



Geography Curriculum

Intent:

- Geography is a subject which prepares children for the world and helps them to better understand its people, places and environments, and the interactions between them.
- The overall theme of the curriculum is belonging and settlement. We want children to understand why people settled in particular places and how settlements have provided identities and a sense of belonging for those who live in them.
- Our children will have a deeper understanding of what places are like, why and how they are connected, and the importance of location.
- Our children will learn many transferable skills, such as research, observation, measurement, recording and presentation supporting them in the wider world.
- Our children will understand how and why places are changing and the impact of humans on the world.
- Geographical knowledge and skills to enable our children to access the curriculum in secondary school and then further in to the world of employment.
- Mount Pleasant children will have aspirational hopes to go on and create a love of the outside world and how to protect it for their future.
- Mount Pleasant Primary School provides a theme based approach which breathes life into geography that will remain with children for the rest of their lives.

Autumn

Spring

Summer

EYFS

ELGs that feed into Geography – Understanding the World

People Culture and Communities: The children describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. They know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. The children can explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and, when appropriate, maps.

The Natural World: They explore the natural world around them, making observations and drawing pictures of animals and plants. The children know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. They understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

Year 1

Toys

To know human and physical geography in the area around school and locate on a map.

Devise a simple aerial map of objects on a table, of the classroom/bedroom and school using appropriate symbols and pictures.

Read a simple map of the local area.

People Who Help Us

Understand geographical similarities and differences when looking at physical & human features in the local area.

Work on an aerial map and place symbols to represent features in the local area.

In the Park

Name, locate and identify characteristics of the four countries in the United Kingdom.

Name the capital cities of the four countries in the UK.

Name the surrounding seas of the four countries in the UK.

Locate Darlington in the UK.

Devise a simple map.

Year 2

Voyages

Name and locate the world's seven continents and five oceans.

Identify the route of Captain Cook

Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. Identify countries and locate them on a map/globe.

Dirty Beasts

Fieldwork: Observe and describe key human and physical features of Cockerton (local study).

Collect data on shops/house types.

Identify the hospital on map.

The Seaside

Understand geographical similarities and differences through studying the human (Victorian history) and physical geography of Saltburn compared to Cockerton.

Make observations of the Valley Gardens, houses, beach, promenade (Link to Victorian seaside town).

Devise a simple map; and use and construct basic symbols in a key.

Begin to use North, East, South and West to describe locations.

Add labels onto a sketch map, map or photograph of features.

Year 3

The Stone Age

Name and locate sites in the United Kingdom, and their identifying human and physical characteristics to explain why Stone Age man would have settled there. Use detailed maps with keys.

The Rainforest

Understand similarities and differences through the study of the physical geography of Brazilian Rainforest.
To name oceans and continents.

To identify Tropics of Capricorn and Cancer in relation to the

Ancient Egypt

Identify the river Nile on a map. Source and path of the River Nile. Name some features of the river and its importance.

Use 8 figure compasses, and letter/number coordinates to identify

Year 4

Darlington- Local Study

Investigate origin of Darlington. Why it began as a town (Skerne)

Name and locate Darlington and neighbouring towns associated with the train (case study: Darlington, Stockton, Middlesbrough & London using a range of maps including OS & digital.

rainforest.

Begin to use single letter/number coordinates to identify features on a map of the rainforest & Brazil.

features & places of Egypt on a map.

Ancient Greece

Locate the world's countries, using maps to focus on Europe & Greece.

Spain

To know Prime/Greenwich Meridian and time zones (including day and night). Identify Spain in the time zone.

Identify key physical and human characteristics (types of settlement and land use) of Madrid & major cities of Spain.

Use 8 figure compass and four figure grid references to identify location and features of Spain on a map.

The Roman Empire

Name and Identify the countries of the Roman empire.

Identify places in Britain on a map that have Roman place names and settlements (York, Binchester).

Understand what place names mean.

Use 8 figure compass and four figure grid references to identify location and features of countries of the Roman empire or Roman origin places in Britain on a map.

Year 5

Invaders & Settlers

Origins of place names from Anglo Saxon and Viking period and how they compare to today (Darlington, Stockton, York and Skerne)

Locate countries, using maps begin to use 6 figure grid references.

The Tudors

Compare historical/ modern day maps - and how they have changed from Tudor times.

Rivers

The River Tees: Source and route of the River Tees through the Tees valley.

Fieldwork: Teesmouth study

Use 6 figure grid references to locate features of the river.

Year 6

Britain at War

Locate the world's countries and major cities involved in the WW1 and WW2

Use 8 figure compass and 6 figure grid reference accurately to pinpoint key cities targeted during the war.

Use lines of longitude and latitude on maps to be specific to find key locations.

Brazil

Colonisation of Brazil.

Locate South American countries on a variety of maps.

Use 8 figure compasses and use 6 figure grid references to locate specific town and cities in Brazil.

Across the Atlantic

To locate the states which were in favour of the slave trade and to see the North/South divide in the country.

Use 8 figure compasses and use 6 figure grid references to locate specific locations of the Slave Trade Triangle in England, Africa and America.

		Topic: Toys	Term: Autumn	Year: 1
<p>Foundations of previous learning: Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another.</p>				
Unit Learning				
NC Objective - Coverage	Skills	Knowledge	Vocabulary	
<p>To understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom: Branksome/Cockerton</p> <p>To use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features.</p> <p>To use simple locational and directional language [for example, near and far, left and right], to describe the location of features and routes on a map.</p>	<p>Use simple directional language [for example, near and far; left and right] to describe the location of features around the school.</p> <p>Devise a simple aerial map of objects on a table, of the classroom/bedroom and school using appropriate symbols and pictures.</p> <p>Read a simple map of the local area.</p>	<p>Understand geographical similarities and differences when looking at human features (school, houses and shops).</p> <p>Understand geographical similarities and differences when looking at physical features (river/beck/wildlife).</p> <p>To know human and physical geography in the area around school and locate on a map.</p>	<p>Ariel view</p> <p>Human feature</p> <p>Physical feature</p> <p>Plan</p> <p>Landmark</p> <p>Route</p> <p>Map</p> <p>Symbol</p> <p>City</p> <p>Town</p> <p>Village</p> <p>Factory</p> <p>Farm</p> <p>Office</p> <p>Key</p> <p>Symbol</p> <p>Data</p>	<p>Directional language:</p> <p>Near</p> <p>Far</p> <p>Next to</p> <p>Left</p> <p>Right</p> <p>Key</p> <p>House</p> <p>Shop</p> <p>Farm</p> <p>Road</p> <p>School</p> <p>Classroom</p>
	Assessment of Skills	Assessment of Knowledge		
	<p>I can use an aerial map and be able to place symbols on it linked to the classroom.</p>	<p>Can you explain what a human feature is?</p> <p>Can you give an example of a human feature in the landscape?</p> <p>Can you explain what a physical feature is?</p> <p>Can you give an example of a physical feature in the landscape?</p>		

Foundations of previous learning: Using a simple map with symbols and describe the position of objects.
 Recognise and talk about local features in the environment.
 Make comments about the environment and how they differ.

Unit Learning

NC Objective - Coverage	Skills	Knowledge	Vocabulary	
<p>To identify seasonal and daily weather patterns in the United Kingdom.</p> <p>To use basic geographical language that include :key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.</p> <p>To devise a simple map; and use and construct basic symbols in a key.</p>	<p>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features of the surrounding area (school).</p> <p>Use simple directional language [for example, near and far; left and right] to describe routes on a simple map.</p>	<p>Identify seasonal and daily weather patterns in the United Kingdom (Link to Science – seasons).</p> <p>Understand geographical similarities and differences when looking at human features in the local area.</p> <p>Understand geographical similarities and differences when looking at physical features in the local area.</p> <p>Work on an aerial map and place symbols to represent features in the local area.</p>	<p>Spring Summer Autumn Winter Weather pattern Seasonal changes</p>	<p>Seasons Weather Months Near Far Next to Left Right Directional language</p>
	<p style="text-align: center;">Assessment of Skills</p> <p>I can use simple directional language (near, far next to) and link it to a map of the local school. I can use an aerial map to place symbols on it to the local school and local area (Cockerton). I can explain when the weather changes (Seasons)</p>	<p style="text-align: center;">Assessment of Knowledge</p> <p>Can you explain the basic weather pattern for the 4 seasons? Can you explain where a physical feature is in the local area? Can you explain where a human feature is in the local area?</p>		

		Topic: The Park	Term: Summer	Year: 1
<p>Foundations of previous learning: Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features of the surrounding area (school) Use simple directional language [for example, near and far; left and right] to describe routes on a simple map. Understand some physical and human features.</p>				
Unit Learning				
NC Objective - Coverage	Skills	Knowledge	Vocabulary	
<p>To understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom.</p> <p>To name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas.</p> <p>To use world maps, atlases and globes to identify the United Kingdom.</p> <p>TRIP- Hardwick Park (Science)</p>	<p>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features of South Park.</p> <p>Devise a simple map of the South Park using appropriate symbols and pictures.</p> <p>Follow a route on a map.</p>	<p>Name, locate and identify characteristics of the four countries in the United Kingdom.</p> <p>Name the capital cities of the four countries in the UK.</p> <p>Name the surrounding seas of the four countries in the UK.</p> <p>Locate Darlington in the UK.</p> <p>Follow a route map.</p>	<p>County</p> <p>Capital city</p> <p>Near</p> <p>Deciduous / Evergreen</p> <p>England</p> <p>Ireland</p> <p>Scotland</p> <p>Wales</p> <p>Darlington</p> <p>North Sea</p> <p>English Channel</p> <p>Irish Sea</p> <p>Atlantic Ocean</p>	<p>Key</p> <p>Locate</p> <p>Far</p> <p>Next to</p> <p>Right</p> <p>Left</p>
	Assessment of Skills	Assessment of Knowledge		
	I can use the skills I have gained to follow a route map.	<p>Can you say the four counties in the UK?</p> <p>Can you say the four capital cities in the UK?</p> <p>Can you locate Darlington on a map?</p> <p>Can you say the surrounding seas in the UK?</p>		

	Topic: Voyages	Term: Autumn	Year: 2
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Foundations of previous learning:
 Name, locate and identify characteristics of the four countries and capital cities in the United Kingdom.
 Name the surrounding seas of the four countries in the UK.
 Locate Darlington in the UK. Follow a route map.

Unit Learning

NC Objective - Coverage	Skills	Knowledge	Vocabulary
<p>Name and locate the world's 7 continents and 5 oceans.</p> <p>Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</p> <p>Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage.</p> <p>Use simple compass directions (north, south, east and west) and locational and directional language [for example, near and far, left and right], to describe the location of features and routes on a map.</p>	<p>Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans.</p> <p>Find where they live on a local map.</p> <p>Use compass directions (North, South, East and West) and locational and directional language to find countries of the world.</p>	<p>Name and locate the world's seven continents and five oceans.</p> <p>Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. Identify countries and locate them on a map/globe.</p> <p>Identify the routes of Captain Cook's journey.</p>	<p>Vessel Mast Deck Crew Voyage Vast Flag Countries Continents Environment Features Landscape World Equator Hemisphere Map Globe Ocean Surrounding Climate Temperature Terrain Compass points</p>
	Assessment of Skills	Assessment of Knowledge	
	<p>I can identify the country I live in from a world map.</p> <p>I can point to Darlington on a map of the UK.</p> <p>I can say the position of countries based on the direction from the UK.</p>	<p>Can you name the seven continents?</p> <p>Can you name some seas oceans and locate where they are?</p> <p>Can you name countries in the Northern hemisphere?</p> <p>Can you name countries in the Southern hemisphere?</p> <p>What is the equator?</p> <p>Can you point to north, east, south and west?</p>	

History Based topic		Topic: Dirty Beasts	Term: Spring	Year: 2
<p>Foundations of previous learning: Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features of the surrounding area (school, Cockerton) Use directional language [for example, near and far; left and right] to describe routes on a simple map. Understand some physical and human features.</p>				
Unit Learning				
NC Objective - Coverage	Skills	Knowledge	Vocabulary	
<p>Use basic geographical vocabulary to refer to: Key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.</p> <p>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.</p> <p>Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</p>	<p>Draw or make a map of real (Cockerton) or imaginary places (e.g. add detail to a sketch map from aerial photograph) – produce a simple key.</p> <p>Use photographs and maps to identify features of Cockerton.</p>	<p>Fieldwork: Observe and describe key human and physical features of Cockerton (local study). Identify where the hospital is and how to get there. Collect data on shops/house types, businesses. (British Listed buildings. Northern echo archive) (The <i>-ton</i> of <i>Cockerton</i> is from <u>Old</u> English <i>tūn</i> 'estate'; the <i>cocker-</i> element is less certain but seems to have been a <u>Cumbric</u> river-name, still represented as the name of the stream Cocker Beck)</p>	<p>Symbol Route Scale Grid lines Local National Economic Business Amenities Residential Semi-detached Detached Terraced Street Cul de sac Road Motorway Address Postcode hospital</p>	
	Assessment of Skills	Assessment of Knowledge		
	<p>I can draw/make a map with labels of our school and Cockerton. I can identify features of Cockerton from aerial photos and maps.</p>	<p>What are the key geographical features of Cockerton? What types of business are in Cockerton? What kind of houses are there? What does the name 'Cockerton' mean?</p>		

Science		Topic: The Seaside	Term: Summer	Year: 2
<p>Foundations of previous learning: Name, locate and identify characteristics of the four countries and capital cities in the United Kingdom. Name the surrounding seas of the four countries in the UK. Locate Darlington in the UK. Follow a route map.</p>				
Unit Learning				
NC Objective - Coverage	Skills	Knowledge	Vocabulary	
Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country.	Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features of Saltburn.	Understand geographical similarities and differences through studying the human and physical geography of Saltburn. Make observations of the Valley Gardens, houses, beach, promenade (Link to Victorian seaside town).	Coordinates Geographical features Cliff Beach Bay Rock pool, Promenade Pier Jetty Breakers Amusements Dunes Map symbols Route Comparison Climate	
	Devise a simple map; and use and construct basic symbols in a key.			
	Begin to use North, East, South and West to describe locations.			
	Add labels onto a sketch map, map or photograph of features.			
	Assessment of Skills	Assessment of Knowledge		
	I can sketch a map of Saltburn and label key physical and geographical features. I can label key features of a photograph of Saltburn.	Can you name some of the geographical features of Saltburn? What are the similarities between Saltburn and Cockerton? What are the differences between Saltburn and Cockerton?		

History based topic		Topic: Stone Age (2weeks) Linked to Rocks (Science)	Term: Autumn	Year: 3
Foundations of previous learning: Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom. Reading a map and identifying geographical features.				
Unit Learning				
NC Objective - Coverage	Skills	Knowledge	Vocabulary	
<p>Understand physical and human geographical features of the world, how these are interdependent and how they bring about change over time.</p> <p>Interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs.</p> <p>Describe and understand key aspects of physical geography, including: climate zones, rivers, mountains,</p> <p>Identify human geography, including types of settlement and land use, food, minerals and water.</p>	<p>Locate sites pertinent to stone age settlements on a world map.</p> <p>Identify countries on a world map.</p> <p>Identify key topographical features on a range of maps (including hills, mountains, coasts and rivers).</p> <p>Understand how some of these aspects have changed over time and why settlements developed.</p>	<p>Explain when the Stone Age was- identify on a timeline.</p> <p>Explain how tools helped development of settlements.</p> <p>Describe early humans.</p> <p>Name and locate sites in the United Kingdom, and their identifying human and physical characteristics to explain why Stone Age man would have settled there.</p> <p>Describe evidence for the Stone Age- how do we know? North Sea settlements, archaeology.</p>	<p>Tools- axe, flint</p> <p>Settlement</p> <p>Stone age- Palaeolithic, ice age</p> <p>Stone Henge</p> <p>Cave painting</p> <p>Cave man</p> <p>Dwellings</p> <p>Prehistoric animals</p> <p>Hunter/gatherer</p> <p>Archaeology</p> <p>World map</p> <p>Continents</p>	
	Assessment of Skills	Assessment of Knowledge		
	<p>Identify features on a map and label prehistoric features.</p>	<p>Why were settlements established in specific areas?</p> <p>How do we know about stone age settlements?</p> <p>How did people live in the stone age?</p>		

Foundations of previous learning:

To know why settlements were established in specific areas.

Identify key topographical features on a range of maps (including hills, mountains, coasts and rivers).

Understand how some of these aspects have changed over time and why settlements developed.

Unit Learning

NC Objective - Coverage	Skills	Knowledge	Vocabulary
<p>Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.</p> <p>Human geography, including: types of settlement and land use, economic activity including trade links.</p> <p>Visit: Head of Steam museum.</p>	<p>Locate towns and cities in Britain using a range of maps including OS & digital.</p> <p>Identify key topographical features on a range of maps (including hills, mountains, coasts and rivers).</p> <p>Begin to match boundaries (e.g. find same boundary of a local county/country on different scale maps).</p> <p>Draw maps of the local area (including keys and labels).</p>	<p>Investigate origin of Darlington. Why it began as a town (Skerne)</p> <p>Name and locate Darlington and neighbouring towns associated with the train (case study: Darlington, Stockton, Middlesbrough & London).</p> <p>Understand how Darlington has changed over time from stone age to birth of the railway.</p> <p>Identify how the railway changed economic situation of Darlington (coal).</p> <p>How Darlington has grown.</p>	<p>Pease Heritage Trade Industry Settlement Town Locomotion/Rocket Colliery</p> <p>Anglo-Saxon: Dearthington,</p>
	<p>Assessment of Skills</p>	<p>Assessment of Knowledge</p>	
	<p>Identify areas on the map pertaining to the route of the railway and boundary areas of Darlington.</p>	<p>How Darlington did began as a settlement? Why did Darlington grow as a town? Which county is Darlington in?</p>	

Foundations of previous learning:

Use positional and directional language to find areas on a map.

Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans. Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.

Unit Learning

NC Objective - Coverage	Skills	Knowledge	Vocabulary
<p>Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night).</p> <p>Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region in North or South America.</p> <p>Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water.</p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p>	<p>Draw an annotated sketch from observation including descriptive / explanatory labels and indicating compass directions. To name oceans and continents. To identify Tropics of Capricorn and Cancer in relation to the rainforest.</p> <p>Use a database to present findings on rainfall and temperature.</p> <p>Begin to use single letter/number coordinates to identify features on a map of the rainforest & Brazil.</p> <p>Locate key places in Brazil using a range of maps including OS & digital.</p>	<p>Understand similarities and differences through the study of the physical geography of Brazilian Rainforest. Discuss the importance of the rainforest. Identify different levels of the rainforest. Name animals and how they have adapted to the rainforest. I can identify some similarities and differences between Brazil and the UK.</p>	<p>Brazil South America Deforestation Global warming Rio De Janeiro Environment Oxygen Rainforest Canopy Rainfall Flora Fauna Fresh water Erosion</p>
	Assessment of Skills	Assessment of Knowledge	
		<p>Can you locate Brazil in the world? What are the 4 layers of rainforest? How are rainforest creatures adapted to their habitat? Explain why the forest is important. Explain what is happening to the forest.</p>	

History based topic	Topic: Ancient Egyptians	Term: Summer	Year: 3
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Foundations of previous learning:
 Use variety of world atlases and maps.
 Identify key topographical features on a range of maps (including hills, mountains, coasts and rivers).
 Name and locate sites the United Kingdom, and their identifying human and physical characteristics to explain why stone age man would have settled there.
 Describe evidence for the Stone Age- how do we know? North Sea settlements, archaeology.

Unit Learning

NC Objective - Coverage	Skills	Knowledge	Vocabulary
Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities	Use 8 figure compasses, and letter/number coordinates to identify features & places of Egypt on a map.	Source and path of the River Nile. Name some features of the river. Study the importance of the River Nile and economic value to Egypt. What crops are grown along the river? What happens when it floods? Know what a shaduf is.	Dam Basin Bed Flood plain Fresh/salt water Irrigation Meander Mouth Oxbow lake Sediment Tributary Valley Up/downstream Transportation Silt Basin Bed Bank Aswan Dam
	Locate places in Egypt using a range of maps including OS & digital.	Understand how some aspects have changed over time- Aswan Dam. Importance of rivers for human geography e.g. River Skerne – Darlington.	
	Identify some features of the River Nile and important landmarks.		
	Assessment of Skills	Assessment of Knowledge	
	Find the following places on a map... What are the coordinates of these places? Name three important landmarks.	What do these terms mean? River basin, source, mouth and tributary. How long is the River Nile? Where is the source of the Nile? Why is the Nile so important in Egypt?	

History based topic	Topic: Ancient Greece	Term: Autumn	Year: 4
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Foundations of previous learning:
 Use 8 figure compasses, and letter/number coordinates to identify features & places of Egypt on a map.
 Name oceans and continents.
 Describe early humans
 Name and locate sites the United Kingdom, and their identifying human and physical characteristics to explain why stone age man would have settled there.
 Describe evidence for the Stone Age- how do we know? North Sea settlements, archaeology.

Unit Learning

NC Objective - Coverage	Skills	Knowledge	Vocabulary	
Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.	Locate Europe/Greece on a large scale map or globe. Identify islands of Greece. Recognise and use map symbols, including completion of a key. Begin to use coordinates to locate islands.	Locate the world's countries, using maps to focus on Europe & Greece. Identify key physical and human characteristics of major cities of modern Greece. <ul style="list-style-type: none"> • Types of settlement and land use, • Economic activity including trade links, • The distribution of natural resources including energy, food, minerals and water. Type of buildings and architecture. Compare maps of Ancient Greece to Greece today.	State Parthenon Acropolis Empire Doric Marathon	
	Assessment of Skills	Assessment of Knowledge		
	Locate Greece on a world map.	Why did settlers first live in Greece? How many islands make up Greece? Which sea surrounds Greece? What is the capital city of Greece?		

		Topic: Spain	Term: Spring	Year: 4
<p>Foundations of previous learning: Use positional and directional language to find areas on a map e.g. 8 figure compasses, and letter/number coordinates to identify features & places on a map. Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans. Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</p>				
Unit Learning				
NC Objective - Coverage	Skills	Knowledge	Vocabulary	
<p>Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region in North or South America.</p> <p>Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.</p> <p>Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</p> <p>Use the 8 points of a compass, 4- and 6-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.</p>	<p>Ask geographical questions and research answers.</p> <p>Use a simple database to present findings for weather/temperature patterns.</p> <p>Consider how photos provide useful evidence to study a location.</p> <p>Use 8 figure compass and four figure grid references to identify location and features of Spain on a map.</p> <p>Recognise and use OS map symbols, including completion of a key.</p>	<p>To know Prime/Greenwich Meridian and time zones (including day and night). Identify Spain in the time zone.</p> <p>Locate Spain and its position in Europe Pyrenees.</p> <p>Study the climate in Spain.</p> <p>Identify key physical and human characteristics (types of settlement and land use) of Madrid & major cities of Spain.</p> <p>Know the economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</p>	<p>Landmark Climate Time zone</p>	<p>Balearic Islands Canary Islands Catalan Europe Mediterranean Barcelona Valencia Pyrenees Population Weather Temperature Madrid</p>
	Assessment of Skills	Assessment of Knowledge		
	<p>Use a map to locate Spain.</p> <p>Use 8 figure and four figure grid reference to identify features of Spain on a map.</p>	<p>Can you describe the climate in Spain? Can you name some features of Madrid? Can you name any other major cities in Spain? What are Spain's main exports?</p>		

History based topic		Topic: Roman Empire	Term: Summer	Year: 4
<p>Foundations of previous learning: Use 8 figure compasses, and letter/number coordinates to identify features & places on a map. Name oceans and continents. Name and locate sites the United Kingdom, and their identifying human and physical characteristics to explain why stone age man would have settled there. Describe evidence for the stone age- how do we know? North Sea settlements, archaeology.</p>				
Unit Learning				
NC Objective - Coverage	Skills	Knowledge	Vocabulary	
<p>Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.</p> <p>Use the 8 points of a compass, 4- and 6-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.</p>	<p>Locate Italy/Europe/Roman Empire on a large scale map or globe.</p> <p>Use 8 figure compass and four figure grid references to identify location and features of countries of the Roman empire or Roman origin places in Britain on a map.</p>	<p>Name and Identify the countries of the Roman empire.</p> <p>Identify places in Britain on a map that have Roman place names and settlements (York, Binchester).</p> <p>Understand what place names mean.</p> <p>Identify Hadrian's Wall.</p>	Ordnance	Hadrian Rome Binchester Empire Picts Celts Roman road Camber Highway Turret Milecastle Fort Turret Amphitheatre.
	Assessment of Skills	Assessment of Knowledge		
	<p>Locate Italy and Rome on a map.</p> <p>Locate Roman origin places in Britain on a map.</p>	<p>Can you name some of the Roman settlements in Britain?</p> <p>What resources did the Romans come to Britain for?</p>		

History based topic		Topic: Invaders and Settlers	Term: Autumn	Year: 5
<p>Foundations of previous learning: Explain when the Stone Age was- identify on a timeline. Explain how tools helped development of settlements Name and locate sites the United Kingdom, and their identifying human and physical characteristics to explain why Stone Age man would have settled there. Describe evidence for the Stone Age- how do we know? North Sea settlements, archaeology.</p>				
Unit Learning				
NC Objective - Coverage	Skills	Knowledge	Vocabulary	
<p>Locate the world's countries, using maps to focus on Europe (including the location of Russia), concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.</p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>Use the 8 points of a compass, 4- and 6-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.</p>	<p>Begin to use 6 figure grid references to locate Saxon & Viking place names/settlements.</p> <p>Use and recognise OS map symbols.</p>	<p>Locate the countries, using maps to focus on Europe (including the location of Russia) to identify where the invaders came from.</p> <p>To know origins of place names originating from Anglo Saxon and Viking period and how they compare to today (Darlington, Stockton, York and Skerne)</p> <p>Town/local study</p>	Denmark Invasion Wessex Settlers Danelaw Denmark Angles Jutes Frisians Norway Monastery Valhalla Britons Land of Ice and Fire Sweden	
	Assessment of Skills	Assessment of Knowledge		
	<p>I can locate places and give 6 figure references to tell people where a place is.</p> <p>I can recognise simple OS symbols based on a map of Darlington.</p>	<p>Where did the Vikings come from? The journey they took. Where did the Vikings settle in the UK? Name places that are Viking/Anglo-Saxon in origin. Can you give examples of place names that are Viking in origin and are local to Darlington?</p>		

History based topic		Topic: The Tudors	Term: Spring	Year: 5
<p>Foundations of previous learning: To know why settlements were established in specific areas. Identify key topographical features on a range of maps (including hills, mountains, coasts and rivers). Understand how some of these aspects have changed over time and why settlements developed.</p>				
Unit Learning				
NC Objective - Coverage	Skills	Knowledge	Vocabulary	
Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night).	Understand lines of longitude and latitude in relation to Tudor explorers.	Compare historical/ modern day maps - and how they have changed from Tudor times.	Francis Drake Golden Hind Longitude Latitude Oceans- Atlantic, Pacific,	
	Assessment of Skills	Assessment of Knowledge		
	Children can identify the tropic of cancer, tropic of Capricorn and the equator. Children can describe the position of countries based on lines of latitude and longitude	How do Tudor maps of the world differ to today? Why was Francis Drake famous in Tudor times? What did Walter Rayleigh introduce to England?		

	Topic: Rivers	Term: Summer	Year: 5
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Foundations of previous learning:
 Investigate origin of Darlington. Why it began as a town (Skerne).
 Name and locate Darlington and neighbouring towns associated with the train (case study: Darlington, Stockton, Middlesbrough & London).
 Source and path of the R21iver Nile. Name some features of the river.
 Study the importance of the River Nile and economic value to Egypt.

Unit Learning

NC Objective - Coverage	Skills	Knowledge	Vocabulary
<p>Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</p> <p>Use fieldwork to observe, measure record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p>	<p>Visit key points along the river & Teesmouth Field Centre.</p> <p>Use a database to interrogate/amend information collected.</p> <p>Sketch Transporter bridge and key features of the river.</p> <p>Use sketches as evidence in an investigation. Annotate sketches to describe and explain geographical processes and patterns.</p> <p>Use 6 figure grid references to locate features of the river.</p>	<p>Source and route of the River Tees through the Tees valley.</p> <p>Know the features of rivers and identify through maps and photos.</p> <p>Study the development of significant towns along the river such as Darlington, Stockton and Middlesbrough.</p> <ul style="list-style-type: none"> • types of settlement and land use, • economic activity including trade links, • the distribution of natural resources including energy, food, minerals and water. 	<p>Erosion</p> <p>Stream</p> <p>Source</p> <p>Tide</p> <p>Sediment</p> <p>Tributaries</p> <p>Meander</p> <p>Basin</p> <p>Reservoir</p> <p>Dam</p> <p>Canal</p> <p>Estuary</p> <p>Silt</p> <p>Mouth</p> <p>Salt water</p> <p>Stream</p> <p>Tributary</p> <p>Upstream</p> <p>Mudflats</p> <p>Delta</p> <p>Current</p> <p>Bed</p> <p>Oxbow lake</p> <p>Flood plain</p> <p>Waterfall</p> <p>Pollution</p> <p>Irrigation</p>
	Assessment of Skills	Assessment of Knowledge	
	<p>Children will use 6 figure grid references to locate towns and features of the River Tees.</p> <p>Children will carry out fieldwork at Teesmouth Field Centre.</p>	<p>Describe the journey of the River Tees from source (Cow Green Reservoir) to the mouth (North Sea).</p> <p>How was High Force formed?</p> <p>What are the key features of the River Tees?</p> <p>Why was the River Tees so important to the area?</p>	

History based topic		Topic: Britain At War	Term: Autumn	Year: 6
<p>Foundations of previous learning: Use positional and directional language to find areas on a map e.g. 8 figure compasses, and letter/number coordinates to identify features & places on a map. Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans. Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</p>				
Unit Learning				
NC Objective - Coverage	Skills	Knowledge	Vocabulary	
Name and locate counties and cities of the United Kingdom. Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.	Use atlases to find the locations of key countries during the war and data related such as population, distance from UK and France. Use atlases to find the country flags of the allies and axis in the war. Use 8 figure compass and 6 figure grid reference accurately to pinpoint key cities targeted during the war. Use lines of longitude and latitude on maps to be specific to find key locations.	Locate the world's countries and major cities involved in the WW1 and WW2, using maps to focus on allies and axis. Identify historical sites linked to both wars e.g. Normandy landings or Dunkirk.	Longitude Latitude Grid Reference Compass Dunkirk Normandy Secondary resource	Atlas Country Flag Data Statistics Population Location Axis Allies
	Assessment of Skills	Assessment of Knowledge		
	Children can find specific data related to key countries during the war. Children confidently use atlases and 6 figure grid references. Children understand and can use the terms longitude and latitude.	Which key cities were affected because the war? Why were particular areas targeted during the war?		

	Topic: Brazil	Term: Spring	Year: 6
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Foundations of previous learning:
 Use positional and directional language to find areas on a map.
 Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans. Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.
 Understand similarities and differences through the study of the physical geography of Brazilian Rainforest.
 Discuss the importance of the rainforest.

Unit Learning

NC Objective - Coverage	Skills	Knowledge	Vocabulary	
<p>Study North and South America, concentrating on their environmental regions, human characteristics, countries, and major cities.</p> <p>To know types of settlement and land use, economic activity including trade links and fair trade.</p> <p>To understand the distribution of natural resources including energy, food, minerals and water.</p> <p>Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</p>	<p>Locate South American countries on a variety of maps.</p> <p>Compare maps with aerial photographs.</p> <p>Use atlases to find out other information (e.g. temperature, climate change, country statistics such as population.)</p> <p>Use 8 figure compasses and use 6 figure grid references to locate specific town and cities in Brazil.</p>	<p>To understand how and why people settled in Brazil.</p> <p>To understand why Brazil is multicultural.</p> <p>To know about the main form of trade in Brazil and how this contributes towards economic development and activity.</p> <p>To find key similarities and differences between Brazil and England including population, birth and death rates, weather differences, topographical differences, housing, schools and jobs.</p>	<p>South America Settlement Rio De Janeiro Brasilia South America Poverty Extreme Poverty gap Slums Favelas Conditions Overpopulation Crime</p>	<p>Topographical Culture Trade Diversity Compare Contrast Population Statistics</p>
	Assessment of Skills	Assessment of Knowledge		
	<p>Children can locate Brazil on various maps.</p> <p>Children can compare maps to aerial photographs and can see how these photographs have changed over time.</p>	<p>Explain how and why people of other cultures came and settled in Brazil.</p> <p>What are the key aspects of Brazilian trade?</p> <p>Name key differences between Brazil and England.</p>		

Foundations of previous learning:

Use positional and directional language to find areas on a map.

Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans. Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.

Unit Learning

NC Objective - Coverage	Skills	Knowledge	Vocabulary	
<p>Study North and South America, concentrating on their environmental regions, human characteristics, countries, and major cities.</p> <p>Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.</p>	<p>Locate North American Slave Trade States and Underground Railroad points on a variety of maps.</p> <p>Compare maps with aerial photographs and older 19th century maps.</p> <p>Use atlases to find out other information (e.g. temperature, climate change) in relation to working on plantations.</p> <p>Use 8 figure compasses and use 6 figure grid references to locate specific locations of the Slave Trade Triangle in England, Africa and America.</p>	<p>To locate the states which were in favour of the slave trade and to see the North/South divide in the country.</p> <p>To know what the climate conditions were like for slaves working on plantations.</p> <p>To know the three main locations of the Slave Trade Triangle and why these locations were important.</p> <p>To know about the process of volcanoes and earthquakes which are common natural disasters in America.</p>	<p>Plantations Trans-Atlantic Colonies</p>	<p>America Africa Europe Auction Human Rights Profit Empire Climate Location England</p>
	Assessment of Skills	Assessment of Knowledge		
	<p>Children can locate the states which used slavery in the 19th century and can locate these on a map.</p> <p>To know specific locations of the three main parts of the Slave Trade Triangle.</p>	<p>To know what it was like for the slaves to work in the climate of the southern states of America.</p> <p>To know how the three main locations of the Slave Trade Triangle helped it to operate and what happened at each point.</p>		

Subject content

Key stage 1

Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.

Pupils should be taught to:

Locational knowledge

- name and locate the world's 7 continents and 5 oceans
- name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas

Place knowledge

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

Human and physical geography

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

Geographical skills and fieldwork

- use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage
- use simple compass directions (north, south, east and west) and locational and directional language [for example, near and far, left and right], to describe the location of features and routes on a map
- use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key

- use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment

Key stage 2

Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.

Pupils should be taught to:

Locational knowledge

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

Place knowledge

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

Human and physical geography

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

Geographical skills and fieldwork

- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied

- use the 8 points of a compass, 4- and 6-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.
- use fieldwork to observe, measure record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.

GEOGRAPHY

Ideas for modifying this curriculum to meet the needs of all children

- For children with visual impairments, resources such as maps will need to be enlarged.
- Simplified resources, e.g. less detailed atlas by be used.
- Pre-teaching of pertinent vocabulary will support learning, as well as having clear displays and/or points of reference for the children to remember and use vocabulary correctly.
- As with all children, make the curriculum as real and relevant as possible. Where visits or guest speakers are not possible, use of visual opportunities should be made, e.g. virtual tours and similar resources online.

General

- Use of additional adult when possible.
- Differentiated outcomes and tasks.
- Simpler versions of text/resources.
- Pre-teaching vocabulary, vocabulary maps/word banks.
- Mixed ability groupings/paired work/peer support.
- Writing frame/structured activities.
- Task targets/clear success criteria.
- Visual stimuli/hooks- turn abstract in to concrete.
- Awareness of sensory needs, e.g access to fiddle toy, wobble cushion, ear defender.
- Work station/boxes.
- Incentives – reward time for completing tasks.
- Extra time to complete tasks.
- Emotional support with taking risks and feeling successful.