

Geography at Sir Martin Frobisher Academy

Subject Leadership 2024/25

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Subject Leaders at SMFA

- Subject Leaders provide professional leadership for a subject or group of subjects to secure high-quality first teaching, a rich curriculum and the effective use of resources. The success of this will be measured by the impact on learning and progress for pupils.
- We do not expect Subject Leaders to be an 'expert' in the subject they lead. What is important is that they have the overview of what is going well and what needs to be improved – based on evidence.
- Subject leaders at SMFA are part of both the Middle Leadership and the SMFA Extended Leadership Teams
- Each Subject Leader has an assigned Mentor (from SLT)
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All Subject Leaders will

- Be part of our distributed leadership
- Utilise the expertise, passion, pedagogical awareness and strengths of other leadership team members
- Establish a collective responsibility for demonstrating that everyone makes a difference
- Moving the school forward through driving the implementation aspect of each subject
- Professionally develop themselves and other staff team members
- Raise standards across all aspects of the curriculum
- Enrich the curriculum
- Share knowledge, expertise, skill, passion and enthusiasm

How does the role of Subject Leader fit into SMFA's Ofsted Statement of Action?

AFI 1 – Curriculum

Most of the curriculum has been reviewed and newly implemented to take into account what pupils know. This process is further ahead in its development in reading and mathematics. In these areas, leaders consider the starting points of pupils carefully, so they build knowledge and understanding step by step. Teachers receive effective training and support. As a result, teachers plan learning that helps pupils build on prior learning. This ensures that pupils deepen their learning and are consequently generally achieving well.”

Most of the curriculum has been reviewed and newly implemented. Aside from English and mathematics, leaders have identified gaps in pupils' learning and are further refining the curriculum to include what knowledge pupils need to learn to catch up. This includes pupils' knowledge of subject-specific vocabulary. Leaders should ensure that the curriculum they intend to offer is planned well, using the information they know about what pupils need to learn. Leaders should ensure that teachers are trained to implement the curriculum so that their delivery adheres to leaders' specification, ensuring that pupils catch up and are ready for the next stages of their education.

Intent:

Kapow Primary's Geography scheme of work aims to inspire pupils to become curious and explorative thinkers with a diverse knowledge of the world; in other words, to think like a geographer. We want pupils to develop the confidence to question and observe places, measure and record necessary data in various ways, and analyse and present their findings. Through our scheme of work, we aim to build an awareness of how Geography shapes our lives at multiple scales and over time. We hope to encourage pupils to become resourceful, active citizens who will have the skills to contribute to and improve the world around them. Our scheme encourages:

- A strong focus on developing both geographical skills and knowledge.
- Critical thinking, with the ability to ask perceptive questions and explain and analyse evidence.
- The development of fieldwork skills across each year group.
- A deep interest and knowledge of pupils' locality and how it differs from other areas of the world.
- A growing understanding of geographical concepts, terms and vocabulary. Kapow Primary's Geography scheme of work enables pupils to meet the end of key stage attainment targets in the National curriculum. The aims also align with those in the National curriculum. For EYFS, the activities allow pupils to work towards the 'Understanding the world' Development matters statements and Early learning goals, while also covering foundational knowledge that will support them in their further geography learning in Key stage 1

Implementation:

The National curriculum organises the Geography attainment targets under four subheadings or strands:

- Locational knowledge
- Place knowledge
- Human and physical geography
- Geographical skills and fieldwork

Kapow Primary's Geography scheme has a clear progression of skills and knowledge within these four strands across each year group. Our Progression of skills and knowledge shows the skills taught within each year group and how these develop to ensure that attainment targets are securely met by the end of each key stage. Geographical key concepts are woven across all units rather than being taught discretely as seen in the Progression of key geographical concepts. Our National curriculum coverage document shows which of our units cover each of the National curriculum attainment targets as well as each of the four strands in Key stage 1 and 2. The document also reflects which Development matters statements and Early learning goals are met in each activity within the EYFS units. The Kapow Primary scheme is a spiral curriculum, with essential knowledge and skills revisited with increasing complexity, allowing pupils to revise and build on their previous learning. Locational knowledge, in particular, will be reviewed in each unit to coincide with our belief that this will consolidate children's understanding of key concepts, such as scale and place, in Geography. The two EYFS units provide a solid foundation of geographical skills, knowledge and enquiry for children to transition successfully onto Key stage 1 Geography learning, whilst also working towards the Development matters

statements and Early Learning Goals. These units consist of a mixture of adult-led and child-initiated activities which can be selected by the teacher to fit in with Reception class themes or topics.

Impact:

An enquiry-based approach to learning will allow teachers to assess children against the National curriculum expectations for Geography. The impact of Kapow Primary's scheme can be constantly monitored through both formative and summative assessment opportunities. Each lesson includes guidance to support teachers in assessing pupils against the learning objectives. Furthermore, each unit has a unit quiz and knowledge catcher, which can be used at the start or end of the unit to assess children's understanding. Opportunities for children to present their findings using their geographical skills will also form part of the assessment process in each unit. After implementing Kapow Primary Geography, pupils should leave school equipped with a range of skills and knowledge to enable them to study Geography with confidence at Key stage 3. We hope to shape children into curious and inspired geographers with respect and appreciation for the world around them alongside an understanding of the interconnection between the human and the physical. The expected impact of following the Kapow Primary Geography scheme of work is that children will:

- Compare and contrast human and physical features to describe and understand similarities and differences between various places in the UK, Europe and the Americas.
- Name, locate and understand where and why the physical elements of our world are located and how they interact, including processes over time relating to climate, biomes, natural disasters and the water cycle.
- Understand how humans use the land for economic and trading purposes, including how the distribution of natural resources has shaped this.
- Develop an appreciation for how humans are impacted by and have evolved around the physical geography surrounding them and how humans have had an impact on the environment, both positive and negative.
- Develop a sense of location and place around the UK and some areas of the wider world using the eight-points of a compass, four and six-figure grid references, symbols and keys on maps, globes, atlases, aerial photographs and digital mapping.
- Identify and understand how various elements of our globe create positioning, including latitude, longitude, the hemispheres, the tropics and how time zones work, including night and day.
- Present and answer their own geographical enquiries using planned and specifically chosen methodologies, collected data and digital technologies.
- Meet the 'Understanding the World' Early Learning Goals at the end of EYFS, and the end of key stage expectations outlined in the National curriculum for Geography by the end of Year 2 and Year 6.

Long Term Plan



History and Geography Overview - Whole School

		Autumn 1 History Block	Autumn 2 Geography Block	Spring 1 History Block	Spring 2 Geography Block	Summer 1 Geography Block	Summer 2 History Block
Early Years	Unit	All about me	Through my eyes	Everyday Superheroes	On the move	At the bottom of the garden	Under the sea
	Prior Future	<i>Changes within living memory</i>	<i>Where am I in the world?</i>	<i>Lives of significant individuals</i>	<i>Transportation - Planes to travel</i>	<i>Where does our food come from?</i>	<i>Living by the coast</i>
Year 1	Unit	How have toys changed? <i>(Changes within living memory)</i>	Where am I in the world? <i>(Place Knowledge, Human + Physical Geography)</i>	How have explorers changed the world? <i>(Lives of significant individuals)</i>	What is it like to live by the coast? <i>(Physical Geography)</i>	Why Visit Japan? <i>(Locational Knowledge, Human + Physical Geography)</i>	Why Visit Japan? <i>(Significant historical events, people, and places)</i>
	Prior Future	<i>Understanding the World - EYFS</i> <i>Events beyond living memory</i>	<i>On the move - Transportation</i> <i>Compare UK - Y2</i>	<i>Everyday Superheroes - EYFS</i> <i>Egyptians - Y3 + Vikings Y4</i>	<i>Under the sea - EYFS</i> <i>Why oceans matter - Y5</i>	<i>On the move - Transportation</i> <i>Compared Locational Knowledge</i>	<i>EYFS - Continuous Provision</i> <i>Significant historical places</i>
Year 2	Unit	Why did the GFOL destroy so much of London? <i>(Events beyond living memory with national significance)</i>	Why do people visit London? <i>(Place Knowledge, Human + Physical Geography)</i>	What is a monarch? <i>(Lives of significant individuals)</i>	How is the UK similar and different to other European countries? <i>(Place Knowledge, Human + Physical Geography)</i>	Why Visit West Africa? <i>(Locational Knowledge, Human + Physical Geography, Geographical skills)</i>	Why Visit West Africa? <i>(Benin AD 900-1300 - A non-European society that provides contracts with British History)</i>
	Prior Future	<i>Changes within living memory</i> <i>Local History Study - Y5 + Y6</i>	<i>EYFS Continuous Provision</i> <i>Are all settlements the same - Y5</i>	<i>Everyday superheroes EYFS</i> <i>Romans - Y6</i>	<i>Where am I in the world - Y1</i> <i>Where does food come from - Y4</i>	<i>On the move - Transportation</i> <i>Compared Locational Knowledge</i>	<i>EYFS - Continuous Provision</i> <i>Significant historical places</i>
Year 3	Unit	Would you prefer to live in the Stone Age, Iron Age or Bronze Age? <i>(Changes in Britain from Stone Age to Iron Age)</i>	Would you live near a volcano? <i>(Human and physical Geography)</i>	What did the Ancient Egyptians believe? <i>(Achievements of the earliest civilizations)</i>	What are Earthquakes and Tsunamis? <i>(Human and physical Geography)</i>	Why Visit Australia? <i>(Locational Knowledge, Human + Physical Geography, Geographical skills)</i>	Why Visit Australia? <i>(Significant historical events, people, and places)</i>
	Prior Future	<i>Events beyond living memory - Y2</i> <i>Ancient Egypt - Y3</i>	<i>Why Visit Japan - Y1</i> <i>Earthquakes and Tsunamis - Y3</i>	<i>Stone, Iron, Bronze Age - Y3</i> <i>Romans - Y5</i>	<i>Volcanoes - Y3</i> <i>Why do oceans matter - Y5</i>	<i>West Africa - Y2</i> <i>Compared Locational Knowledge</i>	<i>West Africa - Y2</i> <i>Significant historical places</i>
Year 4	Unit	How hard was it to invade and settle in Britain? <i>(Britain's settlement by Anglo-Saxons and Scots)</i>	Do you only find mountain ranges on land? <i>(Human and physical Geography)</i>	Were the Vikings raiders, traders or something else? <i>(Viking/Anglo-Saxon struggle for England)</i>	Where does our food come from? <i>(Human Geography)</i>	Why Visit South Africa? <i>(Locational Knowledge, Human + Physical Geography, Geographical skills)</i>	Why Visit South Africa? <i>(Significant historical events, people, and places)</i>
	Prior Future	<i>Ancient Egyptians - Y3</i> <i>Romans - Y5</i>	<i>Living by the coast - Y1</i> <i>Are all settlements the same - Y5</i>	<i>Anglo-Saxons and Scots - Y4</i> <i>Romans - Y5</i>	<i>Why Visit... - All previous years</i> <i>Rivers - Y6</i>	<i>Australia - Y3</i> <i>Compared Locational Knowledge</i>	<i>Australia - Y3</i> <i>Significant historical places</i>
Year 5	Unit	What was so special about life on the Titanic? <i>(Local History Study)</i>	Why do oceans matter? <i>(Physical Geography)</i>	Why did the Romans settle in Britain? <i>(The Roman Empire and its impact on Britain)</i>	Are all settlements the same? <i>(Human Geography)</i>	Why Visit Brazil? <i>(Locational Knowledge, Human + Physical Geography, Geographical skills)</i>	Why Visit Brazil? <i>(Significant historical events, people, and places)</i>
	Prior Future	<i>Great Fire of London - Y2</i> <i>WWII - Y6</i>	<i>Living by the coast - Y1</i> <i>Rivers - Y6</i>	<i>Anglo-Saxons and Scots - Y4</i> <i>Ancient Greece - Y6</i>	<i>Why visit London - Y2</i> <i>Ancient Greece - Y6</i>	<i>South Africa - Y4</i> <i>Compared Locational Knowledge</i>	<i>South Africa - Y4</i> <i>Significant historical places</i>
Year 6	Unit	What was the impact of WWII on the people of Britain? <i>(Local History Study)</i>	How does climate dictate a biome? <i>(Physical Geography)</i>	What did the Greeks ever do for us? <i>(A study of life and achievements - Western World Influence)</i>	What are rivers and how are they used? <i>(Physical Geography)</i>	Why Visit Ireland/Jamaica? <i>(Locational Knowledge, Human + Physical Geography, Geographical skills)</i>	Why Visit Ireland/Jamaica? <i>(Significant historical events, people, and places)</i>
	Prior Future	<i>GFOL Y2 and Titanic Y5</i> <i>KS3</i>	<i>Earthquakes and Tsunamis - Y3</i> <i>KS3</i>	<i>Egyptians - Y3 and Romans - Y5</i> <i>KS3</i>	<i>Oceans - Y5</i> <i>KS3</i>	<i>Brazil - Y5</i> <i>KS3</i>	<i>Brazil - Y5</i> <i>KS3</i>

Progression of Skills

Strand	EYFS	Year 1	Year 2	Lower Key Stage 2	Upper Key Stage 2
Locational Knowledge	Identify the difference between land and sea and that leaving the UK may require other modes of transport due to it being an island. Draw information, follow and draw simple maps. Identify the different ocean zones and talk about what could live there. Explore the natural world around them.	Locating two of the world's seven continents on a world map. Locating two of the world's oceans (Atlantic Ocean and Pacific Ocean) on a world map. Showing on a map which continent they live in. Locating the four countries of the United Kingdom (UK) on a map of this area. Showing on a map which country they live in and locating its capital city.	Locating all the world's seven continents on a world map. Locating the world's five oceans on a world map. Showing on a map the oceans nearest the continent they live in. Locating the surrounding seas and oceans of the UK on a map of this area. Locating the capital cities of the four countries of the UK on a map of this area. Identifying characteristics (both human and physical) of the four capital cities of the UK. Showing on a map the city, town or village where they live in relation to their capital city.	Locating some countries in Europe and North and South America using maps. Locating some major cities of the countries studied. Locating some key physical features in countries studied on a map including significant environmental regions. Locating some key human features in countries studied. Locating the world's most significant mountain ranges on a world map and identifying any patterns. Locating some of the world's most significant rivers and identifying any Patterns. Identifying key physical and human characteristics of counties, cities and/or geographical regions in the UK. Beginning to locate the twelve geographical regions of the UK. Identifying how topographical features studied have changed over time using examples. Describing how a locality has changed over time, giving examples of both physical and human features. Finding the position of the Equator and describing how this impacts our environmental regions. Finding lines of latitude and longitude on a globe and explaining why these are important. Identifying the position of the Tropics of Cancer and Capricorn and their significance. Identifying the position of the Northern and Southern hemispheres and explaining how they shape our seasons. Identifying the position and significance of both the Arctic and Antarctic Circle.	Locating more countries in Europe and North and South America using maps. Locating major cities of the countries studied. Locating key physical features in countries studied on a map. Locating key human features in countries studied. Identifying significant environmental regions on a map. Using maps to show the distribution of the world's climate zones, biomes and vegetation belts. Locating many counties in the UK. Locating many cities in the UK. Confidently locating the twelve geographical regions of the UK. Identifying key physical and human characteristics of the geographical regions in the UK. Understanding how land-use has changed over time using examples. Explaining why a locality has changed over time, giving examples of both physical and human features. Identifying the location of the Prime/Greenwich Meridian and time zones (including day and night) and explaining its significance.
Place Knowledge	Recognise and discuss how environments in stories and images are different to the environment they live in.	Naming some key similarities between their local area and a small area of a contrasting non-European country. Naming some key differences between their local area and a small area of a contrasting non-European country.	Describing and beginning to explain some key similarities between their local area and a small area of a contrasting non-European country. Describing and beginning to explain some key differences between their local area and a small area of a contrasting non-European country.	Describing and beginning to explain similarities between two regions studied. Describing how and why humans have responded in different ways to their local environments. Discussing how climates have an impact on trade, land use and settlement. Explaining what measures humans have taken in order to adapt to survive in cold places. Describing and explaining how people who live in a contrasting physical area may have different lives to people in the UK.	Describing and explaining similarities between two environmental regions studied. Describing and explaining differences between two environmental regions studied. Explaining how and why humans have responded in different ways to their local environments in two contrasting regions. Understanding how climates impact on trade, land use and settlement. Explaining how humans have used desert environments.
Human and Physical Geography	Recall and describe the effect of changing seasons on the natural world around them. Recognise some similarities and differences between life in this country and life in other countries. Beginning to use the names of the seasons in the correct context. Making observations about the features of places (in stories, photographs or in the school grounds/local area) Reason and justify choices for transport to different locations. Identify food that does not grow in this country e.g. some food needs hot weather (alternative climate) whereas others need lots of rain.	Describing how the weather changes with each season in the UK. Describing the daily weather patterns in their locality. Confidently using the vocabulary 'season' and 'weather'. Recognising some physical features in their locality. Recognising some human features in their locality.	Locating some hot and cold areas of the world on a world map. Locating the Equator and North and South Poles on a world map. Locating hot and cold areas of the world in relation to the Equator and the North and South poles. Describing the key physical features of a coast using subject specific vocabulary. Describing and understanding the differences between a city, town and village. Describing the key human features of a coastal town using subject specific vocabulary.	Mapping and labelling the seven biomes on a world map. Understanding some of the causes of climate change. Describing how physical features, such as mountains and rivers are formed, and why volcanoes and earthquakes occur. Describing where volcanoes, earthquakes and mountains are located globally. Describing and explaining how physical features such as rivers, mountains, volcanoes and earthquakes have had an impact upon the surrounding landscape and communities. Describing how humans use water in a variety of ways. Describing and understanding types of settlement and land use. Explaining why a settlement and community has grown in a particular location. Explaining why different locations have different human features. Explaining why people might prefer to live in an urban or rural place. Describing how humans can impact the environment both positively and negatively, using examples.	Describing and understanding the key aspects of the six biomes. Describing and understanding the key aspects of the six climate zones. Understanding some of the impacts and causes of climate change. Describing and understanding the key aspects and distribution of the vegetation belts in relation to the six biomes, climate and weather. Giving examples of alternative viewpoints and solutions regarding an environmental issue and explaining its links to climate change. Describing and understanding economic activity including trade links. Understanding the distribution of natural resources both globally and within a specific region or country studied.

Key Strand	Column 1	Column 2	Column 3	Column 4	Column 5	
	Column 1	Column 2	Column 3	Column 4	Column 5	
Geographical Skills and Fieldwork	Question	Ask questions about the world around them.	Recognising there are different ways to answer a question.	Beginning to choose the best approach to answer an enquiry question.	Developing their own enquiry questions. Choosing the best approach to answering an enquiry question.	
	Observe	Describe what they see, hear and feel whilst outside. Observe and describe the effect of changing seasons on the natural world around them.	Discussing the features they see in the area surrounding their school when on a walk. Asking and answering simple questions about human and physical features of the area surrounding their school grounds.	Mapping land use in a small local area using maps and plans. Making a plan for how they wish to collect data to answer an enquiry based question, with the support of a teacher. Asking and answering one- step and two-step geographical questions. Observing, recording, and naming geographical features in their local environments.	Making sketch maps of areas studied including labels and keys where necessary. Making an independent or collaborative plan of how they wish to collect data to answer an enquiry based question.	
	Measure	Answering simple questions, guided by the teacher.	Asking and answering simple questions about the features of their school and school grounds.	Collecting quantitative data through a small survey of the local area/school to answer an enquiry question.	Using simple sampling techniques appropriately. Making digital audio recordings for a specific purpose. Designing a questionnaire / interviews to collect quantitative fieldwork data.	Selecting appropriate methods for data collection. Designing interviews/questionnaires to collect qualitative data. Beginning to use standard field sampling techniques appropriately.
	Record	Draw information from, follow and draw simple maps.	Drawing some of the features they notice in their school and school grounds in correct relation to each other on a sketch map.	Classifying the features they notice into human and physical with teacher support. Taking digital photographs of geographical features in the locality.	Taking digital photos and labeling or captioning them. Making annotated sketches, field drawings and freehand maps to record observations during fieldwork. Beginning to use a simplified Likert Scale to record their judgements of environmental quality. Using a questionnaire/interviews to collect qualitative fieldwork data.	Using GIS (Geographical Information Systems) to plot data sets (e.g prevalence of crime in certain areas) onto base maps which can then be analysed. Conducting interviews/questionnaires to collect qualitative data. Interpreting and using real-time/live data.
	Present	Expressing their likes and dislikes about a specific place and its features, beginning to explain their reasoning.	Using a simple recording technique to express their feelings about a specific place and explaining why they like/dislike some of its features.	Presenting data in simple tally charts or pictograms and commenting on what the data shows. Asking and answering simple questions about data.	Presenting data using plans, freehand sketch maps, annotated drawings, graphs, presentations, writing and digital technologies when communicating geographical information. Suggesting different ways that a locality could be changed and improved. Finding answers to geographical questions through data collection. Analysing and presenting quantitative data in charts and graphs.	Deciding how to present data using plans, freehand sketch maps, annotated drawings, graphs, presentations, writing at length and digital technologies when communicating geographical information. Drawing conclusions about an enquiry using findings from fieldwork to support your reasonings. Evaluating evidence collected and suggesting ways to improve this.
Geographical Skills and Fieldwork	Ask questions about the world around them. Commenting on the features they see in their school and school grounds. Answering simple questions, guided by the teacher. Drawing some of the features they notice in their school and school grounds.	Using an atlas to locate the UK. Using a map of the UK to locate the four countries. Beginning to use an atlas to locate the four capital cities of the UK. Using a world map and globe to locate two of the world's seven continents. Using an atlas to locate the Atlantic Ocean and Pacific Ocean. Using directional language to describe the location of objects in the classroom and playground. Using directional language to describe features on a map in relation to other features (real or imaginary). Beginning to use the compass points (N, S, E, W) to describe the location of features on a map.	Using an atlas to locate the four capital cities of the UK. Using a world map, globe and atlas to locate all the world's seven continents. Using a world map, globe and atlas to locate the world's five oceans. Recognising landmarks of a city studied on aerial photographs and plan perspectives. Recognising human features on aerial photographs and plan perspectives. Recognising physical features on aerial photographs and plan perspectives. Drawing a map and using class agreed symbols to make a simple key. Drawing a simple sketch map of the playground or school rounds using symbols to represent human and physical features. Using an aerial photograph to draw a simple sketch map using basic symbols for a key.	Beginning to use maps at more than one scale. Using atlases, maps, globes, satellite images and beginning to use digital mapping to locate countries studied. Using atlases, maps, globes and beginning to use digital mapping to recognise and describe physical features and human features in countries studied. Using the scale bar on a map to estimate distances. Finding countries and features of countries in an atlas using contents and index. Zooming in and out of a digital map. Beginning to use the key on an OS map to name and recognise key physical and human features in regions studied. Accurately using 4-figure grid references to locate features on a map in regions studied. Beginning to locate features using the 8 points of a compass. Using a simple key on their own map to show an example of both physical and human features. Following a route on a map with some accuracy. Saying which directions are N, S, E, W on an OS map. Making and using a simple route on a map. Labelling some features on an aerial photograph and then locating these on an OS map of the same locality and scale in regions studied.	Confidently using and understanding maps at more than one scale. Using atlases, maps, globes and digital mapping to locate countries studied. Using atlases, maps, globes and digital mapping to describe and explain physical and human features in countries studied. Identifying, analysing and asking questions about distributions and relationships between features using maps (e.g settlement distribution). Using the scale bar on a map to calculate distances. Recognising an increasing range of Ordnance Survey symbols on maps and locating features using six-figure grid references. Recognising the difference between Ordnance Survey and other maps and when it is most appropriate to use each. Beginning to use thematic maps to recognise and describe human and physical features studied. Using models and maps to talk about contours and slopes. Selecting a map for a specific purpose. Confidently using the key on an OS map to name and recognise key physical and human features in regions studied. Accurately using 4 and 6-figure Grid References to locate features on a map in regions studied. Confidently locating features using the 8 points of a compass. Following a short pre-prepared route on an OS map. Identifying the 8 compass points on an OS map.	

Progression of Knowledge

Key Strand	EYFS	Year 1	Year 2	Lower Key Stage 2	Upper Key Stage 2
Locational Knowledge	Individuals know and talk about their countries of origin (create a pin map). Know, recognise and observe difference between our country and other countries in terms of food, travel, houses. Know and talk about different maps.	To know the name of two continents (Europe and Asia). To know that a continent is a group of countries. To know that they live in the continent of Europe. To know that an ocean is a large body of water. To know the name of two of the world's oceans To know that the UK is short for 'United Kingdom'. To know that a country is a land or nation with its own government. To know that the United Kingdom is made up of four countries and their names. To know the name of the country they live in.	To be able to name the seven continents of the world. To be able to name the five oceans of the world. To know that a sea is a body of water that is smaller than an ocean. To know that there are four bodies of water surrounding the UK and to be able to name them. To name some characteristics of the four capital cities of the UK. To know the four capital cities of the UK. To know that a capital city is the city where a country's government is located.	To know where North and South America are on a world map. To know the names of some countries and major cities in Europe and North and South America. To know the names of some of the world's most significant mountain ranges. To know the names of some of the world's most significant rivers. To know that mountains, volcanoes, and earthquakes largely occur at plate boundaries. To know that climate zones are areas of the world with similar climates. To know the name of some counties in the UK (local to your school). To know the name of some cities in the UK (local to your school). To know the name of the county that they live in and their closest city. To begin to name the twelve geographical regions of the UK. To know some types of settlement To know that countries near the Equator have less seasonal change than those near the poles. To know that the Equator is a line of latitude indicating the hottest places on Earth and splitting our globe into the Northern and Southern Hemispheres. To know lines of latitude are invisible lines on the globe that determine how far north or south a location is from the Equator. To know the Northern and Southern hemisphere are 'halves' of the Earth, above and below our Equator and have alternate seasons to each other. To know the patterns of daylight in the Arctic and Antarctic circle and the Equatorial regions.	To know the name of many countries and major cities in Europe and North and South America. To know the location of key physical features in countries studied. To name and describe some of the world's vegetation belts (ice cape, tundra, coniferous forest, deciduous forest, evergreen forest, mixed forest, temperate grassland, tropical grassland, mediterranean, desert scrub, desert, highland) To know the world's different climate zones (equatorial, tropical, hot desert, temperate and polar) To know that biomes are areas of world with similar climates, vegetation and Animals. To know the name of many counties in the UK. To know the name of many cities in the UK. To confidently name the twelve geographical regions of the UK. To know that London and the South East regions have the largest population in the UK. To know the Prime/Greenwich Meridian is a line of longitude which goes through 0° and determines the start of the world's time zones.
Place Knowledge	Know, recognise and observe difference between our country and other countries in terms of food, travel, houses. Know and talk about different maps.	To know that life elsewhere in the world is often different to ours. To know that life elsewhere in the world often has similarities to ours.	To know some similarities and differences between their local area and a contrasting non-European country	To know the negative effects of living near a volcano. To know the positive effects of living near a volcano. To know the negative effects an earthquake can have on a community. To know ways in which communities respond to earthquakes.	To know some similarities and differences between the UK and a European mountain region. To know why tourists visit mountain regions.
Human and Physical Geography	To know that the terms Spring, Summer, Autumn and Winter are used to describe the season. To know some of the key characteristics of each season. Understand and talk about the different environmental damage issues experienced at the beach and in the Ocean. (Water and plastic pollution) Know the extreme seasons (summer and winter) and can comment on the common weather patterns.	To know the four seasons of the UK. To know that 'weather' refers to the conditions outside at a particular time. To know that different parts of the UK often experience different weather. To know that a weather forecast is when someone tries to predict what the weather will be like in the near future. To know that weather conditions can be measured and recorded. To know that physical features means any feature of an area that is on the Earth naturally. To know that human features means any feature of an area that was made or built by humans.	To know that the Equator is an imaginary line around the middle of the Earth. To know that the North Pole is the northernmost point of the Earth and the South Pole is the southernmost point of the Earth. To know that different parts of the world experience different weather conditions and that these are often caused by the location of the place. To know that a sea is a body of water that is smaller than an ocean. To know that human features change over time. To know some key human features of the UK To know that coasts (and other physical features) change over time. To know some key physical features of the UK	To know that the water cycle is the processes and stores which move water around our Earth and to be able to name these. To know the courses and key features of a river. To know the different types of mountains and volcanoes and how they are formed. To know that an earthquake is the intense shaking of the ground. To know that climates can influence the foods able to grow. To know water is used by humans in a variety of ways. To know an urban place is somewhere near a town or city. To know a rural place is somewhere near the countryside. To know that a natural resource is something that people can use which comes from the natural environment. To know the threats to the rainforest both on a local and global scale. To know that fair trading is the process of ensuring workers are paid a fair price, have safe working conditions and are treated with respect and equality. To know the UK grows food locally and imports food from other countries.	To know water is used by humans in a variety of ways. To know an urban place is somewhere near a town or city. To know a rural place is somewhere near the countryside. To know that a natural resource is something that people can use which comes from the natural environment. To know the threats to the rainforest both on a local and global scale. To know that fair trading is the process of ensuring workers are paid a fair price, have safe working conditions, and are treated with respect and equality. To know the UK grows food locally and imports food from other countries. To know the global population has grown significantly since the 1950s. To know which factors are considered before people build settlements. To know migration is the movement of people from one country to another. To know that natural resources can be used to make energy. To know some positive and negative impacts of humans on the environment.

Vocabulary

EYFS	All About Me	Through My Eyes	Everyday Superheroes	We're on the Move		Down at the bottom of the garden		Under the sea
Tier 3	My Locality house flat map country safety same different local touch/feel hear see taste smell hot cold weather wind sun	Celebrations around the world (RE Cross Curricular) cot cold weather	Keeping Yourself Safe safety danger help support rescue emergency first aid sun road water	Journeys journey vehicle transport move road map passenger buildings	On the Road/Sea/Air/L and car train bus traffic land landmark building sea boat beach journey travel holiday air travel aeroplane	Growing Food grow fruit vegetable change describe watch ground above hot cold country describe taste smell cook boil roast	Environmental change same different change extinct habitats	Beach safety sun sea beach sand ocean land wave weather hot cold wind map coastline shells pollution recycle reuse

	Year 1	Year 2	Year 3	Year 4		Year 5	Year 6	
Geographical	<ul style="list-style-type: none"> • aerial view • aerial photograph • distance • location • locate • near • far • left • right • north • east • south • west • features • direction • physical feature • human feature • similar • different 	<ul style="list-style-type: none"> • landmark 	<ul style="list-style-type: none"> • negative/positive effects • climate change • adaptation • tourism • explorer • cross-section • similarity/difference • land use 	<ul style="list-style-type: none"> • benefit/advantage • drawback/disadvantage • process • approximate • greenhouse gas • sustainability • carbon footprint • global warming • renewable energy 		<ul style="list-style-type: none"> • natural disaster • threat • species • dependent • geology • ecology • ecosystem • atmosphere • human footprint • environment • comparison 	<ul style="list-style-type: none"> • impact • landscape • urban planner 	
Mapping	<ul style="list-style-type: none"> • map • globe • atlas • symbol • key 	<ul style="list-style-type: none"> • sketch map • scale • OS map 	<ul style="list-style-type: none"> • index • hemisphere • scale bar • mapping • tilt • four-figure grid reference • plot • eight points of the compass • route 	<ul style="list-style-type: none"> • represent • grid square 		<ul style="list-style-type: none"> • land height • sea level • thematic map • aerial map • digital map • time zone 	<ul style="list-style-type: none"> • six-figure grid references • contour lines 	
Fieldwork	<ul style="list-style-type: none"> • survey • questionnaire • compass • rain gauge • thermometer • temperature • weather vane 	<ul style="list-style-type: none"> • sample • tally chart • pictogram • bar chart • data collection 	<ul style="list-style-type: none"> • expedition • magnetic/magnetic field • research • intention • destination • evaluate • compare • improvement 	<ul style="list-style-type: none"> • investigate • interview • method • risk • enquiry • data • analyse • present 	<ul style="list-style-type: none"> • quote • source • sample size • interpret 	<ul style="list-style-type: none"> • fieldwork • evidence 	<ul style="list-style-type: none"> • digital technologies • conclusion • cartogram • Geographic Information System (GIS) • pie chart • line graph 	<ul style="list-style-type: none"> • annotate • justify • issue • viewpoint • data collection methods • subjective • audience

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Substantive Concepts - Topic Knowledge	Where am I in the world? Ariel view Birds eye view Capital city Country flag Great Britain Human features Key Map Physical features Points of a compass Sea Symbols United Kingdom	Why do people visit London? Atlas Border Continent Culture Europe Famous Language Nation Perspective Society Tourism	Would you live near a volcano? Accent Council County Dialect Foreign Lake Loch Mountain Region Scale Valley	Do you only find mountain ranges on land? Adaptation Agricultural Altitude Avalanche Condensation Contour Evaporation Fauna Flora Gradient Peak Precipitation Reservoirs Vapour Vegetation	Why do oceans matter? Arches Bay Cliff Coast Economy Headland Inland Pollution Process Recreation Stacks Tide	How does climate dictate a biome? Arid Biomes Evolution Grassland Rainforest Savannah Temperate Tundra Vegetation belts Woodland Algae Anemone Bioluminescent Coral Environmentalist Mariana Trench Midnight zone Plankton Sunlight zone The Abyss Trenches Twilight zone
	What it is like to live by the coast? Architect Cathedral Direction Grid Landmark Position Rural Satellite map Urban	How is the UK similar and different to other European countries? Boundary Equator Hemisphere Inhabitant Marine Ocean Pole Population Terrestrial	What are Earthquakes and Tsunamis? Active Continental drift Convergent Core Crust Divergent Dormant Earthquake Extinct Landmass Magma Mantle Pangea Tectonic plates Tsunami Volcano Aftermath Epicentre Friction Richter scale Seismologist Tremor	Where does our food come from? Currency Customs Exchange Export Import Topography Trade Tropical	Are all settlements the same? linear nucleated dispersed recreational land agricultural land residential land commercial land place of worship monument memorial facilities New Delhi settlement county region local country border	What are rivers and how are they used? Current Deposition Erosion Estuary Meander Mouth River Settlement Source Tributary

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	
	Why Visit Japan? Climate Compare Contrast Coordinates Diet Differences Similarities Transport Unique Globe Temperature Thermometer Weather	Why Visit West Africa? Climate Compare Contrast Coordinates Diet Differences Field work Legend Ordnance Survey Similarities Transport Unique Globe Temperature Thermometer Weather	Why Visit Australia? Climate Compare Contrast Coordinates Diet Differences Field work Legend Ordnance Survey Similarities Transport Unique Globe Temperature Thermometer Weather	Why Visit South Africa? Climate Compare Contrast Coordinates Diet Differences Field work Legend Ordnance Survey Similarities Transport Unique Globe Temperature Thermometer Weather	Why Visit Brazil? Climate Compare Contrast Coordinates Diet Differences Field work Legend Ordnance Survey Similarities Transport Unique Globe Temperature Thermometer Weather	Why Visit Ireland? Climate Compare Contrast Coordinates Diet Differences Field work Legend Ordnance Survey Similarities Transport Unique Globe Temperature Thermometer Weather	Why Visit Jamaica? Climate Compare Contrast Coordinates Diet Differences Field work Legend Ordnance Survey Similarities Transport Unique Globe Temperature Thermometer Weather

Road Map

Geography
Curriculum Road Map Year 1

Where am I in the world?

Suggested person: Boris Johnson

Autumn

In this unit, we will introduce the children to simple maps, road maps and aerial images of their local area. This will enable them to identify the human and physical features of the surrounding region. Children will name and locate the countries, capitals and surrounding seas that make up the United Kingdom and examine each country's defining characteristics.

Why do we follow on with this unit?

To develop knowledge of places of interest in the United Kingdom and identify famous landmarks and different types of buildings.

What skills will we continue to build upon?

Using photographs and maps to find and identify physical and human geographical features and give directions using locational and directional language.

What is it like to live by the coast?

Spring

The children begin to build knowledge of locating and identifying continents using maps and atlases. They identify some well-known coastlines and see that they have differences in features and climate. They will study how beaches are formed in relation to the rest of the coastline and examine the processes of weathering and erosion that shape these areas. In human geography, they learn why tourism is important to many coastal towns and look at how the nature of employment and population is linked to coastal regions.

Why Visit Japan?

Key Person: Hideo Shima

Summer

This unit compares the local area in UK, and its lifestyle, to a region in Japan and a Japanese child's way of life. Pupils will be able to identify and draw comparisons between the physical and human characteristics across the two countries in relation to their continents. They will develop a deeper understanding of how our location in the world dramatically impacts our way of life but also how certain aspects of culture, weather and transport can connect us.

Why do we follow on with this unit?
To consolidate place knowledge of countries and cities around the world. To understand seasonal weather and compare weather patterns in different locations and UK countries.

What skills will we continue to build upon?
Using the language of simple compass directions (North, East, South and West), to describe the location of continents, features and routes on a map.

Geography
Curriculum Road Map Year 2

Why do people visit London?

Suggested person: Christopher Wren
Autumn

In this unit, we will focus on London as an area of study. Children will investigate and compare London's geographical human and physical features. They will use their knowledge of reading maps, using positional and directional language, to find, identify and explore the many landmarks and different types of buildings across the city. In conjunction with this, they will examine the influence Christopher Wren had on London's architecture.

Why do we follow on with this unit?

Learning extends outwards from the UK and within Europe to begin comparisons with our own country.

What skills will we continue to build upon?

Further development of mapping skills using maps, atlases and globes to identify the continents and oceans and the precise use of compass points to describe the cardinal positions of continents in relation to each other and to create routes to follow.

How is the UK similar and different to other European countries?
Spring

The children identify on maps and learn the names of the seven continents. They understand that they consist of many countries. They focus on a set number of countries within Europe and begin to look at key statistics within those countries. They will then compare back to the United Kingdom with similarities and differences.

Why Visit West Africa?

Suggested person: David Adjaye
Summer

This unit compares the local area in UK, and its lifestyle, to a region in West Africa and a West African child's way of life. Pupils will be able to identify and draw comparisons between the physical and human characteristics across the two countries in relation to their continents. They will develop a deeper understanding of how our location in the world dramatically impacts our way of life but also how certain aspects of culture, weather and transport can connect us.

Why do we follow on with this unit?

To develop a deeper understanding of the differences between continents such as weather, transport, physical and human features and how location in the world impacts how we live our lives.

What skills will we continue to build upon?
Using OS maps, keys and fieldwork to follow and in turn devise maps with keys created out of their own symbols.

Geography
Curriculum Road Map Year 3



Would you live near a Volcano?

Autumn

This unit will explore what is under our feet, starting at the earth's core and working our way up to the tectonic plates. We will identify how volcanoes are formed and the process by which they erupt. Additionally, we will consider the impact they have on human settlements and land use.

Why do we follow on with this unit?

To develop an understanding of how the continent of Europe, including the UK, was formed over millions of years and of the earth's formation - what lies beneath the land that we live on.

What skills will we continue to build upon?

Using atlases, globes and maps to pinpoint tectonic plate locations and plot tectonic plate movement. Developing compass work through learning the eight points of a compass and carrying out four-figure grid reference exercises.

What's beneath our feet?

Spring

In this unit, children learn more about two forces that shape our earth: earthquakes and tsunamis. They learn the characteristics of each one: how they are formed, their main features and the destruction they can wreak upon the land as well as animal and human populations. Case studies are explored, and the children learn about the physical and human aspects of these events. They undertake cross-curricular work such as DT and science, making a seismograph to take measurements, and a 'mini' tidal wave to observe the powerful effects of water. Finally, the children learn how affected places try to recover from these catastrophes and plan.

Why Visit Australia?

Suggested person: Peter Hall

Summer

This unit compares the local area in UK, and its lifestyle, to a region in Australia and an Australian child's way of life. Pupils will be able to identify and draw comparisons between the physical and human characteristics across the two countries in relation to their continents. They will develop a deeper understanding of how our location in the world dramatically impacts our way of life but also how certain aspects of culture, weather and transport can connect us.

Why do we follow on with this unit?
Further examination of extreme geographical processes that affect the continents and their populations. To make further connections between physical and human geography.

What skills will we continue to build upon?
Children will apply geographical understanding to real-life events and identify and interpret evidence of how human and physical aspects of geography are often intertwined. They will use digital/computer mapping (Google Earth) to locate countries and describe features studied and undertake a practical task to reinforce their understanding of large-scale geographical processes.



Geography
Curriculum Road Map Year 4



Do you only find mountain ranges on land?

Autumn

This unit will identify and locate mountainous regions around the world. The children will learn how different mountains are formed, be able to recognise the role of contour lines on an OS map to indicate steepness and develop a better understanding of the flora, fauna and animals which have adapted to live in this region. They will learn about the effect of mountains in the water cycle and the impact seasonal tourism has on a region.

Why do we follow on with this unit?

To develop a deeper understanding of how the topography of the land influences agriculture and human settlement.

What skills will we continue to build upon?

Using 8 points of the compass, aerial, OS and topographical maps to identify physical and human geographical features. Analysing data and creating charts and graphs to present their findings.

Where does our food come from?

Spring

This unit will focus on Barcelona in Spain. It will compare its physical and human features, climate and culture with the local area that pupils live in within the UK. In addition, pupils will learn about trade links with the United Kingdom and explore the topography of Europe in order to choose the best location to set up an orange farm. Children learn about how latitude lines help locate climate zones and longitude lines indicate time zones. Children investigate different types of farming and produce and the journey of food from source to plate. They discover how fair trade positively impacts farm workers and gain an understanding of the challenge's farmers face.

Why Visit South Africa?

Suggested person: Sir Herbert Baker

Summer

This unit compares the local area in UK, and its lifestyle, to a region in South Africa and a South African child's way of life. Pupils will be able to identify and draw comparisons between the physical and human characteristics across the two countries in relation to their continents. They will develop a deeper understanding of how our location in the world dramatically impacts our way of life but also how certain aspects of culture, weather and transport can connect us.

Why do we follow on with this unit?
To examine how different geographical regions and climatic zones can dramatically impact land use.

What skills will we continue to build upon?
Research and analyse geographical data, diagrams and aerial photographs. Create computer-generated graphs to represent their findings and orally present their interpretations and conclusions.



Geography
Curriculum Road Map Year 5



Why do Oceans matter?

Autumn

Children will recognise the characteristics of the world's oceans and learn to identify the different layers that make up an ocean. They will learn how different marine species adapt to their environments and investigate a marine area and the impact that tourism has on it. Pupils will identify the influence of overfishing on a UK working fishing village and learn about the dangers that plastic represents to marine life and other creatures that have the ocean as their habitat.

Why do we follow on with this unit?

To build on the knowledge that human and physical features can affect human activity within a region or place and can be the reason why people settle in particular areas.

What skills will we continue to build upon?

Consolidate skills of using maps, atlases, globes and digital/computer mapping (Google Earth), in greater detail, to locate countries and describe the physical and human geographical features studied.

Are all settlements that same?

Spring

Children will look at different types of settlements within the twelve geographical regions of the UK and describe them using geographical language. We will investigate the main types of land use and learn some of the many ways humans use water.

Why Visit Brazil?

Suggested person: Oscar Niemeyer

Summer

The children identify the northern and southern hemispheres and Tropics of Cancer and Capricorn using globes and atlases and come to understand their significance as climate zones. The countries of South America are introduced, before focusing on the Amazon rainforest. Pupils create graphs to compare rainfall and temperature between the Amazon and the UK. They learn about the importance of this habitat and the threats it continues to face from competing pressures. Finally, the children find out about current initiatives that aim to protect the rainforest from devastation

Why do we follow on with this unit?

To further explore how physical geography, geographical location and weather influence human activity and land use (such as farming), commercialism and trade.

What skills will we continue to build upon?

To use longitude and latitude to locate countries, temperate zones and time zones. Field work in order to collect data, analyse and present findings.



Geography
Curriculum Road Map Year 6



How does climate dictate a biome?

Suggested person: Greta Thunberg

Autumn

In this unit we will explore the various biomes around the world and identify their distinctive characteristics, including climates, vegetation and natural animals. Additionally, we will use six-figure grid references to locate places on a map.

The children learn the causes and effects of climate change, specifically looking at the consumption of fossil fuels and their contribution to the 'Greenhouse Effect'. They understand that fossil fuel industries have dwindled in the UK but were once very important. They learn about coal mining in South Wales as a case study and understand that fossil fuel industries are still booming in other countries. They look at the demand for other products and the impact on our planet, such as the clearance of forests in Borneo for palm oil production. They finish by considering new initiatives to develop more sustainable sources of energy and find out about the influence that Greta Thunberg has had.

Why do we follow on with this unit?

To build on the knowledge that physical features (coastal areas in addition to rivers) affect human activity within a region or place and can be the reason why people settle in particular areas.

What skills will we continue to build upon?

Use world maps to identify and label continents, oceans, seas, rivers, countries, the equator and lines of latitude and longitude in order to recognise the characteristics of the world's oceans.

What are rivers and how are they used?

Spring

In this unit we will investigate the different formations, functions and purposes of rivers. We will locate major rivers across the world and compare the use of the Mississippi and Severn rivers. Additionally, we will explore why humans naturally settled by rivers and develop our use of grid references.

. Why Visit Ireland/Jamaica

Suggested persons: Thomas Andrews/Verma Pantan

Summer

This unit compares the local area in UK, and its lifestyle, to a region in Ireland/Jamaica and an Irish/Jamaican child's way of life. Pupils will be able to identify and draw comparisons between the physical and human characteristics across the two countries in relation to their continents. They will develop a deeper understanding of how our location in the world dramatically impacts our way of life but also how certain aspects of culture, weather and transport can connect us.

Why do we follow on with this unit?
To consider how the worldwide issue of climate change impacts on land and marine biomes.

What skills will we continue to build upon?
Interpreting, making connections and presenting their findings in relation to geographical data and information sources.



Planning (examples)

KS1 Planning Example:

Learning objective	Success criteria
<ul style="list-style-type: none"> To locate the school on an aerial photograph. 	<ul style="list-style-type: none"> I know that aerial means from above. I know that objects look different from an aerial view I know the name of the country I live in. I know the name of the village/town/city I live in I can identify three features of my local area on an aerial photograph. I can locate the country I live in on a map.
Main event	
<p>Location and the UK Explain to the children that we can use aerial photographs to describe where something is. This is called a 'location'. Using the link: Google Earth, zoom in on the UK. Explain that 'UK' is short for the United Kingdom. Show the children that the UK is made up of four countries (a land or nation with its own government). Point to and name the four countries: England, Scotland, Wales and Northern Ireland. Ask the children if they can name the country they live in. If possible, give the children time to explore Google Earth on their devices.</p> <p>Our local area Explain that the children will add labels to the features they can see in their local area. Provide each table group with the large aerial photograph of their local area and a copy of the <i>Activity: Labels</i> cut up. In their table groups, the children add labels to the aerial photograph to identify features. Move between tables, using the questions below to discuss the aerial photographs:</p> <ul style="list-style-type: none"> Do we live in a city, town or village? (See definitions.) What is the name of our city/town/village? What is the name of the country we are in? What can you see in the aerial photograph? (Children may recognise local landmarks such as: school, town centre, park, trees, roads, as well as features in the school grounds such as a pond, field and play equipment.) 	
Wrapping up	
<p>Display an enlarged aerial photograph of the Earth on the wall with the UK visible. Revisit the enquiry question: Where in the world are we? Ask the children to discuss in pairs, and to share answers. Work with the children to add a class photograph (or a class name label) to the aerial photograph with string pointing to the school's location. Add additional labels to show:</p> <ul style="list-style-type: none"> The UK. The country the school is located in. The name of the city, town or village the school is located in. <p>Questions</p> <ul style="list-style-type: none"> What is the name of the country we live in? What is the name of our village/town/city? Are there any other features you recognise in the local area? <p>Once completed, add to a class display or working wall. It will be added to in future lessons.</p>	
Vocabulary	
<p>Aerial photograph A photograph taken from the air. Aerial view A view from above (bird's eye view). City A large settlement with millions of people living in it. Country A land or nation with its own government. Land</p>	<p>The earth's surface not covered in water. Location A particular place or position. Sea A smaller body of salt water beside land. Town A built-up area larger than a village. Village A group of houses and buildings in a rural area.</p>
Assessing progress and understanding	
<p>Pupils with secure understanding indicated by: locating three features on an aerial photograph of the school; knowing the name of the country and village, town or city they live in.</p> <p>Pupils working at greater depth indicated by: locating more than three features on an aerial photograph of the school; knowing the name of the country and village, town or city they live in.</p>	<p>Adaptive teaching</p> <p>Pupils needing extra support</p> <p>Could use the <i>Activity: Labels</i> (support version) in the Main event.</p> <p>Pupils working at greater depth</p> <p>Could identify features from the aerial photograph and write their own labels using the <i>Activity: Labels</i> (extension version).</p>

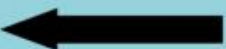
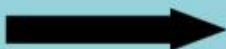

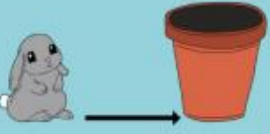

KS2 Planning Example

Learning objective	Success criteria
<ul style="list-style-type: none"> To explain the importance of our oceans. 	<ul style="list-style-type: none"> I can describe the ocean's place in the water cycle. I can explain why the ocean is important to our planet. I can map an example of how the ocean is used for trading.
Main event	
<p>Explain that oceans are a key part of our water cycle and impact our lives in many ways. Ask the following question:</p> <ul style="list-style-type: none"> Can you think of any ways oceans are useful? (Various answers may include: it is home to many creatures; provides food and jobs for humans; is used for fun activities; gives us many medicinal ingredients; contributes to our climates and weather through the currents; absorbs carbon dioxide; is a source of renewable energy through waves and tides and the coral reef acts as a buffer from natural disasters such as flooding and typhoons.) <p>Explain that many countries trade with each other by sending produce across the ocean on ships, which the children should remember from the Year 4 unit: <i>Where does our food come from?</i></p> <p>Pupils are going to map an example of how Australia uses oceans for trading.</p> <p>Hand out the <i>Activity: Mapping trading routes</i> (one each) and the atlases (one between two). Ask the children to label the following countries using the world map in the atlas:</p> <ul style="list-style-type: none"> Australia. China. Japan. South Korea. USA. Thailand. India. Germany. <p>Explain to the pupils that these are some of the main trading countries with Australia.</p> <p>Questions</p> <ul style="list-style-type: none"> What does trading mean? (The buying and selling of goods or services.) What is an import? (An item brought in from a different country.) What is an export? (An item sold from the country of production to another country.) <p>Australia gets some of their top imports (cars, gold and broadcasting equipment) from China, USA, Japan, Thailand and Germany. Ask the children to use a coloured pencil to draw arrows from these countries to Australia, across the oceans. An example of this can be seen in yellow on the <i>Presentation: Mapping trading routes</i>.</p> <p>Question</p> <ul style="list-style-type: none"> Which countries do the most trading with Australia? (China and Japan.) <p>Show the children the link: Our Ocean: Big Blue Buddy on Videolink which describes the various other ways in which the ocean is important (see the first question in the Main event for possible answers). You may wish to pause the video to explain certain points (for example, at 1:06 to discuss why oxygen production is important or at 1:30 to explain the currents further). The link: Mapmaker can be used to demonstrate the global ocean currents and their impact on the temperature by clicking 'Add' on layer '22: Ocean currents'. Move the map or zoom in and out to explore the global ocean currents.</p> <p>Once finished, make a class mind map showing all the different ways the ocean is important (see the first question in the Main event for possible answers).</p> <p>The pupils can use the mind map to support them in writing a paragraph on why oceans are important and how they are used. This will be the start of a piece of informative writing, titled 'Why do oceans matter?', about marine environments which pupils will add to throughout the unit, to sum up their learning.</p>	
Vocabulary	
<p>Water cycle The movement of water in the Earth's atmosphere through oceans, rivers and on land.</p> <p>Ocean current The movement of a large area of seawater driven by the wind, gravity and water density.</p> <p>Habitat The home of an animal or plant.</p>	<p>Renewable energy Energy generated from a source that is continuous, such as wind or water.</p> <p>Buffer Something that forms a barrier from a negative or dangerous element.</p> <p>Natural disaster An event caused in nature that can harm people and places.</p>
Assessing progress and understanding	Adaptive teaching
<p>Pupils with secure understanding indicated by: describing the water cycle; how the ocean is used for human activity, including mapping trading routes and how it helps to regulate the Earth's climate and temperature.</p> <p>Pupils working at greater depth indicated by: understanding how oceans influence global climate and the impacts this has on humans, giving examples, such as the increased risk of flooding due to rising sea levels from melting glaciers. Realising how fundamental the ocean is for trading routes.</p>	<p>Pupils needing extra support Can use the <i>Activity: Why do oceans matter?</i> (support) to help support writing their paragraph.</p> <p>Pupils working at greater depth Should consider what might happen to both the climate and people's lives if oceans were further damaged. For example, warmer temperatures, difficulty growing crops, higher sea levels as glaciers melt and a higher risk of flooding.</p>

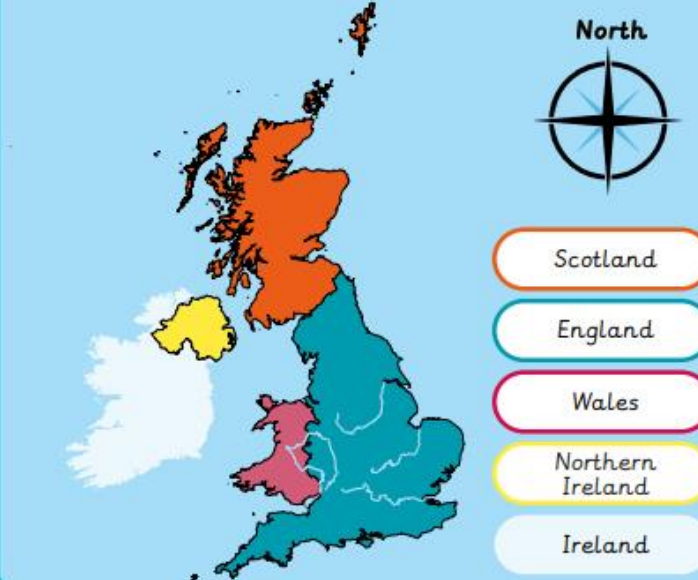
Knowledge Organisers (examples)

Year 1 - What is it like here?

Directional vocabulary

 Left	 Right	 Next to
 Far	 Near	

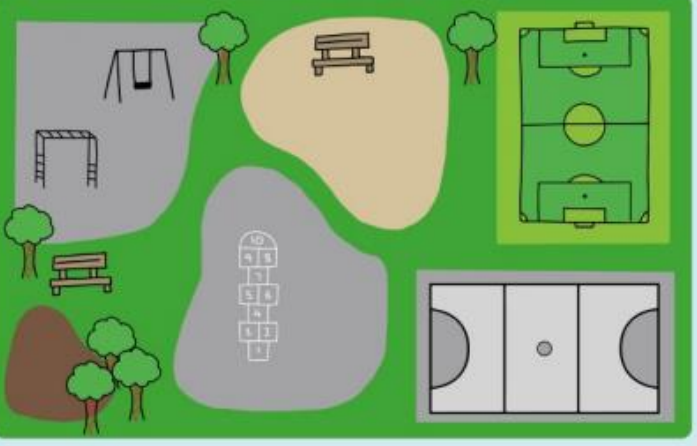






Which country do you live in?



North

- Scotland
- England
- Wales
- Northern Ireland
- Ireland

Map of a school playground

	<p>Map Key</p> <ul style="list-style-type: none"> Tree  Play equipment  Netball pitch  Bench  Football pitch  Hopscotch 
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Aerial photograph



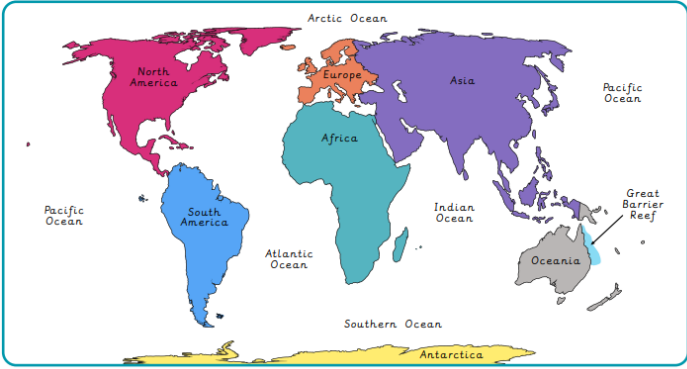
A photograph taken from the air.

KS2 Knowledge Organiser Example



Why do oceans matter?

- Ways to support a healthy ocean:
- Trying to avoid buying single-use plastics.
 - Recycling any plastics where possible.
 - Only buy what you need.
 - Buying second-hand.
 - Re-using or re-purposing items.
 - Teaching others about the ocean.
 - Only buy the seafood you need.
 - Trying to use natural fertilisers in gardens.
 - Walking or cycling if you can.



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Why do oceans matter?

- Why are oceans important?
- They are used for trading between countries.
 - Ocean currents influence our weather.
 - They provide food and jobs.
 - They are used for fun activities.
 - They give us ingredients for medicine.
 - They absorb carbon dioxide and warm our planet.
 - Coral reefs act as a buffer to natural disasters.
 - Coral reefs are home to a quarter of our marine species.



ocean current	The movement of a large area of seawater driven by the wind, gravity and water density.
coral reef	A large rock structure in the ocean formed by corals.
coral bleaching	A process which turns coral white, losing its colour.
marine	Relating to the ocean.
threat	Something likely to cause damage.
microplastics	Tiny pieces of plastic created from plastic waste.
acidification	The process of making something acidic.
overfishing	The number of fish decreases as a result of extreme amounts of fishing.
biodegradable	When something naturally breaks down and returns to nature.
Marine Protected Area	A designated geographical area of the ocean that is protected and managed.
single-use plastic	Plastic only used once and then thrown away.