

How we teach the Wider  
Curriculum  
at  
Walter Halls Primary and Early  
Years School

Geography

## Geography.

At Walter Halls, the children access Geography through developing an understanding of Locational and place knowledge as well as human and physical Geography. Children will also learn key skills of a geographer. These skills have shaped our curriculum and will drive each of our lessons to ensure the children develop their curiosity and fascination about the world and its people. Our Geography curriculum incorporates the drivers of possibilities and communication and with every strand they are taught, these are a key message throughout our curriculum.

We also want to consider what we, as a school, value as an important skill for the children that we educate. Empathy, communication, a sense of place etc. This will feed into the Geography and lessons we already teach, and will form part of our lessons. The geography skills we teach are specific to each year group and we will build upon these skills until the end of year 6, so that by the time the children leave Walter Halls, they are prepared for Key Stage 3.

Use maps atlases and globes

Use simple fieldwork and observational skills in their local environment

Use aerial photographs and plan perspectives

Make a simple map and use and construct basic symbols in a key

Use the 4 compass directions and use directional language

Use simple fieldwork and observational skills in their local environment to identify human and physical geography

-Use maps, atlases, globes to locate countries and describe basic physical features of the areas studied

-Use the four points of a compass, four-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom

-Use fieldwork to observe, measure, record and present the physical features in the local area using sketches and maps

- Use maps, atlases, globes to locate countries and describe human and physical features.

- begin to look at digital mapping applications for basic studies.

-Use the eight points of a compass, four and six-figure grid references, symbols and key (including OS maps)

-Use fieldwork to observe, measure, record and present the human and physical features in the local area using methods, including sketch maps, plans and graphs.

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

-Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps)

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

-Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps)

-Observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans, graphs, and digital technologies.

### Foundation Stage

Throughout the foundation stage, there are multiple skills linked to geography that we will aim to immerse our children in. Some are linked to the statutory guidance dictated by the Early Learning Goals, others are non-statutory but important in creating a solid foundation which we can build upon in Year 1.

Below are the skills our children will have been exposed to, and had hands-on experience of, before they enter Year 1.

- Observation and Understanding of Similarities and Differences
- To develop a knowledge and understanding of maps

The below table details what developing these skills will entail and the kinds of experiences that our foundation children will be a part of throughout their time with us. It also includes an overview of the statutory knowledge expected by the Early Learning Goals.

Knowledge	Skills - Non-statutory and listed in order of development.	Possibilities and Communication	Lesson Ideas, Resources and Books to use.
<b>Statutory Knowledge - Early Learning Goals linked to the observation and understanding of similarities and differences:</b> <ul style="list-style-type: none"><li>• describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps</li><li>• 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</li></ul>	<b>Skills linked to observation and understanding of similarities and differences:</b>  <b>Development Matters Birth to 3</b> <ul style="list-style-type: none"><li>• make connections between the features of their families and other families notice differences between people</li></ul> <b>Development Matters 3-4</b> <ul style="list-style-type: none"><li>• talk about <b>what they see</b> using a wide range of vocabulary continue to develop <b>positive attitudes</b> about the <b>differences between people</b></li></ul> <b>Development Matters Reception</b> <ul style="list-style-type: none"><li>• talk about members of their immediate family and community</li></ul>	<ul style="list-style-type: none"><li>• Who lives in Nottingham?</li><li>• Can you move out of Nottingham?</li><li>• Are people from different cities/countries different to us?</li><li>• How will we communicate?</li><li>• Can we visit?</li></ul>	<b>Suggestions for F1</b> All about me - learning about self and similarities and differences to peers, developing observational skills, learning how not all families are the same, celebrating uniqueness Introduction to looking at similarities and differences in a wider context as part of ongoing learning "Your World, My World" which introduces the children to 4 children who live in 4 different countries around the world. Taking the themes of homes, food, playtime, school and bedtime we focus on simple similarities and differences between our children and the children around the world Ongoing learning around seasons, observing our tree in the woods throughout the year and basic key features of each season

	<ul style="list-style-type: none"> <li>recognise some <b>similarities and differences</b> between life in this country and life in other countries</li> <li>recognise some environments that are <b>different</b> to the one in which they live</li> <li>understand the effect of changing seasons on the natural world around them</li> </ul>		<p><b>Suggestions for F2</b></p> <p>Focus on own families and similarities and differences, finding out about community members, such a postman / woman, local police, fire service etc...</p> <p>Ongoing learning about seasons, drawing on knowledge from observations and experiences, Extending beyond the local looking at life in other countries including contrasting locations for example using the story "Dear Mr Polar Bear" to compare and contrast a hot place and a cold place (Australia and Antarctica),</p>
<p><b>Statutory Knowledge linked to the Early Learning Goals for 'to develop a knowledge and understanding of maps':</b></p> <ul style="list-style-type: none"> <li>explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, nonfiction texts, and (where appropriate) <b>maps</b></li> </ul>	<p><b>Skills linked to 'developing a knowledge and understanding of maps':</b></p> <p><b>Development Matters 3-4</b></p> <ul style="list-style-type: none"> <li>know that there are <b>different countries</b> in the world and talk about the differences they have experienced or seen in photos</li> </ul> <p><b>Development Matters Reception</b></p> <ul style="list-style-type: none"> <li>draw information from a <b>simple map</b></li> </ul>	<ul style="list-style-type: none"> <li>Can we find our way around somewhere new?</li> <li>What other countries are there?</li> <li>How can we get to them?</li> <li>How can we communicate with them?</li> <li>How can we find out about them?</li> <li></li> </ul>	<p><b>Suggestions for F1</b></p> <p>Story mapping as part of Core Stories approach - e.g. creating a map of the journey in "We're going on a Bear Hunt"</p> <p>Introduction to simple map of world and the concept of countries, with a focus on the UK as where we live, locating the countries where our children have roots and as part of our ongoing learning "Your World, My World" which introduces the children to 4 children who live in 4 different countries around the world, and also as part of the "Seven Wonders of the World" theme week during which we locate countries on a simple world map and talk about how we would travel there.</p>

			<p>Fictional maps, such as a treasure map during a theme on Pirates for example. Use of Google maps to take a virtual journey around local area and identify simple features such as Aldi, school etc...</p> <p><b>Suggestions for F2</b>          Creating maps and plans of immediate environment such as the classrooms, the woods          Focussing on the local area and features such as buildings, shops, and using symbols to record          Using maps to get from one place to another          Reading simple maps</p>
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## Year 1

Below are the skills our children need to have learnt and had hands on experience with through fieldwork, before they enter year 2.

- 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 fieldwork and observational skills to study the geography of their school and its grounds

Below is a table of the statutory knowledge the children need to know before entering year 2, as well as the knowledge that we as a school want our children to know, that links with our core values. The table shows how the children can experience fieldwork through that learning, and also list some ideas of how you can link 'possibilities' to that learning.

Knowledge	Skills	Possibilities and communication	Lesson ideas, resources and books to use.
<b>Statutory Knowledge -</b> Name and locate the world's seven continents and five oceans	• Use world maps and globes to identify the continents and oceans.	<ul style="list-style-type: none"><li>• Where in the world can we travel?</li><li>•</li></ul>	<u>Lesson Ideas</u> Children can use continuous provision to explore using globes and maps to look at the different continents and oceans. Children should be able to point out the UK and places around the world of importance to them- e.g where they've been on holiday, where they or their friends are from or where their family lives. They can link with their history topic of significant individuals and should pin point where Bessie and Neil are from. Children can also identify the places Bessie flew to. <u>Resources</u> <ul style="list-style-type: none"><li>• Globes and inflatable globes</li><li>• Large world maps (in History and Geography cupboard)</li></ul> <u>Books</u> <ul style="list-style-type: none"><li>• Whoever you are- in library PSHE section</li></ul>
Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas	Use atlases, to identify the United Kingdom and its countries	<ul style="list-style-type: none"><li>• Where have the children been in the UK?</li><li>• What possibilities are there for people across the UK? - beaches, jobs, environments etc.</li></ul>	<u>Lesson Ideas</u> As part of continuous provision children can explore using the large maps, class atlases and globes to find the UK and identify its countries, capital cities and seas around the UK. <u>Resources</u> <ul style="list-style-type: none"><li>• Large maps that children can draw on and label of the UK (in History and Geography cupboard)</li><li>• Class atlases</li><li>• Globes</li></ul>

<p><b>We want our children to enhance their locational awareness</b></p> <p>What is the difference between Nottingham and the beach?</p> <p>Identifying places in the city based on using North, South, East and West.</p>	<p>•Use simple fieldwork and observational skills to study the geography of their school and its grounds</p>	<ul style="list-style-type: none"> <li>• How can we give people directions?</li> </ul> <p>Routes to school using N,S,E,W</p>	<p><b>Lesson ideas</b></p> <p>Children should learn about their local area and where Nottingham is on a map. Look at Nottingham in comparison to other places they have learnt about (e.g London, Scotland, Wales) and should be able to say where it is on a map in relation to these places using simple directional language -North, South, East, West and Higher, Lower, to the left and right etc.</p> <p>Children should be able to talk about the weather- linking to their Science topic on the weather. And should be able to use fieldwork to describe their local area - e.g it rained 3cm worth yesterday using rain gauges, there is grass and trees etc.</p> <p>Children can also identify places in the city and say where they are - e.g our school, town hall, woodborough park.</p> <p><u>Resources</u></p> <ul style="list-style-type: none"> <li>• Rain gauges (in science cupboard) to look at the weather in our area.</li> <li>• Large maps of the UK that children can draw on.</li> <li>• Daily weather chart</li> </ul> <p><u>Books</u></p> <ul style="list-style-type: none"> <li>• Santa comes to Nottingham</li> <li>• Any other books you can find about Nottingham</li> </ul>
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## Year 2

Below are the skills our children need to have learnt and had hands on experience with through fieldwork, before they enter year 2.

- 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 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 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.

Below is a table of the statutory knowledge the children need to know before entering year 2, as well as the knowledge that we as a school want our children to know, that links with our core values. The table shows how the children can experience fieldwork through that learning, and also list some ideas of how you can link 'possibilities' to that learning.

Knowledge	Skills	Possibilities and Communication	Lesson ideas and resources to use
<b>Statutory Knowledge</b> 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; devise a simple map; and use and construct basic symbols in a key	How are we impacting the environment around us? •How can we communicate that deforestation is a bad thing? What are the different possibilities open to people in the UK and people in the rainforest? What are the different possibilities for animals in the UK and people in the rainforest?	Children can learn about the rainforest and wider part of a non-European country and the UK looking at both human and physical characteristics. In terms of the areas, you can link possibilities and communication with this. Children should be taught to compare both places and create maps using basic symbols and keys. <u>Resources</u> Class set of atlases Aerial photographs of different areas (use online mapping for this) <u>Books</u> Where the forest meets the sea - library. What are the different possibilities open to people in the UK and people in the rainforest? - NICEST BOOK EVER (I'll try and order)
Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world	•Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and	<ul style="list-style-type: none"> <li>• What clothes would we possibly need in different places?</li> </ul>	<u>Lesson ideas</u> Children can use rain gauges (as they would have done in year 1) to look at the rain in their local area and compare it with other places around the world.



<p>in relation to the Equator and the North and South Poles</p> <p>use basic geographical vocabulary to refer to: key physical features, <i>including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</i> and key human features, <i>including: city, town, village, factory, farm, house, office, port, harbour and shop</i></p>	<p>physical features of its surrounding environment.</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>	<ul style="list-style-type: none"> <li>• How would the UK be different in the weather here swapped for the weather in the North pole?</li> <li>• How do we communicate with people about the weather and why is it important? - If there's a storm, why is it important that we know to prepare. Is it different in other countries?</li> </ul>	<p>Use a large map (in the history and geography cupboard) to identify hot and cold areas using their knowledge of the world. Talk about why it's hot and cold in relation to equator, north and south poles. Look at different places around the UK using aerial photos to identify the human and physical features.</p> <p><u>Resources</u></p> <p>Large maps children can draw on (history and geography cupboard)</p> <p>Aerial photos of different places across UK (use online mapping applications)</p> <p><u>Books</u></p> <p>The book of Maps - in the library. It's a book with fairy-tale settings turned into maps that uses a basic key and symbols.</p> <p>A river - On order - a story book that takes the reader from a city bedroom to other environments e.g farm, beach.</p>
<p><b>We want our children to develop a sense of place</b></p> <p>To understand their relationship with places, expressed in different dimensions of human life: emotions, biographies, imagination, stories, and personal experiences.</p>	<ul style="list-style-type: none"> <li>• 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</li> </ul>	<p>How would you feel if we sold the bottom field for a housing development?</p> <p>What possibilities are open and closed to people if we built houses on the field?</p> <p>•Is our environment being affected pollution?</p>	<p><u>Lesson Ideas</u></p> <p><u>These slot alongside your other topics in Geography.</u></p> <p>How do they feel about Nottingham? How do they feel about the rainforest? Would they like to live there- thinking about the human and physical geography using stories to show how people live there. Looking at our local area- what sense of place to they have. Looking at the local area children should start to have an awareness of pollution and should explore our school grounds- linking with their Science topics- using a basic map and compass directions to help them. Children should be able to use directional language when doing this.</p> <p><u>Resources</u></p> <ul style="list-style-type: none"> <li>• Basic map of the school without coordinates and with a basic 4 point compass.</li> <li>• Class atlases</li> </ul> <p><u>Books</u></p> <ul style="list-style-type: none"> <li>• Where are you from?_A book that looks at where you feel like you are from, no matter where you are born.</li> </ul>

### Year 3

Below are the skills our children need to have learnt and had hands on experience with through fieldwork, before they enter year 2.

- Use maps, atlases and globes to locate countries and describe basic physical features of the areas studied
- Use the four points of a compass, four-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom
- Use fieldwork to observe, measure, record and present the physical features in the local area using sketches and maps,

Below is a table of the statutory knowledge the children need to know before entering year 2, as well as the knowledge that we as a school want our children to know, that links with our core values. The table shows how the children can experience fieldwork through that learning, and also list some ideas of how you can link 'possibilities' to that learning.

What knowledge do the children need to acquire?	What skills do they need?	Possibilities and Communication	Lesson ideas, resources and books
<b>Statutory Knowledge-</b> 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	Use maps, atlases and globes to locate countries and describe basic physical features of the areas studied  Use fieldwork to observe, measure, record and present the physical features in the local area using sketches and maps,	•Look at the possibilities the land can provide for us e.g farming and using rivers to transport things.  Look at the teachers from around school and where they originally come from in the UK (or wider world) and talk about the possibilities we have open to us that we are able to move/ visit a new place.	<u>Lesson ideas</u> Link to stone age topic and look at the different regions and how this supported farming. How has it changed today? Look at the different land-use patterns and compare to today. Look at the physical area of Nottingham to see how the Stone age people could have lived here. Use fieldwork to observe our school environment, creating sketches of the topographical features- e.g hills. Can the children create their own map? Looking at areas of the UK can they place the teachers on a map and say which part of the UK they are from. What is the area like? <u>Resources</u> <ul style="list-style-type: none"> <li>• Use class sets of atlases</li> <li>• Aerial photos of the area and how it's changed</li> </ul> <u>Books</u> <ul style="list-style-type: none"> <li>• Stone age boy</li> </ul>

<p>Describe and understand key aspects of the physical geography of volcanoes and earthquakes</p>	<p>Use maps, atlases and globes to locate countries and describe basic physical features of the areas studied</p>	<p>•Look at how people can communicate about volcanoes and volcanic eruptions- identify famous ones that have caused damage and ones where people have managed to use communication to warn each other about it. Talk about what possibilities people used to think a volcano was or how it was caused - e.g some thought they were Gods, some thought it was when God was unhappy.</p>	<p><u>Lesson Ideas</u> Have a look at different volcanoes across the world and the difference between the land around them- can children draw comparisons between the land around volcanoes that are active and dormant. Look at earthquakes and pinpoint where they can be serious and less serious. Look at a richter scale. Discuss the idea that people can escape volcanoes now because of better communication. Children can look at maps of Nottingham now (ordnance survey map) and create their own maps of how it would have looked in the stone age era.</p> <p><u>Resources</u></p> <ul style="list-style-type: none"> <li>• Atlases</li> <li>• Aerial photos of the land around different volcanoes</li> <li>• Large maps to draw on the earthquake belt.</li> <li>• Ordnance survey map of local area.</li> </ul> <p><u>Books</u> Ignis - a book about a dragon that gets his fire from a volcano When the Giant Stirred by Celia Godwin. - book about an island and how people interpreted a volcano as a God. Storyworlds: A moment in time: A perpetual picture atlas book. - in library</p>
<p><b>We want our children to develop a curiosity of human impact on the world</b> To look directly at the impact of humans on the world by reading books, such as Flotsam, and using fieldwork to look at the impact of this on the local area. E.g animal's homes disturbed in the EYFS woods, litter in the streets etc.</p>	<p>Use maps, atlases and globes to locate countries and describe basic physical features of the areas studied</p> <p>Use the four points of a compass, four-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom</p>	<p>•Look at the possibilities of how we can change our environment to make it more sustainable. What does sustainable mean to us and where can that take us? How have people in the past communicated the idea of human impact on the world- Dr Sylvia Earle, Greta Thunberg and David Attenborough - what possibilities have they opened for others? How can we communicate with others about this?</p>	<p><u>Lesson Ideas</u> Link to Flotsam and the Great Pacific Garbage patch. Look at Dr Sylvia Earle and what she has done for Ocean conservation. Discuss the idea of conservationists and what they have provided for people. Look at the immediate school environment and how it has impacted wildlife.</p>

## Year 4

Below are the skills our children need to have learnt and had hands on experience with through fieldwork, before they enter year 5.

- Use maps, atlases, globes and digital/computer mapping to locate countries and describe human and physical features of areas studied
- Use the eight points of a compass, four and six-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.

Below is a table of the statutory knowledge the children need to know before entering year 5, as well as the knowledge that we as a school want our children to know, that links with our core values. The table shows how the children can experience fieldwork through that learning, and also list some ideas of how you can link 'possibilities' to that learning.

What knowledge do the children need to acquire?	What skills do they need?	Possibilities and Communication	Lesson ideas, resources and books
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>-Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>-Use the eight points of a compass, four and six-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>-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>What possibilities are open to people from different places - e.g how does the land support agriculture, how has this helped countries and civilisations to develop.</p> <p>•What possibilities are open to people from different places - e.g how does the land support agriculture, how has this helped countries to develop.</p> <p>•Look at the possibilities that different environments and climates can provide for people across the world.</p> <p>•Look at how communication across the world enables us to support the physical geography and environments of the world.</p>	<p><u>Lesson ideas</u></p> <p>When teaching the Romans, children can look at the expansion of the Army and the civilisation over the world using maps. They should use the eight points of a compass to describe the direction of the expansion.</p> <p>Children can look at the physical and human characteristics of the UK and how the Romans used/ affected this.</p> <p>Look at the agriculture in each country you study e.g UK in WW2, different lands in Native America.</p> <p>When teaching WW2, children can look at the area we have in Nottingham to track how the land has changed over time- use ordinance survey maps to compare the land use over time and how the war impacted Nottingham in the blitz.</p> <p>When learning about the Native Americans, children can look at maps of North America and identify different land types and animals in this area.</p> <p><u>Resources</u></p> <ul style="list-style-type: none"> <li>• Ordnance surveys from before the war and after of the local area - on order</li> <li>• Class atlases</li> </ul>

			<ul style="list-style-type: none"> <li>• Digi-maps (on iPad)</li> <li>• Maps of the world</li> <li>• Large maps of the world that children can draw on to label in groups to check prior knowledge.</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Empathise and understand how other people live in different areas of the wider world.</b> <ul style="list-style-type: none"> <li>- <b>Look at the Native Americans and understand how they used the land to live off. Empathise how their way of life changed once the land had been developed.</b></li> </ul> </li> </ul> <p>Use books and studies of different areas to evaluate the different ways other cultures live and build an understanding and empathy of the human and physical impact they live with.</p>	<ul style="list-style-type: none"> <li>• Use maps, atlases, globes and digital/computer mapping to locate countries and describe human and physical features of areas studied</li> <li>• Use the eight points of a compass, four and six-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</li> </ul>	<ul style="list-style-type: none"> <li>• Look at the possibilities for people who live like Native Americans and how this way of living is better for the environment</li> <li>• How did the map Lewis and Clark create help them to communicate what land was purchased? What possibilities came from this and how did it hinder the Native Americans?</li> <li>• Talk about how the change in land use drove the Native Americans to near extinction and how it is possible for a civilisation to go from being 100% of the population to less than 1% of the population in less than 200 years.</li> </ul>	<p><u>Lesson ideas</u></p> <p>Look at the Louisiana purchase and track Lewis and Clark's expedition on a map- children can plot the different terrain using a key. Children can plot the areas that the different Native American tribes lived.</p> <p>Children can use digital mapping to discuss the difference in land-use today than when the Native Americans were more prevalent. Children can have a day exploring the land just like Lewis and Clark- give them a map of the school groups with four and six figure grid references and compasses to orienteer their way across the 'St Anns Purchase'</p> <p><u>Resources</u></p> <ul style="list-style-type: none"> <li>• Digi-maps (on ipads)</li> <li>• Maps of the world</li> <li>• Large maps of the world that children can draw on to label in groups to check prior knowledge.</li> <li>• Map of the school with four and six figure grid reference</li> <li>• Eight point compass.</li> </ul> <p><u>Books</u></p> <ul style="list-style-type: none"> <li>• Brother Eagle, Sister Sky - a picture book that looks at the land taken from the Native Americans.</li> <li>• Alistair Humphrey's Great Adventurers book - includes lots of stories of famous adventurers including Sacagawea.</li> </ul>

## Year 5

Below are the skills our children need to have learnt and had hands on experience with through fieldwork, before they enter year 6.

- Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- Use the eight points of a compass, four and six-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

Below is a table of the statutory knowledge the children need to know before entering year 6, as well as the knowledge that we as a school want our children to know, that links with our core values. The table shows how the children can experience fieldwork through that learning, and also list some ideas of how you can link 'possibilities' to that learning.

What knowledge do the children need to acquire?	What skills do they need?	Possibilities and Communication	Lesson ideas, resources and books
<b>Statutory Knowledge-</b> 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)	•Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied •Use the eight points of a compass, four and six-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	•Understand how time zones helps us to communicate across the world at different points of the day. •How does position, significance, latitude and longitude enhance our ability to communicate? (through enabling us to send letters and travel to new places uses these positions on a map) •Look at the possibilities of what it would be like to settle somewhere else and why it would be beneficial or detrimental to how we live.	<u><b>Lesson Ideas</b></u> A suggested theme to incorporate these and link to English is 'Around the World in 80 Days' Children can use large maps to identify the countries they know and learn about the Equator, Northern Hemisphere, Southern Hemisphere. Children should learn about the effects and climates 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 and not just label them on a map. Children should explore the different climates and environments of different areas, using stories and digi-maps to bring them to life more. Children can be 'navigators' and complete their own 'around the school in 18 minutes' and complete a scavenger hunt using a map and a compass. <u><b>Resources</b></u> <ul style="list-style-type: none"> <li>• Large maps (in History and Geography cupboard)</li> <li>• Digi-maps (on iPad)</li> </ul>

			<ul style="list-style-type: none"> <li>• Class set of atlases</li> <li>• Compasses (in history and geography cupboard)</li> <li>• Maps of school with four and six-figure grid references, symbols and key</li> </ul>
<p><b>We want our children to communicate ideas about the different reasons people choose to settle in a certain area.</b></p> <ul style="list-style-type: none"> <li>- Relating to the physical and human geography of an area, the children will interpret the different reasons people would live in different areas of the world.</li> <li>- Use maps from different times to discuss how settlements and human geography have affected the physical geography of an area.</li> </ul>	<p>Use the eight points of a compass, four and six-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>Why was it possible for the Vikings to settle so well in England? How did the Vikings use Rivers and the land to communicate and transport things and people? What possibilities are open to people in different places of the world based on their economy, land-use and physical geography?</p>	<p><u>Lesson ideas</u> Children can compare maps and create their own maps based on where the Vikings came from and where the invaded. Children can discuss the reasons for their invasion and how the land helped them to further their invasion. Talk about the different places that you have looked at in 'Around the World in 80 Days' and discuss why some countries are more developed than others.</p> <p><u>Resources</u></p> <ul style="list-style-type: none"> <li>• Maps of the world</li> <li>• Class atlases</li> <li>• Maps of Viking invasions</li> <li>• Digi-maps</li> </ul>

## Year 6

Below are the skills our children need to have learnt and had hands on experience with through fieldwork, before they enter KS3.

- Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- Use the eight points of a compass, four and six-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
- 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.

Below is a table of the statutory knowledge the children need to know before entering year KS3, as well as the knowledge that we as a school want our children to know, that links with our core values. The table shows how the children can experience fieldwork through that learning, and also list some ideas of how you can link 'possibilities' to that learning.

What knowledge do the children need to acquire?	What skills do they need?	Possibilities and communication	Lesson ideas, resources and books
•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	•Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied •Use the eight points of a compass, four and six-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 •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.	•Understand the different possibilities that the UK provides and the region of South America provides to people in today's world. •What possibilities were open to the Mayans using the land they settled on?	<u>Lesson ideas</u> Children should be taught to compare a region of the UK, a European country and South America. One theme to support this idea and link to other subjects could be the Mayans. Children can look at how the areas have been developed and can draw conclusions as to why that is – taking note of topographical features and how they have enhanced or hindered the societies advancement. Children can use their knowledge of fieldwork to read maps of the areas and use these to draw their conclusions. <u>Resources</u> <ul style="list-style-type: none"><li>• Different maps of the areas studied</li><li>• Class set of atlases</li><li>• Digi-maps (iPads)</li></ul> <u>Books</u> Up and down the Andes – A story about different people from Peru traveling across the country to



			celebrate the Sun God- short story showing the differences between UK and South America.
<ul style="list-style-type: none"> <li>• <b>Have an understanding of how past societies developed using physical geography of the land they settled on and how this has impacted society today.</b></li> </ul> <p>-How certain countries and areas are more developed than others.</p> <p>-Look at how physical geography can impact human geography</p> <p>-Look at the differences in physical geography and why it has changed.</p> <p>-Look at the impact explorers have had on our knowledge of the world.</p> <p>-Address misconceptions about 'poor places 'e.g not all of Africa is underdeveloped.</p> <p>-Think about how we can plan for the future.</p>	<p>•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>-Look at the possibilities different explorers - Like Shackleton- have provided people and the world.</p> <p>•Discuss how communication can enhance the way we plan for the future to support our environment.</p>	<p><u>Lesson ideas</u></p> <p>Children can look at the areas they have studied already and compare the development in these countries and draw conclusions about why this is and what possibilities are open to people from those regions.</p> <p>Linking with the Black History topic in year 6, children can look at how the slave trade impacted the wealth of different countries. E.g how many places in Africa had no financial gain and how the UK and Americas did.</p> <p>Look at explorers and how they have allowed us to have a greater knowledge of the world. This could link with Shackleton. Children could have their own day as an adventurer-building on what they would do in year 4 and 5, using the ordinance survey map of the school/ area and compasses to complete an orienteering challenge.</p> <p><u>Resources</u></p> <ul style="list-style-type: none"> <li>• Class set of atlases</li> <li>• Compasses (in history and geography cupboard)</li> <li>• Map of the school</li> <li>• Ordinance survey map of the local area.</li> </ul> <p><u>Books</u></p> <p>Alistair Humphrey's Great Adventurers book - includes lots of stories of famous adventurers including Sacagawea.</p>