

Whole School Geography Mapping

Term	Year 3 (Local Focus)	Year 4 (UK Focus)	Year 5 (Europe Focus)	Year 6 (World Focus)
What's Inside...? Autumn	<p style="color: #27ae60;">...the mind of a Geographer? Geographical skills and Fieldwork</p> <p style="color: #27ae60;">... Our corner of the world? Locational Knowledge</p>	<p style="color: #27ae60;">...the mind of a Geographer? Geographical skills and Fieldwork</p> <p style="color: #27ae60;">... Our country? Locational Knowledge</p>	<p style="color: #27ae60;">...the mind of a Geographer? Geographical skills and Fieldwork – <i>St. Lucia Focus</i> <i>Contrasting non-European Country</i></p> <p style="color: #27ae60;">... Our continent? Locational Knowledge</p>	<p style="color: #27ae60;">...the mind of a Geographer? Geographical skills and Fieldwork</p> <p style="color: #27ae60;">... Our World? Locational Knowledge</p>
What's the Matter...? Spring	<p style="color: #00a0e3;">... With the River Don?</p> <p>Physical – Rivers and Flooding Place Knowledge - Doncaster</p>	<p style="color: #00a0e3;">... With the Coastlines in the UK?</p> <p>Physical - Coasts Place Knowledge - Holderness</p>	<p style="color: #00a0e3;">... With Italy, why does it shake and roar?</p> <p>Physical– Tectonics Place Knowledge - Italy</p>	<p style="color: #00a0e3;">... With Brazil, why is life there unfair?</p> <p>Physical – Rainforest Human – Favelas Place Knowledge – Brazil</p>
What's Around the Corner? Summer	<p style="color: #6a3d9a;">...for Doncaster?</p> <p>Human – Land Use Physical – Coal mining Place Knowledge – Doncaster <i>Sustainability</i></p>	<p style="color: #6a3d9a;">... For our Oceans and Seas?</p> <p>Physical - <i>Sustainability</i></p>	<p style="color: #6a3d9a;">...is there enough for everyone?</p> <p>Human Geography – Land Use Physical Geography – Coal mining <i>Sustainability</i></p>	<p style="color: #6a3d9a;">... For the Polar Regions?</p> <p><i>Sustainability</i></p>

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What does the National Curriculum say?

What's inside the mind of a Geographer?

Pupils should be taught to name and locate the world's seven continents and five oceans.

Pupils should be taught to use world maps, atlases and globes.

Pupils should be taught to use simple compass directions

Pupils should be taught to use aerial photographs and plan perspectives to recognise land marks and basic human features; devise a simple map and use and construct basic symbols in a key.

What's inside the mind of a Geographer?

Pupils should be taught to use the eight points of a compass, four and six figure grid references, symbols and key (including the use of OS maps) to build their knowledge of the UK and the wider world.

Pupils should be taught to use maps, atlases, globes and digital/computer mapping to locate countries.

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What's inside our corner of the World?

Pupils should be taught to 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.

What's inside our Country?

Pupils should be taught to name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas.

Pupils should be taught to name and locate counties and cities of the UK, geographical regions and their identifying human and physical characteristics.

What's inside our Continent?

Pupils should be taught to 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 human and physical characteristics, countries and major cities.***

What's inside our World?

Pupils should be taught to 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 human and physical characteristics, countries and major cities.***

Pupils should be taught to 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)

What's the matter with the River Don?

Pupils should be taught to name and locate counties and cities of the UK, 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.

Pupils should be taught to describe and understand key aspects of physical geography including: rivers and the water cycle.

Pupils should be taught to use fieldwork to observe, measure, record and present the human and physical features of the local area using a range of methods, including sketch maps, plans and graphs and digital technologies.

What's the matter with the Coastlines in the UK?

Pupils should be taught to name and locate counties and cities of the UK, 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.

Pupils should be taught to describe and understand key aspects of physical geography including: coasts

Children should be taught to understand geographical similarities and differences through the study of human and physical geography of a region of the UK.

Pupils should be taught to use fieldwork to observe, measure, record and present the human and physical features of the local area using a range of methods, including sketch maps, plans and graphs and digital technologies.

What's the matter with Italy, why does it shake and roar?

Children should be taught to understand geographical similarities and differences through the study of human and physical geography of a region of the UK and a region in Europe.

Pupils should be taught to use maps, atlases, globes and digital/computer mapping to locate countries studied and describe features studied.

Pupils should be taught to describe and understand key aspects of physical geography including: earthquakes and volcanoes

What's the matter with Brazil, why is life there unfair?

Children should be taught to understand geographical similarities and differences through the study of human and physical geography of a region of the UK and a region within North and South America.

Pupils should be taught to use maps, atlases, globes and digital/computer mapping to locate countries studied and describe features studied.

Pupils should be taught to describe and understand key aspects of physical geography including: climate zones and biomes and vegetation belts.

What's around the corner for Doncaster?

Pupils should be taught to describe and understand key aspects of human geography including: types of settlement and land use.

Pupils should be taught to use fieldwork to observe, measure, record and present the human and physical features of the local area using a range of methods, including sketch maps, plans and graphs and digital technologies.

What's around the corner for our Oceans and Seas?

A high quality geography education should inspire pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching should equip pupils with knowledge about diverse places, people resources and natural and human environments, together with a deep understanding of the Earth's key human and physical processes.

What's around the corner, is there enough for everyone?

Pupils should be taught to describe and understand key aspects of human geography including: the distribution of natural resources including energy, food, minerals and water.

What's around the corner for the Polar Regions?

Pupils should extend their knowledge and understanding beyond the local area. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.

As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the frameworks and approaches that explain how the Earth's features at different scales are shaped, interconnected and changed overtime.

Learning Questions for Lessons

What's inside the mind of a Geographer?

1. Can I explain what Geography is?
2. Can I name the continents and Oceans of the World?
3. Can I use the 4 points of a compass?
4. Can I understand the scale of Geography around me?

What's inside the mind of a Geographer?

1. What is physical Geography?
2. What is human Geography?
3. What are the different types of maps?
4. What are map symbols and why are they used on a map?
5. How is height shown on a map?
6. Can I use 4 figure grid references?

What's inside the mind of a Geographer?

1. Can I locate St Lucia on a map of the Caribbean?
2. Can I identify the human and physical Geography features of St. Lucia?
3. Can I investigate satellite images of St. Lucia?
4. Can I use the 8 points of a compass to locate places in St. Lucia?
5. Can I compare the weather of the UK and St. Lucia?
6. Can I identify the similarities and differences between the UK and St. Lucia?

Map Skills with a St. Lucia Focus. (Contrasting non-European Country NC requirement.)

What's inside the mind of a Geographer?

1. What is Geography?
2. What are the different types of maps and why are they useful?
3. Can I use compass directions?
4. Can I use 4 and 6 figure grid references?
5. Can I measure distance on maps using the appropriate scale line?
6. Can I examine the different ways that height is shown on maps?
7. Can I investigate how symbols are used to show things on a map?

What's inside our corner of the World?

1. Can I locate Saltersgate Junior School in our local area using aerial maps?
2. Can I investigate the types of Geography in my local area?
3. Can I draw a sketch map of my local area?

What's inside our Country?

1. Can I locate the countries and cities of the UK using maps and an Atlas?
2. Can I use an atlas to identify the names of the surrounding seas and major rivers of the UK?
3. Can I use a map to locate some of the counties of the UK?
4. Can I use a map or atlas to locate areas of high ground in the UK?
5. Can I describe the key features of a mountain?
6. Scafel Pike
7. Can I describe and explain how the UK has changed over time?

What's inside our continent?

1. Can I identify the countries and capital cities of Europe?
2. Can I compare the physical geography features of the Eastern European Landscape and the UK?
3. Can I compare the human geography of eastern European regions with that of the UK?
4. Can I plan a trip to a country in Europe?

What's inside our World?

1. Can I explain the position and significance of the Equator, the Northern Hemisphere and the Southern Hemisphere?
2. Can I identify lines of Longitude and Latitude on a map and use them to locate places?
3. What is a biome and can I locate the World's Biomes using maps and atlases?
4. Can I compare and contrast the 6 major World Biomes?

	<p>What's the matter with the River Don?</p> <ol style="list-style-type: none"> 1. Can I explain why rivers are important? 2. Can I explain why people live around rivers? 3. Can I explain a rivers journey from source to sea? 4. Flooding 	<p>What's the matter with the Coastlines in the UK?</p> <ol style="list-style-type: none"> 1. What is a coast and what are they like? 2. How do waves affect the coast lines? 3. What landforms can you find at the coast and how are they created? 4. How have the Coastlines of the UK changed? 5. How can the coasts of the UK be protected? 4. Can I plan a coastal walk? 	<p>What's the matter with Italy, why does it shake and roar?</p> <ol style="list-style-type: none"> 1. Can I locate Italy using maps and an atlas? 2. Can I describe key physical and human characteristics of Italy? 3. What is the structure of the earth? 4. Can I describe and explain how continents of the world have changed position over time? 5. Can I explain where earthquakes and volcanoes occur? 6. Why does Italy shake? (Earthquakes) 7. Why does Italy roar? (Volcanoes) 	<p>What's the matter with Brazil, why is life there unfair?</p> <ol style="list-style-type: none"> 1. Can I locate the countries of South America using maps and an atlas? 2. Can I describe key physical and human characteristics of countries in South America? 3. Can I investigate the Geography of Brazil? 4. Can I locate Brazilian cities using grid references? 5. Can I describe the population distribution of Brazil? 6. Can I examine the difference in quality of life among the rich and poor of Brazil?

8. Can I describe and explain the geographical similarities and differences of the UK and Italy?

- 7. Can I investigate what it would be like to live in a favela?
- 8. Can I describe and explain the climate of Brazil?
- 9. Can I describe and understand the features of the layers of a rainforest?
- 10. Can I explain the reasons for deforestation and why it is an increasing problem in the Amazon rainforest?
- 11. Can I argue reasons for and against deforestation?

What's around the corner for Doncaster?

1. Can I locate Doncaster using maps and atlases?
2. Can I describe key physical and human characteristics of Doncaster?
3. Can I describe how land is used in Doncaster?
4. Why are there different land use patterns in cities?
5. What goes on in Doncaster?
6. Can I investigate the human geography features of Doncaster?
7. What could Doncaster look like in the future?
8. Why should people visit Doncaster?

What's around the corner for our Oceans and Seas?

1. Can I locate the Oceans of the world?
2. Can I explain the importance of the oceans?
3. Do I understand the cause and effect of water pollution?
4. Can I write a story about pollution?

What's around the corner, is there enough for everyone?

1. Where does our power come from?
2. What is the difference between renewable and non-renewable energy?
3. Can I explain where our food comes from and use digital maps to calculate food miles?
4. Do I understand the importance of conserving food, water and energy supplies?
5. Is there enough for everyone?

What's around the corner for the Polar Regions?

LB to plan lesson questions and resources.

Subject Specific Skill Progression – taken from whole school document

Geographical skills & fieldwork	2 figure references (letters and numbers)	4 figure references	6 figure references	Revision of 4 and 6 figure grid references
Geographical skills & fieldwork - Creating map skills	Simple sketch maps of classroom, school and local area (Doncaster) Creating own and looking at known symbols	Draw sketch maps that include a symbol or key (UK based) Locate geographical features on an OS map and name the symbols	Produce own scaled maps (Continent based- Europe)	Produce accurate scaled maps (World based- concentrating on biomes, vegetation and human/ physical features to scale)
Human geography	Identify how people both improve and damage the environment (school based eco schools project- litter, recycling and graffiti)	Identify how people both improve and damage the environment (Tourism)	Identify how people both improve and damage the environment (Continent based- compare UK to European country)	Identify how people both improve and damage the environment (World based- comparisons of countries across the world. Brazil- deforestation)
Human geography- distribution of natural resources	Fossil fuels- coal mining in Doncaster, why renewable?	Fossil fuels around the UK- advantages and disadvantages of renewable energy sources	Renewable energy sources across Europe- where are they and how are they being used?	Renewable energy sources looking to the future- what will come next? The effect on third world countries- what do they do?
Physical Geography	Identify changes in the local environment (effects of flooding, reasons for flooding, water cycle)	Identify changes in the UK environment (Coastal erosion study- avalanches NB- link to Y3 science rocks)	Identify changes and effects of the varying tectonic plates (across the continent- formation of volcanoes, earthquakes etc)	Identify how countries are affected by extreme climates. (rainforest etc)