

Geography

VISION:	AIM:	RIGHTS RESPECTING SCHOOLS (RRS)	Behaviour charter
<p>At Tillingbourne we want children to:</p> <ol style="list-style-type: none"> 1. Love Learning 2. Find their strengths and talents 3. Achieve more than they thought possible 	<p>Children are successful at Tillingbourne School because they are:</p> <ul style="list-style-type: none"> • Aspirational • Responsible • Resilient • Curious • Confident • Caring 	<p>FOCUS RIGHTS</p> <ol style="list-style-type: none"> 1. The right to learn 2. The right to be heard 3. The right to be me 	<p>All children must be:</p> <p>Ready</p> <p>Respectful</p> <p>Safe</p>

	EYFS and KS1	Year 3	Year 4	Year 5	Year 6
Knowledge and Understanding of Place					
<p>Location & place knowledge</p>	<p>Name and locate the world's 7 continents and 5 oceans</p> <p>Name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas</p> <p>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</p>	<p>Where in the world are we?</p> <p>Through the use of atlases, globes and maps at world, European and UK scale:</p> <p>Describe the location of countries, cities and UK counties encountered in learning throughout the curriculum using 4 point compass points, Equator, Northern and Southern Hemisphere and continents.</p> <p>(Cover during lessons when discussing ANY place!)</p>	<p>Amazon vs. Blackheath</p> <p>Start to compare the location of places studied with previous knowledge, e.g. <i>Brazil is in the Southern hemisphere between the Tropic of Capricorn and the Equator, whereas the UK is in the Northern hemisphere and is north of the Tropic of Cancer. Both have a coast on the Atlantic Ocean.</i></p> <p><u>Locations:</u> Brazil, Amazon rainforest, Ghana, Australia, Blackheath</p>	<p>Rivers</p> <p>Make more detailed comparisons between the location of countries, cities and UK counties using locational knowledge.</p> <p>Use these skills to describe the location of other topographical features within a country or region, for example rivers within the UK. Two rivers – river Tillingbourne and River Thames</p> <p>Use these skills to describe how landuse patterns have changed over time within a country e.g. UK cities post Industrial Revolution</p> <p><u>Locations:</u> River Tillingbourne valley, River Thames, Greece</p>	<p>Canada and Purbeck</p> <p>Make detailed comparisons between the location of countries, cities and UK counties using locational knowledge.</p> <p>Use these skills to describe the location of other topographical features within a country or region, for example coasts, mountains.</p> <p>Use these skills to describe and start to explain the land-use patterns within a country, e.g. settlement patterns in Canada.</p> <p><u>Locations:</u> UK inc. Purbeck, Canada</p> <p>Describe and start to explain the similarities and differences in physical and human geography between two countries – Canada and the UK.</p>

				Greece A European region – Greece – and our local area.	Make comparisons between a number of different regions studied during KS2, identifying links between learning. Use knowledge of human and physical geography to design their own island.
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Human, Physical and Environmental

Physical	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 Key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather	Our local environment Understand the key human and physical features of our school and local area, including settlements, roads, hills and river. Describe and understand the key causes and effects of earthquakes and volcanoes. Understand the deciduous woodland biome – characteristics, flora and fauna (Forest School) Volcanoes & earthquakes Understand that the earth's landmass was once in the form of a supercontinent 'Pangea'. Understand the concept of plate tectonics in relation to land formation and changes and be able to describe how these changes occur.	Climate Understand and explain the location and key features of different climates, including tundra, temperate, desert and tropical climates. Begin to make comparisons between different climates Identify the different features of weather and explain why it rains using the water cycle. Investigate changes in local weather over time using the weather station data (computing) Using their knowledge of climate, understand and explain how animals have adapted to their environment – Arctic and deserts. (Science) Describe, understand and make comparisons between the key features of the rainforest and temperate biome/ vegetation belts.	Describe and explain the key features of a river from source to mouth with a focus on the River Tillingbourne, Wey and Thames. Begin to understand some of the causes and effects of flooding on a UK river. Increase understanding of the deciduous woodland biome, including adaptations to climate such as hibernation and migration (Forest School)	Describe and understand the key aspects of vegetation belts including an in-depth study of a Canadian biome. Using their knowledge of biomes, explain how plants and animals have adapted over time -evolution – to their environment Purbeck – describe and understand erosion – example of spit, peninsula – Jurassic coast
Human	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 Key physical features, including: beach, cliff, coast,	Describe and understand types of settlement with a study of the local area. Describe, understand and start to compare farming land use (in cooking)	Describe and understand the distribution of natural resources such as timber in Brazil. Describe and understand the distribution of food as a natural resource, e.g. exotic fruits (in cooking)	Describe and understand the economic activity of tourism in Greece and its impact on the local economy. Describe and understand the distribution and impact of commercial fishing as an economic activity (in cooking).	Describe and explain landuse and settlement patterns in Canada. Describe, understand and begin to explain the uneven distribution of natural resources worldwide, e.g. energy consumption, fossil fuels

	<p>forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</p> <p>Use basic geographical vocabulary to refer to:</p> <p>Key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</p>				<p>Describe and begin to explain trade links around the world, e.g. UK trade links, global trade (inc. trading game) and globalisation (in PSHE) and producer/consumer countries and Fairtrade (in cooking).</p> <p>Categorise the different types of economic activity (primary, secondary and tertiary) and investigate the types of jobs in our region.</p> <p>Understand some of the impacts of migration, e.g. Windrush generation (in History)</p>
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Environmental		<p>Start to form opinions about how to care for the environment and how they can make a difference, e.g. bees, Greenpeace</p> <p>BV – Mutual Respect / Tolerance</p> <p>Start to understand the importance of local seasonal trade in food for a healthy planet. (Cookery)</p>	<p>Begin to form reasoned arguments about the impact of deforestation in the Amazon both locally and globally.</p> <p>Begin to express an opinion about how deforestation could be managed in the future.</p> <p>Understand that some forests need to be managed to maintain biodiversity, e.g. Blackheath.</p> <p>BV – Individual Liberty / Mutual Respect / Tolerance</p>	<p>Explain how our own actions can help manage local environments for biodiversity, e.g. sustainable use of deciduous woodland, including hedgehog habitats and managing succession.</p>	<p>Understand and begin to explain the causes and impacts of climate change.</p> <p>Suggest ways in which individuals and Governments can help reduce greenhouse emissions, including renewable energies and reduce, reuse and local recycling.</p> <p>BV – Rule of Law / Individual Liberty / Mutual Respect (climate change)</p>
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Geographical Skills and Fieldwork

Skills, including map work	<p>Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage</p> <p>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</p> <p>Use aerial photographs and plan perspectives to recognise landmarks and basic human</p>	<p>Mapping skills: Use 4 point compass points to follow and give directions within the school grounds.</p> <p>Use letters or single number co-ordinates to locate features on a simple map.</p> <p>Use simple symbols to represent features on a map. Draw a simple map within the school locating key human and physical features.</p> <p>Local study mapping favourite places to play (homework)</p>	<p>Participate in fieldwork in the local area outside the school grounds to observe and record characteristics of the chalk grasslands.</p> <p>With structured guidance, plan, measure, record and present an investigation on local weather using the school weather station.</p> <p>Mapping skills: Use 4 point compass points to follow directions whilst orienteering (Sayers Croft)</p>	<p>In small groups, generate questions, plan, measure, record and present data during fieldwork to a local river, including using different sampling techniques.</p> <p>Begin to evaluate data collection techniques and suggest improvements.</p> <p>Mapping skills: Use 8-figure grid references, symbols and key to locate and describe features on a local OS map during the river's fieldwork. Digimaps</p>	<p>Mapping skills: Use 6 figure grid references, OS map symbols, key and contour lines to describe the Purbeck coastline. Digimaps</p> <p>Draw a sketch map and describe a route along the coast using aerial photos, Google Earth and OS maps.</p> <p>Use Worldmapper to investigate patterns in the distribution of energy natural resources</p> <p>Present, describe and begin to explain choropleth maps and proportional</p>
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	<p>and physical features; devise a simple map; and use and construct basic symbols in a key</p>	<p>Use a range of maps, atlases, globes. Annotate photos to show why a place is fun to play.</p>	<p>Use 4-figure grid references, symbols and key to locate features on a local OS map during the Blackheath fieldwork. Annotate a simple map to scale using compass directions, scale and key of Blackheath</p> <p>Use a range of maps, atlases, globes and Google Earth Make comparisons between climate graphs of different climates. Present and describe weather station data using bar graphs and line graphs appropriately.</p> <p>Present to an audience – climate presentations, deforestation debate</p>	<p>Draw a location map to scale using compass directions, scale and key of Tillingbourne River</p> <p>Use a range of maps, atlases, globes and Google Earth</p> <p>Present to an audience – reports</p> <p>BV – Tolerance / Rule of Law</p>	<p>symbols to show population density and settlement size in Canada.</p> <p>Begin to evaluate the effectiveness of different mapping techniques such as Worldmapper, choropleth maps and proportional symbols.</p> <p>Present research on a biome in a non-chronological report using key terminology.</p> <p>Write a persuasive letter on solar panels Choose appropriate graphs to present and analyse data.</p>
<p>Fieldwork & Trips</p>	<p>use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment</p>	<p>Mapping School grounds, forest school</p> <p>Sketches labelled with geographical vocabulary</p> <p>Create a route on digimaps</p> <p>Present work in graphs</p>	<p>Hindleap and Blackheath visit</p> <p>Weather data collection and analysis</p>	<p>River Trip, surveys</p> <p>Analysis of graphs and data in Greece unit</p>	<p>Surveys:</p> <p>Types of jobs - family members of the class</p> <p>Trade – where clothes in their wardrobe come from</p> <p>Purbeck trip</p> <p>Analysis of climate graphs</p>