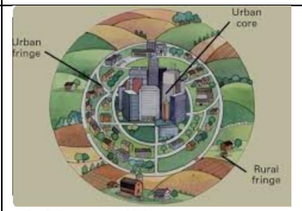
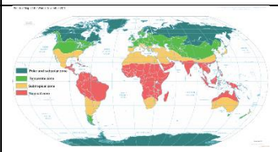
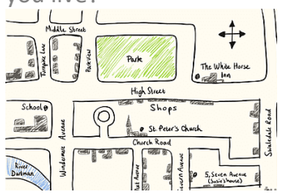
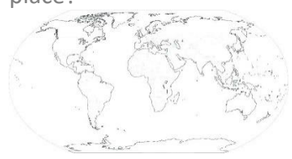
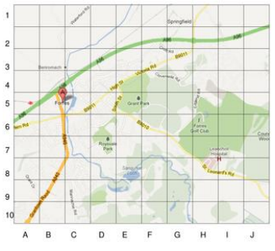
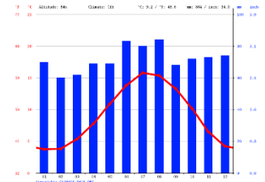
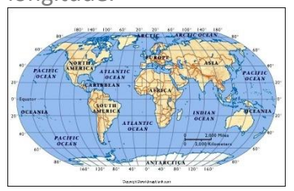
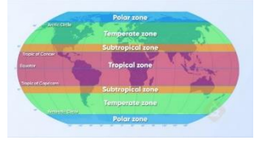
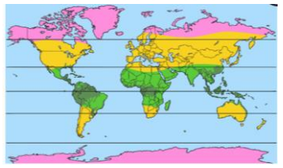
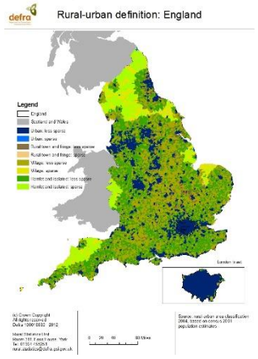
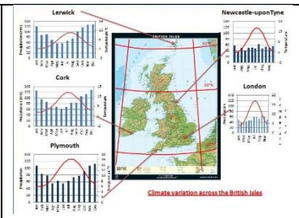
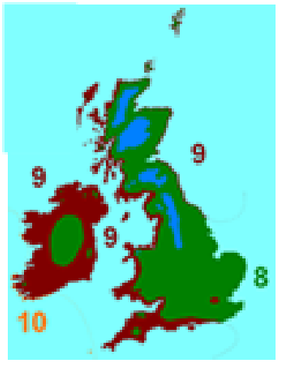
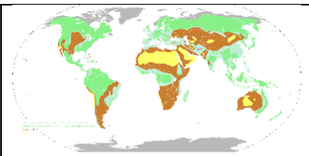
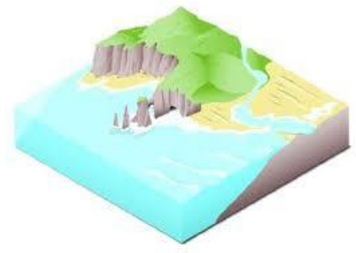
Totley Geography Cycle 1

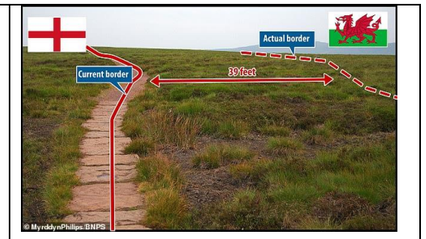
	FS2	1	2	3	4	5	6
Learning Journey	**Where in the world do our families come from?**	**Where do I live?**	**What are the parts of our planet?**	**What makes Totley a great place to call home?**	**What is the climate of the UK?**	**What is the climate of our planet?**	**How is our planet changing?**
End point: what will children **know**, be **able** to do and **understand** by the end of this cycle? Which source will they analyse to apply their learning?	**Children will know:** They come to school in Totley and travel to school on the roads that connect where they live to school. Examples of geographical features to describe where they live and come to school. That they live now may not be where they were born and may change during their life. **Children will understand:** That while people may live here now, they may not always have done so and may have moved from a different place within or beyond the UK. **Children will be able to:** Describe Totley as a geographer (*Totley has shops and a park. There is a main road, a library, hills and fields, houses and flats. There are cafes and pubs. Many people leave home during the day to go out to work,*	 **Children will know:** They live in Totley, a village on the outskirts of Sheffield. Totley has a main road and minor roads, wooded areas and parks. **Children will understand:** That not all places are the same. That a geographer looks at the human and physical features of a place to describe it. **Children will be able to:** Describe where they live by referring to examples of human and physical features. They will be able to use drawings, maps and aerial photographs to describe places and relate these visual representations to places they know about in real life.	 **Children will know:** The names of the 7 continents and 5 oceans, and where they are on a world map. That a world map is a 2D representation of the globe. Where the equator and poles are on the world map. **Children will understand:** That the closer to the poles a place in, the colder it is likely to be, and the closer to the equator a place is, the warmer it is likely to be. That a symbol on a map represents a real feature, and use a key to identify what they are representing. **Children will be able to:** Associate the 2D map with the 3D globe by plotting a place from one on the other. Use grid references (e.g. 3C, 6F) to plot a location on a map. **End Point**: Diamond 9 geographical descriptions for different continents. Can children choose the most relevant facts.	 **Children will know:** What is meant by rural and urban, and give local examples of these, including the human and physical features likely to be found in each. That Totley is in the rural fringe, and what is meant by this term. **Children will understand:** That people make choices to improve their locality in order to make it a more pleasant place to live and give local examples of these. That people seek different things from the place they live in. **Children will be able to:** Use 4-figure grid references (e.g. 34,92). Use an OS map to describe an area they have not visited before in order to make accurate predictions about what it would be like by matching pictures to map locations. Make recommendations to people as to where they should live base don given criteria and their understanding of the features of rural and urban areas.	 **Children will know:** The types of clouds. The types of precipitation. The units of measure of temperature, rainfall, and wind speed and direction. The broad climate zones of the UK with examples from each to explain the differences. Examples of a major city in each of the four climate zones. **Children will understand:** The difference between weather and climate. Why the UK has four climate zones. **Children will be able to:** Take accurate recordings of the temperature, wind speed and direction, and rainfall.	 **Children will know:** Where the broad areas of tropical, sub-tropical, temperate and polar climate zones are. **Children will understand:** The significance of the Tropics of Cancer and Capricorn. How the lines of Cancer and Capricorn relate to season and the length of daylight in the northern and southern hemisphere. **Children will be able to:** Use longitude and latitude to plot locations on the world map. Give climate examples to demonstrate the differences between the climate zones studied.	 **Children will know:** The key aspects of physical geography as climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle in the context of erosion and weathering. The 3 longest rivers in Europe. All the seas around the UK. The name of three EU capital cities. The two largest seas around Europe. The six countries with the highest population. **Children will understand:** The key coastal features of the UK and how they are formed. How the make-up of the UK has changed over time. That humans have altered the natural climate of our planet. **Children will be able to:** Name and locate counties and cities of the UK, geographical regions and identify their human and physical characteristics (key topographical features including hills mountains, rivers, coasts) and land-use patterns. Predict how physical features might change in the landscape in the future.

	then go home again at the end of the day) and compare and contrast this with a place they learn about through examples and stories. The places learnt about to compare and contrast with Totley depend on the cohort- family links will be capitalised on.						
Vocabulary we teach to make stick:	Map Globe Planet Country Village Town City Environment	Human Physical Feature Symbol Sea Country Island	Continent Ocean Grid reference North pole South pole Equator Africa Asia Oceania Europe North America South America Antarctica	Urban Rural Rural fringe Suburbs Four-figure grid reference	Precipitation Cumulus Cirrus Nimbus Stratus Octograph	Tropic of Cancer Tropic of Capricorn Northern hemisphere Southern hemisphere Tropical Sub-tropical Temperate Polar	Coast Coastal Weathering Erosion Bay Headland Beach Cave Cliff Arch Stack Spit Deposition Border Invasion Empire Union Political Colony Development Regeneration Protection Physical changes Human changes

EYFS Framework / Development Matters National Curriculum	Draw information from a simple map. Understand that some places are special to embers of their community. Recognise some similarities and differences between life in this country and life in other countries. Explore the natural world around them. Describe what they see, hear and feel whilst outside. Recognise some environments that are different from the one in which they live. Learn new vocabulary. Use vocabulary through the day. Use new vocabulary in different contexts. Engage in non-fiction books. Ask questions to find out more and to check they understand what has been said to them. Articulate their ideas and thoughts in well-formed sentences. Listen to and talk about selected non-fiction to develop familiarity with new knowledge and vocabulary.	**Locational knowledge** Name, locate and identify characteristics of the four countries **Place knowledge** Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom **Human and physical geography** Identify seasonal and daily weather patterns in the United Kingdom. Use basic geographical vocabulary to refer to: Key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather Key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop	**Locational knowledge** Name and locate the world's seven continents and five oceans **Human and physical geography** Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles Use basic geographical vocabulary to refer to: **Key physical features,** including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather **Key human features**, including: city, town, village, factory, farm, house, office, port, harbour and shop	**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:** 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,	**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:** 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,	**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:** 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,	**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:** 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

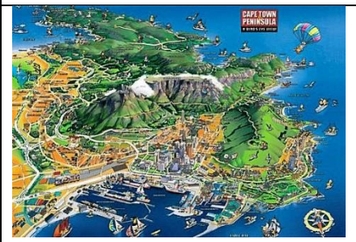
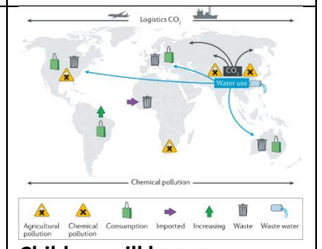
				biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water	biomes and vegetation 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	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	
Core questions	**Can I go on a geography hunt? School – Scale** Can you **retrieve** information from a map of school? Can you match features in the real world from maps and aerial photographs of the school? **Can I draw a map of our classroom? Scale** Can you draw a map, using symbols to represent real features, of your route to school and from stories you have read? **Can I describe what's on my map? Place** Can you draw a map, using symbols to represent real features, of your route to school and from stories you have read? **Can I plot places on the world map?** There are different countries in the world and talk	Can you tell me where you live and what it is like through pictures you have drawn? **Place** Can you **research** a place using a range of different sources? (Maps, pictures, investigation walk.) Can you use symbols on a map? Can you draw a map of where you live?  Can you find out about Totley by using a range of different sources (maps, pictures, investigation walk)? **Place Scale** Can you **research** a place using a range of different sources? (Maps, pictures, investigation walk.)  Can you use symbols on a map? **Place Scale** Can you **retrieve** information from a map of school? Can you draw a map, using symbols to represent real features, of your route to school and from stories you have read?	What are the continents of our world? **Scale** Can you use a map or plan to help describe a continent? Do you know…The names of the continents? Where the continents are on a map? Can you **explain** some of the human/physical features of a different place?  Where are the continents of our world? **Scale** Can you use grid references (e.g. A1 and D7)?  Where is the equator and the poles of our world? **Scale** Do you know… The location and significance of the equator, the North and South Poles and the	How do you use a four-figure grid reference? **Scale** How do you use a four-figure grid reference?  What's life like in a rural area? **Physical and human processes** Can you identify key features of a place using a map? Can you use some OS map symbols? Can you explain how a group of people have tried to improve a locality? What's life like in an urban area? **Physical and human processes** Can you compare and contrast two different locations and use evidence to explain which would be the most suitable place to settle? Can you use evidence to explain why people choose to settle in a place?	How do you measure the weather? **Environmental interaction and sustainable development** Can you accurately measure and collect information over a longer period (e.g. rainfall, temperature, wind speed, noise levels etc.)?  What is the water cycle? **Physical and human processes** Can you explain how the water cycle works?  How does the weather differ around the UK? **Environmental interaction and sustainable development** Can you use 4 figure grid references? Can you accurately measure and collect information over a longer period (e.g. rainfall, temperature, wind speed, noise levels etc.)?	What are the lines of latitude and longitude? **Scale** Identify the position and significance of latitude and longitude.  What is the climate like between and around the tropics? **Environmental interaction and sustainable development** Identify the position and significance of the Equator, Northern Hemisphere, Southern Hemisphere, and the Tropics of Cancer and Capricorn  How does the climate affect life? **Environmental interaction and sustainable development** Can you explain how the human and physical features of a place push and pull people to move and migrate?	Where is our island? **Scale** Can you use maps, globes and digital mapping to locate the countries of Europe? Can you use 6 figure grid references, 8-point compass directions, contour lines, symbols and keys (OS maps) to navigate and describe a route? Can you confidently explain scale and use maps of a range of scales? Do you know… ➢ The 3 longest rivers in Europe? ➢ All the seas around the UK? ➢ The name of three EU capital cities? ➢ The two largest seas around Europe? ➢ The six countries with the highest population.  What is weathering and erosion? **Physical and human processes** Can you **analyse** the physical and human features and processes of different places around the world?

	about the differences they have experienced or learn about? Can you **describe** contrasting places (including the people who live there) you learn about?		location of hot and cold areas in relation to these?  Which continent do we live in? **Place** Can you use symbols on a **map**? Do you know… where the British Isles are on a map? Can you **explain** some of the human/physical features of a different place?  What are the oceans of our world? **Scale** Do you know… The names of the oceans? Can you use grid references (e.g. A1 and D7)? 	Can you explain how a group of people have tried to improve a locality? 	 What is the climate of the UK? **Environmental interaction and sustainable development** Can you explain how people's lives vary due to weather and climate? Can you use what you know about temperatures and weather to explain climate change? 		 What are the features of our coastline? **Physical and human processes** Can you **analyse** the physical and human features and processes of different places around the world?  How are our coastlines changing? **Physical and human processes** Can you **analyse** the physical and human features and processes of different places around the world?  How are boundaries changing? **Physical and human processes** Can you use maps, globes and digital mapping to locate the countries of Europe? Can you **explain** how people are trying to manage their environment?

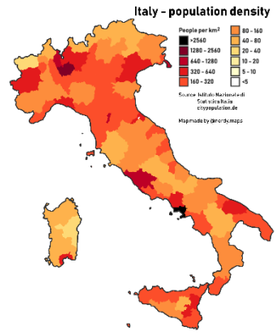
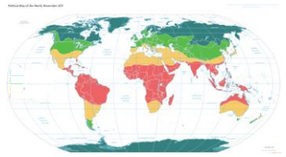
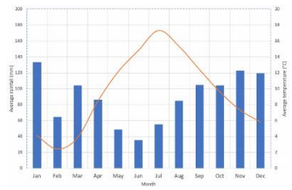
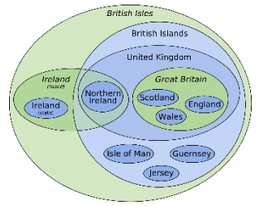
						 How will the physical geography around us change in the future? **Environmental interaction and sustainable development** Can you **analyse** the physical and human features and processes of different places around the world? Can you **explain** how people are trying to manage their environment? 	
Source Analysis questions	What is the source? What is in the source that you know about? Why might the source be useful? Where did it come from? What other questions could we ask?	What is the source? What is in the source that you know about? *What human and physical features can you see?* Why might the source be useful? How does the source add to our understanding? *What extra information have you learnt from the source? What has the source proven to you?* What other questions could we ask?		What is the source? What do you know about the 'bigger picture' of the source? Why might the source be useful? What doesn't the source show us? How does the source add to our understanding? What other questions might we have?		What is the source and what do you now about its context? What are the limitations of the source? *What doesn't it show us? What else would someone need to know about the context of the source?* How does the source add to our understanding? What other questions might we have?	
Compare and contrast with…	At every stage, children compare where they are learning about with where they live and come to school. Points of similarity and difference are identified and talked about.	Which would be most useful to find out about a place, a drawing or a map?	So, where in the world is Totley?	How do maps of rural and urban areas compare and contrast?	Does the weather affect rural and urban areas differently?	What would you predict a climate graph for each climate zone to be like? Why?	How do you predict the climate emergency will alter the climate zones and vegetation belts of our planet?
Fieldwork techniques	'Geography hunt' Annotated sketches Sketch maps Photographs	Annotated sketches and photographs.	Secondary sources- textbooks, journals and articles.	Environment survey	Weather measurements (precipitation, cloud cover, cloud type, wind direction, wind speed and temperature).	What is a river like? River study of the River Burbage- river profile, river depth, channel width and flow velocity.	Air-borne particle analysis.

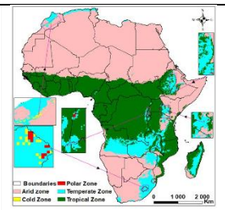
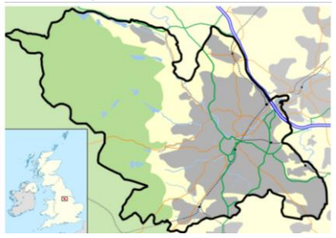
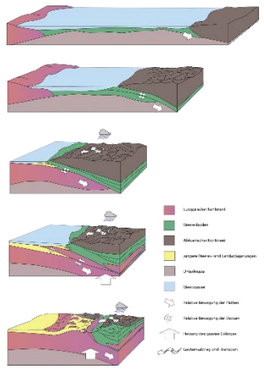
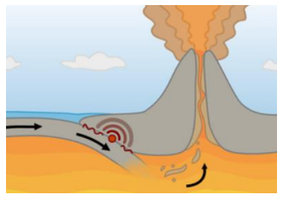
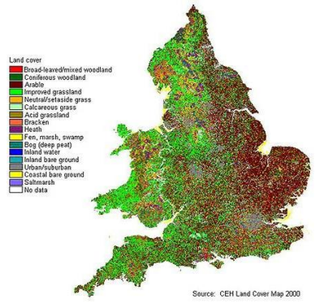
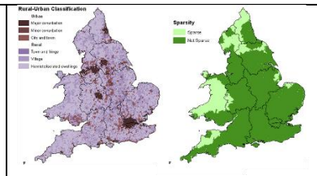
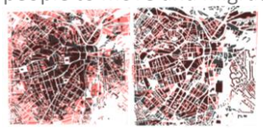
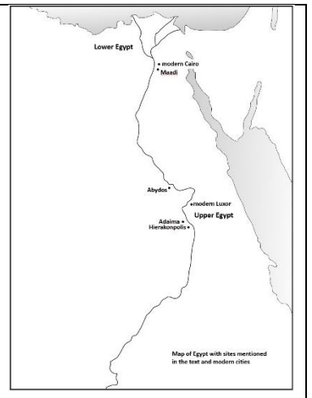
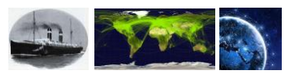
	Aerial photographs						

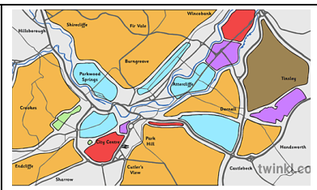
Geography Cycle 2

	FS2	1	2	3	4	5	6
Learning Journey	**Where is China?**	**What is it like in Totley?**	**How does Sheffield compare and contrast with Cape Town?**	**Is a volcano a good place to call home?**	**Does the UK trade fairly with Brazil?**	**Which came first, the physical or the human geography of the UK?**	**What impact are humans having on our planet?**
End point: what will children **know**, be **able** to do and **understand** by the end of this cycle? Which source will they analyse to apply their learning?	**Children will know:** That our planet is a sphere and a map is a 2D representation of that. That China is a lot bigger than the UK. That China is not an island but the UK is made up of lots of different islands. That China has mountains and are a lot bigger than those of the UK. Beijing is the capital city of China and London is the capital city of the UK. **Children will understand:** Differences in similarities between Totley and examples of houses in China. **Children will be able to:** Find China on a map. Talk about the scale of the journey to China and the relative size to the UK.	 Can you research a place using a range of different sources? (Maps, pictures, investigation walk.) **Children will know:** They live on an island. London, Cardiff, Belfast and Edinburgh are the capital cities of England, Wales, Northern Ireland and Scotland respectively, and these are the four nations of the UK of GB and NI. The name and location of the Irish Sea, English Channel and North Sea. That Totley is a village and suburb of Sheffield, a city in the north of England. **Children will understand:** That a map uses symbols to represent permanent features of a place. The difference between the human and physical features they can see in the local area. **Children will be able to:** Draw an accurate sketch map to illustrate a walking route in the local area, using an appropriate imagined scale and symbols to represent the features they can see. Use N, S, E and W to describe direction.	 Can you compare and contrast where you live to a place in Africa? **Children will know:** The names and locations of the 7 continents and 5 oceans. The climate zones of Africa. Some of the countries of Africa and accurate assumptions about their physical features. The human and physical features of Sheffield and Cape Town. That Sheffield has a diverse landscape and topography. **Children will understand:** The impact that proximity to the equator and poles is likely to have on the broad patterns in climate. **Children will be able to:** Research a new place to find out geographically sound knowledge to describe it. Use an atlas to locate places and information about them. Describe Cape Town and Sheffield using accurate geographical vocabulary and say what is the same and what is different about Sheffield. Imagen with accuracy and logic what a place they have never visited is probably like.	 Can you explain how a group of people have tried to improve a locality? **Children will know:** That two tectonic plates collided and why. The three highest mountains in the world and their location. That Mont Blanc is the highest mountain in Western Europe and the Alps, and Mount Elbrus is the highest mountain in Europe. Where in Europe Italy is, its neighbouring countries and that it has a very long coastline with the Mediterranean Sea. The major cities of Italy. Where most people live in Italy. That Italy is broadly mountainous in the north and flatter in the south. **Children will understand:** The relationship between earthquakes, volcanic and the broad tectonic make up of our planet. The positive reasons that people may choose to settle in volcanic areas for the economic benefits of agriculture and tourism. Why examples of sedimentary rock can be found high in the Alps. **Children will be able to:** Carry out a clone town versus home town survey.	 **Children will know:** The 6 broad climate zones of our planet and their relative position in relation to the equator and Tropics. The broad climate zones of the UK and Brazil. Examples of trade between the UK and Brazil. What is meant by Fairtrade and examples. Examples of OS map symbols. **Children will understand:** Why Fairtrade is important and its economic and social impact. The difference between weather and climate. How the climate and relief of the land affects how it is used by people. **Children will be able to:** Describe the similarities and differences between the landuse and climate of Brazil and the UK. Describe the urban divide in cities of Brazil and the UK and suggest reasons for these. Collect relevant weather data. Draw conclusions from observations of weather over time. Imagine what a place is probably like by studying an OS map.	 **Children will know:** What is meant by the UK of GB and NI and the British Isles, and which is human and which is physical geography. Examples of the diversity of the physical landscape the British Isles. That the UK is divided into counties and that Totley is close to the South Yorkshire and Derbyshire border. Where most people live in the UK and reasons for this. Examples of how the land use of Sheffield has changed since 1901 and reasons for this. What is meant by 'agriculture' and its importance in UK society and the economy. **Children will understand:** People move to different places for social and economic motives. Why the land is used differently across Europe and in the UK for different types of farming. The importance of a river for settlement. That the characteristics of a river changes along its course and give examples. **Children will be able to:** Carry out a land use transept survey to conclude how the land is used in an urban area. Compare the changing land use of Sheffield to that of Bath, Somerset.	 **Children will know:** What is meant by sustainable development (economic, social and environmental) and globalisation. What site factors are and examples of them. **Children will understand:** That the goods and service we use are traded internationally and it is rare for a country to exist in isolation. What early settlers needed and considered. Why the Ancient Egyptians and Shang settled permanently, base don geographical reasoning). The importance of rivers for trade. **Children will be able to:** Give examples of the impact humans have had on the planet and strategies that are being used to limit this impact. Analyse population data for two people and suggest reasons for the changes and patterns identified. Use maps of different scales.

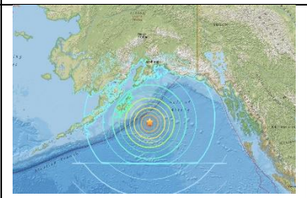
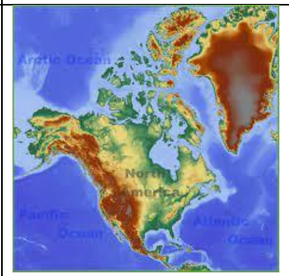
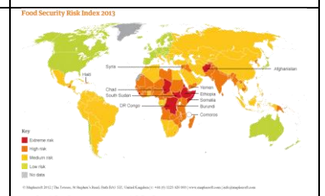
Vocabulary we teach to stick:	Road Shop Café Library Park Pub	Continent Ocean Larger Smaller Travel Journey	North East South West Compass England Wales Scotland Northern Ireland Cardiff Belfast London Edinburgh North Sea Irish Sea English Channel	Cape Town South Africa Equator Weather Climate	Volcano Tectonic plate Mantle Magma Lava Ash / ash cloud Mountain Hill Mountainous Mediterranean Economic Tourism Industry Agriculture Fertile	Brazil Amazon Fairtrade Trade Social Land use Social divide	Land use Topography Residential Leisure Commercial
EYFS Framework / Development Matters National Curriculum	Draw information from a simple map. Understand that some places are special to embers of their community. Recognise some similarities and differences between life in this country and life in other countries. Explore the natural world around them. Describe what they see, hear and feel whilst outside. Recognise some environments that are different from the one in which they live. Learn new vocabulary. Use vocabulary through the day. Use new vocabulary in different contexts. Engage in non-fiction books. Ask questions to find out more and to check they understand what has been said to them. Articulate their ideas and thoughts in well-formed sentences. Listen to and talk about selected non-fiction to develop familiarity with new knowledge and vocabulary.	**Locational Knowledge:** Name, locate and identify characteristics of the four countries and capital cities of the UK and surrounding seas. **Physical and Human Geography:** use basic geographical vocabulary to refer to: Key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather Key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop **Geographical skills and fieldwork** 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 aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key. Use simple fieldwork and observational skills to study the geography of their	**Place knowledge:** Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom **Human and Physical Geography:** use basic geographical vocabulary to refer to: Key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather Key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles **Geographical skills and fieldwork** Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage. Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.	**Locational Knowledge:** Locate the world's countries, using maps to focus on Europe (including the location of Russia) concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. **Place knowledge:** understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region in a European country. **Human and physical geography:** Volcanoes and earthquakes. Types of settlement and land use, economic activity including the distribution of natural resources including energy, food, minerals and water. **Geographical skills and fieldwork:** Use four-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.	**Locational Knowledge:** Locate the world's countries, using maps to focus on South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. **Place knowledge:** understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region in South America. **Human and physical geography:** The water cycle, biomes and vegetation belts, and climate zones. 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 four-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.	**Locational Knowledge:** 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:** Understand geographical similarities and differences through the study of human and physical geography. **Human and physical geography:** Rivers Types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.	**Locational Knowledge:** Locate the world's countries, using maps to focus on North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. **Place knowledge:** Understand geographical similarities and differences through the study of human and physical geography. **Human and physical geography:** Climate zones, biomes and vegetation belts, rivers, mountains, and the water cycle. 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 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.

		school and its grounds and the key human and physical features of its surrounding environment.				**Geographical skills and fieldwork:** 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.	
Core questions	**Can I go on a geography hunt? Totley - Place** Can you **retrieve** information from a map of school? Can you match features in the real world from maps and aerial photographs of the school? **Can I draw a map of where I live? Scale** Can you draw a map, using symbols to represent real features, of your route to school and from stories you have read? **Can I find the UK on a world map? Scale** Can you **retrieve** information from a map? Do you know… ➢ The names of the roads around school and the road you live on? ➢ The name of the village	Where is Totley? **Place** Do you know that: You live in the United kingdom You live in England The UK is made of 4 countries, their names and capital cities You live on an island  What are the human features of Totley? **Physical and human processes** Can you describe the physical and human features of where you live using words and pictures? Can you explain how two places are different?  What are the physical features of Totley? **Physical and human processes** Can you describe the physical and human features of where you live using words and pictures? Can you explain how two places are different?	How do you get from Sheffield to Cape Town? **Scale** Do you know… The names of the continents? ¬ Where the continents are on a map? The location and significance of the equator, the North and South Poles and the location of hot and cold areas in relation to these? The names of the oceans? Where places you have talked about are on a map? The names of some capital cities? Where the British Isles are on a map? Can you use grid references (e.g. A1 and D7)? Can you use a map or plan to help describe a continent?  What is the climate of Africa like? **Physical and human processes** Can you explain how the weather affects what happens to people and places? Can you compare and contrast two weather systems using a weather chart? Do you know… The location and significance of the equator, the North and South Poles and the location of hot and cold areas in relation to these? Can you use a map or plan to help describe a continent?	What are the countries and climates of Europe? **Place Scale** Can you use 4 figure grid references?  Where is Italy? **Scale** Can you use 4 figure grid references?  What is Italy like? **Scale Place** Can you use 4 figure grid references? Can you use some OS map symbols?  How are mountains made? **Physical and human processes**	What are the climate zones around the world? **Place Scale** Can you explain how people's lives vary due to weather and climate?  How do you present climate data? **Physical and human processes** Can you accurately measure and collect information over a longer period (e.g. rainfall, temperature, wind speed, noise levels etc.)? Can you describe the weather in different parts of the world? Can you use what you know about temperatures and weather to explain climate change?  How is the land used in South America? **Physical and human processes** Can you identify key features of a place using a map? Can you use some OS map symbols?	What's the difference between a country, city, the UK of GB and NI, and the British Isles? **Place Scale** Do you know… The difference between a country, GB and the UK?  What are the physical features of our nations? **Physical and human processes** Can you use OS maps, aerial photographs, plans and web resources to describe what a locality might be like?  What are the human features of our nations? **Physical and human processes** Can you use OS maps, aerial photographs, plans and web resources to describe what a locality might be like?	Where did the Ancient Shang and Ancient Egyptians settle? Why? **Place Cultural understanding and diversity** Can you use maps, globes and digital mapping to locate the countries? Can you use 6 figure grid references, 8-point compass directions, contour lines, symbols and keys (OS maps) to navigate and describe a route? Do you know… The 3 longest rivers in Europe? All the seas around the UK? The name of three EU capital cities? The two largest seas in Europe? The six countries with the highest population. Which was a better place to live? **Physical and human processes** Can you confidently explain scale and use maps of a range of scales? Can you analyse the physical and human features and processes of different places around the world?

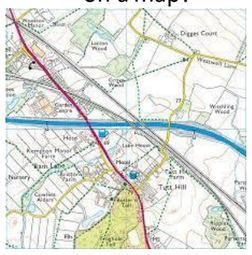
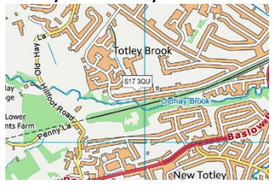
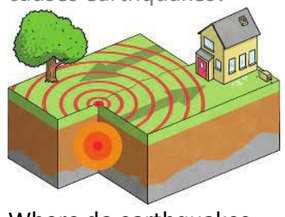
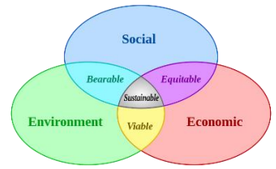
	and city you live in? ➢ The name of the country you live in and its capital city? **Can I make a model of China? Place** There are different countries in the world and talk about the differences they have experienced or learn about? Can you **describe** contrasting places (including the people who live there) you learn about? **How many UKs can you fit into China? Scale** Can you name the places where the events you learn about take place and describe their similarities and differences?	 **How do you navigate with a map? Scale** Can you draw a map of where you live? Can you use symbols on a map? Can you use a map to plan a journey around Totley? 	 What is it like in Sheffield? P**lace** Can you answer questions about contrasting places using online research and an atlas? Can you explain some of the human/physical features of a different place?  What is it like in Cape Town? P**lace** Can you answer questions about contrasting places using online research and an atlas? Can you explain some of the human/physical features of a different place? 	Can you identify some mountainous areas, including the three largest, and explain what caused them?  How are volcanoes formed? **Physical and human processes** Can you explain the structure of the Earth and how this links to tectonic activity? Can you explain what causes volcanoes?  Is a volcano a good place to call home? **Interdependence** Can you compare and contrast two different locations and use evidence to explain which would be the most suitable place to settle? Can you use evidence to explain why people choose to settle in a place?	 How is the land used in the UK? **Physical and human processes** Can you use some OS map symbols? Can you identify key features of a place using a map?  How does land use compare and contrast in the UK and Brazil? **Cultural understanding and diversity** Can you compare and contrast the UK and a region of Brazil?  What is life like in urban and rural Brazil and the UK? **Interdependence** Can you use push and pull factors to explain what makes people leave/move to different places?	 How has the land use of Sheffield changed since 1901? **Environmental interaction and sustainable development Physical and human processes** Can you use OS maps, aerial photographs, plans and web resources to describe what a locality might be like? Can you plan a route using the 8 compass points? Can you explain why populations have changed over time? Can you explain how the human and physical features of a place push and pull people to move and migrate?  How does the land use of Sheffield differ to the land use of Bath, Somerset? **Environmental interaction and sustainable development Physical and human processes** Can you use OS maps, aerial photographs, plans and web resources to describe what a locality might be like? Can you compare and contrast the human and physical features of Sheffield and a contrasting place, using evidence gathered through field work? 	 What is globalisation? **Interdependence** Can you analyse population data on two settlements and report on findings and questions raised, including reasons and explanation for the changes?  How has globalisation changed since 1901? **Interdependence** Can you analyse the impact of 'sustainable development'? Can you explain how people are trying to manage their environment?  How does globalisation affect trade? **Interdependence** Can you analyse the impact of 'sustainable development'? Can you explain how people are trying to manage their environment?  What does globalisation have to do with fashion? **Environmental interaction**

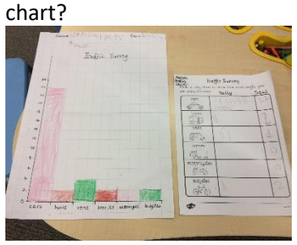
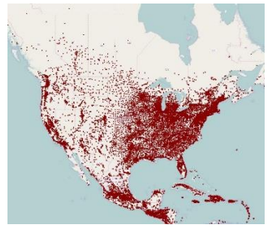
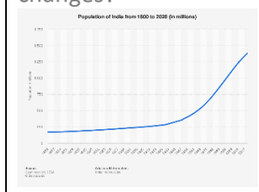
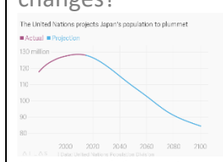
					  What is Fairtrade and why is it important? **Environmental interaction and sustainable development** Can I identify trade links around the world and discuss and debate Fairtrade? Can I evaluate solutions and promote ethically fair trade?	 Why are cities located near rivers? **Physical and human processes** Can you explain why some cities around the world are located near rivers? Can you explain ways humans have damaged and improved the environment? 	**and sustainable development** Can you analyse the impact of 'sustainable development'? Can you explain how people are trying to manage their environment? 
Compare and contrast with… 	At every stage, children compare where they are learning about with where they live and come to school. Points of similarity and difference are identified and talked about.	EYFS: knowledge of local area and features. Route to school on sketch map.	Compare Totley to Sheffield City Centre- human and physical features to compare and contrast.	Climate zones of Europe and climate zones of Africa (Y2).	Y3 tectonics and climate zones of Europe.	Hypothesis: The land use of Sheffield, even though it has changed, still fits the broad patterns of land use across the UK. Based on what you know, how true do you consider this statement to be?	Hypothesis: The origins of globalisation start with the age of Empire. Based on what you know, how true do you consider this statement to be?
Source Analysis questions	What is the source? What is in the source that you know about? Why might the source be useful? Where did it come from? What other questions could we ask?	What is the source? What is in the source that you know about? *What human and physical features can you see?* Why might the source be useful? How does the source add to our understanding? *What extra information have you learnt from the source? What has the source proven to you?* What other questions could we ask?		What is the source? What do you know about the 'bigger picture' of the source? Why might the source be useful? What doesn't the source show us? How does the source add to our understanding? What other questions might we have?		What is the source and what do you now about its context? What are the limitations of the source? *What doesn't it show us? What else would someone need to know about the context of the source?* How does the source add to our understanding? What other questions might we have?	
[Fieldwork techniques]	Sketch mapping	Pedestrian count Traffic survey Sketch mapping Shop type distribution Tally	Google Earth/Digimaps Aerial photographs	Clone town versus home town survey to compare to city in Italy.	Precipitation, cloud cover, cloud type, air pressure, wind speed, wind direction, temperature. Aerial photographs.	Land Use transect of Sheffield City Centre. Building height survey of Sheffield City Centre. Geological maps. River Study of Burbage Brook: wetted perimeter, river depth, river velocity, pH levels.	Primary Data collection- origins of clothing in the Totley community. Focus group survey.

Geography Cycle 3

	FS2	1	2	3	4	5	6
Learning Journey	**What else is out there in the world?**	**Where on our island is Totley?**	**How would a geographer describe Totley?**	**What happens when the earth shakes?**	**What is it like in North America?**	**Why do tourists flock to London?**	**People and population**
End point: what will children **know**, be **able** to do and **understand** by the end of this cycle? Which source will they analyse to apply their learning?	**Children will know:** That our planet is a very diverse place and different places have different features that makes them unique. That the continents are divided into countries. That Continents are usually surrounded by oceans. **Children will understand:** A sense of scale by comparing the relative size of the UK and Totley to the places they learn about. **Children will be able to:** Describe the most likely mode of transport to reach the places they learn about as a way to explore scale. Talk about which continent they live on and make comparisons to a continent they have learnt about (landscape and climate). The continent children learn about will be determined by children's interests and current affairs to give context to learning.	 **Children will know:** They live on an island. London, Cardiff, Belfast and Edinburgh are the capital cities of England, Wales, Northern Ireland and Scotland respectively, and these are the four nations of the UK of GB and NI. The name and location of the Irish Sea, English Channel and North Sea. The relative distance of London as our capital city from Sheffield as a long journey that you wouldn't walk, compared to the journey to Sheffield city centre. **Children will understand:** That a map uses symbols to represent permanent features of a place. The difference between the human and physical features they can see in the local area. **Children will be able to:** Draw an accurate sketch map of the British Isles, demarcating the approximate borders of Wales, England, Scotland and Northern Ireland and plot their capital cities.	 **Children will know:** The human and physical features of Totley. **Children will understand:** That the geographical character of places is different because of the human and physical features there. **Children will be able to:** Describe a route using the cardinal points of a compass. Use the OS map symbols for a major and minor road, railway, footpath, woodland, river, and agricultural land to help describe a place and navigate a route. Carry out a traffic survey to help describe a place.	 **Children will know:** That earthquakes are caused when tectonic plates slip and jolt past each other, which itself is caused by the flow of molten rock beneath the crust. That earthquakes happen on fault lines. That the Pacific Ring of Fire refers to the pattern of volcanoes and earthquakes around the pacific plate boundary. The primary and secondary effects of an earthquakes as the loss of life, buildings collapsing, fire, if the epicentre is at sea, tsunami, landslides, people move away from the area permanently, job creation because of the need to rebuild. **Children will understand:** How the adaptations made to buildings in areas on fault lines help them to stay stable during and after an earthquake. **Children will be able to:** Describe the pattern of plate boundaries with the likely location of earthquakes. Compare the impact the 2016 Amatrice earthquake with the 1989 San Francisco earthquake.	 **Children will know:** That North America has a mountain range running on a north-south transect to the west of the continent. That the USA, Canada and Greenland are the countries of North America. There most people live in the continent of North America. The climate zones of North America. How the UK and California's climate and population compare and contrast. **Children will understand:** The relationship between population distribution and the location of the major cities of North America. **Children will be able to:** Interpret climate data for two places to draw conclusions. Analyse a choropleth map of population density to draw conclusions. Use evidence to compare and contrast the UK and California's climate and population distribution.	 **Children will know:** That the River Thames flows west to east through London from its source in Gloucestershire to the estuary in the North Sea. Examples of human features that attract tourists to London. That London is the most visited European city by tourists. **Children will understand:** The global significance of London as a tourist attraction. Elements of British culture that are represented in the human features of London (e.g. Houses of Parliament). **Children will be able to:** Use an OS map, Google map and Underground Map to plan routes between given points, using 8 compass directions to describe the direction of travel. Describe the attractions of London that appeal to different groups.	 **Children will know:** Where most people in the world live and the broad patterns of population density. What the terms aging population, birth rate and death rate mean. **Children will understand:** Some reasons that people migrate and relocate. The effects of an aging population and growing population. The strategies being used to mitigate the negative effects of a growing and aging population. **Children will be able to:** Undertake geographical surveys to assess the sustainability of our school.

		Use N, S, E and W to describe direction.					
EYFS Framework / Development Matters National Curriculum	Draw information from a simple map. Understand that some places are special to members of their community. Recognise some similarities and differences between life in this country and life in other countries. Explore the natural world around them. Describe what they see, hear and feel whilst outside. Recognise some environments that are different from the one in which they live. Learn new vocabulary. Use vocabulary through the day. Use new vocabulary in different contexts. Engage in non-fiction books. Ask questions to find out more and to check they understand what has been said to them. Articulate their ideas and thoughts in well-formed sentences. Listen to and talk about selected non-fiction to develop familiarity with new knowledge and vocabulary.	Collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes **Locational knowledge:** name, locate and identify characteristics [of the location in which they live] **Place knowledge:** Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom **Human and physical geography:** Use basic geographical vocabulary to refer to: ♣ key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather ♣ key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop	Collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes **Locational knowledge:** name, locate and identify characteristics [of the location in which they live] **Place knowledge:** Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom **Human and physical geography:** Use basic geographical vocabulary to refer to: ♣ key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather ♣ key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop	**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 key physical and human characteristics, countries, and major cities **Place knowledge:** Understand geographical similarities and differences through the study of human and physical geography of a region in a European country, and a region within North America **Human and physical geography:** Describe and understand key aspects of: Physical geography, including: earthquakes 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	**Locational knowledge:** Locate the world's countries, using maps to focus on North America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities **Place knowledge:** Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region within North America **Human and physical geography:** Describe and understand key aspects of: Physical geography, including: climate zones, biomes and vegetation belts, rivers and mountains 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	**Locational knowledge:** Locate the world's countries, using maps to focus on Europe (including the location of Russia) concentrating on their key 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:** Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom **Human and physical geography:** Describe and understand key aspects of: Human geography, including: types of settlement and land use, economic activity including trade links	**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 key human characteristics, countries, and major cities **Place knowledge:** Understand geographical similarities and differences through the study of human geography **Human and physical geography:** Describe and understand key aspects of: Physical geography, including: climate zones, biomes and vegetation belts, 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

Vocabulary we teach to stick:	Compare Climate- hot, cold, wet, dry, snowy Landscape- hilly, mountainous, flat, Forest / rainforest Desert	Distance Route Symbols Capital city Compare Contrast Similarity Difference	Pedestrian Vehicle Tally Data Contrast	Earthquake Ring of fire Primary Secondary Tsunami Adaptation Plate boundary Landslide	Population distribution Choropleth map California Topography	Honeypot Tourist attraction Global significance Navigate	Population change Aging population Migrate Relocate Growing population
Core questions	**Can I make a collage of the world map? Scale and Place** Can you **plot** places of importance on the maps you use? **Can I find out about the continents? Place** Can you **describe** contrasting places (including the people who live there) you learn about? **Can I label a map and use a key? Scale** Can you **plot** places of importance on the maps you use? **Can I compare Totley with ___? Place** Can you name the places where the events you learn about take place and describe their similarities and differences?	Is it true that we live on an island? **Scale** Do you know that: • You live in the United kingdom • You live on an island  Where in the UK is Totley? **Scale Place** Can you draw a **map** of where you live? Can you use symbols on a **map**? Do you know that: • You live in the United kingdom • You live on an island 	Where is Totley on the map? Can you use grid references (e.g. A1 and D7)? **Scale** Can you use symbols on a **map**? • Do you know… ➢ Where places you have talked about are on a map? ➢ Where the British Isles are on a map?  **How do you describe a route? Scale** Can you use right and left, near and far, North, South, East and West to describe a route?  **How do you get to Holmesfield from Totley?** Can you use symbols on a **map**?  **Which human and physical features will we see along the**	What causes earthquakes? **Physical and human processes** Can you **explain** the structure of the Earth and how this links to tectonic activity? Can you **explain** what causes earthquakes?  Where do earthquakes happen? **Physical and human processes** Can you **explain** the structure of the Earth and how this links to tectonic activity?  What are the effects of earthquakes in Italy? **Physical and human processes** Can you **compare and contrast** two different locations and use evidence to explain which would be the most suitable place to settle? Can you use evidence to **explain** why people	What are the physical features of North America? **Place** Can you identify key features of a place using a **map**? Can you use some OS map symbols?  What climate zones are there? **Environmental interaction and sustainable development** Can you **describe** the weather in different parts of the world? Can you use what you know about temperatures and weather to **explain** climate change?  What are the human features of modern day North America? **Physical and human processes**	What's the human geography that makes people flock to London? **Place** Can you **explain** how the human and physical features of a place push and pull people to move and migrate? Can you **explain** why some cities around the world are located near rivers?  How will we navigate around London? **Place** Can you use OS maps, aerial photographs, plans and web resources to describe what a locality might be like? Can you plan a route using the 8 compass points? 	What does sustainable development mean? **Environmental interaction and sustainable development** Can you **analyse** the impact of 'sustainable development'?  How sustainable is our school? **Environmental interaction and sustainable development** Can you **analyse** the impact of 'sustainable development'? Can you **explain** how people are trying to manage their environment?  Where are all the people? **Physical and human processes** Can you **analyse** population data on two settlements and report on findings and questions

		What are the capital cities of the UK? **Place** Do you know that: • You live in the United kingdom • You live in England • The UK is made of 4 countries, their names and capital cities  How is Totley different to London? **Interdependence** Can you **describe** the physical and human features of where you live using words and pictures? Can you **research** a place using a range of different sources? (Maps, pictures, investigation walk.) Can you **explain** how two places are different? 	**way? Physical and human processes** Can you **explain** some of the human/physical features of a different place? Can you answer questions about contrasting places using online research and an atlas?  **Which is busier, Totley or Holmesfield? Physical and human processes** Can you carry out a TPS (traffic and pedestrian survey) survey? Can you use a tally to collect data. Can you present data using a bar chart?  **How are Totley and Holmesfield different? Physical and human processes** Can you sort buildings and land into categories of community, residential, emergency, shop, farming and nature? Can you create an accurate map of a place using symbols and a key to help describe it? Do you choose appropriate information to include in your map to help describe it? 	choose to settle in a place? Can you **explain** how a group of people have tried to improve a locality?  What are the effects of earthquakes in North America? **Physical and human processes** Can you **compare and contrast** two different locations and use evidence to explain which would be the most suitable place to settle? Can you use evidence to **explain** why people choose to settle in a place? Can you **explain** how a group of people have tried to improve a locality? 	Can you identify key features of a place using a **map**? Can you **explain** how people's lives vary due to weather and climate?  How does a geographer compare places? **Interdependence** Can you **compare and contrast** the UK and a region of North America?  		raised, including reasons and explanation for the changes?  What challenges does a growing population present? **Interdependence** Can you **analyse** population data on two settlements and report on findings and questions raised, including reasons and explanation for the changes?  What challenges does an aging population present? **Interdependence** Can you **analyse** population data on two settlements and report on findings and questions raised, including reasons and explanation for the changes?  'A lack of food is the biggest challenge facing the planet.' To what extent do you agree with this? Can you **analyse** population data on two settlements and report on findings and questions raised, including reasons and explanation for the changes?

Source Analysis questions	What is the source? What is in the source that you know about? Why might the source be useful? Where did it come from? What other questions could we ask?	What is the source? What is in the source that you know about? *What human and physical features can you see?* Why might the source be useful? How does the source add to our understanding? *What extra information have you learnt from the source? What has the source proven to you?* What other questions could we ask?		What is the source? What do you know about the 'bigger picture' of the source? Why might the source be useful? What doesn't the source show us? How does the source add to our understanding? What other questions might we have?		What is the source and what do you now about its context? What are the limitations of the source? *What doesn't it show us? What else would someone need to know about the context of the source?* How does the source add to our understanding? What other questions might we have?	
Compare and contrast with…	At every stage, children compare where they are learning about with where they live and come to school. Points of similarity and difference are identified and talked about.	Does Totley have more similarities or more differences with London?	Compare and contrast Totley to Holmesfield in terms of the human and physical features in each, and the number of vehicles and pedestrians counted in the TPS survey.	What causes a volcano also causes an earthquake. How true do you think this statement is?	North America has more similarities than differences with South America. How true do you think this statement is?	Tourists flock to London in the same way tourists flock to volcanoes. How true or false do you think this statement is?	Fair trade and sustainability are intertwined. How true or false do you think this statement is?
Fieldwork techniques	Satellite images and digital mapping Sketch mapping	Satellite images and annotations	Use compass point directions (N,S,E and W) and directional language (near, far, left and right) to describe the location of and routes on a map. Traffic and pedestrian survey.	Satellite images and annotations	Digital mapping	Land Use transect of Sheffield City Centre. Building height survey of Sheffield City Centre. Geological maps.	Resident survey