



Kindness -Determination – Resilience – Teamwork – Communication – Respect

‘Together we learn – United we achieve’

TOWNVILLE INFANTS’ SCHOOL

Geography Curriculum Map

Cycle A			
Term	Autumn	Spring	Summer
Project Title	Childhood	Bright Lights, Big City	School Days
Overview	<p>In the Childhood project, children will build upon their past experiences including their family history and events within living memory and learn words and phrases related to the passage of time. They will explore artefacts to help them to understand childhood in the past and how childhood has changed over time. They will explore the six stages of life and explore timelines and family trees. Everyday life in the 1950s will be explored, including shopping, family life and childhood. They will also learn about the significance of Queen Elizabeth II's coronation in 1953 by studying photographs and online sources. The children will use maps to explore how places have changed over time and highlight any similarities or differences between childhood today and childhood in the 1950s. At the end of the project, they will engage in a class debate to answer the question: ‘Do you think it was</p>	<p>In this geography project, children build upon their skills and knowledge introduced through Childhood. They explore the map of the United Kingdom and identify its four countries, their relative positions, capital cities and the surrounding seas and oceans as well as the cardinal compass points. Children are introduced to the term ‘urban landscapes’ including the human features of towns and cities such as landmarks. They explore how people live in cities, including how transport helps to move people around. Children have the opportunity to engage in fieldwork whilst spotting human features within their local area and deduce why these are important to the community and their use. Children will use geographical resources, such as digital mapping tools and aerial photographs, to investigate human and physical features and build upon their understanding of the term ‘landmark’ by learning about London's most significant monuments, buildings and bridges. They are introduced to grid maps and use positional and directional vocabulary to plan routes and give directions around a grid map of London. They then apply the knowledge and skills that they have learnt to make comparisons with the capital city of Malaysia, Kuala Lumpur.</p>	<p>In the School Days project, children will have the opportunity to take part in a traditional Victorian class and will learn about the differences between schooling in the Victorian era and schooling today. They will learn about objects found in a Victorian classroom and how they were used. They will research Samuel Wilderspin, an important figure in the development of schooling for young children in the Victorian era, whose ideals are reflected in schooling today. They will learn to describe the passage of time through study of past, present and future tense vocabulary. During the project, children will also revisit the use of timelines and will plot key events within their own schools history on a timeline including: when school was build, when the headteacher came and when they started school. At the end of the project, children will engage in a debate to answer the question: ‘Would you rather go to school in the Victorian era or today?’</p>

	<p><i>better to be a child in the 1950s than today?'</i></p>		
<p>Knowledge, skills, and concepts</p>	<p>What children will know...? <i>An environment or place can change over time due to a geographical process, such as erosion, or human activity, such as housebuilding</i></p> <p>What children will do...? <i>Describe how a place, geographical feature and environment has or might change over time.</i></p>	<p>What children will know...? <i>The United Kingdom (UK) is a union of four countries: England, Northern Ireland, Scotland and Wales. A capital city is a city that is home to the government and ruler of a country. London is the capital city of England, Belfast is the capital city of Northern Ireland, Edinburgh is the capital city of Scotland and Cardiff is the capital city of Wales. The countries of the United Kingdom are made up of cities, towns and villages.</i> The characteristics of countries include their size, landscape, capital city, language, currency and key landmarks. England is the biggest country in the United Kingdom. <i>Physical features are naturally-created features of the Earth and can change over time due to weather and other forces.</i> <i>A settlement is a place where people live and work and can be big or small, depending on how many people live there. Towns and cities are urban settlements. Features of towns and cities include homes, shops, roads and offices.</i> Industries are businesses that make things, sell things and help people live their everyday lives. Land can be used for recreational, transport, agricultural, residential and commercial purposes, or a mixture of these. <i>Human features are man-made and include buildings, roads and bridges.</i> <i>Fieldwork includes going out in the environment to look, ask questions, take photographs, take measurements and collect samples.</i> Fieldwork can help to answer questions about the local environment and can include observing or measuring, identifying or classifying and recording. <i>There are four seasons in the UK: spring, summer, autumn and winter. Each season has typical weather patterns.</i> <i>In the United Kingdom, the length of the day varies depending on the season. In winter, the days are shorter. In summer, the days are longer. Symbols are used to show different types of weather.</i> A weather pattern is a type of weather that is repeated. <i>Use basic geographical vocabulary to refer to key human features</i> <i>Significant London landmarks include the Royal Albert Hall, Tower Bridge, Houses of Parliament, Westminster Abbey, Big Ben, Buckingham Palace and Monument to the Great Fire of London.</i> <i>An aerial photograph or plan perspective shows an area of land from above and can be aerial or oblique</i> <i>Positional language includes behind, next to and in front of. Directional language includes left, right, straight ahead and turn.</i> The four cardinal points on a compass are north, south, east and west. A route is a set of directions that can be used to get from one place to another.</p>	<p>What children will know...? <i>An environment or place can change over time due to a geographical process, such as erosion, or human activity, such as housebuilding</i></p> <p>What children will do...? <i>Use maps from the Victorian era and today to describe how Castleford has changed since the Victorian era.</i></p>

		<p>Places can be compared by size, amenities, transport, location, weather and climate Kuala Lumpur is the capital city of Malaysia. A non-European country is a country outside the continent of Europe.</p> <p>What children will do...? Name and locate the four countries of the UK and their capital cities on a map, atlas or globe. Identify characteristics of the four countries and major cities of the UK. Use basic geographical vocabulary to identify and describe physical features Describe the size, location and position of a physical feature Identify the characteristics of a settlement. Describe the size, location and function of a local industry. Carry out fieldwork tasks to identify characteristics of the school grounds or locality. Ask and answer simple geographical questions through observation or simple data collection during fieldwork activities. Identify and describe patterns in daily and seasonal weather in hot and cold places. Name and describe the purpose of human features and landmarks. Use geographical vocabulary to describe how and why people use a range of human features. Identify features and landmarks on an aerial photograph or plan perspective. Study aerial photographs to describe the features and characteristics of an area of land. Use simple directional and positional language to give directions, describe the location of features and discuss where things are in relation to each other. Use simple compass directions to describe the location of features or a route on a map. Identify the similarities and differences between two places. Describe and compare the human and physical similarities and differences between an area of the UK and a contrasting non-European country.</p>	
Key vocabulary	Map, human and physical features, map, locality, change	Capital city, United Kingdom, England, Northern Ireland, Scotland, Wales, sea, country, town, village, map, atlas, globe, country, continent, ocean, North, East, South, West, behind, next to, in front, in between, route, aerial photograph, plan perspective, landmark, human and physical features, symbol, key, station, harbor, park, market, church, factory, school, transport, amenities, location, weather, climate, hill, lake, forest, island, coastline, river, mountain, beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley and vegetation, settlement, observation, man-made, locality, sun, rain, wind, snow, fog, hail, sleet	Observation, human and physical features, environment, map work, position, map, symbol, key, land, sea, diagram,
SMSC	<p>Spirituality- Understand some of the differences in the way of life of other people and countries Have the opportunity to explore a diverse range of locations Develop a sense of awe and wonder about the world around us</p>		

	<p>Moral- <i>Understand issues affecting our locality and that of others e.g. litter, transportation</i> <i>Investigate conversation and ways to protect the environment</i> <i>Explore the moral use of resources and global warming</i></p> <p>Social- <i>Explore cause and effect</i> <i>Learn about the human geography of different communities and societies</i> <i>Explore maps to discover how people live and what resources they have.</i></p> <p>Cultural- <i>Develop a deeper understanding of different cultures and communities</i> <i>Investigate a range of geographical locations and how they have been shaped by the cultural background of the country</i></p>
British Values	<p>Individual Liberty- <i>Express their views on local issues</i></p> <p>Tolerance and Respect- <i>Discuss different cultures and backgrounds</i></p>

Cycle B			
Term	Autumn	Spring	Summer
Project Title	Movers and Shakers (History Driver)	Coastline	Magnificent Monarchs (History Driver)
Overview	<p><i>In the Movers and Shakers project, children focus on significant people throughout history. They learn about Henry Moore- a significant person from their locality and evaluate their impact on the local area, the United Kingdom and the world.</i></p> <p><i>They study two significant explorers in depth, Neil Armstrong and Christopher Columbus, and learn the story of their achievements in chronological order. They begin to learn how to compare their voyages of discovery, especially relating to technological advancements.</i></p>	<p><i>In this project, children will study the geographical features of the United Kingdom's coastline. They will be introduced to the terms: bay, arch, stack, sea wall and headland. Children will explore detailed maps of the United Kingdom, map keys and use cardinal compass points to describe the direction of travel. They will look at how the physical process of coastal erosion is changing the coastline and prevention strategies.</i></p> <p><i>Children study the traditional coastal town of Whitby and explore and identify its human features by analysing a map with a key. They will use this knowledge to make comparisons between Whitby and their fieldwork location xxx. Children will explore Saltwick Nab, a coastal stack, and learn why it is dangerous as well as exploring why and how Whitby's human and physical features have changed from the past to the present. They will explore the dangers of the coastline and find out about the RNLI, using mapping tools to identify lifeboat stations.</i></p>	<p><i>In the Magnificent Monarchs project, children are introduced to the concept of historical periods and learn the names of periods in British history, from the Anglo- Saxon period, to the house of Windsor in the present day. They will create a timeline of British Monarchs, using the dates and knowledge of historical periods to consolidate their understanding of chronological order.</i></p>

**Knowledge
, skills, and
concepts**

What children will know...?

A significant place is a location that is important to a community or society. Places can also be significant because of historic events that may have happened in the past near the location. The four cardinal points on a compass are north, south, east and west. A route is a set of directions that can be used to get from one place to another.

What children will do...?

Name, locate and explain the significance of important places and the world's seven continents and five oceans. Use simple directional and positional language to give directions and to describe the location of features or a route on a map.

What children will know...?

The United Kingdom is a group of islands with an expansive coastline. A physical feature is one that forms naturally, and can change over time due to weather and other forces. Physical features of the coastline include; headlands, caves, arches, stacks, bays, beaches, cliffs, sandbanks and sand dunes. The four cardinal points on a compass are north, south, east and west. A route is a set of directions that can be used to get from one place to another. A map is a picture or drawing of an area of land or sea that can show human and physical features. Maps use symbols and a key. A key is the information needed to read a map and a symbol is a picture or icon used to show a geographical feature. An environment or place can change over time due to a geographical process, such as erosion, or human activity, such as housebuilding. Erosion is a physical process that involves the weathering and movement of natural materials, such as rock, sand and soil. Erosion is caused by wind and water, including waves, floods, rivers and rainfall. Data is information and can be recorded in different ways such as tables, charts and pictograms. Whitby is a coastal town with a range of human features. A settlement is a place where people live and work and can be big or small, depending on how many people live there. Towns and cities are urban settlements. Features of towns and cities include homes, shops, roads and offices. Industries are businesses that make things, sell things and help people live their everyday lives. Land can be used for recreational, transport, agricultural, residential and commercial purposes, or a mixture of these. Tourism is an industry that provides services for visitors when they travel for pleasure or business. Tourist services include accommodation, catering and entertainment.

What children will do...?

Use simple compass directions to describe the location of features or a route on a map. Draw and read a range of simple maps that use symbols and a key. Describe how an environment has or might change over time. Describe in simple terms how a physical process such as erosion or human behaviour has affected an area, place or human activity.

What children will know...?

A map is a picture or drawing of an area of land or sea that can show human and physical features. Maps use symbols and a key. A key is the information needed to read a map and a symbol is a picture or icon used to show a geographical feature. **What children will do...?** 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.

		<p><i>Collect and organise simple data in tables and charts from primary sources such as fieldwork and observation and through secondary sources such as books and maps</i></p> <p><i>Identify the characteristics of a settlement and describe the size, location and function of a local industry.</i></p> <p><i>Use geographical vocabulary to describe the size, location and position of a physical feature, such as beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley and vegetation.</i></p>	
Key vocabulary	<p><i>North, East, South, West, significance, location, cardinal point, route, map, atlas, globe, expedition, direction, location, continent, ocean, key, symbol</i></p>	<p><i>beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, Map, symbol, key, landmark, aerial photograph, plan perspective, human and physical features, North, East, South, West, significance, location, cardinal point, route, map, atlas, globe, tourism, industry, United kingdom, England, Northern Ireland, Scotland, Wales, capital city, sea, continent, country, observation, headlands, caves, arches, stacks, bays, sandbanks and sand dunes, compass, environment, process, direction, erosion, weathering, rock, sand, soil, waves, floods, rivers, rainfall, impact, town, city, urban, settlement, business, recreational, transport, agricultural, residential, commercial, facilities</i></p>	<p><i>Map, symbol, key, landmark, aerial photograph, plan perspective, human and physical features</i></p>
SMSC	<p>Spirituality- <i>Understand some of the differences in the way of life of other people and countries</i> <i>Have the opportunity to explore a diverse range of locations</i> <i>Develop a sense of awe and wonder about the world around us</i></p> <p>Moral- <i>Understand issues affecting our locality and that of others e.g. litter, transportation</i> <i>Investigate conversation and ways to protect the environment</i> <i>Explore the moral use of resources and global warming</i></p> <p>Social- <i>Explore cause and effect</i> <i>Learn about the human geography of different communities and societies</i> <i>Explore maps to discover how people live and what resources they have.</i></p> <p>Cultural- <i>Develop a deeper understanding of different cultures and communities</i> <i>Investigate a range of geographical locations and how they have been shaped by the cultural background of the country</i></p>		
British Values	<p>Individual Liberty- <i>Express their views on local issues</i></p> <p>Tolerance and Respect- <i>Discuss different cultures and backgrounds</i></p>		