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| YEAR ONE | Geographical Enquiry | Fieldwork | Map Skills  |
| Aut 1 | Where do I live?SCHOOL AND LOCAL AREA | General observations of school and the local area | * aerial photo of Holly Park
* map of Holly Park
* Google Street View of Holly Park and surrounding areas
* stick maps – each child has a stick, collect objects on journey and attach
* map of UK with countries named
 |
| Aut 2 |  |  |
| Spr 1 | Why don’t elephants and polar bears live together?HOT AND COLD COUNTRIES  |  | * animal map
* globe with countries named
* map of the world with countries named
* temperature maps – real time
 |
| Spr 2 |  |
| Sum 1 |  |  | * aerial photo of Holly Park
* map of Holly Park
* Google Street View of Holly Park and surrounding areas
* stick maps – each child has a stick, collect objects on journey and attach
* map of UK with countries named
 |
| Sum 2 | What plants grow in the local area? LOCAL AREA + WEATHER  | Finding and naming plants in the school and the local area*I can ask a familiar person prepared questions* *I can use a pro-forma to collect simple data* Investigating weather in the school grounds *I can carry out a simple survey in my school or local area*  |
| Ongoing | * story maps – linear
* story maps – circular
* BeeBot Maps
 |

Child draw labelled maps of the school grounds – use to audit map skills and vocabulary

Introduce aerial imagery – topographical plan of school grounds

Build spatial vocabulary, name features

Record weather in one or more places in the school grounds and recording on map

Introduce UK - Map weather on a map of the UK and add symbols

Familiarise with globes and atlases, look at continents, oceans, North and South Poles

Local scale study of a village and a town eg in Botswana. Use digi maps to zoom into local area – compare urban and rural ways of living, avoiding a single story

Locate poles, polar regions, equator.

Use globe to locate hot and cold places and soom into other local factors eg Kilimanjaro – a cold summit near to the equator

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| YEAR TWO | Geography | Fieldwork | Map Skills  |
| Aut 1 |  |  | * map of the world identifying wolf habitats
* globe with countries and water named
* map of UK with countries and capital cities named
 |
| Aut 2 | Why won’t we ever meet the Big Bad Wolf? UK |  |
| Spr 1 | How do people explore the whole of London? LONDON | Walk to Arnos Park – looking at bridges *I can create plans of a familiar environment* *I can add labels or features onto a sketch map or photograph*  | * Google Street View of London landmarks
* aerial photo of London
* map of London
* map of the Thames in London with bridges identified
* map of local area to identify route
* sticker maps – each child has a string with 6 labels, record 6 things from journey
* nested hierarchy maps to show school, inside Barnet, inside London, etc
* map of UK with countries and capital cities named
 |
| Spr 2 |  |  |
| Sum 1 | If you could go anywhere in the world, where would it be? CONTINENTS  |  | * globe with countries and water named
* map of the world with countries and water named
* map with continents named
* temperature maps – real time
* terrain view of the continents on Google Maps
* street view of different places around the world – personal geography
 |
| Sum 2 |  |  |
| Ongoing | * story maps – follow the journey
* story maps with symbols that need a key
* BeeBot Maps
* Coding maps with grid – 2Code
* Maps with 4 compass points
 |

Learn the location of continents

Atlas for locating continents, countries, key features and digital maps to zoom into different areas, avoiding a single story for each area

Use an atlas to find the UK and find the boundaries between the countries of the UK

Map and describe place examples and link vocabulary and spatial knowledge to places studies

Map the countries of the UK and major features and cities

Use a blank map to research and map places and features using an atlas

Add information to digital maps eg text and pictures

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| YEAR THREE | Geography | Fieldwork | Map Skills  |
| Aut 1 | What is found inside the Earth… and how do we know? MOUNTAINS AND EARTHQUAKES  |   | * globe with countries and water named
* map of the world with countries and water named
* map with continents named
* maps with letter/number co-ordinates
* maps using symbols and keys
* Junior Atlas
* maps with 4 compass points
* map with Ring of Fire Identified
* world map with tectonic plates identified
* map showing mountains using contour lines
 |
| Aut 2 |  |  |
| Spr 1 | Why would people choose to live near to a volcano?VOLCANOES  |   | * globe with countries and water named
* map of the world with countries and water named
* map with continents named
* maps with letter/number co-ordinates
* maps using symbols and keys
* Junior Atlas
* maps with 4 compass points
* map with Ring of Fire Identified
 |
| Spr 2 | Why was London chosen to be the capital city of England? UK CITIES AND COUNTIES  | Settlements in the local area *I can record findings from field trips*  | * Google Street View of UK Cities
* aerial photo of London and other major UK cities and cities around the world, looking at ‘planned cities’
* map of UK with countries and major cities named
* maps of the UK to different scales
* population maps of the UK to identify major cities
* Jann Arthus Bertrand pictures – views from the air
 |
| Sum 1 |  |  |  |
| Sum 2 |  |  |
| Ongoing | * Coding maps with grid – Scratch
 |

Map major mountain ranges and link to the work on continents

Identify mountains on each continent and introduce longitude and latitude

Recap Kilimanjaro (Y1)

Investigate mountains using Google Earth and Bing imagery

Map using ARC GIS

Look at significant volcanoes eg Mount Etna and why people live so close, pros and cons of farming close to a volcano

Investigate major physical features and mountain ranges of the UK and compare to global ranges.

Link to patterns of settlement and major towns and cities, and explain why mountinas are sparsly populated

Local fieldwork to investigate patterns of land use locally

Link earthquakes to mountin formation and map tectonic plates and major earthquaje zones

INvestigtae and map natural causes of earthquakes and some human ones eg fracking

Use maps and graphs to investigate local issues and quality of life through a neighbourhood survey with residnets

Pupils to explain maps created and outcomes of survey

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| YEAR FOUR | Geography | Fieldwork | Map Skills  |
| Aut 1 | Egypt to Uganda – What is it like at both ends of the River Nile? AFRICA AND CLIMATE ZONES |  | * aerial photos of areas of Africa showing geographical areas eg cities, forests and desert
* terrain-level view on Google Maps – to compare and contrast areas of Africa
* map of Africa with countries
* watch video below, linear map of features of River Nile
* Google Street View of Kampala, Uganda and Cairo, Egypt
* globe with countries and water named
* map of the world with countries and water named
* Ordnance Survey Map – standard symbols
* map with continents named
* maps with letter/number co-ordinates
* maps using symbols and keys
* Junior Atlas
 |
| Aut 2 | Is it true that the water we drink has already been drunk by the Ancient Egyptians?WATER CYCLE AND RIVERS  | Friary Park – waterways *I can use a simple database to present findings from fieldwork* *I can draw an annotated sketch from observation including labels and description*  | * maps of Friary Park and Blacketts Brook
 |
| Spr 1 |  |  |  |
| Spr 2 |  |  |
| Sum 1 | What were the effects of Tudor Exploration? NORTH AMERICA |  | * Tudor world maps
* maps of Tudor trade/exploration routes
* coding maps
* maps with 8 compass points
 |
| Sum 2 |  |  |
| Ongoing |  |

* <https://www.google.com/search?q=journey+down+the+nile&rlz=1C1WPZC_enGB819GB819&oq=journey+down+the+nile&aqs=chrome.0.0i355i512j46i512j0i512l2j0i22i30l6.3376j0j4&sourceid=chrome&ie=UTF-8&safe=active&ssui=on#fpstate=ive&vld=cid:d90a0820,vid:jjdOlv82kPE>

Use world maps and globes to introduce latitude, longitude and climate patterns.

Locate and map the major rivers in the world and the UK

Zoom into places featured eg the Nile

Online map challenges to help locate and memorise counties of the UK

Develop map and compass skills

Create routes to visit using OS maps and do a ‘flyover’ before going out in the field.

Map features found and create StoryMaps

Revisit continents and investigate North America and its key features

Revisit mountain ranges, climates. Link to work on rivers and sources of fresh water

Introduce time xones and link to digimap for schools maps

Investigate time zones across America

Map major cities around the world and give their time relative to noon in Greenwich UK

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| YEAR FIVE | Geography | Fieldwork | Map Skills  |
| Aut 1 | What was the British Empire? TRADE | Victorian Buildings in Local Area *I can select appropriate methods of data collection**I can use a database to interrogate and amend information collected*  | * aerial photos from different biomes
* aerial photos of Asia – focusing on flood zones, earthquake regions, tsunami sites, volcanoes
* terrain-level view on Google Maps – to compare and contrast areas of biomes and Asia
* map of Asia with countries
* maps of the British Empire shown
* map of North America with countries shown
* terrain-view map of North America on Google Maps
* Google Street View different Victorian buildings around the world
* globe with countries and water named
* map of the world with countries and water named
* Ordnance Survey Map – standard symbols – following routes
* world map showing biomes
* sketch maps with symbols and a key
* map with continents named
* Tudor world maps
* maps of Victorian trade/exploration routes
* maps with letter/number co-ordinates
* Maps for routes in different scales
* Maps using symbols and keys
* Junior Atlas with atlas symbols
* world map showing lines of latitude
* Floodlands Book – scale and distance
* maps showing industrial areas of the UK
* compare Friern Barnet housing pre/post Victorian
* Coding maps
* Maps with 8 compass points
 |
| Aut 2 |  |  |
| Spr 1 |  |  |
| Spr 2 |  |  |
| Sum 1 | Do we live in a biome? BIOMES |  |
| Sum 2 | Why does Asia have so many natural disasters?ASIA |  |

<https://www.british-history.ac.uk/vch/middx/vol6/pp6-15>

Building on previous work, regional comparisions between UK and other countries

Use maps to show features and regional scales for comparison

Use appropriate maps for different sclaes of enquiry

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| YEAR SIX | Geography | Fieldwork | Map Skills  |
| Aut 1 | Where did the influential battles of WW2 take place?EUROPE |  | * aerial photos from different battlefields – current and during the war
* terrain-level view on Google Maps – to compare and contrast areas of Europe/Brazil/Antarctica
* map of Europe with countries
* globe with countries and water named
* map of the world with countries and water named
* Ordnance Survey Map – standard symbols – describe features
* world map showing biomes
* sketch maps with symbols and a key
* map with continents named
* maps with letter/number co-ordinates
* Maps for routes in different scales
* Junior Atlas with atlas symbols
* world map showing lines of latitude
* Coding maps
* Maps with 8 compass points
 |
| Aut 2 |  |  |
| Spr 1 | What should happen to Antarctica in 2041 when the Antarctic Treaty finishes?ANTARCTICA |  |
| Spr 2 |  |  |
| Sum 1 |  |  |
| Sum 2 | Should people be allowed to chop down trees in the Amazon rainforest? SOUTH AMERICA AND RAINFORESTS  | Trent Park – different types of flora/fauna *I can evaluate the quality of evidence collected and suggest improvements* *I can use graphs to display data collected*  |

Map countires in Eurpose and their key characteristics

Investigate in more depth the Meditterannean – link to climate, latitude, mountain ranges, (check this is relevant to the enquiry questions)

Revisit continents and investigate South America and its key features

Revisit mountain ranges, climates. Link to work on rivers and sources of fresh water

Investigtae and map rainforests around the world and explain why they are where they are

Map imports of foodstuffs from around the world using eg scribble maps and their icons – link to climate anf fairtrade

Investigate and map natural resources around the world and discuss the impacts of human activity

Link to work on climate, biomes, fresh water and major rivers

Map regions of the Amazon and the countires within it

Focus on the Amazon as a region and zoom into Manaus and map the impacts of famring on the rainforest

Investigate links between energy use around the world eg using fossil fuels, especially wood and deforeetstaion and climate change

Map and investigate alternative energy use

Use NASA Earth visible light map to discuss energy use around the world

Take a futures perspective and dbate whether Antarctica should be developed or not and how it may be already changing

Map human activity and physical changes on the continent