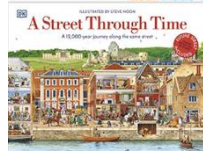
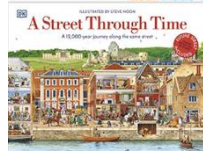
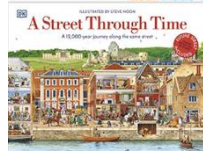


Year 1 Geography: The UK		
Enquiry Question: What is it like to live in the UK?		
National Curriculum Objectives:	Substantive Knowledge & key questions	Local links
<p>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</p> <p>Use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, hill, mountain, sea, ocean, river, key human features, including: city, town, village, factory, farm, house, office, harbour and shop.</p>	<p>Does all the UK look like Beeston?</p> <ul style="list-style-type: none"> Identify key features of the suburb Beeston. Identify physical and human features of Beeston. Compare Beeston to the seaside/city/countryside. To identify key physical and human features of the seaside/city/countryside. <p>How do we know the UK is an island?</p> <ul style="list-style-type: none"> Identify the UK is an island Identify the surrounding seas To understand what a coast is and identify on a map. <p>What countries are in the UK?</p> <ul style="list-style-type: none"> Identify the 4 countries within the UK To know the capital cities of the UK To identify the flag of the UK. <p>What types of places can I find in the UK?</p> <ul style="list-style-type: none"> To identify key features of England, Ireland, Scotland and Wales – including landmarks such as Giants Causeway in N.Ireland, Edinburgh castle, Arthurs Seat (extinct volcano), Buckingham Palace, Lake District, etc <p>Summit Point: What is it like to live in the UK?</p>	<p>Local walk around Beeston. Google Maps local area</p>
		<p>Prior Learning</p>
<p>Building on fieldwork and learning from EYFS. Finding out about where they live and the school locality.</p> <p>Build knowledge from Y1 Autumn topic- Where in the world is Beeston?</p>	<p>Future learning</p> <p>Y2: Continents. Y3: Compare UK regions to Europe. Y6: Counties and cities within UK.</p>	
KEY	Vocabulary	Fieldwork opportunities
<p>Locational knowledge</p> <p>Place knowledge</p> <p>Human/physical geography</p> <p>Physical and human processes</p> <p>Geographical skills</p>	<p>key physical features, including: beach, cliff, coast, hill, mountain, sea, ocean, river,</p> <p>key human features, including: city, town, village, factory, farm, house, office, harbour and shop.</p>	<p>Local walk, features of a suburb, map work.</p>

Year Two – Autumn 2 Let's celebrate (our wonderful world)		
Enquiry Question: Are all continents the same?		
National Curriculum Objectives:	Substantive Knowledge & key questions	Specific geographical areas studied
<ul style="list-style-type: none"> Name and locate the world's seven continents and five oceans. Use globes, world maps and atlases Understand geographical similarities and differences of human and physical geography 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 	<p>What is a continent/ocean and how many are there?</p> <ul style="list-style-type: none"> To know the names of the 7 continents and 5 oceans and identify them on a globe/map within an atlas. <p>Do all continents have the same physical and human features?</p> <ul style="list-style-type: none"> To investigate places and identify human and physical features using google earth and aerial maps and use geographical language to describe them e.g. rainforests, mountains, deserts etc. To locate famous world landmarks on aerial maps. <p>Where in the world can we find our favourite animals?</p> <ul style="list-style-type: none"> To locate continents on a map and identify what animals live there, giving reasons why. To understand the difference between the physical features of different continents and why some may be suitable for some animals than others. <p>How can compass points NESW help us to locate places?</p> <ul style="list-style-type: none"> To use simple compass directions to give and follow directions. <p>SUMMIT POINT Are all continents the same?</p> <ul style="list-style-type: none"> Children will be able to answer the summit question and give reasons for their ideas. 	World Geography – 7 continents & 5 oceans
		<p>Prior Learning</p> <p>Builds on children's understanding of animals and their different habitats from previous learning in EYFS and hot and cold climates in Y1.</p> <p>Previous learning in Y1 – areas of the UK.</p> <p>Links with children's own knowledge, RE lessons, discussions in class about different cultures, religions and celebrations.</p> <p>Further develops map reading skills.</p>
		<p>Future learning</p> <p>Y2 – links to Science; animals and their habitats. Y3 – compare UK regions to European. Y4 – climate zones Y5 – Comparing Brazil and Yorkshire Y6 – North America; comparing New York and Yorkshire</p>
<p>KEY</p> <p>Locational knowledge Place knowledge Human/physical geography Physical and human processes Geographical skills</p>	<p>Vocabulary</p> <p>Hot, cold, climate, habitat</p> <ul style="list-style-type: none"> Continent, ocean, sea, country, map, globe, atlas, compass, north, east, south, west, Africa, Antarctica, Asia, Europe, North America, South America, Oceania, Australia/Australasia Arctic, Atlantic, Pacific, Indian, Southern 	<p>Fieldwork opportunities</p> <p>Compass directions outside Finding landmarks on a map.</p>

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|---|--|
| <ul style="list-style-type: none">• Habitat, physical and human features, landscape, environment, landmarks, vegetation, soil, river, valley, mountain, hill, forest,• rainforest, tropical, savannah, grasslands, dessert, rainforest, swamp• Amazon• aerial view, birds-eye view | |
|---|--|

Year 3 – Where in the world is Beeston?						
Enquiry Question: How important is the River Aire to Leeds?						
National Curriculum Objectives:	Substantive Knowledge & key questions	Local links				
<ul style="list-style-type: none"> Name and locate cities of the United Kingdom Identify the human and physical characteristics of the city of Leeds. Identify how humans have settled in Leeds over time- focus on the river Aire was used as a trade link and for economic activity. Use eight points of a compass, four and six figure grid references, symbols and key to build their knowledge of the United Kingdom. Use fieldwork to measure, observe, 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. Describe and understand key aspects of 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>What are the similarities and differences between the locations of the main cities of the UK?</p> <ul style="list-style-type: none"> To locate the cities of the UK on maps, locate rivers and mountains. To look at images of key cities and understand why people settle there. <p>What can we learn from maps about the city of Leeds?</p> <ul style="list-style-type: none"> Children to interpret symbols found on maps to show what Leeds and it's outlying areas are like. <p>Can I be a map reader?</p> <ul style="list-style-type: none"> To use the 8 points of the compass and grid reference maps to locate different areas. <p>Why did humans settle near rivers?</p> <ul style="list-style-type: none"> To use maps to identify human and physical features. To understand key factors that are significant to settlements being built near rivers. <p>What is the River Aire like today?</p> <ul style="list-style-type: none"> To identify key features and uses of the River Aire. <p>How has the use of the River Aire changed over time?</p> <ul style="list-style-type: none"> To compare the human and physical features of the River and it's surrounding areas, now and in the past. <p>Summit Point - How important is the River Aire to Leeds</p>	<p>River Aire study</p> <table border="1"> <tr> <th>Key figures</th> <th>Linked texts</th> </tr> <tr> <td>Christopher Saxton (cartographer)</td> <td>A Street through time </td> </tr> </table>	Key figures	Linked texts	Christopher Saxton (cartographer)	A Street through time 
	Key figures	Linked texts				
	Christopher Saxton (cartographer)	A Street through time 				
	Prior Learning		Future learning			
Y2 – Great Fire of London, importance of River Thames. Discussion of early settlements near rivers. Y2: Comparing UK and Kenya identifying River Aire, River Thames and River Tana.		Year 3: Stone age to iron age – settlements. Year 3 – Ancient Egypt (River Nile, settlements) Year 4 – local study, land use. Year 5 – Rivers Year 6 – Cities and counties of the UK				
KEY	Vocabulary	Fieldwork opportunities				
<p>Locational knowledge</p> <p>Place knowledge</p> <p>Human/physical geography</p> <p>Physical and human processes</p> <p>Geographical skills</p>	Map, coordinates, human, physical, river, mountain, symbol, settlement, development, land use, trade, North, south, east west, locate, location, change, same, different, locate, symbols, city, resources, coal mining, wool, canal	Park River Aire walk Maps				

Year 4 Let's Celebrate		
Enquiry Question: Are all climate zones the same?		
National Curriculum Objectives:	Substantive Knowledge & key questions	Local links
<p>To describe and understand key aspects of physical geography, including climate zones, biomes and vegetation belts</p> <p>Use maps, atlases and globes.</p>	<p>What are climate zones and why do we have them? <i>To know the climate zones and describe their features.</i> <i>To locate climate zones on a world map.</i> To explain why we have climate zones.</p> <p>How do climate zones differ? To know and explain what makes climate zones different to one another.</p> <p>How are the polar climates changing? <i>To explain what global warming is and what changes it causes.</i></p> <p>What impact do humans have on climate zones? <i>To explain what is causing global warming.</i></p> <p>How are humans trying to stop climate change? <i>To name important climate change activists and explain why they are significant.</i> <i>To explain the methods people are using to stop climate change.</i></p> <p>Summit Point – parent exhibition</p>	<p>Priestley International Centre for Climate – Leeds University</p>
		<p>Prior Learning</p> <p>Year 1: Areas of the UK. Year 2 Continents Year 3: Tectonic plates and volcanoes Compass points, 2 figure grid reference, map symbols Y3: Compared France to UK – particularly hilly areas (Annecy/The Dales) and towns (Beeston/Isle-De-Cite)</p> <p>Year 4: land use/settlements</p>
		<p>Future learning</p> <p>Year 5: Biomes, Brazil and South America. Year 4: Resources and sustainability. Evolution of land around the world</p> <p>6 figure grid references</p> <p>physical and human geography (topographical features, variety of maps – incl. longitude and latitude, thematic maps, climate, population, life-styles, jobs etc.)</p>
KEY	Vocabulary	Fieldwork opportunities
<p>Locational knowledge Place knowledge Human/physical geography Physical and human processes Geographical skills</p>	<p>Geography: Tropic of Cancer, Tropic of Capricorn, Equator, Seasons, Climate zones, weather. Latitude, Longitude, Biomes</p>	<p>Track weather in Beeston</p> <p>Visit garden centre – how do the plants/seeds correspond to the climate zone</p>

Year 5 Can you travel in time?						
Enquiry Question: Why should rainforests be preserved and protected?						
National Curriculum Objectives:	Substantive Knowledge & key questions	Local links				
<p>Locate the world's countries, using maps to focus on North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</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 within North or South America</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>Where are rainforests located? To locate countries in N/S America To locate the worlds' rainforests To understand the terms Northern and Southern hemisphere</p> <p>How does Brazil's Biome compare to that of Yorkshire? To investigate key features of a tropical rainforest To understand different biomes (rainforest, desert, savannah, grassland, woodland and tundra) To describe the geographical features of the Amazon and Yorkshire and compare.</p> <p>Who lives in the Amazon rainforest? How is life in the Amazon rainforest different to our lives? To explain how people live in the rainforests. To compare & contrast their lives to ours (Venn Diagram)</p> <p>What is so special about rainforests? Why are they so valuable? To describe the ways that the rainforest can be used. To investigate and justify the best ways to use the rainforest To explain the UK's trade links with other countries and distribution of natural resources To evaluate the features that help plants & animals survive in the TRF.</p> <p>How has the influence of humans impacted the rainforests? To explain the concept of fair trade To understand the effect of trade on rainforests</p> <p>Summit question Why should rainforests be preserved and protected? News report</p>	<p>Tropical world Leeds Leeds DEC partnership</p> <table border="1"> <thead> <tr> <th>Key figures</th> <th>Linked texts</th> </tr> </thead> <tbody> <tr> <td></td> <td> <p>The Great Kapok Tree by Lynne Cherry</p> <p>The Shaman's Apprentice by Lynne Cherry</p> <p>Running Wild by Michael Morpurgo</p> </td> </tr> </tbody> </table>	Key figures	Linked texts		<p>The Great Kapok Tree by Lynne Cherry</p> <p>The Shaman's Apprentice by Lynne Cherry</p> <p>Running Wild by Michael Morpurgo</p>
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Prior Learning						
<p>Year 1: Areas of the UK.</p> <p>Year 2 Continents</p> <p>Year 3: Tectonic plates and volcanoes Compass points, 2 figure grid reference, map symbols</p> <p>Y3: Compared France to UK – particularly hilly areas (Annecy/The Dales) and towns (Beeston/Isle-De-Cite)</p> <p>Year 4: land use/settlements</p> <p>Year 4: Climate zones</p>						
		Future learning				
		<p>Y6 – comparing York and New York</p> <p>Y6 – cities and counties of the UK.</p>				
KEY	Vocabulary	Fieldwork opportunities				
<p>Locational knowledge</p> <p>Place knowledge</p> <p>Human/physical geography</p> <p>Physical and human processes</p> <p>Geographical skills</p>	<p>Indigenous, fair trade, Northern and Southern Hemisphere, Biomes, Climate, impact, deforestation, livelihood, Canopy Under canopy Shrub Emergent Physical Tropic of Cancer Tropic of Capricorn, protected, preserved</p>	<p>Studying the trees and habitats in our local area, Collection of weather data</p>				

Year 6			
Enquiry Question: How do New York and Yorkshire compare?			
National Curriculum Objectives:	Core Knowledge & key questions	Local links	
<p>6 figure grid references, symbols and keys, (Ordnance survey maps)</p> <p>Understand geographical similarities and differences through the study of human and physical geography of a region of the UK and a region within north America.</p>	<p>Where is Yorkshire? Where is New York? Recap location and names of continents, lines of latitude and longitude. https://world-geography-games.com/en/world_continents.html To locate Yorkshire and New York State. To understand that states and counties are different. To explain where Yorkshire and New York are using an Atlas/globe?</p> <p>Time zones – What time is it where? To understand and identify different time zones within the USA and UK, eg GMT. To recap and build on knowledge of longitude.</p> <p>How do the climates compare? To look at graphs to show precipitation, sun light hours, temperature. To identify differences and similarities between climates of NY state and Yorkshire.</p>	<p>Look at Yorkshire virtually. Possible trips.</p>	
		<p>Key figures</p> <p>Father Louis Hennepin (first European to document Niagara falls - 1678)</p> <p>Priest Thomas West (one of first to write about Malham Cove – 1779)</p>	<p>Linked texts</p> <p>Atlases</p> <p>Non-fiction books</p> <p>Travel Guides</p>
<p>Prior Learning</p>	<p>What are the key physical features of Yorkshire and New York? To know the physical features of Yorkshire: moors, dales, lakes and rivers and coast To know the physical features of New York state: Mountains, forests, rivers, lakes, Niagara falls To compare shape of Niagara falls and Malham Cove</p> <p>What are the key human features of Leeds and New York City? To know and compare the population per square metre of each city. To know where the majority of people live within the state/county. To identify key human features of Leeds (Bridgewater place, Roundhay park, White Rose, Elland Road, Temple Newsam, Leeds City Museum, Clarence Dock, Briggate, Leeds to Liverpool Canal, Art Gallery, Leeds Town Hall, Leeds Civic Hall, Millenium Square) To identify key human features of New York City (Empire State Building, Statue Of Liberty, Rockefeller Centre, Times Square, Central Park, Brooklyn Bridge, Grand Central Station.)</p> <p>Can I use 6-figure ,grid references and compass points to locate places in Yorkshire? To locate the physical features of Yorkshire using Ordnance Survey maps. To draw/sketch maps of Yorkshire and New York State to show human and physical features including symbols for a key.</p>	<p>Future learning</p> <p>KS3 – physical geography relating to: geological timescales and plate tectonics; rocks, weathering and soils; weather and climate, including the change in climate from the Ice Age to the present; and glaciation, hydrology and coasts.</p> <p>KS3 - understanding how human and physical processes interact to influence, and change landscapes, environments and the climate.</p>	
<p>4-figure grid references</p> <p>Look at changing of land from previous topics. (Niagara Falls and Malham Cove were both formed by melting glaciers)</p> <p>Y2: Climates within continents Y4: Climate change Y5: Comparing Yorkshire and Lincolnshire fells.</p>		<p>KEY</p>	<p>Vocabulary</p>

<p><i>Locational knowledge</i> <i>Place knowledge</i> <i>Human/physical geography</i> <i>Physical and human processes</i> <i>Geographical skills</i></p>	<p><i>Grid references</i> <i>Latitude</i> <i>Longitude</i> <i>Tropic of Cancer / Tropic of Capricorn / Equator.</i></p>	<p><i>London visit – capital city comparisons</i></p>
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