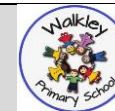


## Geography : CRUCIAL LEARNING



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| <b>Year 1</b> | Walkley                                       | <ol style="list-style-type: none"><li>1. To understand that Geography is the study of places</li><li>2. To know that Walkley is a suburb in the city of Sheffield which is in the UK</li><li>3. To understand that a map is a top down view, has symbols and to locate Sheffield on different maps</li><li>4. To know the 4 points of a compass (fieldwork and skills)</li></ol>                                                                                                                                                                                                                                                                                                                                                         |
| <b>Year 1</b> | Villages, towns and cities                    | <ol style="list-style-type: none"><li>1. To name, locate and identify characteristics of the four countries and capital cities of the United Kingdom</li><li>2. To be able to identify some different human and physical features in the UK</li><li>3. To know about seasonal and daily weather patterns in the United Kingdom (Winter, Spring, Summer Autumn)</li><li>4. Use basic geographical vocabulary to refer to key physical features, including: beach, forest, mountain, sea, river and key human features, including: city, town, village, farm, house, office and shops</li></ol>                                                                                                                                            |
| <b>Year 2</b> | Japan Comparison                              | <ol style="list-style-type: none"><li>1. To identify the continents of the world and find them in an atlas/on a map and globe.</li><li>2. To identify Japan on a map and where it is in relation to the UK using 4-point compass (E.g., East)</li><li>3. To identify where the equator and north and south poles are.</li><li>4. To select appropriate map symbols to represent features on a map (fieldwork and skills)</li></ol>                                                                                                                                                                                                                                                                                                       |
| <b>Year 2</b> | Oceans, continents and coasts (aquatic biome) | <ol style="list-style-type: none"><li>1. Compare Cardiff (UK Capital city) and Port Moresby (Papua New Guinea capital)</li><li>2. To name the world's oceans and find them in an atlas/on a map or globe.</li><li>3. To understand that places are hot and cold based on their position near the equator</li><li>4. To read a 2 figure grid reference on maps (fieldwork)</li><li>5. Use basic geographical vocabulary to refer to key physical features, including: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather ♣ key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</li></ol> |
| <b>Year 3</b> | Exploring the Rainforests                     | <ol style="list-style-type: none"><li>1. To identify Longitude and Latitude lines (identify what the lines are on a world map)</li><li>2. Using a range of maps and atlases (digital online mapping and data retrieval (google earth): locate the equator, the Tropics of Cancer and Capricorn and the Northern and Southern Hemispheres.</li><li>3. To identify features of Rainforest biomes. (locations in the world, tropical climate, human and physical features e.g)</li><li>4. Study the impact of rainforest deforestation upon the planet and its people (loss of oxygen, animal habitats, water pollution, flooding)</li></ol>                                                                                                |
| <b>Year 3</b> | Extreme Earth                                 | <ol style="list-style-type: none"><li>1. Study the structure and layers of the Earth, (crust, mantle, inner core, outer core)</li><li>2. Identify where the ring of fire is on maps</li><li>3. Explain why earthquakes and volcanoes happen</li></ol>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |

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|        |                                   | 4. To use 4 figure grid references and know the 8 points of a compass                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| Year 4 | Rivers UK                         | <ol style="list-style-type: none"> <li>1. To identify key features of rivers e.g waterfalls, oxbow lakes, deltas, source</li> <li>2. Know, name &amp; locate the main rivers in the UK (e.g., Thames, Tyne, Eden, Trent and Severn) and across the world using a range of maps including OS 1:50,000</li> <li>3. To study the different causes of flooding</li> <li>4. To conduct field work to observe and measure a river (Rivelyn) (varying speed and depth of river at different points)</li> </ol>                                                                                                                                                                                                             |
| Year 4 | Mountains                         | <ol style="list-style-type: none"> <li>1. To understand how height is shown on a map using contours.</li> <li>2. Estimate the height of different hills and mountains using contour lines.</li> <li>3. To identify different types of mountains (Volcanic mountains, fold mountains, block mountains)</li> <li>4. Explain how fold mountains (E.g., Himalayas) were created</li> </ol>                                                                                                                                                                                                                                                                                                                              |
| Year 4 | Taiga Forest Comparison           | <ol style="list-style-type: none"> <li>1. Understand the key features of a Taiga forest biome (climate, locational, physical and human features)</li> <li>2. Compare Deciduous biome with Taiga biomes using a Venn diagram</li> <li>3. Case study of how humans live in a Taiga forest</li> <li>4. Study the effects of climate change to the Taiga forest biome (forest fires, flooding)</li> </ol>                                                                                                                                                                                                                                                                                                               |
| Year 5 | The Commonwealth                  | <ol style="list-style-type: none"> <li>1. Using a range of maps, atlases, digital online mapping and data retrieval (e.g., google earth) locate countries and capitals from around the world including the northern and southern hemisphere.</li> <li>2. Identify some African countries on a map. (Kenya, South Africa, Egypt, Ethiopia, Nigeria)</li> <li>3. Understand further about Longitude and Latitude, Greenwich Meridian, Arctic and Antarctic circle and work out the differences in time between different Common Wealth Countries (including day and night)</li> <li>4. Evaluate the similarities and differences of living in the UK (Belfast) and a city in India (Pune)</li> </ol>                  |
| Year 5 | Transport and Trade               | <ol style="list-style-type: none"> <li>1. The identify the different modes of transport in the UK and around the world</li> <li>2. To understand how transport affects employment and growing villages, towns and cities using graphs, locational studies and satellite photographs</li> <li>3. To understand how transport effects employment and growing villages, towns and cities using graphs, locational studies and satellite photographs</li> <li>4. Use 6 figure grid references to identify where the Sheffield railway station, Bus Station and Tram station is on a Ordnance Survey map 1:25,000</li> <li>5. To conduct survey fieldwork on transport use on Langsett Rd and analyse results</li> </ol> |
| Year 5 | Climate Change and Sustainability | <ol style="list-style-type: none"> <li>1. To identify the reasons that experts believe is the cause of global warming.</li> <li>2. To identify the impact of climate change on the environment (including interpreting data)</li> <li>3. To identify the impact of climate change on communities and people (including interpreting data)</li> </ol>                                                                                                                                                                                                                                                                                                                                                                |

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| <b>Year 6</b> | North America and Tourism (grasslands biome) | <ol style="list-style-type: none"> <li>1. Evaluate the differences and similarities in jobs, housing, climate and human and physical features between the USA and the UK</li> <li>2. Using a range of maps, atlases, digital online mapping and data retrieval (e.g., google earth, population graphs) to explore migration and population growth in Florida</li> <li>3. Look at the positive and negative effects of Tourism in Florida (trade, employment, air pollution, environmental damage)</li> <li>4. Carryout a variety of fieldwork on our school site e.g., Rainfall, humidity, wind speed, atmospheric pressure and temperature across a week and compare this with data from Florida Everglades and Orlando. Use Scatter graphs, pie charts, climate graphs</li> </ol>                                                                              |
| <b>Year 6</b> | Islamic Civilisations                        | <ol style="list-style-type: none"> <li>1. Critique the similarities and differences of living in the UK (Sheffield) and in Iraq (Bagdad) through key physical and human features (E.g., location, population, jobs, housing, topography, time difference and natural resources)</li> <li>2. Identify on maps, atlases, digital online mapping and data (e.g., population graphs) the countries with large Muslim populations on the planet. (e.g., Indonesia, Pakistan, Turkey, Iran, Nigeria, India, Egypt)</li> <li>3. Apply the eight points of a compass to identify where Indonesia, Pakistan, Turkey and Nigeria are in relation to Saudi Arabia (Mecca)</li> <li>4. Using an Ordnance Survey map 1:25,000 and 1:50,000; To identify key human (focus on religious places) and physical features in Sheffield using six figure grid references.</li> </ol> |