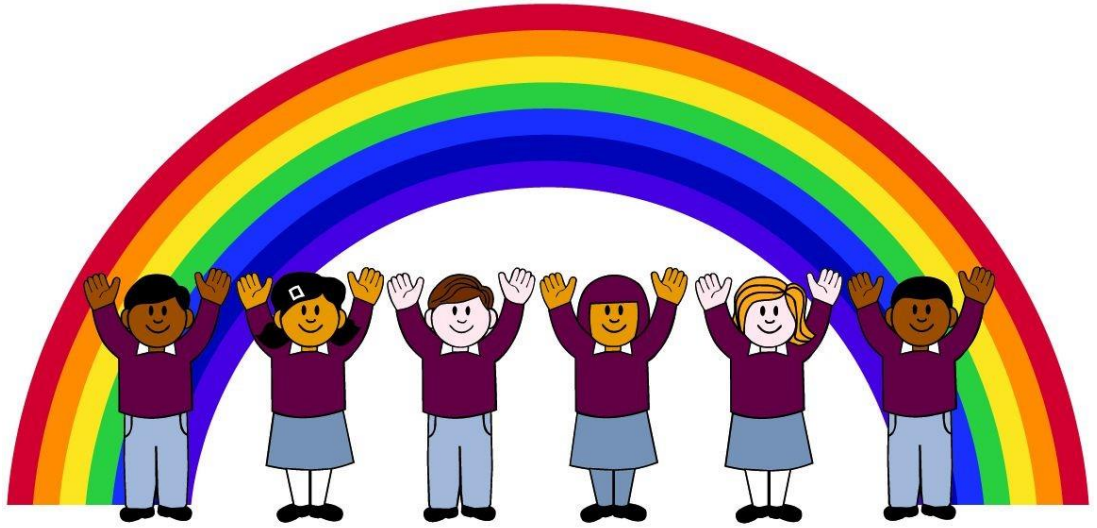
Halesowen C of E Primary School



We care, we trust, we believe.

We share, we enjoy, we achieve.

Geography Curriculum

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School Vision

Halesowen Church of England Primary School was a school built for the local community. Right from the beginning it was an inclusive school built on strong Christian beliefs. It is our duty to ensure that this deeply Christian core runs through everything we do at Halesowen C of E in the modern day.

We believe children can flourish if they are loved and valued. We have high expectations of everyone because we know they can achieve if someone believes in them. We trust each other and are proud that we are one big family. We care about each and every one of our families. We enjoy the job we do and make school a fun place to be. We share this place Halesowen C of E; a place special to all of us, a place where we can feel safe, a place where we can learn and thrive together.

Curriculum Vision

At Halesowen C of E we want all children to have access to a meaningful, fun and exciting, curriculum which is rich with first hand experiences and language. We will ensure pupils are given the opportunities to achieve. We believe that:

"A child is like a butterfly in the wind. Some can fly higher than others, but each one flies the best it can. Each one is different, each one is special, each one is beautiful."

We value all of our children irrespective of background, culture or academic ability and want them all to experience the breadth of curriculum subjects we offer allowing them to develop their own preferences and interests which they can foster and develop as they learn grow and move on to their next phase of education.

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Curriculum Intent

STATUTORY REQUIREMENTS AND NON- STATUTORY GUIDANCE	• EYFS:- Statutory EYFS framework and Early learning goals. Use of Development Matters 2021- taken predominantly from the PSED and Understanding the World Sections. • Key stage 1 and 2: National Curriculum. • Use of the document "Teaching a Broad and Balanced Curriculum for Education Recovery" • Use of additional resources such as (but not limited to) Twinkl, Manic Street teachers, The Key Geography, Prospectus Curriculum, Royal Geographical Society and Geographical Association.
PROVISION	• Geography is part of our humanities approach but not limited to only linking with humanities subjects • In EYFS opportunities to learn geography through discussion, play and exploration within half termly topics. • Each term (in key stage 1 and 2) a Geography aspect will be taught as part of a wider immersive thematic approach. Sometimes Geography will be the main driver for the topic.
KNOWLEDGE	• Children need to know about the world in which they live starting with the local area, the county, country (UK) Europe and the world. • Each aspect should be explored in depth. The aspects are covered in 3 key areas Locational knowledge, Place knowledge and knowledge of Human, Physical and environmental features. • The knowledge in the Geography curriculum intended to be progressive and is designed to build on prior learning but to ensure acquisition deliberatively overlaps and is repetitive. • There is a focus on retention of knowledge and this is addressed in a number of ways such as quizzes.
SKILLS	• There is a planned skills progression through identified key aspects of the subject. • These skills are categorised in the following key areas: Enquiry and investigation, fieldwork, using and interpreting sources, directional work, using and creating maps. • Opportunities to practise skills in pure "skills" sessions before applying. • Transfer of skills encouraged across different subjects for example using presentation skills such as writing (English) graphs (maths) Sketching (art)
MEANINGFUL START POINTS	• Children need to know where subjects exist in real life. "We are Geographers". They need to understand what Geography is and when we are learning a Geography aspect within our topic. • Initial learning should link to the child and their part in the subject in real life. In Geography each theme or topic should always start with "Where am I?...."

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VOCABULARY AND LANGUAGE	• Children should build a bank of subject and topic specific vocabulary – understanding meanings and define words then use in the correct context. • They should use language to question, enquire, compare, contrast, explain, justify and debate in a Geographical context.
ENRICHMENT OPPORTUNITIES	• To bring alive the knowledge aspect of physical and human geography children should experience things first hand through trips and visitors. • To allow children to rehearse and develop skills such as map work and field work children need opportunities for outdoor enquiry • Further aspects of geography can be developed through the use of technology e.g. using good Earth to see places we may not be able to visit. • Relevant and meaningful opportunities should be provided linked to their local area, individual interests, current affairs or events, culture, community. For example- visiting a local river, doing a topic on Gambia as we have a link to a charity in the country through a ex- member of teaching staff. Learning where Europe is when hearing about Brexit in the news, In EYFS looking at where our fruit comes from. Comparing trees in Halesowen to trees in the rainforest. • Making the most of resources available- for example seeing the churchyard as an asset- looking at trees in there. • Using all of our senses to be fully immersed in learning- what can they hear, see, smell etc when outside learning.
INDIVIDUAL DEVELOPMENT	• Ensure equality so all children can access learning (SEND). Consider ways children who struggle with English skills can access and present learning • Allow opportunities for curiosity and fascination in all subjects and topics- create awe and wonder about the world they live in. • Make time for children to be inquisitive and develop learning in their own way- let them own their learning journey for example- link to places they have visited. • Nurture ambitions and aspirations- talk about careers where geography learning can be useful. • Develop a love for the natural world and respect their local community and the world around them e.g. through things like the countryside code, recycling

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Knowledge Progression map

Aspect	EYFS	Key stage 1	Lower key stage 2	Upper key stage 2
Locational knowledge	• Be familiar with the name of the road and town where the school is located • Be able to talk about other places in the UK they have visited. • Be able to talk about other places in the world they have visited.	• Name and locate places within their locality. • Be able to name some other places outside their locality- places they have visited or places linked to other areas of study. • Name and locate the world's 7 continents • Name and locate the world's 5 oceans • Name and locate the 4 countries of the United Kingdom • Name the capital cities of the 4 countries of the United Kingdom • Name and locate the surrounding seas of the United Kingdom • Identify characteristics of the UK's 4 countries.	• Name and locate a wider range of places in their locality, the UK and wider world including some globally significant features. • Name and locate counties and cities of the United Kingdom. • Locate the world's countries focusing on North and South America • Within these places countries know their key environmental, physical and human features and their major cities. • Identify and describe the significance of prime/ Greenwich Meridian and time zones including day and night.	• Name and locate a wider range of places in their locality, the UK and wider world including some globally and topically significant features and events. • Locate the world's countries focusing on Europe (including Russia) • Within these places countries know their key environmental, physical and human features and their major cities. • Know how places have changed over time- including land use patterns. • Identify the position and significance of latitude, longitude, equator, northern and southern hemispheres, the tropics of cancer and Capricorn Arctic and Antarctic Circles.

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Place knowledge	• Children talk about their immediate environment during their play and conversations • Begin to talk about different environments locally, then nationally • Begin to compare in very simple terms the UK to other countries	• Begin to understand geographical similarities and differences of human geography in a small area of the UK and in a small area of non-European country • Begin to understand geographical similarities and differences of physical geography in a small area of the UK and in a small area of non-European country	• Understand the geographical similarities and differences through the study of human and physical geography of a region in the United Kingdom, a region in a European country and a region within North or South America.	• Understand the geographical similarities and differences through the study of human and physical geography of a region in the United Kingdom, a region in a European country, a region within North or South America. • Begin to discuss why there are similarities and differences between places- using sources and evidence. • Begin to develop an awareness of how places relate to each other
Human features	• Children become familiar with the local area and teacher model geographical vocabulary • Comment on what they see- talking about simple features such as buildings, roads and other simple features	• Describe their local area using basic geographical vocabulary to refer to key human features including: city, town, village, factory, farm, house, office, port, harbour, shop • Compare human features with other locations.	• Describe and understand the key aspects of Human geography such as: types of settlement and land use, economic activity including trade links and the distribution of natural resources including energy, food, minerals and water. • Describe how features and places change over time.	• Describe and understand the key aspects of Human geography such as: types of settlement and land use, economic activity including trade links and the distribution of natural resources including energy, food, minerals and water. • Demonstrate understanding of how and why some features and places change over time.

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Physical features	• Children become familiar with the local area and teacher model geographical vocabulary • Comment on what they see- talking about simple features such as open spaces and other simple features.	• Describe their local area using basic geographical vocabulary to refer to key physical features including: beach, cliff, coast, forest, hill, mountain, sea, ocean, • Compare physical features with other locations	• Describe and understand the key aspects of Physical geography such as: climate zones, biomes and vegetation belts, mountains, volcanoes and earthquakes • Describe how features and places change over time.	• Describe and understand the key aspects of Physical geography such as: climate zones, biomes and vegetation belts, rivers, watercycle • Identify physical characteristics and key topographical features of countries within North or South America (comparing to UK and Europe) • Demonstrate understanding of how and why some features and places change over time.

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Environmental features and care of the environment	• Look at weather and seasonal features • Experience different seasons and weathers in the outside environment, • Make observations off the weather. • Talk about how we can care for the environment	• Identify seasonal and daily weather patterns in the United Kingdom • Identify seasonal and daily weather patterns of hot and cold areas of the world in relation to the equator and the North and South Poles. • Explore how we can care for and look after our environment.	• Explain about weather conditions and patterns around the UK and in Europe • Compare seasonal and daily weather patterns of hot and cold areas of the world in relation to the equator and the North and South Poles. • Recognise how people have been affected by changes in the environment.	• Understand how people have been affected by changes in the environment. • Know about the changes to the world environments over time. • Understand why people seek to manage and sustain their environment.

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Skills Progression map

Aspect	EYFS	Key stage 1	Lower key stage 2	Upper key stage 2
Enquiry, Investigation and Communication	• Comment on that they see • Answer simple geographical questions. • Talk about places that are the same as Halesowen and are different in the world and why • Make simple observations.	• Ask geographical questions. • Answer geographical questions. • Express own views about a place (giving reasons) • Find out how places have become the way they are. • Describe simple similarities and differences • Observe and record in different ways with support • Begin to build up technical vocabulary linked to geography – start to explore the meaning of these words • Draw, speak or write about simple concepts such as what they see where • Begin to express views about the environment	• Ask and answer more searching geographical questions including how? And why? • Identify similarities, differences and patterns when investigating different places, environments and people. • Observe and record in different ways • Begin to build up technical vocabulary linked to geography –know the meaning of these words and begin to use them in context • Express their opinions on environmental issues	• Ask and respond to questions that are more causal e.g. why is it happening in that place? Could it happen here? How likely is it to change in the future? • Recognise geographical issues affecting people in different places and environments. • Make predictions and test simple hypothesis about people. Places and geographical issues. • Observe and record in different ways including more detailed drawings, graphs etc. • Build up technical vocabulary linked to geography –know the meaning of these words and use them in context • Express and explain opinions on geographical and environmental issues and recognise why other people may think differently

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				• Begin to critically evaluate responses to geographical issues and events.
Fieldwork	• Children to have frequent opportunities to explore outside. • Encourage children to use senses to explore the outside	• Use simple sketches • Use a camera to record findings. • Observe and record in different ways with support	• Observe, record and name geographical features in their local environment • Begin to explain some physical and human features of the environment, • Observe and record in different ways	• Observe, measure and record human and physical features using a range of methods e.g. sketch maps, plans, graphs and digital technologies. • Analyse, interpret and present data collected from fieldwork observations, measurements and recordings

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Using and interpreting sources	• Use images, video clips, shared texts and resources to bring the wider world into the classroom. Children talk about what they see • Use non-fiction books.	• Understand what a source is • Uses different sources to identify places. • Uses different sources to identify geographical features	• Use a range of sources including digital and Ordnance survey maps, atlases, globes and satellite images to research and present geographical information.	• Use a range of maps and other sources of geographical information and select the most appropriate for the task. • Demonstrate an understanding f the difference between Ordnance Survey maps and other maps and when it is appropriate to use
Directional work	• Understand position through words alone (no gesture or pointing) • Describe a familiar route • Discuss routes and locations using positional language such as in front of, behind.	• Follow simple directions such as forward, backwards, left, right, up, down • Know what a compass is and what it is sued for • Follow more difficult directions North, south East west	• Use the four compass points. • Begin to use 8 compass points.	• Use the eight compass points confidently and accurately

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Using and creating maps	• Look at aerial views of the school site and comment on what they see. • Children to draw simple maps of their immediate environment or of story settings	• Use and read simple maps with symbols • Find things on a map- such as land and sea. • Follow a map • Use a simple atlas and the globe • Begin to use and understand keys • Use and understand a plan view map. • Draw a map of a real or imaginary place, add symbols • Use an infant atlas to find places.	• Begin to use maps or the globe to identify places around the world. • Use junior atlases with increasing accuracy and confidence. • Recognise some Ordnance survey symbols on maps and begin to locate features using four figure references • Use letter/ number coordinated to locate features on a map • Begin to communicate by creating maps, plans and digital maps • Identify features on aerial photographs. • Consider scale when drawing maps	• Locate places on a world map or globe • Confidently use an atlas to look at maps and to find out about features of places e.g. wettest part of the world. • Recognise an increasing range of Ordnance survey symbols on maps and locate features using six figure references • Use four figure coordinates to locate features on a map • Begin to use 6 figure grid refs use latitude and longitude on atlas maps • Communicate by creating maps, plans and digital maps with increasing complexity

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Thematic overview

	Autumn	Spring	Summer
Year 1	**Home and Away** Local area Halesowen • Starting point: Understand where they live/ where the school is (Halesowen)- know address for the school. • Use maps to plot their route to school. Use street view to "walk" the route. • Locate Halesowen within the UK- England. • Name and locate places within their locality e.g. bus station, church, ASDA, park. • Learn about Halesowen as a town- what makes it a town? What would they expect to see in a town? • Human features of Halesowen e.g. houses, shops, offices, factories, roads • Physical features of Halesowen e.g. river, hill, • Identify seasonal and daily weather patterns in the UK (autumn). <u>Possible field work ideas:</u> • Local walk around Halesowen to locate key/ significant places. Record with sketches and photographs.	**The Big Smoke** History focused topic- The Great Fire of London • Starting point: Where am I? (Halesowen) • Naming places outside of their locality they may have visited- who has visited London before? Talk about any experiences they might have. • Locate London within the UK (England). Compare where it is on map from Halesowen. • Capital city- what is a capital city? What makes London our capital city? • Human features of London e.g. houses, shops (link to Art/History) <u>Possible field work ideas:</u> • Local walk to survey building use in the town centre e.g. how many shops, cafes, banks, empty shops there are	**Poles Apart** A geographical and scientific study of the Equator and the Poles. • Starting point: where am I? (Halesowen UK) • Where is the UK? Introduce the 7 continents. What is a continent? Which continent are we from? • Look at and name the 5 oceans surrounding the continents. • Introduce concept of Equator and Poles. Locate them on a map. Which continents and oceans does the Equator pass through? • Physical features e.g. desert, ice caps, cliffs, sea/ ocean, jungle/ rainforest • Identify seasonal and daily weather patterns in the UK (Summer). Identify seasonal and daily weather patterns at the Equator and at the Pole. Compare the variation in weather or types of weather you'd expect to see in each place. • Care for the environment- talk about ice caps melting and impact of climate change on the poles. What might happen if this change doesn't stop? What can we do to help?

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			Possible field work ideas: • Set up a weather station at the school. Record weather over a period of time.
Year 2	**Bostin' Black Country** Local area – The Black Country • Starting point: Where am I? (Halesowen). Recap our locality e.g. where is the school? Where do they live? Landmarks in the area. • Look at the area of the Black country. Where is Halesowen within it? What other towns in the Black Country do they recognise? Where have they visited? Look at key places or landmarks within the Black Country e.g. Dudley Zoo and Castle, canals… • Look at human features of the Black country- link to why it has this name e.g. factory, mine… • Look at physical features of the Black Country e.g. rivers, hills. Compare back to Halesowen. Possible field work ideas: • Plan the route for the Black Country Museum trip. Where will they pass on the way e.g. towns, landmarks? Make their own maps of the route.	**Iceberg Ahead!** A study of the Titanic • Starting point: Where am I? (Halesowen, England, UK). • Introduce the 4 countries of the UK and their capital cities. What is a capital city? Why have those cities been chosen to be capitals? Look at landmarks or characteristics of each country of the UK. • Name and find the seas surrounding the UK e.g. Irish Sea, English Channel… • Know where parts of the Titanic were built or key places it visited e.g. anchor from Netherton, built in Belfast, set sail from Southampton. • Look at Southampton (where it set sail from). Focus on human features e.g. port/ harbour. Compare to Halesowen. Why don't we have some of these features? Possible field work ideas: • Visit Hawne basin (canal). Record visit with sketches and photographs. Compare back to port in Southampton.	**African Adventure** A geographical study of Gambia • Starting point: Where am I? (Halesowen, England, UK) • Where is the UK? Introduce the 7 continents. What is a continent? Which continent are we from? • Look at and name the 5 oceans surrounding the continents • Continent of Africa- where is it? What oceans surround it? Locate it on different maps. • Focus on African country of Gambia. Where is it? Locate it on the map. How would we get there from UK? • Look at physical features of the country e.g. river, sea, beach, coast • Focus closer on Serrekunda (small area in non-European country). What is Serrekunda? (village, town, city) Compare to Halesowen. What is life like there? Compare housing, food, clothing, jobs, schools. • Identify seasonal and daily weather patterns in the UK (Summer). Identify seasonal and daily weather patterns in the Gambia. Compare the variation in weather

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			or types of weather you'd expect to see in each place. • Care for the environment- sea pollution (littering and dumping). What impact does this have on the wildlife? How can we help? <u>Possible field work ideas:</u> • Set up a weather station at the school. Record weather over a period of time.
Year 3	**The Chocolate Factory** A Local Study of Bournville. • Starting point: Where am I? (Halesowen, West Midlands, UK). What other local towns/ cities can they name? • Name and locate Bournville. Bournville is a village, whereas Halesowen is a town. Define both town and village. Compare Halesowen to Bournville (town to village). Is Bournville a typical village- as it is in an urban area? • Focus on human features- types of settlement (village, town, city), trade, economic activity (link to Cadbury) <u>Possible field work ideas:</u> • Trip to Bournville- survey of key features in a village/ land use in the village. Or virtual visit using the immersion room.	**Why Rome wasn't built in a day!** History focused topic- Romans • Starting point: Where am I? (Halesowen, UK, Europe) • Name and locate wider range of places- what other European countries can they name? Have they visited any? Locate them on maps and share experiences of them. • Focus on Italy (where Romans were from). Where is it on the map? What is it like e.g. climate, weather, vegetation. • Compare- similarities and differences- between UK and Italy. • Physical features- volcano. What is a volcano? How does it form? Where do you normally find volcanos? Why are some active and some dormant? What impact do volcanos have on local people? Look at a	**Under the Canopy** A geographical and scientific study of the Rainforests. • Starting point: Where am I? (Halesowen, UK, Europe) • Locate world countries focus on South America (Amazon rainforest)- Brazil, Peru, Colombia, Bolivia, Ecuador, Guyana, Venezuela. • Name and locate wider range of places (towns, rivers, key places) • Explore human features: land use, economic activity/ trade, natural resources e.g. minerals, oil, gas. • Explore physical features- rainforest, climate zone (tropical zone, biome (forest/ tropical forest), vegetation belt, river • Recognise how people/ animals have been affected by changes to the environment-

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		case study of volcanic eruption. (link to Pompeii and Vesuvius) <u>Possible field work ideas:</u> • Dudley volcano (Barrowhill Nature Reserve). Compare to volcanos they have researched. Find evidence of volcanic rock and activity in the quarry.	deforestation. Debate the pros and cons of logging industry. • Compare seasonal and daily weather patterns between UK and hot area of the world <u>Possible field work ideas:</u> • Walk to local wooded area e.g. Leasowes Park, Uffmoor Woods, to compare the rainforest to a temperate woodland.
Year 4	**Best of British** A geographical study into England, Ireland, Scotland and Wales. • Starting point: Where am I? (Halesowen, West Midlands, England, UK) • Name and identify the four countries of the UK and their capitals (KS1 recap) • Identify where UK is on the world map. Introduce and describe prime/ GMT and time zones (UK- Greenwich is where the world's time is measured from) • Introduce the focus areas- Lands End and John O'Groats. Locate them on the map. Where are they? Are they in the same country? (discuss England, Scotland, UK/ GB). Talk about them being the two ends of the UK (mainland). Where are they compared to Halesowen? Plan routes to get to JOG/ LE from Halesowen using a	**Raid, Invade and Stayed** History focused topic- some incidental Geography • Starting point: Where am I? (Halesowen, England, UK) • When looking at invasions and how place names were allocated or changed, they can name and locate counties and cities of the UK- e.g. use Anglo-Saxon name endings to identify places which Anglo-Saxons settled in. • Look at human features- types of settlement e.g. village, town, city- what are the differences between? Are there any local examples of each? Which type of settlement do they think would be best to live in?	**Mexico and the Mayans** A geographical study of Mexico • Starting point: Where am I? (Halesowen, UK, Europe). Recap what continent we are in (Europe) and what other continents they know. • Introduce continent of North America- where is it on the world map? What oceans surround North America? What countries can they identify there? • Focus on Mexico (link to history- Mayans). Where is Mexico? Find bordering countries and seas. What is the capital city? Identify human features in their cities. Compare to the UK (Halesowen) • Look at Mexican culture- focus on fiesta- Day of the Dead. What are their beliefs? How do people celebrate it? • Compare seasonal and daily weather patterns of hot and cold areas (Mexico and

	variety of maps (OS maps, atlases, interactive maps). Find out which counties you would go through on the journey. Which cities would you pass? Do you pass any significant landmarks? • Weather conditions and patterns around the UK and Europe. Look at the seasonal weather of the UK. Compare the weather in JOG and LE- how much does it differ in the same country? Are there any trends they can spot across the year or seasons? E.g. which season is the wettest? Driest? Warmest? Coldest? Could do a case study of severe weather impacted on the UK e.g. storms (link to recent weather if possible) • Changes in the environment. Focus on the impact of tourism in the UK. Are tourists good or bad? How do tourists impact on the local wildlife and environment? Compare Halesowen/ West Midlands tourism to LE. <u>Possible fieldwork ideas:</u> • Trip to local tourist area e.g. Huntingtree Park, Leasowes Park… to see how tourists/ visitors are impacting on the area and wildlife e.g. litter, graffiti, dog mess.		UK). Compare impact of seasons in the UK to Mexico (as they are closer to the Equator they only have two seasons- wet and dry) • Physical features of Mexico- using maps can they identify known physical features e.g. beaches, rivers, seas. • Focus on physical feature of earthquakes. What is an earthquake? Why do they happen? Where do they mostly happen? (talk about Ring of Fire and where tectonic plates meet) What impact do earthquakes have on places? Look at a case study example (2017 Puebla- or if more recent have occurred). How does a country like Mexico which suffers frequent earthquakes protect itself? E.g. earthquake proof buildings, emergency procedures <u>Possible fieldwork ideas:</u> • Compare how houses/ buildings are built in UK compared to in Earthquake zones.
Year 5	**Rock and Roll**	**Water of life** Rivers and Ancient Egypt • Starting point: Where am I? (Halesowen, UK, Europe)	**Battles, Blackout and Blitz** European geography including Russia • Starting point: Where am I? (Halesowen, UK, Europe)

		• Look at local river- the River Stour. Find it on the map. Walk down to see where it is in Halesowen. Map the journey of the river (from source to mouth). River features e.g. bridges, meanders, estuary, source, river bed, weir… Look at pictures of the River Stour at different locations along its route- how does its appearance change? How does land use change around the river at different points? E.g. farming, industrial, housing. • Rivers in the UK. Locate and name other key rivers in the UK (include others in the Midlands area e.g. Avon, Severn, and other key rivers such as Thames.) • Look at the River Nile. Where is it? Find Egypt on the map. Find its source and mouth. Does it pass through important cities or landmarks? What is the main use of the Nile and the areas surrounding it? E.g. trade, farming, housing. Compare how this use of the Nile has changed over time e.g. more tourism now, less use for trade. • Look at physical features of Egypt: climate zone (arid), biome (desert), vegetation belt (desert), rivers. <u>Possible field work ideas:</u> • Visit a local river (Stour) what does it look like at this point of the river? Talk about land use around the river. Look at the	• Which countries were involved in WW2? Use maps to locate them- are there any they can't find e.g. Czechoslovakia that no longer exist? Locate sights of key battles using different maps and coordinates. • Compare maps from WW2 time period- how has the Geography of Europe changed since then? • Compare human geographical issues e.g. immigration. How did people have to move during the war? How is this similar now? Discuss arguments for and against immigration. <u>Possible fieldwork ideas:</u> • Complete a survey to show migration in our school community e.g. where were you born? Where were your family from? Show on maps the wide variety of backgrounds we have in our school.

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		"healthiness" of the river e.g. is it clean? Are there signs of wildlife? • How fast is the river flowing? Send sticks/ dog biscuits down the river and time between two intervals. Is there anything blocking the river? Adults to record previously and then compare results- has weather impacted river flow?	
Year 6	**Groovy Greeks** Ancient and Modern Greece • Starting point: Where am I? (Halesowen, UK, Europe). • What other European countries do they know or have studied before? Locate countries on a map of Europe. Look at distances from the UK, and sizes. • Focus on Greece. Where is it on the map? What countries does it border? What seas are around it? What is the capital city? What other major cities does it have? Look at how Greece is made up of the mainland and islands. Pick an island to focus upon (could be linked to their history or stories?) Look at the human and physical geography of the island. Physical: climate zone (temperate), rivers, mountains, sea, coast, islands, mainland • Focus on Athens (capital city). Compare to UK capital e.g. size, land use, landmarks.	**Peaks and Falls** A geographical study of USA (North America) • Starting point: Where am I? (Halesowen, UK, Europe). What other continents do they know or have studied before? • Recap of North America (studied Mexico in LKS2). Where is it on the map? What oceans surround it? • Focus on USA- where is USA on the map? How is USA divided into areas? (compare use of states to UK counties) What is the capital city? What are other major cities in USA? Focus on capital city (Washington DC). Compare how this has changed over time using historical maps and images of the city. Consider size, population, land use. Discuss why they think these changes have occurred. • Look at physical features of the country: climate zone (temperate/ polar), biome	**Protect our planet** Sustainability and the Environment. How energy use has changed and how making energy has changed too. This is an open-ended project led by the children, giving them independence and ownership of what they would like to learn about this area of geography. Potential areas they may choose to explore: • What is sustainability? What do we mean by it? Why is it such a buzz word currently? • What is the impact of our current behaviour on our planet? E.g. melting ice caps, reliance on fossil fuels and pollution, litter and how we dispose of it. What are the predictions for how our future will look?

	How has Athens changed over time? Compare London to Athens at each chosen time frame- have they changed in the same way? How have they changed differently? <u>Possible fieldwork ideas:</u> • Mapping- land use survey comparing street in Halesowen to street in Athens.	(temperate forest), vegetation belt (forest), rivers, mountains • Focus on physical feature of mountains- what mountain ranges do they have in USA? (Rockies, Appalachian) Where are they located? What are the highest peaks? Compare to mountain ranges and peaks in the UK. How are mountains formed? • Rivers in USA- Mississippi. Parts of a river from source to mouth. Water cycle and how this impacts rivers. <u>Possible fieldwork ideas:</u> • Look at the use of toposcopes and topography to show "peaks and falls". Use Clent Hills, Waseley Hills toposcopes. Identify key landmarks they can see, and changes in land height.	• Investigate topically significant events- G20 summits, Greta Thunberg, protests… How is sustainability and environmental issues discussed in the media? Do people take it seriously? How could we change people's view on it? • How do people seek to manage and sustain their environment? Look at ways we can create and use renewable energy. Look at CAT (Centre for Alternative Technology) centre in Wales for ideas/ resources. Look at solar power, wind turbines etc. Which are the most effective ways to sustainably generate power? Does this technology have any negative impacts on the environment? Why don't more people use this technology? • Look at recycling. How do we recycle at school and at home? Set up a recycle project at school. • Animal conservation focus- what animals live in our local environment? How are they impacted by humans and our lifestyles? How can we preserve habitats and encourage wildlife in our local area? • Visit from RSCPA/ Wildlife trust officers to share how they as charities support local wild life. <u>Possible field work ideas:</u> • What recycling facilities are in the local area? Can they find evidence of recycling

			bins, charity shops (resell rather than bin) etc • Wildlife spotting in the school environment. Make adaptations e.g. plant wild seeds to encourage butterflies, make bird feeders etc. monitor the impact- do we see numbers increasing?

Vocabulary Overview

This vocabulary is a starting point for staff to use with their knowledge organisers. Additional vocabulary should be introduced to the children.

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	Autumn	Spring	Summer
Year 1	**Home and Away** Who: What doing: mapping, planning, field work, surveying, observing, counting, forecasting When: Where: Halesowen, West Midlands, UK, England What: town, houses, shops, roads, factories, school, map, aerial view, Description: hot, rainy, cloudy, snowy, cold, stormy, Other: local, human features, physical features, village, town, city, settlement type, weather, seasons (spring, summer, autumn, winter), address	**The Big Smoke** Who: Thomas Farynor What doing: building, When: Where: Halesowen, England, London, Pudding Lane, Tower Bridge, Big Ben, Buckingham Palace, London Eye, River Thames What: Human features, physical features, traffic, river, tower, buildings, bridges, palace Description: urban, busy, Other: landmarks, city, urban area, population,	**Poles Apart** Who: explorers, Ernest Shackleton, Captain Scott, Roald Amundsen What doing: exploring, climbing, trekking, skiing, skating, When: Where: Antarctica, Arctic circle, equator, North Pole, South Pole, What: Continents, oceans, equator, poles, ice, land, sea, desert, Description: summer, winter, hot, cold, warm Other: climate, continent, hemisphere, seasons, weather, temperature,
Year 2	**Bostin' Black Country** Who: What doing: building, expanding, trading, mining, When: Industrial revolution Where: Halesowen, England, Dudley, Black Country, West Midlands, United Kingdom What: town, landmarks, canal, castle, zoo, shopping centre, river, museums, country parks/ nature reserves, woods, Description: urban, busy, polluted, Other: industry, physical features, human features, pollution, landmarks, locality	**Iceberg Ahead!** Who: What doing: sailing, When: Where: Netherton, Southampton, UK, New York, Atlantic Ocean, Europe, North America, London, England, Edinburgh, Scotland, Cardiff, Wales, Belfast, Northern Ireland, English Channel, Irish Sea, North Sea What: RMS Titanic ship, iceberg, ocean, harbour, port, dockyard, countries, seas, oceans, Description: polar, arctic, dangerous, freezing, Other: landmarks, British Isles,	**African Adventure** Who: Gambians, What doing: polluting, littering, destroying, fishing, When: Where: Halesowen, UK, Gambia, Serrekunda, Europe, Africa, Asia, North America, South America, Oceania, Antarctica, Pacific Ocean, Indian Ocean, Atlantic Ocean, Arctic Ocean, Southern Ocean, What: river, sea, beach, coast, town, market, safari, mountain, forest, Description: endangered, polluted, Other: human features, physical features, weather, seasons (long dry season, short wet

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			season/ Autumn, Winter, Spring, Summer), climate, temperature, tourism.
Year 3	**The Chocolate Factory** Who: John Cadbury, George Cadbury What doing: When: 19th Century (1800s) Where: Halesowen, Bourneville, West Midlands, England, United Kingdom What: factory, houses village, town, city, greenfield site, meadow, stream, canal, railway, garden, playground, sports fields, Description: small, large, industrial, squalid, green, open space Other: atlas, chronological order, map, key, semi-detached, cottages, back to back houses, suburb	**Why Rome wasn't built in a Day** Who: Romans, Italians, What doing: locating, building, erupting, When: 27 BC–476 AD Where: England, Halesowen, Birmingham, Europe, Italy, Rome, Pompeii What: volcano, forts, villas, amphitheatres, aqueducts, rivers, bridges, roads, lava, magma, ash cloud, crater, vent, Description: active, dormant, extinct, molten, Other: empire, settlements, cities, eruption,	**Under the Canopy** Who: Henry Walter Bates, Alexander Von Humboldt, Perry Fawcett, Francisco De Orellana, What doing: evaporating, condensation, precipitating, collecting, plotting, observing, logging, deforestation, When: Where: woodland, forest, rainforest, Leasowes woods, Uffmoor woods, Brazil, Amazon Rainforest, South America What: trees, plants, wildlife, vegetation, emergent, canopy, shrub layer, forest floor Description: tall, dark, humid, damp, Other: continents, weather, environment, environmental change, sustainability, climate, atlas, aerial view, OS map, google map (digital map), physical features, human features, climate zone/ biome (tropical, dry, temperate, continental, polar), population, settlements, deforestation
Year 4	**Best of British** Who: British, English, Scottish, Northern Irish, Welsh What doing: When: Where: Halesowen, United Kingdom, England, Scotland, Wales, Northern Ireland, John	**Raid, Invade and stayed!** Who: Romans, Anglo Saxons, Vikings What doing: building, invading, conquering When: 27 BC–476 AD, 410-1066AD Where: England, Sutton Hoo, Scandinavia, Denmark, Norway, Sweden, Lindisfarne, Europe,	**Mexico and the Mayans** Who: Mexicans, What doing: farming, growing, researching When: 2500 BC Where: Halesowen, United Kingdom, Europe, North America, South America, Mexico, Tropic

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	O'Groats, Land's End, Greenwich, London, Edinburgh, Cardiff, Belfast, What: capital city, sea, environment, transport, Description: temperate, mild, warm, cold, wet, dry, Other: weather, climate, British Isles, tourism, wildlife, environment, seasons (Autumn, Winter, Spring, Summer), atlas, GMT, prime meridian, landmarks, farming, trade, industry,	What: village, artefact, settlement, transport Description: rural, Other: trade routes, village, town, city, community,	of Cancer, Tropic of Capricorn, equator, Gulf of Mexico, Gulf of California What: ocean, sea, environment, crust, epicentre, magnitude, earthquake, mantle, plate boundaries, tectonic plate Description: natural disaster, Other: weather, climate, dry season, wet season, latitude, longitude, tropics, Physical features, Human features, capital city, richter scale,
Year 5	**Rock and Roll** Who: Neolithic people, Bell Beaker culture What doing: farming When: Stone, Bronze, and Iron age 3000BC – 43AD Where: Africa, Europe, Orkney, Scotland What: Skara Brae (settlement) Description: nomadic, tribal Other: settlement, village,	**Water of Life** Who: Egyptians, What doing: farming, trading, fishing, visiting, eroding, When: 3100BC to 550 BC, present Where: Halesowen, UK, Europe, Cairo, Egypt, Africa What: River Stour, River Nile, Amazon River, Yangtze River, Mississippi River, River Ganges, River Thames, River Severn. Description: dry, arid, wide, narrow, fast flowing Other: erosion, climate zone, biome, settlements, water cycle, climate, water shed, source, mouth, meanders, estuary, riverbed, weir, upper, middle, and lower courses, tributary, confluence, oxbow lake, stream, waterfall, floodplain.	**Battles, Blackout and Blitz** Who: What doing: invading, conquering, When: 1939-1945 Where: Germany, Poland, England, Italy, Japan, France, USA, Soviet Union, China, Norway, Netherlands, Hungary, Europe, Western front, Eastern front What: countries, cities, Description: Other: immigration, migration
Year 6	**Groovy Greeks** Who: Greeks What doing:	**Peaks and falls** Who: president, Joe Biden, Americans, citizens What doing: farming, fishing, mining,	**Protect our planet** Who: David Attenborough, Greta Thunberg, David Suzuki

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	When: Where: Athens, London, Halesowen, UK, Europe, Greece, Aegean Sea, Mediterranean Sea and Ionian Sea What: architecture, temples, ruins, mountain, Parthenon, acropolis, Description: Southernmost country in Europe, rugged mountains, mountainous, Other: islands, mainland, coastline, lowlands, trade, export, city, settlements, city states	When: Where: Halesowen, UK, Europe, USA, North America, Washington DC, states, Atlantic Ocean, Pacific Ocean, Appalachian Mountains, Mississippi river, Rocky Mountains, What: river, mountains, plains, lakes, grasslands, Description: urban, rural, 3rd largest country, indigenous, democratic, federal republic, biodiverse, temperate, tropical, semi-arid Other: colonization, independence, economy,	What doing: recycling, saving the Earth, littering, polluting, melting When: past, present and future Where: Earth, oceans, UK, Arctic, habitats, microhabitats, What: G20 summit, melting ice caps, pollution, fossil fuels, wind turbines, solar power, hydro, generator, wildlife, ecosystems. Description: sustainable, renewable, solar, Other: biodiversity, G20 summits, conservation, charities, activists, environment, habitats, ecosystems