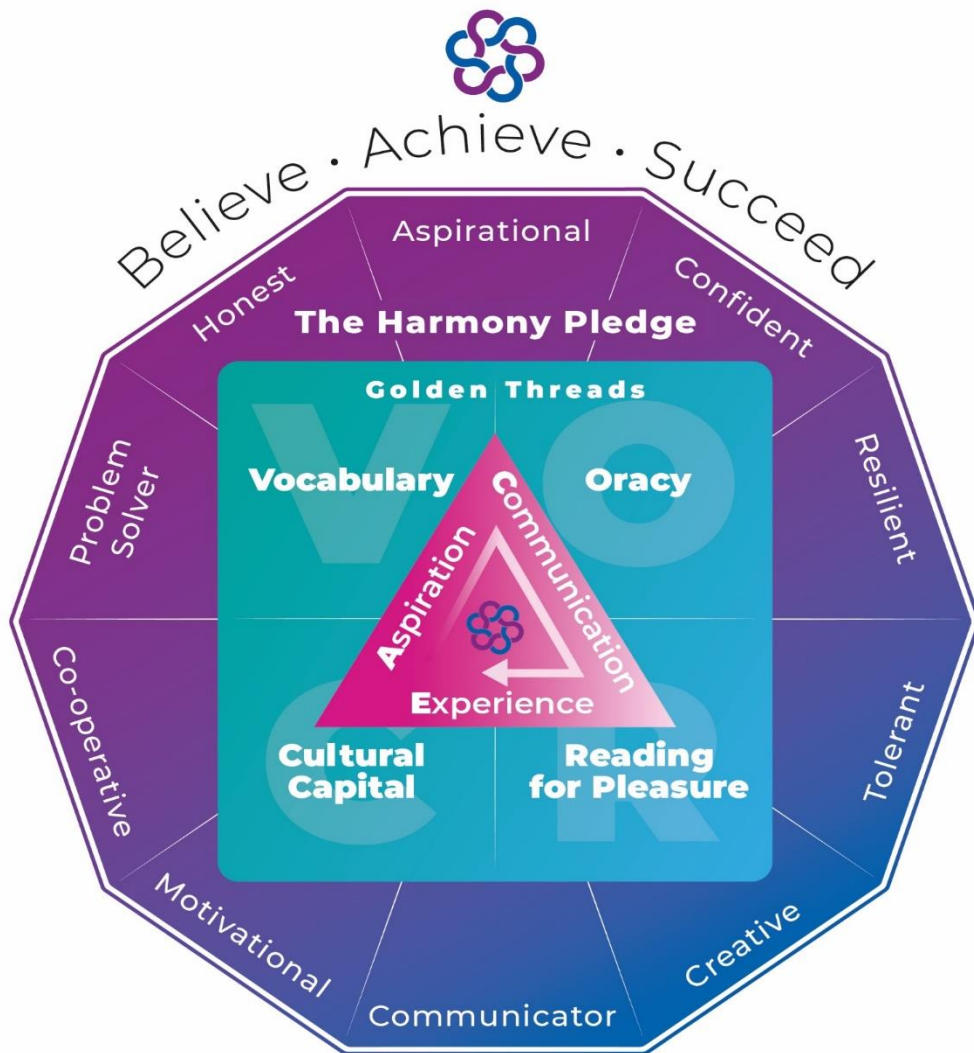




# Subject Intent



## Geography at ACPA...

- Develops excellent place knowledge.
- Offers enjoyable and accessible topic to all pupils.
- Provides imaginative and creative learning opportunities provided.
- Develops and uses fieldwork and other geographical skills.
- Develops extensive geographical vocabulary.





# Geography Intent



At Ash Croft Primary Academy, we aim to deliver a curriculum that helps children aspire, communicate and experience a variety of opportunities.

1. It is our intention that our children have an excellent knowledge of **where places are** and **what they are like**.
2. It is our intention that all children are equipped to **develop and use fieldwork** and other geographical skills and techniques.
3. It is our intention that all children can develop and use **extensive geographical vocabulary and knowledge** of human and physical features confidently.
4. It is our intention that significant levels of originality, imaginative and creative learning opportunities are provided in order to **give a sense of curiosity about the world**.
5. It is our intention that Geography will be an enjoyable and accessible topic to all children which will support all learning needs.



# Geography Implementation



We want to help children develop as geographers through a range of learning experiences that are underpinned by our key intentions for learning in this subject.

1. Children can confidently use geographical skills from locating a specific country to progressing to reading and understanding coordinates
2. Children are given the opportunities to explore their local environment and beyond. This includes excursions to locations of geographical importance in the local area.
3. Children should be introduced to a range of vocabulary linked to their topic in each lesson. They will gain an understanding of it, use it effectively in their work and revisit it on a regular basis.
4. A range of learning opportunities are made available to all children from VR (virtual reality) to local and further afield trips
5. Lessons will be differentiated to suit all needs. This includes the use of structure sheets, support aids and challenges to ensure all children are working at a pace that suits them.
6. Geography will be taught on a half-termly basis three times a year (to alternate with history). During the times it is not being taught, memory skill activities will be set during some morning sessions so that children retain the information previously learnt.

	<u>Autumn 2</u> Where will your next adventure take you?	<u>Spring 2</u> What makes our world wonderful?	<u>Summer 1</u> How do the choices we make affect our planet?	<u>Summer 2</u> <u>Derby Project</u> History and Geography
EYFS	What festivals are celebrated around the world?	Would you prefer to live in the jungle or in our garden?	How can we protect the animals living in the sea?	Derby Project What do I see on my way to school?
Year 1	What's the weather like where I live?	How can we improve our school grounds?	How does Australia differ to where I live? How are Australia's Great Barrier Reefs being affected by climate change?	Derby Project What is super about Sinfin? How do maps help me find my way home?
Year 2	Where are the North and South Poles? Why don't polar bears and penguins live near the equator?	How are our local environments/habitats being affected by litter/single-use plastic?  <u>Spring 1: Incidental alongside History</u> <u>What would you like about living in London?</u>	How does Sinfin compare to a coastal environment? How is plastic pollution affecting our coastal areas?	What parks can you visit in and around Derby? What is special about Markeaton Park?
Year 3	What makes volcanoes erupt and earthquakes quake?	What makes Italy a unique place to visit?	What makes water so wonderful?	How do local canals benefit the local area and wildlife?
Year 4	What makes America amazing?	Science link – How can we power the world using renewable energy?	How is plastic pollution affecting the animals that live in the Maldives?	What impact does Bombardier and the railways have on Derby by working locally?
Year 5	What makes Mexico Magnificent?	How do rivers wind around our world?	How do the worlds farmers make enough food for everyone?	How do mills work?
Year 6	How is climate change affecting the Polar regions?	How is trading made fair around the world?	What role do rainforests play in reducing CO2 in the world's atmosphere?	What impact does Rolls Royce have on Derby by working locally?

## Year 1

What's the weather like where I live?

1. Pupils will know where they live and what the weather is like.
2. Pupils will know they live in a village called Sinfin, in a city called Derby and a country called England.
3. Pupils will use world maps and atlases to identify the United Kingdom and its countries.
4. Pupils will use observational skills to identify the weather in their environment and keep a weather diary.
5. Pupils will name the seasons and identify the weather patterns within these using key vocabulary. (ongoing target throughout the year).

Key Vocabulary: Maps, Great Britain, England, Ireland, Scotland, Wales, Landmarks, Areas

Weather: rainy, storm, sunny, cloudy, thunder, lightening, forecast, diary,

## Year 2

Where are the North and South Poles?Why don't polar bears and penguins live near the equator?

1. Pupils will use maps to recap where they live
2. Pupils will use maps to name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.
3. Pupils will name and locate the worlds continents and 5 oceans.
4. Pupils will locate hot and cold areas of the world in relation to the equator and the north and south poles.
5. Pupils will use geographical language to describe the physical features of (Antarctica) non-European country.
6. Pupils will describe the location of features and routes on a map (linked to Poles Apart)
7. Pupils will name and describe animals living in hot (revisit) and cold deserts around the world and know how animals survive in the desert.

Spring 1London – incidental geography as part of the history project

Pupils will identify London and key landmarks on a map.

Pupils will know the capital cities of the United Kingdom

Pupils will use maps to locate famous landmarks in London

Pupils will use photographs and maps to recognise famous landmarks in

London: Houses of Parliament, River Thames, Buckingham Palace, St Paul's Cathedral, Tower Bridge, London Eye, The Shard, The Great Fire monument.

Key Vocabulary: sight-seeing, rural, urban, transport, clothing, weather, landmarks, River Thames, physical features, human features, directional language e.g. near and far; left and right

Year 1	Year 2
<p data-bbox="326 172 952 208">How can we improve our school grounds?</p> <ul data-bbox="91 268 1174 825" style="list-style-type: none"> <li>• Pupils will understand human and physical features and can talk about these in their environment. <a href="#">What are human and physical features? - BBC Bitesize</a></li> <li>• Pupils know what they like and do not like about the school grounds and place these on a map.</li> <li>• Pupils will understand the benefits of nature for their own well being and as part of taking care of planet Earth.</li> <li>• Pupils will identify an area in the school grounds that they would like to improve.</li> <li>• Pupils will investigate how to attract more wildlife (through story) and implement this within the school grounds. (by adding plants to attract bees and butterflies.)</li> </ul> <p data-bbox="91 886 1072 1015">Key Vocabulary: School grounds, likes, dislikes, human features, physical features, environment, improve, wildlife</p>	<p data-bbox="1735 125 1977 161"><b><u>Fieldwork litter</u></b></p> <p data-bbox="1289 168 2423 247">How are our local environments/habitats being affected by litter/single-use plastic?</p> <ul data-bbox="1256 304 2423 868" style="list-style-type: none"> <li>• Pupils will understand that litter causes a problem for the environment.</li> <li>• Pupils will investigate the school grounds and the surrounding environment to identify litter</li> <li>• Pupils will draw a map showing where litter is found.</li> <li>• Pupils will think of ways to reduce the amount of litter that is in the local areas through a community litter campaign</li> <li>• Pupils will identify solutions to solve the litter issues within the school grounds and in the local community.</li> <li>• Pupils will identify materials used in packaging food and drink.</li> <li>• Pupils will understand why litter is bad for the environment</li> <li>• Pupils will raise awareness of the effects of litter in the local environment (write to local councilor)</li> <li>• Pupils will understand how and what litter can be recycled.</li> </ul> <p data-bbox="1256 925 2384 961">Geographical skills and fieldwork: · I can ask simple geographical questions</p> <p data-bbox="1256 1061 2397 1182">Key Vocabulary: human feature, physical feature, mountain, river, desert, climate, monsoon, continent, ocean, country, directional language e.g. near and far; left and right</p>



## Year 1

How does Australia differ to where I live -  
How are Australia's Great Barrier Reefs being affected by climate change?

1. Pupils will know the four main directions on a compass – North, South, East, West.
2. Pupils will point to the equator, North and South Pole on an atlas and globe.
3. Pupils will locate Australia on a World Map.
4. Pupils will name the 7 continents of the world.
5. Pupils will compare the UK and Australia using pictorial maps to identify the differences between human and physical features and link this to the difference in climate and the equator.
6. Pupils will locate key landmarks on a map of Australia including The Opera House, The Great Barrier Reef, Ayers (Uluru) Rock, Sydney Harbour Bridge, Kangaroo Island
7. Pupils will know the capital city of Australia is Canberra.
8. Pupils will name and describe animals living in hot deserts around the world and know how animals survive in the desert.

Key Vocabulary:

Australia (Kangaroos) Towns, Cities, People, weather, home, house, town, outback

## Year 2

THE SEASIDE comparison  
How does a coastal environment differ to where I live?  
How is plastic pollution affecting our coastal areas?

1. Pupils will locate and study a coastal area in the UK on a map - specifically Blackpool
2. Pupils will use simple compass directions and know that Blackpool is on the West Coast and Derby is in the Midlands.
3. Pupils will name, place and identify characteristics of a seaside town in the United Kingdom (Blackpool)
4. Pupils will use aerial photographs and maps to locate typical seaside landmarks and basic human and physical features
5. Pupils will be able to describe how a coastal area differs to where they live and say what they like and do not like. (entertainment, food, physical characteristics)
6. Pupils will use their knowledge and experiences of the seaside to describe a trip to the seaside (write postcards).

Key Vocabulary: coast, city, town, village, factory, farm, house, office, port, harbour and shop, urban, rural, countryside, town, village, livestock, field, hedge, river, stream, directional language e.g. near and far; left and right

## Year 1

**Derby Project – What is Super about Sinfin?****How do maps help me find my way around Sinfin?**

Pupils will revisit - where they live in a village called Sinfin, in a town called Derby and a Country called England.

1. Pupils will find where they live on a map and use this to locate places they have visited in Sinfin.
2. Pupils will explain where they live and tell someone their address
3. Pupils will use simple maps of the local area and draw a simple route they have taken – for example to the local park
4. Pupils will draw the route they have taken identifying features they see along the way. (postbox, houses, shop, bus stop, bench).

Key Vocabulary: Maps, Great Britain, England, Ireland, Scotland, Wales, Landmarks, Areas

Words associated with the study of Our Local Area: ·

Local, Area, Sinfin, Maps, Ariel, compare, contrast, countryside, town, city, street, town, village, road, buildings, terrace, flat, semi-detached, detached, bungalow, shops

## Year 2

**Derby Project – What parks can you visit in and around Derby? What is special about Markeaton Park?**

1. Pupils will identify parks in and around Derby and share their experiences of visiting local parks.
2. Pupils will use photographs, maps and share experiences to learn about Markeaton Park.
3. Pupils use maps and keys to plan a route around Markeaton Park based on their favourite attractions.

Words associated with the study of Our Local Area: ·

Local, Area, Sinfin, Derby, Maps, Ariel, compare, contrast, countryside, town, city, street, town, village, road, park, leisure, green space



# Geography - Key Knowledge, skills and concepts

**Intention 1 – Locational and Place Knowledge: It is our intention that our children have an excellent knowledge of where places are and what they are like.**

## Year 1

- Children will know countries which make up the UK and the capital cities.
- Children will be able to Sinfin, Derby and England
- Children will know they live in a village called Sinfin, in a city called Derby and a country called England.
- Children will use world maps, atlases and globes to identify the United kingdom and its countries.
- a map to identify human and physical features of the local area.
- Children will identify Australia on a world map.
- Pupils will know the capital city of Australia is Canberra.
- Children will point to the equator, North and South Pole on an atlas and globe

## Year 2

- Children will use maps to recap where they live.
- Children will use world map, atlases and globes to name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas.
- Children will know the seven continents and 5 oceans.
- Children will identify London and key landmarks on a map and know this is the capital city of England.
- Children will name, place and identify characteristics of a seaside town in the UK (Blackpool).

**Intention 2 – Field work and Skills: It is our intention that all children are equipped to develop and use fieldwork and other geographical skills and techniques.**

## Year 1

- Children will use a map to navigate and locate features of the school grounds.
- Children will use a map to identify human and physical features of the local area.
- Children will carry out fieldwork in the school grounds and produce a sketch map using keys to identify human and physical features.
- Children will set up their own weather station and use their knowledge to present the weather.
- Children will know the four main directions on a compass – North, South, East, West.
- Children will compare the UK and Australia by using pictorial maps to identify the differences between human and physical features and link this to the difference in climate and the equator.
- Children will locate key landmarks on a map of Australia including The Opera House, The Great Barrier Reef, Ayers (Uluru) Rock, Sydney Harbour Bridge, Kangaroo Island

## Year 2

- Children will use an atlas, map and to locate countries and their capital cities within each continent.
- Children will use maps and keys to plan a route around Markeaton Park.
- Children will use simple compass directions and know that Blackpool is on the west coast and Derby is in the Midlands.
- Pupils will use aerial photographs and maps to locate typical seaside landmarks and basic human and physical features.
- Children will use photos and maps to recognise famous landmarks in London: Houses of Parliament, River Thames, Buckingham Palace, St Paul's Cathedral, Tower Bridge, London Eye, The Shard, The Great Fire monument.
- Children will use maps and keys to plan a route around Markeaton Park based on their favourite attractions.

**Intention 3 – Vocabulary – Human and Physical Features:**

**It is our intention that all children can develop and use extensive geographical vocabulary and knowledge of human and physical features confidently.**

## Year 1

- Children will describe the human and physical features of their environment at school.
- Children will describe the school grounds explaining their likes and dislikes.
- Children will use geographical language to describe the route they have taken identifying features they see along the way. (postbox, houses, shop, bus stop, bench).
- Children will use geographical language to describe the physical features of the desert in Australia.

## Year 2

- Pupils will describe how coastal areas differ from where they live and say what they like and do not like (entertainment, food, physical characteristics.)
- Children will characteristics of a seaside town in the United Kingdom (Blackpool) using geographical language
- Children will use their knowledge and experiences of the seaside to describe a trip to the seaside.
- Children will use geographical language to describe the physical features of Antarctica.

**Intention 4: It is our intention that significant levels of originality, imaginative and creative learning opportunities are provided in order to give a sense of curiosity about the world.**

Year 1	Year 2
<ul style="list-style-type: none"> <li>• Describe the school grounds saying likes and dislikes and suggest improvements.</li> <li>• Local visit to the local park in Sinfin</li> <li>• Visit to Plantasia</li> <li>• Making a weather station</li> <li>• Forest schools activities</li> <li>• Visitor during World Book Week to speak about how we can be 'green' to protect our local area.</li> </ul>	<ul style="list-style-type: none"> <li>• Seaside fun theme day</li> <li>• Litter Survey in the school grounds and local area - Children will analyse evidence and draw conclusions such as make comparisons between locations and suggest improvements.</li> <li>• Trip to Markeaton Park</li> <li>• Visit to the Snowdome / Penguin theme day</li> <li>• Visitor during World Book Week to speak about how we can be 'green' to protect our local area and how we can reduce our global footprint.</li> </ul>

**Intention 5: It is our intention that Geography will be an enjoyable and accessible topic to all children which will support all learning needs.**

Year 1	Year 2
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A range of resources appropriate for each year group will be used to ensure that all children can enjoy and access the topic. Structure strips will be used across all four year groups and differentiated where needed. Vocabulary banks will be made available and other forms of support to ensure children are getting as much as they can from this subject. Concrete resources will be used to help enrich learning. Challenge and extension tasks should be set when children are ready to move on. Children will be encouraged to work in a range of ways from individually, to small groups to whole class discussion. A range of activities will be applied throughout the year to help engage all children. Themed days/weeks linked into children's topics and/or current affairs.

# Key Objectives Autumn 2 Topic

## Year 3

## Year 4

## Year 5

## Year 6

What makes volcanoes erupt and earthquakes quake?

1. Children will learn that volcanoes are primarily located at the boundaries between tectonic plates.
2. Children will understand the structure of volcanoes and identify the key features in a cross section.
3. Children will understand the advantages and disadvantages of living in the foothills of a volcano.
4. Children will understand where Earthquakes are located, why they happen and how they happen.
5. Children will explore the aftermath of an Earthquake on the landscape and the people linked to significant events (Mount Etna erupted 2021)
6. Children will recognise and use four figure grid references, contour lines, grid squares and OS map symbols to locate volcanoes in Italy and **Mount Etna in Sicily**

What makes America amazing?

1. **Children will locate the US on a world map and locate key States.**
2. **Children will locate places in the USA using six-figure grid references.**
3. **Children will describe and compare aspects of key physical features in the US.**
4. **Children will understand the location and formation of the Grand Canyon. (North America)**
5. **Children will learn how the local environment supported the Native American Iroquois Tribes. (History link)**
6. **Children will know how the climate differs across the US and focus on the difference between 2 States e.g. California and New York State.**
7. **Children will compare the cities of New York and London.**

What makes Mexico Magnificent?

1. **Children will identify the position of Mexico on a world Map and digital map.**
2. **Children will name, locate and describe major world cities including Mexico City.**
3. **Children will identify the location and explain the function of the Primer Meridian (or Greenwich) and different time zones (including day and night).**
4. **Children will name and locate the world's climate zones and identify the climate zone(s) of Mexico.**
5. **Children will use lines of longitude and latitude or grid references to find the position of the Chihuahuan desert.**
6. **Children will locate some of the main cities of the Ancient Maya Civilisation.**
7. **Children will learn about and explore the social custom of the Day of the Dead festival.**

How is climate change affecting the polar regions?

1. Children can describe the climatic similarities and differences between the Arctic and Antarctic.
2. Children will identify and explain the significance of the Arctic and Antarctic circles.
3. Children will name the largest deserts in the world (Antarctica) and locate desert regions in an atlas and digital map.
4. Children will explain how the presence of ice makes the polar oceans different to other oceans on earth.
5. Children will compare and describe physical features of polar landscapes.
6. Children will explain how climate change affects the polar regions and population distribution.
7. They will explore the differences between the Arctic and Antarctica in relation to population.
8. Children will describe the distribution of natural resources in the polar regions.
9. Children will explain how humans function in the polar regions.
10. Children will understand how tourism has changed a place/landscape over time.

# Key Objectives Spring 2 Topic

Year 3		Year 4		Year 5		Year 6	
What makes Italy a unique place to visit?	<b>Italy project European country</b> <ol style="list-style-type: none"> <li>Children will know the 7 continents, major seas and oceans.</li> <li>Children will know the name of a number of countries in the Northern Hemisphere naming at least 6 European countries including the location of Russia.</li> <li>Children will use an atlas to locate Italy and name the countries and capital cities that border.</li> <li>Children will know reasons why people are attracted to live in cities in Italy including major landmarks like the Leaning Tower of Pisa, famous cuisine and fashion.</li> <li>Children will identify the climate and key physical and human features of Italy.</li> </ol>	How can we power the world using renewable energy?	Cross Curricular Science link: Electricity and Renewable energy <ol style="list-style-type: none"> <li>Children will identify major wind and solar farms around the UK.</li> <li>Children will understand the role of renewable energy towards the fight against climate change.</li> <li>They will discuss ways in which they can help to save energy (Earth Hour – 25<sup>th</sup> March 2023)</li> </ol>	How do rivers wind around our world?	<ol style="list-style-type: none"> <li>Children will identify the position of Mexico on a world Map and digital map.</li> <li>Children will name, locate and describe major world cities including Mexico City.</li> <li>Children will identify the location and explain the function of the Primer Meridian (or Greenwich) and different time zones (including day and night).</li> <li>Children will name and locate the world's climate zones and identify the climate zone(s) of Mexico.</li> <li>Children will use lines of longitude and latitude or grid references to find the position of the Chihuahuan desert.</li> <li>Children will locate some of the main cities of the Ancient Maya Civilisation.</li> <li>Children will learn about and explore the social custom of the Day of the Dead festival.</li> </ol>	How is trading made fair?	<ol style="list-style-type: none"> <li>Children will identify where, sugar, rice, coffee, cocoa, flowers, tea, bananas and orange juice have originated from and locate these places using an atlas. (links to Africa- Kenya History project)</li> <li>Children will identify the equator, northern and southern hemispheres, the Tropics of Cancer and Capricorn.</li> <li>Children will know how people trade and how this has developed over time.</li> <li>Children will know the difference between raw materials and manufactured produce and how global trade works.</li> <li>Children will explore world trade and issues with global justice following the banana.</li> <li>Children will understand how trade can benefit and hinder the economic development of different countries.</li> <li>Children will be aware of Fairtrade around the world and how Fair Trade has supported families living in Africa (South America).</li> <li>Children will learn how to take action – making the switch during Fairtrade fortnight 6<sup>th</sup> Feb – 21<sup>st</sup> Feb</li> </ol>

# Key Objectives Summer 1 Topic

What makes water so wonderful?

## Year 3

### Environmental Study

1. Children will demonstrate their understanding of The Water Cycle from learning within Science.
2. Children will locate the main continental mountain ranges of The Andes, The Rockies, The Himalayas, The Atlas and The Alps.
3. Children will understand what a cloud is and how clouds are formed. They will know the types of cloud – cumulonimbus, stratus, cumulus and cirrus and where these are positioned in the atmosphere. They will understand how the formation of clouds can be linked to climate change.
4. Children will learn that water is precious and understand the shortage of water in the world.
5. Children will understand how to save water.
6. Children will understand how global warming and climate change affect the amount of drinking water.
7. Children will collect data on the types of clouds over a short period of time and set up their own weather station using their knowledge to present the weather.

How is plastic pollution affecting the animals that live in the Maldives?

## Year 4

### Environmental Study

1. Children will identify the world's oceans and seas in relation to the equator, the Tropics of Cancer and Capricorn and the Arctic and Antarctic circles.
2. Children will use maps, atlases and globes to map out the journey of sea turtles around the world. (coral reef)
3. Children will know the surface area covered by water.
4. Children will understand the role the ocean plays within our ecosystem.
5. Children will understand climate change and the effect of pollution which poses dangers locally and globally.
6. Children will investigate the effects of temperature changes on the ocean including plants and animals.
7. Children will campaign to raise awareness of plastic pollution within the oceans and support a marine sanctuary within the Maldives. They will understand their role as a Global Citizen (fundraising event)
8. Children will describe and understand ocean biomes affected by pollution and human activity.

How do the world's farmers grow enough food for everyone?

## Year 5

### Environmental Study

1. Children will use the eight compass points, 8 figure grid references and scale to interpret maps and identify the locations of allotments in the local area.
2. Children will be able to summarise geographical data to draw conclusions for the best place to grow a crop of fruit/ vegetables in the school grounds.
3. Children will identify land use in the UK and find out how many different types of farming there are in the UK. They will identify how land use has changed over time.
4. Children will compare specific farming practices in the UK with similar practices in North or South America.
5. Children will learn to appreciate the global diversity of the origins of food on the supermarket shelf (shopping bag activity)
6. Children will understand the distribution of farming across the UK to demonstrate the idea of food miles and how far their food has travelled.
7. Children will develop an understanding of food security to ensure that everyone has access to sufficient and sustainable food.
8. Children will show awareness that many of the poorer countries of the world are contributing towards feeding us. This will highlight the value/importance of Fairtrade links.
9. Children will identify how food choices affect climate change and how climate change affects food supply.

What role do rainforests play in reducing CO2 in the worlds atmosphere?

## Year 6

### Environmental Study

1. Children will be able to locate where rainforests are on a world map.
2. Children will use a range of sources to learn about Brazil, including: land use, climate zones and biomes. (South America)
3. Children will be able to identify the different layers of the rainforest and the different animals that inhabit each layer.
4. Children will know what deforestation is and the effects it has on the rainforest, wildlife and global warming.
5. Children will be able to argue reasons for and against deforestation.
6. Children will experience what the rainforest is like through the use of virtual reality.



# Key Objectives Summer 2 Topic

Year 3	Year 4	Year 5	Year 6
<p><b><u>Derby Project</u></b>  <b>How do local canals benefit the local area and wildlife?</b></p> <ol style="list-style-type: none"> <li>Children will know countries which make up the UK and the capital cities.</li> <li>Children will be able to locate, Derbyshire, Derby and Sinfin on a map of England.</li> <li>Children will use a map to identify human and physical features of the local area including the canal routes. They will learn how canals connect multiple areas of Derby together, links existing parks and introduces a waterway link with the surrounding countryside.</li> <li>Children will carry out fieldwork in the local area and produce a sketch map using keys to identify human and physical features linked to canals and the wildlife that they attract.</li> </ol> <p>Through this project, children will develop a deeper understanding of the benefits of living in Derby and what is good about their local area.</p> <p>Key vocabulary: canal, local, wildlife, human features, physical features, countryside.</p>	<p><b><u>Derby Project</u></b>  <b>What impact does a global company have on Derby by working locally?</b></p> <ol style="list-style-type: none"> <li>Children will locate the East midlands on a map and know the counties and major cities that are within including Derbyshire.</li> <li>Children will know the difference between counties, countries and continents.</li> <li>Children will conduct a fieldwork enquiry on rail tracks within the local area and produce a sketch map using keys to identify human features.</li> <li>They will identify the use of the railways to transport goods, parts and people and understand how this impacts economic growth.</li> <li>Children will look at the impact bombardier has had in the local area in terms of employment and trade.</li> </ol> <p>Through this project, children will develop a deeper understanding of the benefits of living in Derby and what is good about their local area.</p> <p><b>Bombardier is a global aerospace, defence and railway company.</b></p> <p>Key vocabulary: transport, aerospace, railway, human features, physical features, countryside, trade, employment, economic growth, city,</p>	<p><b><u>Derby Project</u></b>  <b>How do Mills work?</b></p> <ol style="list-style-type: none"> <li>Children will know why most cities including Derby are situated by rivers and can locate major rivers on a map of England.</li> <li>Children will conduct a fieldwork enquiry on Mills within the local area and produce a sketch map using keys to identify human and physical features.</li> <li>Children will interpret OS maps to understand the characteristics and the use of the rivers for mills and the cotton industry with a special focus on the Silk Mill/Cromford Mill in Derby/Derbyshire</li> <li>Children will know the importance of the recent flood defense systems in Derby.</li> </ol> <p>Through this project, children will develop a deeper understanding of the benefits of living in Derby and what is good about their local area.</p> <p>Key vocabulary: human features, physical features, trade, employment, water powered, cotton mill,</p>	<p><b><u>Derby Project</u></b>  <b>What impact does a global company have on Derby by working locally?</b></p> <ol style="list-style-type: none"> <li>Children will identify places of interest around Derby including human and physical features.</li> <li>They will Children will know how to use a 6/8 point grid reference to locate Rolls Royce sites on a city map.</li> <li>Children will conduct a fieldwork enquiry to plan a route from school to a Rolls Royce site including keys and landmarks.</li> <li>Children will understand the significance Rolls Royce plays on economic activity, trade links and employment.</li> </ol> <p>Through this project, children will develop a deeper understanding of the benefits of living in Derby and what is good about their local area.</p> <p><b>Rolls Royce is a major British manufacturer of aircraft engines, marine propulsion systems, and power-generation systems.</b></p> <p>Key vocabulary: transport, railway, human features, physical features, trade, employment, economic growth, city, trade links,</p>



# Geography

## Key Knowledge, skills and concepts

### Intention 1 – Locational and Place Knowledge

**It is our intention that our children have an excellent knowledge of where places are and what they are like.**

Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> <li>Children will be able to locate, Derbyshire, Derby and Sinfon on a map of England.</li> <li>Children will use a map to identify human and physical features of the local area including the canal routes.</li> <li>Children will know the name of a number of countries in the Northern Hemisphere naming at least 6 European countries including the location of Russia.</li> <li>Children will locate the main continental mountain ranges of The Andes, The Rockies, The Himalayas, The Atlas and The Alps.</li> <li>Children will know the 7 continents, major seas and oceans.</li> <li>Children will know reasons why people are attracted to live in cities in Italy including major landmarks like the Leaning Tower of Pisa, famous cuisine and fashion.</li> </ul>	<ol style="list-style-type: none"> <li>Children will locate the East midlands on a map and know the counties and cities within. Children will know the difference between counties, countries and continents.</li> <li>Children will identify the world's oceans and seas in relation to the equator on world maps, atlases and globes, the Tropics of Cancer and Capricorn and the Arctic and Antarctic circles.</li> </ol> <ul style="list-style-type: none"> <li>Children will locate the US on a world map and locate key States.</li> <li>Children will understand the location and formation of the Grand Canyon.</li> </ul>	<ul style="list-style-type: none"> <li>Children will know why most cities including Derby are situated by rivers and can locate them on a map of England.</li> <li>Children will locate major rivers in Derby, the UK and the world. (Derwent, Trent, Severn, Thames, Ouse, Danube, Volga, Loire, Rhine, Mississippi, Zambezi, Ganges, Yangtze, Amazon, Nile.)</li> <li>Children will identify the location and explain the function of the Primer Meridian (or Greenwich) and different time zones (including day and night).</li> <li>Children will name, locate and describe major world cities including Mexico City.</li> <li>Children will identify the position of Mexico on a world Map and digital map.</li> </ul>	<ul style="list-style-type: none"> <li>They will locate Rolls Royce sites in Derby on a city map.</li> <li>Children will be able to locate where rainforests are using atlases, globes and a world map and digital map.</li> <li>Children will identify the equator, northern and southern hemispheres, the Tropics of Cancer and Capricorn.</li> <li>Children will identify where, sugar, rice, coffee, cocoa, flowers, tea, bananas and orange juice have originated from and locate these places using an atlas.</li> <li>Children will name the largest deserts in the world (Antarctica) and locate desert regions using an atlas/digital map.</li> </ul>

## Intention 2 – Fieldwork and Skills

It is our intention that all children are equipped to develop and use fieldwork and other geographical skills and techniques.

Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> <li>Children will collect data on the types of clouds over a short period of time and set up their own weather station using their knowledge to present the weather.</li> <li>Children will carry out fieldwork in the local area and produce a sketch map using keys to identify human and physical features linked to canals and the wildlife that they attract.</li> <li>Children will recognise and use four figure grid references, contour lines, grid squares and OS map symbols to locate volcanoes in Italy and <b>Mount Etna in Sicily</b></li> </ul>	<ul style="list-style-type: none"> <li>Children will use maps, atlases and globes to map out the journey of sea turtles around the world. (coral reef)</li> <li>Children will recognise and use four figure grid references, contour lines, grid squares and OS map symbols.</li> <li>Children will locate places in the USA using six-figure grid references, contour lines, grid squares and OS map symbols.</li> <li>Children will understand the location and formation of the Grand Canyon (North America).</li> <li>Children will conduct a fieldwork enquiry on rail tracks within the local area and produce a sketch map using keys to identify human features.</li> </ul>	<ul style="list-style-type: none"> <li>Children will locate major rivers in Derby, the UK and the world. (Derwent, Trent, Severn, Thames, Ouse, Danube, Volga, Loire, Rhine, Mississippi, Zambezi, Ganges, Yangtze, Amazon, Nile.</li> <li>Children will use lines of longitude and latitude or grid references to find the position of the Chihuahuan desert.</li> <li>Children will identify the location and explain the function of the Primer Meridian (or Greenwich) and different time zones (including day and night).</li> <li>Children will know how to use an 8 point grid reference to locate parts of a river.</li> <li>Children will interpret OS maps to understand the characteristics, the use of the river for mills and the cotton industry.</li> <li>Children will conduct a fieldwork enquiry on Mills within the local area and produce a sketch map using keys to identify human and physical features.</li> </ul>	<ul style="list-style-type: none"> <li>Children will use a range of sources to learn about Brazil, including: land use, climate zones and biomes. (South America)</li> <li>Children will identify the equator, northern and southern hemispheres, the Tropics of Cancer and Capricorn.</li> <li>Children will use a range of sources (including digital) to learn about Brazil, including: land use, climate zones and biomes.</li> <li>Children will know how to use an 6/8 point grid reference to locate Roll s Royce sites.</li> </ul>

### Intention 3 – Vocabulary, Human and Physical Features

**It is our intention that all children can develop and use extensive geographical vocabulary and knowledge of human and physical features confidently.**

Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"><li>Children will use a map to identify human and physical features of the local area including the canal routes.</li><li>They will learn how canals connect multiple areas of Derby together, links existing parks and introduces a waterway link with the surrounding countryside.</li><li>Children will demonstrate their understanding of The Water Cycle. (Science link)</li><li>Children will understand what a cloud is and how clouds are formed. They will know the types of cloud – cumulonimbus, stratus, cumulus and cirrus and where these are positioned in the atmosphere.</li><li>Children will understand how global warming and climate change affect the amount of drinking water.</li><li>Children will identify the climate and key physical and human features of Italy.</li><li>Children will learn that volcanoes are primarily located at the boundaries between tectonic plates.</li><li>Children will use geographical language when understanding the structure of volcanoes and identify the key features in a cross section.</li><li>Children will understand the advantages and disadvantages of living in the foothills of a volcano.</li></ul>	<ul style="list-style-type: none"><li>Children will identify human features when learning about railways in Derby.</li><li>Children will understand climate change and the effect of pollution which poses dangers locally and globally.</li><li>Children will understand the role of renewable energy towards the fight against climate change.</li><li>Children will describe and compare aspects of key physical features in the US.</li><li>They will identify the use of the railways to transport goods, parts and people and understand how this impacts economic growth.</li><li>Children will describe and understand ocean biomes affected by pollution and human activity.</li></ul>	<ul style="list-style-type: none"><li>Children will understand how a river is formed and how the features change from source to mouth.</li><li>Children will know the importance of the recent flood defense systems in Derby.</li><li>Children will locate the major seas and oceans around the world.</li><li>Children will identify how food choices affect climate change and how climate change affects food supply.</li><li>Children will understand the impact of human activity on rivers, seas and oceans including plastic, rubbish, farming waste and human waste.</li><li>Children will identify land use in the UK and find out how many different types of farming there are in the UK. They will identify how land use has changed over time.</li></ul>	<ul style="list-style-type: none"><li>Children will identify places of interest around Derby including human and physical features.</li><li>Children will be able to identify the different layers of the rainforest.</li><li>Children will compare and describe physical features of polar landscapes.</li><li>Children will describe the climatic similarities and differences between the Arctic and Antarctic.</li><li>Children will explain how the presence of ice makes the polar oceans different to other oceans on earth.</li><li>Children will explain how climate change affects the polar regions and population distribution.</li><li>Children will know what deforestation is and the effects it has on the rainforest, wildlife and global warming.</li><li>Children will understand the significance Rolls Royce plays on economic activity, trade links and employment.</li><li>Children will explain how humans function in the polar regions.</li><li>Children will understand how tourism has changed a place/landscape over time.</li><li>Children will know the difference between raw materials and manufactured produce and how global trade works.</li></ul>

**Intention 4: It is our intention that significant levels of originality, imaginative and creative learning opportunities are provided in order to give a sense of curiosity about the world.**

Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> <li>Local visit to Sinfin canals - Thinking about our environment and issues that are affecting it.</li> <li>Visitor during World Book Week to speak about climate change</li> <li>Children will collect data on the types of clouds over a short period of time and set up their own weather station using their knowledge to present the weather.</li> <li>Science link – make an exploding volcano using chemical reaction</li> <li>Tasting a variety of foods from Italy.</li> </ul>	<ul style="list-style-type: none"> <li>Virtual reality (VR) Having a real idea of what these places in America are like focusing in on climate, cities and environment.</li> <li>Visitor during World Book Week to speak about climate change</li> <li>Water assembly linked with Severn Trent linked to fresh water and the sewage system.</li> <li>Tasting a variety of foods from America.</li> </ul>	<ul style="list-style-type: none"> <li>Virtual reality (VR) Having a real idea of what these places are like focusing in on climate and environment – making links to this throughout the topic on Mexico</li> <li>Visitor during World Book Week to speak about climate change</li> <li>Mexican theme day food sampling, fajitas making, Visit a local farm and look at the work of the farmers. Tasting a variety of foods.</li> </ul>	<ul style="list-style-type: none"> <li>Virtual reality (VR) Having a real idea of what these places are like focusing in on climate and environment – making links to this throughout the topic on Antarctica and the Amazon Rainforests</li> <li>Visitor during World Book Week to speak about climate change</li> <li>Understanding different cultures/traditions/foods from Africa.</li> </ul>

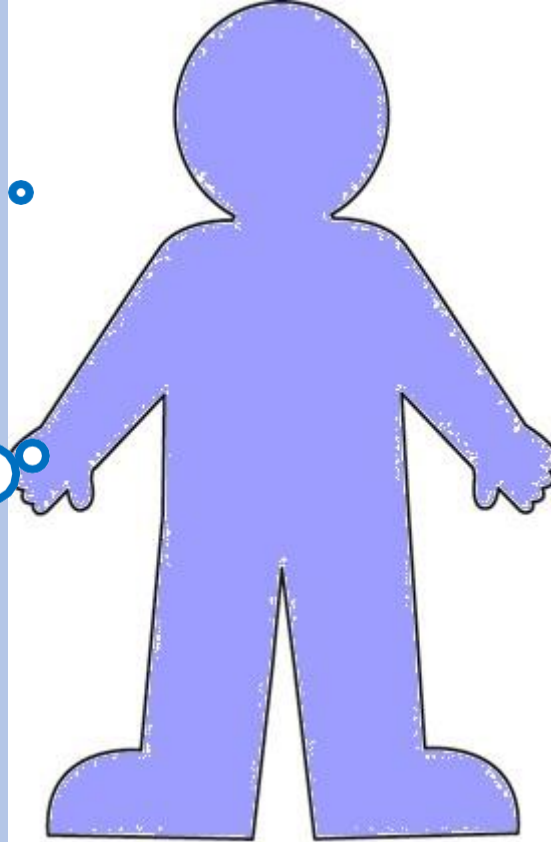
**KS2**

A range of resources appropriate for each year group will be used to ensure that all children can enjoy and access the topic. Structure strips will be used across all four year groups and differentiated where needed. Vocabulary banks will be made available and other forms of support to ensure children are getting as much as they can from this subject. Concrete resources will be used to help enrich learning. Challenge and extension tasks should be set when children are ready to move on. Children will be encouraged to work in a range of ways from individually, to small groups to whole class discussion. A range of activities will be applied throughout the year to help engage all children. Themed days/weeks linked into children's topics and/or current affairs.



# Geography at Ash Croft

## A great year 1 **Geographer** will:



### Skilled

Identify and use a range of practised techniques such as knowing the 4 points on a compass.

### Inquisitive

To ask questions about why our world is the way it is.

### Resilient

To find out about places further away from home by looking at picture maps.

### Understand

To understand simple ways they can look after the environment they live in. To begin to understand what human and physical features are.

### Knowledgeable

To know their address. To know where Derby is on a map of England.

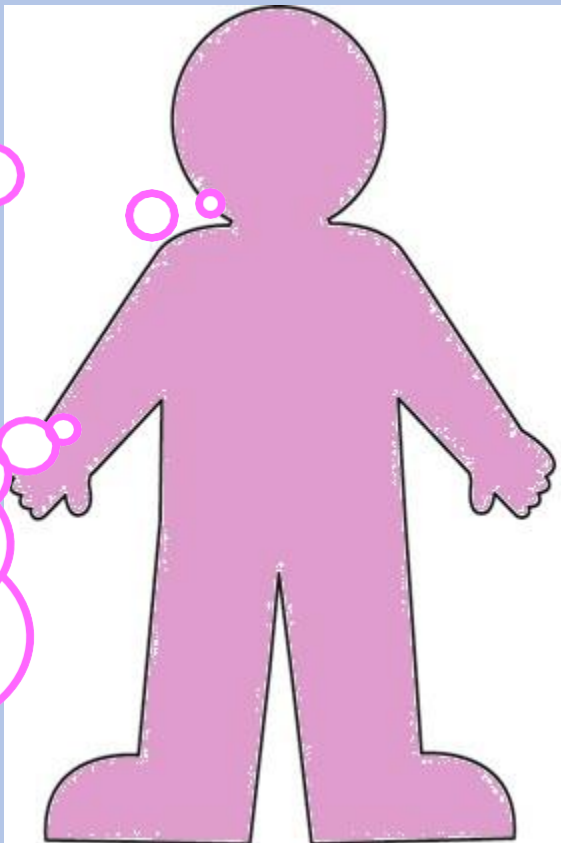
### Investigators \_\_\_\_\_

To collect data on the weather in their local area over a period of time.



# Geography at Ash Croft

A great year 2 **Geographer** will:



Skilled

Identify and use a range of practised techniques such as using a key to read a map.

Inquisitive

To ask questions about why our world is the way it is and use resources provided to find the answers.

Resilient

To look carefully at maps to find out more about the country/City they live or the area they are researching.

Understand

To understand the difference between human and physical features.

Knowledgeable

To know the four countries that make up the UK and surrounding seas.

Investigators

To investigate how much litter is in the school grounds/local environment and suggest ways to solve litter issues.



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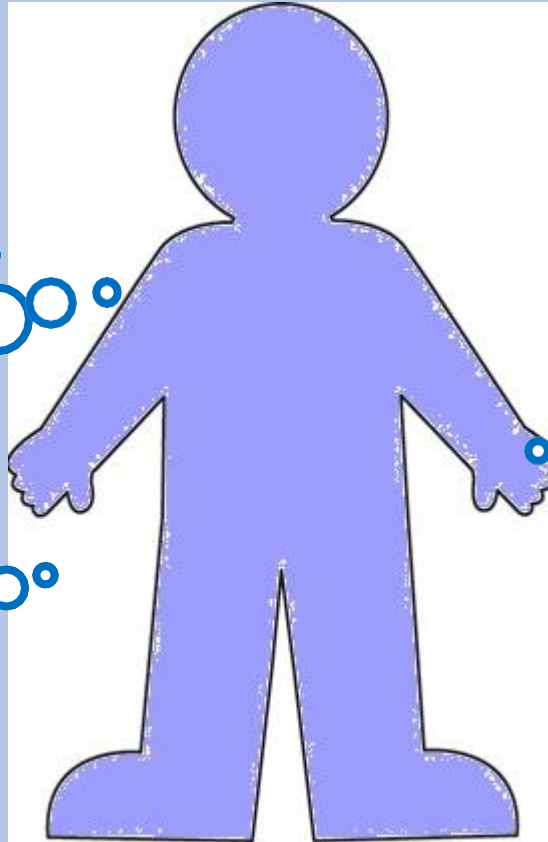






# Geography at Ash Croft

## A great year 3 Geographer



### Skilled

To identify and use a range of practised techniques such as locating a place on a map.

### Inquisitive

To ask and answer questions about why our world is the way it is.

### Resilient

To be able to research the answer or find something out for themselves by using an atlas and other sources

### Knowledgeable

To identify the difference between a town, city and country. To identify 6 European countries in the world and know where places are in relation to others..

### Understanding

To understand how to save water and how global warming and climate change affect the amount of drinking water.

### Investigators

To understand and collect data on cloud formations over a short period of time.



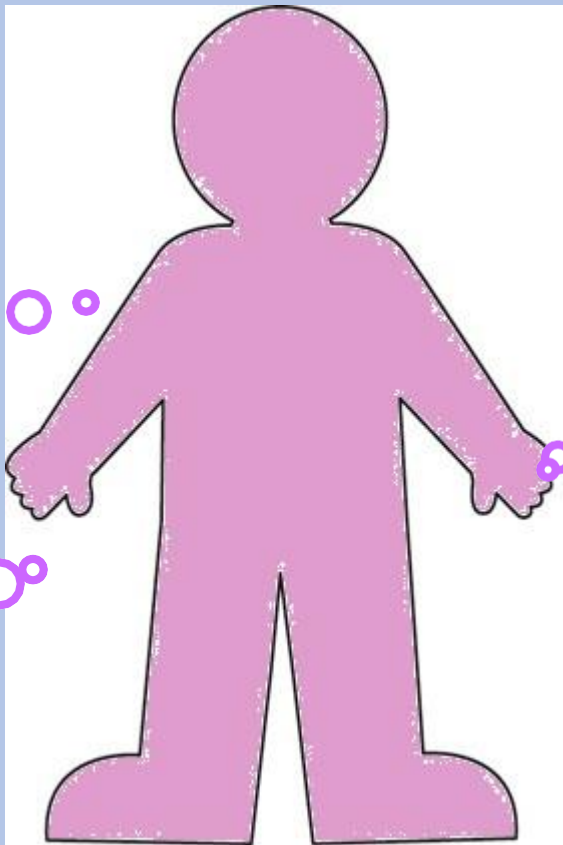
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# Geography at Ash Croft

## A great year 4 Geographer



### Skilled

To identify and use a range of practised techniques such as using grid references and reading different types of maps

### Inquisitive

To explore our planet by taking into account the effect that people and natural occurrences have on it.

### Resilient

To research and find something out for themselves through a range of sources and to ask further questions.

### Understand

To identify the difference between counties, countries and continents.

### Knowledgeable

To know the surface area covered by water. To know ways ocean biomes have been affected by pollution and ways to reduce this.

### Investigators

To find out how people/marine wildlife have been affected by changes in the environment.  
To find out how people have differing quality of life living in different locations and environments



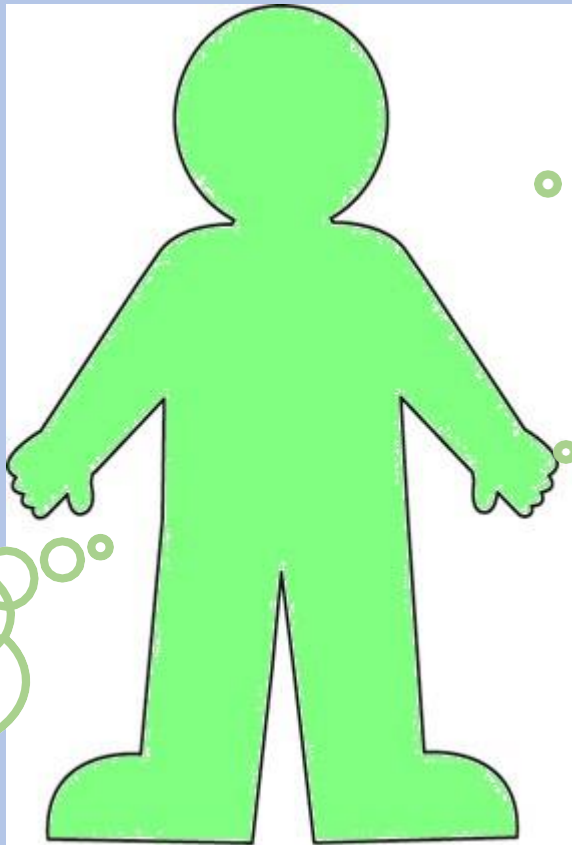
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# Geography at Ash Croft

## A great year 5 Geographer :



### Skilled

Identify and use a range of practised techniques such as using grid references OS maps as well as drawing their own map.

### Inquisitive

To compare and contrast different climates and how human activities affect them.

### Resilient

To keep going even if an answer isn't immediately available and to suggest ways to find it out if the first attempt fails.

### Understanding

To understand the challenges our planet faces.

### Knowledgeable

To research and discuss how people seek to manage and sustain the environment.

### Investigators

To investigate an area by using a range of sources from books, articles to the internet. To understand why one resource might sometimes be better than another.



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# Geography at Ash Croft

A great year 6 Geographer will be:

Skilled

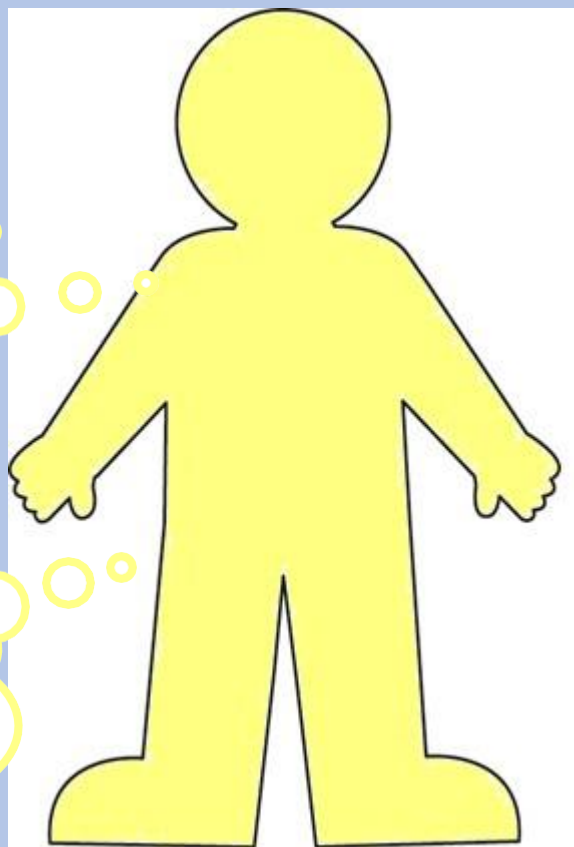
Identify and use a range of practised techniques such as using 6/8 point grid references OS maps. To identify which one is best to use when.

Inquisitive

To use a range of resources such as VR to find out what the environment and climate is like in certain biomes.

Resilient

Children will be able to provide evidence/support for their views and argue them accordingly- even when the opposing side is put forward-including through class debates.



Understanding

To show their understanding through a range of methods such as grids, sketches, notes and research

Knowledgeable

To be able to explain the effects deforestation has on the rainforest, wildlife and global warming.

Investigators

To investigate areas further by looking at the economic, social and demographic elements and analysing what this shows about certain parts of the world.



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