Geography Breadth Map
TEACHER PLANNING DOCUMENT

	Autumn		Spring		Summer	
Reception	**Term 1**	**Term 2**	**Term 3**	**Term 4**	**Term 5**	**Term 6**
New Learning **Knowledge LIs**	**<u>Unit 1 – You, Me, Us</u>** ***Enquiry Question: Where do I live?*** I can talk about my home and family. I can name my school and village. I may be able to locate my home on Google Earth. I can identify familiar features (doors, classrooms, offices). I can observe signs of autumn. I can follow a simple photographic map and identify familiar features. I can sequence my journey using photos. I can make simple observations of my environment.	**<u>Unit 2 – Sparkle and Shine (Diwall and India)</u>** **Enquiry Question: How is Diwali celebrated?** I may be able to locate India on a globe or map. I can talk simply about features of India (climate, national animal/bird, sport etc.) I can talk about how Diwali is celebrated (Diva lamps, fireworks, gifts, food). I can compare the features of India to my own environment. I can ask questions about a contrasting locality.	**<u>Unit 3 – Terrific Tales</u>** **Enquiry Question: What can I do in Prestbury?** **Enquiry Question: What is China like?** I can identify where I live. I can recognise features in my local area. I can name the town and village I live in. I can identify features in my local area. I can sequence my journey and make a simple representation of it. I can express my views on features of Prestbury. I can identify features on Google Earth and a simple drawn map. I can follow a simple map. I can describe features of China, such as climate, animals, and foods. I can describe the key features of my immediate environment. To understand that places can have similarities and differences.			**<u>Unit 4 – The Big Blue</u>** **Enquiry Questions: How can I make oceans better?** I can identify signs of summer. I can observe and talk about what is above me and what is below me I can represent places and journeys. I can think of ways to help our environment. I can identify land and sea on globes and maps
Rapid Recap	-Name and talk about what I can see around me. -Name basic features within the environment. -Describe these features using my senses. -Name members of my family and talk about them.	-Explain where I live. -Describe my home and family. -Describe my immediate environment (including seasonal changes) through observation.	-Find land and sea on a map. - Find India on a map. - To know the weather associated with each season. - Describe a simple journey.			-I can describe features of China, such as climate, animals, and foods. - I can describe the key features of my immediate environment.
Vocabulary	World, Planet. Earth, Globe, Land / Sea, Prestbury, Cheltenham, England, Village, House, Library, Flat, Bungalow, Caravan, Map, Near/ far, Above / Below / In front / Next to / Behind, Photographs, Location, Offices, Conservatory, Detached, Semi-detached, Terraced	World, India, Country, Land, Flag, Map, Globe, Weather, Rivers, Jungles, Forest, Clothing, Atlas, Climate, Desert, Mountain, National animal / bird, Famous	World, Planet, Earth, Globe, Place, Land / Sea, Prestbury, Village, Prestbury, Map, Location, Aerial map, Birds eye view, Sequence Positional vocabulary, Place names			Ocean, Earth, Globe, Land / Countries, Seas, Plastic, Prestbury, Pollution, Recycling, Locate, Village, Litter, Harmful, Environment, Reduce, Reuse, Aerial map, Birds eye view, Above / below, Sea, Ocean, Land, World, Globe, Vehicle, Specie, Locate
Disciplinary Knowledge						

Year 1	**Term 1**	**Term 2**	**Term 3**	**Term 4**	**Term 5**	**Term 6**
New Learning **Knowledge LIs**	**<u>Unit 1 - Hot and Cold Areas of the World</u>** **Enquiry Question: What would it be like to live in a hotter or colder place than Prestbury?** I can find the North and South Poles and the Equator on a world map and globe. I can locate Brazil on a globe or map. I can locate South America on a globe or map. I can locate Greenland on a globe or map.		**<u>Unit 2 – Go Wild in Africa (Local Area Study on Prestbury)</u>** **Enquiry Question: What features can I find in Prestbury?** I can use a map/globe or atlas to locate the UK. I can locate Prestbury and Cheltenham on a map.	**<u>Unit 3 - Go Wild in Africa (An African village in Kenya)</u>** **Enquiry Question: How are villages in Kenya similar and different to Prestbury?** I can use a map/ globe or atlas to locate Africa. I may be able to locate some countries within Africa.		

	I can describe features of Brazil and Greenland and I can compare them with each other as well as my own environment. I can explain how the location of a place in relation to the equator and N/ S Poles can affect its seasons and weather. I can observe features of a contrasting locality and make comparisons. I can use a range of maps and atlases.	I may be able to identify the countries within the UK. Identify human and physical features in Prestbury. con	I can observe and describe similarities and differences between Prestbury and a small village in Kenya (markets, houses). I can identify human and physical features of Soyo Soyo and Prestbury. Find features on photographs and aerial maps. I can compare an aerial photographs and maps of Prestbury and Soyo Soyo in Kenya. I can consider why people live in different ways.		
Rapid Recap	-To know the weather's associated with each season and to understand the effect on the natural world. -To begin to identify that some features are natural and some are man – made. -To identify land and sea on a map. -To identify India and China on a map, focusing on the shape of the land.	-To identify hot and cold areas of the world in relation to the Equator and the Poles. - To describe similarities and differences of Brazil and Greenland with the village of Prestbury (size, amenities, location, vegetation weather etc).	-To identify the location of my school, home and village using a range of maps, globes and atlases. -To identify the UK on a map or globe. -To identify Brazil, South America and Greenland on a map or globe. - To identify human and physical features in my school environment.		
Vocabulary	Tier 1: World, Planet, Globe, Equator, North Pole, South Pole, Brazil, Rainforest, Weather, South America, Greenland, City. Tier 2: Carnival, Climate, Seasons, Soil, Port, Harbour.	Tier 1: Prestbury, Village, Cheltenham, Town, Country, England, Africa, World, Map, Human, Physical, House, Shop. Tier 2: UK, Aerial view, Plan view, Key, Symbol, Route, Soil, Farm.			
Disciplinary Knowledge					

Year 2	**Term 1**	**Term 2**	**Term 3**	**Term 4**	**Term 5**	**Term 6**
New Learning **Knowledge LIs**	**<u>Unit 1 – UK Explorers</u>** **Enquiry Question: What could a person do if they visited the United Kingdom?** I can locate of the four countries and capital cities of the United Kingdom. I can locate the UK's surrounding seas. I can locate the seven continents of the world. I can locate the 5 oceans. I can describe features of England. I can describe features of Scotland. I can describe features of Wales. I can describe features of Northern Ireland. (E.g. national flag, dance and flower, landmarks and language/accent) I can compare features of the four countries of the UK each other. I can name and recognise some key physical and human features in the four countries in the United Kingdom (E.g. tallest mountains, capital cities, longest rivers). I can find the United Kingdom on a range of maps, globes or atlases. I can follow simple compass directions (North, South, East and West. I can use simple compass directions to describe the location of places in relation to one another.				**<u>Unit 2 – Let's Build: Homes and Structures (India Study)</u>** **Enquiry Question: How do buildings in a village in India compare to buildings in Prestbury?** I can use a map/globe or atlas to locate South Asia and India. I may be able to locate some other Asian countries. I can observe and describe similarities and differences between Prestbury and a small village in India (houses, vegetation). I can identify and categorise human and physical features in an Indian village. I can explain how the location of a place in relation to the equator and N/S Poles can affect its seasons and weather. I can sequence a journey through my local area. I can understand what a map is and I can use an aerial map (including those with basic symbols in a key). I can select and use symbols to represent features on a map. I can sequence key locations along a route. I can use photographs and aerial maps to make comparisons between locations. I can use reasoning to consider why people live in different ways. I can select and observe characteristics of Prestbury.	
Rapid Recap	-Identify South America, Africa, Brazil, Kenya and Greenland on a map or globe.				-To identify the UK as well as the continents, oceans and countries studied.	

	-To describe similarities and differences of Brazil, Kenya and Greenland with the village of Prestbury (size, amenities, location, vegetation weather etc). - To use aerial images and plan perspectives to recognise landmarks and basic physical features.				-I can locate the four countries of the United Kingdom. - To describe similarities and differences of the four countries of the United Kingdom (size, amenities, location, vegetation weather etc). -To discuss the seasonal weather patterns of the UK and build upon this by understanding hot and cold areas of the world in relation to the equator, hemispheres etc. -To use compass directions and locational language to describe the location of features and routes on a map.	
Vocabulary	Tier 1: Continent, United Kingdom, Country, Wales, England, Scotland, N. Ireland, Capital City, Mountain, River, weather, Seasons. Tier 2: Human features, Physical features, compass, North, South, East, West, Cardiff, London, Edinburgh, Belfast, Lake/ Loch, Cliff (Dover), Ocean, Coast, Valley. Tier 3: Population, National Flower, Landmarks.				Tier 1: Prestbury, Village, Cheltenham, Town, Country, England, World, Map, Physical, Human, India, United Kingdom, Hot, Cold, Seasons, Weather, Equator, Northern Hemisphere, Southern Hemisphere, East, West, Poles, House, Office, Ocean, Coast. Tier 2: Key, Symbols, Route, Climate, Coast, Ocean, Vegetation, Factory.	
Disciplinary Knowledge						

Year 3	**Term 1**	**Term 2**	**Term 3**	**Term 4**	**Term 5**	**Term 6**
New Learning **Knowledge LIs**			**Unit 1 – Mountains** To locate The Alps within Europe. To locate the countries of Europe and use maps to identify Europe's major regions, cities and human and physical characteristics. (Focus on The Alps) To identify countries of the world that contain mountain ranges To describe the locations of the mountain ranges in relation to the Equator and their position in the Northern and Southern hemispheres. To find similarities and differences between The Alps and The Cotswold and understand the geographical similarities and differences through the study of human and physical geography. To identify key topological features including mountains and hills and how these have changed over time To describe and understand key aspects of physical geography – including climate zone and mountains To use atlases, keys and maps to investigate countries and continents that contain mountain ranges and identify their capitals. To use an atlas to find the highest mountains in the world and their heights. To use digital maps and satellite images to look at features (snow). To use eight points of a compass to compare the location of the mountain ranges of the world.		**Unit 2 – Local Study** To know the location of Cheltenham within the South West region. To describe and understand key aspects of human geography including – types of settlement, land use and economic activity (Local Study). To describe the types of jobs that people would have in this area (Local Study) To describe the impact of human activity upon the physical environment (Local Study). To understand and use four figure grid references To understand what symbols represent some buildings on OS maps To understand how contour lines show how high above sea level an area is To understand that contour lines can indicate how steep land is To use line graphs to represent height data To use digital devices to record data - altitude
Rapid Recap			I can use a map/globe or atlas to locate South Asia and India. I can observe and describe similarities and differences between Prestbury and a small village in India (houses, vegetation). I can identify and categorise human and physical features in an Indian village. I can explain how the location of a place in relation to the equator and N/S Poles can affect its seasons and weather. I can use an aerial map (including those with basic symbols in a key).			To locate The Alps within Europe. To identify countries of the world that contain mountain ranges To find similarities and differences between The Alps and The Cotswold and understand the geographical similarities and differences through the study of human and physical geography. To describe and understand key aspects of physical geography – including climate zone and mountains To use eight points of a compass to compare the location of the mountain ranges of the world.
Vocabulary			County, country, mountains, range, Equator, position, Northern Hemisphere, Southern Hemisphere, tourism, , The Alps, landscape, Mont Blanc, Scafell Pike, settlement, human geography, physical geography, location, landscape, features, temperature, continent, range, altitude,			Settlement, symbol, four figure grid reference, key, line graph, atlas, OS map, data, contour lines

Disciplinary Knowledge						
Year 4	**Term 1**	**Term 2**	**Term 3**	**Term 4**	**Term 5**	**Term 6**
New Learning **Knowledge LIs**			**Unit 1 – Rivers** To know the location of the River Severn. To identify counties of the UK around Gloucestershire and their major cities. To identify the counties that the River Severn flows through. To locate some countries and major cities that contain rivers. To describe the locations of the rivers of the world in relation to the Equator and their position in the northern and southern hemisphere To explain how rivers flow to the sea/ocean. To find similarities and differences between the River Severn and a river in Europe and understand the geographical similarities and differences through the study of human and physical geography. To Investigate the history of the River Severn and its impact on the growth of Gloucester. Link to Romans and then canals/industry. To evaluate the pros and cons of the damming of rivers by looking at examples of rivers that have had dams built on them. What were the positive impacts gained from doing so and what negative impacts did it have on humans and wildlife? To use atlases and maps to find cities, counties and countries in the UK To use atlases to map the course of rivers and their change in height as they progress towards the coast To use eight points of a compass to describe the direction of flow of rivers of the world To identify contour lines		**Unit 2 – Local Study** To describe and understand key aspects of physical geography including rivers and the water cycle and climate zones To describe and understand key aspects of human geography including land use. activity and trade and energy production To understand and use four and six figure grid references To identify what is represented by symbols on a map To investigate and locate rivers of the world and settlements that exist along them by using atlases and maps. Why have the settlements been built there? What impact has the river had on the settlement and people living there and the impact humans have had upon the river?
Rapid Recap			To know the location of Cheltenham within the South West region. To describe the impact of human activity upon the physical environment (Local Study). To understand and use four figure grid references To understand what symbols represent some buildings on OS maps To understand how contour lines show how high above sea level and area is To understand that contour lines can indicate how steep land is To describe and understand key aspects of physical geography including rivers and the water cycle and climate zones			To know the location of the River Severn. To identify counties of the UK around Gloucestershire and their major cities. To describe the locations some rivers of the world in relation to the Equator and their position in the northern and southern hemisphere. To explain how rivers flow to the sea/ocean.
Vocabulary			country, capital, county, city, physical characteristic, location, Equator, Northern Hemisphere, Southern Hemisphere, River Severn, Amazon, settlement, human geography, physical geography, location, landscape, feature, temperature, water cycle, climate zone, coasts, rivers, hills			settlement, land use, economic activity, trade, contour lines, atlas, OS map, symbol, four figure grid reference, six figure grid reference, settlement, impact
Disciplinary Knowledge						
Year 5	**Term 1**	**Term 2**	**Term 3**	**Term 4**	**Term 5**	**Term 6**
New Learning **Knowledge LIs**			**Unit 1 – Volcanoes and Earthquakes** To locate the countries of North America and use maps to identify North America's major regions, cities and human and physical characteristics. To locate the world's countries and major cities that contain physical characteristics (earthquakes and volcanoes) and compare to North America. To identify tectonic plates of the world and their link to the continents and oceans To describe the locations of the volcano and seismically active areas in the relation to the Equator and their position in the Northern and Southern hemispheres. To find similarities and differences between North America and other areas of the world and understand the geographical similarities and differences through the study of human and physical geography. To describe and understand key aspects of physical geography – including volcanoes and earthquakes To investigate the impact of eruptions and earthquakes on human populations and their settlements To investigate how settlements have adapted to earthquakes to keep people safe and why people live near volcanoes and how they can use volcanic areas for economic gain – farming, geothermal energy production To use atlases and maps to find countries and cities affected by seismic events. To use atlases and digital sources to investigate tectonic plate boundaries on a map and area of high seismic activity – Ring of Fire		**Unit 2 – Local Study** To describe and understand key aspects of human geography – types of settlement and land use, economic activity including trade links (roads) To understand and use four and six figure grid references To identify what is represented by symbols on a map To use eight-point compass directions
Rapid Recap			To describe and understand key aspects of physical geography including rivers and the water cycle and climate zones To identify key physical features (including hills, coasts and rivers) and land use of the land (cities, roads) and understand how some of these aspects have changed over time To understand and use four and six figure grid references			To locate the countries of North America and use maps to identify North America's major regions. To identify tectonic plates of the world and their link to the continents and oceans.

		To identify contour lines To identify what is represented by symbols on a map To investigate and locate rivers of the world and settlements that exist along them by using atlases and maps. Why have the settlements been built there? What impact has the river had on the settlement and people living there and the impact humans have had upon the river?		To describe the locations of the volcano and seismically active areas in the relation to the Equator and their position in the Northern and Southern hemispheres. To describe and understand key aspects of physical geography – including volcanoes and earthquakes To investigate how settlements have adapted to earthquakes to keep people safe and why people live near volcanoes and how they can use volcanic areas for economic gain – farming, geothermal energy production To use atlases and digital sources to investigate tectonic plate boundaries on a map and area of high seismic activity – Ring of Fire
Vocabulary		country, city, physical characteristics, seismic activity, tectonic plates, continents, ocean, equator, Northern Hemisphere, Southern Hemisphere, North America, fault, earthquake, volcano, settlement, human geography, physical geography, location, landscape, feature, temperature, magma, lava, earth's crust, mantle, core, seismometer, thermal, geothermal energy, fertile		four figure grid reference six figure reference, settlements, trade
Disciplinary Skills				

Year 6	**Term 1**	**Term 2**	**Term 3**	**Term 4**	**Term 5**	**Term 6**
New Learning **Knowledge LIs**	To describe and understand key aspects of physical geography including climate zones, biomes and vegetation belts To understand the impact climate has on the vegetation and wildlife To understand why rainforests are located in certain regions of the world To investigate the different biomes that exist in different countries around the world and where they are in relation to the Equator and Tropics		**<u>Unit 2 – Rainforests</u>** To locate the countries of South America and identify major regions and cities, using an atlas. To find similarities and differences between Manaus and other areas of the rainforest and understand the geographical similarities and differences through the study of human and physical geography To describe the physical features of a rainforest and the role they play globally To understand the different types of settlement to be found in the Amazon rainforest To identify the location of the Amazon rainforest, using an atlas To identify the location of key physical features of South America (Andes, Amazon river).			**<u>Unit 3 - Local Study</u>** To describe and understand key aspects of human geography including types of settlement and land use, economic activity and distribution of natural resources.
Rapid Recap	To describe and understand key aspects of human geography – types of settlement and land use, economic activity including trade links (roads) To understand and use four and six figure grid references To identify contour lines To identify what is represented by symbols on a map To use eight-point compass directions		To describe and understand key aspects of physical geography including climate zones, biomes, vegetation belts and rivers To understand the impact climate has on the vegetation and wildlife To understand why rainforests are located in certain regions of the world To investigate the different biomes that exist in different countries around the world and where they are in relation to the Equator and Tropics			To find similarities and differences between Manaus and other areas of the rainforest and understand the geographical similarities and differences through the study of human and physical geography To describe the physical features of a rainforest and the role they play globally To understand the different types of settlement to be found in the Amazon rainforest To identify the South American countries and location of the Amazon rainforest, using an atlas To identify the location of key physical features of South America (Andes, Amazon)
Vocabulary	Equator, Northern Hemisphere, Southern Hemisphere, Tropic of Capricorn, Tropic of Cancer, Antarctic circle, Arctic circle, environmental, regions		North America, South America, Andes, Amazon			
Disciplinary Skills						