



### **Geography Curriculum Pedagogy**

A high-quality geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching should equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the frameworks and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.

### **National Curriculum:**

The national curriculum for geography aims to ensure that all pupils:

- Develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes.
- Understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time.
- Are competent in the geographical skills needed to:
  - Collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes.
  - Interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS).
  - 
  - Communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

### **Key stage 1**

#### **Pupils should be taught:**

During Key Stage 1, Geography is taught every other half term. The geography curriculum ensures progression throughout key stages and by teaching children the following topics and skills, children will have prior knowledge to take with them through to the next key stage. Children will be taught:

#### **Locational Knowledge**

- Name and locate the countries that make up the United Kingdom. Identify their capital cities and some of their characteristics.
- Name and locate the 7 continents and 5 oceans.

#### **Place Knowledge**



## **Bingham Primary School and Nursery- Geography Curriculum**

- Explore similarities and differences between an area in the United Kingdom (London) and a contrasting area outside of Europe, by studying each areas human and physical geography.

### **Human and Physical Geography**

- Identify weather patterns within the United Kingdom.
- Locate the Equator and North and South Poles and understand where hot and cold areas of the world are in relation to the Equator, North and South Pole.
- Use geographical vocabulary to describe both human and physical features. Vocabulary examples include:
  - Human features: city, town, village, factory, farm, house, office, port, harbour and shop.
  - Physical features: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.

### **Geographical Skills and Fieldwork**

- Use maps, atlases and globes to identify countries in the United Kingdom and to locate Bingham. Also use resources to identify the 7 continents and 5 oceans.
- 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.
- Use photographs, maps and plans to identify and recognise landmarks, human and physical features. Create a simple map using basic symbols.
- Use basic fieldwork skills and observations to study the school grounds and its key human and physical features. Extending this to the wider locality.

## **Key stage 2**

### **Pupils should be taught:**

During Key Stage 2, Geography is taught every other half term. In KS2, children extend their knowledge beyond their locality and explore the United Kingdom, Europe and North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge. Children will be taught:

### **Locational Knowledge**

- 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.
- 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.
- 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).

### **Place Knowledge**



## **Bingham Primary School and Nursery- Geography Curriculum**

- 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.

### **Human and Physical Geography**

- 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.

### **Geographical Skills and Fieldwork**

- 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.
- 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.

## **EYFS**

<b>Geography</b>		
<b>Vocabulary: By the end of EYFS they will be able to use the words...</b>		<b>Outcomes for the end of EYFS: Children will be able to:</b>
Map Plan Place Town City Countryside Building collect describe familiar local community	country island map mapping road building landmark land sea/ocean seasons weather	<ul style="list-style-type: none"> <li>• Talk about communities that people live in and assign key vocabulary according to characteristics such as town or city;</li> <li>• Talk about the features and usage of buildings in their local environment and bring this knowledge into their play;</li> <li>• Children can express an opinion on the environment that they live in – contextual to where you are.</li> <li>• Talk about how people live in contrasting environments, talk about features of these environments and use comparative language when discussing both similarities and differences;</li> <li>• Children should be taught how a simple map or plan of the wider local environment works starting with their own classroom or home.</li> </ul> <p><b><u>Early Learning Goals</u></b>  <b><u>People Culture and Communities</u></b>            Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>• Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;</li> <li>• Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class;</li> </ul> <p>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – where appropriate – maps.</p> <p><b><u>The Natural World</u></b>            Understand some important processes and changes in the natural world around them, including the seasons and changing state of matter.</p>



**Procedural knowledge**

Area	EYFS	Year 1	Year 2	LKS1 Year A	LS2 Year B	UKS2 Year A	UKS2 Year B
<b>Locational Knowledge</b>		<p>To name the seven continents and 5 Oceans of the world and locate the UK on a world map.</p> <p>To know how to locate Europe on a world map</p> <p>To locate continents outside of Europe on a world map</p>	<p>To know the names of countries of the United Kingdom.</p>	<p>To know the main mountains and mountain ranges in the UK</p> <p>To know how to locate world and UK rivers.</p> <p>To know the main UK and world rivers and where they are located in the world</p> <p>To know how to locate Europe on a world map and find out about its features.</p> <p>To know the names of some of the countries that make up Europe</p> <p>To know how to identify European countries according to their features</p> <p>To know the names of the major capital cities in Europe</p>	<p>To know the names of the 7 main tectonic plates and label them on a map</p>	<p>Brazil is in South America</p> <p>To know how to locate the Arctic and Antarctic on a globe and an atlas.</p> <p>To know how to locate the Arctic and Antarctic on a globe and an atlas.</p>	<p>To know how to locate world climate zones and biomes.</p>



## Bingham Primary School and Nursery- Geography Curriculum

<b>Place Knowledge</b>		To know the names, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.	<p>To know how to compare and contrast two small areas.(Bingham/Nottingham).</p> <p>To know how to compare the key features of Africa (Physical and Human Geography).</p>		<p>Brazil is in South America</p> <p>The biome of Brazil is mixed – tropical rainforest, tropical grassland and grassland</p>	To know geographical similarities and differences through studying the human and physical characteristics of the Arctic and Antarctic.	<p>To understand similarities and differences in people's views of the UK</p> <p>To be able to use enquiry to help us understand our own identities</p> <p>To begin to explain why different people have settled in the UK and Bingham</p>
<b>Human and Physical Geography</b>		<p>To know how to locate Europe on a world map and identify some of its countries and features.</p> <p>To locate continents outside of Europe on a world map and identify features of a country within that continent.</p>	<p>To know about human geography that is linked with each of the four countries of the United Kingdom.</p> <p>To know what a landmark is.</p> <p>To know that there are different types of settlement. To know how to identify the Equator, North and South poles on a map and a globe.</p> <p>To know that weather can have an effect on life.</p>	<p>To know the importance of rivers for everyday life</p> <p>To know how to recognise physical features of a river. To know where a river begins.</p> <p>To know the physical features of different mountains. To know what a mountain is and how it is formed</p>	<p>The biome of Brazil is mixed – tropical rainforest, tropical grassland and grassland</p> <p>To know how volcanoes are formed</p> <p>To know about a volcanic eruption</p> <p>To know what tectonic plates are</p> <p>Different foods grow in different climates</p> <p>Temperature affects the types of food that grows</p> <p>Deforestation has harmful consequences on our environment</p> <p>Brazil is in South America</p> <p>The different levels of rainforest are forest floor, understory,</p>	<p>To know the key aspects of physical geography, including: climate zones, mountains, biomes and vegetation belts.</p> <p>To know that physical features such as the ice caps melting, had an impact on habitats and humans.</p> <p>To know the key aspects of physical geography, including: climate zones, mountains, biomes and vegetation belts.</p> <p>The biome of Brazil is mixed – tropical rainforest, tropical grassland and grassland</p> <p>The different levels of rainforest are forest floor, understory, canopy and emergent trees</p> <p>Different foods grow in different climates</p>	<p>To know the difference between grassland and savannah biome</p> <p>To know the features of a temperate deciduous forest biome.</p> <p>To know the features of a desert biome.</p> <p>To know the features of a tundra biome.</p> <p>To know the features of a taiga biome.</p> <p>To know the features of an ice biome.</p> <p>To know trade and how it affects people and places in different ways</p> <p>To know and explain the spread and patterns of familiar consumer brands around the world</p> <p>To know the impact of global trade</p>



## Bingham Primary School and Nursery- Geography Curriculum

					<p>canopy and emergent trees</p> <p>Different foods grow in different climates</p> <p>Temperature affects the types of food that grows</p> <p>Deforestation has harmful consequences on our environment</p>	<p>Temperature affects the types of food that grows</p> <p>Deforestation has harmful consequences on our environment</p>	<p>To know how goods reach and leave the UK</p> <p>To know how everyday choices can affect people, places and environments</p> <p>to be able to describe the main physical and human features of the UK</p>
<b>Geographical skills and fieldwork</b>		<p>To know how to use compass points to navigate.</p> <p>To know how to use simple fieldwork and observational skills to study the geography of their school and surroundings.</p> <p>To know how to use aerial viewpoints to recognise and create landmarks.</p> <p>To know the key features of a map.</p> <p>To know how to use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied.</p> <p>To know how to use aerial images and plan perspectives to recognise landmarks</p>	<p>To know how to devise a simple map; and use and construct basic symbols in a key.</p> <p>To know how to use simple fieldwork and observational skills.</p> <p>To know how to draw a map to include physical and human geographical features.</p> <p>To know the names and positions of the four basic points of a compass. (North, South East, West..</p> <p>To know there are different ways to view the Earth.</p>	<p>To know how to use a map to locate different countries/capital cities around the world</p> <p>To know how to use a variety of sources to find out about geographical features of a particular capital city/continent</p>			<p>To use fieldwork to understand what makes our location unique</p> <p>How to use fieldwork to observe, measure, record and present the human and physical features</p>



## Bingham Primary School and Nursery- Geography Curriculum

		and basic physical features.					
--	--	------------------------------	--	--	--	--	--

## Curriculum Coverage Grid

	Autumn 1	Spring 1	Summer 1
Year 1	Our Street	The UK	A Journey.. Around the World
Year 2	London and Nottingham	Bingham and Nottinghamshire	A Journey to... Kenya
Lower KS2 Year A	Countries of the World	Rivers and Mountains	A Journey to... Italy



## Bingham Primary School and Nursery- Geography Curriculum

<b>Lower KS2 Year B</b>	All About the Zones	Earthquakes and Volcanoes	A Journey to... Brazil (rainforests)
<b>Upper KS2 Year A</b>	River Nile and Sahara Desert	Frozen Kingdoms	A Journey to... North America (Mexico)
<b>Upper KS2 Year B</b>	World Trade and it's Impact	World Biomes	Investigating Our Town (local fieldwork)

## Year 1 Autumn

Prior Learning				
Geographical Tools (Hierarchy)				
Week	To Know statement	How to Learning Activities	Resources	Vocabulary



## Bingham Primary School and Nursery- Geography Curriculum

1	To know how to use compass points to navigate N,E,S,W	<p>Show children a compass and discuss the N E S W</p> <p>Relate this to the location of the East Midlands and where we live.</p> <p>Go onto the field and use the compasses to navigate the cones. Show the starting points – what colour cone/number do they end up on.</p>	Class set of compasses (or 1 between 2)	Compass Direction Viewpoint Landmarks Key Human features Fieldwork 3D
2	To know what is meant by an aerial view or perspective.	<p>Discuss what is meant by 'land' and discuss what is meant by 'mark'.</p> <p>So a landmark is a clear mark on the land. This could be a building or natural feature such as the sea, a hill or a field.</p> <p>Divide the classroom in four parts using masking tape.</p> <p>Model an aerial view (labelling NSEW on the map).</p> <p>Give children a grid of 4 quadrants (6 for HAP) and get them to plot classroom landmarks.</p>	Masking tape Quadrant grids	
3	To know what the use of a key is and how to draw their own key for their Maps.	<p>Show children an aerial map of Bingham. Identify the school and discuss other things they think they can see. Explain what a key is and look at some examples on maps.</p> <p>Children create a key using number to identify on their map:</p> <ol style="list-style-type: none"> <li>1. The school</li> <li>2. Park</li> <li>3. Leisure Centre</li> <li>4. Train line</li> <li>5. Supermarkets</li> <li>6. Secondary School</li> <li>7. Church</li> </ol>	Ariel map of Bingham	
4	To know how to draw a simple map using NSEW and a key.	<p>Recap learning from last lesson.</p> <p>Children mark NSEW on a compass/map in their books.</p> <p>Plot the location of the school with the children.</p> <p>Go on walk around Bingham and plot landmarks as they walk.</p> <p>Children to share their maps created with a partner.</p>	Simple ariel map of Bingham Clipboards Pencils Risk Assessment	



## Bingham Primary School and Nursery- Geography Curriculum

5	To know how to design a map, referring to key human features.	Using skills from last week, children to create their own town and plot a map using key skills learnt so far.		
6	To know how to complete a 3D map.	Using recycled/ junk modelling items children create their own town on a A3 piece of sugar paper. Label using a key.  On the sugar paper either pre draw or plot with the children, the location of the A46, train line and the location of the school to start the children off.	Sugar paper Junk modelling Glue Tape	
		By the end of the unit most of the children will know: <ul style="list-style-type: none"> <li>➤ To know how to use compass points NSEW to navigate.</li> <li>➤ To know how to use aerial viewpoints to recognise and create landmarks.</li> <li>➤ To know how to use simple fieldwork and observational skills to study the geography of their school and surroundings.</li> <li>➤ To know the key features of a map.</li> </ul>		

### Year 1 Spring

Prior Learning				
Geographical Tools (Hierarchy)				
Week	To Know statement	How to Learning Activities	Resources	Vocabulary
1	To know the names and locate the world's continents and oceans.	Use atlases and globes to locate the 7 continents and 5 oceans around the world. Do children know what a country is and what a continent is? Identify continents and oceans on a large world map. Find the UK and identify it on the world map, discuss that it is a country within the continent Europe.  What is it like in the UK and what is the weather like? Is it hot or cold? Locate and find about the equator and the poles. Think about which countries are hot and which are cold and why. They will start to identify that countries near the equator are hot countries and those by the poles are cold countries.  Children to annotate own world map (colour or label)/or do as class, marking the key places discussed in the lesson. Children will be able to locate the 7 continents and 5 oceans as well as the UK, equator and poles.		united union monarchy democratic government archipelago population emblem resembles peak migrated tourism refugees rural Munros

## Bingham Primary School and Nursery- Geography Curriculum

2	To know how to identify the countries and capital cities of the UK.	<p>Using the atlases and large UK map, discuss the UK. Can children name any countries within the UK? Locate and name each country. After locating each country discuss their capital cities. Do any of the children know the capital city of England or any other UK countries? Locate each capital city on the large UK map.</p> <p>As a group and think about the national flags. Have these available for children to see. Do they know which country each flag represents and what about the United Kingdom flag?</p> <p>Cut out pictures of the flags and stick them on their labelled maps.</p>		<p>legend</p> <p>remote</p> <p>inhabitants</p> <p>preserved counties</p> <p>authorities</p> <p>tourism</p> <p>Gaelic</p> <p>causeway</p> <p>hexagonal columns</p> <p>conflict</p>
3	To know the features and characteristics of the countries of the UK: <b>England</b>	<p>Locate the UK, 7 continents and 5 oceans on the world map.</p> <p>Today's learning is about England. What do the children know about England? Discuss the location of the UK, the physical features, the human features and the diversity of the UK. Use Milestone 1 for reference (page 40-41).</p>		
4	To know the features and characteristics of the countries of the UK: <b>Scotland</b>	<p>Locate the UK, 7 continents and 5 oceans on the world map.</p> <p>Today's learning is about Scotland. What do the children know about Scotland? Discuss the location of the UK, the physical features, the human features and the diversity of the UK. Use Milestone 1 for reference (page 42-43).</p>		
5	To know the features and characteristics of the countries of the UK: <b>Wales</b>	<p>Locate the UK, 7 continents and 5 oceans on the world map.</p> <p>Today's learning is about Wales. What do the children know about Wales? Discuss the location of the UK, the physical features, the human features and the diversity of the UK. Use Milestone 1 for reference (page 44-45).</p>		
6	To know the features and characteristics of the countries of the UK: <b>Ireland</b>	<p>Locate the UK, 7 continents and 5 oceans on the world map.</p> <p>Today's learning is about Ireland. What do the children know about Ireland? Discuss the location of the UK, the physical features, the human features and the diversity of the UK. Use Milestone 1 for reference (page 46-47)</p>		
		<p>By the end of the unit most of the children will know:</p> <ul style="list-style-type: none"> <li>➤ To name the seven continents and 5 Oceans of the world and locate the UK on a world map.</li> <li>➤ To know how to use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied.</li> <li>➤ To know the names, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</li> </ul>		



## Bingham Primary School and Nursery- Geography Curriculum

Prior Learning				
Geographical Tools (Hierarchy)				
Week	To Know statement	How to Learning Activities	Resources	Vocabulary
1	To know how to locate Europe on a world map and identify some of its countries and features.	<p>Recap previous learning about the 7 continents and 5 oceans, can the children locate these on the globe, atlases or world map. Where is Europe?</p> <p>Do children know of any other countries within Europe? Today's learning will be about France!</p> <p>Create a presentation or use photographs to show children the geographical features of France and discuss the coats, mountain ranges and major rivers as well as human geographical features.</p>	World map Globe Atlas	Continents Oceans Climate Equator Commonwealth democratic urban surrounded Lone
2	To know how to locate Asia on a world map and explore the features and characteristics of China.	<p>Recap previous learning about the 7 continents and 5 oceans, can the children locate these on the globe, atlases or world map. Where is Asia?</p> <p>Do children know of any countries within Asia? Today's learning will be about China!</p> <p>Create a presentation or use photographs to show children the geographical features of China and discuss mountain ranges (Everest sits on the border between China and Nepal), major rivers and varying landscapes as well as human geographical features.</p>	World map Globe Atlas	
3	To know how to locate Australia on a world map and identify some of its features and characteristics.	<p>Recap previous learning about the 7 continents and 5 oceans, can the children locate these on the globe, atlases or world map. Where is Oceania?</p> <p>Do children know of any countries within Oceania? Today's learning will be about Australia!</p> <p>Create a presentation or use photographs to show children the geographical features of Australia and discuss mountain ranges, major rivers and varying landscapes as well as human geographical features.</p>	World map Globe Atlas	
4	To know how to locate Africa on a world map and explore the features and characteristics of Kenya.	<p>Recap previous learning about the 7 continents and 5 oceans, can the children locate these on the globe, atlases or world map. Where is Africa?</p> <p>Do children know of any countries within Africa? Today's learning will be about Africa</p>	World map Globe Atlas	

## Bingham Primary School and Nursery- Geography Curriculum

		Create a presentation or use photographs to show children the geographical features of Africa and discuss mountain ranges, major rivers and varying landscapes (rainforests, savanna...) as well as human geographical features.		
5	To know how to identify North America on a world map and explore the characteristics and features of the USA.	<p>Recap previous learning about the 7 continents and 5 oceans, can the children locate these on the globe, atlases or world map. Where is North America?</p> <p>Do children know of any countries within North America? Today's learning will be about North America!</p> <p>Create a presentation or use photographs to show children the geographical features of North America and discuss mountain ranges, major rivers and varying landscapes and different climates as well as human geographical features.</p>	World map Globe Atlas	
6	To know how to locate South America on a world map and explore the features and characteristics of Brazil.	<p>Recap previous learning about the 7 continents and 5 oceans, can the children locate these on the globe, atlases or world map. Where is South America?</p> <p>Do children know of any countries within South America? Today's learning will be about South America!</p> <p>Create a presentation or use photographs to show children the geographical features of South America and discuss mountain ranges, major rivers and varying landscapes as well as human geographical features.</p>	World map Globe Atlas	
		<p>By the end of the unit most of the children will know:</p> <ul style="list-style-type: none"> <li>➤ To know how to locate Europe on a world map and identify some of its countries and features.</li> <li>➤ To locate continents outside of Europe on a world map and identify features of a country within that continent.</li> </ul>		



## Year 2 Autumn

Prior Learning				
Geographical Tools (Hierarchy)				
Week	To Know statement	How to Learning Activities	Resources	Vocabulary
1	To know the names of countries in the UK and how to label them on a map.	<p>Recap prior learning in year 1 with a quiz and locate both Europe and the UK on a globe, map or in an atlas.</p> <p>Have countries on the board. Children need to read them and see if they know where to place them on a map of the UK. Label them together. Get the children to do this with a partner.</p> <p>Have own unlabelled maps in books and use atlases/UK maps to support with labelling each UK country.</p>		<p>country</p> <p>characteristic</p> <p>capital city</p> <p>landmark</p> <p>population</p> <p>settlement</p>

## Bingham Primary School and Nursery- Geography Curriculum

2	To know how to name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.	<p>Recap map labelling last week. Can the children remember the 4 countries and where they are found on a map of the UK.</p> <p>Introduce capital cities for each of these countries. Remind children that they have already looked at one for their history unit. Talk about the capital cities of each UK country. Can any of the children remember the capital cities of each country and label them on their map as well?</p> <p>Introduce the names of the surrounding seas and label these on the children's maps.</p> <p>Fact sorting activity: can the children sort the facts and place them with the correct UK country? i.e. capital cities, flags, human geography e.g. Stonehenge, castles etc.</p>		
3	To know that there are different types of settlement and their benefits.	Introduce the term settlement and discuss each type of settlement, showing children examples of these e.g. hamlet, village, town, city. Explain that some settlements have benefits and uses such as ports, market towns and resorts for holidays. How are these beneficial? Talk about Bingham being a town and London is bigger and a city.		
4	To know how to use technology to view the Earth's surface.	Recap prior learning on how to locate the UK and it's countries. Show varying maps e.g. world, Europe etc. Show UK map and locate it's countries. Can children use an atlas to find the UK and it's countries?		
5	To know the difference between human and physical landmarks.	<p>Locate London on an atlas, on a map and on google earth.</p> <p>Show children the key landmarks of London e.g. Big Ben, Buckingham Palace, the River Thames... Are they human or physical landmarks? Locate these landmarks on a map.</p>		
6	<p>To know why London has a diverse population.</p> <p>To know what diverse means.</p>	<p>Milestone 1 (pages 48-49).</p> <p>Locate London on a map of the UK. What do children already know about London e.g. landmarks? Explain that there are lots of different people that live in London and that is a diverse place. What does diverse mean and why do the children think London is diverse?</p> <p>Explain that there are many factors that make London diverse e.g. business and finance, good for transport links like flights and trains and so on....</p>		
7	To locate the River Thames and how it has changed over time.	<p>Locate London on a map of the UK and find the River Thames.</p> <p>What did the River Thames used to be used for? What is it used for now?</p> <ul style="list-style-type: none"> <li>- transport</li> <li>- sport</li> <li>- food and waste used to be dumped in the river</li> <li>- used to transport goods</li> </ul>		
		<p>By the end of the unit most of the children will know:</p> <ul style="list-style-type: none"> <li>➤ To know the names of countries of the United Kingdom.</li> <li>➤ To know about human geography that is linked with each of the four countries of the United Kingdom.</li> </ul>		



## Bingham Primary School and Nursery- Geography Curriculum

	<ul style="list-style-type: none"> <li>➤ To know that there are different types of settlement.</li> <li>➤ To know there are different ways to view the Earth.</li> <li>➤ To know what a landmark is.</li> </ul>

### Year 2 Spring

Prior Learning				
Geographical Tools (Hierarchy)				
Week	To Know statement	How to Learning Activities	Resources	Vocabulary
1	To know how to name and locate the world's seven continents and five oceans.	Using prior knowledge, locate the 7 continents and 5 oceans on a world map/in atlases. Recap names and the some of the countries in each continent.		Capital city Countries Landmarks Human Geography Physical geography
2	To know how to use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features.	Using different map formats, explore Bingham and surrounding areas. Locate landmarks such as school and the church as well as the River Trent.  The closest city to Bingham is Nottingham, locate Nottingham castle on an ariel map and look where it is in relation to school.		
3	To know how to devise a simple map; and use and construct basic symbols in a key.	Recap how to locate landmarks and human/physical features on an ariel map.  Show children a map of the local area, including a key. Explain and show children how to use a key to read maps.		

## Bingham Primary School and Nursery- Geography Curriculum

		Children to draw a map of their local area (Bingham) and draw on landmarks and human/physical features. Children then to add a key to their map.		
4	To know how to identify human features in a locality.	Using a map, identify human features in Bingham and surrounding areas. What do the children interpret from the map and what can they see?  Recap previous learning of the UK's human features. Choose a number of towns/cities in the UK and identify human features.		
5	To know how to identify physical features in a locality.	Using a map, identify physical features in Bingham and surrounding areas. What do the children interpret from the map and what can they see?  Recap previous learning of the UK's physical features. Choose a number of towns/cities in the UK and identify physical features. How are the physical features different to the human features?		
6	To know how to compare and contrast two small areas. (Bingham/Nottingham).	Identify human and physical features of both Bingham and Nottingham. Are any of the features the same or are they different? Compare the two areas. Use maps and other means to find information on human and physical features.  What is the difference between Bingham and Nottingham? One is a town and one is a city. Why is the population larger in Nottingham?		
		By the end of the unit most of the children will know: <ul style="list-style-type: none"><li>➤ To know how to devise a simple map; and use and construct basic symbols in a key.</li><li>➤ To know how to use simple fieldwork and observational skills.</li><li>➤ To know how to draw a map to include physical and human geographical features.</li><li>➤ To know how to compare and contrast two small areas.(Bingham/Nottingham).</li></ul>		

## Year 2 Summer

Prior Learning				
Geographical Tools (Hierarchy)				
Week	To Know statement	How to Learning Activities	Resources	Vocabulary
1	To know how to identify the Equator, North and South poles on a map and a globe.  To know what the equator is and its position.	Revisit oceans and continents songs. Look back at work done in the Spring term and revisit their own maps. Explore new map and place labels on the correct markers.  Using a globe, children to explore how the Earth may turn. Explore an imaginary line that travels through the globe and where it may turn.  Move on to an atlas and support the children in locating these on a flat surface. Explain the equator is and imaginary line between the two poles.  Label the poles and equator on their own maps.	World maps Globe Atlas	continent ocean Equator pole compass direction human feature physical feature desert savannah rainforest coast weather drought

## Bingham Primary School and Nursery- Geography Curriculum

2	To know the names and positions of the four basic points of a compass. (North, South East, West).	<p>Generate a list of times that we may need directions to get where we are going. Why are directions important?</p> <p>Explain that there are four directions that are used and that these are positioned in ¼ turns. (Link to T1 computing).</p> <p>Teach the pneumatic for remembering the compass directions (never eat shredded wheat).</p> <p>Children to navigate a map of the outdoor area and find clues to get to an end point.</p> <p>Follow written directions in book.</p>	<p>Compasses</p> <p>Map of the outdoor area</p> <p>Written directions</p>	
3	To know how to identify the physical feature of Africa.	<p>Look at aerial photographs of Africa. What can they see? What differences are there in the land.</p> <p>Look at images of different types of land.</p> <p>Generate a list of initial thoughts and ideas about what these are and what may live there.</p> <p>Look at video to see each land type in action.</p> <p>Children to write a definition of each land type and explain what lives there.</p>	<p>Ariel photographs of Africa</p> <p>Videos of land in Africa (Sahara, Sahel, Ethiopian Highlands, Savvana, Swahili Coast, Rainforest, African Great Lakes, Southern Africa)</p>	
4	To know how to identify the human features of Africa.	<p>Recap last lessons learning about physical features. What are they. Look at the term human features and identify what human means.</p> <p>Look at a variety of human and physical feature cards.</p> <p>Children to sort in to things that have been put there by people and things they think have been put there by people.</p> <p>Explore the possible reasons why people build/place things.</p>	Human and physical feature cards	
5	To know how to compare the key features of Africa (Physical and Human Geography).	<p>Share the glossary of human and physical features.</p> <p>Children to complete the task to link the word with the definition.</p> <p>Look at an aerial map. Which parts of Africa do people live in? What do they notice around the equator in Africa? Is this the same around the world on the equator?</p> <p>Explore the reason why people may not live in the desert.</p> <p>Where would they live if they were in Africa? Why?</p> <p>Look at the terms urban and rural. Complete sorting activity in books.</p>	<p>Glossary of human and physical features</p> <p>Ariel map of Africa</p> <p>Urban and rural sorting pictures</p>	
6 & 7	To know how to compare life in Kenya and the UK/Bingham	<p>Discussion around the perceptions of a typical child's day in Kenya. What do they think they do?</p> <p>Watch video, comparing a day in the life of a child in the</p>	BBC – Evangeline's life in rural Kenya	



## Bingham Primary School and Nursery- Geography Curriculum

		<p>UK, as well as a child in a Kenyan city and rural area.</p> <p>Note down the key events in each child's day. Does anything surprise them? Was it much different to what they first thought?</p> <p>Complete comparison activity</p>	UK and Kenya comparison activity	
7		<p>Explore different sections of life in UK/Africa – such as food, entertainment, housing, food, environment, weather.</p> <p>What do we know about life in Nottingham? What did we learn about London?</p> <p>Sort cards into different areas and discuss why they have placed them in those positions.</p> <p>Complete their own comparison chart.</p>	Picture cards for Kenya, Nottingham and London	
8	To know how to identify the difficulties that residents of Africa may face.	<p>Ask children to generate ideas about where they think life may be harder in Africa.</p> <p>Watch 'Zahara' about a girl in an African village. What is the problem in the film clip?</p> <p>Why do they think the area is dry and lacks rain? (Link previous learning about the equator).</p> <p>Explore why the Earth is hotter at this point – because it is closer to the sun.</p> <p>What do people need to survive? How do people survive in Africa? (Link to science)</p> <p>Children to write about the problems that living in a dry area can cause.</p>	Film clip Globe	
		<p>By the end of the unit most of the children will know:</p> <ul style="list-style-type: none"> <li>➤ To know how to identify the Equator, North and South poles on a map and a globe.</li> <li>➤ To know the names and positions of the four basic points of a compass. (North, South East, West..</li> <li>➤ To know that weather can have an effect on life.</li> <li>➤ To know how to compare the key features of Africa (Physical and Human Geography).</li> </ul>		

## LKS2 Autumn (Year A)

Prior Learning				
Geographical Tools (Hierarchy)				
Week	To Know statement	How to Learning Activities	Resources	Vocabulary

## Bingham Primary School and Nursery- Geography Curriculum

1	<p>To know how to identify the continents of the world.</p> <p>To know what a continent is.</p> <p>To know the names each of the 7 continents.</p> <p>To know how to locate the 7 continents on a map.</p>	<p>Ask children what they think a continent is- can they give any examples of continents?</p> <p>Watch video with song about the 7 continents <a href="https://www.youtube.com/watch?v=K6DSMZ8b3LE">https://www.youtube.com/watch?v=K6DSMZ8b3LE</a></p> <p>Get children to write 1-7 in books. Give them 2 mins to write down as many continents as they can remember. LA to be paired with HA children. Get children to give answers afterwards.</p> <p>Look at atlases- do children know what they are for?</p> <p>Look at world map- HA children should be encouraged to use contents to find correct page, MA and LA can have adult support.</p> <p>Children fill label blank world map with continents. Teacher to remind children the continent names are written in bold and to look carefully for them. LA provided with labels to stick in the correct places. Adult can challenge LA to write some labels after sticking some on. Children can colour maps once labelling is complete.</p> <p>Recap the names of the 7 continents going round the class. Children may be confident to list them in size order based on song. Give children 1 post-it each. Get them to write down any questions they may have about a continent. Opportunity to answer these in following lessons.</p>	<p>Continent</p> <p>Country</p> <p>Capital city</p> <p>Human features</p> <p>Physical features</p> <p>Characteristics</p> <p>Sources of evidence</p>
2	<p>To know how to locate countries on a world map.</p> <p>To know how to locate the 7 continents on a map</p> <p>To know how to use a map to locate different countries around the world</p> <p>To know which continent a particular country is in</p>	<p>What are the 7 continents and what can we use to help us find them? Show class a blank world map on IWB. Point to each continent and get them to call out the correct name. They can use work from previous lessons to help them do this.</p> <p>Remind children that continents are made up of lots of different countries.</p> <p>Create a list of countries with children. Get them to work with the people on their tables to write down as many countries as they can think of on a whiteboard. Feedback ideas and write them down on teacher whiteboard. If children are struggling to think of countries, have a list ready on IWB and they can choose from this.</p> <p>Give children an atlas one between two and get them to locate countries from class list on world map. When they find a country, they need to label it on a blank world map in roughly the right place (model this first). Work in mixed ability pairs so LA have support with writing.</p> <p>Go round class and get each pair to say which continent a country is in. Children can neatly colour maps. HA may want to label other countries they have found that are not on the class list.</p>	
3	<p>To know about some of the key geographical features of each continent.</p> <p>To know the names some of the highest mountains in different continents</p>	<p>What is the difference between countries and continents? Can we name the 7 continents? Try doing this without looking in books.</p> <p>Explain we are looking at some of the longest rivers and tallest mountains in the world and that we will be using different things to find out about them.</p> <p>Provide children with books on mountains and rivers- what can they find out about them and what are the names of some of them? Cross-curricular link to non-fiction- what type of books are we using? Write down names, locations and possibly lengths and heights into table split into mountains and rivers.</p> <p>Watch video on mountains <a href="https://www.youtube.com/watch?v=GZCFW341EBU">https://www.youtube.com/watch?v=GZCFW341EBU</a></p>	

## Bingham Primary School and Nursery- Geography Curriculum

	<p>To know the names some of the longest rivers in different continents</p> <p>To know how to use variety of sources to find out about key geographical features of the 7 continents</p>	<p>Watch video on rivers <a href="https://www.youtube.com/watch?v=zZvVnxGkNKc">https://www.youtube.com/watch?v=zZvVnxGkNKc</a> Explain that rivers can run through lots of countries which is why they are so long.</p> <p>Sorting activity- give children names of rivers and mountains. Get them to sort them into rivers and mountains. Mixed ability pairs.</p>		
4	<p>To know how to locate major capital cities of the world.</p> <p>To know what a capital city is</p> <p>To know how to use maps to locate capital cities</p> <p>To know how to use a variety of sources to find out about geographical features of a particular capital city</p>	<p>Do children know what a capital city is? Can they give any examples? What makes a city a capital city? List some countries in Europe- give children 2 mins to write down on whiteboards the capital city for each one (guessing is acceptable as it is the beginning of the lesson). HA can list other capital cities they may know.</p> <p>Explain capital cities are usually the biggest cities in their countries, but not always.</p> <p>Show picture of capital cities marked on a map. Explain capital cities are usually represented by a star or other symbol to make them stand out.</p> <p>Get children to look in atlas/ at map and find capital cities (fastest finger first).</p> <p>Use laptops and reference books to research features of capital cities. With laptops, choose one city and try to find out five things about it. Give suggestions for what children can search e.g., "landmarks in London" or "famous buildings in Paris".</p> <p>Model writing name of city as heading and then doing bullet points for features. LA to have sheet with heading and bullet points provided.</p> <p>Feedback what children have found and look at some features on Google Images. Children can draw pictures of features in books.</p>		
5	<p>To know how to use a variety of sources to identify human and physical features in a particular country.</p> <p>To know the difference between human and physical features</p> <p>To know how to use appropriate sources of information to find out about a particular country</p>	<p>Give children the terms 'human' and 'physical' features. Get children to discuss in groups what they think these mean.</p> <p>Explain that human features are things that have been made by people and physical features are natural/ part of the Earth. Show examples on IWB from Google Images.</p> <p>Get children to give some examples of human and physical features around Bingham/ school.</p> <p>Give children picture cut outs of human and physical features (can be from anywhere) and sort them. Write headings human and physical at top of page in books and stick pictures in.</p> <p>Give children one country per table (groups will need to be mixed ability). Suggest they can split their page into human and physical. Write down as many features as they can find and any interesting information about them. Suggest children search things like "physical features of England for children".</p> <p>Each group present what they have found. Recap what human and physical features are.</p>	<p>A2 sugar paper felt pens non-fiction books 2 laptops per table for research</p>	

## Bingham Primary School and Nursery- Geography Curriculum

	To know how to locate countries, continents and cities on a map			
6	<p>To know how to find similarities and differences between different countries.</p> <p>To know how to identify similarities between different countries</p> <p>To know differences between countries</p> <p>To know that all countries have different features and characteristics</p>	<p>Check understanding of terminology: what does 'similar' mean? What does 'different' mean?</p> <p>Explain we will be comparing different countries by finding similarities and differences.</p> <p>Recap last lesson's work on finding human and physical features of countries.</p> <p>Show children table on IWB split into similarities and differences. Ask for a feature of one country and a feature of another. Give children 30 secs-1 min to discuss what is similar about them. Model filling this in on the table. Ask if there are any differences for these features or for two different features and model filling it in. Children to work in groups.</p> <p>Groups share some similarities and differences they have found.</p> <p>Watch video on physical and human features of a given place- tbc.</p>		
		<p>By the end of the unit most of the children will know:</p> <ul style="list-style-type: none"> <li>➤ To know how to use a map to locate different countries around the world</li> <li>➤ To know how to use variety of sources to find out about key geographical features of the 7 continents</li> <li>➤ To know how to use a variety of sources to find out about geographical features of a particular capital city</li> <li>➤ To know how to use appropriate sources of information to find out about a particular country</li> </ul>		

## LKS2 Spring (Year A)

Prior Learning				
Geographical Tools (Hierarchy)				
Week	To Know statement	How to Learning Activities	Resources	Vocabulary
1	<p>To know how to research mountains and mountain ranges.</p> <p>To know what a mountain is and how it is formed</p>	<p>Discuss what a mountain is and ask the children if they know the names of any mountains and mountain ranges. How is a mountain formed? Discuss with children how mountains are formed and show a visual showing the process.</p> <p>Using different media, research and discuss mountain ranges of the world. Children could use atlases and laptops/ipads to research, teacher to model. Label famous mountain ranges across the world on a map.</p>		<p>Mountain range</p> <p>River source</p> <p>River mouth</p> <p>Tributaries</p> <p>Settlement</p> <p>Nile</p> <p>Mississippi</p> <p>Mackenzie</p> <p>Danube</p> <p>Amazon</p> <p>Yenisei</p> <p>Congo</p> <p>Ganges</p> <p>Yangtze</p> <p>Yellow River</p>

## Bingham Primary School and Nursery- Geography Curriculum

2	<p>To know how to locate UK mountains</p> <p>To the know main mountains and mountain ranges in the UK</p>	<p>Recap what a mountain is and how it is formed. Do children remember any of the mountain ranges researched in the previous lesson.</p> <p>Research and identify mountains and mountain ranges within the UK. Children could use atlases or laptops/ipads or this could be adult led. Locate and label these on map. Children to name the highest mountains in each UK country e.g. Scotland = Ben Nevis, England = Scafell etc.</p>		Amur Murray-Darling
3	<p>To know the physical features of different mountains.</p> <p>To know what makes mountains different and the similarities and differences in the physical features</p>	<p>Recap what a mountain is and how it is formed. Do children remember any of the UK mountains researched in the previous lesson.</p> <p>Show children photographs of different mountain ranges around the world, what makes them different from each other? Discuss similarities and differences in physical features such as volcanic and non volcanic mountains, single and grouped summits, smooth and rocky etc...</p> <p>Children to draw and label an accurate diagram of a mountain.</p>		
4	<p>To know how to locate world and UK rivers.</p> <p>To know the main UK and world rivers and where they are located in the world</p>	<p>Using atlases, maps and laptops/ipads, locate the main rivers of the world. With information in front of them, ask children to label these rivers on a world map. Children to be given a word bank of the names of the main worldwide rivers as this will guide them when researching.</p> <p>Narrow down to the UK and ask children to use atlases, maps or the internet to find the main UK rivers. Children to label UK rivers on map.</p>		
5	<p>To know how to recognise physical features of a river. To know where a river begins.</p> <p>To know how mountains and rivers are linked</p> <p>To know the key names of some of the parts of a river from source to sea</p>	<p>Show children a diagram of a river from it's source to its mouth (end). Discuss each feature of the river, talking about where the river may have been formed and what it leads into (sea, another river, lake...).</p> <p>How are mountains linked to rivers? Mountains often create sources for rivers as rivers flow downhill from sources such as rainfall on higher ground. Valleys and canyons are formed from rivers causing erosion.</p> <p>Children to complete sorting card activity, matching the word to the correct picture and description. Include key parts of the river including: - source, river bed, stream, meander, delta, river bank, tributary.</p>		
6	<p>To know how to recognise physical features of a river.</p> <p>To know where a river ends.</p>	<p>Recap physical features of a river, labelling as a class on interactive board.</p> <p>Find and locate UK seas and label on a map (rivers to be included on map, twinkl has a good map with main UK rivers). Research and fin the names of shown UK rivers and find out which seas they lead into. Give children a word bank of UK rivers to find. Can they label rivers on map and fill in table like below, showing the river and the sea it leads into.</p>		

## Bingham Primary School and Nursery- Geography Curriculum

	<p>To know which rivers are linked to which seas</p> <p>To know the key names of some of the parts of a river from source to sea</p>	<p><a href="#">UK Rivers Map   WWF</a> – useful website to locate and investigate UK rivers and local rivers.</p> <table><tr><td>Thames</td><td><i>North Sea</i></td></tr><tr><td>Severn</td><td><i>Atlantic Ocean</i></td></tr><tr><td>Trent</td><td><i>North Sea</i></td></tr><tr><td>Tay</td><td><i>North Sea</i></td></tr><tr><td>Bann</td><td><i>Atlantic Ocean</i></td></tr><tr><td>Tyne</td><td><i>North Sea</i></td></tr><tr><td>Clyde</td><td><i>Irish Sea</i></td></tr><tr><td>Dee</td><td><i>Irish Sea</i></td></tr><tr><td>Mersey</td><td><i>Irish Sea</i></td></tr><tr><td>Exe</td><td><i>English Channel</i></td></tr></table>	Thames	<i>North Sea</i>	Severn	<i>Atlantic Ocean</i>	Trent	<i>North Sea</i>	Tay	<i>North Sea</i>	Bann	<i>Atlantic Ocean</i>	Tyne	<i>North Sea</i>	Clyde	<i>Irish Sea</i>	Dee	<i>Irish Sea</i>	Mersey	<i>Irish Sea</i>	Exe	<i>English Channel</i>		
Thames	<i>North Sea</i>																							
Severn	<i>Atlantic Ocean</i>																							
Trent	<i>North Sea</i>																							
Tay	<i>North Sea</i>																							
Bann	<i>Atlantic Ocean</i>																							
Tyne	<i>North Sea</i>																							
Clyde	<i>Irish Sea</i>																							
Dee	<i>Irish Sea</i>																							
Mersey	<i>Irish Sea</i>																							
Exe	<i>English Channel</i>																							
7	<p>To know why people settle near rivers.</p> <p>To know the benefits for living near rivers</p> <p>To know the importance of rivers for everyday life</p>	<p><a href="#">Rivers - BBC Teach</a> – show children video on rivers and why people have historically settled and built towns and cities near rivers. Before watching, ask children why they think people settle by rivers, what does previous knowledge tell you? Watch the video and discuss if their ideas were correct and if there were any other key points.</p> <p>In pairs or small groups, create mind map with all key points on.</p>																						
	<p>By the end of the unit most of the children will know:</p> <ul style="list-style-type: none"><li>➤ To know what a mountain is and how it is formed</li><li>➤ To the know main mountains and mountain ranges in the UK</li><li>➤ To know the physical features of different mountains.</li><li>➤ To know how to locate world and UK rivers.</li><li>➤ To know the main UK and world rivers and where they are located in the world</li><li>➤ To know how to recognise physical features of a river. To know where a river begins.</li><li>➤ To know the importance of rivers for everyday life</li></ul>																							

## LKS2 Summer (Year A)

Prior Learning				
Geographical Tools (Hierarchy)				
Week	To Know statement	How to Learning Activities	Resources	Vocabulary



## Bingham Primary School and Nursery- Geography Curriculum

1	<p>To know how to locate Europe on a world map and find out about its features.</p> <p>To know the names of the 7 continents</p> <p>To know where each continent is located</p> <p>To know the UK is in the continent of Europe</p>	<p>Display world map – where are the continents?</p> <p>Children complete continent jigsaws in pairs – construct world map, locate continents.</p> <p>Ask children where Europe is on the map.</p> <p>Discuss facts about Europe – 5th largest continent but 3rd most populous – approx. 733 million people – 11% of world population.</p> <p>Russia has most people in Europe but Russia is also part of Asia, then it is Germany that has largest population – 82 million. Vatican City is the smallest country in the world.</p> <p>Display and discuss the number of countries in Europe and also look at seas and oceans, longest rivers and mountain ranges.</p> <p>LA – locate and label 7 continents on map – colour in Europe and complete 3 sentence stems.</p> <p>MA – to label continents, colour Europe and answer key questions – population, size, no of countries, oceans and seas</p> <p>HA – to research and create information poster about Europe.</p>		<p>continent</p> <p>country</p> <p>city</p> <p>currency</p> <p>landmark</p> <p>Europe</p> <p>culture</p>
2	<p>To know how to identify and locate countries in Europe a continent is made up of countries</p> <p>To know the names of some of the countries that make up Europe</p> <p>To know where at least 5 countries are located</p>	<p>Recap with the children the names of the continents and focus on Europe.</p> <p>Which countries can the children find in Europe?</p> <p>LA - Children to work in pairs and locate on own maps 5 European countries (use missing letter labels ie F_AN_E)</p> <p>MA – to find 6 European countries</p> <p>HA – to find 8 European countries and mark on own blank maps</p>		
3	<p>To know how to identify European countries according to their features.</p> <p>To know how to locate 3 further European countries</p> <p>To know how countries are different from each other</p>	<p>Display map of Europe – which countries can the children remember and locate on this map?</p> <p>Look at some countries in more depth – languages spoken, currency and flags</p> <p>LA – to be given facts for 3 European countries – can they match them all correctly?</p> <p>MA – to be given clues “Our flag has a crescent moon and a star on it...I’m from..?” for at least 5 countries.</p> <p>HA – given a table with flags, language, currency information on but with some information missing – children to complete missing information. Write own clues as per MA as extension.</p>		

## Bingham Primary School and Nursery- Geography Curriculum

	<p>To know some flags of European countries</p> <p>To know countries have different currencies</p>			
4	<p>To know how to identify the major capital cities of Europe.</p> <p>To know what a capital city is</p> <p>To know that London is the capital city of the UK</p> <p>To know the names of the major capital cities in Europe</p> <p>To know the location of major capital cities in Europe</p>	<p>Discuss what a capital city is.</p> <p>Look for and locate European capital cities.</p> <p>Introduce 8 points of a compass to help describe position of the capital cities.</p> <p>LA – labels to be added to maps – use of missing letter labels – ie P_R_S</p> <p>MA/HA label major European capitals on blank maps</p> <p>HA extension – find out 3 facts about 3 capital cities that have been labelled</p>		
5	<p>To know how to compare Rome and London</p> <p>To know what a capital city is</p> <p>To know the differences between Rome and London</p> <p>To know the links to the Romans and the features left behind</p> <p>To know what contrasting maps and satellite images look like</p>	<p>Look at maps of Italy and UK – can children locate the cities of Rome and London?</p> <p>Tell the children that we are going to explore these two different cities, we will focus on...</p> <p>Population</p> <p>Physical size</p> <p>Currency</p> <p>Language</p> <p>Landmarks</p> <p>Traditional foods</p> <p>Rivers</p> <p>LA – children to be given cards that they will need to sort with information from each city</p> <p>MA – children to be given information sheets</p> <p>HA – to use atlases / internet to find out key information</p> <p>All groups to record work on a Venn diagram</p>		
6	<p>To know the physical features of Italy</p> <p>features of mountains and rivers recapped from last term</p>	<p>Locate Italy on a map – discuss with class that it is a peninsula</p> <p>On class map, model how to locate mountains / rivers / seas.</p> <p>Discuss the differences between physical features and human features.</p>		



## Bingham Primary School and Nursery- Geography Curriculum

	<p>To know how to label maps of Italy showing the physical features</p> <p>To know the difference between physical and human features differ.</p>	<p>LA – label physical features on map</p> <p>MA -label physical and human features</p> <p>HA – label human and physical features – research landmarks</p>		
7	<p>To know about Italian culture</p> <p>To know how to link to work in DT food; Pizza Pasta Opera</p> <p>To know the colours of the Italian flag</p> <p>To know how the climate of Italy affects the activities in Italy</p> <p>To know about Italy as a tourist destination</p>	<p>Look at videos / images of Italy as tourist destination.</p> <p>Find Italy on the map, locate Equator – discuss how the Equator effects temperature...</p> <p>Research foods associated with Italy and other aspects of Italian culture – music, family, fashion</p> <p>Look at how these elements of Italy encourage tourists.</p> <p>Create a brochure / leaflet that advertises Italy as a perfect place for a holiday.</p>		
		<p>By the end of the unit most of the children will know:</p> <ul style="list-style-type: none"> <li>➤ To know how to locate Europe on a world map and find out about its features.</li> <li>➤ To know the names of some of the countries that make up Europe</li> <li>➤ To know how to identify European countries according to their features.</li> <li>➤ To know the names of the major capital cities in Europe</li> </ul>		

## LKS2 Autumn (Year B)

Prior Learning				
Geographical Tools (Hierarchy)				
Week	To Know statement	How to Learning Activities	Resources	Vocabulary

## Bingham Primary School and Nursery- Geography Curriculum

1	To know the features of the globe including equator, hemispheres	<p>Recap prior knowledge of features of the globe- <a href="#">The World - BBC Teach</a> discuss what the children saw in the video and the key features of the globe. Working in small groups, locate key features such as the equator and hemispheres.</p> <p>On a world map children to label equator, tropics of cancer, tropics of Capricorn, northern hemisphere, Southern hemisphere, north pole and south pole.</p>		
2	<p>To know the globe is split into time zones vertically and these are numbered</p> <p>To know the location of the GM and how the time zones fan out from 00</p>	<p><a href="#">Time Zone Map (timeanddate.com)</a></p> <p>Use diagrams and interactive resources such as the link above to explore and learn about time zones.</p> <p>Discuss that the world have 24 different time zones and that we split the globe from the south to north pole using imaginary lines called meridians. Discuss and show a diagram of lines including the Prime Meridian which runs through the UK. It is called the Greenwich Meridian because it runs through Greenwich in London. The Prime Meridian/Greenwich Meridian splits the world into eastern and western hemispheres.</p>		
3	To know that the differences in time actually look like at different points around the world – by looking at the location on the globe	<p><a href="#">Time Zone Map (timeanddate.com)</a> -</p> <p>Revisit interactive time zone map, picking out countries and noticing the differences in times and time zones names. Notice that some large countries have numerous time zones and some smaller countries will keep the same time even though they may fall in into different time zones.</p> <p>Use ipads/laptops to find times and on a world map, label the times in the following places – London is 12 O'clock: - Helsinki, Bangkok, LA, Quito, Rio de Janeiro, Addis Ababa, Sydney (there is a good sheet on twinkl for this).</p>		
4	To know that the earth is split into climate zones that radiate from the Equator.	<p>The earth is split into time zones and also into climate zones. Discuss that climate zones radiate from the Equator. Discuss different climate zones and talk through each one. Discuss the name of the climate zone, the definition and give an example. Cover polar, temperate, arid, tropical, Mediterranean, mountain.</p> <p>Create a climate zone fact file.</p>		
5	To know that plants and animals are indicative of different climate	Recap each climate zone and examples of each one. Using different media such as books, atlases and the internet, find out about animals and plants in different climate zones. What are the differences and similarities?		



## Bingham Primary School and Nursery- Geography Curriculum

	zones (selected) and how they are adapted.			
6				
	By the end of the unit most of the children will know: <ul style="list-style-type: none"> <li>➤ To know the features of the globe including equator, hemispheres</li> <li>➤ To know the globe is split into time zones vertically and these are numbered</li> <li>➤ To know that the earth is split into climate zones that radiate from the Equator.</li> <li>➤ To know that plants and animals are indicative of different climate zones (selected) and how they are adapted.</li> </ul>			

## LKS2 Spring (Year B)

Prior Learning				
Geographical Tools (Hierarchy)				
Week	To Know statement	How to Learning Activities	Resources	Vocabulary
1	To know the information needed to annotate the earth's features	Show children a diagram of the earth and it's features/layers. Discuss the inner core, outer core, mantle and crust. Give children information on each feature and children then to annotate a diagram of the earth. Look at differences in temperature between each feature and possibly label on diagram.		Volcano Eruption Tectonic plates Active Dormant Extinct Ash cloud Lava Magma Mount Vesuvius

## Bingham Primary School and Nursery- Geography Curriculum

2	To know what tectonic plates are	<p>Explain that the world is made up of different tectonic plates. Discuss what the world used to look like when it was just Pangea. Explain the tectonic plates have moved apart and then name each tectonic plate and label on interactive whiteboard. Explain that land masses have moved over time and name to 7 main plates.</p> <p>Explain that tectonic plates are made up of the crust of the earth and they move below land and sea. They are still moving!</p> <ul style="list-style-type: none"> <li>• South America is moving towards North America.</li> <li>• North America is moving away from Europe.</li> <li>• Australasia is moving towards Asia.</li> </ul>		
3	To know the names of the 7 main tectonic plates and label them on a map	Recap last weeks learning, thinking about what a tectonic plate is and what has happened to them over time. Explain that there are many tectonic plates both main and minor. Using atlases and/or other forms of media, find names of 7 main tectonic plates and label on diagram.		
4	To know how volcanoes are formed	<p>Recap prior learning, does anyone remember the layers of the earth and the names of some main tectonic plates?</p> <p>Discuss with children the number of volcanoes in the world and where they are mainly found (ring of fire). Explain how volcanoes are formed using images/diagrams/videos to support. Many volcanoes are mountains. Inform children of the different types of volcano such as active, dormant and extinct.</p> <p>Look at the parts of a volcano, children to label the parts of a volcano on a diagram.</p>		
5	To know about a volcanic eruption	<p>Recap prior learning, discussing where most volcanoes are found and the parts of a volcano. Can children remember how volcanoes are formed and the parts of a volcano?</p> <p>Explain to children how and why a volcano erupts, using images and videos to support learning.</p> <p>There are many famous volcanic eruptions, some being outside of the ring of fire. Discuss famous volcanoes such as Mount Vesuvius and Krakatau.</p> <p>Research or provide information/learning on Mount Vesuvius. Children to create a Mount Vesuvius fact file.</p>		
6	To know what an earthquake is and how they happen	<p>Recap prior learning, does anyone remember the layers of the earth and the names of some main tectonic plates?</p> <p>Explain that tectonic plates are always moving but that we don't usually feel this. Discuss faults and how they can rub together, pull away from each other or push towards each other. Use paper to demonstrate the movements between faults. This is the movement that creates an earthquake. Similarly, to volcanoes, most earthquakes happen within the ring of fire. Look on a map with plates and fault lines visible. Where do the children notice past earthquakes (always along fault lines).</p> <p>How are earthquakes measured?</p>		

## Bingham Primary School and Nursery- Geography Curriculum

		Using the internet, books and other forms of media, create an earthquake fact file covering, what an earthquake is, how they happen, what happens when there has been an earthquake and which countries have the most earthquakes?		
		By the end of the unit most of the children will know: <ul style="list-style-type: none"> <li>➤ To know the information needed to annotate the earth's features</li> <li>➤ To know what tectonic plates are</li> <li>➤ To know the names of the 7 main tectonic plates and label them on a map</li> <li>➤ To know how volcanoes are formed</li> <li>➤ To know about a volcanic eruption</li> <li>➤ To know what an earthquake is and how they happen</li> </ul>		

## LKS2 Summer (Year B)

Prior Learning				
Geographical Tools (Hierarchy)				
Week	To Know statement	How to Learning Activities	Resources	Vocabulary
1	The biome of Brazil is mixed – tropical rainforest, tropical grassland and grassland	<p>Children will start by recapping the 7 continents, labelling a map to show where they are. This will be used as an opportunity to re-address the misconception from earlier in the year about continents/ countries and counties.</p> <p>Children then will have a blank world map and use atlases to locate Brazil.</p> <p>Children have a map to show the different biomes of Brazil. They need to add a definition to each biome.</p>		Continent Country Biome Rainforest Community Deforestation

## Bingham Primary School and Nursery- Geography Curriculum

2	To explore who lives in Brazil and the homes lived in 'shanties'.	<p>*Ipads and carousel style activity?</p> <p>Drive and listen - Use the website to show people what a drive around Rio De Janeiro looks like.</p> <p>Google Earth – Brazil, Children have the opportunity to click on some of the sights of Brazil using Google Earth</p> <p>Gather together and watch - Life in Brazil</p> <p>Children are to write a short diary entry to explain what life is like in Brazil</p> <p>Next step is to encourage children to draw comparisons between Rio and where we live.</p>		
3	To describe what the rainforest is like and the different levels.	<p>Share information on page about different levels of rainforest. Children are to cut and stick to label the different points of the canopy levels.</p> <p>Life in the rainforest - Watch the rainforest experience video.</p> <p>Children are to annotate the photos of the rainforest, using a range of descriptive devices.</p> <p>Next step – how are rainforests around the world different?</p>		
4	To explain how the rainforest feeds us in the UK.	<p>Share information powerpoint about different foods. Explain that all of these foods can be bought in the UK, but they do not all grow in the UK...</p> <p>Children are to compare temperature tables that show the average temperature of each month of the year in the UK and in Brazil. They are to label which is which, using class discussion to consider how we know this.</p> <p>Children are then to use the photos from the powerpoint that we have discussed to sort them into two groups: foods that are grown in 'temperate' areas and 'rainforest' areas</p>		
5	<p>To explore how to survive in the rainforest</p> <p>Animals such as snakes and scorpions make rainforests potentially dangerous</p>	<p>Explain that, next lesson, we are going to consider communities who already live in rainforests. Now, what would happen if we were to become stranded in a rainforest environment?</p> <p>They are to work in groups to number 6 things that they would do if they were to find themselves in this situation. Then, children need to create a priority pyramid (3 cards on the bottom, 2 on the middle layer and the most important step at the very top) to show which would be the most important.</p> <p>Children are then to use a table to write down which items would be useful if they were to find themselves stranded in the middle of the rainforest.</p>		
6	To describe changes in the lives of the Caboclo people	<p>Share a powerpoint slide of the Caboclo people. Begin to draw some comparisons about how their lives differ to ours. Begin to introduce the concept of sustainability, linked to deforestation and global warming.</p> <p>Children are then to complete a table to show the differences between the Caboclo way of life and ours, using their knowledge from the power point.</p>		

## Bingham Primary School and Nursery- Geography Curriculum

		Deforestation - Go on to explain that the Brazilian government and various companies want to produce more meat for those that live in the cities and to export. What impact would this have on the Caboclo community?		
		By the end of the unit most of the children will know: <ul style="list-style-type: none"> <li>➤ Brazil is in South America</li> <li>➤ The biome of Brazil is mixed – tropical rainforest, tropical grassland and grassland</li> <li>➤ The different levels of rainforest are forest floor, understory, canopy and emergent trees</li> <li>➤ Different foods grow in different climates</li> <li>➤ Temperature affects the types of food that grows</li> <li>➤ Deforestation has harmful consequences on our environment</li> </ul>		

## UKS2 Autumn (Year A)

Prior Learning				
Geographical Tools (Hierarchy)				
Week	To Know statement	How to Learning Activities	Resources	Vocabulary
1	<p>To know the continent of Africa and names some African countries focussing on Egypt</p> <p>To know where Africa is in the world</p> <p>To know some of the African countries</p> <p>To know the location of Egypt</p>	<p>Recap prior learning of the 7 continents and locate Africa. Where is Africa in the world and in relation to the equator? What is the climate like? Explain there are lots of countries in Africa and some very different habitats.</p> <p>Using atlases and/or globes, locate Africa and name some of the African countries. Children to label some countries including Egypt on a map of Africa.</p> <p>Locate Egypt on the map, ensuring all children know it's location. Explain that we will be learning about Egypt.</p>		<p>River bed</p> <p>Confluence</p> <p>Delta</p> <p>Erosion</p> <p>Estuary</p> <p>Flood plain</p> <p>Meander</p> <p>River mouth</p> <p>Silt</p> <p>River source</p> <p>Tributary</p> <p>Desert</p>

## Bingham Primary School and Nursery- Geography Curriculum

2	<p>To consider the climate of Egypt</p> <p>Egypt's climate is dry, hot, and dominated by desert.</p> <p>It has a mild winter season with rain falling along coastal areas, and a hot and dry summer season</p>	<p>Locate Egypt on a map of Africa and then the world.</p> <p>Provide the children with information about Egypt, what do they already know about Egypt and what would they like to find out?</p> <p>Provide photographs and information, focussing on the climate of Egypt. It is dry, hot and is mainly desert!</p> <p>What happens to the weather in Egypt throughout the seasons?</p> <p><i>Egypt is part of the desert belt in northern Africa. The climate is hot and dry for most of the year with a low annual rainfall. Temperatures can vary hugely between day and night, with nights becoming very cold. Cooler and milder winters last from November to March and very hot, dry summers from April to October. In the summer, sandstorms caused by cyclones are common in the desert. There is much higher humidity in areas along the Mediterranean coastline.</i></p> <p>Children to label map of Egypt, locating the River Nile, Cairo, Valley of the Kings, Luxor and Valley of the Queens.</p>		
3	<p>To know the location of and describe the River Nile</p> <p>To know the Nile is the longest river in the world</p> <p>To know river is more than 6,600 kilometres (4,100 miles)</p> <p>To know it flows from south to north through eastern Africa.</p> <p>To know that it begins in the rivers that flow into Lake Victoria (located in modern-day Uganda, Tanzania, and Kenya), and empties into the Mediterranean Sea</p>	<p>Recap prior learning, locating Egypt and the River Nile. Provide information and facts about the River Nile.</p> <p>Ensure children are made aware of where The Nile begins and where it flows to and ends. Which African countries does it flow through?</p> <p>Children to sort true and false statements about the River Nile.</p>		
4	<p>To know and understand the benefits of physical features of the River Nile</p> <p>To know the banks of the Nile contain rich soil</p>	<p>Recap – locate Egypt and the River Nile.</p> <p>What does the children already know about the River Nile?</p> <p>Discuss 2 two main tributaries and their differences</p> <p>White Nile and Blue Nile – Blue Nile contains most downstream water and silt.</p>		

## Bingham Primary School and Nursery- Geography Curriculum

	To know the River Nile floods annually which deposits silt	Discuss flooding and what happens during this time		
5	To understand the human benefits of the River Nile  The Nile provides:  Irrigation Transportation Agriculture Food - fishing	Discuss what the children already know about the River Nile – think about the geography of the river and the physical features. How do these impact human benefits?  Share information on why the river Nile is so important (twinkl has a useful PP that can be adapted slightly).  Create a mind map of why the River Nile is important. Work in pairs or small groups and can use books/internet to provide additional info if needed.		
6	To locate the Sahara desert  To know what a biome is and locate some world biomes Where the Sahara desert is  Different biomes around the world and what makes them different	Discuss the biome and give definition, what do the children already know about biomes?  Provide information on different biomes and where they are located in the world – use globes and atlases and ask children to locate where particular biomes are e.g. desert biome.  Where is the Sahara desert? On a world map, locate the Sahara desert then ask children to locate on globes or in atlases.  What biome is present? – Desert biome – children to create desert biome fact file (including differences between desert biome and where we live).		
		By the end of the unit most of the children will know: ➤ Brazil is in South America ➤ The biome of Brazil is mixed – tropical rainforest, tropical grassland and grassland ➤ The different levels of rainforest are forest floor, understory, canopy and emergent trees ➤ Different foods grow in different climates ➤ Temperature affects the types of food that grows ➤ Deforestation has harmful consequences on our environment		

## UKS2 Spring (Year A)

Prior Learning				
Geographical Tools (Hierarchy)				
Week	To Know statement	How to Learning Activities	Resources	Vocabulary



## Bingham Primary School and Nursery- Geography Curriculum

1	<p>To know how to locate the Arctic and Antarctic on a globe and an atlas.</p> <p>To know how to use maps, atlases, globes and digital/computer mapping to locate countries and describe their features.</p> <p>To know how to use a compass and 4 and 6 figure grid references as well as symbols and a key to build knowledge of the wider world.</p>	<p>Using the globe or atlas, locate both the Arctic and the Antarctic – discuss location (north/south etc.) Teacher to model finding both on large world map.</p> <p>Using books and the internet, research facts about the Arctic and Antarctic – create a Venn diagram showing the similarities and differences between the two. Have some facts already available for children to put into Venn diagram and allow them to find more out as extension. (twinkl has a nice example of a Venn diagram and some facts).</p>	<p>United Kingdom, world, America, South America, continents, oceans</p> <p>Mountains, terrain, weather, climate zones, rivers, types of settlement and land use, economic activity including trade links, distribution, natural resources including energy, food, minerals and water, vegetation belts, biomes, canopy [trees], deforestation, rainforest</p> <p>tourism, population, culture, immigration, sustainability, renewable, resources, pollution, conservation,</p>
2	<p>To know geographical similarities and differences through studying the human and physical characteristics of the Arctic and Antarctic.</p>	<p>Recap prior learning of Arctic and Antarctic, where are they located and what facts can he children remember? Any similarities or differences and what about animals?</p> <p>Discuss what animals may live in the Arctic and Antarctic. Are they different animals or the same? Narrow down to penguins and polar bears.</p> <p>Using photographs to spark conversation, ask children to discuss why/how polar bears and penguins have adapted to their environments. Share facts with children regarding how these animals have adapted (in form of PP with photos or shared how teacher decides).</p> <p><a href="http://primaryhomeworkhelp.co.uk">How Penguins have adapted to their Environment (primaryhomeworkhelp.co.uk)</a> – useful link regarding how animals have adapted to their environments.</p>	<p>latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Prime/Greenwich Meridian and time zones (including day and night)</p> <p>maps, atlases, globes, compass, grid references, symbols and key, Ordnance Survey maps, scale, survey, questionnaire, symbols</p>
3	<p>To know the key aspects of physical geography, including: climate zones, mountains, biomes and vegetation belts.</p>	<p>Refer back to Arctic and Antarctic Venn diagram and focus on settlement facts – look at the similarities and differences between the Arctic and Antarctic. Why do people permanently live in the Arctic but not the Antarctic – share information on why no one has ever settled in the Antarctic. Discuss physical geography of both environments such as climate zones, mountains, biomes and vegetation belts.</p>	
4	<p>To know the key aspects of physical geography, including: climate zones, mountains, biomes and vegetation belts.</p>	<p>Recap previous learning of Arctic and Antarctic. Explain the focus will be the Antarctic.</p> <p>Share info – who was Ernest Shackleton? What did he do? Where is the South Pole? When was the Antarctic discovered? Shackleton's first and second expeditions Roald Amundsen being first to reach South Pole, beating Shackleton Shackleton's third expedition on 'Endurance' covering whole of Antarctica How important the expeditions were in order to collect info/data on climate, biomes and other physical features.</p>	

## Bingham Primary School and Nursery- Geography Curriculum

5	<p>To know that physical features such as the ice caps melting, had an impact on habitats and humans.</p> <p>To know different human geographical features, including: types of settlement and land use, economic activity and the distribution of natural resources including energy, food, minerals and water.</p>	<p>Recap prior learning about Arctic and Antarctic. Explain that these environments have changed dramatically over time and animals and people are having to adapt. Why are these environments changing? Children to give the idea of climate change.</p> <p>Share information on climate change and how it occurs. Discuss:</p> <ul style="list-style-type: none"> <li>- Greenhouse gases</li> <li>- The carbon cycle</li> <li>- Global warming (show timeline of temps over history <a href="#">What is climate change? - KS2 - The Regenerators - BBC Bitesize</a>)</li> <li>- What causes global warming</li> <li>- CO2</li> <li>- Impact on climate and issues that have/are arising</li> </ul> <p>How do the physical features then impact the human features? Create class mind map.</p>		
6	<p>To know and understand the key aspects of what cause a volcano to erupt.</p> <p>To know human geographical features and the impact they have on the surrounding environment, vegetation, economic impact, natural resources and water.</p>	<p>Revisit prior knowledge of volcanoes, what do the children already know?</p> <p>Like climate change/global warming, volcanic eruptions (a physical feature) have an impact on human features too.</p> <p>Think about what causes a volcano to erupt and how it may impact the surroundings and human features such as farming, economic impacts, clean water etc..</p> <p>Create small piece of factual writing, discussing how volcanoes may have an impact on physical and human features.</p>		
		<p>By the end of the unit most of the children will know:</p> <ul style="list-style-type: none"> <li>➤ To know how to locate the Arctic and Antarctic on a globe and an atlas.</li> <li>➤ To know geographical similarities and differences through studying the human and physical characteristics of the Arctic and Antarctic.</li> <li>➤ To know the key aspects of physical geography, including: climate zones, mountains, biomes and vegetation belts.</li> <li>➤ To know that physical features such as the ice caps melting, had an impact on habitats and humans.</li> </ul>		

## UKS2 Summer (Year A)

Prior Learning				
Geographical Tools (Hierarchy)				
Week	To Know statement	How to Learning Activities	Resources	Vocabulary






























## Bingham Primary School and Nursery- Geography Curriculum

1	<p>To know the countries of North America</p> <p>To know where the continent of North America on a world map?</p> <p>To know the names of the countries of North America?</p> <p>To know where the North American countries are on a map</p>	<p>Recap prior learning of continents, naming all 7. Find the continent of North America on a globe or in an atlas. Discuss where North America is and how it is located in the Northern hemisphere. The north passes through the Arctic circle and the south passes through to Tropics of Cancer. Which countries are in the North American continent.</p> <ul style="list-style-type: none"> <li>- Cuba</li> <li>- Canada</li> <li>- USA</li> <li>- Mexico</li> <li>- Guatemala</li> </ul> <p>On a map of North America, label the 5 countries.</p>	<p>Continent</p> <p>Equator</p> <p>Hemisphere</p> <p>Land use</p> <p>Latitude</p> <p>Longitude</p> <p>Mountains</p> <p>Region</p> <p>Scale</p> <p>Significance</p> <p>Topographical</p> <p>Tropic of Capricorn</p> <p>Tropic of Cancer</p>
2	<p>To know about and compare climates in North America.</p> <p>To know some different climate zones in North America</p> <p>To know the climate of a particular area</p>	<p>Recap last week learning, discussing the 5 countries within North America.</p> <p>Show children a world map that shows climate zones and explain that the zones are determined by latitude. Discuss things such as distance from the equator and how warm/cold they think the climate zones would be.</p> <p>Focus on North America, how many climate zones can you see that go through North America. Think back to last week when discussing the Arctic circle and Tropics of Cancer.</p> <p>Discuss differences between climate zones...</p> <ul style="list-style-type: none"> <li>- The areas between the Tropic of Cancer and the Arctic Circle and the Tropic of Capricorn and the Antarctic Circle contain the subtropics and temperate zones. Changes in the length of day between summer and winter (particularly nearer the poles) can make for big changes in summer and winter temperatures.</li> <li>- The area between the tropics of Cancer and Capricorn (including the Equator) is known as the tropics. There is more direct sunlight in the tropics which means it is warmer than the more northerly/southerly areas. Nearer the poles, summers tend to be hot and winters warm.</li> <li>- At the Equator, there is sunlight for 12 hours a day every day. There is a greater amount of direct sunlight, which means there is more energy received from the sun.</li> <li>- Areas within the Arctic and Antarctic Circles have at least one day of 24 hour sunlight in summer and one of 24 hour darkness in winter. Nearer the poles, there can be very long days or nights, depending on the season. Since the sun is very low in the sky, the energy from the sun tends to be weak.</li> </ul> <p>Colour in a world climate zones map (twinkl). Use the key to match colours.</p> <p>Focus on Mexico, which climate zone does it lie within and what impact does that have?</p>	

## Bingham Primary School and Nursery- Geography Curriculum

3	<p>To know the geographical features of North America.</p> <p>To know the difference between human and physical geographical features</p> <p>To know how certain geographical features are formed</p>	<p>Discuss differences between physical and human geographical features.</p> <p>Sort human and physical features of North America photographs into correct columns (or hoops).</p> <ul style="list-style-type: none"> <li>- Grand Canyon</li> <li>- Hoover dam</li> <li>- Niagara Falls</li> <li>- Yellowstone national park</li> <li>- Disney world</li> <li>- Mississippi river</li> <li>- Mount Rushmore</li> <li>- Death Valley</li> <li>- Golden gate bridge</li> <li>- Hubbard glacier</li> <li>- Statue of liberty</li> <li>- Château Frontenac</li> <li>- Rocky Mountains</li> <li>- Times square</li> <li>- Seattle space needle</li> <li>- Bandelier national monument</li> <li>- Yukon river</li> <li>- Hollywood sign (and so on!!)</li> </ul> <p>Research 2 geographical features – the grand canyon and one other. Use books, articles and the internet to research how they were formed.</p>		
4	<p>To know the capital cities of North America.</p> <p>To know what a capital city is</p> <p>To know the North American capital cities and match them to their countries</p> <p>To know the features of different capital cities, such as language and population?</p>	<p>Recap prior learning of North American countries and name them. Reflect on climate zones and physical and human features.</p> <p>Share information in form of PP and give definition of a capital city. Can anyone name England's capital city.</p> <p>On PP, show images and information on each North American's capital city. Include geographical features, languages spoken, population as well as things such as cuisine.</p> <p>Complete matching activity. Match countries with their capital cities, this could be a cut and stick activity, drawing lines to correct pair or labelling on a map.</p>		
5	<p>To know the various time zones of North America and how these compare to other time zones around the world.</p>	<p>Locate North America on a world map/globe/atlas.</p> <p>Show children a map with time zones visible and recap prior learning of time zones, focusing on the location of GMT.</p> <p>Share ideas on why the world had different time zones - It takes 24 hours for the Earth to rotate once on its axis. We split the globe into time zones using imaginary lines called <b>meridians</b>. They run from the North Pole to the South Pole, crossing lines of latitude. There are 24 time zones.</p>		

## Bingham Primary School and Nursery- Geography Curriculum

	<p>To know why different parts of the world have different time zones</p> <p>To know the time at different locations in North America based on GMT</p> <p>To know the corresponding times within different locations in North America</p>	<p>Discuss the point why the day ends - The <b>International Date Line</b> (IDL) is an imaginary line on the Earth's surface defining the boundary between one day and the next. Located at about 180° east (or west), it is halfway around the world from the Greenwich Meridian (0° longitude). When you cross the date line travelling east, you subtract a day, and if you cross the line travelling west, you add a day.</p> <p>How many time zones can the children see that cover North America. Can the children spot the countries within North America and what time zone they are in. Children to find out and record the times of each North American country if GMT was 12pm (midday).</p>																	
6	<p>To know how to compare a region in the UK with a region in North America.</p> <p>To know how the physical geography of a region in the UK and a region in North America are different</p> <p>To know how the human geography of a region in the UK and a region in North America are different</p> <p>To know how to use a variety of appropriate sources to find out about the human and physical geography of a region</p>	<p>Recap where North America is, the countries within it and the number of different time zones etc.</p> <p>Focus on Mexico and England and compare the two countries. As a class, compare time zones and climates as well as things such as culture, language and cuisine.</p> <p>Children to create a place comparison fact file similar to this... Include: name, location, flag, population, capital city, languages spoken, physical geographical features, human geographical features and any other key facts such as cuisine.</p> <p><b>Country Comparison</b> Research facts about two countries and compare the similarities and differences.</p> <table><tr><td>Name of Country</td><td></td><td></td></tr><tr><td>Location</td><td></td><td></td></tr><tr><td>Flag</td><td></td><td></td></tr><tr><td>Population</td><td></td><td></td></tr><tr><td>Capital City</td><td></td><td></td></tr></table> <p>In pairs or small groups children should research the answers to each section. Children could use ipads/laptops, articles, books/atlas, the globe/world maps etc.. Use different media to support research.</p>	Name of Country			Location	 		Flag			Population			Capital City				
Name of Country																			
Location	 																		
Flag																			
Population																			
Capital City																			
7	<p>To know how to research the human and physical geography of a particular North American country.</p> <p>how to use a variety of sources of information to find out about a specific North American country</p>	<p>Following on from last week's comparison task, children should create a detailed piece of work about Mexico.</p> <p>They should include human and physical geographical features (of which they will have already researched) and they should source their information from a variety of different media/sources.</p> <p>Children to create a piece of work such as a factual poster about Mexico, showing that they can present in different ways. Ensure children are able to use photographs on their work as well as facts and figures they have researched.</p>																	



## Bingham Primary School and Nursery- Geography Curriculum

	<p>To know how to select appropriate facts, figures and images to include in their work</p> <p>To know how present geographical information in a variety of ways</p>			
	<p>By the end of the unit most of the children will know:</p> <ul style="list-style-type: none"> <li>➤ To know how to locate the Arctic and Antarctic on a globe and an atlas.</li> <li>➤ To know geographical similarities and differences through studying the human and physical characteristics of the Arctic and Antarctic.</li> <li>➤ To know the key aspects of physical geography, including: climate zones, mountains, biomes and vegetation belts.</li> <li>➤ To know that physical features such as the ice caps melting, had an impact on habitats and humans.</li> </ul>			

### UKS2 Autumn (Year B)

Prior Learning				
Geographical Tools (Hierarchy)				
Week	To Know statement	How to Learning Activities	Resources	Vocabulary
1	To know different foods that come from around the world	<p>Have selection of food from a supermarket, make sure it has labels on. Read each label and locate on a world map where the food product comes from. Reflect on the world map and see which continents the UK imports food from. How are continents linked to the UK?</p> <p>Children to think of their own favourite fruit or veg and research where it comes from.</p> <p>Children to complete a table showing different food products, can children fill in the blank column with the country that it comes from. Leave one food space blank so they can draw their favourite food in there.</p>		<p>Atlas</p> <p>Characteristics</p> <p>Distribution</p> <p>Global</p> <p>Globalisation</p> <p>Human processes</p> <p>Interaction</p> <p>Interdependent</p> <p>Land use</p> <p>Resource</p> <p>Vegetation belt</p> <p>Import</p> <p>Export</p>

## Bingham Primary School and Nursery- Geography Curriculum

2	To know trade and how it affects people and places in different ways	<p>Recap where some of our favourite foods come from and discuss the question 'how does this benefit the people supplying the food?' Ask children to share their answers and talk about benefits such as not having to rely on seasonal food, more choice, healthier lifestyles and income for poorer farmers.</p> <p>Also discuss issues with importing food such as : carbon dioxide pollution, low income for some farmers, cost of imported food, UK produce not being first choice, less work for UK farmers, lack of appreciation for seasonal food, pollution from transport.</p>		
3	To know and explain the spread and patterns of familiar consumer brands around the world and why it isn't an equal spread.	<p>Start with a quiz – can the children name the brand the logo is representing?</p> <p>Pick out some familiar brands and provide info on where their products are made and which countries they supply to. For example, apple products are predominantly produced in China and available in 175 countries around the world and is prominent in Africa. However, McDonald's is an American fast food chain and is only has a few chains in Africa.</p> <p>Inform children that distribution of brands products across the world may not be equal due to factors such as finances and supply chains. E.g. McDonald's is failing to reach parts of Africa due to localities not being able to produce finances to afford fast food chains, different tastes and inadequate supply chains.</p> <p>Distribution is also affected by... Wealthier countries import food and subsidise farming to make food more affordable. This creates a food surplus and there is plenty to go around. Poorer countries have a food deficit. They struggle to grow enough to feed people and cannot afford to subsidise farming or import more food.</p>		
4	To know the impact of global trade	<p>Discuss prior learning about trade and globalisation. Provide children with positive and negative facts about globalisation. Children to create a positives and negatives table in pairs/small groups and challenge the children to come to an answer for the question 'Is globalisation a good thing?'</p> <p>Benefits: Faster growth, higher living standards, new economic opportunities</p> <p>Negatives: lack of equal opportunities</p> <p>Children to debate their answer with class.</p>		
5	To know how goods reach and leave the UK	<p>Recap learning that foods and goods are imported/exported to and from different countries and that the UK has links to all 7 continents.</p> <p>Recap where favourite foods come from and what biome/vegetation belt they sit in. E.g., bananas come from rainforest biomes/vegetation belts. As a class, sort real life food objects (with food labels on) into biomes. For example, if a</p>		

## Bingham Primary School and Nursery- Geography Curriculum

		<p>pineapple comes from ..... it must sit within the ..... biome. Use world map with biomes on reference. Children to have atlases/maps between them and sort as class.</p> <p>After sorting food items, think about how far the items travel to be in UK shops. Use this website <a href="#">Food Miles Calculator Results   Foodmiles.com</a> to calculate how far each food item has travelled to the UK. How do the children think food travels? (Food can travel by car, bus, lorry, boat and plane. These methods of transport all need a lot of energy.)</p>		
6	To know what Fairtrade products are and why this is important to equality across the world	<p>Suggestion - Adapt RGS PowerPoint on fairtrade to suit lesson (provides detailed reasons for supporting fairtrade)</p> <p>Provide information on fairtrade products and what products the children would recognise that are fairtrade. Discover why fairtrade products are important and inform children of the reasons why fairtrade benefits communities around the world. Refer to products with palm oil and discuss the controversy (brief summary of arguments - "If cultivated on a small scale and in mixed cultures, the oil palm can be an excellent example of sustainable agriculture. Conversely, in large-scale plantations with areas that are often in excess of 10,000 hectares (25,000 acres), it almost inevitably harms people, animals, and the environment. In Indonesia, in particular, new plantations are often planted on primary rainforest land. This involves the drainage of peat soil and the burning off of existing vegetation. It destroys the natural resources of the local inhabitants and animals.") How do the children feel about palm oil? Products that claim to have fairtrade palm oil in still do not carry the fairtrade logo and fairtrade promotes non palm oil products. Why?</p> <p>Children to create poster on why we should pay more and buy fair trade – include facts, figures, arguments and pictures. Could present at the end?</p> <p>The links below provide some links to fairtrade companies around the world.  <a href="#">Fairtrade Balls   BALA Sport</a>  <a href="#">Fairtrade Gold   Harriet Kelsall (hkjewellery.co.uk)</a>  <a href="#">Roses from Ecuador Fairtrade Association - YouTube</a></p>		
		<p>By the end of the unit most of the children will know:</p> <ul style="list-style-type: none"> <li>➤ To know trade and how it affects people and places in different ways</li> <li>➤ To know and explain the spread and patterns of familiar consumer brands around the world</li> <li>➤ To know the impact of global trade</li> <li>➤ To know how goods reach and leave the UK</li> <li>➤ To know how everyday choices can affect people, places and environments</li> </ul>		

## UKS2 Spring (Year B)

Prior Learning				
Geographical Tools (Hierarchy)				
Week	To Know statement	How to Learning Activities	Resources	Vocabulary



## Bingham Primary School and Nursery- Geography Curriculum

1	To know how to locate world climate zones and biomes.	<p>Locate and name the 7 continents around the world. Can children suggest facts about each continent?</p> <p>Show children a world map of climate zones and discuss what the children have already learnt about this. Explain that 'climate' is what they expected weather would be. Then show a map, showing the biomes around the world. Discuss what they can see/what they have learnt prior. What is a biome and how are they used to categorise the earth's surface? They are useful as they can categorize, climate, soil, plants and animals.</p> <p>Recall prior learning about climate zones and discuss as a class, showing on a world map where each climate zone is.</p> <p>Children to then, using an atlas, colour a map with the ten biomes on, colouring each biome a different colour and labelling them.</p>		categorise inhabit terrestrial aquatic climate biome temperate deciduous shrubs ecosystem arid evaporates vegetation nocturnal permafrost hibernate migrate situated uninhabited nutrients migrate latitude expanses precipitation fertile sporadic roaming grazing desertification
2	To know the features of a temperate deciduous forest biome.	<p>Locate climate zones and biomes on the world map.</p> <p>Today's learning is about deciduous forest biome. What do the children think a deciduous forest biome is and looks like? Children to create simple fact file/record facts. Ensure children see photographs of deciduous forest biomes in different countries. How are they similar and different? Use Milestone 3 for reference (page 14).</p>		
3	To know the features of a desert biome.	<p>Locate climate zones and biomes on the world map. Which biome have we looked at in detail? What can the children remember?</p> <p>Today's learning is about desert biome. What do the children think a desert biome is and looks like? Children to create simple fact file/record facts. Ensure children see photographs of desert biomes. What happens to the temp, dust storms, rain water and how are animals able to survive? Use Milestone 3 for reference (page 15).</p>		
4	To know the features of a tundra biome.	<p>Locate climate zones and biomes on the world map. Which biome have we looked at in detail? What can the children remember?</p> <p>Today's learning is about tundra biome. What do the children think a tundra biome is and looks like? Children to create simple fact file/record facts. Ensure children see photographs of deciduous forest biomes in different countries. Ensure children discuss how it is hard for plants and animals to survive, there are two types of tundra, cold winters. Use Milestone 3 for reference (page 16).</p>		

## Bingham Primary School and Nursery- Geography Curriculum

5	To know the features of a taiga biome.	<p>Locate climate zones and biomes on the world map. Which biome have we looked at in detail? What can the children remember?</p> <p>Today's learning is about taiga biome. What do the children think a taiga biome is and looks like? Children to create simple fact file/record facts. Ensure children see photographs of taiga biomes in different countries. Ensure children discuss what sort of forest taiga biomes are, that they have short wet summers and plants can only grow for short periods of time and that human processes have had a significant impact on taiga biomes. Use Milestone 3 for reference (page 17).</p>		
6	To know the features of an ice biome.	<p>Locate climate zones and biomes on the world map. Which biome have we looked at in detail? What can the children remember?</p> <p>Today's learning is about ice biome. What do the children think a ice biome is and looks like? Children to create simple fact file/record facts. Ensure children see photographs of ice biome and discuss where these photos would be (arctic and Antarctic). Ensure children discuss the different name which is polar ice cap, that the ice biome is the coldest biome, that the ice biome holds most of the worlds fresh water and environmental changes caused by climate change affect people, animals, plants and migratory behaviour... Use Milestone 3 for reference (page 22).</p>		
7	<p>To know the difference between grassland and savannah biome</p> <p>To know which climate zones are linked to these biomes</p>	<p>Locate climate zones and biomes on the world map. Which biome have we looked at in detail? What can the children remember?</p> <p>Today's learning is about grassland and savannah biomes. What do the children think grassland and savannah biomes are and what do they look like? Children to create simple fact file/record facts and compare the two biomes. Ensure children see photographs of the biomes in different countries and discuss similarities and differences. Ensure children discuss the plant life of the two biomes and the different uses the land has.</p> <p>Use Milestone 3 for reference (page 18 and 19).</p>		
		<p>By the end of the unit most of the children will know:</p> <ul style="list-style-type: none"> <li>➤ To know how to locate world climate zones and biomes.</li> <li>➤ To know the features of a temperate deciduous forest biome.</li> <li>➤ To know the features of a desert biome.</li> <li>➤ To know the features of a tundra biome.</li> <li>➤ To know the features of a taiga biome.</li> <li>➤ To know the features of an ice biome.</li> <li>➤ To know the difference between grassland and savannah biome</li> </ul>		

## UKS2 Summer (Year B)

Prior Learning				
Geographical Tools (Hierarchy)				
Week	To Know statement	How to Learning Activities	Resources	Vocabulary



## Bingham Primary School and Nursery- Geography Curriculum

1	To be able to describe the main physical and human features of the UK	<p>Recap prior learning of the UK.</p> <p>As a starter, children to sort human and physical features of the UK into groups, include Ben Nevis and Big Ben. When sorted, ask children about Ben Nevis (where is it and that it is the tallest mountain in the UK) and Big Ben (where is it and that London is the capital city).</p> <p>Locate the UK on a world map and provide information on which countries the UK is made up of and their capital cities, the seas that surround the UK and the seasons the UK has. Can children spot, on a world map that shows biomes, which biome the UK sits within? Is this reflected in the physical geography of the UK e.g. grassland and hills etc. Look at aerial photographs.</p> <p>That Ben Nevis is the highest mountain in the UK</p> <p>The largest cities in the UK</p>		<p>Aerial photograph</p> <p>Atlas</p> <p>Biome</p> <p>Characteristics</p> <p>Climate</p> <p>Compass</p> <p>Fieldwork</p> <p>Human processes</p> <p>Interdependent</p> <p>Landmark</p> <p>Land use</p> <p>Locality</p> <p>Trade</p>
2	To understand similarities and differences in people's views of the UK	<p>Create a presentation based on life in the UK, be sure to include photographs and facts and figures. Include information about country populations, capital cities, religions in the UK and housing.</p> <p>Focus in on the land types where people live e.g. rural, urban or suburban. In the UK, around 80% of the population live in urban areas and 20% in rural areas. Some parts of the UK also have many more people than others - Scotland's mountains and remote islands have very few inhabitants, while England is the most crowded country, with London being the largest city in the UK.</p> <p>Discuss each land type (rural, urban and suburban) and decide where Bingham fits in.</p> <p>How about the settlement type (isolated house or farm, hamlet, village, town, cities)? Discuss which settlement relates to which land type and what life is like in each settlement? What jobs may be popular?</p> <p>Watch video relating to different jobs around the UK and how people live differently <a href="#">Exploring how people work in the UK   KS2 Geography   Year 5 and Year 6 - BBC Bitesize</a></p> <p>Children to create a detailed leaflet, providing information about the UK and key facts such as religions, population and settlements, as well as weather and biomes/vegetation and human/physical features.</p>		
3	Human geography of Bingham/Nottingham, including: types of settlement and land use, economic activity and the distribution of natural resources	<p>Recap definition of human and physical features. Can the children name and human geographical features of Nottingham and Bingham?</p> <p>Provide information about human features and include landmarks, settlements, economic activity and distribution of goods. Suggestions could include: Nottingham Castle, numerous football grounds, Trent Bridge and the cricket ground, Paul Smith the designer, Raleigh Bikes and so on. Also discuss the types of settlements in Nottingham and then Bingham and what the land around Bingham may be used for.</p> <p>Create an informative poster all about Nottingham and Bingham, building an identity. Have ipads/laptops available to research facts if needed.</p>		

## Bingham Primary School and Nursery- Geography Curriculum

		<a href="http://binghamheritage.org.uk">Farming in Bingham (binghamheritage.org.uk)</a> – useful link about farming in/around Bingham and what the land is currently used for (go to 21 <sup>st</sup> century)																			
4	How to use fieldwork to observe, measure, record and present the human and physical features of Bingham	<p>Prior to investigation think about the following questions:</p> <ul style="list-style-type: none"><li>• What is the name of this place?</li><li>• Where is this place and which other places are near it?</li><li>• Is it a village, town, suburb or part of a city?</li><li>• What types of buildings can we find and what are they used for?</li><li>• What different types of land-use can we find?</li><li>• Are there any green spaces and what are they used for?</li><li>• Who lives here and what do they do?</li><li>• How do people use this landscape in different ways?</li><li>• Are there any local 'landmarks'?</li><li>• What types of transport links can we find?</li><li>• What evidence is there of connections to other places?</li><li>• What was this place like in the past?</li><li>• How and why is it changing?</li><li>• How is it similar or different to other localities that are being studied?</li></ul> <p>Map out the route you want to take. Can children assist with this on Google Maps? Can they think of any challenges or risks that may arise? E.g. crossing roads. What can the child see on the map?</p> <p>Plan out investigation. What do the children want to find out (looking for human and physical features). Could be presented as follows:</p> <table><tr><th>Can we find the following in our local area?</th><th>Evidence</th><th>Location</th></tr><tr><td>Terrace housing</td><td>Field sketch or photograph</td><td>Street name and grid reference</td></tr><tr><td>Semi-detached housing</td><td>Field sketch or photograph</td><td>Street name and grid reference</td></tr><tr><td>A river</td><td>Field sketch or photograph</td><td>Grid reference</td></tr><tr><td>A park</td><td>Field sketch or photograph</td><td>Grid reference</td></tr><tr><td>etc</td><td></td><td></td></tr></table>	Can we find the following in our local area?	Evidence	Location	Terrace housing	Field sketch or photograph	Street name and grid reference	Semi-detached housing	Field sketch or photograph	Street name and grid reference	A river	Field sketch or photograph	Grid reference	A park	Field sketch or photograph	Grid reference	etc			
Can we find the following in our local area?	Evidence	Location																			
Terrace housing	Field sketch or photograph	Street name and grid reference																			
Semi-detached housing	Field sketch or photograph	Street name and grid reference																			
A river	Field sketch or photograph	Grid reference																			
A park	Field sketch or photograph	Grid reference																			
etc																					
5	How to collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes	Complete investigation.																			
6	To begin to explain why different people have settled in the UK and Bingham	<p>Present findings.</p> <p>In addition, you may wish to draw on other sources of information about your local area to develop your pupils work and a wider range of additional material - from local census data, flood risk or pollution levels.</p> <p>Children to plan a geographical walk as a guide to your local area. This should be based on your local map and include key points of local interest and land-marks as well as information which would allow others to better understand your local area's geography. (The Society's Discovering Britain project (which has published 130 local</p>																			



## Bingham Primary School and Nursery- Geography Curriculum

		geographical walks across the UK) provides a model for this approach.) <a href="#">Nottingham trail 2016.pdf</a> ( <a href="#">discoveringbritain.org</a> ) Does not need to be as detailed as this but is a good example!		
		<p>By the end of the unit most of the children will know:</p> <ul style="list-style-type: none"> <li>➤ To be able to describe the main physical and human features of the UK</li> <li>➤ To understand similarities and differences in people's views of the UK</li> <li>➤ To be able to use enquiry to help us understand our own identities</li> <li>➤ How to use fieldwork to observe, measure, record and present the human and physical features</li> <li>➤ To begin to explain why different people have settled in the UK and Bingham</li> <li>➤ To use fieldwork to understand what makes our location unique</li> </ul>		