



Questions to Develop Children's Spirituality in Geography:	Should we get the maximum amount of food from the land? Does it matter how we do it? Can you make a difference to something that is happening on the other side of the world? Why should it matter what happens to other people? Is it important how you live your life? Does it matter if you waste things, leave litter etc? In what ways do you see yourself as part of the global village? When God created the world he made us as humans stewards. Do you think we are fulfilling our duty as stewards of the planet? If not what else do we need to do to ensure we look after the world God created? Is everyone responsible for looking after the planet? Can you make a difference to how the planet is cared for?
Development of the child:	Questioning, stewardship, consideration, enquiry and reasoning.



<p>Topic: The Great Plague</p> <p>Subject: Geography</p>	<p>Prior Knowledge/Links: The Great Outdoors (Y1/2) (Fieldwork on the School Grounds) Food, Glorious Food (Y5/6) (World Food- Where does our food come from?)</p> <p>Children should already know:</p> <ul style="list-style-type: none"> • of the local area and conducting field work studies. • some basic geographical terms to refer to key physical and human features. • how to follow a route on a map starting with a picture map of the school. • how to create simple sketch maps. • how to create simple Geographical enquiry questions. 	
<p>National Curriculum Objectives</p>	<p>Key Knowledge and Vocabulary</p>	
<p>Human and physical geography - including types of land use. Consider the issues around litter and waste. Recognise how people can adversely affect, as well as improve the environment.</p> <p>Links to 'Oh! I Do Like to Be Beside the Seaside' in Y5/6 – human geography, land use, economic activity, OS mapwork</p>	<ul style="list-style-type: none"> ▪ Know what is meant by 'environment'. ▪ Know what is meant by waste/rubbish. ▪ Know where rubbish goes and how it gets there. ▪ Know how waste can be reused and recycled. ▪ Know how waste can be reduced. ▪ Know where local waste disposal and recycling centres are. ▪ Know the effects of 'landfill'. <p style="text-align: center;">Process: How can humans reduce the effects of landfill?</p>	<p>environment waste reduce/reuse/recycle disposal landfill land use litter pollution renewable resources sustainable</p>



<p>Topic: There's No Place Like Home</p> <p>Subject: Geography</p>	<p>Prior Knowledge/Links: The Place Where I Live (Y1/2) (Small Area of the UK- Where I Live) Oh I do Like to be Beside the Seaside (Y5/6) (Human Geography-Land Use and Economic Activity)</p> <p>Children should already know:</p> <ul style="list-style-type: none"> • how to use a range of maps • how to use simple fieldwork techniques e.g. observation, identification and description • how to ask simple geographical questions • about key human and physical features in the immediate locality of Westhead 		
<p>National Curriculum Objectives</p>	<p>Key Knowledge and Vocabulary</p>		
<p>Geographical skills and fieldwork Investigate the local area using maps, atlases and digital/computer mapping. Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods.</p>	<ul style="list-style-type: none"> ▪ Know where they are in the world i.e. identify where they live. ▪ Know the physical and human features in their locality. E.g. canals, rivers, farmland, towns, villages, cities and coastal area. ▪ Know that there are different types of maps that show features in more/less detail. ▪ Know neighbouring counties and towns surrounding their local area. ▪ Know where their school is on a map. ▪ Know how land is used in their local area. ▪ Know how land use has changed over time. <p>Place: What features make your locality special? How and why has this changed over time?</p>	<p>human/physical features neighbouring/neighbourhood counties towns locality/location/located United Kingdom community region rural urban environment distance North West canal river farmland town village city</p>	<p>contrast/contrasting coastal landlocked bordering/borders</p>



<p>Topic: Water, Water</p> <p>Subject: Geography</p>	<p>Prior Knowledge/Links: Explorers (Y1/2) (Small Area in a Contrasting Non-European Country) Oh I Do Like to be Beside the Seaside! (Y5/6) (Human Geography-Land Use and Economic Activity)</p> <p>Children should already know:</p> <ul style="list-style-type: none"> • about small area in a contrasting non-European country • how to compare physical features e.g. hills, mountains • how to identify human features e.g. shops, industries, tourist attractions 		
<p>National Curriculum Objectives</p>	<p>Key Knowledge and Vocabulary</p>		
<p>Human and physical geography – rivers and the water cycle, types of settlement and land use, economic activity, distribution of natural resources.</p> <p>Links to Amazon Adventure in Y5/6</p>	<ul style="list-style-type: none"> ▪ Know what a river is. ▪ Know how a river is different from other bodies of water. ▪ Know where the water comes from. ▪ Know where the key rivers of the world are e.g. Thames, Mississippi, Amazon, Ganges, Nile, Volga, Yangtze. ▪ Know where key rivers in the UK are e.g. Thames, Severn, Trent, Tay, Tyne, Clyde, Mersey ▪ Know the rivers are in our local area e.g. River Douglas, River Yarrow, Mersey, River Ribble ▪ Know the difference between a canal and a river. ▪ Know what the key rivers of the world are like i.e. how long, wide and how much water. ▪ Know why and how a river can be changing. ▪ Know how rivers affect people's lives and influence human activity. ▪ Know how people affect rivers. ▪ Fieldwork at Tawd Vale. <p style="text-align: center;">Process: How do rivers affect human activity?</p>	<p>river</p> <p>Thames, Mississippi, Amazon, Ganges, Nile, Mersey, Tay, Tyne, Severn, Trent, Douglas, Yarrow, Ribble and Tawd</p> <p>canal</p> <p>channel</p> <p>man-made</p> <p>locality/location/located</p> <p>mouth</p> <p>natural</p> <p>sea level</p> <p>source</p> <p>water cycle</p>	<p>transportation</p> <p>dam</p> <p>deposit</p> <p>tributary</p> <p>valley</p> <p>estuary</p>



<p>Topic: Rock and Roll</p> <p>Subject: Geography</p>	<p>Prior Knowledge/Links: The Wind in the Willows (Y1/2) (Seasonal and Daily Weather) Survival (Y5/6) (World's Countries and Features)</p> <p>Children should already know:</p> <ul style="list-style-type: none"> • how to locate land and sea on a map • the names and locations of the 7 continents and 5 oceans • where the equator is located and the impact it has • some hot and cold parts of the world 		
<p>National Curriculum Objectives</p>	<p>Key Knowledge and Vocabulary</p>		
<p>Human and physical geography – volcanoes and earthquakes.</p> <p>Links to 'Survival' in Y5/6</p>	<ul style="list-style-type: none"> ▪ Know what a volcano is. ▪ Know that not all volcanoes are the same. ▪ Know what an earthquake is. ▪ Know where in the world earthquakes/volcanoes happen. ▪ Know how and why earthquakes and volcanic eruptions occur. ▪ Know that certain areas of the world have more earthquakes and/or volcanoes than others ▪ Know when an earthquake and volcanic eruption has happened (Haiti earthquake, 2010; Iceland volcano eruption, 2010). ▪ Know how earthquakes can be predicted and measured. ▪ Know the effects earthquakes/volcanoes have on people. ▪ Know how people prepare for earthquakes and volcanic eruptions. ▪ Know the significance of the Pacific Ring of Fire and San Andreas Fault and be able to identify the location. <p style="text-align: center;">Process: How do earthquakes and volcanoes affect human activity?</p>	<p>volcano earthquake eruption predict measure prepare fault lines contour lines elevation tectonic plates tremor</p>	<p>Richter Scale Haiti Iceland- Eyjafjallajökull Pacific Ring of Fire San Andreas Fault</p>



<p>Topic: Passport to Europe</p> <p>Subject: Geography</p>	<p>Prior Knowledge/Links: Explorers (Y1/2) (Small Area in a Contrasting Non-European Country) Amazon Adventure (Y5/6) (Contrasting Region-Amazon Basin and Rainforest)</p> <p>Children should already know:</p> <ul style="list-style-type: none"> • about seasonal and daily weather patterns in the UK • what landmarks are and be able to locate these on a map • how to make observations on large scale maps such as those on Digimaps • how to reference simple compass directions 		
<p>National Curriculum Objectives</p>	<p>Key Knowledge and Vocabulary</p>		
<p>Place knowledge – understand geographical similarities and differences through the study of human and physical geography of a region in a European country</p> <p>Link to 'Food, Glorious Food!' in Y5/6 – world food, where does food come from?</p>	<ul style="list-style-type: none"> ▪ Know the location of the region (Catalonia) including how far away it is and how people might travel there. ▪ Know the physical geography of the region (climate, landscape, rivers, mountains) ▪ Know distinctive features of the region (language, cuisine, influence of the artist Gaudi) ▪ Know the human geography of the region (settlement size, transport, tourist attractions, economic activity, trade links). ▪ Know why key towns and cities in the region have developed where they are – lots of settlements on the coastline. ▪ Know how location and climate has an impact on economic activity. ▪ Know the similarities/differences between this region and the Lake District ▪ Know about the lives of children in this region and how their lives are similar to theirs. <p style="text-align: center;">Patterns: How do the physical and human features of Catalonia contrast with your locality?</p>	<p>Europe country region area Catalonia climate landscape rivers mountains language cuisine culture Gaudi Settlement transport tourism</p>	<p>city coast/coastal urban rural Mount Tibidabo Barcelona</p>



<p>Topic: What the Romans Did for Us</p> <p>Subject: Geography</p>	<p>Prior Knowledge/Links: Family Album (Y1/2) (UK Countries and Capital Cities) A Kingdom United (Y5/6) (UK Cities, Counties and Features)</p> <p>Children should already know:</p> <ul style="list-style-type: none"> • the names of the four countries in the UK and their capital cities • how to use a range of maps and globes • how to recognise simple features on a map • how to create simple Geographical enquiry questions • how to speak, draw and write about simple Geographical concepts that they can see 		
<p>National Curriculum Objectives</p>	<p>Key Knowledge and Vocabulary</p>		
<p>Locational knowledge – locate the counties and cities in the United Kingdom.</p> <p>Links to 'A Kingdom United' in Y5/6.</p>	<ul style="list-style-type: none"> ▪ Know where the Lake District is located. ▪ Know what a National Park is and how each one is different. ▪ Know what the Lake District has in common with the other National Parks in Britain. ▪ Know the physical geography of the Lake District (climate, vegetation, mountains, rivers, lakes). ▪ Know how geographical processes (changes) have affected the landscape (volcanic impact, glaciation). ▪ Know what the human geography of the Lake District is like (settlement type, farming, mining, quarrying, tourism, energy and water supplies, transport links). ▪ Know how human activity has affected the region (impact of tourism). ▪ Know how the Lake District compares with our own locality and other worldwide regions (link to Catalonia in 'Passport to Europe' topic). <p style="text-align: center;">Process: Why is the Lake District a popular tourist destination?</p>	<p>Lake District National Park vegetation mountains rivers lakes settlements farming mining quarrying land use natural resources tourism</p>	<p>energy water supply transport rural contour lines elevation symbols Ordnance Survey</p>