



# Geography

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## Curriculum Overview

Masefield Primary School



# Geography

## Geography Careers

Cartographer, Climate scientist, Environmental manager, Geographer, Geographical information systems (GIS) officer, Geoscientist, Researcher, Risk analyst, Surveyor, Sustainability consultant, Teacher or lecturer, Urban planner, Computer programmer, International aid worker, Landscape architect, Market researcher, Tourism officer, Travel agent.



"The study of geography is about more than just memorizing 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."

- President Barack Obama

# Geography National Curriculum in England

The national curriculum for Geography aims to ensure that all pupils:

- develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes
- understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time
- are competent in the geographical skills needed to:
  - collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
  - interpret a range of sources of geographical information including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
  - communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

## Statement of Intent for Geography

At Masefield Primary School, we aim to provide an ambitious and high-quality Geography Curriculum, spanning the Early Years Foundation Stage (EYFS) to Year 6. Our Geography Curriculum builds knowledge of diverse places, people, natural and human environments, together with the Earth's fundamental physical processes. Through the progressive development of geographical knowledge, skills, understanding and enquiry, while simultaneously nurturing our pupils' natural curiosity and fascination with the natural world, we aim to instil a life-long love and passion for Geography, in conjunction with respect for the world in which we inhabit.

Our Geography Curriculum builds knowledge of key geographical concepts, which allows pupils to explore in-depth the economic, environmental, political and social facets of places, while comparing and contrasting local, regional, national and global scales. Our Geographical Curriculum aims to ensure that our pupils are aware of contemporary geographical issues and the significance of human impacts across the globe and the drive towards sustainability. Armed with this information, our pupils will be better informed to make decisions about how they chose to live their lives now and in the future and will have an enhanced understanding of cultures dissimilar to their own; fostering mutual respect and tolerance.

At Masefield, the teaching and learning of Geography is delivered as a discrete subject, in order to promote the explicit and specific development of geographical knowledge, skills, understanding and enquiry. Naturally, links are to other areas of our curriculum, but this does not dilute the entitlement and quality of our Geography Curriculum.

Our school's long-term plan for Geography establishes the content for teaching, specified within each year group. This is supported by the school's Geography Progression Document, which demonstrates pupil learning outcomes, within each stand of development, across and between our Geography Units of Work. Short-term planning details how this content evolves over a series of lessons within each unit of work. The organisation of our Geography Curriculum provides structured opportunities for all our pupils to:

- Develop enjoyment, interest in and knowledge of Geography and an appreciation of its contribution to all aspects of everyday life;
- Build upon their natural curiosity and sense of awe about our amazing human and natural environments;
- Be introduced to the language and specific vocabulary of Geography;
- Assimilate accurate locational knowledge of the world's countries, oceans and hemispheres and;
- Forge connections between the human and physical environments; facilitating pupil investigations of the economic, environmental, political and social aspects of Geography.

## Teaching and Learning in Geography

In addition to the conscious design and structure of our Geographical Curriculum, careful consideration has been given to the implementation of the curriculum in the classroom. The delivery of our teaching and learning will vary according to the activities undertaken, yet will follow the principles and sequence set out in our Teaching, Learning and Implementation Policy and will include: class, group and individual deliberative instruction, exposition and demonstration and the explicit use of questioning and in-depth discussion. The following approaches and resources are adopted across all year groups, in order to ensure effective delivery of the intended Geography Curriculum

## What is Geography?

At Masfield Primary School, we define Geography as 'the world discipline,' which endeavours to 'seek order and meaning in the diversity and complexity of the world' (Professor Alistair Bonnett). As former President Barack Obama once commented:

"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



exist across continents. And in the end, it's about using all that knowledge to help bridge divides and bring people together."

In order for our pupils to begin to discover order and meaning across the globe, our Geography Curriculum encompasses specific geographical concepts.

## Key Concepts in Geography

In order to structure the development of and relationships between our key geographical knowledge, skills, understanding and enquiry; geographical concepts are threaded and interwoven throughout our Geography Curriculum. These geographical concepts are the core disciplinary underpinnings of Geography and are embedded within our Geography Curriculum, in order for our curriculum to remain not only faithful to the historical development of the subject, but also to ensure that our pupils organise their geographical thinking according to the academic principles and rigors of the subject. These geographical concepts are explicitly taught within and across individual units of work. They are revisited throughout individual year groups and across key stages, to ensure that our pupils have a clear and thorough understanding of them, so that they can make meaningful connections between the units of work and lock their geographical knowledge, skills, understanding and enquiry, within their long-term memory. As a consequence, our pupils will be thoroughly prepared for the academic demands of the subject as they journey from our school and embark upon their geographical learning at secondary school and beyond.

These geographical concepts are:

- Place;
- Space;
- Scale;
- Environment;
- Interconnection;
- Sustainability;
- Cultural Awareness and Diversity;
- Human and Physical Processes.

# Knowing More and Remembering More in Geography

At Masefield, we recognise the importance of retrieval practice in making learning more efficient. Retrieval practice allows our teachers to identify and address gaps in knowledge and check for misunderstandings, whilst simultaneously allowing children to make and strengthen connections between their knowledge and providing firmer foundations for future learning. In Science, all teachers follow these agreed procedures to support the consolidation of prior learning and the incremental development of new learning:

## The beginning of every unit

In order to assess prior knowledge, the teacher will present the children with the previous years' LbQ question set for that topic where applicable.

This low stakes quiz allows children the opportunity to recall and strengthen relevant prior knowledge which then can be built upon over the upcoming lessons. This also allows teachers the opportunity to identify and address any gaps in prior knowledge or misconceptions so that they can accurately adapt their teaching to ensure that children build a strong knowledge of the required content.

## The beginning of every lesson

At the beginning of every lesson, the teacher will refer back to the previous lessons within the sequence of learning. This provides children the opportunity to recall prior knowledge and make connections between this and the new learning in the current lesson.

## The end of each unit

At the end of each unit, the teacher will present the children with the LbQ question set for that unit. This is a low stakes quiz which will assess the children's knowledge of the required content in each unit.

This allows children yet another opportunity to recall and strengthen their learning from this unit. It also provides teachers with a clear picture of children's understanding, which will inform their summative assessments for the unit. This allows the teacher another opportunity to address gaps in knowledge or misconceptions.

## Friday Flashbacks

Through Friday Flashbacks, the teacher will present the children with the LbQ question sets for all the units taught so far that year. These are low stakes quizzes will assess the children's knowledge of the required content in each unit.

This allows children multiple further opportunities to recall and strengthen their learning from previous units. It also provides teachers with a clear picture of children's understanding and how their knowledge and skills are developing incrementally. It allows them multiple further opportunities to address gaps in knowledge or misconceptions.

# Teaching and Learning Delivery Model: Building Knowledge through Challenge

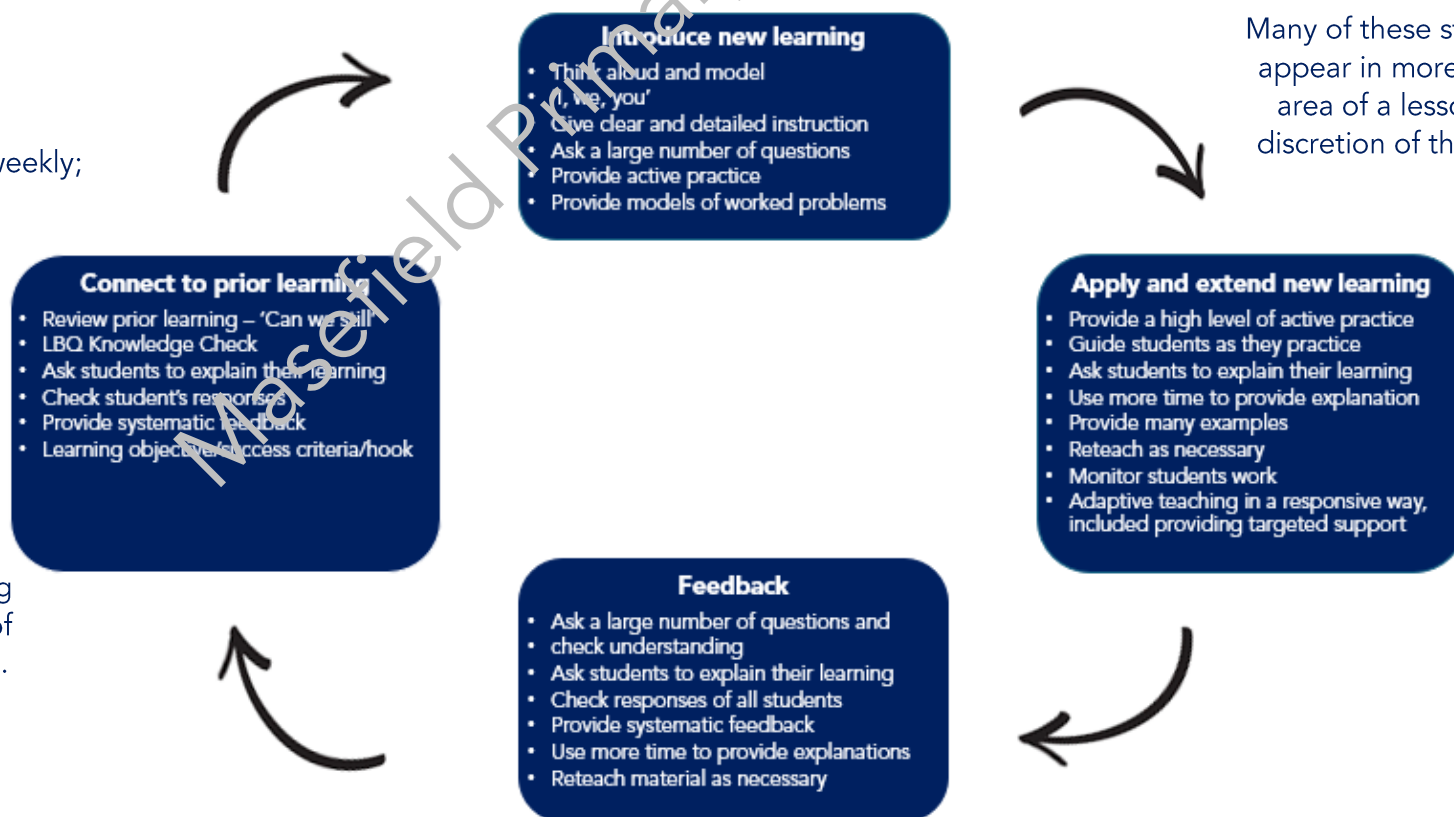


Teachers	Lessons	Learning Opportunities
<ul style="list-style-type: none"> <li>✓ Have high expectations for all groups of children</li> <li>✓ Have strong subject knowledge</li> <li>✓ Promote independence</li> <li>✓ Promote confidence</li> <li>✓ Offer praise and encouragement</li> <li>✓ Are enthusiastic and positive about learning</li> <li>✓ Model good learning</li> <li>✓ Offer high quality conversation and talk</li> </ul>	<ul style="list-style-type: none"> <li>✓ Have a distinct knowledge base</li> <li>✓ Are purposeful</li> <li>✓ Are memorable</li> <li>✓ Are active</li> <li>✓ Are engaging</li> <li>✓ Are focussed</li> <li>✓ See children and teachers working as a learning team</li> </ul>	<ul style="list-style-type: none"> <li>✓ Increase knowledge</li> <li>✓ Develop basic skills</li> <li>✓ Meet children's individual learning needs</li> <li>✓ Broaden and extend experiences</li> <li>✓ Offer an opportunity to try new things</li> <li>✓ Are cross curricular if appropriate</li> <li>✓ Offer first hand experiences through trips or visitors</li> </ul>

## There shall be no bad books!

- Vocabulary lesson;
- Regular foundation lessons – weekly;
- New page for each lesson;
- Marking grid for Seesaw work.

Each lesson may not be a complete cycle of the learning sequence but over a period of time all areas will be covered.



Many of these steps would appear in more than one area of a lesson at the discretion of the teacher.

# Adaptive Teaching



"We are what we repeatedly do. Excellence, then, is not an act, but a habit."

## What is Adaptive Teaching and why do we do it?

With adaptive teaching, all pupils are given one explicit instructional goal. They all access the same ambitious curriculum. The teacher teaches to the top and scaffolds pupils who need support to reach that level. When not needed, the teacher removes scaffolds or fades them out.

This approach promotes high achievement for all and doesn't cap opportunities or aspirations.



**Explicit Instruction**

Adaptive practice:

Pre-teach or TA support during modelling.

**Shared Instruction**

Check:

Use this section to check pupils' understanding. Can they do it with the structure in place?

**Independent Practice**

Reflect and Respond:

Allow students who have successfully completed the 'We Do' to move on independently. Group together those who are still struggling and complete work with adult support.

## Before the lesson...

Lower ability pupils	Pupils with a low reading age	SEND pupils	EAL pupils
Do they need a pre-teach? Can they complete this when they arrive?	Do they need a keyword and definition list? Are they having 1:1 reading – could this be part of a foundation subject lesson or reading lesson?	What resources will they need to support them in successfully completing the task (task sheet, checklists, mind maps etc.)? Communicate with TA beforehand to co-ordinate effective support.	Do they need translated resources? Laptops?

## During the lesson...

CHECK REFLECT RESPOND	ENOUGH CORRECT	Practise, consolidate, move on
	NOT ENOUGH CORRECT	Re-explain, more questioning, further chunking, modelling, further scaffolding, check your question then re-check for understanding.
Further support...	Refer to Adaptive Teaching booklet, mini-whiteboards, LBQ, targeted support, additional practice, modelling (I do, we do, you do), breakdown content (chunking).	



## SEND – Adaptive Teaching Strategies to support and scaffold

- Adjust the level of challenge – e.g. provide sentence stems and question prompts to support thinking, allow children to present their work in different ways (mind maps, collaborative work).
- Clarify/simplify a task or provide numbered steps with visual representations (objects, pictures, signs, photos).
- Use bold essential content from curriculum document.
- Re-explain a concept or explain it in a different way.
- Give additional (or revisit) examples.
- Use peer tutoring/collaborative learning (everyone must participate – give them roles).
- Provide additional scaffolds - e.g. – pre-teach vocabulary, 'I do, we do, you', chunk learning into smaller chunks and break learning down into key knowledge, provide worked examples, provide sentence starters for writing, use media (photographs, film) and hands on resources, where possible.
- Set clear targets/expectations.
- Provide prompts/sentence stems – e.g. provide/develop with children steps to success for children to work from, question prompts to support with thinking and reduce cognitive overload.
- Improve accessibility (e.g. proximity to speaker, visibility of whiteboard, read a text to the pupil) – e.g. – child-friendly texts/media, where possible. When researching, use child appropriate websites.
- Consider pace - (extra time for responses to questions, contributing to class discussions and to complete activities).
- Provide vocabulary with visual images – e.g. - explicitly teach vocabulary at the beginning of a unit alongside a picture of the key word, use photographs to represent the word when using it during the unit.
- Check understanding and reinforcing as needed through repetition, rephrasing, explaining and demonstration – e.g. use of mini-plenaries to check understanding (quick quizzes).
- Have alternative ways to record learning, e.g. oral, photographic, video, highlighting text, mind maps, etc. – e.g. give children a variety of ways to record their work (recording themselves, use of technology, mind maps), allow children to be creative in the ways that they present their work – they do not all have to be the same.
- Pre-teach vocabulary, key content etc.



## More Able – Adaptive Teaching Strategies to stretch and challenge

- Identify and account for prior knowledge – a child who has extensive prior knowledge could be asked to present some of the knowledge they have to the class; explain something they understand easily to a child who doesn't 'get it' so quickly – e.g. – peer modelling, a more able child could present interesting facts that they already know to the children, more able children given more challenging enquiry based questions to extend their learning.
- Build on interests to extend - read widely around a subject outside of lesson time by providing them with information about suitable material, e.g. give them suitable higher-level texts to read – e.g. – Use of History Pupil Leaders to develop love of History, questions to research for home learning, projects to complete for home learning.
- Depth of content - consider what you can add to create depth, e.g. digging into an area more deeply, going laterally with a concept, or asking pupils to use more complex terminology to describe abstract ideas.
- Use questioning techniques to boost thinking – ask open-ended questions which require higher-order thinking - e.g. – How.....Why.....What does this source tell us?
- Consider learner roles – ensure they are appropriately challenged through the role they are given so they can make an effective contribution; argue in favour of a viewpoint that is different to their own, e.g. argue the opposite position to that which they actually hold, during a class debate, take on a more supportive 'tutor' role during group work.
- Mastery - more intensive teaching, tutoring, peer-assisted learning, small group discussions, or additional homework. e.g. - analyse and interpret sources (questions – what's this? What can we say for certain? What can we infer? Does this new source strengthen, amend or completely change our thinking? What doesn't the source tell us?
- Adapted success criteria/choice of task – offer a choice of tasks with a different level of challenge.
- Feedback – framing feedback so pupils must take responsibility for improving their own learning – e.g. extend more able learners through open-ended questions when providing feedback.



# Learning by Questions – Using EdTech to support Teaching and Learning



## What is Learning by Questions?

Pupils' use iPads and progress at their own pace and level through high quality Question Sets and receive immediate automatic feedback as they answer. Teachers receive live analysis and results are saved to support assessment and planning. Data is stored automatically to support lesson planning.

## Why do we use it?

Learning by Questions (LbQ) is fully embedded into Masfield's curriculum journey. This evidence based and award winning teaching & learning tool has been fundamental in the significantly above average results at Masfield over the last few years. All teachers and pupils have accounts that allow access to all resources.

## What support do I get?

- Tracked classes set up in the first week of the academic year.
- Every member of staff (teachers and TAs) will receive regular CPD on LbQ, including meeting updates, 1:1 CPD, in class coaching and observations.
- Question Sets are ready made for all subjects, including every foundation subject unit from Year 1 to Year 6.

## Using LbQ in Maths

- 3 tasks completed daily as morning maths - LbQ tasks that start with 'practise'. Basic skills and previous learning only.
- Used as a teaching and learning tool – not assessment.
- Intervention screen should be used regularly to assess pupils understanding and address misconceptions immediately.
- Green button (play) should be used regularly to involve and engage all learners in the lesson.
- Pupils should not get an incorrect answer more than 3 times. The teacher or TA should intervene before this or the pupil must ask for support.
- LbQ to be used as part of the deeper learning within lessons.
- An application of the learning within the lesson must be shown in maths book (usually reasoning and problem solving).

## Using LbQ in Reading

- Used for intervention sessions.
- Used as part of reading in foundation subjects.



## Using LbQ in Science

- Vocabulary question set to be completed before Science Unit.
- Previous topic (if appropriate) to be completed before Science Unit (e.g Year 4 Light question set to be completed before teaching of Year 6 Light topic).
- Investigation question set available to support teaching of fair testing.
- Knowledge Review question set to be used at end of topic – or once teaching sequence completed.

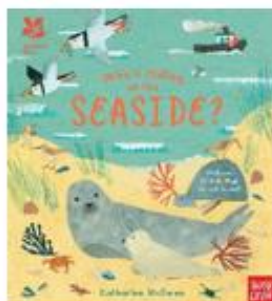
## Using LbQ in Foundation Subjects

- Question Sets to be completed at the end of learning and during knowledge days.
- Refer to Knowledge Day Overview document for Question Set Record.



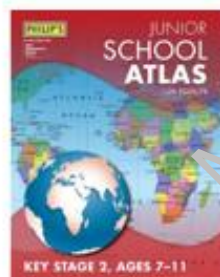
# Geography Literature Spine

To support the teaching of Geography here at Masfield, we have developed a collection of books that all children in our school are to experience and enjoy. We aim to immerse our children in a range of texts, specifically chosen by our staff to ensure that children hear the best stories read aloud to them by their teachers for pleasure, to excite and inspire our children and support the development of knowledge and skills in Geography.



Year One

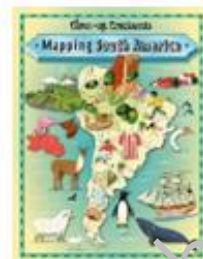
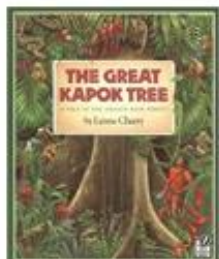
Year Two



Year Three

Year Four





Year Five

Year Six

Masefield Primary School

# Long-term Overview for Geography

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS: Nursery	<a href="#">Where do I go to School?</a>		<a href="#">Where do I go to School?</a>		<a href="#">Where do I go to School?</a>	
EYFS: Reception	<a href="#">Where do I go to School?</a>	<a href="#">Where do I live?</a>	<a href="#">Where is a cold place?</a>	<a href="#">How can we help our world?</a>	<a href="#">Where do different animals live?</a>	<a href="#">What are maps?</a>
Year One		<a href="#">Little Lever and Bolton</a>		<a href="#">The North West of England</a>		<a href="#">Our Country – The UK</a>
Year Two		<a href="#">Our Blue Planet</a>		<a href="#">The World's Biomes</a>		<a href="#">Comparing Kenya and the UK</a>
Year Three		<a href="#">Exploring Maps</a>		<a href="#">Cold Spaces</a>		<a href="#">The Mediterranean</a>
Year Four		<a href="#">Aquatic Biomes and River Systems</a>		<a href="#">The City of Manchester</a>		<a href="#">China and the Grassland Biome</a>
Year Five		<a href="#">The Amazon, a Tropical Rainforest Biome</a>		<a href="#">North America: Earthquakes and the Desert Biome</a>		<a href="#">London</a>
Year Six		<a href="#">South America</a>		<a href="#">Brazil</a>		<a href="#">National Parks of the United Kingdom</a>

<b>3 and 4 Year Olds</b>	<ul style="list-style-type: none"><li>• Begin to understand the need to respect and care for the natural environment and all living things.</li><li>• Know that there are different countries in the world</li><li>• Use all their senses in hands-on exploration of natural materials.</li><li>• Children should talk about the differences in countries through their experiences or what they have seen in photos.</li></ul>
<b>Reception</b>	<ul style="list-style-type: none"><li>• Begin to understand maps and what they show.</li><li>• Begin to recognise some similarities and differences between life in this country and other countries.</li><li>• Recognise some environments that are different to the one in which they live.</li><li>• Know the names of everyday places that are important to them, e.g. school, home, local shops.</li><li>• Draw information from a simple map.</li><li>• Explore the immediate world around them</li></ul>
<b>Early Learning Goals</b>	<ul style="list-style-type: none"><li>• Know some similarities and differences between life in this country and life in other countries.</li><li>• Know some similarities and differences between the natural world around them and contrasting environments drawing on their experiences and what has been learnt in class.</li><li>• Understand some important processes and changes in the natural world around them, including the seasons.</li><li>• Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</li><li>• Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and maps.</li></ul>

# Nursery: Where do I go to school?

## Curriculum Content

### Understanding the World

- Make connections between the features of their family and other families
- Continue developing positive attitudes about the differences between people
- Know that there are different countries in the world and talk about the differences they have experienced or seen in photos

## Substantive Knowledge

- Children know they go to nursery
- Children will learn the main features of nursery, toilets, outside area, carpet
- Children will learn that their nursery is next to a primary school called Maselfield Primary School
- Children will be given lots of opportunities to explore their immediate surroundings and school

## Prior Learning

Staff will assess children's prior knowledge and understanding before direct teaching to inform and adapt planning.

## Key Vocabulary

Nursery  
Home  
Maselfield  
Toilets  
Field  
Playground

## Future Learning

- Draw information from a simple map
- Begin to understand the need to respect and care for the natural environment and all living things
- Know that some places are special to members of their community
- Know that some environments are different to the one in which they live

## Where do I live?

**The Big Idea:** I live in an area of Bolton called Little Lever. My school is also in Little Lever.

### Prior Knowledge Requirements:

- Explore and respond to different natural phenomena in their setting and on trips
- Know the need to respect and care for the natural environment and all living things
- Talk about what they see using a wide vocabulary.

### Future Learning:

**Geographical Skills and Fieldwork:** Asks simple geographical questions e.g. what is it like to live in this place?  
Makes maps and plans.

**Place Knowledge:** Name, describe and compare familiar places, link their homes with other places in their community

**Locational Knowledge:** Understand how some places are linked to other places (roads, trains)

**Geography:** Use of maps and World Atlas in KS1 and KS2.

**Year 1: Local Study of Little Lever**

### Curriculum objectives:

#### Understanding the World

- Draw information from a simple map.
- Use all their senses in hands-on exploration of natural materials
- Talk about what they see using wider vocabulary
- Know that there are different countries in the world and talk about the differences they have experiences or seen in photos
- Know that some environments are different to the one in which they live
- Explore the natural world around them
- Know that some places are special to members of their community

#### Context for Study:

This is the second Geography unit in Reception. Children will learn about the basic features of the surrounding area and the area in which they live in preparation for the Year 1 unit on our local community and town.

### Vocabulary:

House  
Bungalow  
Detached  
Semi-detached  
Home  
Different  
Map

## Developing a sense of place

Throughout the year pupils will study discrete geographical content through all the units in Reception.

In addition to this we recognise that pupils will learn a lot through exploring books and reading stories. Within our book talk sessions pupils read a range of texts which expose them to the wider world around them. Discussions will take place in the moment and will vary depending on the children's interests and their prior knowledge.

Teachers will develop geographical awareness within conversations as opportunities arise for example countries will be identified during other topics such as Chinese New Year but children are not expected to name or locate countries.

Continuous provision plays a huge part in learning in Reception. The environment will be set up to allow children to learn through play. Carefully planned role play areas will provide experiences to expose children to Geography for example by setting up a home corner children can revisit prior knowledge of the home whilst learning new information about their local area.

## Sequence of Learning

Step  
1

### Retrieval of previous learning

- Introduce and explore knowledge organiser.
- Teach new Vocabulary
- Retrieval of previous learning – where do I go to school?

Step  
2

### What is the name of my town?

- Talk to the children about the area of Bolton that they live in (Little Lever)
- Show the children photographs of local landmarks and ask them to identify them
- Name the local landmarks and find them on a simple map

Step  
3

### What are the local landmarks in Little Lever?

- Children to go on a walk of the local area – visiting local landmarks

# Sequence of Learning

## Step 4

### Where is school on the map?

- Show the children the map from the previous lessons – identify landmarks in Little Lever
- Model drawing a simple map showing school, Tesco, library, park
- Children to draw a simple map of the local area

## Step 5

### What type of house do I live in?

- Talk to the children about different types of houses.
- Show the children photographs of terraced, semi-detached, detached houses and bungalows.
- Talk to the children about the features of different house types.

## Step 6

### Which types of houses can I see?

- Take the children on a local walk and identify different types of houses.
- Look at the features of these house types whilst in the local area.



# Year One – Spring 2

## Regional Study: The North West of England

### The Big Idea:

Journeying to the seaside for a day-visit or holiday was made popular during the Victorian period. Today, people visit our coastal environments for tourism: to relax, play games or to enjoy the natural world. In comparison to Little Lever, Bolton, there are many similar and different human and physical features in coastal environments. In addition, across the region of the Northwest of England, there is much variety in the human and physical features; all for people to explore!

### Aims of the unit:

1. Know that the Northwest of England is a region;
2. Know the human and physical features of the Northwest of England;
3. Know where human and physical features are located across the Northwest of England;
4. Know the human and physical features of coastal environments;
5. Know the similarities and differences between Little Lever and Southport

### Prior Knowledge Requirements:

- Know that they live in Little Lever, which is a village, near to Bolton, a town in England;
- Know what human and physical features are;
- Know what a beach is (Reception).

### National Curriculum objectives:

- Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.
- Use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.
- Use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.
- 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.

### Context for Study:

In Autumn 2, pupils learned about the human and physical features of their local area: Little Lever. In this unit, pupils use this knowledge of human and physical features and apply them to the region of the Northwest of England. Pupils will examine the similarities and differences between Little Lever, Southport and the Northwest of England. This unit is a precursor to pupils studying the United Kingdom (UK) at the national scale.

### Vocabulary:

**Human:** places in the world made by humans.

**Physical:** places that are natural.

**Region:** an area of a country, with common human and physical features.

**Coast:** where the land meets the sea.

**Beach:** a narrow strip of land, by the edge of the sea, usually covered with sand and/or small pebbles.

**Bay:** a place where the beach is curved.

**Pier:** a tall structure that starts on land and goes out to sea that people can walk along. Sometimes, they have amusements, cafes and shops on them.

**Harbour/Port:** a place by the seaside, surrounded by high walls, where boats can moor safely and can be loaded and unloaded with different things or people.

**Lighthouse:** a tall building, which has a bright light in it, which shines out to sea, to show sailors where the coast is, so that they do not crash their boat or ship into it.

## Concepts:



Place



Scale

United Kingdom with county boundaries



## Possible Online Resources

- [Visit Southport | Official Southport Tourist Information Site](#)
- [Places to visit in the North West of England | VisitEngland](#)
- [What is a coastal habitat? - BBC Bitesize](#)
- [At The Seaside KS1 Geography Lessons by PlanBee](#)
- <https://www.hamilton-trust.org.uk/topics/key-stage-1-topics/we-are-britain/seasides/>
- <https://primaryleap.co.uk/primary-resources/year-2/geography/going-to-the-seaside/>
- <https://www.bbc.co.uk/teach/class-clips-video/william-whiskerson-seaside-town/zd88qp3>
- <https://www.teachingideas.co.uk/local-geography/going-to-the-seaside-plan>

## Sequence of Learning

Step  
1

### Retrieval of previous learning

- Introduce and explore knowledge organiser.
- Teach new Vocabulary (including LBQ vocabulary question set where appropriate).
- Retrieval of previous learning

Step  
2

### Where is the Northwest of England?

- *Locate the Northwest of England on a map of the United Kingdom (UK). Locate the town of Southport;*
- Plan a route from the Atkinson Centre to the beach or pier.



Scale

# Sequence of Learning

Step  
3

What are the human and physical features of the Northwest of England?

- What human and physical features can be found in the Northwest of England?

Step  
4

What are the human and physical features of a seaside town?

- *Talk to the pupils about the places they have visited in the UK. Have any of them been to the seaside? What was it like? You might start collecting 'seaside' words and illustrate them;*
- Know that most British seaside resorts are famous for their piers and fish and chips;
- **Know that coastal environments have many different human and physical features.**

Step  
5

What is Southport like?

- *What is Southport like? Examine maps and images of Southport. Use a tourist map to plan a route from the Atkinson Centre to the beach;*
- Know that Southport is seaside visitor destination for day-visits and longer holidays;
- **Know the human and physical features of Southport.**



Human and  
Physical  
Processes



Human and  
Physical  
Processes



Place

# Sequence of Learning

## Step 6

What are the human and physical features of Southport?

- *Conduct fieldwork documenting the key human and physical features of Southport. Children could take photographs or draw pictures of the things they can see;*
- Take photographs or draw images of key human and physical features and locate these on a map of Southport.



Human and  
Physical  
Processes

## Step 7

Assessment

- End of Unit Outcome - What are the similarities and differences between Little Lever and Southport? Compare and contrast the human and physical features of Little Lever and Southport.
- LBQ Question Set



Human and  
Physical  
Processes

# Year One – Summer 2

## Our Country: The United Kingdom (UK)

### The Big Idea:

The United Kingdom (UK) is composed of four countries: England, Northern Ireland, Scotland and Wales. Each country has its own unique identity and history, giving way to a variety of different places that are all special and unique. London is the capital city of England and the United Kingdom: it is a popular tourist destination, with many world famous landmarks for people to see!

### Aims of the unit:

1. Know the countries of the UK and Great Britain (GB); GB is the world's eighth largest island;
2. Know the capital city, national symbol, flag and patron saint of each of the four countries that constitute the UK;
3. Know the seas and oceans, which border the UK;
4. Know that London is the capital city of England and the UK;
5. Know where London is located on a map of the UK;
6. Know and identify important landmarks in London and be able to explain, which are human and physical features;
7. Know the location of other major cities of the UK;
8. Know the location of physical features of the UK, including: mountain/hill ranges, lakes and rivers.
9. Know that there are four seasons and make simple observations about the weather in our local area.

### Prior Knowledge Requirements:

- Know that they live in Little Lever, which is a village, near to Bolton, a town in England;
- Know what human and physical features are;
- Know what human and physical features there are in their local area of Little Lever.

### National Curriculum objectives:

- Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.
- Use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.
- Use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.

### Context for Study

This unit builds upon learning from Autumn 2 and Spring 2. In Autumn 2, pupils were introduced to the concepts of a village and town, through the lens of their local area: Little Lever. In Spring 2, pupils studied the Northwest region of England. In this unit, pupils focus their learning on the national scale, examining the difference between the UK and GB; locating key physical and human landmarks across the country. Pupils will learn about our capital city: London, as a precursor to more in-depth study of our capital city in Year 5. Pupils will learn about the local weather conditions, before understanding the climate of different places, as they journey through KS2.

### Vocabulary:

**Country:** an area of land with its own laws, language, culture and religion;

**Capital (city):** the city where the government (the people in charge) is;

**City:** a very large settlement, usually having a big church called a cathedral;

**Landmark:** a special feature, either natural or built by humans, which is found a certain place;

**Weather:** the daily mix of temperature (hot or cold), wind and rain.

## Concepts:



Space



Cultural Awareness and Diversity



Human and Physical Processes



Scale



Environment



## Possible Online Resources

- [Explore the UK - KS1 Geography - BBC Bitesize](#)
- [Unit: London in the United Kingdom \(shared with History, EY transition unit\) | KS1 Geography | Oak National Academy \(thenational.academy\)](#)
- [Unit: Villages, Towns and Cities | KS1 Geography | Oak National Academy \(thenational.academy\)](#)
- [Geography | KS1 | KS2 | The United Kingdom | BBC Teach \(youtube.com\)](#)
- [Go Jetters - UK places and landmarks - BBC Teach](#)
- [Let's explore England - BBC Bitesize](#)
- [United Kingdom \(nationalgeographic.com\)](#)

## Sequence of Learning

### Step 1

#### Retrieval of previous learning

- Introduce and explore knowledge organiser.
- Teach new Vocabulary (including LBQ vocabulary question set where appropriate).
- Retrieval of previous learning

### Step 2

#### What are the four countries of the United Kingdom (UK)?

- *Identify, locate and map the four countries of the UK, their capital cities and the seas and oceans, which border the UK (use map provided);*
- Know that London, Cardiff, Edinburgh and Belfast are the capital cities of England, Wales, Scotland and Northern Ireland;
- Know the seas and oceans, which border the UK;
- Know the difference between the UK and GB;
- Know that a city is the largest settlement, with many buildings and people. Cities usually have hospitals, sporting facilities, universities, retail spaces, offices, numerous houses and a very large church called a cathedral.



Space

# Sequence of Learning

## Step 3

### What is national identity?

- *Make postcards to document the capital city, national symbol, flag and patron saint of each of the four countries of the UK;*
- **Know that each of the four nations of the UK have unique cultural identities, with unique histories.**



Cultural  
Awareness  
and  
Diversity

## Step 4

### What are the key human and physical features of London?

- *Research human and physical (River Thames) landmarks in London and create a pictorial map showing their locations (refer to list below of key human landmarks);*
- Know that a capital city is sometimes the largest city and it is the most important city in its particular country – it is where the leaders of the country work and make decisions;
- Know and identify key London human and physical features including: 'Big Ben' and the Houses of Parliament, Tower Bridge, the Tower of London, St Paul's Cathedral or Buckingham Palace and the River Thames;
- **Know that the current king is King Charles III. He is known as the monarch and is part of the Royal Family;**
- Know that London has 'tube trains' that run underground and that this transportation system is called the London Underground.



Human and  
Physical  
Processes

## Step 5

### What are the key human and physical features of the UK?

- *Map other major cities of the UK, together with physical features, including: mountain/hill ranges, lakes and rivers;*
- **Know and identify some other important cities in England: Manchester, Leeds, Liverpool, Birmingham and Newcastle.**



Scale



# Sequence of Learning

## Step 6

### What are the four seasons like?

- Identify and describe the four seasons of weather across the UK; discuss the four seasons and the differences between them; name and sequence the four seasons (explain that the four seasons describe the changes in temperature and day length that happen in the same order every year);
- Know what the four seasons are and some of the main weather conditions.



Environment

## Step 7

### What is the weather like in Little Lever?

- Set up a weather station and have a weatherman/woman record the weather at various intervals throughout the day;
- Use observation to identify weather types over a period of a week;
- Keep a weather chart;
- Present weather information in a pictogram.



Environment

## Step 8

### Assessment

- End of Unit Outcome - produce a poster advertising London and its amazing landmarks!
- LBQ Question Set



Human and  
Physical  
Processes

# Year Two – Summer 2

## Regional Study: Comparing Kenya and the United Kingdom

### The Big Idea:

This unit provides pupils with the opportunity to reflect upon their geographical knowledge, skills and understanding, which they have learned across EYFS and KS1. Pupils will consolidate their knowledge of continents and oceans of the world, while at the same time, deepening their understanding of a distant location, outside of their European home. Kenya is a beautiful country, characterised by scenic landscapes and vast wildlife preserves. Pupils will examine the similarities and differences between the human and physical features of the UK and Kenya. Pupils will make links between their own life experiences in Little Lever, comparing and contrasting them with the life experiences of a child growing up in Nairobi, Kenya – a sprawling city with modern skyscrapers, shantytowns and ancient, tribal settlements.

### Aims of the unit:

1. Know that Africa is a continent;
2. Know that Kenya is a country in Africa;
3. Know that the capital city of Kenya is Nairobi;
4. Know that Kenya is characterised by a variety of different biomes, including many different animals and plants;
5. Know that there are similarities and differences in the human and physical features of the United Kingdom (UK) and Kenya;
6. Know that their experience of life in Little Lever is both the same and different from the life experiences of a child in Nairobi.

### Prior Knowledge Requirements:

- Know that there are different types of climate and weather across the world (EYFS);
- Know that there are seven continents in the world: Europe, North America, South America, Africa, Asia, Oceania and Antarctica (KS1);
- Know that continents are divided into smaller areas of land called countries (KS1);
- Know that there are five oceans across the world: Atlantic Ocean, Pacific Ocean, Indian Ocean, Arctic Ocean and Southern Ocean (KS1);
- Know that there are different biomes, environments and habitats across the world (KS1);
- Know that all environments consist of both human and physical features (KS1);
- Know the key features of different settlements: village, town and city (KS1).

### National Curriculum objectives:

- 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.
- 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.
- 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.

### Context for Study

Throughout the EYFS and KS1, pupils have learned the building blocks of Geography. Pupils have learned that geographical spaces can be viewed from a variety of scales including: local, regional, national or global. Pupils have learned that there are similarities and differences between places and that in today's world, places are characterised by both human and physical features. Pupils have learned that there is hierarchy to settlements, with villages and towns being eclipsed by much larger cities. Pupils have become aware of the challenges facing animals and plants across the world's biomes and that human beings are having a significant impact upon our 'blue planet'. This unit employs these building blocks to compare and contrast our local area with the region of Nairobi, in Kenya.

### Vocabulary:

**Country:** an area of land with its own laws, language, culture and religion.

**African:** to be African is to belong to a number of countries in the continent called Africa.

**Nairobi:** the capital city of Kenya.

**City:** a very large settlement.

**Human:** places in the world made by humans.

**Physical:** places that are natural.

**Tourism:** is when people travel from where they live to another place for pleasure, relaxation or to experience what life is like in that other place.

**Route:** a way taken between two places.

**Environmental protection:** where land is looked after, so that the animals and plants can live without human beings damaging it.

## Concepts:



Scale



Environment



Cultural  
Awareness  
and  
Diversity



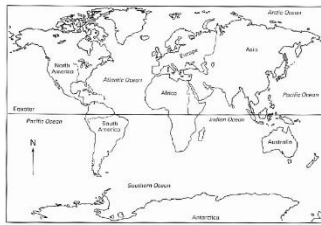
Place



Interconnection



Sustainability



## Possible Online Resources

- [BBC Two - Primary Geography, Kenya, Kenya - An Introduction to Kenya, Introduction to Kenya](#)
- [Go Jettlers - Continent of Africa - BBC Teach](#)
- [Kenya \(nationalgeographic.com\)](#)
- [Kenya facts: discover this amazing African country! | National Geographic Kids \(natgeokids.com\)](#)
- [Kenya - A changing nation - RGS](#)
- [BBC Two - Primary Geography, Postcards, Kenya - Daily Life in Rural Kenya, Evangeline's life in rural Kenya](#)
- [Let's go on Safari: Kenya KS1 Geography Lesson Plans — PlanBee](#)
- [BBC Two - Primary Geography, Postcards, Kenya - Daily Life in Urban Kenya, A day in the life of a child in urban Kenya](#)
- [BBC Two - Primary Geography, Kenya, Kenya - An Introduction to Kenya, Life in the countryside and city in Kenya](#)
- <https://www.bbc.co.uk/teach/class-clips-video/geography-ks1-ks2-your-world/z67bmfr>
- <https://www.actionaid.org.uk/school-resources/search/s/country/0-3018>
- <https://www.theschoolrun.com/homework-help/england>
- <https://www.hamilton-trust.org.uk/topics/key-stage-1-topics/we-are-britain/>

# Sequence of Learning

## Step 1

### Retrieval of previous learning

- Introduce and explore knowledge organiser.
- Teach new Vocabulary (including LBQ vocabulary question set where appropriate).
- Retrieval of previous learning

## Step 2

### Where is Kenya located?

- *Locate the continent of Africa on a world map or globe) (On a map of Africa, identify and locate Kenya, together with the location of its capital city: Nairobi) (Set up a table or wall display with a selection of items all of which provide clues to life in Kenya). Trace some of the different routes to Kenya on a map or globe. What countries would you cross if you travelled by air? Could you get their overland? Is there a sea route? Complete a blank map of Kenya showing the key cities and physical features;*
- Know the location of the continent of Africa;
- **Know that Kenya is located in Eastern Africa;**
- Know that Kenya is characterised by a variety of biomes, environments and habitats, including the Savannah biome.



Scale

# Sequence of Learning

## Step 3

### What is Kenya like?

- Make a simple fact file of Kenya (capital city, flag, longest river, highest mountain, language, religion and some climate information and products and wildlife – what grows in Kenya, what products do they sell across the world (this could be in the form of market stall)?);
- **Know that coffee and tea are important crops grown in Kenya and exported across the world.**



Place

## Step 4

### What are the human and physical features of Kenya?

- *What are the human and physical features of Kenya? (Explore the human and physical features of Kenya, focus on the Savannah biome – what animals and plants live there? Who are the native people (Masai) who look after these areas?);*
- **Compare and contrast the climates of the UK and Kenya.**



Environment



Cultural  
Awareness  
and  
Diversity

## Step 5

### What is life like in Nairobi?

- *Examine videos and photographs of life in Nairobi – what are some of the key issues affecting Kenya's capital city);*
- **Know that the capital city of Kenya is Nairobi;**
- Know that there are two main languages spoken in Kenya: English and the native, Swahili;
- Know the similarities and differences between a child's life in Little Lever and in Kenya;
- Use maps and aerial photographs to compare and contrast life in Little Lever, with life in Nairobi.



Place



Cultural  
Awareness  
and  
Diversity

# Sequence of Learning

## Step 6

### Why do people visit Kenya?

- Use some tourism brochures of eco-tourism and Safaris in Kenya (refer to the Nairobi National Park);
- Know that people from across the globe, visit Kenya, as tourists, with many going on 'safari' to see Kenya's many amazing animals that live in national parks and wildlife reserves.



Sustainability



Interconnection

## Step 7

### Assessment

- End of Unit Outcome - How is a child's life in Little Lever both similar and different from a child life's in Nairobi, Kenya?
- LBQ Question Set



Interconnection

Masefield Primary School

# Year Three – Autumn 2

## Exploring Maps

### The Big Idea:

The idea of using a grid system to locate specific places on Planet Earth dates back Ancient Greece and Rome. However, Cartography – the art and science of creating maps – did not fully develop until the European voyages of discovery during the 15th and 16th Centuries. Being able to read and understand a variety of maps is an essential geographical and life skill. With the invention of digital maps, the use of maps to solve geographical problems has become even more powerful!

### Aims of the unit:

Understand the purpose of a map;  
Understand that different maps illustrate different scales (local, regional, national or global);  
Understand that there are numerous different types of maps (including digital maps) and how to interpret them;  
Apply this knowledge to read a variety of maps confidently, including: Atlases, Ordnance Survey A-Z Maps or Tourist Street Maps (which

### Prior Knowledge Requirements:

- Know what a map is and how to draw a simple map of the local area.
- Know what an Atlas or globe is and be able to identify the seven continents and five oceans.
- Know that maps can show a variety of different spaces, across a variety of scales.

### National Curriculum objectives:

- Use the eight points of a compass.
- Use four and six-figure grid references.
- Use symbols and keys (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 sketch maps, plans and graphs, and digital technologies.

### Context for Study:

This unit builds upon the foundational knowledge, skills and understanding learned in Key Stage 1 (KS1) where pupils produced maps of their local area, mapped their region (Northwest of England), learned the four compass points and identified the continents and oceans on a globe. This unit is instrumental in providing pupils with one of the most important geographical skills that they will require to access the Geography Curriculum across Key Stage 2 (KS2). Pupils are expected to be able to read a variety of maps confidently, including atlases, Ordnance Survey maps, maps of human geographical features (transportation networks) and digital maps. Pupils will be able to decipher the eight points of the compass and configure four-digit grid references.

### Vocabulary:

**Map:** a drawing, which shows the spatial relationship between spaces;

**Map symbol:** small pictures, letters or lines drawn on a map to represent human and physical geographical features;

**Atlas:** a book containing maps;

**Compass:** a tool used for showing direction;

**Ordnance Survey:** the organisation set up by the government to provide maps of the UK.

**Grid References:** the numbered squares on a map used to pinpoint specific places;

**National Grid:** detailed maps of Great Britain, where each square on the map represents one kilometre square on land;

**Terrain:** an area of land characterised by a specific land use or landform.

**Physical Features:** are natural features in the environment, which make up a landscape including: a beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, weather, season or volcano;

**Human Features:** the settlements, roads, factories, farms and other structures, which people have built in different parts of the world, including: a city, town, village, factory, farm, house, office, port, harbour or landmark (castles, monuments).

**Digital Maps:** a map that uses technology such as Satellite Navigation Systems.

## Concepts:



Place



Space



Scale

## Possible Online Resources

- [Royal Geographical Society - Map skills \(rgs.org\)](https://www.rgs.org)
- [Make maps for kids fun | OS GetOutside \(ordnancesurvey.co.uk\)](https://www.ordnancesurvey.co.uk)
- [How to read a map - BBC Bitesize](https://www.bbc.com/bitesize)
- [Tube - Transport for London \(tfl.gov.uk\)](https://www.tfl.gov.uk)
- [Manchester city centre map | Bee Network | Powered by TfGM](#)

## Sequence of Learning

Step  
1

### Retrieval of previous learning

- Introduce and explore knowledge organiser.
- Teach new Vocabulary (inc LBO vocabulary question set where appropriate).
- Retrieval of previous learning

Step  
2

### What are the eight points the compass?

- *Identify and name the eight points of the compass (North, North East, East, South East, South, South West, West, North West);*
- Know that on a compass the needle always points North, so when that is lined up with the map, it is easy to see in which direction human and physical features are.



Space



# Sequence of Learning

## Step 3

### What is an Atlas used for?

- *Using an Atlas: locate the Equator, Tropic of Capricorn, Tropic of Cancer, Antarctic and Arctic Circles and various countries and their capital cities, together with lines of latitude and longitude, the Prime Meridian and time zones (the North and South Poles mark the ends of the axis around which the Earth rotates);*
- Know that an Atlas is a collection of different maps;
- Know that the best way to find a location within an Atlas is to look at the index;
- Know that the globe is a model of the spherical Earth;
- Know that the globe illustrates how the land is divided into continents and countries.



Space

## Step 4

### What is an Ordnance Survey map? How do you read a four-figure grid reference?

- *Using an Ordnance Survey, identify the key and symbols and use four-figure grid references to locate human and physical features;*
- Know that a grid reference on a map tells you where a specific place is on the map;
- Know that there are two parts to a grid reference – the first letter or number tells you how far across the map something is; the second letter or number tells you how far up the map something is;
- Know that specific places or human or physical geographical features can be represented by symbols and a key;
- Know that maps can show different locations at a variety of scales: local, regional, national or global.



Scale



Place

## Step 5

### How can I find my way around Bolton Town Centre?

- *Using an A – Z Map plot a route around Bolton Town Centre;*
- Know that maps are used to plan routes, find specific human or physical geographical features; show authority and power; instruct tourists where to visit, indicate patterns of land use and topography (the shape of the land – flat or mountainous).



Place

# Sequence of Learning

## Step 6

### What are Tourist Street Maps? What is a landmark?

- Compare and contrast Tourist Street Maps, drawing attention to the promotion of landmarks and that these are frequently not to scale;
- Know that different maps are used for a variety of different purposes and can be dependent upon whether a person is walking, driving, travelling internationally or organising data and information (for example, for land use or educational purposes).



Place

## Step 7

### Assessment

- End of Unit Outcome - to use Digital Maps to create a route for a walking tour around Little Lever and to use the map to conduct a tour; taking photographs of the landmarks specified on the route;
- Know how to use digital maps to create a walking route around Little Lever focusing on specific human and physical features.
- LBQ Question Set



Place

## Regional Study: The City of Manchester

### The Big Idea:

Manchester is one of the most populous and thriving cities of the United Kingdom (UK). Historically, the city of Manchester was a 'powerhouse' of the Industrial Revolution. The Industrial Revolution brought great changes. As people migrated from the countryside and the population increased, cities like Manchester boomed. Today, Manchester is a significant cultural hub, famous for its music venues, extensive libraries and glorious sporting legacies. Reducing pollution and improving the quality of city life, through the creation of new green spaces, are high priorities.

### Aims of the unit:

- Understand where Manchester is located within the United Kingdom (UK);
- Understand the similarities and differences between different human settlements including: villages, towns and cities;
- Understand why people migrate into cities such as Manchester;
- Know the human geography of Manchester and how it has changed over time, from its foundation as a Roman fort, to the world's first industrial city;
- Know and understand how Manchester's transport links have contributed towards its changes and development.

### Prior Knowledge Requirements:

- Name, locate and identify the characteristics of the four countries and capital cities of the United Kingdom (UK);
- Know basic geographical concepts pertaining to human and physical processes, including: town, village, city, or river)
- Know what maps are and how to use them to locate specific places or routes;
- Know the main rivers that flow through Bolton, into the Greater Manchester catchment;
- Understand the role of Samuel Crompton and his 'spinning mule' had on the development of Manchester's cotton industry and link this to the broader changes due to the Industrial Revolution;
- Know that Manchester was founded as a fort by the Romans as 'Mamucium' in AD79.

### National Curriculum objectives:

- Name and locate counties in the United Kingdom.
- Name and locate cities and counties in the United Kingdom.
- Identifying human and physical characteristics within the UK. Know key topographical features (including hills, mountains, coasts and rivers) within the UK.
- Human geography, including types of settlement and land use.
- Name and locate geographical regions of the United Kingdom.
- Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom.
- Understand land-use patterns within the UK.
- Use maps to locate countries (including major cities).

### Context for Study:

This unit focuses on the human geography of the city of Manchester. In this unit, pupils will build upon their knowledge of settlements learned in Year 1, where pupils study their local area and the town of Bolton. In addition, develops pupils History learning from Year 3, when pupils study Samuel Crompton and the Industrial Revolution. In this unit, pupils will examine the growth of cities and how the city of Manchester has changed over time. Pupils will discover Manchester's socio-cultural impact upon the arts, design and technology and the sciences. In addition, this unit is the precursor to the work the pupils will undertake, when they examine the geography of our capital city, London. Pupils will study the significance of our capital city at the local, national, regional and global scales, building upon their knowledge of settlements from across the curriculum.

### Vocabulary:

- **Cotton:** a plant that makes soft, white fibres. These fibres are used to make thread, which is used to manufacture cloth.
- **Industrial Revolution:** important economic and societal changes caused by the shift in production from hand or physical labour in the home, to fully mechanical systems, using machines in large factories, as the weaving of textiles increased in England during the eighteenth century.
- **Textiles:** cloth made by weaving thread or knitting wool.
- **City:** a very large settlement, which in the UK, usually has a cathedral and a Royal Charter (the Monarch (king or queen) give permission for a place to be called a 'city').
- **Landmark:** a distinctive feature, either human or physical, which identifies a route or region.
- **Route:** a way taken between two places.
- **Trade:** the act of exchanging or buying and selling goods and services.
- **Manufacture:** to make by machine or in large quantities.
- **Transport Infrastructure:** the types of transport available within a settlement, interconnecting the places together, including: roads, rail, tram, canal and airports.

## Concepts:



Place



Scale



Human and  
Physical  
Processes



Cultural  
Awareness  
and  
Diversity

## Possible Online Resources

- [Manchester - Kids | Britannica Kids | Homework Help](#)
- [BBC - Manchester - Features - My wonder: Manchester Ship Canal](#)
- [BBC - Seven Wonders](#)
- [157-8-Milne.pdf \(hslc.org.uk\)](#)
- [Geography Review Vol. 29, No. 2, November 2015 \(manchester.ac.uk\)](#) (pictures of The Manchester Ship Canal)
- [Salford Quays MSC.pdf \(merseyrivers.org\)](#)
- [The world's first industrial city | Science and Industry Museum](#)
- [Why is the bee a symbol of Manchester? - BBC Newsround](#)
- [Facts about Manchester \(visitmanchester.com\)](#)
- [History of the Manchester Ship Canal \(historic-uk.com\)](#)
- [Education | Runway Visitor Mark](#)

## Sequence of Learning

Step  
1

### Retrieval of previous learning

- Introduce and explore knowledge organiser.
- Teach new Vocabulary (inc LBO vocabulary question set where appropriate).
- Retrieval of previous learning

Step  
2

### Where is the region of Greater Manchester?

- *Map the counties of the United Kingdom (UK), including Greater Manchester and the neighbouring counties of Lancashire, Derbyshire, West Yorkshire, Cheshire and Merseyside;*
- Know the difference between the UK, British Isles and Great Britain;
- Know that England is split up into counties;
- Understand that a county has its own council, which is responsible for services such as: education, transport and policing;
- Know that there are 48 counties in England;
- Know the counties that neighbour Greater Manchester;



Scale

# Sequence of Learning

## Step 3

### Where is the city of Manchester located?

- *Locate the city of Manchester at the local and national scale, comparing its position to Little Lever and Bolton; the four capital cities and other cities of the UK;*
- Know the location of Greater Manchester and Little Lever on a map.
- Know the location of Greater Manchester and other major UK cities including: Manchester, Liverpool, Birmingham, Newcastle, Leeds, London, Cardiff, Glasgow, Edinburgh and Belfast.



Place

## Step 4

### How has the city of Manchester changed over time?

- *Explore the historical geography of Manchester, documenting its growth from a Roman fort, through its transformation during the Industrial Revolution, until its present (how has the settlement changed over time; examine the key technological advances that facilitated Manchester's growth as a city); explore Manchester's links with the global scale: The Manchester Ship Canal;*
- Know how Manchester has changed over time;
- Know in the 1800s, Manchester was one of the most important industrial cities for making cotton;
- Know during Victorian times, Manchester became known as the world's largest marketplace for cotton;
- Know the Industrial Revolution brought about huge changes in Manchester and was key to the increase in Manchester's population.



Cultural  
Awareness  
and  
Diversity

## Step 5

### What are the similarities and differences between different settlement types?

- *Compare and contrast the physical and human processes between a village, town and city; explore the advantages and disadvantages of living in each type of settlement;*
- Know why people are attracted to live in cities;
- Know why people may choose to live in a village, rather than a city;
- Know the main human and physical features of a village, town and city.



Human and  
Physical  
Processes

# Sequence of Learning

## Step 6

### What are Manchester's key landmarks?

- Explore Manchester's key landmarks including: The Town Hall, Central Library, Victoria and Piccadilly Stations, St Peter's Square, National Football Museum, the Museum of Science and Technology;
- Know important landmarks in Manchester and be able to identify them from photographs;
- Know that the Lowry is a theatre and gallery complex at Salford Quays. It is named after the early 20<sup>th</sup>-Century painter LS Lowry, known for his paintings of industrial scenes of Northwest England;



Cultural  
Awareness  
and  
Diversity

## Step 7

### How is Manchester interconnected to other places?

- Explore Manchester's links with the local, national, regional and global scales, through analysing and evaluating the transport network, including mapping the Metrolink and Train network or internationally, examining connections between Manchester Airport and destinations around the world.



Place



Scale

# Sequence of Learning

## Step 8

### What is Manchester like today?

- Explore the contemporary changes to the city of Manchester, exploring Manchester as a significant cultural hub, famous for its music venues, extensive libraries and glorious sporting legacies



Cultural  
Awareness  
and  
Diversity

## Step 9

### Assessment

- End of Unit Outcome - imagine you work for Visit Manchester (Visit Manchester | Your guide to visits and holidays in Manchester UK from the Official Tourist Board). Produce a leaflet for tourists promoting Manchester, as a destination city.
- LBO Question Set



Cultural  
Awareness  
and  
Diversity



## Our Capital City - London

### The Big Idea:

London is the capital city of the United Kingdom and one of the most famous world cities. It has a rich cultural and historical heritage, in particular of the monarchy. Annually, London attracts tens of millions of international visitors and is home to some of the most famous historical and contemporary landmarks.

### Aims of the unit:

1. Know that London is the capital city of the United Kingdom (UK);
2. Know that London is a world city, with a rich and diverse history that is reflected in its architecture and landmarks;
3. Know that as the capital city, London is home to the government, which controls the authority and power for making decisions for the whole country;
4. Know that London is characterised by a variety of human and physical features;
5. Know that London is a famous destination for tourists from across the entire world, who come to see the amazing buildings, landmarks, the monarchy and experience its diverse society and culture.

### Prior Knowledge Requirements:

- Know that the United Kingdom is composed of England, Wales, Scotland and Northern Ireland;
- Know that London evolved from the Roman city, Londinium, which was centred around the lowest (and therefore, easiest) crossing point on the River Thames;
- Know that London is the capital city, with a population of approximately seven million people;
- Know that the Industrial Revolution caused the massive growth in the population of UK cities and that now London remains a highly attractive place to work, due to it being the centre of banking and commerce.

### National Curriculum objectives:

- Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas;
- Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities;
- Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.

### Context for Study:

This unit focuses on our capital city – London. This unit builds upon the knowledge acquired in Years 1 and 4. In Year 1, pupils learned the name and location of our capital city. In Year 4, pupils identified the River Thames as the principle river running through London and through studying Manchester identified the key human and physical features of a city, as a form of human settlement. Pupils will investigate some of the key landmarks that signify London's status as our capital city. Pupils will visit London, experiencing some of the cultural highlights that draw tourists from across the globe to our capital city.

### Vocabulary:

**The United Kingdom:** the country made up of England, Scotland, Wales and Northern Ireland.

**Capital city:** the city that is the centre of government for a country;

**Landmark:** a distinctive feature, either natural or built, which identifies a city or region;

**Settlement:** any place where people live such as a hamlet, village, town or city;

**Tourism:** visiting different places to experience different climates, cultures or landmarks for pleasure.

**Route:** a way taken between two places.

**The Palace of Westminster:** the meeting place of the Parliament of the United Kingdom. The place of government, authority and power to change the laws of this country.

## Concepts:



Place



Human and  
Physical  
Processes



Cultural  
Awareness  
and  
Diversity



## Possible Online Resources

- <https://www.londoneye.com/schools/teaching-resources/>
- [Geography KS1: Transport, travel and landmarks of London - BBC Teach](#)
- [Royal Geographical Society - Mapping London \(rgs.org\)](#)
- [LGFL - The River Thames - Geography](#)
- [Exploring the UK's cities | KS2 Geography | Year 5 and Year 6 - BBC Bitesize](#)
- [https://www.london.gov.uk/programmes-strategies/education-and-youth/improving-standards-schools-and-teaching/london-curriculum/london-curriculum-resources?f%5B0%5D=promoted\\_download\\_subject%3AGeography](https://www.london.gov.uk/programmes-strategies/education-and-youth/improving-standards-schools-and-teaching/london-curriculum/london-curriculum-resources?f%5B0%5D=promoted_download_subject%3AGeography)

## Sequence of Learning

Step  
1

### Retrieval of previous learning

- Introduce and explore knowledge organiser.
- Teach new Vocabulary (inc LBO vocabulary question set where appropriate).
- Retrieval of previous learning

Step  
2

### Where is London?

- *Locate London on a map of the United Kingdom. Use a map of London to identify and locate the human and physical features of London and its surrounding areas;*
- Know that London is the capital city of the UK and that it is located in the southeast of England;
- Know the human and physical features of London;
- Know that London occupies the Thames River Basin.



Human and  
Physical  
Processes



Place

# Sequence of Learning

## Step 3

### Where are London's key landmarks?

- *Using a tourist map of London, identify and locate London's key tourist attractions;*
- Know the key landmarks of London;
- Know that London is home to some of the most famous historical and contemporary landmarks, for example, the Palace of Westminster and the Shard;
- Know that the River Thames (a physical geographical feature) has had a significant impact upon its location of its landmarks (human geographical features).



Place

## Step 4

### How can I explore London?

- *London Sight-Seeing Tour: ask pupils to imagine they are taking a friend from abroad on a sight-seeing tour of London: identify 6 – 10 places or landmarks to visit and devise a route linking them together on a sketched map, using a street map to assist them;*
- Know that that the historical geography of London's landmarks is a reflection of the historical geography of the monarchy and the British Empire.



Place

## Step 5

### What are the similarities and differences between our city of Manchester and London?

- *Compose a fact file, comparing and contrasting Manchester (Year 4) with London: population statistics, landmarks, similarities and differences (expanded around a central river, tourism hotspot; centres of economic growth and wealth; Roman origins; Manchester is a smaller regional capital; London is the seat of government and monarchy)*
- Know that London is characterised by a series of sizeable public parks, which were created by the Victorians, so that people could enjoy green spaces within the city;
- Know that the growth of London's population has been fuelled by rural-urban migration over the last century;



Cultural  
Awareness  
and  
Diversity

# Sequence of Learning

Step  
6

What is London like?

- o *Fieldwork: Visit to London.*

Step  
7

Assessment

- o End of Unit Outcome - Produce a short quiz, challenging your friend's knowledge of a famous London landmark (teacher to limit choice to: Buckingham Palace, the Tower of London, the Shard, the London Eye, Tower Bridge, Hyde Park, the Palace of Westminster and Big Ben, Lords Cricket Ground, Wembley Stadium or the River Thames).
- o LBQ Question Set



Cultural  
Awareness  
and  
Diversity



Place

Masefield Primary School

## Regional Study: South America

### The Big Idea:

South America is growing in confidence as a continent of the world. South America is growing economically; becoming richer; attracting more people to live there. South America is home to some special and unique environments and is becoming a microcosm for sustainable development.

### Aims of the unit:

1. Know the human and physical geography of the continent of South America;
2. Know some of the unique environments of South America;
3. Know the human geography of South America including: its indigenous Inca population; patterns of resources and trade in the 21<sup>st</sup> Century and the main industries driving economic growth across South America.

### Prior Knowledge Requirements:

- Know that South America is a continent;
- Know that South America is joined to North America by a narrow strip of land;
- Know that South America is home to the Amazon Basin and that it is a tropical rainforest biome;
- Know that different countries have different resources and that countries trade internationally to buy and sell those different resources.

### National Curriculum objectives:

- Locate the world countries, using maps to focus on South America;
- Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied;
- Know countries and major cities in South America.

### Context for Study:

This unit focuses on South America, exploring the human and physical processes and environments of South America. This unit builds upon the knowledge acquired in Year 5, when pupils studied the Amazon Basin. Pupils will investigate some of the unique environments, which characterise South America and the main drivers of economic growth that interconnect the continent. Pupils will develop their cultural awareness of the native Inca population and will evaluate what South America can do to develop sustainably in the future.

### Vocabulary:

**Amazon Basin:** the watershed of the River Amazon and the tropical rainforest biome, which encircles it;

**Inca:** native, indigenous population of South America;

**The Pantanal:** a special and unique low-lying, wetland area of South America;

**Andes:** are the world's longest continental mountain range. They lie as a continuous chain of highland along the western coast of South America;

**Atacama Desert:** is one of the driest places in the world; it has a stony terrain.

**Patagonia:** a region of South America, in southern Argentina and Chile. Consisting largely of a dry barren plateau, it extends from the Colorado River in central Argentina to the Strait of Magellan and from the Andes to the Atlantic coast.

**Resources:** things that physical environments provide that human beings need or want to buy and sell or make into other things, for example, rocks and minerals, timber or foodstuffs.

## Concepts:



Place



Space



Cultural  
Awareness  
and  
Diversity



Human and  
Physical  
Processes



Environment



Interconnection

## Possible Online Resources

- [Pantanal Wetlands - YouTube](#)
- [Unit: Building Locational Knowledge: South America | Teacher Hub | Oak National Academy \(thenational.academy\)](#)
- [The Story of the Brazil Nut - Fairtrade Schools](#)

## Sequence of Learning

### Step 1

#### Retrieval of previous learning

- Introduce and explore knowledge organiser.
- Teach new Vocabulary (inc LBO vocabulary question set where appropriate).
- Retrieval of previous learning

### Step 2

#### Where is South America located? What are the countries of South America?

- Know the location of South America on an atlas or globe;
- Know that South America is in the Southern Hemisphere;
- Know the location of the countries of South America;
- Know that there are twelve countries of South America;
- Know that across South America there is a wide range of physical geographies, including: different biomes, ecosystems and habitats;
- Know the location of Andes, Atacama Desert, the Pantanal and Patagonia on a map of South America.



Space

# Sequence of Learning

## Step 3

### Where are the Andes Mountains? What are the Andes Mountains like?

- Know the Andes Mountains span the entire length of South America, stretching along the western coast of South America, adjacent to the Pacific Ocean;
- Know that the Andes Mountains are home to unique flora and fauna;
- Know that human beings use the Andes Mountains for a variety of different activities, including agriculture and tourism.



Space



Environment

## Step 4

### Who were the Incas and why was Machu Picchu important to them?

- Know that the Incas are the native, indigenous people of South America; the first human beings to settle in this region of the world;
- Know what Machu Picchu is and why it was constructed;
- Know that Machu Picchu is a UNESCO World Heritage Site and tourism magnet.



Cultural  
Awareness  
and  
Diversity

## Step 5

### Where is The Pantanal? What is the Pantanal like?

- Know that The Pantanal spans the three countries of: Brazil, Paraguay and Bolivia;
- Know the human and physical geography of The Pantanal;
- Know that The Pantanal is a totally unique and special environment not just of South America, but across the world;
- Know that The Pantanal is a wetland environment and hosts numerous exceptional flora and fauna.



Space



Environment



# Sequence of Learning

## Step 6

### Where is the Atacama Desert? What is the Atacama Desert like?

- Know the location of the Atacama Desert;
- Know that the Atacama Desert is a rock desert;
- Know that it is one of driest places on Earth;
- Know the human and physical geography of the Atacama Desert.



Space



Environment

## Step 7

### What are South America's key resources?

- Know that different resources are accessed from a variety of different places across South America;
- Know that South America's resources are numerous and varied, ranging from agriculture, fishing, tropical rainforest products, mining and tourism;
- Know that environmental degradation is occurring as a consequence of the discovery and need for resources across the globe.



Interconnection

## Step 8

### Assessment

- End of Unit Outcome – produce a Keynote presentation summarising the key resources of South America (including Tourism to places like Patagonia).
- LBO Question Set



Human and  
Physical  
Processes