

WELLESBOURNE PRIMARY AND NURSERY SCHOOL

Living to Learn, Learning to Live

RESPECT	EFFORT	ATTEND	COOPERATE	HONEST
As emotionally intelligent young people we will listen to and value other opinions. We will create a safe and supportive environment where we will feel confident to investigate without fear of being wrong. To consider social and moral dilemmas, reflect on experience, explore reasoned views and moral and ethical issues.	We will learn to take risks in our learning and challenge ourselves and each other. We will be able to explain clearly our investigations and discoveries. We will develop our thinking skills and resilience so that we become motivated and independent learners.	We will learn the importance of concentration, listening and participating during all of our lessons. We value being on time and getting the most from all of our time at school. We will develop an understanding that by being in school and joining in we will get more from our school and support our friends and fellow learners.	As co-operators we will work together and support each other in developing and listening to our ideas. In doing so we will challenge and explore new learning. We will work together being kind, helpful and gentle to all our school community and valuing its diversity.	We will learn that being honest means being true to ourselves. That by being honest with ourselves we learn more and support our friends more. We will learn the importance of honest self evaluation to help us improve and become independent learners. We will learn that honest support of our friends will help them to be better learners.

GEOGRAPHY CURRICULUM

	AUTUMN	SPRING	SUMMER
YEAR 1	LOCATIONAL KNOWLEDGE The UK and our local area	HUMAN AND PHYSICAL GEOGRAPHY The weather in relation to the Equator	HUMAN AND PHYSICAL GEOGRAPHY The Seaside
YEAR 2	LOCATIONAL KNOWLEDGE The features of the UK's four countries, Capital Cities and its surrounding seas.	PLACE KNOWLEDGE/ Liverpool's features compared to Nairobi (Kenya)	LOCATIONAL KNOWLEDGE The world's seven Continents and five Oceans
YEAR 3	PLACE KNOWLEDGE The features of Europe's countries, cities and rivers.	HUMAN AND PHYSICAL GEPGRAPHY Similarities and differences in the features of the UK and Spain	LOCATIONAL KNOWLEDGE Changes in the features of the Liverpool Docks over time
YEAR 4	UNITED KINGDOM MAJOR CITIES	PLACE KNOWLEDGE Similarities and differences in the UK and new york (inc. mountains, hills)	GEOGRAPHICAL SKILLS AND FIELDWORK Fieldwork skills using maps and atlases
YEAR 5	MOUNTAINS, EARTHQUAKES AND VOLCANOES How tectonic plates shape the earth (Volcanoes, earthquakes and mountains)	A STUDY OF BRAZIL Similarities and differences between the UK and Brazil	THE RAINFOREST The Brazilian Rainforest and countries within the Tropics
YEAR 6	HIMAN AND PHYSICAL GEOGRAPHY The water cycle and it's distribution of natural resources	LOCATIONAL KNOWLEDGE The climate and location of the Arctic and Antarctic circle	MAPPING SKILLS – FIELDWORK Mapping using six figure grid references to explore the wider world

YEAR 1

As geographers we will

AUTUMN	SPRING	SUMMER
<p>Know and understand:</p> <ul style="list-style-type: none"> • Where the local park is and its environment. • Where our school and homes are on a map of Liverpool. • Where the countries in the UK are. 	<p>Know and understand:</p> <ul style="list-style-type: none"> • Where the Arctic (cold country at pole) is on a map of the world. • What the weather is like in the Arctic. • Daily life of people in the Arctic. • Know where the Equator (hot) is on a map of the world. • What the weather is like on the Equator and how this compares to the Arctic. 	<p>Know and understand:</p> <ul style="list-style-type: none"> • Where the seaside is and what the environment looks like. • Name costal features.
<ul style="list-style-type: none"> • study the human and physical geography of our area • use basic geographical vocabulary to refer to key physical features and human features • name and locate the four countries of the United Kingdom • use simple fieldwork to study our local area • use world maps, atlases and globes to identify the United Kingdom and its countries. • <p><i>This topic links with English.</i></p>	<ul style="list-style-type: none"> • understand geographical similarities and differences through studying the human and physical geography of an area outside the UK. • use basic geographical vocabulary to refer to key physical features and human features • begin to locate hot and cold areas of the world in relation to the equator and the North and South pole • use world maps, atlases and globes to identify the United Kingdom and its countries • <p><i>This topic links with English.</i></p>	<ul style="list-style-type: none"> • understand the physical geography of a small area within the UK. • identify seasonal and daily weather patterns in the UK. • use simple fieldwork and observational skills to study the human and physical geography of a local environment • identify features using geographical terminology <p><i>This topic links with mathematics.</i></p>

YEAR 2

As geographers we will

AUTUMN	SPRING	SUMMER
<p>Know and understand:</p> <ul style="list-style-type: none"> Identify Liverpool and other cities within the four countries on a map of the UK. List local landmarks and identify them in the local environment Know that Liverpool is North West of the country and has the River Mersey. How to use a map to find capital cities and understand what they are. 	<p>Know and understand:</p> <ul style="list-style-type: none"> Know similarities and differences between Liverpool, Nairobi and rural Kenya through the study of a life of a child. 	<p>Know and understand:</p> <ul style="list-style-type: none"> Name and locate the world's seven continents and five oceans Use basic geographical vocabulary to refer to key human features Know how to use compass points
<ul style="list-style-type: none"> identify characteristics of the four countries and capital cities of the UK and surrounding seas use world maps, atlases and globes to identify the UK, its countries and counties use simple fieldwork and observational skills to study the geography of key human and physical features of schools surrounding environment use aerial photographs and plans to recognise landmarks explain and describe the key features of a locality <p><i>This topic links with English and mathematics.</i></p>	<ul style="list-style-type: none"> name and locate oceans and continents understand geographical similarities and differences through studying a non-European country use simple compass directions and directional language <p><i>This topic links with English and mathematics.</i></p>	<ul style="list-style-type: none"> use more basic geographical vocabulary to refer to key features and human features. understand geographical similarities and differences through studying the human and physical geography of a non-European country. name and locate the world's seven continents and five oceans. use aerial plans to devise a simple map be able to use compass points <p><i>This topic links with English and mathematics.</i></p>

YEAR 3

As geographers we will

AUTUMN	SPRING	SUMMER
<p>Know and understand: How to locate Europe, its cities and its rivers on a map. The location of rivers, seas and oceans and the difference between these. Identify the main European rivers and their features/purposes.</p>	<p>Know and understand: About crops and agriculture. How to locate the UK and Spain on a map and develop an understanding of their similarities and differences of human and physical features.</p>	<p>Know and understand: Local area study on the Liverpool Docks and how the uses of this have developed/changed over the years from past to present.</p>
<ul style="list-style-type: none"> • observe and describe physical and human features of the local area and other places. • begin to compare features to another place beyond the local area. • use maps, atlases, globes and digital / computer mapping to locate countries and describe their features. <p><i>This is linked to to English and mathematics</i></p>	<ul style="list-style-type: none"> • know about the local area. Describe simply where places are beyond the local area. • observe and describe physical and human features of the local area and other places. • begin to compare features to another place beyond the local area. • use maps, atlases, globes and digital / computer mapping to locate countries and describe their features <p><i>This is linked to to English and mathematics</i></p>	<ul style="list-style-type: none"> • know about the local area. • describe simply where places are beyond the local area. • observe and describe physical and human features of the local area and other places. • begin to compare features to another place beyond the local area • use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied • learn eight points of a compass, 2 figure grid reference (maths co-ordinates), some basic symbols and key (including the use of a simplified Ordnance Survey map) to build their knowledge of the United Kingdom and the wider world • use fieldwork to observe and record the human and physical features in the local area using a range of methods <p><i>This topic is linked to English and mathematics.</i></p>

YEAR 4

As geographers we will

AUTUMN	SPRING	SUMMER
<p>Know and understand:</p> <ul style="list-style-type: none"> the location of places in an atlas names of the countries in Europe Understand why the Romans settled where they did 	<p>Know and understand:</p> <ul style="list-style-type: none"> Describe the Water Cycle Explain the difference between masses of water The importance of recycling /looking after the environment Locate oceans and rivers 	<p>Know and understand:</p> <ul style="list-style-type: none"> Explain the physical and human features of localities Compare New York and Liverpool
<ul style="list-style-type: none"> begin to describe the human and physical features of our local area. use fieldwork to observe, measure and record the human and physical features in the local area. learn about the local area and begin to appreciate the importance of the wider geographical location know about the local area and begin to appreciate the importance of wider geographical location in understanding places <p><i>This topic links to history, mathematics and English.</i></p>	<ul style="list-style-type: none"> to recognise how people try to improve and keep environments to learn the eight points of a compass, four figure grid references to use fieldwork to observe, measure and record the human and physical features in local area using a range of methods, including sketch maps, plans and graphs, and digital technologies begin to describe physical and human features and begin to offer reasons for observations and opinions about places and environments <p><i>This topic links to English and mathematics.</i></p>	<ul style="list-style-type: none"> to understand why New York is one of the world's most visited cities? to carry out your own research on one to the American states. use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied begin to describe and compare features of different locations and offer explanations for the locations of some of those features be aware that different places may have both similar and different characteristics <p><i>This topic links to English and mathematics.</i></p>

YEAR 5

As geographers we will

AUTUMN	SPRING	SUMMER
<p>Know and understand: How to use an atlas to locate mountain ranges and name several mountain ranges. How different types of mountain ranges are formed and their features. Some of the causes and affects that volcanoes and earthquakes have on the lives and activities of people living nearby.</p>	<p>Know and understand: Points of a compass to locate points on a map of the UK and the world (esp. Brazil). How to read and write 4 figure grid references. How to make observations and record features of Liverpool bomb sites.</p>	<p>Know and understand: How countries depend on each other for resources. Ways that people influence the environment – deforestation and pollution. How to locate the Tropics and Equator on a map and know how the position affects the climate.</p>
<ul style="list-style-type: none"> • describe and begin to explain geographical patterns and a range of physical and human processes. • recognise that these interact to affect the lives and activities of people living there. • understand how people can both improve and damage the environment. • use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied. • know more about the features of a variety of places around the world. • describe and begin to explain geographical patterns and a range of physical processes. <p><i>This topic is linked to English and mathematics.</i></p>	<ul style="list-style-type: none"> • use the eight points of a compass, four figure grid references, symbols and key to build their knowledge of the uk past and present • use fieldwork to observe, measure and record human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technology. <p><i>This topic is linked to English and mathematics.</i></p>	<ul style="list-style-type: none"> • use the eight points of a compass, four figure grid references, symbols and key. • build knowledge of the United Kingdom in the past and present. • understand how people can both improve and damage the environment • understand more about the links between different places and that some places depend on each other. <p><i>This topic is linked to English and mathematics.</i></p>

YEAR 6

As geographers we will

AUTUMN	SPRING	SUMMER
<p>Know and understand: Locate Maya civilisation on a map / Google Earth. Understand what lines of latitude and longitude are, Tropic and Greenwich Meridian. Locate continents and oceans on a map About the features of places around the world: biomes / climates About hydroelectricity usage and production</p>	<p>Locate the arctic and Antarctic circle on a map and explore their location on the earth. Understand why the climate is the way it is in relation to the equator. Understand the ways of life in the A & A circle.</p>	<p>Know and understand: Locate our local area on a map of the UK. Learn about symbols on maps. Six figure grid references. How to draw sketch maps of the local area. How to use compasses and grid references. How to plan a route between two places on an OS map.</p>
<ul style="list-style-type: none"> know more about the features of a variety of places around the world from local to global and in different parts of the world identify the position and significance of latitude and longitude, Equator, Northern and Southern Hemispheres, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circles, the Prime / Greenwich Meridian and time zones (including day and night) Understand about links and relationships between different places and that make places dependent on each other use maps, atlases, globes and digital / computer mapping (e.g. Google Earth) to locate countries and describe features studied describe and explain a range of physical and human processes and recognise that these processes interact to produce distinctive characteristics of places describe ways in which physical and human processes operating at different scales create geographical patterns and lead to changes in places <p><i>This topic is linked to English and mathematics.</i></p>	<ul style="list-style-type: none"> know more about the features of a variety of places around the world from local to global and in different parts of the world identify the position and significance of latitude and longitude, Equator, Northern and Southern Hemispheres, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circles, the Prime / Greenwich Meridian and time zones (including day and night) use maps, atlases, globes and digital / computer mapping (e.g. Google Earth) to locate countries and describe features studied describe ways in which physical and human processes operating at different scales create geographical patterns and lead to changes in places <p><i>This topic is linked to English and mathematics.</i></p>	<ul style="list-style-type: none"> use maps and atlases and digital computer mapping (google earth) to locate countries and describe features studied use 6 figure grid references and understand latitude and longitude to use fieldwork to observe, measure and record the human and physical features in the local area including by sketching maps expand map skills to include non-UK countries <p><i>This topic is linked to English and mathematics.</i></p>

