Green Lane PRIMARY SCHOOL

Geography Long Term Plan
Geography

How is the curriculum organised?

Geography fires our pupils' desire to make sense of the world and their place within it, understanding how it is interconnected and always changing due to human and physical processes.
Pupils will be able to draw upon their understanding of geographical knowledge to describe and locate different places around the globe, explaining the features that make them unique and how they have come to be this way.
By exploring the rich diversity of our planet, a Green Lane geographer will enjoy learning about the variety of cultures, environments and the earth's resources whilst considering their impact upon it and the responsibilities that rest upon their shoulders regarding the future.
They will thrive whilst applying their ever growing geographical understanding and array of skills to conduct field studies and investigations, making great use of geographical sources alongside our greatest resource, the world on our doorsteps

Our school definition-

Geography is the study of places and the relationships between people and their environments.

Remember: Each unit should reflect 12hrs of learning.

Key Concepts
These **key concepts** repeat throughout the curriculum.
Place- home, community, landscape, sense of place, different types, sizes and locations.
Enquiry- curiosity, questioning, selecting, investigating, exploring, experiencing, collecting, analysing, communicating
Change- over time, space and scale. Alternate futures, environment, resources, sustainability
Diversity- similarity, difference, comparison, perspective, cultures, identities, values, bias
Interconnections- interactions between people, place, environments, spaces, events, cause & effect

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Key resources

Aerial Photo Explorer – Over 400,000 aerial photos in Historic England's digitised collections | Historic England - Amazing website for aerial photography.
Google Earth – Use it lots.
World map, satellite view // Earth map online service (satellites.pro) - Easy to use map put together using satellite images. Use it lots.
https://www.openstreetmap.org/ - Another useful map site – drawn rather than pictures.
Adaptations | National Geographic - Great for all things natural.
https://www.thegeographeronline.net/ - Seems like a useful website has lesson ideas for most things – just do a search.
Free topographic maps, elevation, terrain (topographic-map.com) - Great for topography.
https://ukmap360.com/united-kingdom-(uk)-satellite-map - Great maps of the UK

Year Group	Autumn Block 1	Spring Block 2	Summer Block 3
Little Buds 2 Yr	Use all sense to explore natural materials. Talk about what they see. Select appropriate shape for building. Children show interest in photographs.		
Nursery 3-4yr	• Notices features of objects in their environment. • Enjoys playing with small world reconstructions, building on first-hand experiences, e.g. school, home, farm, garages etc. • Can talk about some of the things they have observed such as plants, animals, natural and found objects. • Make simple observations about the environment – weather.	• Show interest in different ways of life indoors and outdoors. • Know the name of their school. • Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world. • Begin to understand the effect their behaviour can have on the environment. • Identify different weathers. • Begin to identify some seasonal changes with support. • Begin to understand some basic positional language • Talk about what they see, using a wide vocabulary. • Begin to understand the need to respect and care for the natural environment and all living things.	• Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. • Know and talk about the place where they live. • Begin to understand the need to respect and care for the natural environment and all living things. • Begin to identify some simple seasonal changes independently
REC	• Know that there are different countries in the world and talk about the differences they have experienced or seen in photos • Explore simple maps • Name different parts of the local community (home, house, school, Church, shop, park) • Beginning to explain maps • Draw a simple map or plan linked to story	• Draw information from a simple map • Recognise some similarities and differences between life in this country and life in other countries • Name, understand and explain that some places are special to members of their community • Explore and make observations of different parts of the local area e.g. church, local shop • Understand the use of maps	• Explore and make observations of places out of the local area e.g. on school visit to Hesketh Farm • Talks about features of own and immediate environment and how environments vary from one another • Know that the environment and living things are influenced by human activity

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	• Begin to understand the use of maps • Explore the natural world around them • Talk about what they see and hear using a wide vocabulary • Describe what they see, hear and feel whilst outside • Make observations about the environment in Autumn and Winter • Know the weather associated with Autumn and Winter	• Draw a simple (geographical – not linked to a story!) map • Explore and comment on the natural world around them • Describe what they see, hear and feel whilst outside • Recognise some environments that are different to the one in which they live • Understand the effect of changing seasons on the natural world around them • Make observations about the environment in Spring and Summer • Know the weather associated with Spring and Summer	• Identify and compare the 4 seasons and weather associated with seasons • ELGs: • Know some similarities and differences between the natural world around and contrasting environments, drawing on experiences and what has been read in class • Describe the immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps • Know some similarities and differences between different religious and cultural communities in this country, drawing on experiences and what has been read in class • Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps
Year 1	**Where we live** **Enquiry Question** What is our area like? **End points: Children will…** ● Know that geography is the study of places and the relationships between people and their environments. ● Explain that our school is in Manningham, an area of the city of Bradford, which is in England in the United Kingdom (both countries) and the continent of Europe. ● Understand that **human features** are things that are made by people and give examples ● Understand that **physical features** are things that occur naturally (not made by people) and give examples	**The United Kingdom** **Enquiry Question** What is so special about the United Kingdom? **End points: Children will…** ● Know that we live in England, in the United Kingdom which is a country that is in the continent of Europe. ● confidently locate the United Kingdom on a map of the world and a globe. ● Know and locate on a map, the four countries that make up the UK: England, Wales, Scotland and Northern Ireland. ● Know that the UK is surrounded by The North Sea, The English Channel, The Irish Sea and The Atlantic Ocean ● Know that seas are smaller bodies of water than oceans and are often partly surrounded by land ● Know that London is the capital city of England and of the UK and locate this on a map.	**The Seven Continents** **Enquiry Question** Is every continent the same? **End points: Children will…** ● Know the names of the seven continents and locate on a world map and globe: Europe, North America, South America, Africa, Asia, Australia and Antarctica ● Know the location of the North and South Poles and know that they are the cold parts of the Earth. ● Name five distinct oceans and locate them on a world map and globe: the Pacific Ocean, the Atlantic Ocean, the Indian Ocean, the Southern Ocean and the Arctic Ocean

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	• Use their skills of observation to identify **human** and **physical** features around the school and local area • Use fieldwork and direct observation to compare human and physical features at their local area with other locations in Bradford (Lister Park and Harden). **National Curriculum Coverage** • Use world maps and atlases. • Use locational and directional language eg. Near, far, left, right. • Describe the location of features on a map. • Use aerial photographs. • Devise a simple map and key. • Use simple fieldwork and observational skills.	• Talk about the physical geography of the UK including climate and seasons. **National Curriculum Coverage** • name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. • use basic geographical vocabulary to refer to: - key physical features - key human features • use world maps, atlases and globes to identify the United Kingdom and its countries • use simple compass directions • use aerial photographs to recognise landmarks and basic human and physical features • devise a simple map • use and construct basic symbols in a key	• Know that there are hot and cold parts of the Earth and locate these in relation to an imaginary line called the equator and north and south poles. • Know some animals that survive in different places around the world because they are adapted to that particular environment and give some examples. • Broadly compare human and physical features of the continents. **National Curriculum Coverage** • Name and locate the world's seven continents and five oceans. • Begin to use world maps and atlases to identify continents and oceans. • Use simple compass directions. • Understand geographical similarities and differences. • identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles
Year 2	**Our Capital City** **Enquiry question:** Is London the same as Bradford? **End points: Children will…** • know that Bradford is a city in England and explain that a city is a large town, often with its own cathedral. • Be able to explain that a country is an area ruled by a shared government (a group of people with power over the country).	**A trip to Lagos** **Enquiry question:** How do UK cities compare to cities in other countries? **End points: Children will…** • know that Nigeria is a country in Northern Africa, and locate this on a map or globe. • know that Lagos is a city in southern Nigeria and locate this in an atlas or on a map. • Be able to identify and describe the route taken from Bradford to Lagos in terms of countries, continents and oceans crossed, while using compass directions (N,E,S,W).	**Coasts of the United Kingdom** **Enquiry question:** Are all parts of the UK coast the same? **End points: Children will…** • Know that the closest sea to Bradford is actually the Irish Sea • Know that a coast is where the land meets the sea and that, when represented on a map, we call this the coastline. • Be able to name and explain some human and physical features of a coastline and identify these from aerial photos and maps

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- Know that London is the capital city of England and the UK and explain that a capital city is where the government is based.
- confidently locate Bradford and London on a UK map
- describe similarities and differences between Bradford and London in terms of human and physical geography
- devise simple maps with keys locating major landmarks in the two cities.
- discuss and justify opinions about Bradford and London.
- Describe the positions of Bradford and London using compass directions.

National Curriculum Coverage

- name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas (retrieval)
- understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom
- identify seasonal and daily weather patterns in the United Kingdom
- use basic geographical vocabulary to refer to:
  - key physical features
  - key human features
- use simple compass directions and locational and directional language
- use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features

- Be able to identify human and physical features from aerial photographs and use these to draw comparisons between Bradford and Lagos.
- Be able to explain differences in the cities' weather and climates in relation to the equator and Earth's poles.
- Be able to share and explain views about what life might be like in Lagos.

National Curriculum Coverage

- understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country
- Use basic geographical language.
- Use aerial photographs to recognise geographical features.
- use basic geographical vocabulary to refer to:
  - key physical features
  - key human features
- identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles
- use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans.

- Be able to compare different parts of the UK coastline using aerial photos and maps
- Have a basic understanding of how the world's seas and oceans regularly rise and fall and that these are called tides
- Be able to explain that human settlements on the coast often have harbours, which are places ships and boats can dock
- Describe why coastal settlements are popular with tourists by identifying both human and physical features.
- Understand that Bradford is landlocked and be able to identify and compare its main geographical features with those of a coastal settlement.

National Curriculum Coverage

- Name, locate and identify the four countries, their capital cities and surrounding seas.
- Use basic geographical language.
- Use aerial photographs to recognise geographical features.
- use simple compass directions and locational and directional language
- use simple fieldwork and observational skills

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Year 3

Our place in Europe

Enquiry question:
Are European countries and cities the same ours?

End points: Children will…

- understand what a continent is and know the countries which comprise Europe and their surrounding waters
- Recall major physical geographical features in European countries eg. The Alps, Rivers,
- Recall major human geographical features in European eg. Leaning tower of Pisa, Eiffel Tower, St Peter's Basilica, Colosseum, Sagrada Familia
- Understand that European countries have different climates depending on their location in relation to the equator and use this to compare climates in Bradford and Rome
- Know that Italy is a country in Europe and its capital city is Rome
- Understand why Rome is a huge tourist attraction and be able to explain own opinions using their geographical knowledge
- Be able to explain geographical similarities and differences between Bradford and Rome
- Begin to understand how to use the 8 points of a compass to describe the position of human and physical features

National Curriculum Coverage

- understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region in a European country

Rivers and waterways

Enquiry question:
How does the water cycle work and why is it important to us?

End points: Children will…

- recall and explain the key processes of the water cycle
- know that a river begins at the source and eventually flows into the sea at the river mouth
- explain that a river's journey can be split into three different stages – upper course, middle course and lower course
- use aerial photos of the River Aire to identify physical and human features along its course, such as settlements, waterfalls, gorges, lakes, valleys
- gain, through field work and direct observation, knowledge of the River Aire and its human and physical features
- understand and explain why some of these features came about
- locate rivers and related human and physical features on a map using the 8 points of a compass and 4 figure grid references
- know the major counties and cities of the UK.

National Curriculum Coverage

- name and locate counties and cities of the UK, geographical regions and their identifying human and physical characteristics, key topographical features (inc hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time
- Locate the world's countries, using maps to focus on physical and human characteristics.

The Amazon River

Enquiry question:
Where is the Amazon River and how does it affect its surroundings?

End points: Children will…

- Understand that the earth is split into the northern and southern hemispheres along the equator
- Know that the Tropic of Cancer is to the north and the Tropic of Capricorn is to the south – and that the Amazon river lies in and around the Tropic of Capricorn
- Know that the amazon river is a renewable source of energy for human settlements through hydroelectric power.
- Know that the Amazon River is the longest river in South America and the second longest in the world behind the River Nile
- Know that the Amazon River carries more water than any other river on Earth
- Know that a tributary is a smaller river or stream that joins a larger river, adding to its flow
- Know that the Amazon River and its tributaries flow through Peru, Bolivia, Venezuela, Colombia, Ecuador, and Brazil before emptying into the Atlantic Ocean
- know how to identify the countries and the Amazon River using an atlas
- Understand how the Amazon River affects life along its course
- Be able to compare human and physical features of the Amazon River to the River Aire using appropriate geographical language

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• identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere • locate the world's countries, using maps to focus on Europe (including the location of Russia) concentrating on their environmental regions, key physical and human characteristics, countries, and major cities • describe and understand key aspects of: - physical geography - human geography • Use compass directions to locate and describe the location of features on a map. • use maps, atlases, globes and digital/ computer mapping to locate countries and describe features studied • use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies • use the eight points of a compass, 4 and 6-figure grid ref, symbols and key (inc use of OS maps) to build their knowledge of the UK and wider world	• describe and understand key aspects of: -physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, and the water cycle -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 • use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied • use the 8 points of a compass, 4 and 6-figure grid ref, symbols and key (including the use of OS maps) to build their knowledge of the UK • use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.	**National Curriculum Coverage** • Locate the world's countries, using maps to focus on physical and human characteristics. • describe and understand key aspects of: -physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, and the water cycle -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 • locate the world's countries, using maps to focus on South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities • identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) • understand geographical similarities and differences through the study of human and physical geography of a region within North or South America • use maps, atlases, globes and digital/ computer mapping to locate countries and describe features studied • use the 8 points of a compass, 4 and 6-figure grid ref, symbols and key (including the use of OS maps) to build their knowledge of the wider world

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Year 4	Rainforests	Natural disasters	Farming
	Enquiry question: What is a rainforest and are they important to the planet? **End points: Children will…** • know that a rainforest is an area of thick forest found in a wet area of the world • know that rainforests can grow in a variety of climates such as tropical rainforests (Amazon, Congo) or temperate rainforests (N.W. USA, S. Australia) • Know and describe the four layers of a rainforest: **emergent layer, canopy layer**, **understory**, **forest floor** • Know that the Amazon rainforest is the largest rainforest on Earth (followed by Congo rainforest) and provides the habitats for the largest variety of plants and animals on the planet (biodiversity) • Know that part of the reason for this biodiversity is the wet, warm climate that encourages plant growth • Know what deforestation is and why it happens • Know how deforestation threatens many of the rainforests across the world, affecting wildlife and contributing to climate change **National Curriculum Coverage** • locate the world's countries, using maps to focus on Europe (inc Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities	**Enquiry Question** Can volcanoes happen anywhere? **End points: Children will…** • know that a natural disaster is a natural event such as a flood, earthquake, volcano or hurricane that causes great damage or loss of life • know and describe the structure of the earth • Know that the crust and upper mantle of the earth are divided into large tectonic plates that 'float' on the liquid rock beneath • Know that volcanoes tend to happen at the edge of tectonics plates where there is a fault • Know and explain the basic structure of a volcano • Be able to locate some of the world's volcanoes on a map and explain in relation to the tectonic plates • Know that the ring of fire is a path along the Pacific Ocean where most of Earth's volcanoes and earthquakes take place. • Understand that there are pros and cons to the surrounding area of volcanoes and be able to explain these • Be able to discuss recent natural disasters, their cause, and impact on human and physical geography (earthquake in Morocco, floods in Libya) **National Curriculum Coverage** • locate the world's countries, using maps to focus on Europe (inc Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities	**Enquiry Question** What is farming like in Bradford and is it the same all over the world? **End points: Children will…** • know that farming is the growing and harvesting of crops and the raising of livestock, and give examples • know that farming is also called agriculture • understand and be able to explain what arable, pastoral, hill, dairy and mixed farming are • be able to explain how farming can depend climate, soil type, altitude, latitude and other physical features such as mountains, rivers and lakes. • Know the typical farming land uses in different regions of the UK and be able to explain why, using geographical language • Know that farming is practised all over the world and be able to explain similarities and differences in methods used and land use • Be able to explain how location in relation to the equator might affect farming. • Understand the environmental impact of farming and the benefits of sustainable farming **National Curriculum Coverage** • locate the world's countries, using maps to focus on Europe (inc Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities

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	• identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) • understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America • describe and understand key aspects of: -physical geography -human geography • use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied • use the 8 points of a compass, 4 and 6-figure grid references, symbols and key (inc OS maps) to build their knowledge of the UK and the wider world	• identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (inc day and night) • understand geographical similarities and differences through the study of human and physical geography of a region of the UK, a region in a European country, and a region within North or South America • use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied • use the 8 points of a compass, 4 and 6-figure grid references, symbols and key (inc OS maps) to build their knowledge of the UK and the wider world • describe and understand key aspects of: -physical geography, inc: climate zones, biomes and vegetation belts, rivers, mountains, **volcanoes** and **earthquakes**, and the water cycle -human geography, inc: types of **settlement** and **land use**, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water	• identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (inc day and night) • use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied • describe and understand key aspects of: -physical geography, inc: climate zones, biomes and vegetation belts, rivers, mountains, **volcanoes** and **earthquakes**, and the water cycle -human geography, inc: types of **settlement** and **land use**, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water • name and locate counties and cities of the **UK**, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and **land-use patterns**; and understand how some of these aspects have **changed over time**
Year 5	**Mountains** **Enquiry Question** How are mountains formed and how do they affect the world around them? **End points: Children will…** • know that a mountain is a landform that rises prominently above its surroundings and is generally distinguished by steep slopes, a relatively confined summit, and considerable height	**Extreme environments** **Enquiry question:** Can life exist in even the most extreme environments on Earth? **End points: Children will…** • know that an extreme environment is one where it is hard for people (and other forms of life) to survive • Understand lines of latitude and how the Earth can be divided into polar, temperate, sub-tropical and tropical zones	**Trade links and Fair Trade** **Enquiry question:** What does Fair Trade mean and is it better for everyone? **End points: Children will…** • know that trade is the buying and selling of goods and services that we want and need

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- be able to describe mountains using specific geographical language
- be able to name different types of mountain (fold, fault-block, volcanic and dome mountains), give examples and explain how they are formed
- be able to name and locate on a map, significant mountains and mountain ranges including Mount Everest and the Himalayas in Asia, the Alps in Europe, the Andes in South America and the Rocky Mountains in North America
- be able to use field work, maps, geographical data and aerial photographs to discuss and compare human and physical processes in the Yorkshire Dales and the Alps
- be able to describe the location of a significant feature using 4 and 6 figure grid references

National Curriculum Coverage

- locate the world's countries, using maps to focus on Europe (inc Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities
- identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)
- describe and understand key aspects of:
  -physical geography, inc: climate zones, biomes and vegetation belts, rivers, **mountains**, volcanoes and earthquakes, and the water cycle
  -human geography, inc: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water

- Know that each tend to have different climates and biomes
- know that a biome is a community of plants and/or animals that share characteristics based on the environment in which they live (e.g. evolved to survive in hot conditions)
- know and describe the different types of biome including rainforests, deserts, savannah, woodlands and tundra
- know and understand why some biomes are ideal for supporting life and some are considered extreme environments
- be able to use maps and atlases to locate different biomes and describe them in relation to the equator
- know the difference between weather and climate
- be able to compare human and physical geography of particular locations within contrasting biomes

National Curriculum Coverage

- describe and understand key aspects of:
  -physical geography, including: **climate zones**, **biomes** and **vegetation belts**, rivers, mountains, volcanoes and earthquakes, and the water cycle --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
- understand geographical similarities and differences through the study of human and physical geography
- locate the world's countries, using maps to focus on Europe (inc Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities

- know that trade is an important way for countries to make money or to acquire resources that are otherwise scarce or expensive
- understand and explain how and why trade has changed over time (from more local to global)
- know that sending goods to sell in other countries is called export
- know that importing is when one country buys things from another country
- know that Bradford has a rich history of trade, particularly in textiles
- know that UK exports include machinery, cars and other transport equipment, electrical and electronic equipment (including computers), chemicals, and oil, as well as financial services
- know that the UK imports 1/10 of its foodstuffs and about 1/3 of its machinery and transport equipment.
- know that the term 'fair trade' refers to trade between companies in developed countries and producers in developing countries in which fair prices are paid to the producers

National Curriculum Coverage

- use maps, atlases, globes and digital/ computer mapping to locate countries and describe features studied
- describe and understand key aspects of:
  -physical geography
  -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**

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	• use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied • use the 8 points of a compass, 4 and 6-figure grid references, symbols and key (inc OS maps) to build their knowledge of the UK and the wider world • understand geographical similarities and differences through the study of human and physical geography of a region of the UK, a region in a European country, and a region within North or South America	• identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) • use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied • 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 United Kingdom and the wider world	• locate the world's countries, using maps to focus on Europe (inc Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities • identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)
Year 6	**Local Study** **Enquiry question:** How has migration shaped the city of Bradford? **End points: Children will…** • be able to create clear sketch maps of the local area showing human and physical features • be able to use historical and current maps and aerial photographs to observe how Bradford has changed over time • use fieldwork to observe, measure, record and present data relating to the human make-up of the local area • use and analyse geographical data relating to migration in Bradford • understand that Bradford's population has increased dramatically over the last 75 years and that much of this is down to the arrival of migrants from overseas • be able to name and locate the main countries from which migrants arrive to the UK and Bradford in particular	**Sudan** **Enquiry question:** What is it like to live in Sudan? **End points: Children will…** • know that Sudan is in Northeast Africa and be able to locate on a map • know the main human and physical geographical features of Sudan • be able to explain differences in climate at a range of locations in Sudan and compare these to Bradford and other locations in the UK • be able to record and interpret geographical data, drawing comparisons • consider push and pull factors and be able explain and compare these for Bradford and a location in Sudan • be able to compare the lives of young people living in parts of Sudan with the lives of young people living here in Bradford	**Summer 2 will be History instead of Geography due to SATS.**

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• be able to describe push and pull factors responsible for many of Bradford's migrant population and explain how this may have changed over time **National Curriculum Coverage** • name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time • locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and **South America**, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities • understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America • describe and understand key aspects of: -physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle -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 • use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied	**National Curriculum Coverage** • locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities • identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) • understand geographical similarities and differences through the study of human and physical geography of a region of the **United Kingdom**, a region in a European country, and a region within North or South America • describe and understand key aspects of: -physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle -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 • use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied • 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 United Kingdom and the wider world	

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	• 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 United Kingdom and the wider world		