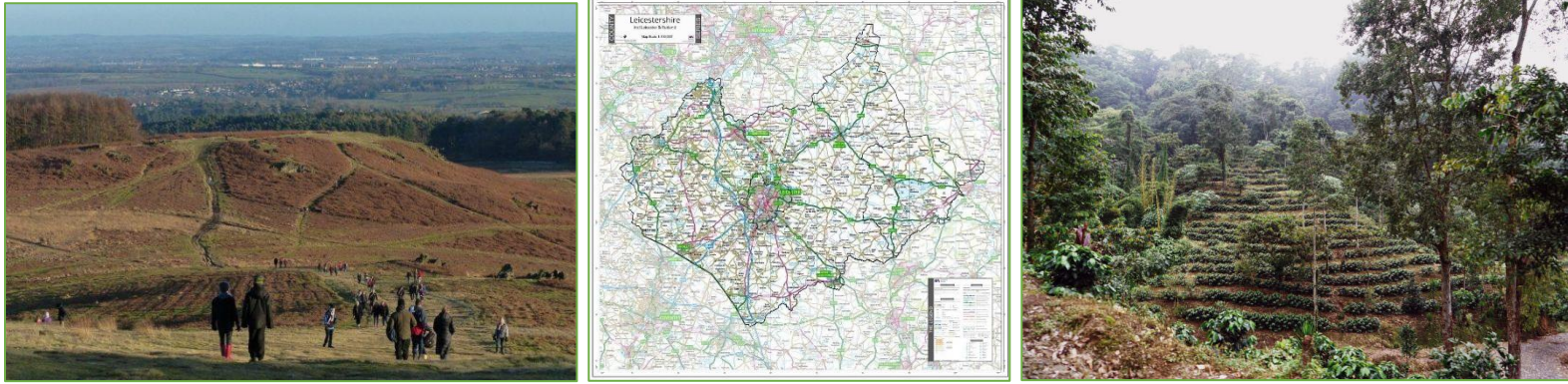


Geography

Geography at Newtown Linford Primary School is about being curious; we encourage children to want to know more about the world they live in and in addition how they can protect it. Children will have the opportunity to learn about the unique area they live in and areas of local importance such as Bradgate Park.



Geography

Factual Knowledge (e.g. names of places, countries, capitals, geographical vocabulary)

- Geographical fieldwork & skills
- Map work (inc GIS)
- Geographical enquiry
- Geographical communication

Substantive Knowledge

Key **Geographical ideas** e.g. biomes, settlement, trade, weather & climate.

Disciplinary Process or Skills
(procedural geographical knowledge)

Disciplinary concepts

- Place
- Space
- Scale
- Environment
- Physical & human processes
- Interconnections
- Diversity
- Sustainability

Cycle A

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	Adult Directed Learning – Children will draw a map of their house and street. They will discuss and draw their journey to school.	Continuous Provision – Globes and maps available in discovery areas. Seasonal props and displays e.g. pumpkins/snow	Continuous Provision – Provide large map for drawing real and imaginary maps. Include pictures i.e. local landmarks. Themed festival tables and role play	Adult Directed Learning – In this unit children will learn that families can be from different locations and identify these on a map of the UK or a world map.	Adult Directed Learning – Children will identify which holidays people have in which seasons.	Continuous Provision – Small world – extreme environments
Key Stage 1	Leicestershire – The best place in the world to live? What is Geography? Identify and describe physical and human geographical features of a range of environments and understand that geography is the study of how people are connected with these environments. Whereabouts in the UK do I live? Identify and locate where they live in the United Kingdom in relation to the four nations of the country, its largest cities and the continent of Europe What does Google Earth tell me about where I live?			Town vs Country What nations can be found in the UK and what are their capital cities? Identify four countries in the UK on a map. Locate capital cities and where they are on a map. What is life like in the country? Use pictures to identify physical and human features in the country to describe what it is like. What is life like in the town? Use pictures to identify physical and human features in the country to describe what it is like.	By the Sea What features might we find at the seaside? Children explore pictures of the seaside to name and label key elements, e.g. pier, sand, cliffs, sand dunes etc. How do people enjoy the sea at Bournemouth? Identify Bournemouth on a map. Identify, recall and describe the reasons why people enjoy visiting the sea – surfing, paddle boarding, fishing, crabbing, kite surfing, sailing. Why does Britain have so many beaches? Recap on the four nations of	

	<p>Use a number of GIS layers of Google Earth to identify and observe familiar physical and human geographical features of Leicestershire – is it near the sea? How much is housing/fields? Where is the city centre? How can you tell? Where is Newtown Linford? What does that look like?</p> <p>What are the main land uses where I live?</p> <p>Using a range of layers in Google Earth GIS imagery, identify, describe and offer reasons for changes in land use they can observe and record in the local area of the school. Why is the city busy and not fields?</p> <p>How have humans changed the physical features of Leicestershire?</p> <p>Through fieldwork observe and record in a variety of ways, significant examples of physical and human geographical features of the local area</p> <p>Use interactive online mapping to plot, describe and explain a geographical walk around the local area that would introduce a visitor to some of the key physical and human geographical features.</p>			<p>Are all cities the same? I can compare two capital cities in different countries – Beijing, London, Paris</p> <p>Are you a town mouse or a country mouse? Compare and contrast the country with the city. Identify what they like/don't like</p>	<p>the UK. Observe a map of the UK – can they identify any beaches using a key? Children observe what they notice about the UK (it is an island)</p> <p>How do people affect the beaches? (Pollution and rubbish left on beaches) Explain why it is important to protect living things at the seaside.</p> <p>Where might we go on holiday in the UK? Use maps to find seaside locations</p> <p>Where else might people go on holiday? Identify, describe and offer reasons for European flight destinations from their nearest regional airport</p> <p>Would you rather go on holiday to the seaside or to a city? And why?</p>	
Lower Key Stage 2		<p>The Amazing Americas</p> <p>Why is the Magic Kingdom the most popular theme park in the world? Identify, describe and explain the function and attraction of theme parks around the world and in particular the Magic Kingdom in Florida</p> <p>Where is the Magic Kingdom?</p>		<p>Blue Planet – How is our World Changing?</p> <p>What is lifelike around the world? Identify, describe and explain why some communities (The Gambia) are being affected by changes in weather patterns and evaluate the impact on people.</p>		<p>Settlement and Land Use – Why did settlers settle?</p> <p>What is a settlement? Identify key features of a settlement site.</p> <p>Where would you settle? Explain why settlements develop in certain locations.</p> <p>Where did invaders in the past settle?</p>

		<p>Identify, locate, compare and contrast the constituent states of the United States of America and recognise and describe key geographical features of one state other than Florida.</p> <p>Why was it built there? Look at the physical features of Florida before the Magic Kingdom was built. What was the land used for? Compare the human geography before and after it was built. What does it provide now for people?</p> <p>Why do tourists come to the Magic Kingdom from some countries and not others? Observe, describe, explain and begin to draw conclusions about the geographical pattern of the origin of visitors to the Magic Kingdom from countries around the world.</p> <p>Why is the Kennedy Space Centre in Florida? Recognise the key human and physical features and achievements of the Kennedy Space Centre in Florida and explain the geographical reasons for its location.</p> <p>How and why is the climate of the Sunshine State different from where I live? Compare and contrast the climate of the United Kingdom and Florida and identify and explain the main differences particularly in relation to temperature and sunshine hours. Explain how latitude effects the geography and climate of a region.</p>		<p>How are some people affected by weather changes? Understand why some coastal communities are having to make flood resilience plans in order to cope better with changes that are occurring in weather patterns and to sea levels.</p> <p>Why do some people disagree about how nice the weather is? Identify, describe, compare and contrast and explain how global warming is affecting weather patterns around the world and evaluate its impact in different places.</p> <p>How is the world changing? Understand how and why countries around the world have acted to reduce global warming.</p> <p>What can we do to save our planet? Understand how as individuals, members of families and communities such as schools they can make a contribution to reducing greenhouse gas emissions.</p>		<p>Use maps to identify settlements built by invaders.</p> <p>How are settlements used? Describe and compare how land is used in different settlements.</p> <p>How are settlements linked? To use maps to identify how settlements are linked.</p>
Upper Key Stage 2		The Trading Game		Rainforests	Darwin's Delights Our Changing World	

		<p>Why was the Silk Road so important 2000 years ago? Describe and explain why the Silk Road was the most important trading route in the history of the world. To understand how trading has changed through time.</p> <p>Who is Marco Polo? Explain why and how countries trade with each other.</p> <p>What does the UK export to the people of China? Identify and describe the commodities that are most frequently traded and evaluate some benefits and disadvantages of trading.</p> <p>Why isn't trade always fair? Describe, explain and reflect on why the terms of international trade are not always fair for some producers of goods.</p> <p>Why is fair trade fair? Explain what Fairtrade is and evaluate and judge the benefits to be gained from certification.</p>		<p>Why are places different around the world? To know the names of climatic regions and their characteristics To understand different biomes and where they are and what they are like.</p> <p>Where do we find rainforests? Use maps and atlases to locate where are rainforests are found and describe and understand the features of the different layers of the rainforest.</p> <p>Why are rainforests changing? Identify the different ways humans use and rely on the rainforest. Discuss human impact on the rainforest.</p> <p>Where on Earth do tigers live (and why)? Investigate how tigers are distributed around the world. Explore links between their location, climate and biomes.</p> <p>Why are tigers moving? Explain why tigers are moving to live in the cities.</p> <p>How are scientists saving the tiger? Identify different ways we can change to protect tigers and the rainforest.</p>	<p>Where are the Galapagos Islands and what are they like? To locate the Galapagos Islands on a map. Describe the climate using tropics/equator etc.</p> <p>Why are the Galapagos Islands significant? To describe the physical features of the Islands.</p> <p>How do humans' impact on places? To understand the impact of human activity on a place.</p> <p>What is Climate Change? To understand what is climate change and to know what is causing it. To understand the effect on the planet.</p> <p>What can we do to help? To understand about threats to the islands and the important of conservation.</p>	
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Cycle B

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	Adult Directed Learning – In this unit children will explore their school environment using first-hand observation and experience to enhance their awareness along with essential map skills and fieldwork. They will create a map of our school and think about how our school might be different to others.	Continuous Provision – Globes and maps available in discovery areas. Seasonal props and displays e.g. pumpkins/snow	Adult Directed Learning – In this unit children will learn about the different seasons. Continuous Provision – Themed festival tables and role play	Continuous Provision – Provide large map for drawing real and imaginary maps. Include pictures i.e. local landmarks.	Continuous Provision – Small world – extreme environments	Adult Directed Learning - In this unit children will plan a journey to Anstey.
Key Stage 1	<p>Fieldwork Trip</p> <p>Newtown Linford</p> <p>What is Newtown Linford like? To go on a local walk or look at pictures and aerial maps to describe what Newtown Linford is like.</p> <p>How can we locate features of Newtown Linford? To draw a map of their local area (walk to Bradgate park and draw route) placing on key features.</p> <p>Why do you think people choose to live here? To recognise what they like/don't like about their local area, referring to human and physical features.</p>	<p>London</p> <p>What is our capital City? Locate London on a UK map</p> <p>What is it like in London? Investigate pictures and stories about London and describe what it is like there.</p> <p>How is London different to where I live? Use a range of maps (aerial maps) and photos to compare London to Newtown Linford</p> <p>What is so special about London? To use aerial photographs and plans to recognise landmarks. To know what famous land marks might they see in London.</p> <p>Why do so many people visit London? To know how physical and human features are interdependent and bring about spatial variation and change over time. To know many tourists visit London every year. To suggest reasons why that might be</p>	<p>Hot and Cold – Do you need a jumper in the desert?</p> <p>Why are some places hotter than others? To use an atlas to identify the world's continents Identify the equator, the North Pole and the South Pole</p> <p>Where do we find hot and cold places? Use a world map and locate hot and cold places on the globe.</p> <p>Do you need sunglasses and a jumper in the desert? Compare weather patterns in the desert and the arctic (they are both deserts).</p> <p>How do people, plants and animals survive? Investigate, compare and contrast physical features of different places.</p> <p>Which is a more popular tourist destination?</p> <p>Where would you like to live and justify why?</p>			
Lower Key Stage 2	<p>Fieldwork Trip</p> <p>Our Local Environment Bradgate Park Who are Britain's National Parks For?</p>		<p>Rivers What is a river?</p> <p>Where are the main rivers in the UK? Use an atlas to locate and name main rivers in the UK</p>		<p>Biomes and Climate Why are jungles so wet and deserts so dry?</p> <p>What are the world's climates?</p>	

	<p>Who are National Parks for? Why are National Parks described as Britain's 'breathing spaces'? Observe and record the common key natural features of Bradgate Park and explain why they are referred to as the country's 'breathing spaces'.</p> <p>What else makes National Parks so important? Recognise those other special qualities of National Parks, which are referred to as 'cultural heritage' and reflect on the importance of their own cultural heritage - Bradgate Park.</p> <p>Why do National Parks welcome visitors? Recognise, describe and explain how National Parks actively encourage visitors to enjoy and learn about what makes them special.</p> <p>Why is protected land so important? Identify and record the key physical and human geographical features of Southwest England and compare and contrast the proportion of protected land here with other regions of the UK (Bradgate Park).</p> <p>Why is Merrivale such an important prehistoric site? Identify, describe and, through observation, offer reasons for the existence of the Bronze Age ceremonial landscape in Dartmoor National Park, evaluate the reflections of others and reach a judgement about its purpose.</p> <p>How are National Parks looked after?</p>		<p>How does the course of a River change from source to mouth? Describe how physical features of rivers change from source to mouth: List features of the river's upper, middle and lower course</p> <p>How do rivers erode a river bank? Understand and describe how rivers shape the land.</p> <p>Why are river estuaries such important places for wildlife? Identify and describe the features of river estuaries and explain why they are such important ecosystems for wildlife.</p> <p>Why are rivers such an important part of the water cycle? Describe the components of the hydrological or water cycle and explain the important role that rivers play.</p> <p>How has the Isle of Dogs changed since the reign of Henry VIII? Recognise, describe and explain the reasons why the Isle of Dogs developed to become part of the busiest river port in the world and evaluate the evidence and make a judgement about the causes of its sudden decline and closure.</p> <p>Why do we need to look after our rivers? Understand and explain the causes of river pollution and the effect it has on the environment.</p>		<p>Identify, describe and begin to offer reasons for the distribution of different types of climate around the world</p> <p>How do climate graphs help geographers compare the climate of one place with another? Compare and contrast the temperature and rainfall data in different climate graphs to reach conclusions about the climate in different locations in the world.</p> <p>How does the climate affect the plants and animals living in a place? Understand how climate affects both the landscape of different biomes and the plants and animals that can live there.</p> <p>Why is the jungle of the Amazon Rainforest so wet and humid? Observe, describe and explain why areas of tropical rainforest such as the Amazon Basin have so much convectional rainfall;</p> <p>Why is Arica the driest inhabited place on Earth? Describe the natural environment of the Atacama Desert and explain why the city of Arica is the driest inhabited place in the world.</p>	
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	<p>Understand who looks after National Parks in the UK and reflect upon and evaluate the importance of the jobs that people do.</p> <p>Create a travel guide for a visitor to Newtown Linford</p>					
Upper Key Stage 2		<p>Water and reservoirs What is the most valuable thing in the world?</p> <p>What were the ‘treasures of untold value’? Describe the causes and symptoms of cholera and explain why this caused thousands of deaths.</p> <p>Why were reservoirs built in Wales? Describe the features and purpose of a reservoir and explain why they were built in Wales.</p> <p>How is Wales different to where they live? Use maps and photographs to compare and contrast the landscape in Wales and Birmingham. Understand how the locations of reservoirs were chosen (rainfall in Wales and physical features)</p> <p>Why is water our most precious resource? Identifying and describe different ways water is used, including virtual water.</p> <p>Do all countries use the same amount of water? Identify and explain why some countries consume much greater quantities of water.</p> <p>How can we conserve our water resources?</p>		<p>Europe Why are mountains important?</p> <p>Why are the three mountains of Olympus, Mauna Kea and Everest so famous? Recognise, identify and explain what geographers define as mountains and understand how this can lead to disagreements.</p> <p>Where are mountains located around the world? Identify, locate and describe the location of the largest ranges of mountains in the world and the countries that they cover.</p> <p>How are mountain Ranges formed? Explain how the movement of plates of the Earth’s crust can form ranges of fold mountains.</p> <p>Why is the legend of Mallory and Irvine the greatest unsolved mystery of mountaineering? Reflect upon, evaluate evidence and reach a conclusion and judgement regarding the success or failure of expedition of Mallory and Irvine to climb Mount Everest in 1924.</p> <p>Why did Edmund Hillary and Tenzing Norgay find fossils of sea animals on the summit of Everest?</p>		<p>Earthquakes Why do some Earthquakes cause more damage than others?</p> <p>What happened on 22nd February 2011? Locate and describe the effects of the Christchurch earthquake of 2011 from a range of sources.</p> <p>How has New Zealand been affected by earthquakes in the past? Observe and record the distribution of earthquakes in New Zealand over the past two hundred years.</p> <p>Why does New Zealand have so many earthquakes? Identify, describe and explain the causes of earthquakes Describe and explain why New Zealand experiences earthquakes when they don’t occur at all in many other areas of the world.</p> <p>Why don’t the largest earthquakes always cause the most death and destruction? Understand through explanation and reaching conclusions why the most powerful earthquakes in the world do not necessarily cause the most deaths and destruction.</p>



		<p>Explain why conserving water use is an important thing to do and reach a judgement as to which measures will be most effective in the home.</p>		<p>Demonstrate that they understand how fossils form and can explain why Edmund Hillary and Tenzing Norgay discovered fossils of sea animals on the summit of Mount Everest in 1953.</p> <p>How are the Cambrian Mountains different from the Himalaya Mountains? Identify, describe, compare and contrast and explain the differences between the Cambrian Mountains of Wales and the Himalaya Mountains.</p> <p>Why is the climate such a challenge for Derek? Measure, record, compare and contrast climate data for Derek's farm with where they live and begin to offer reasons for their observations.</p> <p>Why do tourists visit the Cambrian Mountains? Identify, locate, describe and explain the tourist attractions of the Cambrian Mountains by interpreting and making judgements from evidence presented on Ordnance Survey maps.</p>		<p>Why do volcanoes happen in the same places ad earthquakes? Identify, describe and explain the causes of volcanoes Explain why volcanoes often occur at the same location as earthquakes in places such as New Zealand. Locate, describe and explain why so many earthquakes and volcanoes occur around the Pacific Ring of Fire.</p> <p>How do scientists predict earthquakes?</p> <p>What other natural disasters are there? Investigate and understand what other recent disasters have occurred and its impact on people.</p>
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