

# Ridgeway Primary School Curriculum



Geography

Team Ridgeway's Vision:

**Igniting curiosity**



**Nurturing growth**

**Ambitious** **Respectful** **Celebrating difference**



Team Ridgeway's Culture:

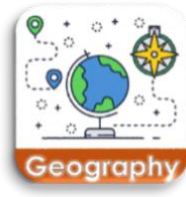


**Values:**

Our values for the whole school community are...

- **Ambitious** (being our brilliant best)
- **Respectful** (of ourselves, other people and our environment)
- **Celebrating difference** (promoting tolerance in ourselves & others)

We work towards these values using them as our Curriculum Drivers and using our LEARNERS Code.



## Team Ridgeway Geography Curriculum Contents

- Triple i page 3
- Coverage of the National Curriculum page 4
- Geographer Toolkit page 5
- Core Questions page 7
- Unit 1:
  - Geographical Contexts across School page 11
  - Wider Teaching (Unit 1) page 13
  - Context Questions (Unit 1) page 15
- Unit 2:
  - Geographical Contexts across School page 22

# Geography - Triple i

## Intent:

**To provide our children with a curriculum which:**

- inspires children's curiosity and fascination about the world and its people.
- equips children with an understanding of diverse places, people, resources and environments around them
- allows children to build on prior learning about physical and human processes and the formation and use of landscapes and environments
- encourages exploration of their own environment and challenges pupils to make connections between their local surroundings and that of contrasting settlements
- uses local area and community to develop geographical skills and knowledge



## Implementation:

Our Geography curriculum is implemented through a variety of interactive and engaging activities. It maintains strong links to the National Curriculum guidelines to ensure all aspects, knowledge and skills of Geography are being taught across all year groups and develops skills, knowledge and vocabulary progression on a yearly cycle.

We fully utilise the local area to provide opportunities for learning outside the classroom. School trips and fieldwork are provided to give first-hand experiences, which enhance children's understanding of the world beyond their locality.

We ensure assessment for learning is used in all lessons so that they are relevant.

We provide subject co-ordinators regular time to ensure resources are kept up to date, to monitor subject across the school, create action plans and to provide subject feedback to SLT as appropriate.

We make sure all children are continuing to make progress and any children whose levels drop, or increase can be addressed accordingly.

## Impact:

The impact of our Geography curriculum...

- results in children having an extensive base of geographical knowledge and vocabulary.
- has inspired children's curiosity and fascination about the world and its people.
- results in children reaching age related expectations in Geography at the end of their academic year.
- enables children to talk about the skills, vocabulary and knowledge they have acquired.
- provides opportunities for children to explore their local environment and take part in school trips and field work.
- enables children to enhance their understanding of the world beyond their local area.
- shows that a range of topics is being covered, cross curricular links are made where possible and differentiated work is set as appropriate.
- is presented through a geography rich school environment with displays, resources, vocabulary etc

Coverage of the National Curriculum


| Geography                                    | Coverage of the National Curriculum   |   |
|--|---|---|
|  | Key Stage 1   | Key Stage 2   |
| <b>Asking Questions</b>                      | Pupils should be taught to <b>develop contextual knowledge</b> and <b>understand processes</b> that give rise to geographical features, which inherently involves asking geographical questions.                          |   |
| <b>Observe, measuring and collect data</b>   | <ul style="list-style-type: none"> <li>Use simple fieldwork and observational skills to study the geography of their school and its grounds</li> </ul>  | <ul style="list-style-type: none"> <li>Collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes</li> </ul> |
| <b>Identifying Characteristics</b>           | <ul style="list-style-type: none"> <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>Describe and understand key aspects of physical and human geography, including types of settlement and land use</li> </ul>   |
| <b>Identify similarities and differences</b> | <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 UK and a contrasting non-European country</li> </ul> | <ul style="list-style-type: none"> <li>Compare a region of the UK with a region in a European country and a region within North or South America</li> </ul>   |
| <b>Map work Drawing</b>                      | <ul style="list-style-type: none"> <li>Devise a simple map; and use and construct basic symbols in a key</li> </ul>   | <ul style="list-style-type: none"> <li>Use symbols and keys (including the use of Ordnance Survey maps) to build knowledge of the UK and the wider world</li> </ul>   |
| <b>Map work Using &amp; scales</b>           |   | <ul style="list-style-type: none"> <li>Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build knowledge</li> </ul>    |
| <b>Direction / Location</b>                  | <ul style="list-style-type: none"> <li>Use simple compass directions (North, South, East and West) and locational and directional language</li> </ul>   | <ul style="list-style-type: none"> <li>Use the eight points of a compass, four and six-figure grid references</li> </ul>  |

| Geographer's Toolkit                       | Foundation Stage  | Key Stage 1   | Lower Key Stage 2  | Upper Key Stage 2   |
|--|---|---|--|---|
| <b>Asking Questions</b>                    | Geographers ask geographical questions about places they want to find out about ... <ul style="list-style-type: none"> <li>• Where is it?</li> <li>▪ What is it like there?</li> </ul>                      | Geographers ask geographical questions about places they want to find out about ... <ul style="list-style-type: none"> <li>• Where is it?</li> <li>• What is it like there?</li> <li>▪ Why is it like that?</li> </ul>  | Geographers ask geographical questions about places they want to find out about ... <ul style="list-style-type: none"> <li>• Where is it?</li> <li>• What is it like there?</li> <li>• Why is it like that?</li> <li>• Who is affected?</li> <li>▪ How has that happened?</li> </ul>   | Geographers ask geographical questions about places they want to find out about ... <ul style="list-style-type: none"> <li>• Human and natural features</li> <li>• Climate change</li> <li>• Extreme weather</li> <li>• Trade</li> <li>▪ Impact of humans on the planet</li> </ul>  |
| <b>Observe, measuring and collect data</b> | With support <ul style="list-style-type: none"> <li>▪ <b>Use</b> books and pictures</li> <li>▪ <b>Investigate</b> their surroundings, making observations;</li> <li>▪ <b>Use</b> maps and photos</li> </ul> | <ul style="list-style-type: none"> <li>▪ <b>Use</b> books and pictures to find information;</li> <li>▪ <b>Investigate</b> their surroundings, making observations;</li> <li>▪ <b>Use</b> maps and photos as sources of information;</li> <li>▪ Make <b>comparisons</b> between places;</li> </ul> | <ul style="list-style-type: none"> <li>▪ <b>Collect</b> and <b>record</b> evidence with support</li> <li>▪ <b>Use</b> satellite images and aerial photographs as sources of information;</li> <li>▪ <b>Collect</b> and <b>record</b> evidence with some support, <b>making</b> field notes;</li> <li>▪ <b>Analyse</b> evidence and draw simple conclusions e.g. comparing locations, map;</li> </ul> | <ul style="list-style-type: none"> <li>▪ <b>Collect</b> and <b>record</b> evidence with minimal support;</li> <li>▪ <b>Contrast</b> and <b>compare</b> distant and local places;</li> <li>▪ <b>Analyse</b> evidence, consider patterns, <b>make hypotheses</b> and <b>explain</b> the reasons for their conclusions;</li> <li>▪ <b>Use</b> primary and secondary sources of information in their investigations;</li> <li>▪ <b>Investigate</b> places using a range of scales;</li> </ul> |
| <b>Identifying Characteristics</b>         | <ul style="list-style-type: none"> <li>▪ Explore the natural world.</li> <li>▪ Describe what we see, hear and feel whilst outside.</li> <li>▪ What humans have created.</li> </ul>                          | <ul style="list-style-type: none"> <li>▪ Understand that physical features are characteristics of a place that are naturally occurring.</li> <li>▪ Human features are characteristics of a place that were made by humans; for example, shops and roads.</li> </ul>                               | <ul style="list-style-type: none"> <li>▪ Describe and understand key aspects of physical geography.</li> <li>▪ Natural features including natural: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle.</li> <li>▪ Human features Including: types of settlement and land use and economic activity.</li> </ul>                             | <ul style="list-style-type: none"> <li>▪ Make comparisons and observations about key aspects of physical geography.</li> <li>▪ Natural features including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes.</li> <li>▪ Human features including: types of settlement and land use, economic activity including trade links and the distribution of natural resources including energy, food, minerals and water.</li> </ul>                      |

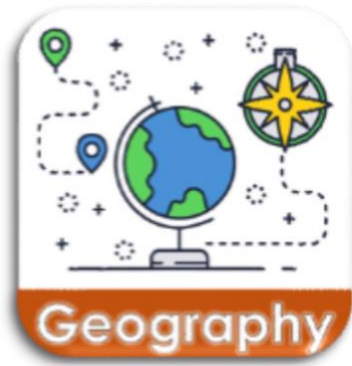
|   |   |   |   |   |   |  |  |
|---|---|---|---|---|---|--|--|
| <p><b>Identify similarities and differences</b></p> | <ul style="list-style-type: none"> <li>▪ Explore similarities and differences in their homes and familiar places; linking to themselves and the wider world.</li> </ul> | <ul style="list-style-type: none"> <li>▪ Understand geographical similarities and differences through studying an area of the United Kingdom and a contrasting non-European country.</li> </ul> | <ul style="list-style-type: none"> <li>▪ Identify and understand geographical similarities and differences through the study of a region of the United Kingdom, a region in a European country and a region in North or South America.</li> </ul> | <ul style="list-style-type: none"> <li>▪ Explore and analyse geographical similarities and differences through the study of a regions in the UK, Europe and other continents.</li> </ul>                            |   |  |  |
| <p><b>Map work Drawing</b></p>                      |   | <ul style="list-style-type: none"> <li>▪ <b>Draw:</b> Picture maps of imaginary places and from stories.</li> </ul>   | <ul style="list-style-type: none"> <li>▪ <b>Draw:</b> Begin to draw simple maps and plans of real places by adding details to teacher provided resources</li> <li>▪ <b>Use</b> class agreed symbols to make a simple key.</li> </ul>              | <ul style="list-style-type: none"> <li>▪ <b>Know</b> why a key is needed;</li> <li>▪ <b>Use</b> simple, standard symbols;</li> <li>▪ <b>Recognise</b> and begin to <b>use</b> some simple atlas symbols.</li> </ul> | <ul style="list-style-type: none"> <li>▪ <b>Make</b> a map of a route they have experienced.</li> <li>▪ <b>Make</b> a simple scale drawing.</li> <li>▪ <b>Recognise</b> and use some symbols on an OS map.</li> </ul> | <ul style="list-style-type: none"> <li>▪ <b>Draw</b> maps and plan views based on data.</li> <li>▪ Draw a range of maps and plans of increasing complexity with different scales.</li> <li>▪ <b>Use</b> and <b>recognise</b> a range of OS symbols.</li> <li>▪ <b>Recognise</b> and use atlas symbols.</li> <li>▪ <b>Use</b> map sites on internet.</li> </ul> | <ul style="list-style-type: none"> <li>▪ <b>Draw</b> a range of maps and plans of increasing complexity with different scales.</li> <li>▪ <b>Use</b> and <b>recognise</b> a range of OS symbols.</li> <li>▪ <b>Recognise</b> and use atlas symbols.</li> </ul> |

|   |   |  |   |   |  |  |  |
|---|---|--|---|---|--|--|--|
| <p style="text-align: center;"><b>Map work<br/>Using &amp; scales</b></p> | <ul style="list-style-type: none"> <li>▪</li> </ul>   | <ul style="list-style-type: none"> <li>▪ <b>Use</b> - their own symbols.</li> <li>▪ <b>Use</b> a picture map to move around school.</li> <li>▪ <b>Recognise</b> that picture maps and globes represent real places.</li> <li>▪ <b>Use</b> relative vocabulary (bigger, smaller).</li> <li>▪ <b>Use</b> a simple atlas to explore continents and oceans</li> <li>▪ <b>Use</b> a simple atlas to find countries that children are investigating.</li> <li>▪ <b>Follow</b> - a route on a map of school and grounds.</li> </ul> | <ul style="list-style-type: none"> <li>▪ <b>Match</b> - begin to match places on maps with different scales (e.g. find UK on different maps)</li> <li>▪ Understand how land/sea is <b>represented</b> on globes, maps and atlases.</li> <li>▪ <b>Locate</b> places on UK map.</li> <li>▪ <b>Follow</b> - a route on a map of school and grounds (zoo?)</li> </ul> | <ul style="list-style-type: none"> <li>▪ <b>Locate</b> places on larger scale maps (e.g. find a country/city in an atlas).</li> <li>▪ <b>Follow</b> a map with some accuracy (could be orienteering).</li> <li>▪ <b>Begin</b> to match country boundaries on different maps.</li> <li>▪ <b>Use</b> junior atlases.</li> <li>▪ <b>Investigate</b> places using more than one scale.</li> </ul> | <ul style="list-style-type: none"> <li>▪ <b>Follow</b> a route on a larger scale map (a road map) outside school grounds.</li> <li>▪ <b>Identify</b> geographical features on photographs.</li> <li>▪ <b>Use</b> large scale OS maps.</li> </ul> | <ul style="list-style-type: none"> <li>▪ <b>Locate</b> places on atlases and globes.</li> <li>▪ Compare maps and aerial photographs.</li> <li>▪ <b>Select</b> the correct map for a purpose.</li> <li>▪ <b>Use</b> atlases to find geographical features.</li> <li>▪ <b>Recognise</b> the relationship between world map and globe. <b>Use</b> index and contents pages within atlases.</li> </ul> | <ul style="list-style-type: none"> <li>▪ <b>Follow</b> a short route on an OS map.</li> <li>▪ <b>Use</b> maps to find out features of regions, and compare these.</li> <li>▪ <b>Measure</b> distances using a scale.</li> <li>▪ <b>Use</b> maps of different scales.</li> <li>▪ <b>Measure</b> distance on a plan.</li> <li>▪ <b>Find</b> the same features on maps of different scales</li> </ul> |
| <p style="text-align: center;"><b>Direction /<br/>Location</b></p>        | <ul style="list-style-type: none"> <li>▪ <b>Follow</b> directions (up, down, left, right, forwards, backwards)</li> </ul> | <ul style="list-style-type: none"> <li>▪ <b>Follow</b> – directions using 4 compass points and directional language.</li> </ul>  | <ul style="list-style-type: none"> <li>▪ <b>Direction/Location</b></li> <li>▪ Follow and give directions.</li> <li>▪ Use letter/number co-ordinates to locate features on a map.</li> <li>▪ Use 8 compass points and 4 figure co-ordinates.</li> </ul>  | <ul style="list-style-type: none"> <li>▪ <b>Direction/Location</b></li> <li>▪ <b>Use</b> 6 figure grid references.</li> <li>▪ <b>Use</b> latitude and longitude and the Prime/Greenwich Meridian.</li> </ul>  |  |  |  |

| Core Questions                               | Foundation Stage                      | Key Stage 1   | Lower Key Stage 2   | Upper Key Stage 2  |
|--|---------------------------------------|---|---|--|
| <b>Identifying Characteristics</b>           | What can you see?                     | What are the types of features geography?   | Is there a link between human and physical geography?   | How does human and physical geography impact each other?   |
|  | Buildings, fields, roads etc.         | <p>Physical Geography: Physical features like seas, mountains and rivers are natural. They would be here even if there were no people around.</p> <p>Human Geography: Human features are things like houses, roads and bridges. They have been built by people.</p> | <p>Humans can affect physical geography. For example, when humans release greenhouse gases that affect the climate.</p> <p>Physical geography can affect humans. For example, when a natural disaster causes devastation.</p>   | <p>Land Use Changes: Forests have been cut down to be replaced by other uses of land. This reduces the amount of trees taking carbon out of the atmosphere.</p> <p>Greenhouse Gas Emissions: As more carbon is released into the atmosphere, the global climate gets hotter.</p> <p>Natural resources: People choose to live close to natural resources.</p> <p>Extreme climates: These affect the natural resources available. People avoid living in extreme climates.</p> |
| <b>Identify similarities and differences</b> | How are places similar and different? | What makes up the United Kingdom?   | What makes places geographically similar & different?   | What are the most significant geographical differences?  |
|  | Location (UK): Where we live          | <p>Location (UK): Where a place is (continent, oceans, country &amp; capital city)</p> <p>Climate: The weather conditions of a place (hot, cold, wet, dry)</p>  | <p>Location: Where a place is (continent, country, city)</p> <p>Climate: The weather conditions of a place (tropical, dry, temperate, polar)</p> <p>Biome: The vegetation and animal life living in a region</p> <p>Land use: How land is used by humans</p> <p>Tourism: Visitors that visit a particular place</p> | <p>Location: Where a place is (continent, country, city)</p> <p>Trade: The exchange of goods, money or services between countries or places.</p> <p>Natural Resources: Materials from the Earth that humans can use to live.</p> <p>Sources of Energy: What humans use for heating &amp; electrical power.</p> <p>Natural Disasters: A disaster caused by a natural weather event.</p>   |

| Core Questions                 | Foundation Stage   | Key Stage 1  | Lower Key Stage 2  | Upper Key Stage 2  |
|--------------------------------|--|--|--|--|
| <p><b>Map work Drawing</b></p> | <p>Who would use a map?</p>  | <p>Why are maps important to Geographers?</p>  | <p>How do Geographers record details on a map?</p>   | <p>How do Geographers record a range of details on a map?</p>  |
|                                | <p>A map shows where something is.<br/> Maps can have pictures of buildings, roads, rivers, train lines.<br/> Maps do not have things on which move.</p> | <p>Maps need...<br/> A title: This tells you what the map is about.</p> <p>Symbols: That show things, like trees, houses, or roads.</p> <p>Compass Rose: This shows directions:<br/> North, South, East, West</p> <p>Labels:<br/> Words that tell you the names of places, like cities, rivers, or mountains.</p> <p>A Route:<br/> To show you where to go</p> | <p>They use keys: These are symbols that are a code that helps you understand what the symbols on the map mean.</p> <p>For maps</p> <ul style="list-style-type: none"> <li>▪ Public Footpath:</li> <li>▪ Motorway:</li> <li>▪ Road:</li> <li>▪ School:</li> <li>▪ Forest or Woodland:</li> <li>▪ River:</li> <li>▪ Parking</li> <li>▪ Caravan site</li> </ul> <p>And in Atlases</p> <div data-bbox="1218 911 1404 1091" style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <p><b>Key</b></p> <ul style="list-style-type: none"> <li> Countries</li> <li> Capital city</li> <li> Important city/town</li> </ul> </div> <div data-bbox="1218 1118 1373 1385" style="border: 1px solid black; padding: 5px;"> <p><b>Key</b></p> <ul style="list-style-type: none"> <li> Volcano</li> <li> Earthquake</li> <li> Flood</li> <li> Tornado</li> <li> Drought</li> <li> Drought area</li> <li> Storm track</li> </ul> </div> | <p>They use keys:</p> <ul style="list-style-type: none"> <li>▪ Public Footpath:</li> <li>▪ Motorway:</li> <li>▪ A Road:</li> <li>▪ B Road:</li> <li>▪ Railway (with station):</li> <li>▪ Church with a Spire:</li> <li>▪ Church with a Tower:</li> <li>▪ School:</li> <li>▪ Parking:</li> <li>▪ Picnic Area:</li> <li>▪ Viewpoint:</li> <li>▪ Forest or Woodland:</li> <li>▪ Lake or Reservoir:</li> <li>▪ Camping and Caravan Site:</li> <li>▪ Information Centre:</li> <li>▪ Telephone:</li> <li>▪ Post Office:</li> </ul> <p>They use scales:<br/> For example, if a map has a scale of 1:100, it means if you measure 1cm on the map, it represents 100cm in real life.</p> <p>It helps us understand where things are and how far apart they are.</p> <div data-bbox="1653 1278 2114 1358" style="text-align: center;"> <p><b>Scale 1 : 40 000 000</b></p>  </div> |

| Core Questions             | Foundation Stage  | Key Stage 1   | Lower Key Stage 2   | Upper Key Stage 2  |
|----------------------------|---|---|---|--|
| Map work<br>Using & scales | Why do people need a map?<br>Who would use a map?   | How do Geographers fit everything on a map?   | How do geographers analyse maps and data?   | How do geographers analyse the relationship between maps and data?   |
|                            | To help them know where to go.  | To fit everything on a map they use <b>scale</b> .<br>Scale on a map helps us see <b>how far</b> things are from each other <b>in real life</b> , even though the map is much smaller than the real world.<br>Scale is a special tool that makes big places fit on a small piece of paper.  | Geographers will look at maps and data and try to understand them.<br><br>They will do this by trying to make links or find patterns within them.<br><br>For example, by looking at climate zones, it's clear that the climate is hotter the closer to the equator you get. | Geographers will look at maps and data and try to understand them.<br><br>They will do this by trying to make links or find patterns within them.<br><br>For example, by looking at climate zones and population density, humans don't like to live in extreme climates. |
| Direction /<br>Location    | Which way can they move?  | How do Geographers know where things are?   | How can Geographers navigate?   | How can Geographers navigate more accurately?  |
|                            | Appropriate responses including: <ul style="list-style-type: none"> <li>up,</li> <li>down,</li> <li>left, right,</li> <li>forwards,</li> <li>backwards</li> </ul> | <b>North, South, East, West:</b> These are the main directions.<br><br><b>Left, Right, Near, Far:</b> These help you know where things are.<br><br><b>Above, Below, Next to, In front of, Behind, Between:</b> These tell you where something is.<br><br><b>Up, Down, Forward, Backward, Around:</b> These tell you how to move.<br><br>They also use coordinates e.g. C5 | They can use <b>co-ordinates</b> to locate features on a map; <b>4 figure</b> grid references<br><br>Tourist information is at 47,33<br><br>They can use the 8 compass points<br>North, South, East, West, <b>North-East, North-West, South-East and South-West.</b>        | They can use <b>6 figure</b> grid references.  |



# Geography Unit 1: Term 4



## Geographical Contexts across School – Unit 1

| Context          | Foundation Stage   | Key Stage 1  |   |
|------------------|--|--|---|
|                  | Reception  | Year 1   | Year 2  |
| Focus            | Ongoing  | Countries of the UK  | Continents & oceans   |
| Title            | -  | Cool Britannia!  | Big World, Little Me!   |
| Enquiry Question | Why do we need a map?  | Where do we live?<br>Sheffield, England, United Kingdom or Great Britain?  | Are we a part of Europe?  |
| Content          | <p>Talk about why we would need a map? What does it do?</p> <p>Draw a map for the fire engine to get to a burning building</p> | <p><b>The UK:</b> know the countries, capital cities; recognise their flags, and British flag;</p> <p><b>Weather:</b> know what it is like in different countries of UK at different times of year; weather dangers;</p> <p><b>Physical features:</b> of each UK country: highest peaks; longest rivers; major hills; closest seas; largest lakes; etc;</p> <p><b>Culture:</b> special cultural identities of each UK country;</p> | <p>On a map of UK: where is Sheffield?<br/>where is London?</p> <p><b>London:</b> major landmarks - then and now, relative to River Thames; diversity of London and Sheffield; importance of Houses of Parliament and Royal family;</p> <p><b>Weather:</b> identify the equator; North and South pole; name places, including countries, which are hot and cold; know how extremes of temperature, and rainfall, can effect daily life;</p> <p><b>World View:</b> recognise and name all 7 continents and all 5 oceans; name their longest rivers; highest mountains; largest countries; major cities; find '7 wonders of the modern world' - physical and human?</p> |

| Context          | Lower Key Stage 2  |  | Upper Key Stage 2   |  |
|------------------|--|--|---|--|
|                  | Year 3   | Year 4   | Year 5  | Year 6   |
| Focus            | Earthquakes, Volcanoes   | Countries of Europe  | Comparison of Brazil, Mexico & UK   | World Trade, Fair Trade & Trade routes   |
| Title            | Biomes & Botanists!  | European Explorers!  | Amazing Americas!   | Come Trade With Me!  |
| Enquiry Question | Is our planet changing?  | How has Europe changed?  | Why are rainforests important to us?  | Do we want to make our world fairer?   |
| Content          | <p><b>Volcanoes:</b> where is volcanic activity world? why? how volcanoes form; how they affect people; why people choose to live near volcanoes;<br/>Case studies such as Etna/ Pinatubo/ Aconcagua / Kilimanjaro, etc.</p> <p><b>Earthquakes:</b> distribution of earthquake zones? why? causes? impact on local populations;</p> <p><b>Environmental:</b> fracking in Moss Valley;</p> <p><b>Ancient Egyptians:</b> where they lived; who lives there today; what it is like now and then; why did it change;</p> <p><b>Biomes (Plants):</b><br/>Compare local Moss Valley with Meso-America; then world-wide; name the prevalent vegetation belts; what do they 'produce'?</p> | <p><b>Ancient Greece:</b> where is Greece in Europe; how it fit into Eastern Med. during Ancient times; where were the main Greek city states and settlements;</p> <p><b>Europe:</b> learn the location of countries of Europe, including Russia, and their capitals and major physical and human landmarks; Where is the <b>Arctic</b>? Where is the Med.? Where are the Alps? Where is Greece?</p> <p>What is the impact of tourism on these places? Compare tourism in Greece to Yorkshire and the Peak district (Y4). Why do people go? How does it affect the 'place'? What is ecotourism?</p> <p><b>WW2:</b> main countries involved throughout Europe, and world. Were Ridgeway and Sheffield children evacuated? Why? Where did they go – and why?</p> | <p><b>Comparison Study:</b><br/>Brazil: Mexico: UK:<br/>natural resources; energy; climate zones; flora and fauna; tourism; pressing environmental issues; population distribution – density; how life is fair and unfair;</p> <p><b>North / South America:</b><br/>Names of major countries and capitals, other major cities and physical features;</p> <p><b>Romans:</b> know the extent of Empire in UK and 'known' world; natural resources and trade links; where did the 'Romans' come from; immigration vs emigration;</p> <p><b>Sheffield in 1890 / 2021:</b><br/>Land use then and now; how do we know; why?</p> | <p><b>World Trade / Fairtrade:</b><br/>Major trade routes; busiest air and sea ports; most populated world cities; carbon footprint; food miles; world natural resources – where does our food, energy, minerals come from; who makes most profit on our foods supply chain; focus on cocoa or banana industry; co-operatives; compare economics of developing and developed world; know how we can impact positively;</p> <p><b>Saxons vs Vikings:</b> how the UK formed to it's present day political boundaries; why successive invaders settled – natural resources, trade links, etc.</p> <p><b>Biomes:</b> recap climate zones around continents and oceans;</p> <p><b>Ancient Civilisations:</b><br/>Where in the world; why; common human and physical factors; climate zones; compare to Ancient Egypt;</p> |

| Unit 1 Wider Teaching                        | Foundation Stage   | Year 1  | Year 2  | Year 3  | Year 4   | Year 5  | Year 6   |
|--|--|---|---|---|--|---|--|
| <b>Asking Questions</b>                      | Who would use a map?   | Where is Sheffield?<br>What is it like in Sheffield?  | Where do we live?<br>What is it like to live in different countries / continents?         | How does human activity affect our climate?   | Where is Europe on a world map?  | How is life different in another continent?<br>Why do we need rainforests?<br>What does poverty look like?  | Where in the world has most trade?<br>How can trade be fairer?   |
| <b>Observe, measuring and collect data</b>   | Draw imaginary maps of a journey.<br>Include map features eg roads, buildings, fields, rivers. | Use books, pictures and maps to find information on Sheffield, United Kingdom.<br><br>To make comparisons between Sheffield and London. | Temperatures and rainfall of diff. continents   | Temperatures in different climate zones.<br>World.<br>Rise in world temperatures.         | Can children use a variety of sources of information to find out about a particular country? | Use a variety of sources to find information on deforestation.<br><br>Compare the Rainforest in the 1980s to modern day and understand the causes behind these. | Research worlds busiest seaports and airports and plot on a world map then join up to make a 'net'.                    |
| <b>Identifying Characteristics</b>           | Understand that a map only has things which do not move.                                       | To look at physical and human features of Sheffield.  | Landmarks of different continents / rivers / mountains etc                                | Physical characteristics of different land biomes<br>Causes of volcanoes and earthquakes. | Can children identify landmarks belonging to different European cities?                      | Locate Mexico on a map and identify its key geographical features.  | Analyse map and suggest general themes.  |
| <b>Identify similarities and differences</b> | –  | Compare the weather of the UK countries.  | Between geographical features of diff continents / life on diff continents due to climate | Compare vegetation of local area with contracting land biome                              | Compare two different European Countries   | Research and compare the different biomes within Mexico.  | Which countries have the most trade? Which have the least?<br>Correlate this with world's richest / poorest countries. |

| Unit 1 Wider Teaching       | Foundation Stage   | Year 1  | Year 2   | Year 3  | Year 4   | Year 5   | Year 6  |
|-----------------------------|--|---|--|---|--|--|---|
| <b>Map work</b>             | Draw maps for a variety of reasons eg, a fire engine going to a burning building | To look at an ariel view of the school.<br><br>To know what a map looks like and the use of the symbols.<br><br>To draw real maps and maps from stories to compare. | Identify map of UK and capital cities<br>World Map Map of each continent<br>Identify continent shapes Identify 5 oceans name their longest rivers; highest mountains; largest countries; major cities; | Use a map to locate land biomes on earth.<br>Locate earthquake distribution zones on world map.<br>Identify earthquake zones. | Use a map to identify and locate European countries                    | Compare human geographical features of Mexico and the UK.  | Use of world map (see above)<br><br>Study of Biomes world map and where our fruit and vegetables come from. |
| <b>Direction / Location</b> | Use geographical language eg road, place, building, field, etc                   | To know the 4 compass points and use directional language.  | Using 4 compass points to navigate routes on maps  | Plot different climate zones in relation to equator   | Describe the location of European countries in relation to each other. | Locate the countries within NA and SA. Use geographical language to describe the location of Mexico. | Interpret 'richer North' / 'poorer South'   |

| Context 1 Questions         | Foundation Stage | Year 1  | Year 2                                   | Year 3  | Year 4  | Year 5  | Year 6   |
|-----------------------------|------------------|---|--|---|---|---|--|
| Identifying Characteristics |                  | What makes up the UK?   | What are the 7 Wonders of the World?     | What are the different land biomes?   | What are the some of the famous characteristic in Europe?   | What are some of the Mexico's key geographical features?  | How are natural resources distributed around the world?  |
|                             |                  | <p>England<br/>Highest Peak: Scafell Pike in the Lake District<br/>Longest River: River Thames<br/>Scotland<br/>Highest Peak: Ben Nevis<br/>Longest River: River Tay<br/>Wales<br/>Highest Peak: Snowdon<br/>Longest River: River Tywi<br/>Northern Ireland<br/>Highest Peak: Slieve Donard<br/>Longest River: River Bann</p> | List of 7 natural and 7 man-made wonders | <p>Tundra<br/>Cold, icy, no trees, with animals like polar bears.<br/>Desert<br/>Hot, dry, sandy, with animals like camels.<br/>Rainforest<br/>Warm, wet, lots of trees, with animals like monkeys.<br/>Grassland<br/>Wide open spaces, mostly grasses, with animals like zebras.<br/>Forest<br/>Lots of trees, varied climate, with animals like deer.<br/>Savanna<br/>Warm, dry and wet seasons, grasses and trees, with animals like giraffes.</p> | <p>Eiffel Tower (France)<br/>A famous iron tower in Paris, known worldwide.<br/>Colosseum (Italy)<br/>An ancient Roman amphitheatre in Rome.<br/>Sagrada Familia (Spain)<br/>A large, unfinished basilica in Barcelona designed by Antoni Gaudí.<br/>Big Ben (United Kingdom)<br/>The iconic clock tower at the Houses of Parliament in London.<br/>Swiss Alps (Switzerland)<br/>A stunning mountain range with high peaks and beautiful scenery.<br/>Cliffs of Moher (Ireland)<br/>Dramatic cliffs rising high above the Atlantic Ocean.<br/>Plitvice Lakes (Croatia)<br/>A national park with beautiful lakes and waterfalls.<br/>Northern Lights (Norway)<br/>A spectacular natural light display in the Arctic skies.</p> | <p>Mountains: Mexico has big mountain ranges like the Sierra Madre and the Trans-Mexican Volcanic Belt.<br/>Deserts: There are large deserts in the north, like the Sonoran and Chihuahuan Deserts.<br/>Highlands: The Mexican Plateau is a high, flat area in the middle of the country.<br/>Rainforests: In the south, there are tropical rainforests, especially in the Yucatán Peninsula.<br/>Canyons: The Copper Canyon is a huge group of canyons that are even bigger than the Grand Canyon.<br/>Volcanoes: Mexico has many volcanoes, including Pico de Orizaba, the highest mountain in Mexico.<br/>Coastlines: Mexico has long coastlines along the Pacific Ocean, the Gulf of Mexico, and the Caribbean Sea.<br/>Rivers and Lakes: Important rivers like the Rio Grande and big lakes like Lake Chapala are found in Mexico.</p> | <p>Energy:<br/>Oil is mostly in the Middle East, coal in the US, Russia, and China, and solar energy is strong in sunny places.<br/><br/>Food:<br/>The US, China, India, and Brazil grow a lot of grains. Some places, like parts of Africa, don't have enough food.<br/><br/>Minerals:<br/>Iron is in Australia and Brazil, copper in Chile and Peru, and gold in South Africa and Russia.<br/><br/>Water:<br/>Freshwater is in rivers, lakes, and underground. The Amazon Basin and Great Lakes have a lot of it, but places like the Middle East don't have enough.</p> |

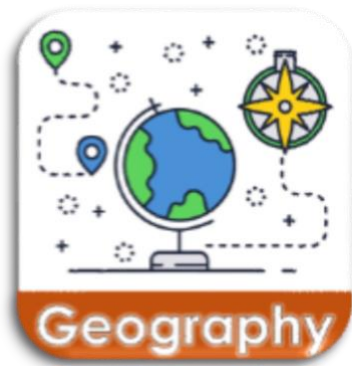
| Context 1 Questions                   | Foundation Stage | Year 1  | Year 2  | Year 3   | Year 4   | Year 5  | Year 6  |
|---------------------------------------|------------------|---|---|--|--|---|---|
| Identify similarities and differences |                  | How is the climate different around the UK?   | How does the location of a country affect its climate?  | How are plants different in Derbyshire to deserts?   | How are Sheffield and Rome Different?  | What some of the key characteristic of the UK, Brazil and Mexico?   | What is meant by the Rich North and Poor South?   |
|                                       |                  | <p><b>England Weather:</b> Not too hot or too cold. It rains a lot! Winter is chilly, but snow is rare. <b>Dangers:</b> Sometimes it rains too much and rivers overflow. Strong winds and rain.</p> <p><b>Scotland Weather:</b> Cooler and wetter than England. Winter is very cold with lots of snow in the mountains. <b>Dangers:</b> Snow and ice make roads slippery. Strong storms can happen.</p> <p><b>Wales Weather:</b> Similar to England but a bit wetter. Winter is cold with some snow in the hills. <b>Dangers:</b> Heavy rain can cause floods. Strong winds and rain can be dangerous.</p> <p><b>Northern Ireland Weather:</b> Mild and rainy most of the time. Winter is cold with some snow. <b>Dangers:</b> Too much rain can cause floods. Strong storms.</p> | <p>Countries near the Equator, like Brazil and Kenya, are usually very hot.</p> <p>Countries far away from the Equator, like Antarctica, Greenland and Siberia in Russia, are usually extremely cold.</p> | <p>Derbyshire Plants<br/>Many Plants: Flowers, trees, and grasses.<br/>Forests and Fields: Trees like oak and beech, lots of grass and wildflowers.<br/>Meadows by Rivers: Flowers like buttercups and daisies.</p> <p>Desert Plants:<br/>Few Plants: Cacti and Succulents, as they store water.<br/>Tough Bushes: Survive with little water.<br/>Quick-Growing Plants: Grow after rain.</p> <p>Key Differences<br/>Plant Tricks:<br/>Derbyshire plants don't need to save water, desert plants do.<br/>Plant Density:<br/>Derbyshire has lots of plants close together, deserts have fewer, spread out.</p> | <p>Key Differences between Sheffield &amp; Rome:</p> <p>Size: Rome is bigger and has more people than Sheffield.<br/>Weather: Rome is warmer, while Sheffield is cooler and wetter.<br/>History: Rome has ancient historical sites, while Sheffield is known for its industrial history<br/>Landscape: Both cities are built on seven hills but Rome also has large flat areas.</p> <p>Both cities are special in their own way!</p> | <p>Climate and Vegetation<br/>Temperate climate with heathlands, moorlands, wetlands, and woodlands. Trees like oak, ash, and beech.<br/>Tropical climate with the Amazon Rainforest, savannahs, dry areas, wetlands, and grasslands.<br/>Diverse biomes including deserts, tropical rainforests, mangroves, and mountains.<br/>Biodiversity<br/>Lower biodiversity with species adapted to temperate climates.<br/>Extremely high biodiversity, especially in the Amazon Rainforest.<br/>High biodiversity with a wide range of species across various ecosystems.<br/>Unique Biomes<br/>Heathlands, moorlands and temperate deciduous forests.<br/>Amazon Rainforest and Cerrado.<br/>Sonoran and Chihuahuan deserts.</p> | <p>Richer North: Countries in the Northern Hemisphere (like the United States and Europe) are usually wealthier and more developed.</p> <p>Poorer South: Countries in the Southern Hemisphere (like many in Africa and South America) are often poorer and less developed.</p> <p>North-South Divide: This idea shows the difference in wealth and development between the North and South.</p> <p>Brandt Line: A line on a map that helps us see this divide between richer and poorer countries. So, it's like saying the top half of the world has more money and development, while the bottom half has less. This helps us understand global economic differences.</p> |
| Map work Drawing                      |                  | What are maps and aerial views?   | How is the world divided?   | Where do most earthquakes happen?  |  |   |   |

| Context 1 Questions | Foundation Stage | Year 1  | Year 2  | Year 3   | Year 4                                     | Year 5   | Year 6                     |
|---------------------|------------------|---|---|--|--|--|----------------------------|
|                     |                  | <p><b>Map</b><br/> <b>What It Is:</b> A drawing that shows where things are from above, like a bird looking down.<br/> <b>What You See:</b> Roads, buildings, parks, rivers, and other places. Everything is drawn with symbols and lines.<br/> <b>Use:</b> Helps you find your way around and see where places are.</p> <p><b>Aerial View</b><br/> <b>What It Is:</b> A picture taken from high up in the sky.<br/> <b>What You See:</b> Real-life images of buildings, trees, cars, and everything below.<br/> <b>Use:</b> Shows you what a place really looks like from above.</p> | <p>The Continents:<br/> Africa<br/> Antarctica<br/> Asia<br/> Europe<br/> North America<br/> South America<br/> Australia (Oceania)</p> <p>The Oceans:<br/> Arctic Ocean<br/> Atlantic Ocean<br/> Indian Ocean<br/> Pacific Ocean<br/> Southern Ocean</p> | <p>The tectonic plates move slowly, bumping into each other, moving apart, or sliding past each other.</p> <p>Most earthquakes happen where two tectonic plates meet. This is called a plate boundary (the red lines).</p> |  |  |                            |
| Map work            |                  |   | What is the Equator and where is it?  |  | What and where are key European Countries? | Can you accurately locate places in South America? | Is the World Map to Scale? |

| Context 1 Questions  | Foundation Stage | Year 1                                   | Year 2   | Year 3   | Year 4  | Year 5  | Year 6  |
|----------------------|------------------|--|--|--|---|---|---|
| Using & scales       |                  |  | <p>The Equator is an imaginary line around the middle of the Earth, like a belt.</p> <p>It is halfway between the North Pole and the South Pole.</p> |  | <p>United Kingdom: Known for its rich history, landmarks like Big Ben and Buckingham Palace, and cities like London.</p> <p>France: Famous for the Eiffel Tower, delicious food, and the city of Paris.</p> <p>Germany: Known for its strong economy, Oktoberfest, and cities like Berlin and Munich.</p> <p>Italy: Famous for its art, history, and cities like Rome, Venice, and Florence.</p> <p>Spain: Known for its vibrant culture, festivals, and cities like Madrid and Barcelona.</p> <p>Russia: The largest country in the world, with famous cities like Moscow and Saint Petersburg.</p> <p>Greece: Known for its ancient history, beautiful islands, and cities like Athens.</p> | <p>Use co-ordinates to locate key features on the map. Remember to use 6 figure grid references</p> <p>Imagine that each grid is divided into 10x10.</p> <p>First, find the four-figure grid reference.</p> <p>Estimate / measure how many tenths across the grid square your item lies.</p> <p>Next, estimate how many tenths up the grid square your symbol lies.</p> | <p>Most world maps are not exactly to scale. This means that the sizes of countries and continents on the map are not always the same as they are in real life.</p> <p>Earth is Round: It's hard to show a round Earth on a flat map without changing the shapes and sizes of things.</p> <p>Stretching and Squishing: To make a flat map, some parts of the Earth get stretched or squished. For example, places near the top and bottom of the map (like Greenland) look much bigger than they really are compared to places near the middle (like Africa).</p> |
| Direction / Location |                  | Where are things in Ridgeway and nearby? |  | Where are the different climate zones located? | Which direction would you travel from the UK to Italy?  | What makes up North & South America?  | How does the Climate affect Growing fruit and vegetables?   |

| Context 1 Questions | Foundation Stage | Year 1                        | Year 2   | Year 3                                | Year 4                                | Year 5  | Year 6   |
|---------------------|------------------|-------------------------------|--|---------------------------------------|---------------------------------------|---|--|
|                     |                  | Use coordinate grid maps.     |  | Polar<br>Temperate<br>Dry<br>Tropical | South – East                          | <p>North America is the third largest continent.</p> <p>It has 23 countries</p> <p>North America is bounded by the Arctic Ocean to the north, the North Atlantic Ocean to the east, and the North Pacific Ocean to the west.</p> <p>South America has 12 countries.</p> <p>South America is bounded by the Atlantic Ocean to the east and the Pacific Ocean to the west. The Caribbean Sea creates the boundary in the north.</p> | <p>Temperature: Different plants like different temperatures. Bananas like warm weather, while apples like cooler weather.</p> <p>Rainfall: Plants need water to grow. Too much or too little rain can be bad for them.</p> <p>Sunlight: Plants need sunlight to make food. Some need a lot of sunlight, others need less.</p> <p>Seasons: Some plants grow better in certain seasons, like strawberries in spring and summer.</p> |
| Context Specific    |                  | What makes up the union flag? | What are the main types of climate in the world? | What is inside the Earth?             | Where are European Countries located? | What are the key features of North & South America?   | What is Trade and why is it important?   |

| Context 1 Questions | Foundation Stage | Year 1   | Year 2   | Year 3  | Year 4  | Year 5   | Year 6  |
|---------------------|------------------|--|--|---|---|--|---|
|                     |                  | <p>The Union Flag combines the crosses of St. George (England), St. Andrew (Scotland), and St. Patrick (Ireland)</p> | <p><b>Topical Climates:</b> Hot places like <b>Brazil, Kenya and Indonesia</b></p> <p><b>Temperate Climates:</b> These experience all four seasons with mild temperatures, like the United Kingdom and Japan.</p> <p><b>Polar Climates:</b> These are the <b>coldest</b> places on Earth, like <b>Antarctica, Greenland</b> and <b>Siberia</b> (Russia).</p> | <p>Inner Core<br/>Outer Core<br/>Mantle<br/>Crust</p> <p>The crust is made up of Tectonic plates. They are like giant puzzle pieces that cover the Earth. These plates are huge slabs of rock that fit together to make up the Earth's surface.</p> | <p>Use co-ordinates to locate countries on the map.</p> <p>Remember to use 4 figure grid references</p> | <p>North America<br/>Major Countries &amp; Capitals:<br/>United States: Washington, D.C.<br/>Canada: Ottawa<br/>Mexico: Mexico City</p> <p>Key Physical Features:<br/>Rocky Mountains<br/>Great Lakes<br/>Mississippi River<br/>Grand Canyon</p> <p>South America<br/>Major Countries &amp; Capitals:<br/>Brazil: Brasilia<br/>Argentina: Buenos Aires<br/>Colombia: Bogotá<br/>Chile: Santiago<br/>Peru: Lima</p> <p>Key Physical Features:<br/>Andes Mountains<br/>Amazon River<br/>Atacama Desert<br/>Patagonia</p> | <p>Trade is the buying and selling of goods and services between countries. Goods are physical items like clothes, food, and toys. Services are activities done for others, like teaching or healthcare. Imports are goods brought into a country. Exports are goods sent out of a country. Trade Routes are the paths taken by ships, planes, and trucks to move goods from one place to another. Importance of Trade Trade helps countries get things they need but don't produce themselves. It can create jobs and improve living standards. It can also lead to cultural exchanges and the spread of ideas.</p> <p>Ethical Trade means making sure that the people who produce goods are treated fairly and work in safe conditions.</p> |



# Geography Unit 2: Term 6



## Geographical Contexts across School – Unit 2

| Context          | Foundation Stage | Key Stage 1   |   |
|------------------|------------------|---|---|
|                  | Reception        | Year 1  | Year 2  |
| Focus            |                  | Local Study   | Compare Antarctica & Africa   |
| Title            |                  | Riveting Ridgeway!  | Jambo!  |
| Enquiry Question |                  |   | Would you prefer to live in a hot or cold place?  |
|                  |                  | <p><b>Know</b> a map is an aerial view of a real or imaginary place;<br/> <b>Find</b> our school on more than one map type;<br/> <b>Where 'I' live:</b> where that is on a simple map of UK; in relation to school; name simple geographical features;<br/> <b>Occupations:</b> name jobs in our community that help us;<br/> <b>Transport:</b> know how people get about in our community;</p> | <p><b>Compare Antarctica to Africa:</b> weather; landmarks – physical and human; famous explorers;<br/> <b>Africa:</b> name many countries; what is the land like? who lives in Africa? what is the weather like across Africa?<br/> <b>Compare Egypt to UK:</b> (Cairo to London)<br/>           Important rivers; whole of the Nile; floods; types of farming / crops;<br/> <b>Crimean:</b> where is it? where is Russia?</p> |

| Context          | Lower Key Stage 2   |  | Upper Key Stage 2  |  |
|------------------|---|--|--|--|
|                  | Year 3  | Year 4   | Year 5   | Year 6   |
| Focus            | Local Study: Peak District  | Hills & Mountains  | Rivers   | Coasts & Antarctica  |
| Title            | There's No Place like Home!   | Perilous Peaks!  | Rapid Rivers!  | Coasts & Oceans  |
| Enquiry Question |   |  | Can we stop floods happening?  | How can we protect our oceans?   |
|                  | <p><b>Living in UK</b><br/>Link to history of UK during stone age, e.g. Skara Brae; Stone Henge; Anglesey; why settle here; living and trading;<br/><b>Recap</b> previous UK teaching Y1 / 2;<br/><b>National Parks:</b> where are they? who uses them? what for? who owns them? how does tourism benefit Peaks?<br/>Importance of preserving natural vegetation, including woodland and meadows;<br/><b>Rocks:</b> of UK, local and national – Dark and White Peaks; soils linked to <b>flora</b> and fauna linked to farming; impact of sheep farming in Peaks;<br/><b>Natural Resources:</b> of UK: fishing; farming; mining; trading in ...</p> | <p><b>Hills and Mountains:</b><br/>know many of the <b>famous</b> hills and mountain ranges of the UK and the world, including all 7 continents – oceans?; why are some smaller mountains famous?<br/>Features of Mts. including how they are made; their climates; how they are used;<br/><b>Water Cycle:</b></p> | <p><b>Rivers:</b> name important rivers in the world; in UK; in Sheffield; name and recognise river features; impact of erosion, transportation and deposition; how to follow various rivers from their source to the sea;<br/><b>Flooding:</b> know what causes floods, in Sheffield and Bangladesh; are floods a problem? why? micro and macro ways to solve flooding;<br/><b>Extreme Earth:</b> lines of longitude, latitude, tropics, equator; recap of Biomes; what physical features can we see from space?<br/><b>Rainforests:</b> where are they around the world; Amazon; deforestation of Amazon and SE Asia;<br/>Country focus on Brazil – settlement, <b>inequality</b>, population distribution, mega-cities / favelas, culture, etc;</p> | <p><b>Coasts:</b> coastal processes including creation of caves, arches, stacks, bays and beaches; how are these being managed, slowed down; human use of coasts – settlement, trade, holidays, sports, industry;<br/>environmental issues affecting our oceans and their wildlife;<br/><b>Antarctica:</b> exploration timeline; who owns it; Antarctic Treaty – it's impact; future physical / human changes?</p> |

| Unit 2 Wider Teaching                        | Foundation Stage  | Year 1  | Year 2  | Year 3   | Year 4   | Year 5   | Year 6  |
|--|---|---|---|--|--|--|---|
| <b>Asking Questions</b>                      | Who would use a map?  | What is an aerial view?<br>Where is Ridgeway and what's nearby?                 | Where is Africa?<br>Where is Kenya?<br>What is the climate like in Kenya?<br>What is the landscape like in Kenya? | Where are the national parks in Uk and how are they used?<br>How has the population of the United Kingdom changed over time? | How are mountains formed?<br>Where are the main mountain ranges in the world?  | Can we stop floods happening?<br>How are rivers formed?  | How are headlands and bays formed?<br>How are beaches and dunes formed? |
| <b>Observe, measuring and collect data</b>   | Draw imaginary maps of a journey. Include map features eg roads, buildings, fields, rivers. | Use maps to investigate where the school is in relation to other things.        | Use temperatures to compare climate   | Use aerial photographs to plot course on field trip to Hathersage  | Observe and describe a mountain climate.   | Field trip: Observe the stages of a local river. Identify the effects of pollution on UK rivers. | Coastal features on field trip to Norfolk.                              |
| <b>Identifying Characteristics</b>           | Understand that a map only has things which do not move.                                    | To look at physical and human features in Ridgeway.                             | Use photographs to identify different landscapes.   | Identify types of settlement and land use in Derbyshire.   | Identify the features of a mountain landscape.   | Name the features of a river.  | Be able to name the features of coastal environments.                   |
| <b>Identify similarities and differences</b> | –   | Look at the similarities and differences between Ridgeway and London.           | Compare climates, landscapes  | Compare Sheffield and Hathersage land use  | Explain how different types of mountains are formed.   | Compare the different stages of a river.   | Between Sheringham and Ridgeway whilst on field trip.                   |
| <b>Map work</b>                              | Draw maps for a variety of reasons eg, a fire engine going to a burning building            | To look at an aerial view of Ridgeway. Use a map to find our way around school. | Use maps of world, Africa and Kenya, to identify continents, oceans, mountains, rivers and main cities.           | Plot route from Hathersage to Grindleford Recognise and use symbols to show key places on route                              | Use a map to identify & locate areas of higher ground in the UK. Use a map to identify tectonic plates around the world. | Identify the features of a river on a map. Locate famous rivers in the UK and internationally.   | 6 figure grid references using Filey OS maps.                           |

| Unit 2 Wider Teaching       | Foundation Stage   | Year 1                       | Year 2                                     | Year 3   | Year 4  | Year 5   | Year 6  |
|-----------------------------|--|------------------------------|--|--|---|--|---|
| <b>Direction / Location</b> | Use geographical language eg road, place, building, field, etc | To use coordinate grid maps. | Use compass points to navigate around maps | Recognise and use 8 compass points on route (field trip) | Locate famous mountains using latitude & longitude. | Use maps to plan and follow a route along a river. | Find route to Sheringham in UK road Atlas; find locations of all day trip destinations. |



**Ridgeway Primary School**  
**Curriculum**

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