

## EYFS Understanding the World: People and Communities

The EYFS Curriculum at St Joseph's is led via child-initiated learning

	A Unique Child: observing what a child is learning	Positive Relationships: what adults could do	Enabling Environments: what adults could provide
<b>30-50 months</b>	<ul style="list-style-type: none"> <li>•Shows interest in the lives of people who are familiar to them.</li> <li>•Remembers and talks about significant events in their own experience.</li> <li>•Recognises and describes special times or events for family or friends.</li> <li>•Shows interest in different occupations and ways of life.</li> <li>•Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family</li> </ul>	<ul style="list-style-type: none"> <li>•Encourage children to talk about their own home and community life, and to find out about other children's experiences.</li> <li>•Ensure that children learning English as an additional language have opportunities to express themselves in their home language some of the time.</li> <li>•Encourage children to develop positive relationships with community members, such as fire fighters who visit the setting</li> </ul>	<ul style="list-style-type: none"> <li>•Provide activities and opportunities for children to share experiences and knowledge from different parts of their lives with each other.</li> <li>• Invite children and families with experiences of living in other countries to bring in photographs and objects from their home cultures including those from family members living in different areas of the UK and abroad.</li> <li>•Ensure the use of modern photographs of parts of the world that are commonly stereotyped and misrepresented,</li> <li>•Visit different parts of the local community, including areas where some children may be very knowledgeable, e.g. Chinese supermarket, local church, elders lunch club, Greek café.</li> </ul>
<b>40-60 months</b>  <b>ELG</b>	<ul style="list-style-type: none"> <li>•Enjoys joining in with family customs and routines.</li> </ul> <p><b>Early Learning Goal</b>                      They know about similarities and differences between themselves and others, and among families, communities and traditions.</p>	<ul style="list-style-type: none"> <li>•Help children and parents to see the ways in which their cultures and beliefs are similar, sharing and discussing practices, resources, celebrations and experiences.</li> <li>•Strengthen the positive impressions children have of their own cultures and faiths, and those of others in their community, by sharing and celebrating a range of practices and special events.</li> </ul>	<ul style="list-style-type: none"> <li>•Provide role-play areas with a variety of resources reflecting diversity.</li> <li>•Make a display with the children, showing all the people who make up the community of the setting.</li> <li>•Share stories that reflect the diversity of children's experiences.</li> </ul>

## Year 1/ 2 (Cycle A)

Focussed Geographical Enquiries	What is my place like?	What are the similarities and differences between Newton Aycliffe and Middridge?	What does my country look like?
What and Why?	<p>The children will be introduced to fieldwork skills through a familiar place, their school. they will also be introduced to the terms physical and human features, which they will identify.</p> <p><b><u>Enquiry</u></b> These are suggested questions because geography is taught through an enquiry led approach, questions will come also from the children.</p> <p>What do we mean by place? (St Josephs) What are the human features of this place? What are the physical features of this place? How is this place connected? (roads, pathways)</p> <p><b>This builds upon child initiated and enquired led learning in EYFS and consolidates learning in Y1/2</b></p>	<p>The children will consider the similarities and differences between a local village and Newton Aycliffe. <b>They will identify physical and human features of these places which will build upon the skills learnt previously in the unit of work, <i>What is my place like?</i></b> The children will begin to develop an understanding of compass directions during their fieldwork.</p> <p><b><u>Enquiry</u></b> These are suggested questions because geography is taught through an enquiry led approach, questions will come also from the children.</p> <p>What are the similarities between Newton Aycliffe and Middridge? What are the differences between Newton Aycliffe and Middridge? What are the human features? What are the physical features?</p> <p><b>This builds upon child initiated and enquired led learning in EYFS and consolidates learning in Y1/2</b></p>	<p><b>The children will be introduced to the wider world having learnt about a village and their town in County Durham.</b> They will learn about the countries that make up the United Kingdom, the capitals of these countries and the seas that surround our island. they will use aerial photographs to discover about the human and physical features around the UK.</p> <p><b><u>Enquiry</u></b> These are suggested questions because geography is taught through an enquiry led approach, questions will come also from the children.</p> <p>Are we just one country on an island? What countries make up the UK? What are the capitals of the countries? What seas surround the UK?</p> <p><b>This builds upon child initiated and enquired led learning in EYFS and consolidates learning in Y1/2</b></p>
	<p><b>Vocabulary:</b> human, physical features, aerial, observation skills, symbols, key, bigger, smaller, like, dislike, near, far, up, down, left, right, forwards, backwards</p>	<p><b>Vocabulary:</b> human, physical, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather, city, town, village, factory, farm, house, office, port, harbor, shop</p>	<p><b>Vocabulary:</b> capitals, seas, England, Wales, Scotland, Northern Ireland, London, Edinburgh, Cardiff, Dublin</p>

**Skills covered in each unit**

	<p><b><u>Locational Knowledge:</u></b> -To be able to describe an area of our school</p> <p><b><u>Place Knowledge:</u></b> -To be able to understand geographical similarities and differences through studying the human and physical geography of the school and the grounds.</p> <p><b><u>Human and Physical Geography</u></b> -To be able to identify seasonal and daily weather patterns in the Newton Aycliffe</p> <p><b><u>Map Skills - Using maps</u></b> -To be able to use a simple picture map to move around the school -To be able to use relative vocabulary such as bigger, smaller, like, dislike - To be able to use directional language such as near and far, up and down, left and right, forwards and backwards -To be able to follow a route on a map -To be able to use simple compass directions (North, South, East, West) -To be able to use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features</p>	<p><b><u>Locational Knowledge:</u></b> -To be able to locate Newton Aycliffe and Middridge on a map of County Durham.</p> <p><b><u>Place Knowledge</u></b> -To be able to understand geographical similarities and differences through studying the human and physical geography of a small area of the UK, compare Newton Aycliffe and Middridge</p> <p><b><u>Human and Physical Geography</u></b> To be able to use basic geographical vocabulary to refer to:     ◇ key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather     ◇ key human features, inc. city, town, village, factory, farm, house, office, port, harbour, shop</p> <p><b><u>Map Skills - Making maps</u></b> -To be able to draw basic maps, including appropriate symbols and pictures to represent places or features -To be able to use photographs and maps to identify features -To be able to draw or make a map of real or imaginary places (e.g. add detail to a sketch map from aerial photograph) -To be able to use and construct basic symbols in a key</p>	<p><b><u>Locational Knowledge:</u></b> -To be able to name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</p> <p><b><u>Place Knowledge</u></b> -To be able to understand geographical similarities and differences through studying the human and physical geography of the UK countries</p> <p><b><u>Human and Physical Geography</u></b> -To be able to identify seasonal and daily weather patterns in the United Kingdom.</p> <p><b><u>Map Skills - Map knowledge</u></b> -To be able to use maps to locate the four countries and capital cities of UK and its surrounding seas</p>
<b>Fieldwork</b>	<b><u>Geography Skills and Fieldwork</u></b>	<b><u>Geography Skills and Fieldwork</u></b>	<b><u>Geography Skills and Fieldwork</u></b> -To be able to use world maps, atlases and globes to identify the United Kingdom

	<ul style="list-style-type: none"> <li>-To be able to use simple fieldwork and observational skills to study the geography of their school and its grounds</li> <li>-To be able to study the key human and physical features of its surrounding environment environment</li> </ul>	<ul style="list-style-type: none"> <li>-To be able to use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features</li> <li>-To be able to devise a simple map</li> <li>-To be able to use and construct basic symbols in a key</li> <li>-To be able to use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map</li> </ul>	<ul style="list-style-type: none"> <li>-To be able to use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features</li> </ul>
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**Year 1/ 2 (Cycle B)**

Focussed Geographical Enquiry	What land and oceans make up my world?	What areas of the world are hot and cold?	Where in the world is Shenzhen?
What and Why?	<p><b>In the previous cycle children learnt about the countries that make up the UK and the seas that surround the island.</b> In this unit of work they will think wider and enquire about the continents and oceans of the world. (AFL will occur to ensure children have remembered about the countries and seas surrounding the UK and this will give an opportunity for the children who have not covered Cycle A to be introduced to this knowledge.) <b>They will continue to learn about compass directions which they started to learn</b></p>	<p><b>Having learnt about the continents and oceans of the world</b> children will now discover about the areas of the world that are hot and cold. They will use maps and compasses to further develop their fieldwork skills.</p> <p><b>Enquiry</b> These are suggested questions because geography is taught through an enquiry led approach, questions will come also from the children. How can e. find out about the areas that are hot and cold in the world?</p>	<p><b>Tianjian Primary School, in Shenzhen, China is one of our international link schools. They learnt about this country, city and school on the return of a member of staff.</b> This unit allows the children to ask and find out more about a land far away. During the COVID-19 the children were fully aware of the the school closure in Shenzhen and the children and staff working and learning from home. the fieldwork skills will enable the children to develop a routes around Shenzhen</p>

	<p><b>about when studying about Middridge and Newton Aycliffe.</b></p> <p><b>Enquiry</b> These are suggested questions because geography is taught through an enquiry led approach, questions will come also from the children. What other lands do we know of? What oceans do we know of? What is an ocean? What is a continent?</p> <p><b>This builds upon child initiated and enquired led learning in EYFS and consolidates learning in Y1/2</b></p>	<p>What areas do we think are hot and cold and why?</p> <p><b>This builds upon child initiated and enquired led learning in EYFS and consolidates learning in Y1/2</b></p>	<p><b>Enquiry</b> These are suggested questions because geography is taught through an enquiry led approach, questions will come also from the children. Where is Shenzhen? What are the human and physical features of Shenzhen? What are the similarities and differences between Shenzhen and Newton Aycliffe?</p> <p><b>This builds upon child initiated and enquired led learning in EYFS and consolidates learning in Y1/2</b></p>
	<p><b>Vocabulary:</b> continents, north america, south america, africa, europe, asia, antarctica, australasia, oceans, pacific, atlantic, indian, arctic, southern, mountains, rivers, near, far, up, down, left, right, forwards, backwards</p>	<p><b>Vocabulary:</b> hot and cold places, N/S/E/W, near and far, left and right, equator, North and South Poles, spring, summer, autumn, winter, weather patterns</p>	<p><b>Vocabulary:</b> contrast, human and physical features Eg cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</p>
<b>Skills covered in each unit</b>			
	<p><b>Locational Knowledge</b> -To be able to name and locate the world's seven continents and five oceans</p> <p><b>Place Knowledge</b> -To be able to understand geographical similarities and differences through studying the human and physical geography of the continents of the world</p>	<p><b>Locational Knowledge</b> -To be able to identify the hot and cold areas of the world.</p> <p><b>Place Knowledge</b> -To be able to understand geographical similarities and differences through studying the human and physical geography of the hot and cold places of the world.</p> <p><b>Human and Physical Geography</b></p>	<p><b>Locational Knowledge</b> -To be able to identify China on a World map.</p> <p><b>Place Knowledge</b> -To be able to understand geographical similarities and differences through studying the human and physical geography of a contrasting non-European country (China)</p>

	<p><b><u>Human and Physical Geography</u></b>          -To be able to identify seasonal and daily weather patterns in the continents of the world  <b><u>Map Skills - Using maps</u></b>          -To be able to use a simple picture map to move around the world          -to be able to use directional language such as near and far, up and down, left and right, forwards and backwards          -To be able to follow a route on a map          -To be able to use simple compass directions (North, South, East, West)          -To be able to use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features  <b><u>Map Skills - Map knowledge</u></b>          -To be able to locate and name on a world map and globe the seven continents and five oceans.</p>	<p>-To be able to identify seasonal and daily weather patterns in the location of hot and cold areas of the world in relation to the Equator and the North and South Poles  <b><u>Map Skills - Map knowledge</u></b>          -To be able to use world maps to identify the UK in its position in the world.          -To be able to locate on a globe and world map the hot and cold areas of the world including the Equator and the North and South Poles</p>	<p>- To be able to think about the differences and similarities between Shenzhen and Newton Aycliffe.  <b><u>Human and Physical Geography</u></b>          -To be able to use basic geographical vocabulary to refer to identify:              ◇ key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather              ◇ key human features, inc. city, town, village, factory, farm, house, office, port, harbour, shop          -To be able to identify seasonal and daily weather patterns in Shenzhen.  <b><u>Map Skills - Making maps</u></b>          -To be able to draw basic maps, including appropriate symbols and pictures to represent places or features          -To be able to use photographs and maps to identify features              -To be able to draw or make a map of real or imaginary places (e.g. add detail to a sketch map from aerial photograph)              -To be able to use and construct basic symbols in a key</p>
<p><b>Fieldwork</b></p>	<p><b><u>Geography Skills and Fieldwork</u></b>          -To be able to use world maps, atlases and globes to identify the continents and oceans studied at this key stage          -To be able to use simple compass directions (North, South, East and West) and locational and directional language [for example, near and</p>	<p><b><u>Geography Skills and Fieldwork</u></b>          -To be able to use world maps, atlases and globes to identify the continents and oceans studied at this key stage          -To be able to use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and</p>	<p><b><u>Geography Skills and Fieldwork</u></b>          -To be able to use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features.          -To be able to devise a simple map; and use and construct basic symbols in a key          -To be able to use simple compass directions (North, South,</p>

	far; left and right], to describe the location of features and routes on a map	routes on a map	East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map
<b>Year 3/ 4 (Cycle A)</b>			
<b>Focussed Geographical Enquiry</b>	Is Newton Aycliffe the same as Weardale?	Which way do we go?	Why is County Durham so special?
What and Why?	<p><b>Linked to previous work comparing Newton Aycliffe and Middridge in Year 1/ 2 .</b> Children will investigate the similarities and differences between Newton Aycliffe and Weardale. They will learn about the human and physical features of both areas through the use of a wide variety of maps, computer software and atlases. There will be a focus on hills, rivers, farms, industry and population.</p> <p><b><u>Enquiry</u></b> These are suggested questions because geography is taught through an enquiry led approach, questions will come also from the children. What is the same/different between Newton Aycliffe and Weardale? What human and physical features are the same/different?</p>	Children will use a range of maps, including ordnance survey maps to and grid references to identify key locations and land use of Ushaw in County Durham. Children link their OAA PE topic to use maps as part of the orienteering challenge in Ushaw.	<p><b>Having learned about counties and cities in the UK, in the previous term,</b> children will further explore the county in which they live in order to deepen their understanding. They will learn about the key topographical features including hills, mountains, coasts and rivers by looking at a range of maps and other sources including aerial photographs.</p> <p><b><u>Enquiry</u></b> These are suggested questions because geography is taught through an enquiry led approach, questions will come also from the children. What is County Durham? What does special mean? What are topographical features?</p>
	<b>Vocabulary:</b> UK Discovery- human and physical features, maps, atlas, hill, river, farm,	<b>Vocabulary:</b> eight points of the compass,	<b>Vocabulary:</b> County Durham, counties, cities,, hills, mountains, coasts, rivers, seaside, beach,

	industry, population, land use, compass, north, east, south, west, grid reference, Ordnance Survey, key, topographical	Four and six figure grid references, symbols and keys inc ordnance, survey maps,	maps, aerial photograph, human and physical features, sketch map, settlement, land use, economic activity
<b>Skills covered in each unit</b>			
	<p><b><u>Locational Knowledge</u></b> -To be able to name and locate key topographical features including hills and rivers.</p> <p><b><u>Place Knowledge</u></b> -To be able to understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom.</p> <p><b><u>Human and Physical Geography</u></b> -To be able to describe and understand key aspects of: physical geography, including: rivers - To be able to describe and understand key aspects of: human geography, including: types of settlement and land use, economic activity</p> <p><b><u>Map Skills -Using Maps</u></b> -To be able to use maps and digital/computer mapping to locate places and identify features. - To be able to use 4 figure compasses, and letter/number co-ordinates to identify features on a map - To be able to begin to use 8 figure compass and four figure grid references to identify features on a map</p> <p><b><u>Map Skills - Making Maps</u></b> -To be able to use standard symbols, and understand the importance of a key.</p>	<p><b><u>Map Skills -Using Maps</u></b> -To be able to use maps and digital/computer mapping to locate places and identify features. - To be able to use 4 figure compasses, and letter/number co-ordinates to identify features on a map - To be able to begin to use 8 figure compass and four figure grid references to identify features on a map</p>	<p><b><u>Locational Knowledge</u></b> -To be able locate geographical regions and identify their human and physical characteristics</p> <p><b><u>Place Knowledge</u></b> -To be able to understand geographical similarities and differences through the study of human and physical geography of a region of the UK</p> <p><b><u>Human and Physical Geography</u></b> -To be able to describe and understand key aspects of: physical geography, including: rivers - To be able to describe and understand key aspects of: human geography, including: types of settlement and land use and economic activity including trade links</p> <p><b><u>Map Skills - Using Maps</u></b> -To be able to identify features on an aerial photograph, digital or computer map. -To be able to begin to match boundaries (e.g. find same boundary of a county on different scale maps)</p> <p><b><u>Map Skills – Map Knowledge</u></b> -To be able to name &amp; locate the counties and cities within the North East</p> <p><b><u>Map Skills - Making Maps</u></b> -To be able to try to make a map of a short route experiences, with features in current order</p>

	- To be able to begin to recognise and use OS map symbols, including completion of a key and understanding why it is important		
<b>Fieldwork</b>	<p>Children will use maps and describe features studied</p> <p>Children will begin to use the eight points of a compass.</p> <p>Children will use a four-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of Newton Aycliffe and Weardale.</p> <p>Children will use fieldwork to observe, measure, record and present the human and physical features in the local area (Newton Aycliffe and Weardale) using a range of methods, including sketch maps and developing graphs.</p>	<p>Children will use maps and describe features studied</p> <p>Children will generally use the eight points of a compass.</p> <p>Children will generally use a four-figure grid references, some children will use six-figure grid reference, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the North East.</p> <p>Children will use fieldwork to observe, measure, record and present the human and physical features in the local area (Ushaw College) using a range of methods, including plans and developing graphs</p>	<p>Children will use maps and describe features studied</p> <p>Children will to use the eight points of a compass.</p> <p>Children will use a four-figure grid references, most children will use six-figure grid reference, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of County Durham.</p> <p>Children will use fieldwork to observe, measure, record and present the human and physical features in the local area (Barnard Castle) using a range of methods, including plans and developing graphs.</p>
<b>Year 3/ 4 (Cycle B)</b>			
<b>Focussed Geographical Enquiry</b>	What similarities and differences are there between counties and cities in the UK?	Why is the North East so special?	What can we discover about Southern Europe?
What and Why?	<p><b><u>Enquiry</u></b> These are suggested questions because geography is taught through an enquiry led approach, questions will come also from the children. What is a county? What are the similarities and differences between a city and county?</p>	<p><b><u>Enquiry</u></b> These are suggested questions because geography is taught through an enquiry led approach, questions will come also from the children. What is the North East? What does region mean? What are topographical features?</p>	<p><b><u>Enquiry</u></b> These are suggested questions because geography is taught through an enquiry led approach, questions will come also from the children. Where is Southern Europe? What is Southern Europe?</p>

	<p>What is a city?          What are the similarities and differences between cities?  <b>Children will build on prior learning about the countries, capital cities and seas in the UK in Year 1/2</b>          They will be able to name and locate cities on an outline map of the UK and will also learn about the main rivers and mountain ranges.</p>	<p><b>This will build upon the knowledge and skills learnt in the previous year <i>Why is County Durham special?</i></b></p>	<p>Which countries make up Southern Europe?   <b>This will build upon the knowledge and skills learnt in Y1/2 when they learnt about the continents of the world</b></p>
	<p><b>Vocabulary:</b>          counties in the UK- country, capital city, county, sea, cities, rivers, mountain range, land use</p>	<p><b>Vocabulary:</b>          North East, region, counties, cities,, hills, mountains, coasts, rivers, seaside, beach, maps, aerial photograph, human and physical features, sketch map, settlement, land use, economic activity</p>	<p><b>Vocabulary:</b>          Southern Europe, Mediterranean Europe, Italy, Malta, Greece, Croatia, Bosnia, Herzegovina, Montenegro, Albania, Slovenia, Spain, East Thrace of European Turkey and Cyprus, human and physical features, land, mountains, coast, river etc</p>

**Skills covered in each unit**

<p><b><u>Locational Knowledge</u></b>          -To be able to name and locate counties and cities of the UK.          - To be able to understand land use patterns and how some of these aspects have changed over time.  <b><u>Place Knowledge</u></b>          -To be able to understand geographical similarities and differences through the study of human and physical geography of counties in the UK  <b><u>Human and Physical Geography</u></b></p>	<p><b><u>Locational Knowledge</u></b>          -To be able locate geographical regions and identify their human and physical characteristics  <b><u>Place Knowledge</u></b>          -To be able to understand geographical similarities and differences through the study of human and physical geography of a region of the UK  <b><u>Human and Physical Geography</u></b>          -To be able to describe and understand key aspects of: physical geography, including: rivers</p>	<p><b><u>Locational Knowledge</u></b>          -To be able to locate the world's countries, using maps to focus on Europe, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities  <b><u>Place Knowledge</u></b>          -To be able to understand geographical similarities and differences through the study of human and physical geography of a region in a European country (Polish link school)  <b><u>Human and Physical Geography</u></b></p>
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	<p>-To be able to describe and understand key aspects of: physical geography, including: vegetation belts</p> <p>- To be able to describe and understand key aspects of: human geography, including: types of settlement and land use, economic activity including trade links.</p> <p><b><u>Map Skills - Using Maps</u></b></p> <p>-To be able to locate places on a range of maps including OS and digital.</p> <p>-To begin to locate places on a range of maps (variety of scales)</p> <p>-To be able to follow a route on a map with some accuracy</p> <p>To being to follow a route on a largescale map</p> <p><b><u>Map Skills – Map Knowledge</u></b></p> <p>-To be able to name &amp; locate the counties and cities of the UK</p> <p><b><u>Map Skills - Making Maps</u></b></p> <p>-To be able to create a simple scale drawing</p>	<p>- To be able to describe and understand key aspects of: human geography, including: types of settlement and land use and economic activity including trade links</p> <p><b><u>Map Skills - Using Maps</u></b></p> <p>-To be able to identify features on an aerial photograph, digital or computer map.</p> <p>-To be able to begin to match boundaries (e.g. find same boundary of a county on different scale maps)</p> <p><b><u>Map Skills – Map Knowledge</u></b></p> <p>-To be able to name &amp; locate the counties and cities within the North East</p> <p><b><u>Map Skills - Making Maps</u></b></p> <p>-To be able to try to make a map of a short route experiences, with features in current order</p>	<p>-To be able to describe and understand key aspects of: physical geography, including: vegetation belts, climate zones, mountains</p> <p>- To be able to describe and understand key aspects of: human geography, including: types of settlement and land use, economic activity including trade links, food</p> <p><b><u>Map Skills - Using Maps</u></b></p> <p>-To be able to locate places on a range of maps including OS and digital.</p> <p>-To begin to locate places on a range of maps (variety of scales)</p> <p><b><u>Map Skills – Map Knowledge</u></b></p> <p>-To be able to locate the UK on a variety of different scale maps</p> <p>-To be able to locate Europe on a large-scale map or globe</p> <p>-to be able to name and locate countries in Europe and their capitals cities</p> <p><b><u>Map Skills - Making Maps</u></b></p> <p>-To be able to draw a sketch map from a high view point</p>
<b>Fieldwork</b>	<p>Children will use maps and describe features studied</p> <p>Children will to use the eight points of a compass.</p> <p>Children will use a four-figure grid references, some children will use six-figure grid reference, symbols and key (including the use of Ordnance Survey</p>	<p>Children will use maps and describe features studied</p> <p>Children will begin to use the eight points of a compass.</p> <p>Children will use a four-figure grid references, some children will use six-figure grid reference, symbols and key (including the use of</p>	<p>Child will 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 their knowledge of the southern Europe</p>

	<p>maps) to build their knowledge of counties and cities in the UK.</p> <p>Children will use fieldwork to observe, measure, record and present the human and physical features in the local area (Durham City or Northallerton) using a range of methods, including plans and developing graphs.</p>	<p>Ordnance Survey maps) to build their knowledge of the North East.</p> <p>Children will use fieldwork to observe, measure, record and present the human and physical features in the local area (Holy Island) using a range of methods, including plans and developing graphs</p>	
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**Year 4/ 5 (Cycle A)**

<b>Focussed Geographical Enquiry</b>	What can we discover about Northern Europe?	What can we discover about Italy?	Which way do we go?
<p>What and Why?</p>	<p>Children will compare the similarities and differences between the UK and Northern Europe. They will learn about the human and physical features of both areas through an investigation of the natural features such as: rivers, mountains and capital cities. Children will particularly look at the mountainous areas in each country and how that affects the human and physical geography of each place.</p> <p><b><u>Enquiry</u></b>            These are suggested questions because geography is taught through an enquiry led approach, questions will come also from the children.            Where is northern Europe?            Which countries make up Northern Europe?</p>	<p>Children will progress their understanding of Europe and the natural disasters such as earthquakes, volcanoes and flooding. Children will have a particular focus on the Bay of Naples in Italy and look into the particular human and physical geographical features found in this particular Mediterranean biome.</p> <p><b><u>Enquiry</u></b>            These are suggested questions because geography is taught through an enquiry led approach, questions will come also from the children.            Where is Italy?            What are the physical features of Italy?            What are the human features of Italy?</p>	<p>Children will use a range of maps, including Ordnance Survey maps to and grid references to identify key locations and land use of Ushaw in County Durham. Children link their OAA PE topic to use maps as part of the orienteering challenge in Ushaw.</p>

	<p>This will build upon the knowledge and skills learnt in the previous year <i>What can we discover about Southern Europe?</i></p>	<p>This will build upon the knowledge and skills learnt in the previous year <i>What can we discover about Northern Europe?</i></p>	
	<p><b>Vocabulary:</b> places, features, people, land use, key human and physical features, locations, region in Northern Europe, physical and human characteristics</p>	<p><b>Vocabulary:</b> tectonics, biomes, mountains, bay, capital, Mediterranean</p>	<p><b>Vocabulary:</b> eight points of the compass, Four and six figure grid references, symbols and keys inc ordnance, survey maps,</p>
<p><b>Skills covered in each unit via enquiry led learning</b></p>			
	<p><b><u>Locational Knowledge</u></b> -To be able to locate the world's countries, using maps to focus on Europe <b><u>Place Knowledge</u></b> -To be able to understand geographical similarities and differences through the study of human and physical geography of a region in a European country <b><u>Human and Physical Geography</u></b> -To be able to describe and understand key aspects of: physical geography, including: climate zones, biomes and rivers, mountains. -To be able to describe the water cycle -To be able to describe human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food <b><u>Map Skills - Using Maps</u></b> - To be able to compare maps with aerial photographs</p>	<p><b><u>Locational Knowledge</u></b> -To be able to locate the world's countries, using maps to focus on Europe concentrating on their environmental regions, key physical and human characteristics and major cities <b><u>Place Knowledge</u></b> -To be able to understand geographical similarities and differences through the study of human and physical geography of a region in a European country <b><u>Human and Physical Geography</u></b> -To be able to describe and understand key aspects of: physical geography, including: climate zones, biomes, rivers, mountains, volcanoes and earthquakes -To be able to describe human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food <b><u>Map Skills - Using Maps</u></b></p>	

	<p><b><u>Map Skills – Map Knowledge</u></b>          -To be able to locate Europe on a large scale map or globe.          -To be able to name and locate countries in Europe (including Russia) and their capitals cities</p> <p><b><u>Map Skills - Making Maps</u></b>          -To be able to draw a sketch map from a high viewpoint</p>	<p>-to be able to find and recognise places on maps of different scales</p> <p><b><u>Map Skills – Map Knowledge</u></b>          -To be able to locate Europe on a large scale map or globe.          -To be able to name and locate countries in Europe (including Russia) and their capitals cities</p> <p><b><u>Map Skills - Making Maps</u></b>          -To be able to draw a sketch map using symbols and a key</p>	<p><b><u>Map Skills -Using Maps</u></b>          -To be able to use maps and digital/computer mapping to locate places and identify features.          - To be able to use 4 figure compasses, and letter/number co-ordinates to identify features on a map          - To be able to begin to use 8 figure compass and four figure grid references to identify features on a map</p>
<b>Fieldwork</b>	<p>Child will 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 their knowledge of northern Europe</p>	<p>Child will 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 their knowledge of Italy</p>	<p>Children will use maps and describe features studied</p> <p>Children will generally use the eight points of a compass.</p> <p>Children will generally use a four-figure grid references, some children will use six-figure grid reference, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the North East.</p> <p>Children will use fieldwork to observe, measure, record and present the human and physical features in the local area (Ushaw College) using a range of methods, including plans and developing graphs</p>
<b>Year 4/ 5 (Cycle B)</b>			
<b>Focussed Geographical Enquiry</b>	<p>What can we discover about Russia?</p>	<p>How can I understand this glossary of geographical terms?</p>	<p>Where does my food come from?</p>

<p>What and Why?</p>	<p>Children will further develop their understanding of biomes in different areas of the world by investigating the land use, vegetation and climate. Children will continue their comparisons between the UK and another country, Russia, which shows a contrasting geographical area.</p> <p><b><u>Enquiry</u></b>  These are suggested questions because geography is taught through an enquiry led approach, questions will come also from the children.  Where is Russia?  What are the physical features of Russia?  What are the human features of Russia?</p> <p><b>This will build upon the knowledge and skills learnt in the previous year <i>What can we discover about Northern Europe?</i></b></p>	<p>Children to use a range of atlases and maps to identify the different hemispheres and geographical areas of the world. Children are to identify different world countries and major geographical features (rivers, mountain ranges and seas) Children to take an in depth look into tropical storms from around the world.</p> <p><b><u>Enquiry</u></b>  These are suggested questions because geography is taught through an enquiry led approach, questions will come also from the children.  What does glossary of geographical terms mean?</p>	<p>Children will continue their understanding of biomes in different areas of the world by investigating the land use, vegetation and climate. Children will look at how our food resources are grown and distributed across the globe. Children will particularly investigate fair-trade and how trade links are placed to produce and transport food with fair pricing for workers.</p> <p><b><u>Enquiry</u></b>  These are suggested questions because geography is taught through an enquiry led approach, questions will come also from the children.  Where does my food come from?  What is fair trade?</p> <p><b>This will build upon the knowledge and skills learnt in the previous topic about Northern Hemisphere, Southern Hemisphere etc</b></p>
	<p><b>Vocabulary:</b>  Processes and key features shaping places and human experiences, biomes</p>	<p><b>Vocabulary:</b>  latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/ Greenwich Meridian and time zones (including day and night)</p>	<p><b>Vocabulary:</b>  industry, farming, employment. distribution of natural resources, including energy, food, minerals and water, fairtrade</p>
<p><b>Skills covered in each unit via enquiry led learning</b></p>			
	<p><b><u>Locational Knowledge</u></b>  -To be able to locate the world's countries, using maps to focus on the location of Russia  <b><u>Place Knowledge</u></b>  -To be able to understand geographical</p>	<p><b><u>Locational Knowledge</u></b>  -To be able to identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/ Greenwich</p>	<p><b><u>Locational Knowledge</u></b>  -To be able to locate the world's countries  <b><u>Place Knowledge</u></b>  -To be able to understand geographical similarities and differences through the study of human and physical geography of</p>

	<p>similarities and differences through the study of human and physical geography of a region in a Russia</p> <p><b><u>Human and Physical Geography</u></b></p> <p>-To be able to describe and understand key aspects of: physical geography, including: climate zones, biomes, vegetation belts and rivers, mountains.</p> <p>-To be able to describe human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food</p> <p><b><u>Map Skills - Using Maps</u></b></p> <p>- To be able to compare maps with aerial photographs</p> <p><b><u>Map Skills – Map Knowledge</u></b></p> <p>-To be able to locate Europe on a large scale map or globe.</p> <p>-To be able to name and locate countries in Europe (including Russia) and their capitals cities</p> <p><b><u>Map Skills - Making Maps</u></b></p> <p>-To be able to draw a sketch map from a high viewpoint</p>	<p>Meridian and time zones (including day and night)</p> <p><b><u>Place Knowledge</u></b></p> <p>-To be able to understand geographical similarities and differences through the study of human and physical geography of various countries/continents of the world</p> <p><b><u>Human and Physical Geography</u></b></p> <p>-To be able to describe and understand key aspects of: climate zones, biomes, vegetation belts</p> <p>-To be able to describe human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</p> <p><b><u>Map Skills - Using Maps</u></b></p> <p>- Begin to use atlases to find out other information (e.g. temperature)</p> <p><b><u>Map Skills – Map Knowledge</u></b></p> <p>-To be able to identify the position and significance of lines of longitude &amp; latitude</p> <p><b><u>Map Skills - Making Maps</u></b></p> <p>-To be able to draw a variety of thematic maps based on their own data</p>	<p>various countries/continents of the world</p> <p><b><u>Human and Physical Geography</u></b></p> <p>-To be able to describe and understand key aspects of: climate zones, biomes, vegetation belts</p> <p>-To be able to describe human geography, including: economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</p> <p><b><u>Map Skills - Using Maps</u></b></p> <p>- Begin to use atlases to find out other information (e.g. temperature)</p> <p><b><u>Map Skills – Map Knowledge</u></b></p> <p>-To be able to locate the world’s countries</p> <p><b><u>Map Skills - Making Maps</u></b></p> <p>-To be able to draw a variety of thematic maps based on their own data</p>
<p><b>Fieldwork</b></p>	<p>Child will 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 their knowledge of the wider world, focusing upon Russia</p>	<p>Child will 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 their knowledge of the wider world</p>	<p>Child will 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 their knowledge of the wider world</p>

Year 5/ 6 (Cycle A)

Focussed Geographical Enquiry	Why are rainforests so important?	How does economic activity support growth in the UK?	What can we discover about New York state?
<p>What and Why?</p>	<p><b>Linked to previous work on weather, water, tectonics, biomes and climate zones in How can I understand this glossary of geographical terms?</b>            Children will investigate why rainforests are so important. Children will use a wide variety of maps to locate rainforests and use atlases to find out data about the place. They will develop their understanding of elements of physical geography with a focus on biomes and vegetation belts. Children will be able to identify and name parts of the rainforest explaining why each section is important.</p> <p><b><u>Enquiry</u></b>            These are suggested questions because geography is taught through an enquiry led approach, questions will come also from the children.            What characterises a rainforest?            Why are rainforests so important?            How are people putting rainforests in danger?            What are the different parts of a rainforest?            Why are they so important?            Is the climate the same all year around?            How much rainfall is there?            Why and how have certain animals adapted to the rainforest environment?</p>	<p><b>Building upon previous work in Year 4 and 5 where does my food come from?</b> children will investigate and explain how economic activity supports growth in the UK. They will be able to locate countries and cities that the UK trades with and explain the distribution of natural resources to other countries. Children will demonstrate a knowledge and understanding of the Prime/ Greenwich Meridian and time zones (day and night.)</p> <p><i>Link to Polish and Chinese Schools International link</i></p> <p><b><u>Enquiry</u></b>            These are suggested questions because geography is taught through an enquiry led approach, questions will come also from the children.            What is economic activity?            How does economic activity support growth in the UK?            Which country does the UK trade the most with? Why?            What products are traded with different countries?            Do the different time zones affect trade between different countries? How do they adapt?</p>	<p>This unit of work looks at America. Children will discover about New York state and carry out an in-depth investigation. <b>This unit builds upon map skills from the previous year.</b> They will use maps to identify the human and physical features. They will then be able to use this information to draw conclusions as to why so many people visit New York state, linking this to natural resources. They will then be able to draw their own thematic map based on the population of American states.</p> <p><b><u>Enquiry</u></b>            These are suggested questions because geography is taught through an enquiry led approach, questions will come also from the children.            Where in the world is New York?            How many states are there?            Why is America divided into states?            What are the human/ physical features of New York?            Where on a map can you find New York?            Which state has the greatest population?            Why?            What is a thematic map?            What does this map show? What conclusions can you make?</p>

		Has economic growth changed throughout the years? Are there any patterns or trends? Explain.	
	<b>Vocabulary:</b> Climate zones, biomes, vegetation belts, emergent, canopy, understory and forest floor.	<b>Vocabulary:</b> Countries, cities, time zones, Prime/ Greenwich Meridian, economic activity, trade and natural resources.	<b>Vocabulary:</b> America, state, population, human and physical features, thematic maps
<b>Skills covered in each unit via enquiry led learning</b>			
	<p><b><u>Locational Knowledge</u></b> -To be able to locate the world's countries including the continent South America, concentrating on their environmental regions, key physical and human characteristics</p> <p><b><u>Place Knowledge</u></b> -To be able to understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region within South America</p> <p><b><u>Human and Physical Geography</u></b> -To be able to describe and understand key aspects of: ◇ physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, ◇ human geography, including: types of settlement and land use,</p> <p><b><u>Map Skills - Using Maps</u></b> - To be able to select a map for a specific purpose -To be able to use an 8 figure compasses, begin to use 6 figure grid references.</p> <p><b><u>Map Skills – Map Knowledge</u></b></p>	<p><b><u>Locational Knowledge</u></b> -To be able to locate the world's countries</p> <p><b><u>Place Knowledge</u></b> -To be able to understand geographical similarities and differences through the study of human and physical geography of of the world</p> <p><b><u>Human and Physical Geography</u></b> -To be able to describe and understand key aspects of: climate zones, biomes, vegetation belts -To be able to describe human geography, including: economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</p> <p><b><u>Map Skills - Using Maps</u></b> - To be able to begin to compare maps with aerial photographs</p> <p><b><u>Map Skills – Map Knowledge</u></b> -To be able to locate the world's countries_ on a variety of maps, including the areas studied throughout the Key Stages</p> <p><b><u>Map Skills - Making Maps</u></b> -To be able to begin to use and recognise atlas symbols</p>	<p><b><u>Locational Knowledge</u></b> -To be able to locate the world's countries</p> <p><b><u>Place Knowledge</u></b> -To be able to understand geographical similarities and differences through the study of human and physical geography of various countries of the world</p> <p><b><u>Human and Physical Geography</u></b> -To be able to describe and understand key aspects of: climate zones, biomes, vegetation belts -To be able to describe human geography, including: economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</p> <p><b><u>Map Skills - Using Maps</u></b> - To be able to follow a short route on a OS map</p> <p><b><u>Map Skills – Map Knowledge</u></b> -To be able to draw plans of increasing complexity</p> <p><b><u>Map Skills - Making Maps</u></b> -To be able to draw a variety of thematic maps based on their own data</p>

	<p>-To be able to locate South America</p> <p><b>Map Skills - Making Maps</b></p> <p>-To be able to draw a sketch map using symbols and a key</p> <p>-To be able to use and recognise OS map symbols regularly</p>		
<b>Fieldwork</b>	Child will 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 their knowledge of South America	Child will 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 their knowledge of Poland and China	Child will 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 their knowledge of New York state
<b>Year 5/6 (Cycle B)</b>			
<b>Focussed Geographical Enquiry</b>	What is similar and what is different about North America and South America?	What does Newton Aycliffe and San Paulo have in common?	Which way do we go?
What and Why?	<p>In this unit children will focus on North and South America. They will be identifying the similarities and differences between the north and south paying particular attention to settlement and land use, human and physical geography. They will further develop their understanding of map skills by using a wide range of symbols and keys. <b>This builds upon previous learning from the topic 'How can I understand this glossary of geographical terms?'</b></p> <p><b>Enquiry</b></p> <p>These are suggested questions because geography is taught through an enquiry led approach, questions will come also from the children.</p> <p>Why are North and South America so different?</p>	<p><b>Linked to their previous work, Autumn 1, on North and South America</b>, children will investigate what it is like to live in Sao Paulo. They will be able to locate world countries on a map and identify the key physical and human characteristics of Sao Paulo. Children will then be able to compare these with the United Kingdom, with a specific focus on the North East (Newton Aycliffe).</p> <p><b>Enquiry</b></p> <p>These are suggested questions because geography is taught through an enquiry led approach, questions will come also from the children.</p> <p>Why do you think Newton Aycliffe/ Sao Paulo have different human and physical features?</p> <p>Why do you think some of the features are the same?</p>	<p>Children will use a range of maps, including ordnance survey maps to and grid references to identify key locations and land use of Ushaw in County Durham. <b>Children link their OAA PE topic to use maps as part of the orienteering challenge in Ushaw.</b></p> <p><b>Enquiry</b></p> <p>These are suggested questions because geography is taught through an enquiry led approach, questions will come also from the children.</p> <p>How can we identify where a specific human/ physical feature is on a map?</p> <p>Can you explain how a compass helps you to navigate to a specific place?</p> <p>How do you read a six figure grid reference?</p> <p>What do you think this land use is for?</p>

	<p>What are the human/ physical features of North and South America?          Why do people settle here?          How has the land use changed over time?          Is it still changing today?          What does the map show about settlement? Give reasons.</p>	<p>Where would you prefer to live? Why?          Is there a region in Sao Paulo that reminds you of a place in the North East? Explain.          Looking at your map can you identify any human/ physical characteristics in both the UK and Sao Paulo.</p>	
	<p><b>Vocabulary:</b>          symbol, settlement, land use, human and physical geography, climate, compass and reference.</p>	<p><b>Vocabulary:</b>          Human and physical geography/ characteristics, region and countries</p>	<p><b>Vocabulary:</b>          eight points of the compass,          Four and six figure grid references, symbols and keys inc ordnance, survey maps,</p>
<b>Skills covered in each unit</b>			
	<p><b><u>Locational Knowledge</u></b>          -To be able to locate the world's countries including the continents North America and South America, concentrating on their environmental regions, key physical and human characteristics  <b><u>Place Knowledge</u></b>          -To be able to understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region within North America  <b><u>Human and Physical Geography</u></b>          -To be able to describe and understand key aspects of:          ◇ physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains,          ◇ human geography, including: types of settlement and land use,  <b><u>Map Skills - Using Maps</u></b>          - To be able to select a map for a specific purpose</p>	<p><b><u>Locational Knowledge</u></b>          -To be able to locate the world's countries including the continent South America, concentrating on their environmental regions, key physical and human characteristics  <b><u>Place Knowledge</u></b>          -To be able to understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region within South America  <b><u>Human and Physical Geography</u></b>          -To be able to describe and understand key aspects of:          ◇ physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains,          ◇ human geography, including: types of settlement and land use,  <b><u>Map Skills - Using Maps</u></b>          - To be able to select a map for a specific purpose          -To be able to use an 8 figure compasses, begin to use 6 figure grid references.  <b><u>Map Skills – Map Knowledge</u></b></p>	<p><b><u>Map Skills - Using Maps</u></b>          - To be able to select a map for a specific purpose          -To be able to use an 8 figure compasses, begin to use 6 figure grid references.</p>

	<p>-To be able to use an 8 figure compasses, begin to use 6 figure grid references.</p> <p><b><u>Map Skills – Map Knowledge</u></b></p> <p>-To be able to locate North America</p> <p><b><u>Map Skills - Making Maps</u></b></p> <p>-To be able to draw a sketch map using symbols and a key</p> <p>-To be able to use and recognise OS map symbols regularly</p>	<p>-To be able to locate South America</p> <p><b><u>Map Skills - Making Maps</u></b></p> <p>-To be able to draw a sketch map using symbols and a key</p> <p>-To be able to use and recognise OS map symbols regularly</p>	
<b>Fieldwork</b>	<p>Child will 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 their knowledge of North America and South America</p>	<p>Child will 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 their knowledge of Sao Paulo</p>	<p>Children will use maps and describe features studied</p> <p>Children will generally use the eight points of a compass.</p> <p>Children will generally use a four-figure grid references, some children will use six-figure grid reference, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the North East.</p> <p>Children will use fieldwork to observe, measure, record and present the human and physical features in the local area (Ushaw College) using a range of methods, including plans and developing graphs</p>