



Opening Doors, Enriching Lives

Geography at Tanfield Lea Community Primary School

'The study of geography is about more than just memorising places on a map. It's about understanding the complexity of our world, appreciating the diversity of cultures that exists across continents. And in the end, it's about using all that knowledge to help bridge divides and bring people together.' Barack Obama

Pre-School		
Topic	Key Vocabulary	Key Knowledge/ Skills
<p>Autumn term: Where do I live? What are the features of my home and school? <i>Give opportunity for children to explore the school buildings and grounds</i></p> <p>Spring term: Where do I live? What jobs do people do in Tanfield Lea? <i>Invite in different members of staff from school to talk about their role. Also other community members (including parents) who work in the village</i></p> <p>Summer term: Where do I live? What are the features of my home, school and Tanfield Lea? <i>Walk in local area to look at human and physical features from key vocabulary list</i></p> <p>What are the geographical features of a farm? <i>Visit to Hall Hill farm</i></p> <p>On-going throughout Pre-School</p> <p>-What happens in different seasons?</p> <p>-What happening in the world?</p>	<p>Vocabulary linked to home, school and Tanfield Lea</p> <p>Human vocabulary: house school Tanfield Lea park shops road village bridge job</p> <p>Physical vocabulary: tree, leaf, plant woods stream grass</p> <p>Season: Spring, Summer, Autumn, Winter</p> <p>Weather: puddles, hot, cold, sunny, windy, snowy, rainy, icy, freezing, frosty, hail</p> <p>Geography resources: map photograph aerial photograph</p>	<p>-Know and begin to use key Geography Vocabulary</p> <p>-Finding out about my home and school and Tanfield Lea and the role they play within the community <i>Visit to Hall Hill farm</i></p> <p>-Finding out about the occupations of people who work in school and within the Tanfield Lea community</p> <p>-To become familiar with what is meant by a map, a photograph and an aerial photograph and begin to use these to find out information</p> <p>On-going throughout Pre-School</p> <p>-Identify the seasons and different weather patterns as they occur and observe changes that happen in the school grounds</p> <p>-Talk about current affairs as they occur with a focus on those happening in school and Tanfield Lea</p> <p>-Ensure that opportunities are given for children to explore maps, photographs and aerial photographs—these are incorporated into Pre-school Continuous Provision</p>

Reception

Topic	Key Vocabulary	Key Knowledge/ Skills
<p>Autumn term: Where do I live? What are the features of my home, school, Tanfield Lea and Stanley?</p> <p>Spring term: Where do I live? What jobs do people do in the North East of England? Invite in people who work in the North East (including parents) to talk about their role</p> <p>Summer term: Where do I live? What are the features of the North East of England? Visit to Great North Museum</p> <p>On-going throughout Reception</p> <p>-What is happens in different seasons?</p> <p>-What is happening in the world?</p>	<p>Develop Pre-School vocabulary and introduce:</p> <p>Human vocabulary: Tanfield Village, Stanley town / city Durham / County Durham Newcastle landmark occupation</p> <p>Physical vocabulary: natural landmark River (Wear, Tyne) Sea (North Sea)</p> <p>Geography resources: Atlas Globe</p>	<p>-Know and begin to use new key Geography vocabulary and vocabulary introduced in Pre-School</p> <p>-Finding out about my home, school, Tanfield Lea and beyond Great North Museum visit exhibits. What similarities and differences can be seen in different places?</p> <p>-Finding out about the occupations of people who work beyond the Tanfield Lea community. To contrast occupations with those studied in Pre-School</p> <p>-To develop familiarity with what is meant by a map, a photograph, an aerial photograph</p> <p>-To become familiar with globes, atlases and begin to use these to find out information.</p> <p>On-going throughout Reception</p> <p>-Identify the seasons and different weather patterns as they occur and observe changes that happen in the school grounds, the immediate locality and beyond</p> <p>-Talk about current affairs as they occur with a focus on those happening in school and Tanfield Lea. -this should include the annual scarecrow festival</p> <p>-Ensure that opportunities are given for children to explore maps, photographs, aerial photographs atlases and globes — these are incorporated into Reception Continuous Provision</p>

Years 1 and 2 Cycle A

Topic	Key Vocabulary	Key Knowledge/ Skills
<p>Autumn 1:</p> <p><u>Our School</u></p> <p>Activities: Messy map of the classroom Sketch different parts of the school Label different parts of the school Plan a route around school (orienteeing) Draw a map of the lower school Design a map symbol for different parts of the school</p>	<p>Building, field, road, woods, school, home, human, physical, map, symbols</p>	<p>NC Objective: Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment. (Geographical skills and Fieldwork)</p> <p>Maps Skills: Making Maps Draw basic maps using symbols and pictures to represent places or features Use photographs and maps to identify features</p> <p>Using Maps Use a simple picture map to move around the school Use relative vocabulary such as bigger, smaller, like, dislike</p> <p>Fieldwork Skills: Gather information Use basic observational skills Carry out a small survey of the local area/school Draw simple features Use pro-forma to collect data</p> <p>Sketching Create plans and raw simple features in their familiar environment Add labels onto a sketch map, map or photograph of features</p>
<p>Spring 1:</p> <p><u>The UK</u></p> <p>Activities: Label the countries and the surrounding seas of the UK. Research and write facts about each UK country. To sort human and physical features of the UK, including land-marks. Use simple compass directions to locate different landmarks. To identify the different clothing they would wear in different seasons linked to weather patterns in the UK.</p>	<p>North, East, South, West, Compass, right, left, up, down human, physical features (things people have made, natural things) Island, Britain, UK, England, Scotland, Wales, Northern Ireland</p>	<p>NC Objectives: -Use simple compass directions (North, South, East and West) and locational and directional language (Geographical skills and Fieldwork) -Name, locate and identify the UK and surrounding seas. (Locational Knowledge) -Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map (Geographical skills and Fieldwork) -Identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the Equator and the North and South Pole (Human and Physical Geography)</p> <p>Map Skills: Using maps Use directional language such as near and far, up and down, left and right, forwards and backwards Map knowledge Use world maps to identify the UK in its position in the world. Use maps to locate the four countries of the UK and its surrounding seas</p> <p>Making Maps Draw basic maps using symbols and pictures to represent places or features</p>
<p>Summer 2:</p> <p><u>The World</u></p> <p>Activities: To identify the different climate zone so the world. To sort animals to which climate zone they belong to. To sort physical and human features of the rainforest. To label the layers of the rainforest and which animals live in each layer. To label the different oceans of the world.</p> <p>Kirkley Hall Zoo trip</p>	<p>Map, atlas, equator, weather, polar, oceans, Atlantic, Pacific, Indian, Arctic, Sothern</p>	<p>NC Objectives: -Name and locate the five oceans (Locational Knowledge) -To identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles (Human and Physical Geography) -To use world maps, atlases and globes to identify the oceans studied at this key stage (Geographical skills and Fieldwork) -To use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features (Geographical skills and Fieldwork)</p> <p>Map Skills: Using Maps Use directional language such as near and far, up and down, left and right, forwards and backwards Making maps Use photographs and maps to identify features</p>

Years 1 and 2 Cycle B

Topic	Key Vocabulary	Key Knowledge/ Skills
Autumn 1: Our World - Continents and Oceans Climate: Hot & Cold	Ocean, Continent, Maps Equator, North and South poles, Climate, Weather Habitat	-Name and locate the world's seven continents and five oceans. -Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans (Locational Knowledge) -Discuss climate, weather patterns and introduce the term biomes. -Locate and name on a world map 7 continents and 5 oceans (Map skills) -Audio and Visual (Fieldwork)
Spring 2: Islands Near & Far - Comparison between the Island of Coll and a region of the UK. (Tanfield Lea) Climate: Hot & Cold Simple Maps & directions Human & Physical features <u>Cultural Capital</u> Mrs M Downie to visit school and talk to the children about life/ living on an Island. Community & family life Schools- similarities & differences with our school life Travel to & from the mainland Hobbies, pass-times and sightseeing	Countries, Capital City-London, Edinburgh Directions, Routes, Similarities and differences, Landscape, Landmarks, Map symbols, Human/Physical features Climate and Weather Patterns	-Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. Locate the island of Coll and discuss the location in relation to Tanfield Lea. (Locational Knowledge) -Use simple compass directions and locational and directional language to describe the location of Coll on a map. Discuss human & physical features on Coll and their position on a map (Geographical skills and Fieldwork) -Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom (Tanfield Lea), and of a small area in a contrasting European country (Coll Scotland) (Place Knowledge) -Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key (Geographical skills and Fieldwork) -Use simple compass directions (Maths link) -Follow a route on a map -Use aerial photographs and plan perspectives to recognise landmarks and human and physical features. -Draw and make a map and add detail -Use and construct basic symbols in a key -Use photographs and maps to identify features (Map skills) Audio and Visual Gathering information (Fieldwork)
Summer 1: Islands Near & Far - Comparison between Australia and the UK. Climate: Hot & Cold Simple Maps & directions <u>Cultural Capital</u> Mr Lewis -Uncle of Mrs Brown. Video conference/ Skype link	Countries, Capital City- Canberra, Similarities and differences, Landscape, Landmarks, Sydney Harbour Bridge, Uluru, Map symbols, Human/Physical features Climate and Weather Patterns	-Name, locate and identify characteristics (ie It is an island) of Australia. (Locational Knowledge) -Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom (Tanfield Lea), and of a small area in a contrasting non-European country (Australia- The Bush) (Place Knowledge) -Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; (Sydney Harbour Bridge, Opera House, Bondi Beach, Uluru etc) Devise a simple map; and use and construct basic symbols in a key (Map Skills, Geographical skills and Fieldwork) -Use simple compass directions -Follow a route on a map -Draw and make a map and add detail -Use and construct basic symbols in a key -Use photographs and maps to identify features (Map skills) -Audio and Visual -Gathering information (Fieldwork)

Years 3 and 4 Cycle A

Topic	Key Vocabulary	Key Knowledge/ Skills
Autumn 1: <u>Fantastic Features of the UK</u> Counties and cities	Physical geography, Topographical, Country, county, city, capital city, town, hill, mountain, sea level, Rivers	(Locational Knowledge) Name and locate counties and cities of the United Kingdom key topographical features (including hills, mountains, coasts and rivers) (Maths Link Statistics) Interpreting data from a graph about mountain height. (Geographical Skills and Fieldwork) use maps, atlases, globes and mapping to locate counties, rivers and mountains
Autumn 2: <u>The Caribbean</u> Physical characteristics and location - Hemispheres Understand similarities and differences through the study of human and physical geography.	Physical and human geography Northern Hemisphere, Southern Hemisphere, Equator, weather, climate, hurricane, temperature, similar, different, tropical, temperate	(Locational Geography) Hemisphere and Southern Hemisphere and equator (Human and physical Geography) To identify some areas of human geography e.g. houses and land use, and economic activity Climate and weather - identify the significance of the Northern Hemisphere, compare Caribbean climate to the UK climate and describe hurricanes (Place Knowledge) Understand similarities and differences through the study of human and physical geography.
Summer 2: <u>Europe</u> <u>(Link to Europe sports event where possible)</u> Locate Europe and name some of its countries. Name some cities of Europe	Human and physical geography Europe, city, Capital city,	(Locational Knowledge) 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 (Place Knowledge) understand geographical similarities and differences through the and study of human and physical geography of a region of the United Kingdom, a region in a European country,

Years 3 and 4 Cycle B

Topic	Key Vocabulary	Key Knowledge/ Skills
Autumn 1: <u>UK Land Uses – the North East</u> Ask and answer geographical questions about the physical & human characteristics relating to the land use of the UK How has land use changed over time?	Resources, trade, settlement, characteristics, significant / sacred / World Heritage sites, villages, towns, city, birthplace, similarities, differences	(Locational Knowledge) Identifying types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water (Human and Physical Geography) Ask and answer geographical questions about the physical & human characteristics relating to the land use of the UK
Autumn 2: <u>Marvelous Mountains</u> Worldwide Mountain Ranges To identify parts of a mountain,	Foothill, slope, peak, mountain range, summit, altitude, avalanche	(Human and Physical Geography) Describe and understand key aspects of mountains. Identifying different parts of a mountain – foothills etc – and their uses (how mountains could be used for recreation) (Locational Knowledge) Locating well-known mountains on a map e.g. the Andes (Place Knowledge) understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America How are mountains different in different parts of the world? How are they similar?
Summer 2: <u>Map Skills</u> Navigation using compass directions Orienteering Map Reading/Grid References Map Symbols Use of land use and environmental quality surveys Presenting data	Ordnance Survey, grid reference, route, symbols, key, location, aerial, land use survey, environmental quality survey, evaluate, data collection, data presentation	(Geographical Skills and Fieldwork) use maps, atlases, globes and digital/computer mapping to locate local study area. use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including surveys, plans and graphs.

Years 5 and 6 Cycle A

Topic	Key Vocabulary	Key Knowledge/ Skills
<p><u>Either Autumn 1 or 2:</u></p> <p><u>Why is the Lake District like it is?</u> <u>Why are the Yorkshire Dales like they are?</u></p> <p>Cultural Capital Grinton Residential Howtown Residential</p>	<p>Ordnance survey Physical features: mountains, glacier, glaciation, contour, satellite</p>	<p>To describe the physical geography of Grinton/Ullswater, including its contours (Physical geography) To understand contour lines on an OS map (Mapping skills)</p>
<p><u>Spring 1:</u></p> <p><u>The Wonderful World</u> (Physical Geography)</p>	<p>Climate zones, biomes, climate change, permafrost, tundra, topography, desert, boreal/taiga, deciduous forest, savannah, water cycle</p>	<p>Locate the world's countries: India, Australia, Jamaica, Greenland, Spain, Egypt, Brazil Using maps, concentrate on their key physical features. (Locational knowledge) To describe the physical features of various biomes, including the climate, precipitation, animals and plants and the effects of climate change with a focus on the Polar Regions. The water cycle. (Physical Geography)</p>
<p><u>Summer 1:</u></p> <p><u>How can we read maps to investigate our area?</u></p>	<p>Scale, Ordnance survey, Contour, Signs, Symbols</p>	<p>Follow a short route of Tanfield Lea on an OS map (builds on map work done in Y3/4) Describe the human & physical features shown on an OS map Use 8 figure compass and 6 figure grid reference accurately. Draw maps of increasing complexity. Drawing sketch maps. (Geographical Skills and Fieldwork - Map skills)</p>
<p><u>Summer 2:</u></p> <p><u>Global Learning: How does the UK compare with other countries around the world?</u></p>	<p>Fairtrade, economic activity, settlement, trade, distribution of natural resources, minerals,</p>	<p>Locate the world's continents, using maps to focus on Europe, including the location of Russia, and North and South America. Concentrate on a comparison of their environmental regions, key physical and human characteristics, countries, and major cities (Locational knowledge) Compare the human geography of a contrasting developing (dependent on current affairs issues) country with Britain. Including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water (Human Geography)</p>

Years 5 and 6 Cycle B

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<p><u>Autumn 2:</u> <u>What is Brazil like?</u></p>	<p>Physical Geography : rainforest, climate zones, natural resources, deforestation Human Geography: agriculture/agricultural and geological resources, deforestation, urban, rural urbanisation, poverty, favela</p>	<p>To understand geographical similarities and differences through the study of human and physical geography of the cities and countryside of Brazil (Place Knowledge) To investigate the key physical geographical features of Brazil (Physical Geography) To examine the types of settlement/land use across Brazil, including the deforestation of the Amazon rainforest (Human Geography) To compare and contrast the lives of people in Rio De Janeiro (Human Geography and Place Knowledge)</p>
<p><u>Spring 2:</u> <u>How are different areas of the world affected by the seasons?</u></p> <p>Cross-curricular links: Science—Space</p>	<p>Longitude, latitude, equator, North Hemisphere/Southern Hemisphere, tropics of Cancer/Capricorn, Arctic and Antarctic circles, GMT, time zones</p>	<p>To identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/ Greenwich Meridian and time zones (including day and night) (Locational Knowledge) To locate places using latitude and longitude (Locational Knowledge) Fieldwork—What's the weather like in Tanfield Lea? (Geographical Skills and Fieldwork)</p>
<p><u>Summer 1:</u> <u>Natural Hazards</u></p>	<p>Eruption, tectonic plates, epicentre, magma, inner/outer core, mantle, tsunami, hurricane</p>	<p>To describe key aspects of physical geography, including mountains, volcanoes and earthquakes (Physical Geography) To investigate the water cycle (Physical Geography) Compare data tables on the impact of various natural disasters Examine how earthquakes/tsunamis occur and their impact Examine the geographical spread of volcanoes, how they erupt and their impact Examine the geographical spread of other natural phenomena (eg. Floods, cyclones/</p>