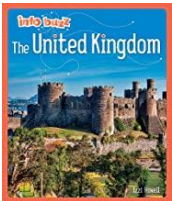
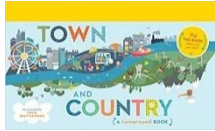
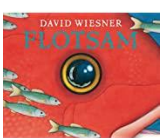
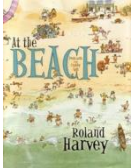
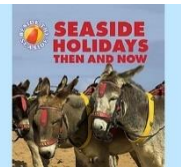
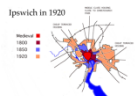
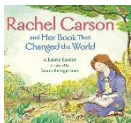
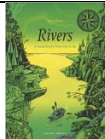


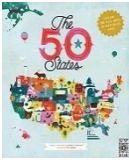
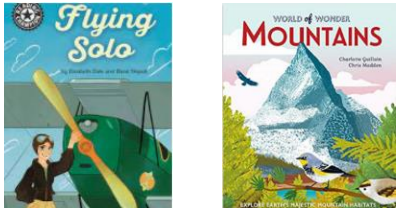
Term 1 Year 1 Geography	Term 2 Year 1 Geography	Term 3 Year 1 Geography
Let's explore the UK The children will learn: - the names of the four countries that make up the UK - the names of the three main seas that surround the UK - the name of and locate the four capital cities of England, Wales, Scotland and Northern Ireland - the name of the nearest town or city - Know and recognise main weather symbols	Where am I? What is it like around my school and local area? The children will learn: - the main differences between city, town and village - to use simple fieldwork and observational skills to study the geography of their school and its grounds which is North, East, South, West on a compass their address, including postcode - to use and understand the terms and definitions of: address, near, far, travel, journey, routes, distance, features, attractive, buildings, offices, church, shop, houses, flats, garage, factory, leisure, playground, park, railway line, bridge, viaduct, city, town, village, settlement, compass, north, south, east, west, local area	Would you like to live at the coast? The children will learn: - which is the hottest and coldest season in the UK - to recognise main weather symbols - the name of local coastal towns - how to follow a simple road map - to use and understand the terms and definitions of: travel, journey, routes, distance, features, attractive, beach, the sea, cliffs, caves, promenade, pier, sea front, coast, resort, tourist
Key learning questions ✓ Which country do we live in? ✓ Which countries make up the United Kingdom? ✓ What are the geographical features of the UK? ✓ How does the weather change season by season?	Key learning questions Where do we live? (Use Digimaps to zoom in and out of the location of the school.) What are the features of where we live? What are the good and bad things about where we live? How can we celebrate where we live?	Key learning questions ✓ Where do people go on holiday? (Ask children what people look for when they go on holiday. Establish that most people want to go somewhere hot but discuss other destinations) ✓ Where is the seaside? (locally and further afield) ✓ What is it like at the seaside? ✓ How are seaside places changing? ✓ What can we do to protect the seaside?
Text 	Text Craig Shuttlewood Town and Country Jeannie Baker Belonging  	Text   
Retrieval Children in EYFS have talked about Great Britain, England, Wales, Scotland and Ireland but less likely have talked of the United Kingdom. They know that they live in England and may know we live on an island. They are familiar with the nearest town or city because of school trips. Children may have seen some familiar weather symbols on television when the weather is being presented.	Retrieval The children may know that they live in a town and be able to have a good understanding as to what that means. They have learned about pirates and will be familiar with the four points of a compass. Children in EYFS learn that every street has a name. They are very likely to have become familiar with their school grounds when in EYFS.	Retrieval Children have discussed the weather each day in EYFS so are aware of the range of weather we get in the UK. Children may have seen some familiar weather symbols on television when the weather is being presented. They may well live in a village, town or city and be able to have a good understanding as to what that means. Some may be familiar with their nearest town or city because of regular visits to them.
People/events/places	People/events/places Local area (IP4) - commercial and domestic buildings in area; nearby leisure facilities such as parks Key road names (their address and route to school)	People/events/places

Term 1 Year 2 Geography	Term 2 Year 2 Geography	Term 3 Year 2 Geography
Why do we have castles? Children will learn: - to identify the following physical features: mountain, lake, island, valley, river, cliff, forest and beach - to explain some of the advantages and disadvantages of living in a city or village. - to know and use the terminologies: left and right; below, next to - to devise a simple map; and use and construct basic symbols in a key - to know the name of the nearest town or city and locate it on a map of the UK - to locate a number of cities on a map of the UK - to make a model, using road strips and toy buildings that shows features in an area	Hot and cold places: Would you rather be a meerkat or a penguin? <i>Links with science and history</i> Children will learn: - to know features of hot and cold places in the world - to know where the equator, North Pole and South Pole are on a globe - to know the names of and locate the seven continents of the world - to know the names of and locate the five oceans of the world - to use and understand the terms and definitions of: environment, glacier, iceberg, ice sheet, ice shelf, fresh water, sea water, vegetation, mountain, volcano, polar region season and weather, South/North Pole, Sea, Ocean, continent, Antarctica, Arctic, frost bite, habitat, desert, plains, blizzard, temperature, freezing (below zero),	What is Jamaica like? Children will learn : - To know the main differences between where we live and a place in a non-European country (Jamaica) - to use and understand the terms and definitions of: mountain, lake, island, valley, river, cliff, forest and beach
Key learning questions ✓ Where are the main cities in the UK and where are their castles? ✓ Are there any castles near here? ✓ Why were some castles built on hills? ✓ Which physical features made castles easier to defend? ✓ What did castle look like from above?	Key learning questions What are the poles and where are they? What is it like at the South pole? What is it like in the Kalahari? How is the Antarctic similar and different to Africa? What animals live in the Antarctic and Africa? How are they suited to where they live? Contentious question: Would a meerkat survive in the Antarctic?	Key learning questions ✓ Where is Jamaica ✓ What is it like there? ✓ What is the link between Jamaica and England? ✓ Why does the Jamaican flag look like that? ✓ How was life different for Mary Seacole when she left Jamaica for England (focussing on Geographical elements, e.g. weather, landscape, number of people)?
Text:	Text: Sophie Scott Goes South, Poles Apart, MeerKat Mail A range of nonfiction texts and quality websites (Nicolas Roberts) 	Text: 
Retrieval Some pupils will already have a good idea what is meant by the physical features mentioned in the Y2 objective Because of learning about hot and cold places, they may have come across some of these features in stories they have read Some may be able to talk from personal experience about living in a city, town or village and what the benefits are Many pupils may know their left from their right hands and also be familiar with the terms below, next to, etc. They have made simple island maps related to pirate work Pupils know the names of some local towns but may not have located them on a map <u>Pupils know what a city is</u>	Retrieval Children in Year 1 have come across the names of the continents through some of the stories they will have read They have learned of the three main seas that surround the UK Children, have, through small world play, explored a range of environments and homes They have experienced being hot and cold, and dress for the weather when learning outside They have learned about animals that live in cold place and animals that live in hot places Children may associate the North Pole with Father Christmas	Retrieval They have studied hot and cold places in the world They know about the weather during different seasons in the UK They know about differences in weather within the UK Some pupils will already have a good idea what is meant by the physical features mentioned in the Y2 objective Because of learning about hot and cold places, they may have come across some of these features in stories they have read
Key people and places	People/events/places The equator, The Arctic and Antarctica, African deserts, e.g. The Kalahari Matthew Henson Ernest Shackleton, Robert Scott, Roald Amundsen the South Pole	

Term 1 Year 3 Geography	Term 2 Year 3 Geography	Term 3 Year 3 Geography
Why do we need The Amazon Rainforest? <u>Geographical knowledge and skills</u> (sticky knowledge in bold) Know what is meant by biomes and what are the features of a specific biome(rainforests) Label layers of a rainforest and know what deforestation is	What is Modern Day Greece like? Children will learn: - to describe the location of Greece - to name and locate the countries that are geographically near Greece - about what it is like to live in modern day Greece - about the human and physical characteristics of an area in Greece - to understand why Greece is a popular tourist destination - to identify differences between living in the UK and living in a geographical region of Greece to use and understand the terms and definitions of: Continent, Ionian Sea, Aegean Sea, Mediterranean Sea, Europe, Turkey, Bulgaria, Albania, Italy, Republic of Macedonia, border, geographical regions: the mainland, the islands, and Peloponnese. mountain range, coast, coastline, forests, lakes, gorges, population, currency, tourism To know the difference between Great Britain, The British Isles and the United Kingdom Use maps to locate European countries and capitals	Investigating my local area Children will learn: - Key human and geographical Features - about the features in their local environment (Ipswich) and compare it with Felixstowe Know how to plan a journey within the UK, using a road map Make a model to show part of the local area, e.g. parks, shopping precinct, etc. Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features UK, using a road map Make a model to show part of the local area, e.g. parks, shopping precinct, etc. Map work skills: Know and name the eight points of a compass <u>Use digimaps alongside OS maps and information from the Tourist Information office</u>
Key learning questions ✓ What biomes are there? ✓ Where are the world's rainforests and who lives there? ✓ What is it like in a rainforest? ✓ Why are rainforests so important to us? ✓ How is a rainforest different to temperate forests? ✓ How and why are rainforests under threat?	Learning questions Where is Greece? Which countries/seas are nearby? How would we travel to Greece and how long would it take? What are the three geographical regions of Greece? What is it like to live in Greece? How is it different from and similar to the UK? Why do people visit Greece? Contentious question: Why would a British tourist go on holiday to Greece? (or why wouldn't they?)	Learning questions Where is my local area? What are the human and physical features of my local area? How do people access services in my local area? How is my local area similar to and different from another area of Suffolk? Why should people visit Ipswich?
Text: Where the River meets the sea Nonfiction: Amazon Adventure Virtual book from Nicolas Roberts Fiction: The vanishing Rainforest 	Text  Leo and the Gorgan's Curse will act as a starting point for finding out what has changed since the time this story was set. A range of nonfiction texts and quality websites, e.g., kids national geographic (has a good page about Greece) Photopack and virtual book from: Nicolas Roberts https://www.key-resources.co.uk/Members/ResourcePacks/GreeceResourcePack.htm 	Text: Emma Jane's Aeroplane (has fantastic aerial illustrations of around the world) 
Retrieval Pupils can locate and name some of the world's deserts because of the learning in geography in Year 2 They may have already come across rainforest because of exposure on television	Retrieval Because of holiday destinations, some children may be able to relate to countries like Spain, France, Italy, Greece and Turkey in this region Some children may have family that live in this region Some may have familiarity through foods, e.g. meze From KS1, children will have learned about different parts of the world and know about the continents Children have studied a small area of a non-European country (Jamaica) in Year 2 including human and physical features	Pupils may have some experience of seeing the images that drones provide and Digimaps and may be able to link this with aerial photographs and plan perspectives Pupils have learned about the four points of the compass in Year 1, and basic human and physical features in Year 2
Key people and places Amazon	People/events/places Greece and the countries that border it	Countries that make up The British Isles, UK and Britain

Term 1 Year 4 Geography	Term 2 Year 4 Geography	Term 3 Year 4 Geography
Extreme Earth <u>Geographical knowledge and skills</u> (sticky knowledge in bold) Know where the main mountain regions are in the UK Know what causes an earthquake and a volcano Label the different parts of a volcano Know how countries can be prepared and protect themselves from the effects of an earthquake Know how tsunamis are formed	<u>Map work</u> Use maps and globes to locate the equator, the Tropics of Cancer and Capricorn and the Greenwich Meridian. Distinguish between the Northern and Southern hemisphere on both a world map and a globe. Know the names of and locate at least eight major capital cities across the world Know the names of four countries from the southern hemisphere and four from the northern hemisphere	What is Italy like? Know the names of a number of European capitals To know where Italy is in the world To know about the physical geography of Italy To know about the effects of volcanic eruptions in Pompeii To know about the famous cities and landmarks of Italy To know about the culture of Italy To know at least five differences between living in the UK and Italy
Key learning questions ✓ What causes earthquakes? ✓ Why do volcanoes erupt? ✓ What is The Ring of Fire? ✓ What causes a tsunami? (movement of tectonic plates) ✓ How do people prepare and protect themselves from the Extreme Earth?	What are the parts of my planet? What are the key features of the seven continents of the world? What are the key features of some of the countries around the world? What are the major capital cities around the world?	Where is Italy? What is the physical Geography of Italy? (including how it has been shaped by volcanic eruptions) What is it like to live in Italy? Why do people visit Italy? (including landmarks, major cities and regions)
Text:	Atlases	
Retrieval Most pupils will associate earthquakes and volcanoes with disasters; however, they may not have a clear understanding as how they are caused. Some may link disasters with stories they have read Some pupils may have seen a tsunami on television	Some pupils may have been on holiday to countries in the Northern hemisphere. However, fewer may have travelled to the southern hemisphere. They will be familiar with The Amazon rainforest from Year 3 and may know countries in this continent. Children may know names of cities in Europe and may have heard of cities in other continents but may not know where they are. From KS1, pupils will have learned about different parts of the world and know about the continents. Pupils learned about the Equator and the North and South Poles earlier in Key Stage 1, and some may have come across the tropics	Some children may have links to holidays in or around Italy. Some children may be able to talk about differences in food and climate when it comes to consider Italy. They have studied volcanoes in the Autumn term so will know that Italy has volcanoes.
Key people and places	The equator, the Tropics of Cancer and Capricorn and the Greenwich Meridian.	

Term 1 Year 5 Geography	Term 2 Year 5 Geography	Term 3 Year 5 Geography
How has Ipswich changed since the Victorian era? Geographical knowledge and skills (sticky knowledge in bold) Know the names of and locate at least eight counties and at least six cities in England Know most of the symbols used on a UK road map, including status of roads Know some of the main features of a satnav Use appropriate special language when giving directions	Fragile Earth: How are humans making the climate change? Children will learn: - the causes and impact of climate change Know the impact of influential people on climate change e.g. Greta Thunberg, David Attenborough - to evaluate the impact of climate change and how it could impact on their own lives - how to use graphs to record features such as temperature or rainfall across the world - to use and understand the terms and definitions of: climate and weather, global warming and The greenhouse effect	Rivers – From the River to the Sea Know, name and locate the main rivers in the UK Know why most cities are located by a river Know the impact of the water cycle e.g. potential flooding Use digimaps and Google Earth to locate a country or place of interest and to follow the journey of rivers The water cycle revised from year 4 6-figure grid references
Key learning questions ✓ Which county are we in? ✓ How has Ipswich changed since Victorian times? (including size, housing and land use) ✓ How has land use of the docks changed since Victorian times? ✓ How do goods get from Felixstowe to Ipswich? ✓ How do people get from Colchester to Ipswich?	Learning questions What is climate change? What are the causes? What are the consequences of climate change? Contentious question: What can we do to prevent climate change? (Globally, nationally, locally, personally)	Learning questions Who is in charge – people or nature? ✓ What are rivers and how are they formed? (where is the water from? Where do rivers go?) ✓ How do rivers shape the landscape? (erosion, transportation and deposition; settlements) ✓ What different types of rivers are there? (three main types in Britain) ✓ What do we know about the Rivers near us? ✓ How does changing land use affect people and the environment? (flood plains, industry, nature)
Text: Historical and modern day photographs of Ipswich, e.g.  Comparison maps of Ipswich from Digimaps, e.g. 	Text   	
Retrieval Many may know names of cities in England but have not learned yet where they are on a map of the UK Links to the mathematics curriculum help pupils should be able to draw on these skills to help them with map work Pupils have used a map of the local area in Year 3 and used road maps to plan a journey	Retrieval Children will already be aware of The Industrial Revolution and that industry contributes to air pollution. They will be aware of the term 'climate' from past studies They will be able to link their science learning to this topic They may be aware of the campaigns of significant people like David Attenborough and Greta Thunberg They may have views about what should be done and what is already being done regarding climate change The children may be aware of the increase in flooding due to climate change	Links to the mathematics curriculum help as pupils should be able to draw on these skills to help them with map work Some may be familiar with a local river and may have heard of the river Nile through their Ancient Egyptian learning
Key people and places	People/ places / events Rachel Carson and the publication and reaction to Silent Spring 1962 David Attenborough Greta Thunberg Eunice Foote	

Term 1 Year 6 Geography	Term 2 Year 6 Geography	Term 3 Year 6 Geography
What is North America like? Geographical knowledge and skills (sticky knowledge in bold) Know key differences between living in the UK and in a country in North America Know the names of, and locate, a number of North American countries Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America	The view from above Children will learn: - to locate the world's countries and major cities - to identify and locate mountains in the UK about time zones and work out differences - to locate the world's countries using maps the names of and locate some of the world's deserts the names of a number of the world's highest mountains to use Google Earth to locate a country or place of interest - how to use Digimaps to explore lines of enquiry - to use appropriate special language when giving directions - about topographical maps and know about contours, etc. - to use and understand the terms and definitions of: topographical, time zones, altitude, contours, longitude and latitude, easting and northing, climate zones, oceans and coastlines, hemisphere, landforms, monsoon, plantation, polar desert, subtropical desert, cold winter desert, cool coastal desert, arid; mountains: fold/folded, fault-block, dome, volcanic and plateau, summit, base, face, slope, snow line, ridge, alpine	Local industry and Natural resources Know main human and physical differences between developed and developing nations Know why our industrial areas and ports are important Use graphs to compare changes over time Map work 6-figure grid references
Key learning questions ✓ What are the countries of North America? ✓ What is the climate of North America? ✓ What are the geographical features? ✓ How do time zones work? ✓ How is it different to where we live?	Linked to Amy Johnson's Flight to Australia: Which countries (and major cities) did she fly over, and land in? What would Amy's journey look like now? (Digimaps/ Google Earth) What are the effects of altitude? Which deserts did she fly over (and where are the world's deserts and what are they called)? How many time zones did she cross? (What are time zones?) Mountains: How are mountains formed? Where are the world's mountains? What are the names and location of the world's mountain ranges? Where are the biggest mountains in the world? Where are the mountains in the UK? What are topographical maps and what do they tell us about mountains? What effect does tourism have on mountain environments?	Why are there docks in Ipswich? Why is there a port at Felixstowe? How are natural resources used and processed in the UK? What natural resources are there in other countries? What are the benefits and drawbacks of using natural resources? How is energy produced? (renewable and non-renewable) How can we use energy sustainably?
Text: 	text 	
Retrieval Some pupils, through football and other sporting events, will have knowledge of the USA and key cities such as New York Some may have experienced flying to different places in the world and recognised the different time when they arrive at their destination Pupils may have knowledge of North American countries, especially the USA. This is mainly because of television exposure and 'You tube'	Retrieval Children will have knowledge of different maps from previous learning Children will know the names of a number of European capitals Some children may have experienced flying to different places in the world and recognised the different time when they arrive at their destination Some pupils may have awareness that Australia and Pakistan are on different time zones than we are There may some children in the class who originate from different parts of the world The children will have learnt about Volcanoes in year 4 The children have learnt about North America last term (Rockies) Children will have used maps to locate European Countries Children will be familiar with Digimaps Children will be familiar with the 8 points of the compass	Retrieval Pupils may live near an industrial area (Ipswich docks) Others may have passed one as they travel to various places in the country They may have visited Felixstowe and seen the port Pupils have experienced Google Earth in past years • Pupils will have knowledge of different maps from previous learning They may have familiarity with various graphs because of graphical work in mathematic • Pupils have learned about bar charts and time graphs in Year 4 and line graphs in Year 5
Key people and places North America, Central America, Caribbean 23 countries that make up North America Grand Canyon, Niagara Falls, Panama canal, Hoover dam	People/events/places Amy Johnson and her route to Australia The main mountain ranges in the World: Himalayas - Asia; Alps - South central Europe; Andes - South America; Rockies - North America; Karakoram - northeast Pakistan/ Northern India; The Taurus Mountains (Turkey) Syrian / Arabian Desert	People/events/places Ipswich docks Felixstowe port