





Otterbourne CE Primary School - Geography



Curriculum Map, Progression and Golden Threads


Curriculum Map including National Curriculum

Concepts to know and remember

Making comparisons	Climate	Physical process	Economy, trade and transport	Fieldwork	Local Europe Worldwide	
	Autumn Term	Spring Term		Summer Term		
Year R	<p>What it looks like: exploration of loose parts/ materials, outside exploration of the school grounds and Year R area, routines directions and prepositions, globe and atlas books available in continuous provision.</p> <p>Enhancements: such as weekly forest school, games on field, comparisons of cultures and countries, seasonal work and bird watching linked to half termly big question.</p> <p>Aspiration 1: TRUST sustainability and change. To make independent choices about how resources are used leading to the award of "champion of Reduce, Reuse, Recycle."</p> <p>Aspiration 2: RESPECT – diversity and equality. To compare ideas about the similarities and differences of myself with others leading to the end of year publication of the "Otters Book of Diversity".</p> <p>Aspiration 4: TRUST Sustainability and Change. To foster a love of nature through the outdoor education and an environment rich in bugs, birds, plants and growing where we compost our waste and grow vegetables we can eat</p>					
Assessment Knowledge Skills	<p>People, culture and communities ELG - Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps</p> <p>Natural World ELG – Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. Understand some important processes and changes in the natural world around them, including the seasons.</p>					
Year 1	<p style="text-align: center;">My Special corner of the world</p> <p style="text-align: center;">Identify seasonal and daily weather patterns in the United Kingdom</p> <p>Identify countries and seas of the United Kingdom</p> <div style="text-align: center;"> LOCAL </div>	<p style="text-align: center;">Our Amazing World</p> <p style="text-align: center;">Name and locate the world's seven continents and five oceans. location of hot and cold areas of the world in relation to the Equator and the North and South Poles</p> <p>Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage.</p> <p style="text-align: center;">WORLDWIDE</p>		<p style="text-align: center;">Sun, Sea and Sand in Southsea</p> <p>Use geographical vocabulary to refer to: key physical features, Understand key human features.</p> <p>Use simple compass directions and locational and directional language to describe the location of features on a map.</p> <p>Use aerial photographs and plan perspectives to recognise landmarks and basic features; devise a simple map; and use and construct basic symbols in a key. Understand similarities and differences through studying the human and physical geography of a small area of the United Kingdom. Use simple fieldwork and observation skills.</p> <div style="text-align: center;"> LOCAL </div>		
Assessment Knowledge Skills	<p>To talk about the weather patterns in our school grounds using key vocabulary linked to temperature and precipitation.</p> <p>To use left and right to give simple directions.</p> <p>To be able to name human and physical features located in our school grounds.</p>		<p>To describe the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</p> <p>To use world maps, atlases and globes to locate the continents of the world.</p>		<p>To devise a simple map of Southsea by locating main features using simple symbols and a key.</p> <p>To name key tourist features in Southsea.</p> <p>To use the four compass points to give directions.</p>	

<p>Year 2</p>	<p>Places to play - local area study</p> <ul style="list-style-type: none"> Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map. 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. 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. 	<p>Caribbean Comparisons - From Trinidad to Britain</p> <p>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and surrounding seas.</p> <p>Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country.</p> <p>Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage.</p> <p>WORLDWIDE</p>	
<p>Assessment Knowledge Skills</p>	<p>To use aerial images and plan perspectives to recognise local landmarks</p> <p>To carry out a simple survey to collect data in the local play park and make recommendations for improvements.</p> <p>To name and locate the four UK countries and capital cities of the United Kingdom.</p>	<p>To name key geographical similarities and differences between the human and physical geography of Otterbourne, United Kingdom and of Pointe-A-Pierre in Trinidad.</p> <p>To locate Trinidad and UK on world map and name their continents and surrounding oceans.</p>	
<p>Year 3/4 Cycle A</p>		<p>Water, Water Everywhere?</p> <p>Water distribution, the water cycle, impact of climate change and dealing with drought/ flooding.</p> <p>Identify the position and significance of the equator.</p> <p>Describe and understand key aspects of physical geography including the water cycle.</p> <p>Use maps, atlases, globes and digital/ computer mapping to locate countries and describe features studied.</p> <p>Explore the distribution of natural resources including water.</p> <p>Understand key human and physical differences by studying a place suffering from drought versus a place suffering from flooding.</p> 	<p>KS2 European Study - A Mountain Village (Cortina d'Ampezzo)</p> <p>Children learn about where UK is as part of Europe.</p> <p>Creating maps of Europe using an atlas to locate countries and capital cities.</p> <p>Using maps to identify key geographical and human features.</p> <p>Compare life in an Italian village in the mountain with Otterbourne village.</p> <p>Explore settlement and land use and economic activity in both places.</p> <p>EUROPE</p>
<p>Assessment Knowledge Skills</p>		<p>To understand and explain the water cycle.</p> <p>To use 4 figure grid references to describe the location of water in our school grounds.</p> <p>To describe the distribution of water across the world and identify patterns linked to the position of the equator.</p>	<p>To use atlases and globes to locate countries and cities in Europe using the index and contents page to support.</p> <p>To identify the position and significance of the Equator when comparing the climate of Italy with the UK.</p> <p>To describe geographical similarities and differences between the economy of a mountain town and Otterbourne village.</p>

<p>Year 3/4 Cycle B</p>		<p style="text-align: center;">Terrific Trade</p> <p>Locate the world's countries, inc South America concentrating on their environmental regions, key physical and human characteristics, countries, and cities. Understand similarities and differences through the study of human and physical geography of a region within North or South America. human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</p> <p style="text-align: center;">WORLDWIDE</p>	<p style="text-align: center;">On your bike in Otterbourne</p> <p>Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. 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. Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features and land-use patterns.</p> <p style="text-align: center;"> LOCAL</p>
<p>Assessment Knowledge Skills</p>		<p>To use digital mapping to create trade routes. To use information in an atlas to compare Bolivia with the UK To describe advantages and disadvantages of trading between countries.</p>	<p>To use different types of fieldwork sampling (random and systematic) to observe, measure and record. To interpret data collected and present the information on a digital map and draw conclusions. To recognise that localities are set within a broader geographical context, nationally and globally and distinguish between the hierarchy of continents, countries and cities.</p>
<p>Year 5/6 Cycle A</p>	<p style="text-align: center;">The River Itchen</p> <ol style="list-style-type: none"> 1.Name and locate counties and cities of the UK, geographical regions and their identifying human and physical characteristics, key topographical features; and understand how some of these aspects have changed over time 2.Use maps, atlases, globes and digital/computer mapping. Use the eight points of a compass to build their knowledge of the UK. 3.Use four and six-figure grid references 4.Use symbols and key (including OS) 5.Use fieldwork to observe, measure, record and present human and physical features in local area inc sketch maps, plans and graphs & digital technologies <p style="text-align: center;"> LOCAL</p>		<p style="text-align: center;">Mapping the face over Otterbourne over time.</p> <p style="text-align: center;">Explore land-use patterns; and understand how some of these aspects have changed over time.</p> <p>Use maps and digital/computer mapping to locate and describe features studied.</p> <p style="text-align: center;"> LOCAL</p>
<p>Assessment Knowledge Skills</p>	<p>To name and locate counties and cities of the United Kingdom. To describe key features of a river including source, mouth, meander and know the basic river processes of erosion, transportation and deposition.</p>		<p>To recognise patterns on maps and begin to explain what they show.</p>

	<p>To use eight points of the compass to give directions and instructions.</p> <p>To use four and six-figure grid references</p>		
<p>Year 5/6 Cycle B</p>	<p>Violent Earth - Volcanoes and Earthquakes</p> <p>Identify the position and significance of latitude, longitude.</p> <p>Describe and understand key aspects of volcanoes and earthquakes. Use maps, atlases, globes and digital/computer mapping to locate countries and describe features.</p> <p>WORLDWIDE</p>	<p>World Biomes - Exploring biomes far and near (New Forest). Identify position and significance of latitude, longitude, equator, Northern Hemisphere, Southern Hemisphere, tropics and cancer and Capricorn, , Arctic and Antarctic circle, Prime/ Greenwich Meridian and time zones (including day and night)Locate the World's countries, using maps concentrating on their environmental regions Describe and understand key aspects of physical geography including climate zones, biomes and vegetation belts Use fieldwork to observe, measure, record and present the human and physical features</p> <p> LOCAL</p>	
<p>Assessment Knowledge Skills</p>	<p>To describe the impacts of earthquakes and volcanic eruptions on humans and the landscape.</p> <p>To identify the position of the lines of latitude including the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle</p>	<p>To identify and describe the location of biomes in relation to the lines of latitude.</p> <p>To know how lines of longitude are used to measure the time zones for places on Earth</p> <p>To be able to identify human and physical features of the New Forest using an OS map key.</p>	

Progression and Golden Threads

Key Threads

1) My Place in the world: Local Europe Worldwide

Year R	Year 1	Year 2	Year 3/4	Year 5/6
<p>Children explore their school grounds on a regular basis as part of their outdoor learning. They begin to follow simple maps and learn about the position of places in their school.</p> <p style="text-align: center;"><i>Year R – Know countries of the UK.</i></p>	<p>My special corner of the world: Children explore school grounds and immediate vicinity and how we are linked to Winchester by bus.</p> <p>Our Amazing World: Discover which parts of our world are hot and cold. Compare weather where they live with the weather in different parts.</p> <p>Sun, Sea and Sandcastles: Children visit Southsea and discover an island slightly further away from home.</p> <p><i>Continent table names- Europe, North America, South America, Africa, Antarctica, Asia, Australasia</i></p>	<p>Special Places to Play: Children explore and map places we play in our school and venture out into Otterbourne to discover and map a park in their local area.</p> <p>Caribbean Comparisons: Children begin to compare their own locality with Trinidad in the Caribbean .</p> <p>Ocean Table Names: Atlantic, Pacific, Indian, Arctic, Southern Ocean.</p>	<p style="text-align: center;">CYCLE A</p> <p>Water, Water everywhere?: Children learn about places that experience too much or too little water. Focus Lake Chilwa, Malawi. Fieldwork within school grounds exploring flooding potential</p> <p>KS2 European Study – A Mountain Village: European focus. Children learn about where the UK is as part of Europe. Place focus- Italy. (Cortina d’Ampezzo)</p> <p><i>Know countries in Europe - Table names Cycle A – Italy, France, Germany, Belgium, Switzerland</i></p> <p style="text-align: center;">CYCLE B</p> <p>Terrific Trade: South America Focus- comparison of Brazil and the UK. Trade routes, links across the world.</p> <p>On Your bike in Otterbourne: Local fieldwork evaluating cycle paths in the immediate local area.</p>	<p style="text-align: center;">CYCLE A</p> <p>Rolling Rivers: Children walk to the River Itchen within Otterbourne and take a bus to visit the River Itchen at St Cross, Winchester. They use maps to follow the course of the River Itchen and ask Is the River Itchen unique?</p> <p>Glorious Greeks: Where is Greece?</p> <p>Mayans: Location and key geographical features of Mexico.</p> <p><i>Know counties in England: Table names - Hampshire, Berkshire, Surrey, Wiltshire, Dorset.</i></p> <p style="text-align: center;">CYCLE B</p> <p>Violent Earth: Children identify parts of the world that suffer from volcanoes and earthquakes. Independent research on part of the world that interests them.</p> <p>Brilliant Biomes: A comparison of the world Biomes. Children to visit the New Forest to compare Woodland and Heathland Biomes.</p> <p><i>Y5/6 Know World’s largest cities Table Names -</i></p>

			<i>Know countries in Europe: Cycle B – Spain, Portugal, Greece, Netherlands, Turkey</i>	<i>Cycle B - Tokyo, Delhi, Shanghai, Sao Paulo, Mexico City</i>
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2) Fieldwork & Enquiry

Year R	Year 1	Year 2	Year 3/4	Year 5/6
Children explore their school grounds on a regular basis as part of their outdoor learning noting changes taking place– Forest School.	<p>My special corner of the world: FIELDWORK Recording the weather in our school grounds. <i>What is the weather like in Otterbourne? What is it like in our school? Where do I live in the world?</i></p> <p><i>Our Amazing World – What is it like in other parts of our world?</i></p> <p>Sun, Sea and Sandcastles: FIELDWORK Children visit Southsea <i>Why do tourists visit Southsea?</i></p>	<p>Special Places to Play: FIELDWORK Visit play areas in our school and Otterbourne Play Park. Sketch map, rate play equipment. <i>How can we improve the play area?</i></p> <p><i>Caribbean Comparisons - How is Trinidad similar and different to Otterbourne?</i></p>	<p>CYCLE A Wonderful Water: FIELDWORK within own school grounds exploring flooding potential. <i>Which part of our school grounds are most at risk of flooding?</i></p> <p><i>Italy - A holiday in Europe. How does life compare in an Italian mountain village to Otterbourne village?</i></p> <p>CYCLE B Terrific Trade - Is trade terrific?</p> <p>On Your bike in Otterbourne: FIELDWORK Children carry out local fieldwork evaluating cycle paths in the immediate local area. <i>How can we improve cycle paths in Otterbourne?</i></p>	<p>CYCLE A Rolling Rivers: FIELDWORK Children take a bus to visit the River Itchen at St Cross, Winchester. Stream study- Taking river depth and velocity measurements. <i>Is the River Itchen unique?</i></p> <p>CYCLE B Violent Earth: FIELDWORK <i>Where in our school would be the safest place to shelter if we experienced an Earthquake?</i></p> <p>Brilliant Biomes: A comparison of the world Biomes. <i>Which is the most endangered biome on Earth?</i> FIELDWORK - Children to visit the New Forest to compare Woodland and Heathland Biomes. Sketch maps.</p>

3) Mapping

Year R	Year 1	Year 2	Year 3/4	Year 5/6
<p>They begin to follow and draw simple maps in the school grounds- Forest School.</p> <p>Globe and atlas books available as part of continuous provision.</p> <p>Locating sea and land on maps of the world</p>	<p>My special corner of the world: Mapping our school grounds (Messy Maps)</p> <p>Our Amazing World: Atlas work. Identifying hot/ cold areas.</p> <p>Sun, Sea and Sandcastles: Locate Southsea on a map. Planning a route to get there Digimap</p>	<p>Special Places to Play: Mapping play areas. Following a map to the park. Using aerial photos on Digimap to identify features.</p> <p>Caribbean Comparisons: Looking at World Maps to identify the location of Trinidad and Tobago. Map the journey to Britain Digimap</p>	<p>CYCLE A Wonderful Water: Atlas work & digimaps, identifying areas of desert and seas, lakes, rivers Digimap. Mapping areas at risk of flooding within school grounds (log on Digimap).</p> <p>Italy – A holiday in Europe: Creating maps of Europe, using an atlas to locate countries and capital cities. Using maps to identify key geographical and human features. Digimap</p> <p>CYCLE B Terrific Trade: Atlas work & Digimap. Creating trade maps to show the journey of cocoa beans.</p> <p>On Your bike in Otterbourne: Identifying journeys to school on Digimap Following a map of the local area. Creating their own safe cycling route map.</p>	<p>CYCLE A Rolling Rivers: Using OS symbols on Digimap to identify features along the River Itchen. Measuring the length of the River Itchen on Digimap. Atlas work to identify UK rivers including 6 figure grid references.</p> <p>Glorious Greeks: Atlas work to identify Greece. Magnificent Mayans: Atlas work to identify Mexico. Local History Study: Mapping the face over Otterbourne over time. (Digimap comparing old and new maps)</p> <p>CYCLE B Violent Earth: Creating a world map of tectonic plates: volcanoes and earthquakes. Lines of Longitude and Latitude. Digimap</p> <p>Brilliant Biomes: A comparison of the world Biomes. Atlas work & Digimaps. Times Zones. Digimap Children to visit the New Forest to compare Woodland and Heathland</p>

				Biomes. Follow an OS Map around Bolderwood. Y6 Residential - Orienteering,
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4) Human & Physical Geography: **Economy, Trade & Transport** **Climate** **Physical processes** **Comparisons**

Year R	Year 1	Year 2	Year 3/4	Year 5/6
<p>Discussions of weather and seasons.</p> <p>Comparisons of cultures and countries.</p>	<p>My special corner of the world: Spotting human and physical features in our school grounds.</p> <p>Daily weather recording.</p> <p>Our Amazing World: Discover which parts of our world are hot and cold. Compare weather where they live with the weather in different parts.</p> <p>Sun, Sea and Sandcastles: Southsea – Identify key human and physical features such as port, pier, coast, sea. Exploring tourism.</p>	<p>Special Places to Play: Identify human and physical features in their local area which make Otterbourne distinctive.</p> <p>Caribbean Comparisons: Children begin to compare their own locality with a Trinidad and Tobago. Identify human and physical features of Trinidad.</p>	<p>CYCLE A</p> <p>Wonderful Water: Describe and understand key aspects of the Water Cycle. Explore distribution of water in our world.</p> <p>A holiday in Europe: Italy: Compare life in an Italian village in the mountain with Otterbourne village. Explore settlement and land use and economic activity in both places.</p> <p>CYCLE B</p> <p>Terrific trade: Exploring trade links</p> <p>On Your bike in Otterbourne: Transport links in Otterbourne.</p>	<p>CYCLE A</p> <p>Rolling Rivers: Describe and understand key physical aspects and processes of rivers. Trade links along the River Itchen.</p> <p>CYCLE B</p> <p>Violent Earth: Describe and understand key aspects of volcanoes and earthquakes.</p> <p>Brilliant Biomes: Describe and understand key aspects of Climate zones, Biomes and Vegetation belts.</p>

