

# Geography

Year Group	Autumn	Spring	Summer
KS1 – Year A	<p><b>LOCAL GEOGRAPHY</b>  <i>What is the geography of where I live? (understanding key physical features &amp; compare to Cape Town, South Africa)</i></p>	<p><b>WEATHER</b>  <i>How does the weather affect our lives?</i></p>	<p><b>PENGUINS</b>  <i>Why don't penguins need to fly?</i></p>
<p><b>Key Concepts</b></p> <p><b>Knowledge, Geographical Skills &amp; Field Work</b></p>	<p><b>Boundaries, Cartography, Physical Geography</b></p> <p><i>Children will use maps, globes, atlases and aerial photography to develop an early understanding of our local area and begin to learn about other countries beyond their own experiences.</i></p> <p><i>Where is Ashby? Which country is Ashby in? Which countries make up the United Kingdom? What are their capital cities? Which continent is the UK part of? Locate the other continents around the world and find Africa, South Africa and Cape town.</i></p> <p><i>What are some of the similarities and physical geographical differences between Ashby &amp; South Africa? We will use photographs, aerial photography and Google Maps to investigate.</i></p> <p><i>We will undertake a geography field trip in our local area and create maps of our school and local area and use geographical vocabulary to describe some of the similarities and differences between Ashby &amp; Cape town.</i></p>	<p><b>Climate, Physical Geography, Cartography</b></p> <p><i>How many continents are there in the world? How many oceans are there? Which areas of our world are hot and cold?</i></p> <p><i>How does our weather change on a seasonal and daily basis? How can we talk about these weather patterns using geographical vocabulary? How is the weather and climate different around the world and why?</i></p> <p><i>Children will use first hand observational skills and devise weather stations to help them understand more about daily and seasonal weather patterns. They will then extend their understanding beyond their own experiences and begin to learn about different climates around the world.</i></p>	<p><b>Climate, Physical Geography, Cartography</b></p> <p><i>Children will continue to develop a secure understanding of the world's continents and oceans and build on their understanding of hot and cold areas.</i></p> <p><i>They will continue to build their knowledge and using atlases, globes &amp; aerial photography, to gain an early understanding of biomes and natural regions. Children will be able to locate these in relation to the Equator and poles. Using key geographical vocabulary, we will be identifying and describing similarities and differences between places. What is a desert? Where are there deserts around the world? How do animals adapt to these conditions?</i></p> <p><b>They will also build on this further during their English work on polar explorers!</b></p>

KS1 – Year B	<b>LOCAL GEOGRAPHY</b> <i>What is the Geography of where I live? (key human features – town &amp; shops &amp; compare to Cape Town, South Africa)</i>	<b>FOOD &amp; FARMING</b> <i>Why does it matter where my food comes from?</i>	<b>COASTAL REGIONS &amp; THE SEASIDE</b> <i>Why do we love being by the seaside so much?</i>
<b>Key Concepts</b>  <b>Knowledge, Geographical Skills &amp; Field Work</b>	<b>Boundaries, Cartography &amp; Settlements</b>  <i>Children will use atlases, globes &amp; maps to continue to develop their understanding of scales, symbols &amp; directional language to develop key locational and place knowledge.</i>  <i>Building on previous work on our local area, children will revisit and consolidate key locational knowledge. We will then explore some of the human features of our local area. What is it like in our town, Ashby? How is it similar/different to Cape Town?</i>  <i>We will undertake further geographical fieldwork and use observational skills to study key human features of our town, drawing simple maps, identifying significant places (such as our school, the church, shops). Children will then compare Ashby with Cape Town, using street view and photographs.</i>  <b>Children will also be reflecting on how shopping has changed in Ashby during their history work this term.</b>	<b>Physical Geography, Interdependence, Resources</b>  <i>How is land used in our local area? Children will be identifying agricultural land use in the UK &amp; use geographical language to describe other locations in the UK where farming is a significant industry. Building on previous knowledge of climate zones, children will then consider where bananas come from and why do we need to import them.</i>  <i>Further use of maps and aerial photography will help children to investigate land use in our region and more widely across the UK, learning why some areas better for farming than others. They will undertake a field trip to a local farm and begin to understand the concepts of resources &amp; interdependence.</i>	<b>Interdependence, Change, Physical Geography</b>  <i>What is a coast? Children will locate coastal regions in the UK and think about what it is like at the seaside. We will revisit key place and locational knowledge from prior units (inc. Cape Town) to identify other coastlines around the world and describe similarities and differences.</i>  <i>Children will use geographical knowledge to describe both physical &amp; human features of coastlines in the UK.</i>
Lower KS2 – Year A	<b>VOLCANOES</b> <i>What make Pompeii and Herculaneum so unique?</i>	<b>CLIMATE, BIOMES &amp; VEGETATION BELTS</b> <i>Why are jungles so wet and deserts so dry?</i>	<b>SUSTAINABILITY</b> <i>How can we live more sustainably?</i>
<b>Key Concepts</b>  <b>Knowledge,</b>	<b>Physical Geography, Cartography</b>  <i>Children will recap and build on their previous</i>	<b>Climate, Cartography, Physical Geography</b>	<b>Trade, Resource, Interdependence, Climate</b>  <i>Building on our understanding of the</i>

<p><b>Geographical Skills &amp; Field Work</b></p>	<p><i>place and locational knowledge, gaining further knowledge of other countries around the world. They will then explore volcanoes around the world, identifying the Pacific 'ring of fire' and develop an early understanding of plate tectonics.</i></p> <p><i>We will be drawing diagrams and using key geographical language to describe what happens during a volcanic eruption.</i></p> <p><i>How has our knowledge and understanding changed over time and how do we monitor volcanic activity?</i></p> <p><b>Children can link this knowledge to their history topic of Ancient Rome, where they will learn about the eruption of Mount Vesuvius Pompeii. What impact did this have for the citizens of Pompeii?</b></p>	<p><i>Children will recap and deepen their previous locational knowledge &amp; identification of climate zones, biomes and vegetation belts.</i></p> <p><i>We will be exploring South America, journeying into the biome and vegetation Belt of the rainforest. Children will learn about the layers of the rainforest, the vegetation and animals that live there.</i></p>	<p><i>rainforest, children will learn about the impact we have had on these biomes and vegetation belts.</i></p> <p><i>Who is causing the most change in the rainforest? What is palm oil? Why is palm oil produced? Why do some people want to stop palm oil from being produced? What is sustainable palm oil?</i></p>
<p>Lower KS2 – Year B</p>	<p><b>BRITAINS NATIONAL PARKS</b> <i>Who are Britain's National Parks for?</i></p>	<p><b>TOURISM</b> <i>How do people decide where to go on holiday?</i></p>	<p><b>LOCAL GEOGRAPHY</b> <i>How is my local area changing?</i></p>
<p><b>Key Concepts</b></p> <p><b>Knowledge, Geographical Skills &amp; Field Work</b></p>	<p><b>Boundaries, Cartography</b></p> <p><i>Children will revisit previous locational knowledge of the UK and identify our National Parks. How is topography shown on OS maps? They will identify and compare National Parks in North America.</i></p> <p><i>Why were National Parks established? What problems do our National Parks face?</i></p>	<p><b>Trade, Interdependence, Climate</b></p> <p><i>This topic enables children to consolidate key locational &amp; place knowledge in Europe and North America, identifying landmarks, major cities and key human and physical features.</i></p> <p><i>Children will consider - Why would some people enjoy visiting...? Using key geographical knowledge and terminology, they will be creating a travel brochure and designing an itinerary for a tourist – identify human and physical features of the area, create maps with</i></p>	<p><b>Interdependence, Resources, Movement, Change</b></p> <p><i>Recapping of previous locational knowledge we will learn about how land use in our region has changed. Where else in the world do we find natural resources for energy?</i></p> <p><i>How were natural resources distributed? How have these networks changed (canals &amp; railways)?</i></p> <p><i>Children will undertake a field trip to look at the canal systems and the cloud trail, contrasting how these were originally created for the distribution of natural</i></p>

		<p><i>symbols and keys and graphs to highlight the weather.</i></p>	<p><i>resources and how they have been redeveloped for tourism.</i></p> <p><i>They will develop their understanding of OS maps and learn compass skills to develop a deeper understanding of cartography.</i></p> <p><b>During our History this term, children will be able to consider what impact mining has had on our local area.</b></p>
Upper KS2 – Year A	<p><b>EARTHQUAKES</b> <i>Why do some earthquakes cause more damage than others?</i></p>	<p><b>RIVERS</b> <i>What is the journey of a river?</i></p>	<p><b>CLIMATE CHANGE</b> <i>Are we doing enough to address climate change?</i></p>
<p><b>Key Concepts</b></p> <p><b>Knowledge, Geographical Skills &amp; Field Work</b></p>	<p><b>Physical Geography, Cartography</b></p> <p>Children will look back at their previous locational knowledge &amp; identification of the ring of fire, recalling prior knowledge about volcanoes. Identifying plates on a plate tectonic map they will consider what they notice about the location of earthquakes.</p> <p>We will further Investigate why some countries have more earthquakes than others and what impacts the damage they can have.</p> <p><b>Children will be able to link this knowledge to their history work and consider what the Maya knew about building in Guatemala that the Spanish didn't...</b></p>	<p><b>Physical Geography, Cartography</b></p> <p>Looking back to previous locational knowledge of the world's countries, pupils will locate some of the worlds' largest rivers.</p> <p>Through exploring rivers around the world, pupils will learn about the journey of rivers and describe this using key geographical terminology, We will undertake geographical field work to look at rivers in our local area and compare to different rivers in the UK &amp; around the world.</p> <p><b>Children will also be able to link their understanding of rivers to their historical knowledge of early civilisations.</b></p>	<p><b>Climate</b></p> <p>We will take time to consolidate our knowledge of climate zones and key locational knowledge around the world before diving more deeply into the reasons behind climate change.</p> <p>What is climate change? What causes climate change? What evidence do we have of climate change? How do we predict the future?</p> <p><b>Children will also link this knowledge to English work on persuasive writing and how activists seek to fight for change.</b></p>

Upper KS2 – Year B	<b>MOUNTAINS</b> <i>Why are mountains so important?</i>	<b>WATER CYCLE</b> <i>Why does it rain so much in the UK?</i>	<b>FAIRTRADE</b> <i>Why is fair trade fair?</i>
<b>Key Concepts</b>  <b>Knowledge, Geographical Skills &amp; Field Work</b>	<b>Physical Geography, Cartography</b>  We will start by revising key locational knowledge and previous work on rivers before identifying the location of the main continental mountain ranges.  Where are the highest peaks in the UK? Children will look in more depth at how topography is shown on Ordnance Survey maps through a study of Snowdon. In mapping tasks, children will also develop a deeper knowledge of the significance of keys, contour lines, four figure and six figure grid references, grid squares, distance, scale and direction and plan a route up the mountain.	<b>Physical Geography, Climate</b>  Following on from previous work in science, we will be learning about the water cycle, engaging in practical sessions that help to explain the process. Utilising what we have learnt about climate and mountains, we will consider why it rains so much in the UK!  Through undertaking geographical field work, pupils will also begin to understand some of the reasons behind and the impact of flooding.	<b>Trade, Interdependence, Climate</b>  Looking back at previous geography topics, pupils will revisit key concepts of trade and interdependence. Through exploring some of our biggest imports, children will explore case studies to help them understand Fairtrade. We will visit a local supermarket and identify Fairtrade products.  What is Fairtrade? Do Fairtrade products cost more to produce and purchase than non-Fairtrade products? Why might Fairtrade products cost the consumer more? Why should we pay more for Fairtrade products? What is the benefit?