

GEOGRAPHY					
		Locational Knowledge	Place Knowledge	Human and Physical Geography	Geographical Skills and Fieldwork
R	Aut	<p>Who Am I? Children will look at a world map to identify countries where different fruits grow.</p>			
	Spr		<p>Can You Tell Me A Story? Children will hear stories from different countries and different settings and use the pictures to discuss simple similarities and differences between the settings and where we live.</p>		
	Sum	<p>International Day They will find out about the customs and traditions of a focus country on International Day</p>			<p>What Can You Find In The Ocean? Children will visit Worthing Beach and draw their own very simple map of the route there.</p>
1	Aut				<p>How Does The Story End? Children will carry out a simple fieldwork data collection of what is growing in our school grounds. They will use aerial photos to identify where our school is in relation to the Downs, the sea and the town and use simple directional and locational language to describe routes on a map.</p>
	Spr	<p>What Happened in Pudding Lane? Children will name and locate the counties and capitals of the UK, as well as the surrounding seas. They will find out some characteristics about each country, including the flag and key landmarks.</p>		<p>What Can We Learn About the Great Outdoors? Children will use maps of the local area to identify landmarks and some human and physical features. They look at the purpose of keys on maps and begin to use OS symbols. Across the year children will look at seasonal weather patterns and identify simple characteristics of each season.</p>	<p>What Can We Learn About the Great Outdoors? Children will be introduced to the four main compass points and will use maps to give simple directions.</p>
	Sum	<p>Pirates and Smugglers Children will look at photos of beaches from around the UK and a map showing where the photos were taken. Children then identify the name of the sea in the photo.</p>			<p>Pirates and Smugglers On a trip to the beach, children will identify simple human and physical features and use the correct vocabulary to refer to them. They will write a set of instructions for their treasure map, using compass points and directional language.</p>
2	Aut				



Homefield Primary Curriculum - Sequence Overview



	Spr	<p>How Can We Look After Our World? Children will use maps and globes to name and locate the world's seven continents and five oceans.</p>	<p>How Can We Look After Our World? Children will role play trekking to the Arctic and will find out about the environment and the animals that live there. They will use resources to look at the polar regions and find out about them. They will identify the Equator and make comparisons between Worthing, the Poles and the rainforests near the Equator.</p>	<p>How Can We Look After Our World? Children will identify weather patterns at the Equator and the North and South Poles.</p>	
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	Sum			<p>Where Will our Imagination Take Us? Children will look at aerial photographs of different islands to identify basic human and physical features. They will design their own imaginary island and create a key for their map using OS symbols.</p>	<p>What Makes A Superhero? Children will consider how they are going to carry out fieldwork to explore micro-habitats in our environment. They will conduct fieldwork both on the school grounds and at the beach to collect data and compare their findings</p>
3	Aut	<p>My Local Area Children will identify the 4 countries that make the UK and locate the capital cities for each.</p>	<p>My Local Area Children will identify, describe and compare features of urban and rural areas around the UK. They will make a final comparison between Worthing and Paris, including size, land use and population.</p>	<p>My Local Area Children will also identify the human and physical features within their immediate local area around the school site</p>	<p>My Local Area Use directional language; North, South, East and West Pupils will explore and use OS map extracts to help identify features within their local area and they will create their own maps using OS symbols. Children will use maps to describe different types of roads in their local area, their school and community. Their field work around the local school will inform their evaluations from most to least important features in a school area</p>
	Spr	<p>How Clean is the Air? Children will learn the 9 regions of England, and regions surrounding Worthing.</p>	<p>How Clean is the Air? Children will learn the different roads in Worthing and how these emit different levels of pollution. Children will look at how Worthing has changed over time and what features we have lost/acquired. They will make a comparison between Worthing in 1950s and the Great Smog in London in 1956.</p>	<p>How Clean is the Air? Children will learn the definition of air pollution and explore the impact that pollution has on our health and environment and what strategies we could use to help improve air quality. Children discuss and evaluate the strategies in London to Copenhagen's carbon neutral mission</p>	<p>How Clean is the Air? Children use four-figure grid references to locate accurately on a map Children will look at videos and maps from 1900s, mid-century and current day to identify growth of population and commerce. They will also need to use maps to establish relationships between population and air pollution. Children will organise a traffic survey to determine the potential pollution levels surrounding Homefield Primary. They will use their data to present accurately.</p>



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	Sum	<p>Climate and Biomes Children will learn that Europe is made up of 45 countries and that Russia is part of Europe and Asia. Children will locate the equator and Northern and Southern hemisphere and briefly discuss the link to weather and climate</p>	<p>Climate and Biomes Focus on UK (temperate) and Italy (Mediterranean), gaining a sense of place for both (weather, climate, tourist attractions, animals).</p>	<p>Climate and Biomes Children will learn/recap the definitions for climate and biome focussing on the human and physical features within these biomes and what attracts tourism</p>	<p>Climate and Biomes Children will use maps to locate and identify more capital cities in Europe. They will use locational language to discuss the European countries e.g. Scotland is north of France They will use aerial maps and street view to locate the human and physical features in England and Italy that attract tourism</p>
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4	Spr 1		<p>Where does our food come from? Children will learn the term import and export and explore reasons why we trade with Europe and the wider world.</p> <p>Children will learn what the largest food produce exports are for the UK and the South East. Children will discover why we import so many produce types.</p>	<p>Where does our food come from? Children will learn the term <i>natural resource</i> and the food supply chain on different scales, local, national and global.</p> <p>Children will identify reasons why UK can trade any produce from anywhere across the globe</p>	<p>Where does our food come from? Children will look at maps to show the local, national and global trade links</p> <p>Children are introduced to topographical maps to identify land use patterns</p>
	Spr 2	<p>What If Your Phone Could Talk? Children will be introduced to lines of longitude and latitude and it's use Children learn that cities provide the centre of the biggest trade links it's country has</p>	<p>What If Your Phone Could Talk? Moving on from food, the UK's biggest exports are cars and gas turbines for aviation Children will identify the biggest imports and exports from Norway, Russia, China, USA and Chile.</p>	<p>What If Your Phone Could Talk? Children need to understand that all products travel through a supply chain and that it travels through a long process before it reaches our hands. Children will discuss the difference between fair trade and non-fairtrade links. Children will also need to discuss the positive and negative impact trading globally has on our environment</p>	<p>What If Your Phone Could Talk? Pupils will use maps to show the UK's top 5 biggest imports and exports. The use of Google maps will show the journey and stops through a supply chain to make an iPad/iPhone. Children are introduced to scales and use it to measure the distance a supply chain covers for one iPad/iPhone to be made.</p>
	Sum	<p>Energy Around Us Children will learn European regions</p>	<p>Energy Around Us Children will learn the two types: renewable and non-renewable energy. Children will compare our energy pathways to other potential carbon free countries</p>	<p>Energy Around Us Children will learn and understand that energy is traded and distributed around the world</p>	<p>Energy Around Us Children will use a range of digital maps to locate the following places</p> <ul style="list-style-type: none"> • Itaipu Dam - Paraguay • Geothermal Power station - Iceland • Pembroke Power station - Wales

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5	Aut	<p style="text-align: center;">Rivers</p> <p>Children learn and locate the longest rivers in the UK as well as the Mississippi River, North America</p>	<p style="text-align: center;">Rivers</p> <p>Children will use locational language to locate and describe the source and mouth of the Thames River and Mississippi, identifying the climate and vegetation near by</p>	<p style="text-align: center;">Rivers</p> <p>Children will discover river features and uses. They will also begin their understanding towards water usage and distribution</p>	<p style="text-align: center;">Rivers</p> <p>Children will use a range of digital and OS maps to locate UK and world rivers and use scaling to help measure them They will use biome maps to identify the difference in UK and US river regions They will use Google Street view to understand how the land around the rivers is used</p>
	Spr	<p style="text-align: center;">Water and How We Use It</p> <p>Children will learn the process water takes from a natural resource to a utility provided to us by companies. Children will also discover where Worthing sources most of its drinking water from</p>		<p style="text-align: center;">Water and How We Use It</p> <p>Children look at the natural water cycle alongside the water cycle process to provide Worthing with drinking water Children will look at the effects of warmer temperatures across the globe and how this effects water distribution. They will also explore ways to become more water sustainable</p>	<p style="text-align: center;">Water and How We Use It</p> <p>They will use an OS map of the River Adur to label its key physical features, using OS symbols and a 4 figure grid reference when describing Children will continue their learning of sketch maps to sketch one section of the River Adur</p>
	Sum				
6	Aut	<p style="text-align: center;">Natural Wonders - Mountains</p> <p>Children will learn what a mountain is and the names and location of the largest UK peaks</p>	<p style="text-align: center;">Natural Wonders - Mountains</p> <p>Children will explore the Himalayas and the Andes and their differences, how the land is used and how communities survive on these ranges.</p>	<p style="text-align: center;">Natural Wonders - Mountains</p> <p>Children will learn and describe tectonic plates and how these plates move to form. They will also need to be able to describe different types of mountains and the key features of a mountain They will discuss the impact of tourism to these natural wonders</p>	<p style="text-align: center;">Natural Wonders - Mountains</p> <p>Children complete a field sketch using digital maps of a mountain</p>
	Spr	<p style="text-align: center;">Natural Disasters - Volcanoes</p> <p>The children will learn what the Tropics of Cancer and Capricorn are and its use and features</p>	<p style="text-align: center;">Natural Disasters - Volcanoes</p> <p>Children will locate the where 75% of the world volcanoes are</p>	<p style="text-align: center;">Natural Disasters - Volcanoes</p> <p>Children use their mountain knowledge to learn how volcanoes form and erupt. They will be able to learn and describe the different types of volcanoes and label the key features They will also look at the tourism demand on certain communities</p>	<p style="text-align: center;">Natural Disasters - Volcanoes</p> <p>Children will build on their map skills to look at how height can be represented on a map</p>



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	Sum	Natural Disasters - Earthquakes Children will explore time zones and how GMT is used and they will be introduced to scales to measure earthquakes	Natural Disasters - Earthquakes The children will look at the impact of the Valdivia earthquake had on the local area, Chile. Children will evaluate the procedures countries use to keep themselves safe from earthquake devastation	Natural Disasters - Earthquakes Children will learn about plates and fault lines and how these cause earthquakes	
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