypt).

Describe and understand the key aspects of physical geography including rivers.

Describe and understand 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.

Building on...

Year 4 – Biomes (latitude, hemisphere, Prime/Greenwich Meridian)

Key Skills

- Uses maps, atlases and globes to locate countries as well as using 8 points of the compass and 4 and 6 figure grid references.
- Use digital mapping
- Understand the environmental impact following human intervention such as the building of the Aswan Dam and The Suez Canal.

Outcome of unit

Pupils will have:

- Used maps, atlases and globes to locate Egypt, the River Nile, The Aswan Dam and The Suez Canal.
- Studied the Biome Egypt is in.
- Studied the variations in vegetation within the vegetation belt along the River Nile.
- Studied the importance of The Suez Canal in reducing journey distance for example from the UK to Egypt.
- Understood the importance of The Aswan Dam in preventing flooding in Egypt.
- Been taught The Nile is the longest river in the world.

Knowledge

Physical geography

- Describe and understand key aspects of rivers – focussing on The River Nile and how it has changed from Egyptian times to modern day.
- Describe and understand key aspects of the climate zone in Egypt and how that changes throughout the year.
- Study the vegetation belt in Egypt and how the vegetation found there relates to other aspects such as papyrus for writing on.

Locational knowledge

- Locate Egypt, The Suez Canal and The River Nile on a world map concentrating on The River Nile's key physical and human characteristics and major cities close by.
- Use compass points and 4/6 figure grid references and symbols to build their knowledge of where Egypt is situated.
- Locate on a map the position of the Tropics of Cancer and Capricorn and understand the significance to the climate of Egypt.

Human Geography

- Describe and understand key aspects of types of settlement, land use, economic activity, trade links, natural resources, energy, food, minerals and water from Egyptian times to modern day.
- Study the significance of the Aswan Dam and the impact it has on settlement.
- Ensure the children know The Nile is the longest river in the world.
- Understand the impact The Suez Canal had on trade links – in particular look at if you travelled from Southampton to Egypt what would the journey look like before and after The Suez Canal was built.

Subject Specific Vocabulary /facts

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| Tropic of Cancer | A circle of latitude located approximately 23.5 degrees north of the equator. |
| Tropic of Capricorn | A circle of latitude located approximately 23.5 degrees south of the equator. |
| Vegetation belt in Egypt | In Egypt the vegetation near the Nile is almost entirely the result of irrigation and cultivation. |
| Aswan Dam | The Nile no longer floods in Egypt since the completion of the Aswan Dam in 1970. |
| The River Nile - Longest river in the world | As well as Egypt the Nile runs through or along the border of 10 other African countries , namely, Burundi, Tanzania, Rwanda, the Democratic Republic of the Congo, Kenya, Uganda, Sudan, Ethiopia, and South Sudan. |
| River Nile Biome | In Egypt The Nile is primarily in the Desert and Xeric Shrub land biome. |
| Suez Canal | A man-made waterway connecting The Mediterranean sea to The Red Sea. |