



Orange = explicit vocabulary to teach Purple = disciplinary knowledge

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Geography - whole school overview 2022/23 As a Geographer I can.....

All units: Understand basic subject -specific vocabulary relating to human and physical geography Ask geographical questions and offer their own ideas Communicate in different ways including through numerical and quantitative skills, maps and pictures Express their own views about people, places and environments Use large and medium scale OS maps, junior atlases, internet and aerial/oblique photographs.

Term	Preschool	Rec	Yr 1	Yr 2	Yr 3	Yr 4
Autumn - First week	<p>Based on Oliver Jeffers Here We Are</p> <p>Listen to a story about Earth and know that I live on Earth too.</p>	<p>Based on Oliver Jeffers Here We Are</p> <p>Assessment : Explain to me what planet you live on.</p> <p>Tell you that I live on planet Earth.</p> <p>Use Google Earth to begin to learn where we live.</p> <p>Observe using satellite images and aerial photographs.</p>	<p>Based on Oliver Jeffers Here We Are</p> <p>Assessment : Draw some physical features of the Earth and some human features.</p> <p>Tell you that I live on the Earth in the world.and that the North Pole is at the top of the Earth and the South Pole is at the bottom of the Earth.</p> <p>Observe images on Google Earth and record physical features (would be there without humans)</p> <p>Compare physical features to human features and tell you that human features</p>	<p>Based on Oliver Jeffers Here We Are</p> <p>Assessment : Where is the water on planet Earth?</p> <p>Understand that I live in the world, on planet Earth.</p> <p>Explain that rivers, lakes, seas and oceans are all bodies of water.</p> <p>Tell you that on planet Earth there are also deserts. Some deserts are very hot and some are very cold.</p> <p>Explain that deserts are places where there is very little precipitation. There are even Hot and</p>	<p>Based on Oliver Jeffers Here We Are</p> <p>Assessment : Explain the difference between the UK, Great Britain and The British Isles?</p> <p>Explain that my school is in Dorchester, in Dorset, in England, in the UK, in Europe, in the World and on Earth.</p> <p>Tell my partner that the Uk is made up of 4 countries and name them as England, Northern Ireland, Scotland and Wales. I can add that Great Britain is England, Wales and Scotland and that the British Isles is</p>	<p>Based on Oliver Jeffers Here We Are</p> <p>Assessment Q: What can you tell me about lines of longitude, latitude and the Equator?</p> <p>Learn that lines of longitude and latitude are imaginary lines that help us locate places on Earth. Lines of longitude run north to south. The main one is called the Prime Meridian. Lines of latitude run east to west. The main ones are called the Equator, Tropics of Cancer and Capricorn, Arctic and Antarctic Circle</p> <p>The Equator splits</p>



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<p>Autumn 1 from week 2</p>	<p>Ongoing throughout the year:</p> <p>Use my senses to explore natural materials around the school.</p> <p>Begin to understand that I need to care for the plants and creatures in the school grounds.</p> <p>Notice that leaves change colour over the four seasons</p> <p>Tell you where I live and where I go to school</p> <p>Use simple fieldwork and observational skills to study the geography of their</p>	<p>In and around My school</p>	<p>are man - made.</p> <p>That a globe is a round map of the Earth. Pupils should develop knowledge about the world.</p> <p>Identify the location of hot and cold areas of the world in relation to the Equator and the North and South poles</p> <p>Use aerial photographs (from Google Earth) and plan perspectives to recognise landmarks and basic human and physical features.</p> <p>Observe and record using satellite images and aerial photographs.</p> <p>Finding my way around the school and the local area</p>	<p>cold deserts that are found in every continent. Pupils should develop knowledge about the world.</p> <p>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features.</p> <p>Observe and record using satellite images and aerial photographs.</p> <p>Castles, Locations and landmarks On trip: Use simple fieldwork and</p>	<p>made up of England, Scotland, Wales, Northern Ireland and Ireland. Pupils should develop knowledge about the world.</p> <p>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features.</p> <p>Rome and Volcanoes Assessment Q: What do you know</p>	<p>the Earth into the Northern and Southern Hemispheres; the Prime Meridian splits the Earth into the Eastern and Western Hemispheres</p> <p>Pupils should develop knowledge about the world.</p> <p>Identify the location of hot and cold areas of the world in relation to the Equator and the North and South poles</p> <p>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features.</p> <p>Observe and record using satellite images and aerial photographs.</p> <p>India, rivers and rainforests Assessment Q: What is special</p>
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	<p>school and its grounds and the key humans and physical features of its surrounding environment</p>	<p>Assessment: Find different locations using an aerial map.</p> <p>Tell you that the school is called St Marys and it is in Dorchester.</p> <p>Take part in simple orienteering around the classroom. I know that a map is a drawing from above.</p> <p>Help to make a simple plan of the classroom using photos that match objects and different learning areas.</p> <p>Take part in photo orienteering around the school grounds using an aerial map.</p> <p>Talk about the direction I can walk in.</p> <p>Look at a local map on Google Maps and help to plan and follow a route to the Community Orchard.</p>	<p>Assessment: Show me an urban place and show me a rural place. Explain how you know.</p> <p>Tell you that my school, my home and Dorchester is local.</p> <p>Understand that Dorchester is urban because it is a town and rural means the countryside. Rural includes: farm, hills, mountain, forest and river. Urban includes: Office, shop, house factory</p> <p>Look around the school grounds and draw the physical features of the school from an aerial view (e.g trees, field)</p> <p>Use and help create a simple key, with symbols for the landmarks we want</p>	<p>observational skills to study the geography of Lulworth castle and its grounds and the key humans and physical features of its surrounding environment)</p> <p>Assessment: Explain why a castle is built where it is. Use national aerial photographs to locate castles and to identify the physical features I recognise in the surroundings (must include mountains, cliffs, seas, hills, rivers , forests)</p> <p>Draw a plan perspective (map overhead), with a key and symbols for the natural landmarks of mountains, cliffs, seas, hills, rivers , forests that surround a castle.</p> <p>Identify human features on a map (e.g towns, cities,</p>	<p>about volcanoes? Locate the world's countries, using maps and a globe to focus on Europe (including the location of Russia). I know if I am looking at a map at a local, national or global scale.</p> <p>Europe is made up of 50 countries; Russia is split across Asia and Europe</p> <p>Locate the world's major cities to include London, Rome, Moscow and Washington DC.</p> <p>Identify and focus on Rome and its key physical features (must include Mount Vesuvius).</p> <p>Locate Rome's volcano Mount Vesuvius on a map.</p>	<p>about rivers and rainforests? Identify India on a map and globe and begin to understand what a biome is.</p> <p>Identify if I am looking at a map at a local, national or global scale.</p> <p>Name the key biomes in India (must include the Tropical Rainforests)</p> <p>Rainforests are forests that are found in places with high temperatures and lots of precipitation. They are found between the Tropics of Cancer and Capricorn, in the area known as the Tropics. Rainforests are made of four main layers of different heights: the</p>
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		<p>Help to plan a simple walk to the library, noticing the train line, houses, town and the library building.</p> <p>Tell you that some of the physical features on the library walk are trees and fields.</p> <p>Tell you that some of the human features on the library walk are the train line, houses and the town.</p> <p>Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key humans and physical features of its surrounding environment</p> <p>Devise a small map.</p> <p>Use globes, maps, plans at a range of scales [i.e. following a route on a map]</p> <p>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features.</p>	<p>to show on our map. Place these features on a simple map with a key. Have symbols for the landmarks we want to show on our map.</p> <p>Draw routes between locations on the playground using a scale.</p> <p>Discuss the key human and physical features of my walk to Maumbury Rings and the library.</p> <p>Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key humans and physical features of its surrounding environment</p> <p>Devise a small map and use and construct basic symbols in a key.</p> <p>Use globes, maps, plans at a range of scales [i.e.</p>	<p>train lines, roads) and add onto the aerial map a castle, a port, a town and houses with symbols and a key.</p> <p>Begin to understand that a mountain can be formed when vast areas of land hit each other, that it is taller than a hill and is usually part of a range.</p> <p>Use simple fieldwork and observational skills to study the geography of Lulworth castle and its grounds and the key humans and physical features of its surrounding environment</p> <p>Devise a small map and use and construct basic symbols in a key.</p> <p>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features.</p>	<p>Understand that a volcano is formed when two plates move away from each other, or when an oceanic plate and a continental plate move towards each other. Products of volcanoes include lava, pyroclastic flows, ash clouds, lahars</p> <p>Understand that volcanoes can be active, dormant or extinct. Mount Vesuvius is an active volcano.</p> <p>Volcanoes can also be tourist attractions; provide nutrients in the soil; and the heat can be used to heat water Pupils should develop knowledge about the world.</p> <p>Use aerial photographs and plan perspectives to</p>	<p>emergent, the canopy, the understory and the forest floor</p> <p>Locate the River Ganges on a map and begin to understand its significance.</p> <p>Understand that the mouth of the river is where the river enters a lake or ocean and that the source is where the river begins.</p> <p>Know that a river has three courses: upper, middle and lower</p> <p>Tell my partner that there are three river processes : erosion, transportation, deposition. Waterfalls form in the upper course, when the water erodes soft rock Meanders form in</p>
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		<p>Q How do maps help us? What did you see that was natural? This is a physical feature. What did you see that was not natural? That was man made.</p> <p>Assessment: I can show you and tell you about signs of Autumn</p> <p>(ongoing)</p> <p>Q What are the signs of Autumn around you? Will the school grounds look the same as this in the Summer? What will stay the same and what will change?</p>	<p>following a route on a map]</p> <p>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features.</p> <p>Q What are the features in the local area that show us that our school is in an urban area? Can you think of a rural area close by? How do you know it is rural? How does a map help us find our way around?</p>	<p>Q Why are castles built where they are? What reasons are castles built? Where would you build a castle? Explain if it is a good idea to have water near a castle. What features did you notice on the trip?</p>	<p>recognise landmarks and basic human and physical features.</p> <p>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.</p> <p>Environmental regions, key physical and human characteristics, countries and major cities.</p> <p>Why is it important to know the location of cities? What city in Europe would you visit and why? If you had the chance, would you visit Mount Vesuvius and why/why not? Where did the Romans settle and why did they choose these locations?</p>	<p>the middle course, by erosion and deposition. Floodplains form in the lower course, by deposition. Understand that a river is a path that water takes as it flows downhill towards its mouth.</p> <p>Observe and record using satellite images and aerial photographs.</p> <p>Use simple fieldwork and observational skills to study the geography of the river Frome and its grounds and the key humans and physical features of its surrounding environment</p> <p>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features.</p> <p>Devise a small map (of a river) and use and construct basic symbols in a key.</p>
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						<p>Observe and record using satellite images and aerial photographs. Investigate places and themes at more than one scale.</p> <p>Environmental regions, key physical and human characteristics, countries and major cities.</p> <p>What are the similarities and the differences between India and England in terms of physical and human features? River or Rainforest - which would you rather visit and why?</p>
Spring	<p>Begin to understand that if I plant a bulb, it needs to be looked after by watering it.</p> <p>Begin to notice the environment around me.</p>	<p>We're Going On A Bear Hunt (1) Assessment: I can talk about the different habitats of bears around the world.</p> <p>Where do bears live? Look at a globe and know that the blue parts are sea and the other parts are land.</p> <p>Tell you that there are</p>	<p>What Makes Up The United Kingdom? Assessment : Show me on a UK map where England, Northern Ireland, Wales and Scotland are. Tell me about their physical and human features.</p> <p>Begin to understand that Dorchester is at a local scale and the</p>	<p>Seasonal foods Assessment: Explain why some foods are grown in some countries and not in others.</p> <p>Explain that Dorchester and the UK have daily weather patterns. These weather patterns include drizzle, windy,</p>	<p>What is Maiden Castle and how is it used? (on the trip: Make a simple scale drawing) Assessment: I can summarise how the use of land on Maiden Castle has changed. Name and locate counties of the United Kingdom, to include Dorset. Look</p>	<p>New places How do I find my way around different places?</p> <p>Use 8 points of a compass.</p> <p>Use plans and maps using symbols and keys (orienteering)</p>



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		<p>different countries in the world.</p> <p>Tell you that bears live in different places. Some of these places are hot and some are cold. Introducing the word Mountain.</p> <p>Recognise that some places are different to the one that I live in.</p> <p>Begin to understand that some bear food is grown in different parts of the world.</p> <p>Pupils should develop knowledge about the world.</p> <p>Q Which is your favourite bear and where does it live? Show me. What does your bear like to eat?</p> <p>On The Farm (2)</p> <p>Assessment: I can show you and tell you about signs of Spring</p> <p>Use simple fieldwork and</p>	<p>UK is at a national scale.</p> <p>Understand and follow instructions to move near and far, left and right.</p> <p>Describe the location of features on a UK map using the words near and far, left and right.</p> <p>Describe routes on a map using the words near and far, left and right.</p> <p>Use simple compass directions (North, South, East and West) to move in a given direction.</p> <p>Tell you that there are 4 countries: England, Northern Ireland, Scotland and Wales. I can show you on a map of the UK.</p>	<p>cloudy etc</p> <p>Tell you that weather is a description of the conditions in one particular place.</p> <p>Understand that climate is a long - term summary of the weather. To know that our climate is changing.</p> <p>Identify seasonal and daily weather patterns in the United Kingdom.</p> <p>Explain the seasonal weather patterns in the United Kingdom.</p> <p>Tell you that precipitation is the fall of water as rain, hail, snow or sleet.</p> <p>List food that is grown in warm climates and those that are grown in rainy climates.</p>	<p>at where other hill forts are.</p> <p>Name and locate cities of the United Kingdom, to include London.</p> <p>Name and locate Maiden Castle using photographs and aerial maps.</p> <p>Tell you that settlements can be hamlets, towns, villages or cities depending on their size.</p> <p>Identify the human physical characteristics, key topographical features of hills, and understand how some of these aspects have changed over time</p> <p>Identify the human characteristics and land-use patterns; and understand how some of these</p>	<p>Make plans and maps using symbols and keys.</p> <p>Use globes, maps, plans at a range of scales [i.e. following a route on a map]</p> <p>Q How is a compass helpful in finding your way around? Explain to me the 8 points of a compass. Why do OS maps have symbols and keys?</p>
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		<p>observational skills to study the geography of their school/farm and its grounds and the key humans and physical features of its surrounding environment</p> <p>Q What are the signs of Spring around you?</p>	<p>Use simple compass directions (North, South, East and West) to describe where the four countries are on a map of the UK.</p> <p>Name, locate and identify characteristics of the capital cities of the United Kingdom.</p> <p>Tell you that the seas that surround the UK are the North sea, the Irish sea and the English Channel.</p> <p>To develop knowledge about the United Kingdom and their locality.</p> <p>To locate and identify characteristics of the four countries and capital cities of the United Kingdom.</p> <p>Use world maps, atlases and globes to identify the United Kingdom and its countries.</p>	<p>Pupils should develop knowledge about the world.</p> <p>Identify seasonal and weather patterns in the United Kingdom.</p> <p>Identify the location of hot and cold areas of the world in relation to the Equator and the North and South poles</p> <p>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features.</p> <p>How would you describe the weather in this season?</p> <p>How does this affect the day length and activities we choose to do at this time of year?</p> <p>What is happening to our climate at the moment? Do you know why?</p> <p>What foods travel a long way to get on your plate?</p>	<p>aspects have changed over time</p> <p>Explain that Maiden Castle is a tourist attraction and that Tourism is the business of supporting and encouraging people to visit a place for fun</p> <p>Name and locate 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.</p> <p>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 food, minerals and water.</p>	
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			<p>Use world maps, atlases and globes to identify the United Kingdom and its countries.</p> <p>Use simple compass directions (North, South, East and West) and locational and directional language (e.g near and far; left and right) to describe the location of features and routes on a map.</p> <p>Environmental regions, key physical and human characteristics, countries and major cities.</p> <p>Q What country do you live in? Show me on a map or a globe. Whereabouts is Wales? What direction do we live in when we look at a map of the UK? What can you tell me is different about Scotland and England?</p>		<p>Use simple fieldwork and observational skills to study the geography of Maiden Castle and its grounds and the key humans and physical features of its surrounding environment</p> <p>Use fieldwork (Maiden castle) to observe, measure and record the human and physical features in the local area using a range of methods , including sketch maps and digital technologies.</p> <p>Environmental regions, key physical and human characteristics, countries and major cities.</p> <p>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features.</p> <p>Observe and record using satellite images and aerial photographs.</p> <p>Make a simple scale drawing</p> <p>Why were Iron Age hill forts built?</p>	
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					<p>What do we know already about the human and physical geography of the stone age settlements? What tools did the stone age people use for their art work and what does the artwork tell us about the natural resources they had? What does cave art tell us about the way people lived and used the land? How has the use of the castle changed over time?</p>	
<p>Summer</p>	<p>Begin to understand that if I plant a bulb and give it what it needs it will grow.</p> <p>Begin to understand that there are different places in the world.</p> <p>To begin to notice in stories that some places are</p>	<p>In the garden (1) Assessment: minibeast survey & map</p> <p>Begin to understand how to read a simple map. Look at the physical features and discuss a hill, a forest.</p> <p>Make a simple map of where I find a minibeast in the school grounds.</p> <p>Make a simple scale drawing</p>	<p>Hot, Hot, Hot and Cold, Cold, Cold Assessment: Tell me about the hot countries in the world and the cold countries. Show me where they are.</p> <p>Use world maps, atlases and globes to locate different countries.</p> <p>I know if I am looking at a map at</p>	<p>The wonders of the Jurassic coastline Assessment: Where is the Jurassic coastline and what makes it special?</p> <p>Locate the Jurassic coastline on maps and aerial photographs.</p> <p>Tell you that coastal areas are areas of land that are close to the sea. These can be urban or</p>	<p>What is the water cycle? Assessment: Why does it rain and what happens to the water?</p> <p>Understand that the amount of water on Earth is constant.</p> <p>Explain the Water cycle: Evaporation from the air, and transpiration from trees means that water vapour</p>	<p>Springhead and Dorchester. How do they compare? (on the trip: Draw a map of a short route experienced - key with recognisable symbols on an OS map) Assessment:What are the physical and human features of both places? Locate Fontmell Magna on a map.</p> <p>Explain the variety of physical features,</p>



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	<p>different to the one that I live in.</p>	<p>Plan perspectives to recognise landmarks and basic human and physical features.</p> <p>Q How do you read a map? What natural features are there in the school grounds? What human features are there in the school grounds? What can you tell me about a hill? What would I see in a forest?</p> <p>By the sea Assessment: Plot on map where the snail and whale have visited-postcard.</p> <p>Identify the main physical features in the story. A mountain needs to be identified. A volcano needs to be introduced.</p> <p>Look at and discuss what I notice about Weymouth. This will include the beach, the sea, the harbour and the fairground.</p> <p>Understand that</p>	<p>a local, national or global scale.</p> <p>Locate hot and cold areas of the world in relation to the Equator and the North and South Poles.</p> <p>Understand that a village in Dorset and a village in Papua New Guinea have some similar physical features and some that are different.</p> <p>Understand that a village in Dorset and a village in Papua New Guinea have some similar human features and some that are different.</p> <p>Explain that some parts of both areas are poor and some are wealthier and tell you some of the reasons why.</p>	<p>rural. Land use is often different around coastal areas and rivers.</p> <p>Understand that coasts have many different features, such as caves and cliffs, beaches and mudflats and that the Jurassic coastline is special due to its diversity (In 2001 the Jurassic Coast was inscribed as a World Heritage Site by UNESCO for the Outstanding Universal Value of its rocks, fossils, and landforms. It remains England's only natural World Heritage Site)</p> <p>Tides, waves, and water currents (flow) shape the land to form these coastal features</p> <p>Recognise human features of the coastline. This is to</p>	<p>rises into the air. It condenses to form clouds and precipitation occurs when the clouds get heavy. Surface runoff is where water collects in lakes or rivers and is taken back to sea</p> <p>Know that rivers play a big role in the water cycle by transporting water from source to sea.</p> <p>Key physical and human characteristics.</p> <p>Q Why is the water cycle called a cycle? How does the river play a part in this?</p>	<p>to include the fresh water spring, the river, the surrounding hills, the woodland, the vale and animals such as deer and hares.</p> <p>Identify different tree species.</p> <p>Identify and categorise different species in the river through pond dipping.</p> <p>Identify the human features with land use and pattern.</p> <p>Use plans and maps to locate features around the grounds.</p> <p>Post residential: Record, in length, the physical and human characteristics observed on the field trip.</p>
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		<p>Weymouth has different features to Dorchester. To introduce the words beach and sea.</p> <p>Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key humans and physical features of its surrounding environment</p> <p>Environmental regions, key physical and human characteristics.</p> <p>Q What did you notice in Weymouth? Where is Weymouth?</p> <p>Assessment: I can show you and tell you about signs of Summer (ongoing)</p> <p>Q What are the signs of Summer around you?</p>	<p>Identify the location of hot and cold areas of the world in relation to the Equator and the North and South poles</p> <p>Pupils should develop knowledge about the world.</p> <p>Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non - European country (Papua New Guinea)</p> <p>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features.</p> <p>Environmental regions, key physical and human characteristics, countries and major cities.</p> <p>Q How are the two areas similar and different? Can you identify the physical geography from an aerial map of the two</p>	<p>include pollution, land use and tourism.</p> <p>Name the world's seven continents and five oceans, knowing that oceans are larger than seas. Six of these continents people live on.</p> <p>Name the world's seven continents and five oceans, knowing that oceans are larger than seas. Six of these continents people live on.</p> <p>To locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</p> <p>Name and locate the world's seven continents and five oceans.</p> <p>Use world maps, atlases and globes to identify the United Kingdom and</p>		<p>Use simple fieldwork and observational skills to study the geography of Springhead and its grounds and the key humans and physical features of its surrounding environment</p> <p>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features.</p> <p>Environmental regions, key physical and human characteristics, countries and major cities.</p> <p>Communicate understanding through writing at length</p> <p>What are the main differences between an urban and a rural location? What were the main physical characteristics of Springhead? What were the main human characteristics of Springhead? Why do so many species live in the river at Springhead?</p>
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			<p>places? Where would you rather live and why? What makes a place hot or cold? How would your life be different if you lived in a very hot place or a very cold place?</p>	<p>its countries as well as the countries, continents and oceans</p> <p>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features.</p> <p>Environmental regions, key physical and human characteristics, countries and major cities.</p> <p>Q What is the difference between a sea and an ocean? What is special about the Jurassic Coast? How does an urban and a rural coastline differ? </p>		<p>Use plans and maps using symbols and keys (orienteering)</p> <p>Make plans and maps using symbols and keys.</p> <p>Make maps using symbols and keys.</p> <p>Use globes, maps, plans at a range of scales [i.e. following a route on a map]</p> <p>Q How is a compass helpful in finding your way around? Explain to me the 8 points of a compass. Why do OS maps have symbols and keys?</p>
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<p>Yr 5 A Sense of Place Map skills unit; locating the continents, some countries in Europe, countries in the UK, lines of latitude and longitude, 4 and 6 figure grid references, map symbols, direction, relief and OS map work Writing task - Where do I live? <u>Assessment</u>: Skills Test</p>	<p>Brazil Investigating Brazil: location of Brazil, physical and human features, land use, biomes, climate zones, relief, deforestation; cause and effect of climate change, development indicators, employment structure data interpretation Case Study: Rio De Janeiro, Rocinha and sustainability <u>Assessment</u>: Test to include the future of Rocinha</p>	<p>Where do I live? Local area study of Weymouth Location of Weymouth, physical and human features in Dorset, OS map skills, land use, tourism, tourism data presentation and interpretation. Future sustainability of tourism in Weymouth Case study: Weymouth Fieldwork: Land use mapping in Weymouth <u>Assessment</u>: Test including OS map work</p>
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<p>Yr 6 Why do we live where we do? Site and Settlement hierarchy, land use patterns: LIC and MIC / NEE, settlement patterns, settlement change, economic development and demographic data relating to Dorchester. Use of Dorset Explorer GIS</p> <p>Case study: Future development in Dorchester and surrounding villages. Link to climate change - expanding floodplains of the River Frome (visit from Mr Sneller from DCC planning office)</p> <p>Future Fieldwork: Walk around Dorchester's development sites</p> <p><u>Assessment:</u> Test to include the future development of Dorchester</p>	<p>Our Fragile World Location of mountains and ranges (global - national), mountain features, types of mountain, plate tectonics, mountain activities (linking of physical and human geography), impact of tourism, tourism data presentation and interpretation, future sustainability, impact of climate change</p> <p>Case study: The Alps (climate and tourism)</p> <p><u>Assessment:</u> Test to include impact of tourism</p>	<p>Greece Opa! Location of Greece, physical and human features, map skills, global tourism data interpretation, environmental, economic and social impact of tourism, impact of climate change and Covid, sustainable development of tourism and ecotourism</p> <p><u>Assessment:</u> Greece test to include sustainable tourism in Santorini</p>
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