



		Autumn	Spring	Summer
	Strand (s) (taken from KKPDs)	Place Knowledge	Locational Knowledge Place Knowledge Human and Physical Geography Skills and fieldwork	Human and Physical Geography Skills and fieldwork
	KKPDs (and subject content choices)	<p style="text-align: center;">Place Knowledge</p> <p>NG.4 know the name of different features and objects in their immediate environment (School environment - play equipment, flower beds, sensory garden, Forest school, town they live in – Sutton-in-Ashfield)</p> <p>NG.5 know that small world opportunities link to real world experiences (e.g. farms, garages, train tracks, walking by a river or lakes)</p>	<p style="text-align: center;">Locational Knowledge</p> <p>NG.1 know there are different countries in the world (South Africa, Italy, Australia)</p> <p>NG.2 know there are differences between countries and can talk about these, from experiences or photographs (UK vs Australia, Italy)</p> <p>NG.3 know the name of the town in which we live (Sutton-in-Ashfield)</p> <p style="text-align: center;">Place Knowledge</p> <p>NG.6 know how to use questions to find about the place where they live and the natural world (River Maun)</p> <p style="text-align: center;">Human and Physical Geography</p> <p>NG.7 know how to respect and care for the natural environment (Forest school)</p> <p>NG.8 know how their behaviour can affect the environment</p> <p style="text-align: center;">Skills and fieldwork</p> <p>NG.9 know how to use simple observational equipment to support exploration of the natural environment (Forest school, sensory garden, magnifying glasses, scavenger hunts)</p>	<p style="text-align: center;">Locational Knowledge</p> <p>NG.2 know there are differences between countries and can talk about these, from experiences or photographs (UK vs South Africa)</p> <p style="text-align: center;">Human and Physical Geography</p> <p>NG.8 know how their behaviour can affect the environment (Forest school)</p> <p style="text-align: center;">Skills and fieldwork</p> <p>NG.9 know how to use simple observational equipment to support exploration of the natural environment (Forest school, sensory garden, magnifying glasses, scavenger hunts)</p>
F1	Rationale for content choices	<p>Current Learning Children develop their place knowledge through the discovery of their surroundings in school environment and forest school. They learn that the town they live in is called Sutton-in-Ashfield and name of the school in Mapplewells.</p> <p>Curriculum links Children explore the known environment starting in school, learning about human and physical features such as play equipment, sensory garden and Forest school.</p> <p>Forest school exploration – recognising different parts of the school environment, as well as wildlife., and linking it to the human features in the real world.</p> <p>Future Learning Comparison of different environments (later countries) is revisited throughout the school. Sutton-in-Ashfield is used also as a focus in KS1 and as a comparison to towns in South Africa.</p>	<p>Previous Learning Australia and Italy are introduced as key countries for future study and comparison (location and climate).</p> <p>Current Learning The children begin to explore the idea of other countries and that we live in a country called England. Following the children’s interest, we explore and compare a different country to England (Australia) in more detail. Children continue to explore their immediate surroundings expanding it to the comparison of local physical (River Maun) and human (aboriginal huts) features. Forest school plays an important role when practising fieldwork skills (scavenger hunts).</p> <p>Curriculum links Forest school exploration – focusing on respecting the environment, the impact of littering. Picnic - Sutton Lawn Park expands on knowledge of human/physical features and widens knowledge of the locality.</p> <p>Future Learning</p>	<p>Current Learning Through the art led enquiry the children explore and compare South Africa to England. They continue to develop fieldwork skills through explorative learning in Forest school.</p> <p>Curriculum links Forest school exploration – focusing on caring for their environment, litter picking, recycling.</p>

FHP Whole School Subject Map
(Geography)



		Sutton-in-Ashfield as a town and London as a city are introduced and this is revisited in KS1 and KS2 (compared living to other countries). Children will revisit River Maun when studying rivers in Year 4/5.	
Enquiry Question	How do we celebrate differently?	Where would you like to explore?	What can we learn from stories?
Subject Vehicle	Dr / En / Dis	Dr / En / Dis	Dr / En / Dis
End points F1	<p>Children should be able to:</p> <p>Recall the knowledge specified within the KKPDs for Nursery</p> <p>Talk about ways they and others can care and protect the natural world (e.g. watering the plants)</p> <p>Talk about features of the natural world using appropriate vocabulary</p> <p>Describe where they live and what they like about it</p> <p>Talk about places and say how they are different</p>		
Strand (s) (taken from KKPDs)	Place Knowledge	Location knowledge Place knowledge Skills and fieldwork	Place knowledge
F2 KKPDs (and subject content choices)	<p>Place Knowledge</p> <p>RG.7 know that seasons change and the differences between them. (Forest school, environment changes throughout the year, leaves changing colour, flowers growing, seeding,) (Sutton-in-Ashfield, Africa, America)</p>	<p>Location knowledge</p> <p>RG.1 know the name of the country we live in. (England)</p> <p>RG.2 know where the United Kingdom is, located on a world map</p> <p>RG.3 know the name the nearby city (Nottingham, London)</p> <p>Place knowledge</p> <p>RG.4 know and discuss the features of their local environment (Sutton-in-Ashfield: Mapplewells, our houses, knowing that we live in the UK vs London: Big Ben, Tower Bridge, Buckingham Palace, where the Queen lives)</p> <p>RG.5 know some environments that are different to the one in which we live (Sutton-in-Ashfield vs London)</p> <p>RG.6 know some similarities and differences between life in this country and life in other countries (UK vs South Africa e.g., the place where Nelson Mandela lived, weather, food, Italy)</p> <p>RG.7 know that seasons change and the differences between them. (Forest school)</p> <p>Skills and fieldwork</p> <p>RG.8 know that information can be drawn from a simple map.</p>	<p>Place Knowledge</p> <p>RG.7 know that seasons change and the differences between them. (Forest school, environment changes throughout the year, leaves changing colour, flowers growing, seeding,) (Ghana)</p>
Rationale for content	<u>Previous Learning</u> Children have been introduced to Sutton-in-Ashfield as a place they live and England as their country.	<u>Previous Learning</u> Children have been introduced to Sutton-in-Ashfield as a place they live and England as their country. Australia and South Africa were	<u>Previous Learning</u> Children have previously learnt about flowers growing and seeding which supported their previous enquiry – How do we celebrate

FHP Whole School Subject Map
(Geography)



<p>choices</p>	<p>Current Learning Children develop their place knowledge through the discovery of their surroundings in school environment and forest school. They embed their knowledge of hometown and country and continue to expand their understanding of the differences between various parts of the world e.g., weather and seasons in the UK vs Africa.</p> <p>Curriculum links Forest school exploration – children develop their language, observation and investigation skills when comparing seasons throughout the year.</p> <p>Future Learning KS1 Flowers growing and seeding will be revisited in summer term to underpin the future enquiry – What can we learn from stories? Sutton-in-Ashfield is used also as a focus in KS1 and as a comparison to towns in South Africa.</p>	<p>discussed in F1.</p> <p>Current Learning The children explore the idea of other countries and that we live in a country called England, which capital city is London. They learn about human features specific to London (Big Ben, Buckingham Palace) and later on go onto comparing England to South Africa. Forest school plays an important role when practising fieldwork skills (scavenger hunts).</p> <p>Curriculum links South Africa is a whole school link. This is revisited and expanded on in Y1/2 when focusing on hot and cold places and comparing geographical features. In Y3/4 it is studied by making links to rainfall statistics. In Y5/6 it is studied as a developing country.</p> <p>Future Learning KS1 Nottingham is used as our city when comparing a town and a city in Y1/2 and as a comparison to London in Y1/2 when the Great Fire is studied. Sutton-in-Ashfield is used also as a focus in KS1 and as a comparison to towns in South Africa.</p>	<p>differently?</p> <p>Current Learning Through the art led enquiry the children explore and compare Ghana to England. They continue to develop fieldwork skills through explorative learning in Forest school.</p> <p>Curriculum links Forest school exploration develops their understanding of seasons throughout the year (science = plants).</p> <p>Future Learning KS1 Ghana is used as a country when comparing different places around the world, as well as their local environment and country to other places in the world. This is revisited in Year 5/6 when learning about global trade.</p>
<p>Enquiry Question</p>	<p>How do we celebrate differently?</p>	<p>Where would you like to explore?</p>	<p>What can we learn from stories?</p>
<p>Subject Vehicle</p>	<p>Dr / En / Dis</p>	<p>Dr / En / Dis</p>	<p>Dr / En / Dis</p>
<p>End points F2</p>	<p>Children should be able to:</p> <p>Recall the knowledge specified within the KCPDs for Reception</p> <p>Talk about the features of their local environment commenting on any recent changes they have noticed (e.g. a new shop has opened)</p> <p>Compare and contrast where they live with another place nearby</p> <p>Compare life in England with another country talking about what is the same and different</p> <p>Identify features on a simple map</p>		
<p>Year 1/2</p>	<p>Strand (s) (taken from)</p> <p>Locational Knowledge Place Knowledge</p>	<p>Place Knowledge Skills and Fieldwork</p>	<p>All strands revisited</p>



Cycle 2	KKPDs)			
	<p>KKPDs (and subject content choices)</p>	<p style="text-align: center;">Locational Knowledge</p> <p>Year 1:</p> <p>G1.1 know and locate the names of the four countries that make up the UK (England, Scotland, Wales, Northern Ireland)</p> <p>G1.2 know the name of and locate the four capital cities of England, Wales, Scotland and Northern Ireland (London, Edinburgh, Cardiff, Belfast)</p> <p style="text-align: center;">Place Knowledge</p> <p>Year 1:</p> <p>G1.5 know the human and physical features of a place in England. (Sutton-in-Ashfield, River Maun, Sundial)</p>	<p style="text-align: center;">Locational Knowledge</p> <p>Year 1:</p> <p>G1.1 know and locate the names of the four countries that make up the UK (England, Scotland, Wales, Northern Ireland)</p> <p>G1.2 know the name of and locate the four capital cities of England, Wales, Scotland and Northern Ireland (London, Edinburgh, Cardiff, Belfast)</p> <p>G1.3 know the characteristics of each of the 4 countries in the UK (islands, mountains, coast, valleys)</p> <p>G1.4 know their own address</p> <p>Year 2:</p> <p>G2.1 know the name of and locate the three main seas that surround the UK (including using the geographical vocabulary: ocean, sea, port, harbour, beach, cliff) (North Sea, Irish Sea, English Channel, Liverpool)</p> <p>G2.2 know and locate the names of the seven continents.</p> <p>G2.3 know and locate the names of the five oceans.</p> <p>G2.4 know the position of the Equator, the Northern Hemisphere and the Southern Hemisphere. (UK – north hemisphere, South Africa – south hemisphere)</p> <p style="text-align: center;">Skills and Fieldwork</p> <p>Year 1:</p> <p>G1.10 know the location of the 4 countries of the UK on a map, atlas and / or globe</p> <p>G1.11 know which is N, E, S and W on a compass</p> <p>Year 2:</p> <p>G2. 8 know the location of the seven continents on a world map, atlas and / or globe</p> <p>G2.9 know the location of the non-European country in the contrasting study on a map, atlas and / or globe (South Africa, Brazil, Egypt)</p> <p>G2.10 know the location of the five oceans on a world map, atlas or globe</p> <p>G2.11 know and use locational and directional language to describe places on a map.</p>	<p>No new Geography KKPDs are taught during this term. Instead, the Geography sticky knowledge from this year’s KKPDs, along with other sticky knowledge from previous year groups that has been identified as needing to be recapped, is re-covered through our Leitner flashcard assessment routine and Plickers quizzes.</p>
	<p>Rationale for</p>	<p>Previous Learning Year 1</p>	<p>Previous Learning Year 1</p>	<p>Previous Learning Year 1</p>



<p>content choices</p>	<p>Children revisit their learning from Foundation years about their local town – Sutton-in-Ashfield as well as the country they live in.</p> <p><u>Previous Learning Year 2</u> Children learnt about London and other capital cities of UK countries in the previous cycle.</p> <p><u>Current Learning</u> Children develop their locational knowledge through the learning about the countries of the UK and their capital cities. They explore the differences between human (Sundial) and physical (River Maun) features when learning about their town (Sutton-in-Ashfield).</p> <p><u>Curriculum links</u> Link to significant people, places and events of the past (Great Fire of London, Samuel Pepys, King Charles II, Thomas Farriner). Also, children learn to recognize human and physical features of a place in England when studying London and The Great Fire of London.</p> <p><u>Future Learning Year 2</u> Y2 - Countries of the UK are taught in Year 1/2 spring term.</p> <p><u>Future Learning Year 3</u> Y3 - Sutton-in-Ashfield will be reintroduced during the study of rivers and rainfalls in Year 3/4. This includes England, Scotland, Ireland and Wales – this prepares children for the study of the physical features of these places in future terms.</p> <p>Countries of the UK are revisited in Year 3/4 when learning about Europe and countries of the UK, and physical changes in the UK.</p> <p>Countries of the UK are revisited in Year 5/6 when locating world countries and contrasting socioeconomical countries.</p>	<p>Children were introduced to Sutton-in-Ashfield in Foundation as a town they live in. Children previously studied South Africa in F2 and revisit their learning of north and south (hemispheres).</p> <p><u>Previous Learning Year 2</u> Children learnt about hot and cold places in the previous cycle.</p> <p><u>Current Learning</u> Children continue to develop their locational knowledge through the learning about the countries of the UK and their capital cities (as well as geographical features connected with the countries), followed by the learning about continents and oceans. They explore the differences between England and non-European country, focusing also on the weather differences between Northern and Southern hemisphere.</p> <p><u>Curriculum links</u> Link to English where other non-European countries are being discussed through key texts.</p> <p><u>Future Learning Year 2</u> Y2 - Oceans, seas and continents will be revisited whenever looking at maps and atlases.</p> <p><u>Future Learning Year 3</u> Y3 - Sutton-in-Ashfield will be reintroduced during the study of rivers and rainfalls in Year 3/4. Recognition of human and physical features of a place in England (Liverpool). Oceans, seas and continents will be revisited in Year 3/4 when looking at different countries in Europe.</p> <p>In Year 5/ 6 when looking at various countries linked to fair trade.</p> <p>Liverpool used to help children understand features of a port city – this knowledge is used later in Year 5/6.</p>	<p>Children revisit their learning about the weather and weather patterns from previous terms.</p> <p><u>Previous Learning Year 2</u> Children link their learning of physical and human features of their environment to their learning during a residential trip to White Post farm.</p>
<p>Enquiry Question</p>	<p>How does the past affect the future?</p>	<p>Would I enjoy living anywhere in the world?</p>	<p>What does it mean to be an inventor?</p>
<p>Subject Vehicle</p>	<p>Dr / En / Dis</p>	<p>Dr / En / Dis</p>	<p>Dr / En / Dis</p>
<p>End points Y1</p>	<p>Children should be able to: Recall the knowledge specified within the KCPDs for Year 1</p>		



		<p>Talk about the human and physical features of a place in the UK.</p> <p>Identify key human and physical features within our own local environment, comparing these to larger towns and cities</p> <p>Identify UK landmarks on aerial photographs</p> <p>Investigate simple enquiries about the school grounds</p> <p>Describe how UK weather changes over the year</p> <p>Talk about some of the causes of</p>
	End points Y2	<p>Children should be able to:</p> <p>Recall the knowledge specified within the KCPDs for Year 2</p> <p>Compare and contrast the geographical features of a place in the UK and a small area in a non-European country</p> <p>Identify human and physical features on aerial photographs giving reasons for why some of the human features are located there and why they might have changed over time</p> <p>Explain the advantages and disadvantages of living in different places</p> <p>Use maps, globes and atlases to locate places</p> <p>Investigate simple enquiries about the local area and what might be the causes and consequences of local issues</p>



	Strand (s) (taken from KCPDs)	Locational Knowledge	Locational Knowledge Human and Physical Geography	Skills and Fieldwork
Year 3/4	KCPDs (and subject content choices)	<p>Locational Knowledge</p> <p>Year 3:</p> <p>G3.1 know the names and locate some countries in Europe (including Russia) (France, Spain, Finland, Norway, Italy)</p> <p>G3.2 know about the environmental regions of a European country (Apennines Mountains)</p> <p>Year 4</p> <p>G4.6 know how the land in the UK has changed over time</p>	<p>Locational Knowledge</p> <p>Year 4:</p> <p>G4.1 know the names and locate counties and cities in the UK. (Nottingham – Nottinghamshire, Derby – Derbyshire, Lincoln – Lincolnshire, York – Yorkshire, Leicester – Leicestershire)</p> <p>G4.2 know about the geographical regions and identify human and physical characteristics of counties and cities in parts of the UK (Cardiff – coast, Snowdonia, Edinburgh – Edinburgh Castle, Ben Nevis, London – River Thames, Belfast – Giant's Causeway, Nottinghamshire – Sherwood Forest, caves, River Trent)</p>	<p>Skills and Fieldwork</p> <p>Year 4:</p> <p>G4.10 know some symbols and keys on an ordnance survey map for the UK</p> <p>G4.11 know how to use a 4-figure grid references. (Sutton-in-Ashfield)</p> <p>G4.12 know how to use a range of methods to present data (e.g. sketch maps, plans, graphs and IT)</p> <p>G4.13 know how to observe, measure and record data on human and physical features in the local area.</p>

		<p>G4.3 know key topographical features of the UK including hills, mountains, coasts, rivers. (Trent and Thames, Nottinghamshire and Scotland, Highlands and Lochs)</p> <p>G4.4 know, name and locate the main rivers of the UK. (Maun, Trent, Thames, Mersey)</p> <p>G4.5 know why most cities are located by a river and the land-use patterns. (London, Liverpool, revisit Ancient Egypt River Nile)</p> <p style="text-align: center;">Human and Physical Geography</p> <p style="text-align: center;">Year 4:</p> <p>G4.7 know the key physical features of a river (River Maun)</p> <p>G4.8 know the impact of the water cycle (e.g., potential flooding)</p> <p>G4.9 know different types of settlements and land use</p>	
<p>Rationale for content choices</p>	<p><u>Previous Learning Year 3</u> Children have previously learnt about the countries of the UK and European countries (KS1 – countries of the UK)</p> <p><u>Previous Learning Year 4</u> Children have previously learnt about the countries of the UK and European countries (Year 3 – Stone Age era).</p> <p><u>Current Learning</u> Children continue to develop their locational knowledge through the learning about the European countries that were involved in the expansion of the Roman Empire. Geographical features within these countries are discussed as obstacles or advantages that supported the expansion of the Roman Empire.</p> <p><u>Curriculum links</u> Children study Italy, France and Scotland due to their links to enquiry question – How do we benefit from change? - and the Roman invasion of Britain (history).</p> <p><u>Future Learning Year 4</u> Children use their knowledge of countries when learning about Stone Age in the following cycle.</p> <p><u>Future Learning Year 5</u> France, Germany, Russia, Poland are revisited during Year 5/6 study of WWII. Children learn about population increase due to movement of people to new lands, links to trade and globalisation in Year 5/6.</p>	<p><u>Previous Learning Year 3</u> Y3 - Children learn about digital mapping which builds on the in-depth study of Nottinghamshire (Sutton- in Ashfield) from Year 1/2 examining changing land use from an urban and rural county.</p> <p>Below cities are learnt about and chosen to build on KS1 knowledge of UK capital cities i.e., London – example of city Edinburgh – Ben Nevis Cardiff – Coastal area Belfast – Giants Causeway</p> <p>Children revisit River Maun which was experienced in EYFS. Children have knowledge of London from studying EYFS and KS1.</p> <p><u>Previous Learning Year 4</u> Children revisit the counties affected by natural disasters learnt in Year 3.</p> <p><u>Current Learning</u> Children develop their locational knowledge through the learning about their county and surrounding counties. They explore various human and physical features of the countries of the UK and learn how they are represented through topography. The children also learn about the physical features of a river and discover the names of the main rivers in the UK as well as the importance and stages of a water cycle.</p> <p><u>Curriculum links</u> Children study the local artist – Alana Tillman – and replicate her watercolour paintings of a UK river.</p> <p><u>Future Learning Year 4</u> Children use their knowledge of river when learning about natural disasters.</p> <p><u>Future Learning Year 5</u></p>	<p><u>Previous Learning Year 3</u> Children revisit their learning from KS1 (4 points on a compass and use of directional language to describe places on a map).</p> <p><u>Previous Learning Year 4</u> Children revisit their learning from Year 3 about the use of 4-figure grid.</p> <p><u>Current Learning</u> Children practise and develop their fieldwork skills during National Fieldwork week. They also practice their topographical skills when learning how to use a 4-figure grid.</p> <p><u>Curriculum links</u> Fieldwork knowledge and skills are transferred during PE orienteering sessions.</p> <p><u>Future Learning Year 4</u> Fieldwork and map work are continued to be practiced with the help of 4- figure grid.</p> <p><u>Future Learning Year 5</u> Fieldwork and map work are later revisited in Years 5 and 6 whilst learning about 6-point grid during fieldwork week.</p>



		Liverpool (studied in Year 5/6) chosen as examples of settlement near rivers to build on previous knowledge and to set foundations for future learning.	
Enquiry Question	How do we benefit from change?	Am I too small to make a difference?	What makes something a wonder of the world?
Subject Vehicle	Dr / En / Dis	Dr / En / Dis	Dr / En / Dis

End points Y3	<p>Children should be able to:</p> <p>Recall the knowledge specified within the KCPDs for Year 3</p> <p>Identify and discuss the similarities and differences between human and physical features of the UK and a European country</p> <p>Describe some examples of how human and physical features are interdependent.</p> <p>Explain the causes and consequences of natural disasters (including volcanos and earthquakes)</p> <p>Locate a range of countries and cities on maps, describing their location using the 8 points of a compass</p> <p>Compare and contrast the environmental regions of the UK with a European country</p> <p>Use a compass to navigate accurately</p>
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End points Y4	<p>Children should be able to:</p> <p>Recall the knowledge specified within the KCPDs for Year 4.</p> <p>Identify the features of a river and explain how they are formed and how they change over time</p> <p>Compare and contrast different geographical regions of the UK</p> <p>Identify and discuss the different types of settlements and land use and how these have changed over time</p> <p>Discuss the causes and consequences of flooding</p> <p>Locate landmarks of different counties in the UK on a map using 4-figure grid references and ordnance survey map symbols.</p> <p>Observe, measure, record and present data on local human and physical features.</p>
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	Strand (s) (taken from KKPDs)	Locational Knowledge Human and Physical Geography Skills and Fieldwork	Locational Knowledge Place Knowledge	Skills and Fieldwork
Year 5/6	<p>KKPDs (and subject content choices)</p>	<p>Locational Knowledge Year 5 G5.3 know the names and locate a number of world countries. (Italy, France, Scotland, Germany, Greece, Russia, Poland, Norway -Iceland, UK, India, Japan, Egypt, South Africa, Australia)</p> <p>Year 6 G6.1 know about the Prime/Greenwich Meridian and time zones and work out differences (including day and night) G6.2 know and locate contrasting socio-economic countries. (France, Germany, Italy, UK, USA, China, Japan, South Africa, Kenya, Ethiopia)</p> <p>Human and Physical Geography Year 6 G6.3 know the key aspects of economic activity and trade links (4 types of economic activity – Primary, Secondary, Tertiary and Quaternary) G6.4 know why industrial areas and ports are important (Liverpool, Dover, Holyhead, Tyme, Aberdeen) G6.5 know the distribution of natural resources including energy, food, minerals and water G6.6 know main human and physical differences between developed and developing nations (South Africa and Sutton-in-Ashfield)</p> <p>Skills and Fieldwork Year 5 G5.11 know how to use digital mapping to see how land use has changed over time and describe the features studied</p> <p>Year 6 G6.8 know how to use maps and atlases and digital computer mapping to locate countries (fairtrade links: South Africa, Kenya, Tanzania, Ethiopia, Ghana)</p>	<p>Locational Knowledge Year 5 G5.1 name and locate the position and significance of latitude and longitude.</p> <p>Place Knowledge Year 5 G5.6 know the key physical features of climate zones (Tropical, Temperate, Arid) G5.7 know the causes and impact of climate change (Egypt, Sahara Desert, South Africa, Brazil, Mexico)</p> <p>Skills and Fieldwork Year 5 G5.12 know how to use graphs to record features such as temperature or rainfall across the world.</p>	<p>Skills and Fieldwork Year 5 G5.12 know how to use graphs to record features such as temperature or rainfall across the world.</p> <p>Year 6 G6.7 know how to use six-figure grid references (Sutton-in-Ashfield)</p>
	<p>Rationale for content choices</p>	<p><u>Previous Learning Year 4/5</u> Children will revisit their learning of the European countries from Year 3, Year 4 and Year 5 when learning about the countries involved in WWII.</p> <ul style="list-style-type: none"> - South Africa in EYFS and KS1 - Italy, France, Germany, Russia, Poland in Year 3 - Iceland and Brazil in Year 4/5 <p>Children will use their knowledge of human and physical differences</p>	<p><u>Previous Learning Year 4/5</u> Children have previously learnt in KS1 about the hot and cold countries as well as key points on our globe (north and south pole and equator). Biome locations and climate zones are linked to the countries previously studied in Year 3 and Year 4/5 Brazil and Egypt are revisited as this term’s in-depth study of causes and effects of climate change.</p> <p><u>Current Learning</u></p>	<p><u>Previous Learning Year 4/5</u> Children revisit their learning from KS1 (4 points on a compass and use of directional language to describe places on a map) and Years 3 and 4 (locating major cities on a map and using 4-point grid).</p> <p><u>Current Learning</u> Children practise and develop their fieldwork skills during National Fieldwork week. They also practice their topographical skills when learning how to use a 6-figure grid.</p>



	<p>from KS1 to compare the differences between the countries involved in WWII, focus on developed and developing nations. Children will be applying their understanding of physical and human geography learnt throughout the school when studying the features of the UK and African developing/developed countries.</p> <p>Current Learning Children learn about the development and impact of global trade on the UK and the world. They discuss how it supported the outcomes of the WWII. This involves discussing many European countries and the idea of fairtrade.</p> <p>Curriculum links When revisiting countries involved in WWII, the role of trade and location is discussed. This includes the origin of trade and revisits learning from EYFS about Marco Polo. European countries are compared to South Africa and looked at how they are linked through global trade. The role of women is explored and linked to women's experiences in the UK in WW2.</p> <p>Future Learning Year 6 In Year 6 children will learn about countries in Europe that have been involved in WW1. They will also focus on the socio-economic impact of conflicts on countries involved.</p> <p>Future Learning Year 7 In Year 7 Children will learn about countries in Europe, North and South America including Russia and China. They will also learn about the major rivers in the world and their physical features, about how local area is linked to other countries through globalisation including China and how to annotate graphs and photographs in Year 7.</p>	<p>Children develop their knowledge of various climate and biomes. This is done through the geography led enquiry that focuses on the climate change and how it affects our planet.</p> <p>Curriculum links Mexico is being studied as part of history enquiry about the Maya civilisation. Children learn about the importance of accurate weather forecast and create their own forecast using appropriate software and devices.</p> <p>Future Learning Year 6 Features of grassland biomes and South Africa as a country.</p> <p>Future Learning Year 7 Causes of the weather in the UK are studied in the future in Year 7 through Extreme Environments topic.</p> <ul style="list-style-type: none"> • Introducing geography. • What is longitude & latitude? • What is an extreme environment? • How does life survive in the desert? • How can life survive in the arctic? 	<p>Curriculum links Fieldwork knowledge and skills are transferred during PE orienteering sessions.</p> <p>Future Learning Year 6 Fieldwork and map work are later revisited whilst learning about 6-point grid during fieldwork week.</p> <p>Future Learning Year 7 Fieldwork and map work are later revisited in Year 7 whilst analysing distribution of products.</p> <p>Map Skills</p> <ul style="list-style-type: none"> • What are OS map symbols? • How do I use 4 & 6 figure grid references? • How do I work out height on a map? • How do I know the direction, scale, and distance on a map? • Map skills revision. <p>Map skills testing.</p>
<p>Enquiry Question</p>	<p>How can we learn from our mistakes?</p>	<p>What is our planet trying to tell us?</p>	<p>How does Art imitate life?</p>
<p>Subject Vehicle</p>	<p>Dr / En / Dis</p>	<p>Dr / En / Dis</p>	<p>Dr / En / Dis</p>
<p>End points Y5</p>	<p>Children should be able to:</p> <p>Recall the knowledge specified within the KCPDs for Year 5.</p> <p>Name and locate specified countries from around the world on a map</p> <p>Compare and contrast what it is like living in the UK and a country in North or South America</p>		

FHP Whole School Subject Map
(Geography)



		<p>Discuss the causes and consequences of climate change expressing balanced opinions based on geographical/scientific research/sources</p> <p>Explain the features of different biomes and the effects that humans are having on these over time.</p> <p>Explain how and why land use changes over time through using digital mapping.</p> <p>Understand cause, effect and response in relation to geographical issues (e.g. coastal erosion)</p>
	<p>End points Y6</p>	<p>Children should be able to:</p> <p>Recall the knowledge specified within the KCPDs for Year 6.</p> <p>Explain the similarities and differences between developing and developed countries in detail.</p> <p>Explain the distribution of natural resources and the impact this has on growth.</p> <p>Compare and contrast at least two countries with contrasting levels of socio-economic development.</p> <p>Interpret a variety of sources such as maps, diagrams, globes, aerial photographs, and Geographical Information Systems (GIS) to find out about a country and its land use and spatial variations over time</p> <p>Collect, analyse and interpret a range of geographical data to find out what is happening in our world, including trends and patterns.</p>