Pensford Primary School

Geography Curriculum

Our Intent for Geography at Pensford Primary School

In teaching Geography, we want children to make connections in learning through developing their understanding of their world, both locally and globally, whilst considering the physical and human forces that affect this world. We would like to develop the children's curiosity and encourage them to ask questions, analyse data, and form conclusions based on reasoning and evidence. Deeper thinking will be fostered with focussed recall questioning, ensuring knowledge is secured within a threshold before moving on.

Our Geography teaching supports the Four Pillars of the Pensford Curriculum as follows:

Wellbeing – Our lessons will help to foster children's understanding of how their local environment, and environments around the world can both support and hinder physical and mental wellbeing.

Language – Our curriculum for geography details the subject-specific vocabulary that will enable children to understand and retain concepts and knowledge in the subject. This vocabulary builds up as the children move through the school.

Reasoning – We want children to be able to consider arguments for and against a range of ways in which human activity impacts on the local and global environment. Our curriculum supports this at a number of points, with relevant inquiry questions that children will encounter and debate as they move through the school.

Technology – Children will use technology in 3 key ways during their study of geography:

- To discover (carrying out guided Internet research to learn about the world)
- To map (using Google Earth and Google Maps, children will explore their local environment and use this to support their own map making)
- To analyse (Children will use and make graphs using Excel to support their fieldwork)

Geography Curriculum Overview

Key	Incidental knowledge gained through topics that are not Geography-based	Geography study, skills and locational knowledge			Fieldwork
	Autumn 1	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1 & Summer 2**
EYFS					
	Seasons and Weather	***Seasons and Weather***	***Seasons and Weather***	***Seasons and Weather***	***Seasons and Weather***
KS1 Year A	***Who's Coming to Tea?*** *Non-European Study: Tanzania*	***Fire!*** *(Be able to locate London on UK map)*	***How do I get to…?*** *Knowledge of UK Map (Countries & Capitals)*	***Where are all the wild things?*** *Knowledge of World Map (Continents & Oceans)*	***Once upon a time***
			Fieldwork on school grounds – *devise a simple map; and use and construct basic symbols in a key*		
KS1 Year B	***Our Amazing World*** *Non-European Study: Thailand*	***Toy Story***	***We Are Artists***	***Maps and Routes*** *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*	***Weather and Seaside*** *use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation*
				Fieldwork on local walk – *devise a simple map; and use and construct basic symbols in a key; recognise landmarks and basic human and physical features;*	***Fieldwork at Weston Beach -*** *using aerial photographs and plan perspectives to recognise landmarks and basic human and physical features;*
LKS2 Year A	***North, East, South, West*** *Mapping skills, 8 points of the compass & grid references;*	***Rise of the Robots***	***Extreme Survival*** *Global map: lines of latitude, longitude, tropics, equator, circles;*	***Dig for Victory*** *Locate European capital cities: Paris, Berlin, Rome, Warsaw, Moscow*	***Escape from Pompeii*** *Physical Geography: study of volcanoes* *Mountain ranges of the world*

	Local Study: Pensford, Bristol & Bath and comparison to other parts of UK ***Fieldwork**: Visit a museum in Bristol to learn about what attracts people to live and work there.*		*revision of continents & oceans.* *Time zones and the Prime/Greenwich Meridian* *Climate zones/ biomes*		*Revision of climate zones/ biomes*
LKS2 Year B	**The Secret Life of Water** *Human Geography: Imports/ exports/ fair trade/ tourism and the environment*	***Raiders and Traders*** *Settlement and land use in the Chew Valley* *UK Study: place names of Viking and Saxon origin; counties of the UK*	***Ancient Egypt*** *River study: key vocabulary for rivers and comparison between the Nile and the River Chew Vocabulary: source, mouth, tributary*	***Rainforest*** *Mapping: Locate countries in South America* *Biomes, lines of latitude/ longitude/ tropics/ equator*	***Down in the Valley*** *Local study of the River Chew river system* ***Fieldwork:** studying the flow-rate, depth and impact of weather on the river levels*
UKS2 Year A	***Chocolate*** *Mapping: revise South American countries; locate cocoa-producing African countries* *Apply knowledge of fair trade to investigation of the chocolate industry.*	***Why aorta keep fit***	***Marvellous Mayans*** *Where the Maya Civilization came from* *-How the landscape of the Maya area affected trade* *-Why was maize so important to the Maya people*	***Were we a fish?*** *Mapping: revise South American countries; locate Galapagos Islands and explain how they were formed (revision of volcanoes)*	***Dragons' Den*** *Churches' Conservation Trust workshop, "Changing Places"* *Mapping: Create Ordnance Survey-style map of the school grounds*
UKS2 Year B	**What's out there?**	***Who Let the Gods Out?*** ***European Study:*** *Greek tourism (recap eco-tourism studied in LKS2)*	***Is it me or is it hot in here?*** *Environmental studies: global warming and local impact on ecology* *Build on study of the River Chew river system: focus on human geography (coal industry) and compare to a contrasting location in the UK: Rhondda Valley*	***Victorious Victorians*** *Focus on global trade links generated by the British Empire and understand where and how these links have been maintained (eg between the UK and India and other Commonwealth countries)*	***How steady is your hand?*** *Mapping **fieldwork**: Supervised independent use of OS maps to carry out orienteering in local area and school grounds.*

			***Fieldwork**: BART workshop on environmental change impact on rivers*		

Progression Matrix

	EYFS	KS1		Lower KS2		Upper KS2	
		Year A	Year B	Year A	Year B	Year A	Year B
Fieldwork	Work in the **school grounds.** Observe and describe the environment and name specific features (river, river bank, garden, vegetation, soil, buildings)	Work in the **school grounds.** Observe and describe the environment and name specific features (river, river bank, upstream/ downstream, garden, vegetation, soil, buildings)	Go on a **local walk** and recognise basic human and physical features (housing, houses, shops, church, hill, river valley, village, viaduct, lockup) Visit the seaside and investigate/ observe physical features including: beach, cliff, coast, coastline, sea, rocks	Use Ordnance Survey maps on a **local walk** to support identification of the features identified in KS1, as well as additional features beyond the local area (eg Stanton Drew stone circle, Chew Valley Lake)	Study the flow-rate, depth and impact of weather on **the river levels**.	Create a sketch map of **the village and a stretch of the river Chew** to show land use. New vocab: arable/ pastoral/ mixed farming/ commercial (land use)	BART workshop on environmental change and its impact on rivers (including **river dipping**); Supervised independent use of OS maps to carry out orienteering **in local area and school grounds**.
Locational knowledge	Know that Pensford is the village where the school is located, and that its two nearest cities **are Bristol and Bath.**	Name, locate and identify characteristics of the **four countries and capital cities of the United Kingdom** and its surrounding seas. Name and locate the **world's seven continents and five oceans.** Know where Tanzania is located in **Africa**	Know where Thailand is located in **Asia** Understand the human and physical features of the immediate environment of Pensford and why people visit the area.	Local study: Pensford, **Bristol & Bath and comparison to London** Locate **European capital cities:** Paris, Berlin, Rome, Madrid, Moscow.	Name and locate some of the 48 **counties of the UK** Locate **Egypt in Africa** and the **Mediterranean Sea.** **Locate the 12 countries of South America**. Local study of the River Chew river system (new vocabulary: source, mouth, tributary); build on knowledge of the immediate area to include wider understanding of land use along the river.	Revise the 12 countries of **South America, and the Galapagos Islands** and locate cocoa-growing countries in **Africa**	Locate **Greece** and **Athens**; revise location of the Mediterranean Sea. Understand the geographical reach of the **British Empire**, locating **India in Asia.**
Map work	Ask children to create simple maps and plans, paintings, drawings and models of observations of known and imaginary landscapes. Create and use play maps and small world equipment and ask children to create their own environments. Use photographs and simple maps of school and local area. Ask children to help to locate their own classroom on the school map.	-name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. **Use this maps worksheet.** Know the names and locations of the world's seven continents and five oceans. **Use this map.** Identify Tanzania on a map of Africa using this map.	-name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. **Use this maps worksheet.** Know the names and locations of the world's seven continents and five oceans. **Use this map.** Identify Thailand on a map of Asia this reference map and this worksheet.	Using local maps, know the 8 points of the compass and how to use 4-figure grid references. On a global map, identify lines of latitude and longitude as well as the tropics, Antarctic and Arctic Circle and the Equator. Identify the position and significance of the Northern and Southern Hemispheres, the Prime/Greenwich Meridian	Use this map to recap mapping knowledge in KS1, and atlases for physical features of Africa and Egypt. Become familiar with this map of South America. Re-cap 8 points of the compass and 4-figure grid references, and lines of latitude/ longitude.	Revise the countries of South America using this interactive map. Locate cocoa-producing countries on this map of Africa. Create an Ordnance Survey-style map of the school grounds.	Work with this interactive map of Europe, focusing on Greece and its border countries. Supervised independent use of OS maps to carry out orienteering in local area and school grounds.

				and time zones (including day and night).			
Physical geography	Recognise and talk about physical features of their own and the school immediate environment. **Physical features** Soil, hill, habitats and Pollution.	Study of Tanzania: Mount Kilimanjaro (introduction to how volcanoes are formed); Lake Victoria (learn this is a source of the Nile) and compare to Chew Valley Lake/ river Chew.	Study of Thailand Understand the terms Season, Climate and Weather; compare the climate and rivers in Bristol (Avon) and Chang Mai (Ping). Know key local physical features on local walk: river bank, hill, valley, woodland, forest, soil, vegetation Know key physical features of coasts and beaches: beach, cliff, coast, sea, ocean,	Local study: know the names, sources and approximate lengths of the rivers Chew, Avon and Thames. Volcanoes: Recall knowledge of Mount Kilimanjaro and apply to Vesuvius: be able to explain how they are formed and learn associate vocabulary, eg: mantle, lava, crater, magma. Recap/ introduce climate zones/ biomes and focus on Tundra, Desert and Mediterranean.	Understand how valleys are created. Know that Chew Valley Lake is artificial but that most lakes are natural. Compare the Mendip Hills with other hills/ mountains in the UK: Cheviots and Pennines, in terms of the types of rock and the relative heights. Introduce/ recap climate zones/ biomes and focus on Rainforest.	Apply knowledge of volcanoes to being able to describe how the Galapagos islands were formed.	Environmental study: impact of carbon emissions on global warming and climate change. River Study as part of environmental project: Ecology in the River Chew (BART workshop).
Human geography	Recognise and talk about human features of their own and the school immediate environment. **Human features** Town, Village, Road, Path, City, countryside, buildings, forest, house, flat, temple and synagogue.	Study of Tanzania: Introduction to the Commonwealth. Learn what Trade means, and link to British Values.	Key human features, both locally and at Weston-super-Mare, including: city, town, village, factory, farm, house, office, port, harbour and shop. Understand tourism in terms of why people choose to visit Pensford.	Local study: compare and contrast Pensford and its neighbouring cities of Bath and Bristol with London. Focus on land use (agriculture vs industry), tourism: know key sites in Bristol and London that attract tourists and explain why people visit Pensford.	In-depth study of Imports/ exports/ fair trade/ tourism and the environment Settlement and Land Use in the Chew Valley: name key villages along the river and their industries past and present (link to History topic on Stone Age).	Study of coal mining in the Chew and Rhondda valleys (visit Rhondda Valley museum: A Welsh Coal Mining Experience | Rhondda Heritage Park, Museum of Welsh Mining (rctcbc.gov.uk) Consolidate and build on knowledge of land use in the Chew Valley through the Churches' Conservation Trust Workshop: "Changing Places". Apply knowledge of trade (including fair trade) to enquiry study of Chocolate	Apply knowledge tourism, (including eco-tourism) to enquiry study of tourism in modern Greece. What are the positive and negative impacts of tourism in Greece? Investigate trade within the Commonwealth – has the Commonwealth benefited all countries equally?

EYFS Autumn Topic

Key Vocabulary	
bridge	A structure people have made to help them cross water.
Building	A permanent place where people can work or live.
Church	A building that people use for worshipping gods or praying.
City	A place with lots of buildings and people living closely together.
Countryside	An outdoor space with lots of room for living things.
farm	A big area of land that people live on and use to grow food or keep animals for food.
field	An area of land that people use to grow food, keep animals or look after wildlife.
Hill	A natural area of land that is higher than the land around it.
House	A building in which people live that has two or more floors.
Map	A type of picture that shows the size and shape of a place from the air.
Path	A track made by travelling on foot.
Pollution	Anything that makes the land, water and air dirty and unhealthy.
River	Moving water that flows to the sea.
Town	A place with many streets and buildings, where people live and work.
Viaduct	A structure people have made to support a road or railway between two hills.
Village	A place where people live that is usually smaller than a town.
woodland	An outside area with lots of trees.

Knowledge the children will gain

Children talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.

- Pensford is a **village** near to the **cities** of Bristol and Bath.
- The **river** Chew flows through the village. Pensford is in the **countryside**.
- Pensford Primary school has two **buildings**, places to play and a **garden**.
- Part of our school is next to the **river bank.**
- Near my school, there is a **viaduct**.
- There is a lot of **countryside** around Pensford, with **woodland**, **hills**, **farms** and **fields**

Images to support the learning

This is Pensford School from the air.

An aerial photo is like a 'picture map'.

The viaduct in Pensford.

Pensford School

POP Task Questions

What would you find if you walked around Pensford.
Which things are natural and which have been made by people?
Order in size: town, village, city ; river, stream, sea
What is a viaduct?

Fieldwork: Pensford school grounds and village

Carry out a local walk to look at human and physical features.

Four Pillars Links

Wellbeing: Children will start to learn how noticing and appreciating the local surroundings including the countryside and riverside location supports feeling happy.
Language: Children will learn and use geographical vocabulary, including that listed above.
Reasoning: Children will apply their understanding of the vocabulary to reason about relative sizes of places such as towns, villages and cities; they will think about what does and does not fit a particular definition and some similarities and differences (eg between viaducts and bridges).
Technology: Children will learn to take photographs using iPads to support discussion about what they notice when carrying out their fieldwork.

EYFS Spring Topic

Key Vocabulary	
creature	A living being; an animal or human.
farm	An area of land and its buildings, used for growing crops and rearing animals.
Jungle	An area covered in thick forest with hot weather.
Ocean	A huge body of salt water.
Environment	Our surroundings including air, soil, water, plants and animals.
similarities	Something or someone being the same.
differences	Something or someone not being the same.

<Topic Image>

Knowledge the children will gain

Images to support the learning		
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POP Task Questions

Fieldwork: <Where this will take place>

Four Pillars Links

EYFS Summer Topic

Key Vocabulary	
bridge	A structure people have made to help them cross water.
building	A permanent place where people can work or live.
Church	A building that people use for worshipping gods or praying.
City	A place with lots of buildings and people living closely together.
Countryside	An outdoor space with lots of room for living things.
farm	A big area of land that people live on and use to grow food or keep animals for food.
field	An area of land that people use to grow food, keep animals or look after wildlife.
Hill	A natural area of land that is higher than the land around it.
House	A building in which people live that has two or more floors.
Map	A type of picture that shows the size and shape of a place from the air.
Path	A track made by travelling on foot.
pollution	Anything that makes the land, water and air dirty and unhealthy.
River	Moving water that flows to the sea.
Town	A place with many streets and buildings, where people live and work.
Viaduct	A structure people have made to support a road or railway between two hills.
Village	A place where people live that is usually smaller than a town.
woodland	An outside area with lots of trees.

<Topic Image>

Knowledge the children will gain

Stories and characters from a range of cultures will feature heavily within our stories and story-telling opportunities. The children will learn about other countries and cultures and consider the contrasts to locations they know well. The summer months provide a good focus for comparing our weather to those other countries and we will explore the idea of seasons and the passing of time.

Images to support the learning

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POP Task Questions

Fieldwork: <Where this will take place>

Four Pillars Links

KS1 Year A: Who's Coming to Tea?

Key Vocabulary

country	An area of land with its own government
continent	A large area of land, usually including a number of countries.
Lake	An area of water, bigger than a pond
freshwater	Water that doesn't contain salt
natural	Something that would exist without people.
artificial	Something that people have made.
Physical features	Natural parts of an area such as mountains, hills, rivers and lakes
human features	Aspects of an area that people have affected, such as the way they use the land for agriculture or mining.
Volcano	A mountain made by liquid rock coming up from the ground and cooling.
Dormant	A dormant volcano has not erupted for a long time.
River	A natural body of moving water that flows to the sea.
Source	The place where a river begins.
Mountain	A hill higher than 300m or 1000 feet.
Farm	A big area of land that people live on and use to grow food or keep animals for food.
Agriculture	Another word for farming
dairy farm	A farm where cows are kept for milk
crop	A plant deliberately grown for food.
Geology	They types of rock in a particular area.

Knowledge the children will gain

Compare and contrast an area of Tanzania with an area of the UK:

- Tanzania is a **country** in Africa / The UK is a **country** in Europe
- Europe and Africa are **continents**
- Identify Tanzania on a **map** of Africa using this map.
- **Lake** Victoria in Tanzania is Africa's largest lake and the world's second largest **fresh water** lake
- **Lake** Victoria is a ***natural*** lake; Chew Valley **lake** is an ***artificial*** **lake**, created by people.
- Lake Victoria is a **source** of the **River** Nile; Chew Valley **lake** is a **source** of the **River** Chew.
- Mount Kilimanjaro is the highest **mountain** in Africa; it is a **dormant volcano**
- Some **farms** in Tanzania grow tea, but the main **crop** is maize/ the main **agriculture** in the United Kingdom is **dairy farming,** which is also common in the Chew Valley
- **Geology**: Pensford is part of the Somerset Coalfield; Tanzania is famous for Tanzanite, a gem stone that is mined there.

Images to support the learning

Map of Tanzania

The yellow highlights show Lake Victoria and Mount Kilimanjaro

Lake Victoria is 1000 times bigger than Chew Valley Lake!

Tanzania sells tea to other countries, but Kenya sells 10 times as much and China 50 times as much.

coal

tanzanite

Coal and Tanzanite are found in the geology of each country. They are valuable for different reasons.

POP Task Questions

We will ask children if they can remember some of the key vocabulary and knowledge from the boxes above. We will ask them to summarise some similarities and differences between the physical and human features of the Chew Valley and parts of Tanzania.

Fieldwork: Pensford School Grounds

A short activity to look at the River Chew will encourage children to reason about where the water might come from (the source) and to use the words upstream and downstream in context.

Four Pillars Links

Wellbeing: *learning about agriculture will support children's learning about how our diet and our environment affect our wellbeing; children can also consider the impact of coal on the environment.*

Language and Reasoning: *In all topics, learning the subject-specific vocabulary and understanding what does and doesn't match a definition supports language and reasoning. Eg* Why is Lake Victoria not a sea? What makes Kilimanjaro a mountain and not a hill? In what ways are Tanzanite and coal similar and different?

Reasoning: Concrete mathematical equipment can support children's understanding of the relative sizes of Chew Valley Lake and Lake Victoria, and of the tea exports of Tanzania compared to Kenya and China.

Technology: *Children should have the opportunity to use iPads to look at maps and photographs of areas of the UK and of Tanaznia, to help them make comparisons.*

KS 1 Year A: How do I get to…?

Key Vocabulary	

<Topic Image>

Knowledge the children will gain

Images to support the learning		
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POP Task Questions

Fieldwork: <Where this will take place>

Four Pillars Links

KS1 Year A: Where Are All the Wild Things?

Key Vocabulary	

<Topic Image>

Knowledge the children will gain

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POP Task Questions

Fieldwork: <Where this will take place>

Four Pillars Links

KS1 Year B: Our Amazing World

Key Vocabulary	

<Topic Image>

Knowledge the children will gain

POP Task Questions

Fieldwork: <Where this will take place>

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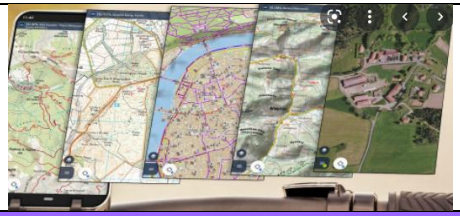
Four Pillars Links

KS1 Year B: Maps and Routes

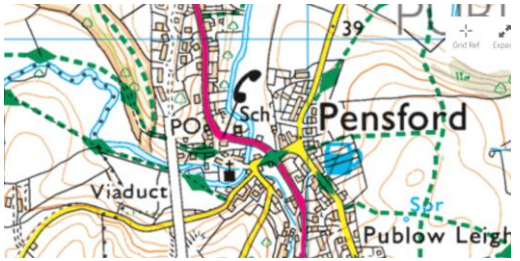
Key Vocabulary	
aerial view	view from above
compass	an object with a needle that points north
east	direction towards the right of most maps
human feature	something that people have made, like the viaduct
key	an explanation of what symbols mean
landmark	an easily recognisable human or physical feature
map	A type of picture that shows the size and shape of a place from the air.
North	direction towards the top of most maps
ordnance survey	an organisation that produces accurate maps
physical feature	a natural feature of a landscape, like the River Chew
route	the way you travel on a journey
satellite	satellites orbit the earth and can take aerial photos
south	direction towards the bottom of most maps
viaduct	A structure people have made to support a road or railway between two hills.
West	direction towards the left of most maps
Children will also refer to vocabulary from the EYFS Autumn topic when noting human and physical features of the local environment.	



Knowledge the children will gain

- by revisiting maps the children have already encountered (eg map of the UK countries and capitals and the world map of continents and oceans), learn the compass directions north, south, west and east
- know that maps show north at the top by convention
- become familiar with an Ordnance Survey map of the school and its surrounding area, and with the satellite view of the same area, comparing the two
- secure locational and directional language [for example, near and far, left and right], to describe the location of features and routes on this map and satellite view
- how to draw a simple map; and use and construct basic symbols in a key;
- how to recognise landmarks and basic human and physical features;
- how to use a compass to find north

Images to support the learning



Ordnance survey map of Pensford

Satellite view of the same area

Compass directions. In LKS2, children will move on to learn NW, NE, SW, SE

POP Task Questions

eg Label a compass with the four directions; circle the school on an aerial photo/ ordnance survey map; label features as 'human' or 'physical'; explain how maps help us; explain what a key is on a map.

Fieldwork: In the village of Pensford

On a local walk, identify human and physical features of the village and relate them to a map and aerial photograph.

Four Pillars Links

Wellbeing: Children will build on their knowledge and appreciation of the outdoor environment as experienced in EYFS, and be able to articulate how this supports our physical and mental wellbeing. They will also be able to say how maps help us to know where we are, which helps us to find our way and to stay safe.
Language: Directional language will be reinforced and built upon in this topic.
Reasoning: Children will be able to make connections between what they see in real life and on paper, and work out how to get from one place to another.
Technology: Children should learn how to use Google Maps to explore and toggle between maps and satellite images of an area.

KS1 Year B: Weather and Seaside

Key Vocabulary	
beach	land that is covered by water at high tide
Cliff	high land with a steep drop to the sea
coast	edge of the land where it meets the sea
coastal	to do with, or at, a coast
harbour	man-made or natural shelter for boats near the shore
high tide	when the water is at its highest point on the beach
lighthouse	tall building with a bright light to warn ships of rocks
low tide	when the water is at its lowest point on the beach
ocean	one of the 5 large bodies of water separating the 7 continents
pier	a platform on pillars projecting from the shore into the sea
port	town near the sea where goods can be delivered or collected
Precipitation	water falling from the sky (rain, sleet, snow, hail)
sea	a body of salt water smaller than an ocean
season	One of Spring, Summer, Autumn & Winter
shore	land next to the sea
tide	the position of the sea on the beach
tourism	people travelling to another place for enjoyment
tourist	a person who travels for pleasure
weather	the temperature, wind speed and precipitation at a particular time

Knowledge the children will gain

- they will know and understand the key vocabulary listed
- identify seasonal and daily weather patterns in the United Kingdom (eg how to keep a weather diary, which will be shared with Otter)
- know the location of hot and cold areas of the world in relation to the Equator and the North and South Poles
- use aerial photographs and plan perspectives of Weston-super-Mare to recognise landmarks and basic human and physical features
- (On a visit to Weston-super-Mare beach) how to use simple fieldwork and observational skills to describe the landscape in geographical terms

Images to support the learning

The Weston Museum could be part of the trip. Click the image for the website.

Children can take notes and photos to support their observational skills.

According to ukfossils.co.uk, Weston-super-Mare is a fascinating geological location. Underwater volcanoes during the Carboniferous period sometimes buried life forms and preserved them in the rocks now exposed on the foreshore and cliff. Well-preserved corals, bryozoans, algae, bivalves and brachiopods can be found.

POP Task Questions

Eg "Can you name the nearest ocean to Weston-Super-Mare?", "Name some physical features of a coastline", "What human features are often found at the seaside?" "What is good about tourism?"

Fieldwork: Weston-super-Mare beach

- Look carefully at the rocks/ sand and describe differences; what might they be made of?
- Take photos using iPads of the shoreline to support descriptive geographical writing back at school

Four Pillars Links

Wellbeing: Children will experience visiting an outdoor landscape (the beach), and will be encouraged to notice the benefits of the outdoors and fresh air often found at the coast.
Language: Children (including disadvantaged children) who have not had experiences that support development of vocabulary associated with coasts/ beaches will be able to do so.
Reasoning: Children will think about the subtle differences in meaning between words like 'port' and 'harbour' and 'sea' and 'ocean' and 'precipitation' and 'rain'.
Technology: Children will be able to take clear photos using iPads that include geographical features.

LKS2 Year A: North, East, South, West

Key Vocabulary

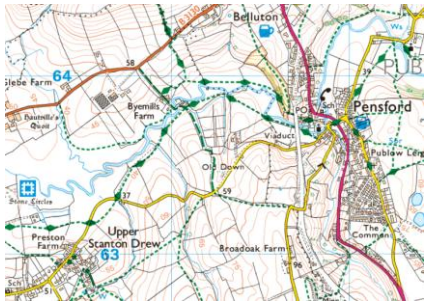
city (in the UK)	a (usually) large town that has been granted city status by the monarch
human feature	something that people have made, like the viaduct
landmark	an easily recognisable human or physical feature
legend	another name for a key (n explanation of what symbols mean
London	the capital city of England and of the UK
northeast (NE)	the compass direction half way between N & E
northwest (NW)	the compass direction half way between N & W
ordnance survey	an organisation that produces accurate maps
physical feature	a natural feature of a landscape, like the River Chew
satellite	satellites orbit the earth and can take aerial photos
southeast (SE)	the compass direction half way between S & E
southwest (SW)	the compass direction half way between S & W
town	a place where people live and work, larger and a village
viaduct	A structure people have made to support a road or railway between two hills.
village	a place where people live, with some shops and businesses

Knowledge the children will gain

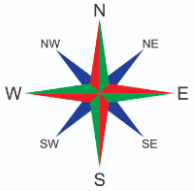
- How to use and understand 8 points of the compass
- To use these to describe the relative locations of **European capital cities:** Paris, Berlin, Rome, Madrid, Moscow and other capitals too
- How to use and understand 4-figure grid references on an OS map
- What defines a 'city' in the UK
- How Pensford, as a village, differs from Bristol and London in terms of physical and human geography
- How Pensford, as a village, is similar in some ways to Bristol and London (eg a settlement on a river with housing and some trade)
- That Pensford lies on the river Chew, Bristol on the Avon and London on the Thames

Images to support the learning

Can children recognise, name and place these landmarks (and others from Pensford, Bristol and London?)



Can children use 4-figure references on an OS map?



Can they fluently use the 8 points of the compass?

POP Task Questions

What point of the compass is between North and East? If you are facing NW, what direction is behind you? Complete the table to show similarities and differences between Pensford and Bristol (human and physical features)
Name the river that flows through Pensford, Bristol, London.

Fieldwork: M-Shed Museum

At the museum, focus on the Bristol Places Gallery to learn about how the homes we live in and how the places we work in have changed over time and the Bristol Life Gallery to answer the question: Why do people come to live in Bristol?

Four Pillars Links

Wellbeing: What do people *enjoy* about living in Pensford, Bristol and London?
Language: Develop deeper knowledge of vocab encountered before (village, town, city) and increase directional language
Reasoning: Ask and answer questions about *comparison* (similarities & differences) as well as putting the case for and against living in each of Pensford, Bristol and London
Technology: Develop use of Seterra to learn more European countries and capital cities. (This could be homework)

LKS2 Year A: Extreme Survival

Key Vocabulary	
Equator	An imaginary line drawn around the middle of the earth an equal distance from the North Pole and the South Pole.
Northern Hemisphere/ Southern Hemisphere	The Northern Hemisphere is the northern half of the globe that covers the area from the equator to the North Pole. Oppositely, the Southern Hemisphere covers the area from the equator to the South Pole.
Latitude	The latitude of a place is its distance north or south of the equator.
Longitude	The lines of longitude run the length of Earth from the North Pole to the South Pole.
Tundra	A biome that is a cold and treeless plain where harsh conditions make it hard for plants and animals alike to survive.
Tropic of Cancer/Tropic of Capricorn	The Tropic of Capricorn can be found at latitude 23.5 degrees south. The Tropic of Cancer is at 23.5 degrees north.
Desert	An area of land that receives no more than 25 centimetres (10 inches) of precipitation a year.
Biome	A large area characterized by its vegetation, soil, climate, and wildlife.
Climate	The long-term weather pattern in an area, typically averaged over 30 years.
Arctic and Antarctic Circle	The circles are imaginary lines that surround the north and south poles at 66.5 degrees latitude in the Northern and Southern Hemispheres.
Prime/Greenwich Meridian	An imaginary line, last established in 1851, that is used to indicate 0° longitude.
Time zones	An area on Earth that has a specific time that all citizens can set their clocks to. Different places on Earth have different time zones.

Knowledge the children will gain

- Locate and identify the Equator, Northern Hemisphere and Southern Hemisphere on a map and globe.
- Identify lines of latitude and longitude on a map.
- Find the North and South Poles on a globe and map.
- Identify the Arctic and Antarctic Circles on a globe and map.
- Identify the location of the Tropics of Capricorn and Cancer on a map.
- Understand the term 'biome' and recognise some features of a tundra and desert biome.
- Recognise what the Prime/Greenwich meridian is and understand how time zones work.

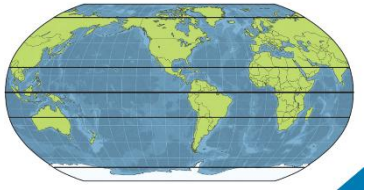
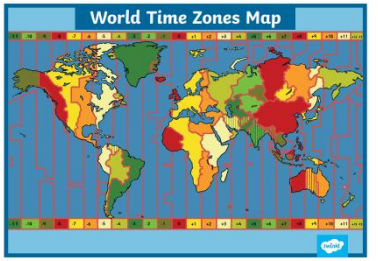
POP Task Questions

To include: Write these labels in the correct place on the world map...; Lines running over the world from North to South are called lines of...; Where in the world am I?; If it is 9:00 am in London, what time is it in..?; What is a biome? Write what you have learnt about the tundra or desert biome.

Fieldwork: <Where this will take place>

No fieldwork involved in this project.

Images to support the learning

	Can children accurately identify the position of key lines of latitude on the world map?
	Time zones are represented on a world map.
	Tundra biome
	Desert biome

Four Pillars Links
Wellbeing: Children will consider how the environment impacts on human physical and mental wellbeing. Language: Children will develop their knowledge of the key vocabulary (as listed above). Reasoning: Children will be able to compare and contrast the two biomes and discuss which one they would prefer to live in and why. Technology: Children will watch videos about the two biomes and be encouraged to research animals from these biomes for homework.

LKS2 Year A: Dig for Victory

Key Vocabulary	

<Topic Image>

Knowledge the children will gain

Images to support the learning		
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POP Task Questions

Fieldwork: <Where this will take place>

Four Pillars Links

LKS2 Year A: Escape from Pompeii

Key Vocabulary	

<Topic Image>

Knowledge the children will gain

Images to support the learning		
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POP Task Questions

Fieldwork: <Where this will take place>

Four Pillars Links

LKS2 Year B: Going Global

Key Vocabulary	

<Topic Image>

Knowledge the children will gain

- Begin to understand what is meant by the term ‘fair trade’.

Images to support the learning		
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POP Task Questions

Fieldwork: <Where this will take place>

Four Pillars Links

LKS2 Year B: Raiders and Traders

Key Vocabulary	

<Topic Image>

Knowledge the children will gain

Images to support the learning		
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POP Task Questions

Fieldwork: <Where this will take place>

Four Pillars Links

LKS2 Year B: Ancient Egypt

Key Vocabulary	

<Topic Image>

Knowledge the children will gain

Images to support the learning		
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POP Task Questions

Fieldwork: <Where this will take place>

Four Pillars Links

LKS2 Year B: Rainforest

Key Vocabulary	
Amazon	The longest river in South America, surrounded by rainforest
Biome	A naturally occurring community of living organisms of a single major ecological region.
Climate zone	An area of the world with a similar climate
deforestation	cutting down trees to change the land use
delta	a landform created by a river dropping its sediment when it reaches the sea.
ecology	understanding how living things depend on each other
equator	an imaginary line circling the middle of the Earth's surface.
Equatorial	near the equator
line of latitude	an imaginary horizontal line 24cross the Earth.
Line of longitude	an imaginary vertical line 24cross the Earth.
Port	a town or city where goods are imported and exported by ship.
Rainforest	a tropical woodland with an annual rainfall of at least 100 inches
sediment	the particles carried by a river.
Temperate	a climate zone with mild temperatures, such as in the UK.
Tropic	an imaginary line 22° north or south of the equator.
Tropical	in the area of one of the tropics

Knowledge the children will gain

- The location of all 12 countries of South America, using this map.
- What a **biome** is
- Examples of **biome** include: **tropical** forest (**rainforest**) and other types of forest such as temperate forest, as found in the UK
- Where to find, on a map of the world, the main rainforest regions in South America, Africa and Indonesia, the equator and tropics of Cancer & Capricorn
- The importance of **rainforest** to the planet's **ecology**, including its absorption of carbon dioxide
- The reasons why deforestation is being carried out by people in South America
- How the Amazon river affects the landscape in South America, including land use around the **Amazon delta** (eg the **port** of Belem)

Images to support the learning

This is an aerial view of the Amazon Delta. Learning what a delta is builds on children's understanding of rivers, and learning that this area includes a large port supports their understanding of trade.

Understanding where the equator and tropics lie, as well as areas of rainforest, builds on children's understanding of the world map as started in KS1 when they learned the continents and oceans.

Learning about the physical geography of the rainforest biome also supports children's understanding of ecology.

POP Task Questions

Eg On [a world map] which letters indicate an area of rainforest?; label the equator and tropics of Cancer and Capricorn; label as many countries of South America as you can; what are the good and bad things about deforestation of the rainforest?

Fieldwork: <Where this will take place>

There is no fieldwork planned for this topic, but children will draw on previous knowledge gained about river systems and the local area to support understanding of **delta** and **temperate forest**.

Four Pillars Links

Wellbeing: This topic is part of the ecology strand that runs through topics such as 'Where Are All the Wild Things', 'Our Amazing World' and 'Is it me or is it hot in here?'. It supports children's understanding of how the environment impacts on human physical and mental wellbeing.
Language: Children will develop their knowledge of the key vocabulary as listed above.
Reasoning: Children will consider the question of whether deforestation is a benefit or a problem in South America, becoming familiar with the arguments on both sides.
Technology: The South America games on the Seterra website can help children to learn the countries of South America. They should use video such as BBC Planet Earth to understand the features of the rainforest biome.

LKS2 Year B: Down in the Valley

Key Vocabulary	
artificial	deliberately made by people
Avon	The river that flows into the Bristol Channel
depth	measurement of how high river water is above the ground
downstream	the direction water is flowing *to*
erosion	the wearing away/ removing of soil or rock
estuary	the wide body of water where a river meets the sea
flow-rate	the speed of water in a river
hill	a naturally raised area of land, lower than a mountain (ie lower than 300m above sea level)
human-	geography relating to artificial things
land use	the way people choose to use the land
mouth	the end of a river where it enters the sea
natural	something that would exist even if people didn't
physical-	geography relating to natural things
source	the original point from which a river flows
tributary	a river that flows into a larger river
upstream	the direction water is flowing *from*
valley	a low area of land between hills or mountains, typically with a river or stream flowing through it.

POP Task Questions

Possible questions could include: Locate the Mendips, Cheviots and Pennines on a map labelled A, B, C for each of these 3 locations; explain how a valley is formed; why is Chew Valley lake different from most lakes?

Knowledge the children will gain

- How valleys are created (use a sand tray to create a valley using a trickle of water)
- Learn about the water cycle and link this to how valleys are formed
- Know that Chew Valley Lake is artificial but that most lakes are natural.
- How to compare the Mendip Hills with other hills/ mountains in the UK: Cheviots and Pennines, in terms of the types of rock and the relative heights.
- Know about settlement and Land Use in the Chew Valley: name key villages along the river and their industries past and present (link to History topic on Stone Age).
    - Include the Compton Martin Ochre Mine
    - Teach key facts from the River Chew website

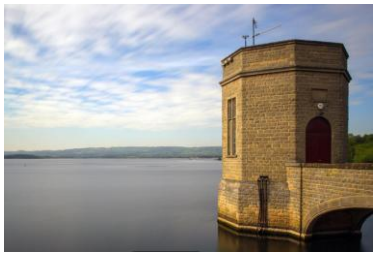
Fieldwork: From the school's river access point

- In small groups, on a weekly basis, learn how to study the flow-rate, depth and impact of weather on the river levels (use weather data from Dragonfly class to compare to flow-rate and depth measurements).

Images to support the learning

The Mendip Hills are designated as an area of outstanding natural beauty (AONB)

Chew Valley Lake is the fifth-largest artificial lake in the United Kingdom. Created in the early 1950s, it was opened by Queen Elizabeth II in 1956.



Four Pillars Links
Wellbeing: Children will be able to reflect on what makes them feel good about their local area, and appreciate the fact that they live near an area of outstanding natural beauty (the Mendip Hills) **Language:** Children will develop their knowledge of the key vocabulary as listed above. **Reasoning:** Children will be able to link observations of water and sand in the classroom to understanding of how valleys are created over long periods of time **Technology**: Children will practise their internet research skills by navigating this River Chew Website to find key facts.

UKS2 Year A: Chocolate

Key Vocabulary	
biome	a large naturally occurring community of plants and animals occupying a major habitat, e.g. forest, rainforest or tundra.
developed country	a relatively wealthy country with mature and advanced economy
developing country	a relatively poor country with a less well-advanced economy
economy	a country's goods, services & money
export	something that one country sells to other countries
fair trade	trade between companies in developed countries and producers in developing countries in which fair prices are paid to the producers:
import	something that one country buys from another country
rainforest	a dense forest rich in biodiversity, with consistently heavy rainfall:
raw material	the basic material from which a product is made

Knowledge the children will gain

- Re-cap and build on their understanding of the term 'fair trade', as covered 'Going Global'
- Know the names and locations of some major cocoa-exporting countries of the world, including: Code d'Ivoire, Ghana, Cameroon & Nigeria; Dominican Republic, Ecuador, Colombia, Brazil & Peru; Indonesia
- Link this knowledge to their understanding of biomes, particularly the Rainforest biome studied in LKS2.
- How imports and exports can benefit a country
- How imports and exports could disadvantage a country

Images to support the learning

Use this map to support children's learning of the location of countries in Africa.

Revisit this map (used in the 'Rainforest' topic) to support children's learning of the location of countries in South America.

Children can look out for this logo on products they buy.

POP Task Questions

Name the cocoa-exporting countries from the clues (eg two African countries west of Togo that border each other, the largest country in South America etc); how do imports benefit a country?; How might exporting goods disadvantage a country? Define 'Fair Trade'.

Fieldwork: <Where this will take place>

No fieldwork element to this topic.

Four Pillars Links

Wellbeing: Consider how a country's economy affects its people's wellbeing
Language: Develop further children's understanding of Fair Trade, as well as the associated vocabulary listed above
Reasoning: What are the pros and cons of both exports and imports?
Technology: Develop knowledge of the location of countries in both South America and Africa, using seterra.com

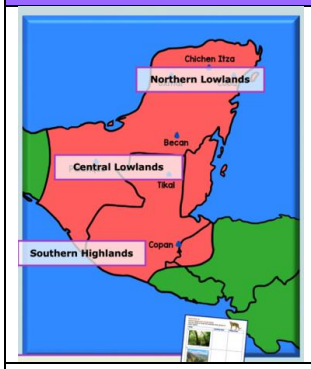
UKS2 Year A: Marvellous Mayans

Key Vocabulary	
Trade	the action of buying and selling goods and services
Landscape	all the visible features of an area of land
Maize	a Central American cereal plant that yields

Knowledge the children will gain

Where the Maya Civilization came from
-How the landscape of the Maya area affected trade
-Why was maize so important to the Maya people

Images to support the learning



Map of Maya civilisation

Landscape of Northern Lowlands

Landscape of Central Lowlands

	large grains (corn or sweetcorn) set in rows on a cob.

		Landscape of Southern Highlands
	Merge/ split these cells as necessary for the images	Image of maize

POP Task Questions
What part of the world was the Maya civilisation located? How did the geographical landscape affect the trade that took place during the Maya civilisation?

Fieldwork: <Where this will take place>
No fieldwork involved in this topic

Four Pillars Links

UKS2 Year A: Were We A Fish?

Key Vocabulary	

<Topic Image>

Knowledge the children will gain

Images to support the learning		
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POP Task Questions

Fieldwork: <Where this will take place>

Four Pillars Links

UKS2 Year A: Dragons' Den

Key Vocabulary	

<Topic Image>

Knowledge the children will gain

Images to support the learning		
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POP Task Questions

Fieldwork: <Where this will take place>

Four Pillars Links

UKS2 Year B: Who Let the Gods Out?

Key Vocabulary	

<Topic Image>

Knowledge the children will gain

Images to support the learning		
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POP Task Questions

Fieldwork: <Where this will take place>

Four Pillars Links

UKS2 Year B: Is it me or is it hot in here?

Key Vocabulary	

<Topic Image>

Knowledge the children will gain

Images to support the learning		
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POP Task Questions

Fieldwork: <Where this will take place>

Four Pillars Links

UKS2 Year B: Victorious Victorians

Key Vocabulary	
Commonwealth	a group of countries that have voluntarily agreed to work together for positive purposes.
empire	a large number of countries ruled, normally by force, by a single head of state / government
environment	the world around us; something the Commonwealth seeks to protect

Images to support the learning

resources	the useful materials a country has access to
trade	exchanging resources and money

Knowledge the children will gain

Although this is primarily a history topic, in 1 or 2 geography lessons, children will develop their knowledge of trade, and of the world map, by learning about the Commonwealth and its origins in the British Empire as developed during the Victorian era. This will support and develop their learning from other units such as 'Going Global',' Chocolate' and 'Is it me or is it hot in here' about trade and ecology. Specifically, they will learn:

- In 1884, the British Empire was first described as a 'Commonwealth of Nations' by Lord Rosebury (who was Prime Minister from 1894-1895)
- That the Commonwealth now:
  - promotes trade through member nations
  - helps member countries protect their environments and use their natural resources sustainably
  - works with member countries to improve the chances of young people, harness the power of sport to bring people together, advance universal healthcare, improve gender equality, and promote harmony between faiths.
- Children will also have the opportunity to look at a map of the British Empire and of the Commonwealth, to compare the two and to make links with countries they have previously studied (eg Tanzania, Egypt and Thailand)

Map of the British Empire

Map of the commonwealth countries

POP Task Questions

One POP task question to add to the history ones could be: Explain the connection between the British Empire and the Commonwealth.

Fieldwork:

There is no fieldwork planned for this topic, but children will consolidate the map skills they have learned in 'Maps and Routes' and 'North, East, South, West'.

Four Pillars Links

Wellbeing: Children will learn examples of how the Commonwealth works with member countries to improve the chances of young people (see objectives above)
Language: They will develop their vocabulary as listed above, and consider the importance of understanding others' languages in bringing the Commonwealth countries together.
Reasoning: Children will be expected to give and justify their informed opinion of the British Empire on the one hand and the Commonwealth on the other.
Technology: Children will apply the internet research skills they have learned by interrogating the Commonwealth website to find out for themselves information relevant to the objectives above.

UKS2 Year B: How Steady is Your Hand?

Key Vocabulary	

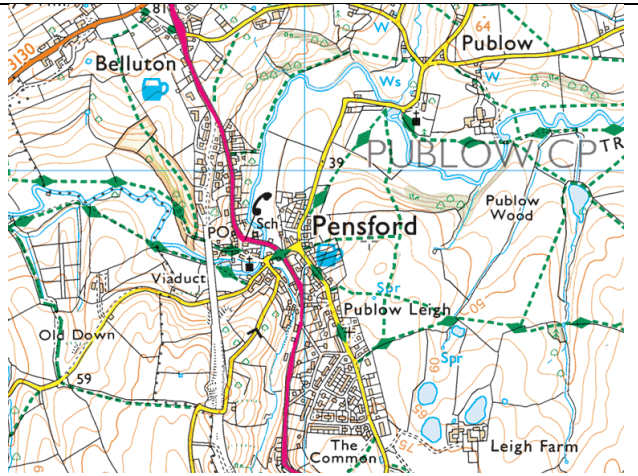
Images to support the learning

Compass directions	Children will know 8 points of the compass and be able to understand the points in between them (eg NNW, WNW)
Ordnance Survey	an organisation that produces accurate maps

Knowledge the children will gain

This is largely a Science topic. However, children will develop their mapping skills this term by undertaking orienteering tasks while on residential camp and, at school, by taking part in a supervised but independent orienteering session around the village using OS maps.

- They will use and practise the mapping skills they have learned in earlier topics such as Maps and Routes and North, East, South West.
- They will understand that a compass works by aligning the needle to the Earths' magnetic field.



Children will work in groups and use both a compass and a map to help them find the orienteering points that staff will put around Pensford.

POP Task Questions

As this is primarily a science topic, POP task questions will not relate to this learning.

Fieldwork:

Children will navigate to locations marked on an Ordnance Survey map of Pensford, collecting letters to solve an anagram.

Four Pillars Links

Wellbeing: Children will practise teamwork skills in the outdoors.
Language: They will try to use precise language to help describe locations and directions when working together to find orienteering points.
Reasoning: Children will be expected to reason about which way to go based on information given on the map, and relate it to the landscape around them.
Technology: Children will learn how to manage *without* electronic technology and will be taught how a compass works using the Earth's magnetic field.