



## GEOGRAPHY



Threshold Concepts:		Investigate places	Investigate patterns	Communicate geographically		
		This concept involves understanding the geographical location of places and their physical and human features.	This concept involves understanding the relationships between the physical features of places and the human activity within them, and the appreciation of how the world's natural resources are used and transported.	This concept involves understanding geographical representations, vocabulary and techniques.		
<b>EYFS Geography</b> Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps; Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class; Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.	<b>All about me</b>	<b>Celebrations</b>	<b>Amazing animals</b>	<b>It's a wonderful life</b>	<b>Kings and queens</b>	<b>Let's explore</b>
	<ul style="list-style-type: none"> <li>Talk about our features and talents</li> <li>How are we the same/different as each other?</li> <li>Autumn – what is happening around us? How is the world changing?</li> <li>Autumn walk around our school – looking at leaves, conkers, talking about the weather</li> <li>To know what their hometown is.</li> <li>Learning about their personal environment (their home, local park, local shops).</li> <li>Comparing and contrasting their home and the homes of their wider family with others.</li> <li>Look at Google Earth to locate house.</li> <li>Class walk to the local shop. Making a simple map of their route to the shop using photographs. (On my way home)</li> </ul>	<ul style="list-style-type: none"> <li>Comparing 'ourselves' and other communities around the world (Diwali, Christmas, Bonfire Night)</li> <li>Introduce a map of the world to locate different celebrations from different cultures.</li> <li>Look at Google Earth and compare to a map of the world to show children how real objects are represented on maps.</li> </ul>	<ul style="list-style-type: none"> <li>Habitats that animals live in.</li> <li>Hot habitats</li> <li>Cold habitats</li> <li>Wet habitats</li> <li>High/low habitats</li> <li>Winter - what is happening around us? How is the world changing? Ice excavating – freeze toys in water, frozen water in glove</li> <li>Animals from different countries</li> </ul>	<ul style="list-style-type: none"> <li>Holi is a Hindu festival, originally celebrated in north India (where it is a national holiday) but is now celebrated in many parts of the world. Show the children the world map and point out India.</li> </ul>	<ul style="list-style-type: none"> <li>Name the London landmarks the Queen went to.</li> <li>Story map of all the London landmarks</li> </ul>	<ul style="list-style-type: none"> <li>Maps – 'Beebot'</li> <li>Maps – looking at different countries around the world</li> <li>Travel to different countries – how would we get there?</li> </ul>
		<b>Unit 1</b>	<b>Unit 2</b>	<b>Unit 3</b>		
<b>Year 1</b>	<b>Geography</b>	What is special about Accrington?	Is every place in the UK the same?	What is the weather like today (UK)?		
	<b>Awe and wonder</b>	Visit to the key landmarks studied		Green screen		
	<b>Oracy outcome</b>	Interview by the teacher		Weather report		
	<b>Fieldwork</b>	Walk around the area of Spring Hill School and complete a sketch map of the human features				
	<b>Knowledge</b>	<b>Lesson 1</b> Using fieldwork and observations, know how the land around Spring Hill School is used  <b>Lesson 2</b> Using fieldwork and observations, know the human features around Spring Hill School.  <b>Lesson 3</b>	<b>Lesson 1</b> To be able to find the UK on a map, atlas and globe. To know that the UK is surrounded by seas and oceans and the names of these To know which countries, make up the UK  <b>Lesson 2</b> To know how to use compass points (N, S, E, W) to describe locations within the UK on a map (To be able to name and locate Edinburgh, Belfast, London and Cardiff).	<b>Lesson 1</b> To know the difference between climate and weather To know the different symbols associated with different types of weather <b>Lesson 2</b> To know what is meant by 'seasonal' To know and describe the four seasons in the UK <b>Lesson 3</b> To know how weather differs across the UK. <b>Throughout the unit</b> Use fieldwork and observations to be able to describe the weather changes in our local environment. (e.g. daily weather log using symbols)		



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	<p>Using fieldwork and observations, know the physical features around Spring Hill School.</p> <p><b>Lesson 4</b> Using fieldwork and observations, know the features of Accrington as a town.</p> <p><b>Lesson 5</b> To know the difference between a town, city and coastal/rural area.</p>	<p>To know the difference between Great Britain, United Kingdom and the British Isles.</p> <p><b>Lesson 3</b> <b>England:</b> To know that England is largest UK country To know the population of the UK To know that the patron saint is St. George To know that the national emblem is a rose To know that London is the capital of England and its key physical features (Buckingham Palace, Tower of London, Houses of Parliament, Port of London) To know that most of the land is used for farming To know that England is home to people from all over the world</p> <p><b>Lesson 4</b> <b>Scotland:</b> To know the population of Scotland To know that the patron saint is St. Andrew To know that the national emblem is a thistle To know that Edinburgh is the capital of Scotland its key physical features (Edinburgh castle) To know that most of the land is rural</p> <p><b>Lesson 5</b> <b>Wales</b> To know the population of Wales To know that the patron saint is St. David To know that the national emblem is a leek To know that Cardiff is the capital of Wales its key physical features (Cardiff Castle) To know that most of the land is rural To know that the Severn Bridge connects England to Wales</p> <p><b>Lesson 6</b> <b>Northern Ireland</b> To know the population of NI To know that the patron saint is St. Patrick To know that the national emblem is the clover leaf To know that Belfast is the capital of NI its key physical features (Belfast Castle, Abercorn Basin Marina (harbour)) To know that most of the land is rural</p> <p><b>Lesson 7</b> To know that places in the UK are different.</p>	
Investigate places	<ul style="list-style-type: none"> <li>Ask and answer geographical questions (such as: What is this place like? What or who will I see in this place? What do people do in this place?).</li> <li>Identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area.</li> </ul>	<ul style="list-style-type: none"> <li>Ask and answer geographical questions (such as: What is this place like? What or who will I see in this place? What do people do in this place?).</li> <li>Identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area.</li> <li>Use world maps, atlases and globes to identify the United Kingdom and its countries.</li> <li>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</li> </ul>	<ul style="list-style-type: none"> <li>Use simple fieldwork and observational skills to study the geography of the school and the key physical features of its surrounding environment.</li> </ul>



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		<ul style="list-style-type: none"> <li>Use simple fieldwork and observational skills to study the geography of the school and the key human and physical features of its surrounding environment.</li> </ul>		
	Investigate patterns	<ul style="list-style-type: none"> <li>Identify land use around the school.</li> </ul>		<ul style="list-style-type: none"> <li>Identify seasonal and daily weather patterns in the United Kingdom</li> </ul>
	Communicate geographically	Use basic geographical vocabulary to refer to: <ul style="list-style-type: none"> <li>key human features, including: city, town, village, factory, farm, house, office and shop.</li> </ul>	Use basic geographical vocabulary to refer to: <ul style="list-style-type: none"> <li><b>key physical features</b>, including: beach, cliff, coast, hill, mountain, sea, ocean, river</li> <li><b>key human features</b>, including city, town, port, harbour</li> <li>Use compass directions (north, south, east and west) and locational language (e.g. near and far) to describe the location of features and routes on a map.</li> </ul>	
Year 2	Geography	How can I find my way around Hyndburn?	What is like to live in another country (Bangladesh)?	How does where I live compare to another country in the world (UK and Bangladesh)?
	Awe and wonder		Visit from someone who has lived in Bangladesh- staff member	
	Oracy outcome	Set of instructions to get from once place to another	Report	Paired presentation
	Fieldwork	Train journey from Accrington to Rishton to compare areas. Complete a sketch map whilst in Rishton.		
	Knowledge	<b>Lesson 1</b> To know how to use maps, globes and atlases to locate the UK and its countries, Lancashire, Accrington <b>Lesson 2</b> To know that Hyndburn is a constituency To know and locate Hyndburn within Lancashire and its surrounding constituencies To know that Spring Hill is located within Hyndburn <b>Lesson 3</b> Using fieldwork and observational skills, know that Hyndburn is a diverse location through the study of a contrasting area (e.g. train journey from Accrington station to Rishton) <b>Lesson 4</b> To understand the terms hill, river To understand the terms city, town, village, factory, farm, house, office and shop. To be able to describe the human features of a contrasting location in Hyndburn To be able to describe the physical features of a contrasting location in Hyndburn <b>Lesson 5</b> To know basic map symbols ( building, motorway, road, path, train, campsite, school, place of worship, car park, picnic area). To know simple grid references (e.g. A1) To know how to use plan perspectives to identify landmarks and basic human and physical features of the school. <b>Lesson 6</b> To devise a simple map of Rishton	<b>Lesson 1</b> To know the world's 7 continents and locate them on a map To know the world's 5 oceans and locate them on a map <b>Lesson 2</b> To know that Bangladesh is in Asia and to locate it on a map To know which countries, seas and oceans surround Bangladesh To know that Dhaka is the capital city of Bangladesh To know that Bangladesh is made up of 8 divisions and that the majority of Bangladeshis in the UK come from Sylhet <b>Lesson 3</b> To use geographical vocabulary (beach, coast, forest, hill, sea, ocean, river) to describe the physical geography of the Sundarbans ( home of the Bengal tiger and largest mangrove forest in the world, 3 major rivers running through Bangladesh to form the largest and most populated delta in the world). <b>Lesson 4</b> To understand the human geography of the Sundarbans <a href="http://uddin.digital.conncoll.edu/sundarbans/local/garjontola-satjelia-india/occupations/">http://uddin.digital.conncoll.edu/sundarbans/local/garjontola-satjelia-india/occupations/</a>	<b>Lesson 1</b> To be able to identify the equator, north and south poles. To know the hot and cold areas of the world. <b>Lesson 2</b> To compare the different seasons in the UK and Bangladesh To know how the weather patterns in Bangladesh and UK compare. <b>Lesson 3</b> To know how to use aerial photographs to identify landmarks and basic human and physical features of Hyndburn and the Sundarbans. <b>Lesson 4</b> To know similarities and differences between the human and physical features of Hyndburn and the Sundarbans.
	Investigate places	<ul style="list-style-type: none"> <li>Ask and answer geographical questions (such as: What is this place like? What or who will I see in this place? What do people do in this place?).</li> <li>Identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area.</li> </ul>	<ul style="list-style-type: none"> <li>Ask and answer geographical questions (such as: What is this place like? What or who will I see in this place? What do people do in this place?).</li> <li>Identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area.</li> </ul>	<ul style="list-style-type: none"> <li>Use aerial images and plan perspectives to recognise landmarks and basic physical features.</li> </ul>



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		<ul style="list-style-type: none"> <li>Use world maps, atlases and globes to identify the United Kingdom and its countries</li> <li>Use plan perspectives to recognise landmarks and basic human and physical features.</li> <li>Use simple fieldwork and observational skills to study the geography of the school and the key human and physical features of its surrounding environment.</li> </ul>	<ul style="list-style-type: none"> <li>Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied.</li> <li>Name and locate the world's continents and oceans.</li> </ul>	
	Investigate patterns	<ul style="list-style-type: none"> <li>Understand the human and physical geography of a small area of the United Kingdom</li> </ul>	<ul style="list-style-type: none"> <li>Understand the human and physical geography of a small area of a contrasting non-European country</li> </ul>	<ul style="list-style-type: none"> <li>Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom and of a contrasting non-European country.</li> <li>Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</li> </ul>
	Communicate geographically	Use basic geographical vocabulary to refer to: <ul style="list-style-type: none"> <li><b>key physical features</b>, including: hill, river, valley</li> <li><b>key human features</b>, including: town, village, factory, farm, house, office and shop.</li> </ul> <ul style="list-style-type: none"> <li>Devise a simple map; and use and construct basic symbols in a key. Use simple grid references (A1, B1).</li> </ul>	Use basic geographical vocabulary to refer to: <ul style="list-style-type: none"> <li><b>key physical features</b>, including: beach, coast, forest, hill, ocean, river, soil, vegetation and weather.</li> </ul>	Use basic geographical vocabulary to refer to: <ul style="list-style-type: none"> <li><b>key physical features</b>, including: beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation and weather.</li> <li><b>key human features</b>, including: city, town, village, factory, farm, house, office and shop.</li> </ul>
Year 3	Geography	What is it like to be a part of Europe?	Is every river's journey the same (River in Accrington & Danube)?	How are our coasts made? How are they changing?
	Awe and wonder		Fieldwork study – River Hyndburn (needs to be booked early)	Visit to a coastline (needs to be booked early)
	Oracy outcome	Present a travel report for on one aspect of Europe	Present the journey of a river	Debate – Is tourism a good thing?
	Fieldwork		River Hyndburn- sketch map to show human and physical features Children complete pooh stick activity to investigate the speed of the river at different points	Visit a coastline- draw a map to identify human and physical features Investigate the erosion on the rocks at the coastline
	Knowledge	<b>Lesson 1</b> To know that Europe is a continent. To know the location of Europe in the world. To know there are 50 countries within Europe, including Russia. To know the population of Europe. To know the languages spoken in Europe. <b>Lesson 2</b> Describe these locations in relation to each other using the 8 compass points. Use keys and symbols to describe human and physical features of France <b>Lesson 3</b> To know how the land is used in certain European countries <b>Lesson 4</b> To know the key rivers in Europe- Rhine <ul style="list-style-type: none"> <li>Their source</li> <li>Where they flow / traverse</li> <li>The mouth</li> <li>The length</li> <li>Any special features</li> </ul> <b>Lesson 5</b> <ul style="list-style-type: none"> <li>know facts about mountain ranges (Alps)</li> </ul>	<b>Lesson 1</b> To know that a river is a natural watercourse flowing towards an ocean, sea, lake or another river To know rivers and streams join together to reach the mouth of a river – tributaries <b>Lesson 2</b> To know and describe the journey of a river from its source to mouth To know how ox-bow lakes and meanders are formed To know what a delta and an estuary is and how they are formed To know why certain locations might use bridges over rivers To know names of different types of rivers (stream, creek, brook, rivulet, rill, beck and burn) <b>Lesson 4</b> Use the eight points of a compass, four-figure grid references, symbols and key to communicate the location of different rivers and parts of a river (e.g. the source of the River Danube, etc). <b>Lesson 3</b> Using fieldwork and observation, identify the human and physical features of the River Hyndburn <b>Lesson 4</b> To know about the River Hyndburn <ul style="list-style-type: none"> <li>Source</li> <li>Journey</li> </ul>	<b>Lesson 1</b> To know what a coast is To know the names of the geographic features of coasts (beaches, cliffs, arches, stacks, headlands and bays) To know what erosion and deposition is and how their role in coast formation <b>Lesson 2</b> To know the advantages and disadvantages erosion and deposition has on coasts <b>Lesson 3</b> Using fieldwork and observation, record human and physical features of a coast in the UK. <b>Lesson 4</b> Use observations from fieldwork to create a map using keys and symbols. <b>Lesson 4</b> Evaluate the impact of human activity on coasts <b>Lesson 5</b> To know about different strategies to prevent further erosion / human impact on coasts



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		<p>This concept involves understanding the geographical location of places and their physical and human features.</p> <ul style="list-style-type: none"> <li>Height</li> <li>Know the location of the range</li> <li>Why might some tall mountains not appear to be very high</li> <li>Any special features</li> </ul> <p><b>Lesson 6</b> Describe human and physical features of Europe.</p>	<p>This concept involves understanding the relationships between the physical features of places and the human activity within them, and the appreciation of how the world's natural resources are used and transported.</p> <ul style="list-style-type: none"> <li>Human and physical features</li> <li>Length</li> <li>Mouth</li> </ul> <p><b>Lesson 5</b> To know about the Danube River:</p> <ul style="list-style-type: none"> <li>Source</li> <li>Journey</li> <li>Physical features</li> <li>Length</li> <li>Mouth</li> </ul> <p><b>Lesson 6</b> To describe to journey of a river.</p>	<p>This concept involves understanding geographical representations, vocabulary and techniques.</p>
Year 4	Investigate places	<ul style="list-style-type: none"> <li>Ask and answer geographical questions about the physical and human characteristics of a location.</li> <li>Explain own views about locations, giving reasons.</li> <li>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features.</li> <li>Use a range of resources to identify the key physical and human features of a location.</li> <li>Name and locate the countries of Europe and identify their main physical and human characteristics.</li> </ul>	<ul style="list-style-type: none"> <li>Ask and answer geographical questions about the physical characteristics of a location.</li> <li>Explain own views about locations, giving reasons.</li> <li>Use fieldwork to observe and record the human and physical features in the local area using a range of methods including sketch maps, plans and graphs and digital technologies.</li> <li>Use a range of resources to identify the key physical and human features of a location.</li> </ul>	<ul style="list-style-type: none"> <li>Ask and answer geographical questions about the physical characteristics of a location.</li> <li>Explain own views about locations, giving reasons.</li> <li>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features.</li> <li>Use fieldwork to observe and record the human and physical features in the local area using a range of methods including sketch maps, plans and graphs and digital technologies.</li> <li>Use a range of resources to identify the key physical and human features of a location.</li> </ul>
	Investigate patterns		Describe geographical similarities and differences between regions.	
	Communicate geographically	<p>Describe key aspects of:</p> <ul style="list-style-type: none"> <li><b>human geography</b>, including: settlements and land use.</li> <li>Use symbols and key to communicate knowledge of the United Kingdom and the wider world.</li> </ul>	<p>Describe key aspects of:</p> <ul style="list-style-type: none"> <li><b>physical geography</b>, including: rivers</li> <li><b>human geography</b>, including: settlements and land use.</li> <li>Use the eight points of a compass, four-figure grid references, symbols and key to communicate knowledge of the United Kingdom and the wider world.</li> </ul>	<p>Describe key aspects of:</p> <ul style="list-style-type: none"> <li><b>physical geography</b>, including: coasts</li> <li><b>human geography</b>, including: settlements and land use.</li> <li>Use symbols and key to communicate knowledge of the United Kingdom and the wider world.</li> </ul>
Geography	What mountains teach us about the Lake District?	How different is a region of Italy to a region of the UK?	How disastrous are earthquakes and volcanoes?	
Awe and wonder	Interview with a mountaineer			
Oracy outcome	To create a tour guide script			
Fieldwork	What is the wettest part of our school? Collect rainwater in different locations around the school.			
Knowledge	<p><b>Lesson 1</b> To know the difference between a mountain and a hill To know that mountains can exist as isolated summits or in mountain ranges To know that the physical features of a mountain influence the types of plants and animals that exist there</p>	<p><b>Lesson 1</b> Name and locate the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle and date time zones. Describe some of the characteristics of these geographical areas.</p> <p><b>Lesson 2</b></p>	<p><b>Lesson 1</b> To know what the layers of the earth are To know how plate tectonics contribute to formation of earthquakes, mountains, volcanoes and oceans. To name and locate the plates around the world. To know that the boundary of the plates are called fault lines.</p>	



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	<p>To know that Mount Everest is the highest mountain in the world</p> <p><b>Lesson 2</b> To know that the Lake District is a national park Use four figure grid references to locate the Lake District To know how the Lake District was formed To know why the Lake District is so wet</p> <p><b>Lesson 3</b> To know why people visit the Lake District To know the other attractions of the Lake District</p> <p><b>Lesson 4</b> To know how to use different resources to find out about the physical and human features of the Lake District</p> <p><b>Lesson 5</b> To know how the Lake District and Accrington compare</p> <p><b>Lesson 6</b> Oracy outcome</p>	<p>Use maps, atlases, globes and digital/computer mapping to locate regions within Italy and the UK and describe features. Find locations within four figure grid references to locate Lombardy.</p> <p><b>Lesson 3</b> Describe locations within Lombardy using the 8 compass points To know the physical and human characteristics of Lombardy</p> <p><b>Lesson 4</b> Describe the location of Lake Como, Italy including a description of the settlements and land use To know the human and physical features of Lake Como.</p> <p><b>Lesson 5</b> Describe the similarities and differences between the Lake District (NW tourist attraction) and Lake Como (Northern Italy tourist attraction) To explain own views on these locations.</p>	<p>To know that plates are made in 3 different ways.</p> <p><b>Lesson 2</b> To know the physical processes that form the three types of mountains and some of their locations:</p> <ul style="list-style-type: none"> <li>o Volcanic – Mount Vesuvius</li> <li>o Fold - Himalayas</li> <li>o Block – Sierra Nevada</li> </ul> <p>To be able to describe the similarities and differences between the physical features of mountains and volcanoes.</p> <p><b>Lesson 3</b> Locate and label the Pacific Ring of Fire (RoF) Know the geographical location of the Pacific Ring of Fire. Know some of the features of the Pacific Ring of Fire: length, number of volcanoes Know why 90% of the world's volcanoes exist in the RoF.</p> <p><b>Lesson 4</b> Know the physical difference in the process that creates an earthquake and a volcano.</p> <p><b>Lesson 5</b> Know the difference between magma and lava. Know the difference between active, dormant and extinct volcanoes. Know what the word magnitude means when describing earthquakes and volcanoes. Understand the scales for measuring the magnitude of earthquakes and the intensity of volcanoes. Know that earthquakes can cause tsunamis.</p> <p><b>Lesson 6</b> Compare and contrast the geographical locations of mountainous areas with extinct volcanoes and mountainous areas with active, high intensity volcano.</p> <p><b>Lesson 7</b> Locate and label on a map the areas affected by: 2004 Boxing Day Tsunami 2023 Turkey Earthquake 79CE eruption of Vesuvius</p> <p><b>Lesson 8</b> Compare and contrast the impact of a volcanic eruption and an earthquake</p>
<b>Investigate places</b>	<ul style="list-style-type: none"> <li>• Ask and answer geographical questions about the physical and human characteristics of a location.</li> <li>• Explain own views about locations, giving reasons.</li> <li>• Use maps, atlases, globes and digital/computer mapping to locate countries and describe features.</li> <li>• Use a range of resources to identify the key physical and human features of a location.</li> </ul>	<ul style="list-style-type: none"> <li>• Ask and answer geographical questions about the physical and human characteristics of a location.</li> <li>• Explain own views about locations, giving reasons.</li> <li>• Use maps, atlases, globes and digital/computer mapping to locate countries and describe features.</li> <li>• Use a range of resources to identify the key physical and human features of a location.</li> </ul>	<ul style="list-style-type: none"> <li>• Ask and answer geographical questions about the physical and human characteristics of a location.</li> <li>• Explain own views about locations, giving reasons.</li> <li>• Use maps, atlases, globes and digital/computer mapping to locate countries and describe features.</li> </ul>
<b>Investigate patterns</b>		<ul style="list-style-type: none"> <li>• Name and locate the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle and date time zones. Describe some of the characteristics of these geographical areas.</li> <li>• Describe geographical similarities and differences between regions.</li> </ul>	
<b>Communicate geographically</b>	<p>Describe key aspects of:</p> <ul style="list-style-type: none"> <li>• <b>physical geography</b>, including: mountains and the water cycle.</li> </ul>	<p>Describe key aspects of:</p> <ul style="list-style-type: none"> <li>• <b>human geography</b>, including: settlements and land use.</li> </ul>	<p>Describe key aspects of:</p> <ul style="list-style-type: none"> <li>• <b>physical geography</b>, including: volcanoes and earthquakes.</li> </ul>



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		<ul style="list-style-type: none"> <li>• <b>human geography</b>, including: settlements and land use.</li> <li>• Use the eight points of a compass, four-figure grid references, symbols and key to communicate knowledge of the United Kingdom and the wider world.</li> </ul>	<ul style="list-style-type: none"> <li>• Use the eight points of a compass, four-figure grid references, symbols and key to communicate knowledge of the United Kingdom and the wider world.</li> </ul>	
Year 5	Geography	Is the land around Accrington used in the best way?	Is South America the most important continent in the world?	Where do our goods come from (food and natural resources)?
	Awe and wonder	Fieldwork opportunities – look at land use and human activity in Accrington Town Centre		
	Oracy outcome	Present their map to the class	Debate – Amazon Forest	
	Fieldwork	Fieldwork opportunities – look at land use and human activity in Accrington Town Centre		
	Knowledge	<p><b>Lesson 1</b> To know the main cities of the countries in the UK and which region of the UK they are in. To know the major counties within the North West of England and describe their locations in relation to each other.</p> <p><b>Lessons 2-3</b> Know how to use a range of geographical resources, including fieldwork, to:</p> <ul style="list-style-type: none"> <li>• Collect and analyse statistics and other information in order to draw clear conclusions about Accrington describing how the physical features around the local area affect human activity.</li> <li>• to identify and describe the correlation between physical features and human activity in Accrington Town Centre.</li> <li>• Give detailed descriptions and opinions of the characteristic features of the local area</li> <li>• Record results from fieldwork, etc. in different ways</li> </ul> <p><b>Lesson 4-5</b> Know how to use information gathered from a range of geographical sources to create a detailed map of the local area, including human and physical features.</p> <p><b>Lesson 6</b> Evaluate land use and physical activity in Accrington Town Centre. Is it used well? How might you change it?</p>	<p><b>Lesson 1</b> To know the location of South America relating to: longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, and time zones (including day and night). To know that South America is a continent made up of 12 countries. To know and be able to name and locate the 12 countries in South America.</p> <p><b>Lesson 2</b> To know and locate the major mountain ranges of South America. To know which countries the Andes Mountains goes through.</p> <p><b>Lesson 2</b> To describe the geographical diversity in South America including: climate zones, population and languages.</p> <p><b>Lesson 3</b> To know the Amazon is the largest river basin in the world and its importance to world's ecosystem. To know South America's rainforests are some of the wettest places. To know what a river basin is.</p> <p><b>Lesson 4</b> To know about the changes in the Amazon as a result of human activity and its impact on the environment and climate.</p> <p><b>Lesson 5</b> To understand the lives of indigenous people and how their lives have been impacted by human activity.</p> <p><b>Lesson 6</b> In what way does South America impact on the rest of the world?</p>	<p><b>Lesson 1</b> To know that transport (transportation) is the movement of people or things from one location to another. To know the different types of transport. To know the advantages and disadvantages of transportation.</p> <p><b>Lesson 2</b> To know what international trade means. To know why international trade is important. To know the difference between importing and exporting To know what is meant by the term 'fairtrade'</p> <p><b>Lesson 3</b> To know what the term 'food miles' means. To know and label the location of imported food to the UK and the food miles associated with them. To know the most globally traded foods.</p> <p><b>Lesson 4</b> To know that natural resources refer to land, forests, energy sources and minerals. To know the uses of some of the natural resources. To know and locate where the main natural resources are produced or mined (oil, copper, nickel)</p> <p><b>Lesson 5</b> To know the physical features of areas where soils for agriculture and rocks for construction are found and compare them.</p> <p><b>Lesson 6</b> To know why diversity in physical features across the world gives rise to the import and export of natural resources.</p>
	Investigate places	<ul style="list-style-type: none"> <li>• Collect and analyse statistics and other information in order to draw clear conclusions about locations.</li> <li>• Identify and describe how the physical features affect the human activity within a location.</li> <li>• Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location.</li> <li>• Use different types of fieldwork sampling (random and systematic) to observe, measure and record the human and physical features in the local area. Record the results in a range of ways.</li> <li>• Analyse and give views on the effectiveness of different geographical representations of a location (such as aerial images</li> </ul>	<ul style="list-style-type: none"> <li>• Collect and analyse statistics and other information in order to draw clear conclusions about locations.</li> <li>• Identify and describe how the physical features affect the human activity within a location.</li> <li>• Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location.</li> <li>• Name and locate some of the countries and cities of the world and their identifying human and physical characteristics, including hills, mountains, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time</li> </ul>	<ul style="list-style-type: none"> <li>• Name and locate some of the countries and cities of the world and their identifying human and physical characteristics, including hills, mountains, rivers, key topographical features and land-use patterns;</li> </ul>



GEOGRAPHY



Threshold Concepts:		Investigate places	Investigate patterns	Communicate geographically
		This concept involves understanding the geographical location of places and their physical and human features.	This concept involves understanding the relationships between the physical features of places and the human activity within them, and the appreciation of how the world's natural resources are used and transported.	This concept involves understanding geographical representations, vocabulary and techniques.
		compared with maps and topological maps - as in London's Tube map).	<ul style="list-style-type: none"> <li>Name and locate the countries of North or South America and identify their main physical and human characteristics</li> </ul>	
	Investigate patterns		<ul style="list-style-type: none"> <li>Identify and describe the geographical significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, and time zones (including day and night).</li> <li>Understand some of the reasons for geographical similarities and differences between countries.</li> </ul>	<ul style="list-style-type: none"> <li>Describe how countries and geographical regions are interconnected and interdependent.</li> </ul>
	Communicate geographically	Describe and understand key aspects of: <ul style="list-style-type: none"> <li>human geography, including: settlements, land use, economic activity</li> <li>Use the eight points of a compass, four and six-figure grid references, symbols and a key (that uses standard Ordnance Survey symbols) to communicate knowledge of the United Kingdom</li> <li>Create maps of locations identifying patterns (such as: land use, population densities, height of land).</li> </ul>	Describe and understand key aspects of: <ul style="list-style-type: none"> <li>human geography, including: settlements, land use,</li> </ul>	Describe and understand key aspects of: <ul style="list-style-type: none"> <li>human geography, including: settlements, land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals, and water supplies.</li> </ul>
Year 6	Geography	What can we find out about North America?	How diverse is our planet (Biomes)?	What can another country (Pakistan) teach us?
	Awe and wonder		Visit to Tropic World Leeds.	Visitors who can talk about Pakistan
	Oracy outcome			Children to create presentations based on research and personal experiences.
	Fieldwork		To carry out fieldwork to establish that we live in a temperate biome.	
	Knowledge	<p><b>Lesson 1:</b> To locate the countries of North America on a map To know how the location of these countries in relation to latitude will affect physical geography (climate and weather patterns)</p> <p><b>Lesson 2</b> To know the location of major cities of North America (Mexico City, New York City, Los Angeles, Toronto, Chicago, Santo Domingo and Havana) To know the human features located within 2 North American regions</p> <p><b>Lesson 3:</b> To describe the geographical diversity in 2 contrasting regions of North America including: climate zones, population and languages.</p> <p><b>Lesson 4</b> To create a map to show patterns in two contrasting regional areas (such as: land use, population densities, height of land).</p> <p><b>Lesson 5</b> To compare and describe the physical and human features of one region of North America with Lancashire.</p>	<p><b>Lesson 1</b> To know what is meant by the term biome To understand how biomes are categorised (climate patterns, soil types, animals and plants) and add this to a map To know the ten biome names and locate the areas on a world map To know the seven zones of expected climate and be able to locate them on a map To understand how biomes and climates zones are connected.</p> <p><b>Lesson 2-5</b> To know the location of, the physical features of the human processes and diversity of the 10 biomes including vegetation belts and climate zones. Tropical Rainforest biome Temperate Deciduous Forest biome Desert biome Tundra biome Taiga biome Grassland biome Savannah biome Marine biome Freshwater biome Ice biome</p> <p><b>Lesson 6</b> To carry out fieldwork to establish that we live in a temperate biome.</p> <p><b>Lesson 6</b> To know how human process are affecting biomes To know how the biomes compare and contrast to each other</p>	<p><b>Lesson 1</b> To know the location of Pakistan relating to: longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, and time zones (including prime meridian, day and night). To know and locate the 5 provinces of Pakistan: Punjab, Sindh, Balochistan, Khyber Pakhtunkhwa and Gilgit Baltistan To know and locate the capital city: Islamabad</p> <p><b>Lesson 2</b> To know that Pakistan's climate is tropical, temperate and arid. To know that Pakistan is affected by natural disasters: monsoons, droughts, floods, heat waves, extreme cold and earthquakes To know that crops grown in Pakistan include: cotton, wheat, rice, sugarcane and a variety of fruits To know that fishing plays an important role in the economy</p> <p><b>Lesson 3</b> To know that Pakistan is the fifth most populous country in the world To know the official languages spoken in Pakistan are Urdu and English To know that more than 96% of the population are Muslim To know that there are 15 ethnic groups in Pakistan that come from the all over – the Indus Valley, to Tibet, to Africa and that there are 76 languages spoken in Pakistan</p> <p><b>Lessons 4</b> To investigate places and patterns within Punjab</p> <p><b>Lesson 5-6</b> Investigate links between Punjab and Lancashire -migration -trade -culture -history</p>
	Investigate places	<ul style="list-style-type: none"> <li>Identify and describe how the physical features affect the human activity within a location.</li> </ul>	<ul style="list-style-type: none"> <li>Identify and describe how the physical features affect the human activity within a location.</li> </ul>	<ul style="list-style-type: none"> <li>Identify and describe how the physical features affect the human activity within a location.</li> </ul>



## GEOGRAPHY



Threshold Concepts:	Investigate places This concept involves understanding the geographical location of places and their physical and human features.	Investigate patterns This concept involves understanding the relationships between the physical features of places and the human activity within them, and the appreciation of how the world's natural resources are used and transported.	Communicate geographically This concept involves understanding geographical representations, vocabulary and techniques.
	<ul style="list-style-type: none"> <li>Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location.</li> <li>Name and locate some of the countries and cities of the world and their identifying human and physical characteristics</li> <li>Name and locate the countries of North and South America and identify the main physical and human characteristics</li> </ul>	<ul style="list-style-type: none"> <li>Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location.</li> </ul>	<ul style="list-style-type: none"> <li>Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location.</li> <li>Use different types of fieldwork sampling (random and systematic) to observe, measure and record the human and physical features in the local area. Record the results in a range of ways.</li> </ul>
<b>Investigate patterns</b>	<ul style="list-style-type: none"> <li>Identify and describe the geographical significance of latitude</li> </ul>	<ul style="list-style-type: none"> <li>Describe how locations around the world are changing and explain some of the reasons for change.</li> <li>Describe geographical diversity across the world.</li> <li>Describe how countries and geographical regions are interconnected and interdependent.</li> </ul>	<ul style="list-style-type: none"> <li>Identify and describe the geographical significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, and time zones (including day and night).</li> <li>Name and locate some of the countries and cities of the world and their identifying human and physical characteristics, including hills, mountains, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time</li> <li>Describe how countries and geographical regions are interconnected and interdependent.</li> </ul>
<b>Communicate geographically</b>	Describe and understand key aspects of: <ul style="list-style-type: none"> <li><b>human geography</b>, including: settlements, land use, economic activity</li> <li>Create maps of locations identifying patterns (such as: land use, population densities, climate zones).</li> </ul>	Describe and understand key aspects of: <ul style="list-style-type: none"> <li><b>physical geography</b>, including: climate zones, biomes and vegetation belts,</li> <li><b>human geography</b>, including: settlements, land use</li> </ul> <ul style="list-style-type: none"> <li>Create maps of locations identifying patterns (such as: climate zones)</li> </ul>	Describe and understand key aspects of: <ul style="list-style-type: none"> <li><b>human geography</b>, including: settlements, land use</li> </ul>