

Unit Title: Exploring the Geography of our School

Subject: GEOGRAPHY

Year 1

NC Objectives

Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom and its surrounding seas.

Unit Overview

Understand where on a map in Skipton we can find our school. Understand why we need to have maps and have a go at making our own using a key showing human and physical features.

Historical Link:

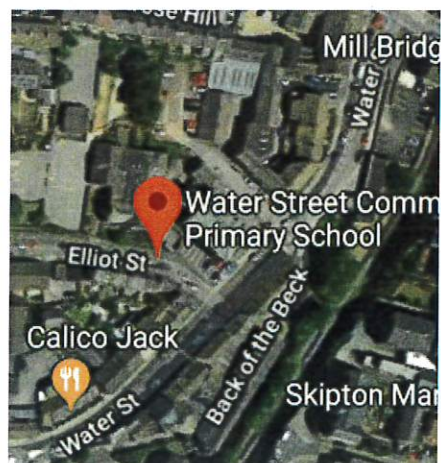
Earlier this year we learned about the History of our school and had a Dressing Up Day to see what it would be like to be in our school 100 years ago.

(Fascinating Facts)

Our school is ??? steps from Skipton Castle which is a well preserved Norman castle built around 1090!

Key Knowledge

- To know where in our country Skipton is.
- To know where in Skipton our school is.
- To know how close are we to other key human features in our local vicinity.



Key Vocabulary

- Compass: North, south, east west.
- Landmarks: City, town, buildings, vegetation, playground
- Symbols
- Key
- Human and Physical Features.

Key Skills

- Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.
- Use simple compass directions (north, south, east and west) and locational and directional language (near and far, left and right) to describe the location and 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; use and construct basic symbols in a key.
- Use simple field work and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment

Unit Title: Exploring the Geography of our Country

Subject: GEOGRAPHY

Year 1

NC Objectives

Name. Locate and identify characteristics of the four countries and Capitals of the UK and surrounding seas.

Unit Overview

Understand geographical similarities and differences through studying the human and physical geography of the United Kingdom

Curricular Link (D&T):

We taste and make some of the different foods that you find in the different countries of the United Kingdom.

(Fascinating Facts)

Haggis, which is a traditional food of Scotland, is a type of pudding composed of the liver, heart, and lungs of a sheep (or other animal), minced and mixed with beef or mutton suet and oatmeal and seasoned with onion, cayenne pepper, and other spices. The mixture is packed into a sheep's stomach and boiled.

Key Knowledge

- To know there are four countries in the United Kingdom.
- To know the different capital cities of each country.
- To recognise the different flags of each country.



Key Vocabulary

- United Kingdom
- Country, city, town, village
- Landmarks: Human
- Landmarks: Physical

Key Skills

- Use simple fieldwork and observational skills to study the geography of the United Kingdom and the key human and physical features of some of the capital cities..
- Use simple compass directions (north, south, east and west) and locational and directional language (near and far, left and right) to describe the location and features and routes on a map
- Use maps and photographs to recognise landmarks and basic human and physical features and human features of some different areas of the United Kingdom;

Unit Title

Isle of Coll—Where does Katie Morag really live?

Year 2

Subject: Geography

NC Objectives

- Name and locate four countries and capital cities of the UK and surrounding seas.
- Understand geographical similarities and differences between Skipton and Isle of Coll.

Unit Overview

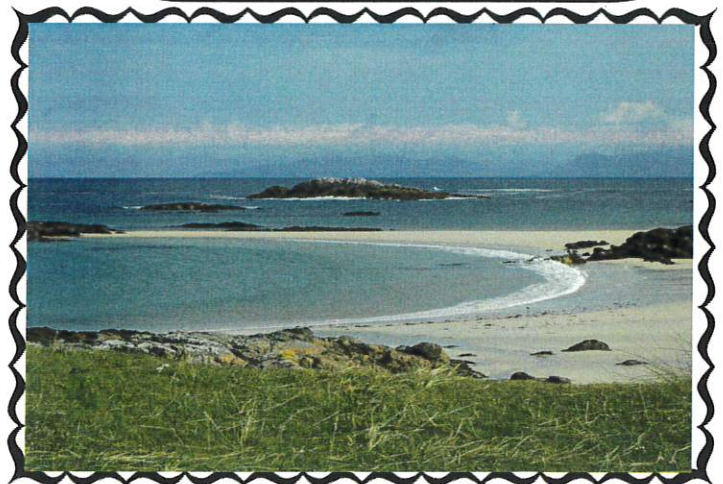
The children learn about the Isle of Coll (linked to the fictional Isle of Stuay with their Katie Morag work in English). They gain a good understanding of physical and human features of the Island, how these are represented on a map and then go on to think about whether they would like to live in the Isle of Coll ?

The Isle of Stuay in the Katie Morag stories is based on the **real island** of Coll. The **island** was once home to Mairi Hedderwick, author of the children's books, Katie Morag. The fictional **island of Struay** is based on her experiences of living on the Isle of Coll.

The Isle of Coll is famous the world over for its gorgeous carpets of summer flowers .

Key Knowledge

- The world is represented on maps, atlases and globes.
- 4 countries of the United Kingdom—England, Northern Ireland, Scotland, Wales.
- Main features physical and human of the Isle of Coll.
- Different ways can get to the Isle of Coll from Skipton.
- Why do people visit the Isle of Coll?



Key Vocabulary

- Physical feature: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.
- Human features: city, town, village, factor, farm, house, office, port, harbour and shop.

Key Skills

- Use world map, atlases, globes to identify United Kingdom and its countries.
- Use simple compass direction (N,E,S W), locational and directional language (near, far, left , right) to describe features and routes on a map.
- Use aerial photographs and plan perspectives to recognise landmarks and physical and human features; devise a simple map and use basic symbols for a key.

Unit Title

London— How is London different to Skipton

Subject: Geography

Year 2

NC Objectives

- Name and locate four countries and capital cities of the UK and surrounding seas.
- Understand geographical similarities and differences between Skipton and a small area of the UK (London).

Unit Overview

The children learn about London. They gain a good understanding of physical and human features there, how these are represented on a map and then go on to think about whether they would like to live in London.

The number of trees in London means that it is actually a forest.

Key Knowledge

- The world is represented on maps, atlases and globes.
- 4 countries of the United Kingdom—England, Northern Ireland, Scotland, Wales and their capitals.
- That the capital city of England is London
- Main features physical and human of London
- Different ways can get to London from Skipton.
- Why do people visit the London.



Key Vocabulary

- Physical feature: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.
- Human features: city, town, village, factor, farm, house, office, port, harbour and shop.

Key Skills

- Use world map, atlases, globes to identify United Kingdom and its countries.
- Use simple compass direction (N,E,S W), locational and directional language (near, far, left, right) to describe features and routes on a map.
- Use aerial photographs and plan perspectives to recognise landmarks and physical and human features; devise a simple map and use basic symbols for a key.

Unit Title

Zimbabwe

Subject: Geography

Year 2

NC Objectives

- Children can name and locate the world's seven continents and 5 oceans.
- Understand geographical similarities and differences between Skipton and Bulawayo in Zimbabwe.
- Identify hot and cold areas of the world in relation to equator, North and South Poles.

Unit Overview

The children learn some geographical facts about the two places, some world knowledge and compare their lives with an example of a child that lives in Zimbabwe.

Links to Art and Design

Fascinating facts

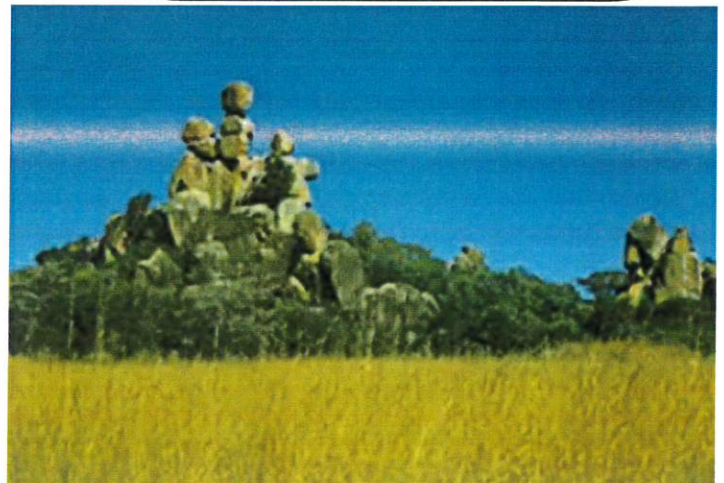
The name **Bulawayo** means 'the place of killing'.

Skipton is the old English for 'Sheep Town'.

Bulawayo has a population of 653 000 people. Skipton has a population of 14 600.

Key Knowledge

- The world is represented on maps, atlases and globes.
- How people adapt to the warm weather in Zimbabwe.
- To appreciation of the wide variety of landscapes and habitats in Zimbabwe in comparison with the UK
- To know geographical similarities and differences both human and physical between Skipton and Bulawayo, Zimbabwe.



Key Vocabulary

- Physical feature: beach, cliff, coast, island, land-locked, forest, hill, mountain, sea, ocean, river, season and weather.
- Human features: city, town, house, office, port, and shop.
- Matopos National Park, Bulawayo, Chipingali

Key Skills

- Use world map, atlases, globes to name and locate: seven continents and five oceans.
- Use simple compass direction (N,E,S W), locational and directional language (near, far, left, right) to describe features and routes on a map.
- Use aerial photographs and plan perspectives to recognise landmarks and physical and human features.

Unit Title

Who are our European Neighbours?

Subject

Geography

Year 3

NC Objectives

- 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.
- Understand geographical similarities and differences through the study of human and physical geography of a region in a European country.
- Describe and understand key aspects of: Physical geography, including: climate zones, rivers, mountains. Human geography, including: types of settlements and land use, the distribution of natural resources including energy, food.
- Use maps, atlases and globes to locate countries and describe features studied.

Unit Overview

The children will create their own passports and go on a journey around Europe. On their way they will use maps to investigate the location of countries, research the climate of the various European countries (so that they know what they will need to pack!), and find out about the physical and human features, including capital cities and famous landmarks. We will also learn about special souvenirs we may come home with from their country.

Historical Person Linkage

(Fascinating Fact)

Key Knowledge

- Europe is a continent.
- Europe is made up of 44 countries.
- The difference of climates between a selection of countries.
- Famous landmarks in a selection of European countries.
- Significant mountains and rivers within countries in Europe.
- Locate the UK, Iceland, Ireland, Italy, France, Russia, Spain, Norway, Sweden and Romania on an unnamed map.



Key Vocabulary

- Continent
- Climate
- Physical features
- Human features
- Country names
- Mountain names
- River names
- Landmark

Key Skills

- Locate European countries using a map or atlas.
- Locate the Alps and the Pyrenees mountains.
- Locate the Rhine, the Danube and the Seine

Unit Title

Food for Thought

Subject

Geography

Year 3

NC Objectives

- 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

Unit Overview

In this topic children will investigate where their food comes from. They will learn about seasonality and food miles along with what it means for products to be fair trade and why that is important.

Children will learn about food chains and food production and find out about the difference between hunger, malnutrition and starvation while investigating possible ways to improve food production and distribution.

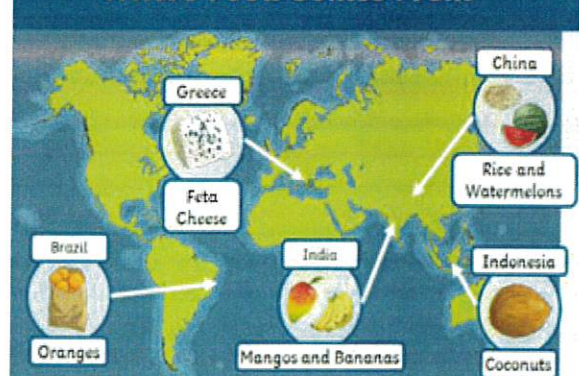
Historical Person Linkage

(Fascinating Fact)

Key Knowledge

- Children to know what fair trade means and how they can support farmers fairly.
- Children to know what food miles are and how they can help to reduce air miles.
- Children to know what seasonality is and what food are grown locally to them during the different seasons.

Where Food Comes From



Key Vocabulary

Fair trade

Crop

Arable

Human/physical geography

Livestock

Population

Rural

Town/Urban

Key Skills

- Children to use a map to plot locations of food
- Design a way to improve food production and distribution.

NC Objectives

- To 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.
- To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.
- use fieldwork to observe, measure record and present the human and physical features in the local area using a range of methods, including sketch maps, plans

Going down in History

Famous explorers

Key Skills

To ask relevant enquiry questions.

Use maps to locate coastal features.

To use geographical words to describe coastal processes.

Key knowledge

Recognise and compare coastlines in the UK.

Be able to name some human and natural coastal features (eg cliff, stack, mudflat, arch, salt marsh).

Use maps to locate coastal features.

Know about the process of deposition and transformation.

To describe different methods of protecting the coast from erosion.

Unit Overview

The children will learn about the dynamic natural environments that the meeting of land and sea creates, offering both opportunities and challenges.

A coastal theme is highly topical. Humans are having a heavy impact on the environment, and we are starting to see resulting changes to our planet's physical processes. A coastal theme offers our children an opportunity to see these changes first hand. This will enable them to make informed, sustainable lifestyle choices.

Our visit to Lytham RSPB Centre will enrich our pupils' understanding and skills.

Fascinating fact

In the UK, everyone lives within 70 miles of the coast.



Key vocabulary

- Coast - the part of the land adjoining the sea
- Environment—the natural world in a particular geographical area.
- Settlement - a place where people establish a community.
- Deposition— the action of depositing something .
- Erosion— the gradual destruction of something.
- Energy -
- Wildlife
- Sea wall

NC Objectives

- Identify the location of the polar regions
- To identify which countries lie within the Arctic circle.
- To locate the Arctic circle and Antarctic circle.

Describe and understand key aspects of

- 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

Going down in History

Famous explorers

Roald Amundsen

Ernest Shackleton

Key Skills

To ask relevant enquiry questions.

Use measure temperature using digital technology and thermometers.

Use data to create graphs

To use a range of geographical resources to find out information.

Key knowledge

Where the cold places are around the world.

The location of the polar regions.

The countries that lie within the Arctic Circle.

To know how Antarctica is different to the Arctic.

The different types of wildlife found in the Arctic.

The challenges faced by creatures that live in Antarctica.

How people adapt to living in the Arctic

Who were the first visitors to Antarctica and who visits there now.

Unit Overview

The two polar regions lie at the furthest ends of the Earth and are among the coldest, windiest and the most remote regions of the world. They are sometimes referred to as the last wilderness areas on Earth and are extremely hostile to plants, people and wildlife.

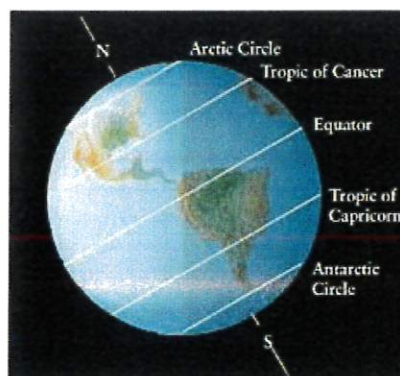
The children are given the opportunity to learn about exciting and remote places to add balance to their knowledge and understanding of the world. The children will learn about the physical and human environments and how they influence life in these places.

Polar environments, by the very nature of the contrast they to our own lives, are often seen as mysterious and awe-inspiring places.

A visit from someone who has been to Antarctica brings life to the topic and increases the children's knowledge on the impact of our lives are having on that environment.

Fascinating fact

The ice-cap in Antarctica is over 4km thick in places and is thought to be at least 200,000 years old.



Key vocabulary

- Thermometer
- Equator
- North pole / South Pole
- Arctic Circle
- Midnight sun
- Climate
- Tundra
- Polar bear
- Penguin
- Polar research

Unit Title

Who are we? - UK Identity

Year 5

Subject

Geography

NC Objectives

- locate the world's countries: Great Britain, The British Isles, The United Kingdom
- identify and describe the main physical and human features of the UK and plot them on a map
- human geography including: types of land use, economic activity, and the distribution of natural resources including energy, food, minerals and water
- use maps, atlases and digital/computer mapping to locate countries and describe features studied
- use fieldwork to observe and record human features in the local area

Unit Overview

Pupils explore what it is like to live in the UK at the start of the 21st century. They develop their locational knowledge of the UK with maps, atlases and photographs before considering issues of identity and the UK's changing population. They learn about migration and its impact on society. They use fieldwork skills to investigate the impact of migration on their own family and on the local area. The pupils express personal preferences about the type of society in which they would like to live.

Significant People

(Fascinating Facts)

Key Knowledge

- the difference of 'UK', 'GB' and the 'British Isles'
- key human features of the UK including major bridges, art installations, buildings, historical monuments
- the meaning of the term 'multicultural society'
- historical pattern of migration to and from the UK



Key Vocabulary

- the terms migrate, immigration, emigrate, emigration, push factors and pull factors
- the terms migrant, refugee, illegal immigrant, asylum seeker

Key Skills

- understand how images can be used to convey meanings about people and places
- compare places under the headings 'landscape', 'people' and 'resources'
- use questioning to find out about the migration patterns of their own family
- observation and recording fieldwork skills to investigate evidence of how multicultural our local area is

Unit Title

Natural Hazards:

Earthquakes and Volcanoes

Subject

Y6 Geography

NC Objectives

Pupils should extend their knowledge and understanding beyond the local area to include North and South America. This will include the location and characteristics of a range of the world's most significant physical features.

Describe and understand key aspects of: physical geography, including: volcanoes and earthquakes,

Human geography, including: types of settlement and land use, economic activity

Unit Overview

Pupils will initially asked questions about what they would like to know about Earthquakes and Volcanoes.

They will find how volcanoes and earthquakes are formed and their distribution around the world.

Pupils will have a basic understanding of plate techtonics

They will then focus on finding out about recent volcanic activity around the world and recent examples of earthquakes.

They will have an understanding of the ring of fire.

Pupils will then research volcanoes in North/ South America.

Including their economic impact in the local area

Historical Linkages.

The story of the
Roman God of
Fire— Vulcan.



(Fascinating Facts)

The word **volcano** originally comes from the name of the

Roman god of fire, Vulcan.

Some famous volcanic eruptions of modern times include Mount Krakatoa in 1883, Novarupta in 1912, Mount St Helens in 1980 and Mt Pinatubo in 1991.

Key Knowledge:

The earth is made up of Inner Core/ Outer core/ Mantle and Core.

Plate tectonics is the movement of the earths plates and causes earthquakes and volcanoes

There are different types of volcanoes (composite/ shield /dome) . They may be extinct dormant and active.

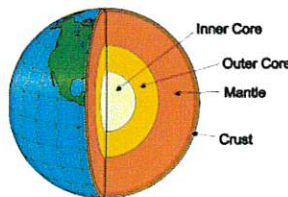
The Ring of Fire shows the distribution of earthquakes and volcanoes .

People may choose to live in volcanic areas due to the fertile land and the

economic advantages of tourism in the area.

The impacts of living near a volcano

Key information on Kilauea volcano Hawaii and Mount St Helens.



Key Vocabulary

Volcano

Ring of Fire

Earthquakes

composite/shield/dome

Inner Core

extinct/ dormant/ active

Outer Core

lave/ash

Mantle

pumice

Crust

economic

Plate Tectonics

Key Skills

- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied

Unit Title

The Yorkshire Dales National Parks– With particular focus on Nidderdale.

Subject

Geography Year 6

NC Objectives

Place knowledge

Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom (The Yorkshire Dales National Park)

Place knowledge– Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom (Contrast the Yorkshire Dales with Dartmoor).

Human and physical geography Describe and understand key aspects of: Physical geography, including: rivers, Human geography, including: types of settlement and land use, economic activity including the distribution of natural resources including energy, food, minerals and water

Unit Overview

Children will study the Yorkshire Dales National Parks and undertake field work during their Year 6 residential to Bewerley Park. Children will know what is special about the Yorkshire Dales, how it is protected, as well as what sustainable development is.

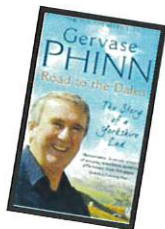
During fieldwork children will develop understanding of the features and journey of a river, landscape features of Nidderdale including disused lead mines and the formation of gorges.

Children will link their geographical studies with local history and enquiry based historical research ,of Scar House Reservoir

Historical Person Linkage

Gervase Phinn.

Emily Bronte



(Fascinating Facts)

Yorkshire Dales National Park fact file. Covering 841 square miles (2,179 square km), the *Yorkshire Dales* is the third largest National Park in the UK after the Lake District and the Cairngorms. Created in 1954, The *Yorkshire Dales* was the eighth

National Park to be created and celebrated its 65th birthday in 2019.

Key Knowledge

The Yorkshire Dales is characterised by its

Wildlife: peregrine falcons, red squirrels, Lady's slipper orchids.

Buildings: Type of building materials/ drystone walls

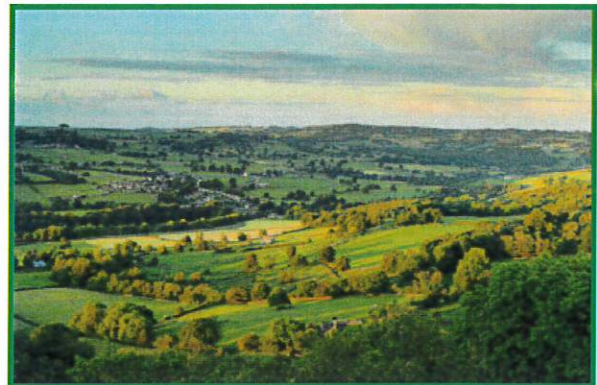
Landuse: Farming, Animal farming, housing

Tourism Attraction: Name some key tourist attractions that people visit in Nidderdale.

River Features: How a river is formed? The different stages of a river.

Lead mining: History/ evidence/ impact on landscape

Make contrasts with The Yorkshire Dales and Dartmoor.



Key Vocabulary

Rivers: Source/ Mouth/ Meander/ Erosion/ Deposition/ Valley/ conflux/ Gorge/ sediment/

Tourism: Sustainable Tourism, tourist attraction, facilities, seasonal employment.

Landscape Features: Bell pits/ disused mines/ gorge/

Key Skills

- Use 6 figure grid references–
- symbols and keys including ordnance survey maps.
- To use scales to calculate distances between different locations.
- Use maps to find features studied.
- use fieldwork to observe, measure record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies