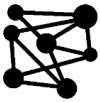


What can we see around our school?



Connect



Explain



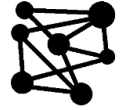
Example



Attempt



Apply



Connect

I know:

- some features of my home and school.
- some physical and human features of familiar place.
- what a simple map looks like.
- how to find my way around my immediate environment.
- that maps show us where places are and how to get there.
- that the weather can change and that the weather can be described.
- how to describe the position and direction of something.

Global Awareness

I know why we should recycle and what can be recycled.



- Langdale Primary School is on Langdale Road in Clayton.



-I live in the village of Clayton.

-I live near the town of Newcastle Under Lyme.

-Maps help us to plan simple routes.



- Maps and ariel photos show the location of both human and physical features.

-Symbols are used to represent the weather.

- Left and right can be used to describe the position of a place.



Explore different types of maps, including digital ones, and locate familiar places on them.

Talk about maps and the features of them.

Draw a simple map of my classroom.

Use directional language to describe the location of objects around the classroom and school.

Plan a route through the school.

Identify physical and human features around my school.

Vocabulary

near, far, left, right, straight ahead
route - a way around to travel from one place to another
map - A representation of an area with symbols
birds' eye view - A general view from above

Outcome

Describe a route around my school, talking about the physical and human features that I pass on the way.

Know that maps show the location of human and physical features and they can also help us to find places and plan routes.

In **Year 2**, I will plan a route further afield than my local area.

I will extend my knowledge of maps, becoming more familiar with compass points, grid references and map symbols.

physical feature vocab: mountain, hill, river, stream, lake, waterfall



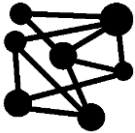
human features vocab: school, house, village, town



Year 2 Autumn Term

What can we see in our local area?

Concepts



Connect



Explain



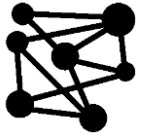
Example



Attempt



Apply



Connect

I know:
 -what the area around my school looks like.
 -that my school is in Clayton and Clayton is a suburb.
 -that I live in Newcastle and Newcastle is a town.
 - that my school is on a map of the area.
 -there are physical and human features in my school grounds and around my school.
 -how to plan a simple route around my school.
 -that the words 'near', 'far', 'left' and 'right' can be used to describe the location of something.

Newcastle Under Lyme is located on maps (including digital maps).

There are both physical and human features in Newcastle Under Lyme.

Maps help us to plan routes further afield than my school.

There are four primary points of a compass: North, East, South and West.

Grid references help us to locate places on maps.

Places and features on maps are represented using symbols.

	Parking
	School
	Museum
	Public Toilets
	Information Centre

Identify human and physical features in Newcastle Under Lyme.

Carry out a simple fieldwork activity to find out what local people think of the area in which they live.

Describe the direction of places around the school grounds using the compass directions: N, S, E, W.

Practise locating physical and human features using 2-figure grid references.

Identify some simple and common OS map symbols.

Create a simple map of the local area.

Global Awareness

I can create an improvement plan for our local area.



Sustainability



Create an improvement plan for the local area.

Know how people use my local area. Begin to understand that places can change.

In Year 3, we will learn how land use in Stoke on Trent has changed over the years. We will compare past and current maps of Stoke on Trent to observe any differences, using our knowledge of map symbols.

Vocabulary
 Newcastle, town, Clayton, similarity, difference
 landmark - An object or feature that is easily seen even from a distance.
 suburb - An area on the edge of a large town or city where people who work in the town or city often live.
 river - A large natural stream of water flowing into a sea, a lake or another river.
 map symbol - A symbol on a map used to represent something that can be seen in real life.
 digital map - A map which is stored and updated on a computer.
 compass - An instrument for showing magnetic North, South, East and West.
 North, South, East, West
 grid reference - Numbers or letters indicating a position on a map.

Year 3 Autumn Term

Concepts



How has Stoke on Trent changed over time?



Connect



Explain



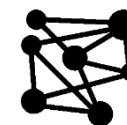
Example



Attempt



Apply



Connect

I know:

- what is meant by a physical and human feature of my environment
- what some of the physical and human features of my local area and Newcastle Under Lyme are.
- that grid references can help locate places on maps (I can use 2 figure).
- four points of a compass: North, East, South and West
- the names of some map symbols.
- that I live in Clayton, which is a village in the town of Newcastle-Under-Lyme.
- what the area in which I live looks like.

We live near Stoke on Trent which is a city. It is largely urban.

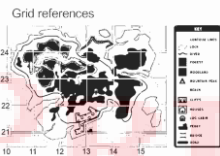
Stoke on Trent is within the county of Staffordshire in the West Midlands.

There are 6 counties that border Staffordshire.

Places and features on maps are represented using symbols and there are lots of symbols that I may not have come across in Year 2.

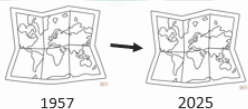
Map Symbols to be learnt	
	Visitor Centre
	Picnic Site
	Cycle Trail
	Place of worship
	Train Station
	Post Office
	Sports Centre
	Garden

Grid references help us to locate places on maps.



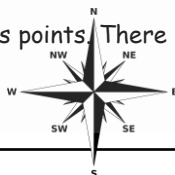
Human and physical features in Stoke on Trent can be identified using maps, aerial photographs and other sources.

Maps and other geographical sources and data can show us how land use in Stoke on Trent has changed over time.



1957 2025

There are more than the primary 4 compass points. There is also:
NE, SE, SW, NW.



Locate Stoke on Trent on a map of the UK and describe its location.

Recognise some basic OS symbols: Places of worship, hospital, visitor centre, train station.

Locate places on maps using 4-figure grid references.

Using a range of sources and geographical data, explore the features of a retail park, 'Festival Park'.

Using a range of sources and geographical data, observe any changes in land use from the 19th Century through to 1986 through to 1995 and finally through to today.

Use 8 compass points to locate places in our school grounds.

Global Awareness

I can carry out a survey to find out about people's shopping habits.
I can present my findings to the rest of the class.
I can give reasons why my local high street is changing.



Produce a short video clip describing the changes to Festival Park from 19th Century to today.
Suggest reasons for these changes.

I know that places change over time and I am beginning to understand some of the reasons *why* places change.

In Year 4, I will learn that places are changing due to climate change.

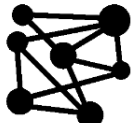
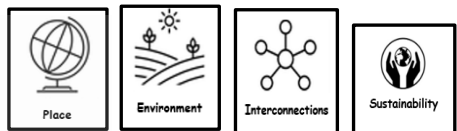
Vocabulary

Stoke on Trent, Staffordshire city - a large town which usually has a cathedral
West Midlands - a region of England which includes the county of Staffordshire
change - when things become different over time
industry - economic activity
colliery - a coal mine and the buildings associated with it
retail - the sale of goods to the public in relatively small quantities
compare / contrast - estimate, measure or note the similarities or differences
urban - relating to town or city
rural - relating to the countryside
leisure - use of free time for enjoyment
tourism - visiting places of interest
land use - how humans use the land

Year 4 Autumn Term

How does climate affect life on Earth?

Concepts



Connect



Explain



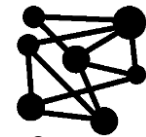
Example



Attempt



Apply



Connect

I know:
There are 7 continents of the World.

Some places around the World are cold and some are hot.

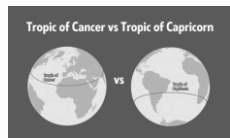
I know that the location of a place can affect the weather.

The climate at the equator is consistently hot and humid with high rainfall all year round. Places further away from the Equator tend to be cooler.

Weather is represented using weather symbols.

Places can change over time.

The Tropic of Cancer and Tropic of Capricorn are two imaginary lines of latitude located to the North and the South of the equator.



A biome is a large-scale ecosystem characterized by similar climate, landscapes, and plant and animal life. A biome has its own unique physical and human features.



Lines of latitude are important because they help us locate places by measuring how far North or South they are from the Equator, and they are crucial for understanding climate and weather patterns.



Animals and plants have adapted to their climate and a change in climate might affect these animals and plants.

Climate can change over time, and this change in climate can impact the arctic regions.

Locate the equator and the tropics of Cancer and Capricorn on an atlas, digital map or globe and describe where I live in relation to these places.

Say the importance of latitudinal lines.

Locate and name biomes around the world, and discuss the impact of their location on their climate.

Identify and name physical and human features of a biome using photos and maps. Identify similarities and differences between different biomes.

Vocabulary

- Tropic of Cancer - an invisible line above the equator
- Tropic of Capricorn - an invisible line below the equator
- The Northern Hemisphere and the Southern Hemisphere
- vegetation belt - the plant life in a certain area.
- The Equator - an imaginary line around the middle of our planet.
- climate - average weather conditions in a place for 30 years or more
- lines of latitude.
- tundra - a large, barren region with no trees.
- biome - areas with similar climate and landscape.
- environment - the surroundings or conditions in which a person, animal, or plant lives or operates.
- desert - a place with very little rainfall.
- Mediterranean - the sea that separates Europe from Africa. Used to refer to the area around the sea too.
- impact - the effect that one thing has on another.
- effect - the result of a process or action.

Write a first person narrative from the perspective of a polar bear, saying why you are well suited to the climate you live in, and how your environment has changed and why.

I know that places are affected by the climate and that places can change with the changing climate.

In Year 5, I will look at the diversity of climate across the Continent of America and how this might affect what it is like to live there.

Global Awareness

Talk about some of the causes of global warming.

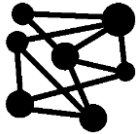
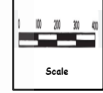
Understand the effect that the changing climate has on our polar regions.



Year 5 Autumn Term

The Americas: A continent of contrasts?

Concept



Connect



Explain



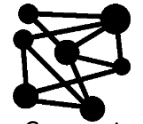
Example



Attempt



Apply



Connect

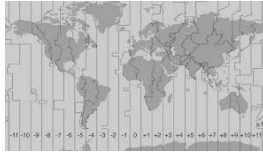
I know:

Places around Europe have different climate, along with different human and physical features.

There are different climates around the world.

A biome is a large-scale ecosystem characterized by similar climate, landscapes, and plant and animal life. A biome has its own unique physical and human features.

There are different time zones across the continent.



There is a wide range of diversity between places, including climate, population, economy and land use. WE will consider who all of these things are connected.



Skill Development

Research landmarks in North and South America maps and in atlases.



RIO DE JANEIRO BRAZIL

Use a range of sources to investigate which factors might affect population density.



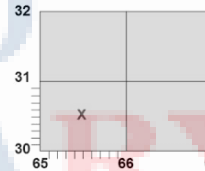
POPULATION

BIOMES



Identify biomes on the continent and compare to European biomes.

Use 6 figure grid references.



Even in one Continent, there is a large amount of diversity. Maps do not only tell us how to find places or where places are located, they also tell us about the characteristics of a place.

In Year 6, I will learn about the World as a whole, and the issues affecting people, and get another chance to consider my role in helping to tackle Global issues.

Vocabulary

line of meridian - an imaginary line that divides the Earth

time zones - a range of longitudes where a common standard time is used

physical processes - natural processes that change the Earth's physical features, e.g. earthquakes and volcanoes.

human processes - includes population, settlement, transportation, tourism...

state - a nation or organization under one government

economy - production and consumption of goods and services and the supply of money.

scale - relationship between distance on the map and distance on the ground.

population - the people who live in a particular place. settlement - a place, typically one which has previously been uninhabited, where people establish a community

diverse - showing a great deal of variety

thematic map - a map showing features not naturally visible, e.g. climate, population, economy

migration

refugee - a person who has been forced to leave their country in order to escape war, persecution or natural disaster.

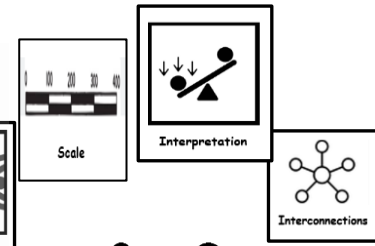
Global Awareness

To understand what might force someone to leave their country. To say how we could help refugees moving to the UK.

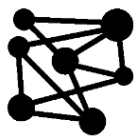


Year 6 Autumn Term

Concepts



How would the global goals help to make the World a better place?



Connect



Explain



Example



Attempt



Apply



Connect

-There are seven Continents and there is diversity across and within them.

-Places change over time, and this can be a result of physical, human processes or both.

-Renewable energy is energy that comes from natural sources that are replenished faster than they are used.

- Topographical maps can be used to examine landform.

The United Nations (UN) is an international organization that aims to maintain international peace and security, promote human rights, and develop friendly relations between nations.



World leaders have decided on 17 Global Goals. The Global Goals aim to make the world a fairer, more environmentally friendly world.



There is poverty around the world and there are many reasons for this. Social inequality is the unequal distribution of power, resources, and Privilege among groups and individuals in a society.



Many countries are developing renewable energies to reduce their impact on the environment. A country's climate will effect how useful certain renewables are.



Responsible consumption helps reduce waste and can support us in becoming more sustainable.

Look at all of the Global Goals and discuss which they think is the most important and why.

Locate wealthy and unwealthy countries around the World and spot patterns between wealth and other factors.

Explore some sources depicting inequality around the World.

Consider the pros and cons of using different energy sources.

Discuss the links between a country's wealth and how it is affected by climate change.

Explore how the products we consume can generate waste and come up with ways to become more sustainable.

Make links between the global goals and explain how they are interdependent on one another

I know that the World is a diverse place and there is inequality around the World.

I know why there is a need for a sustainable energy supply.

In KS3, I will extend my place knowledge to include an area of Asia and Africa.

I will extend my knowledge of human geography by learning about population and urbanization, international development, economic activity, and the use of natural resources.

Vocabulary
 economy- the way people make and spend money
 utopia- an ideal world
 society- groups of people that share the same laws, rights and resources and live in the same place.
 environment - all the physical surroundings on Earth
 recycling - converting waste into useable materials; finite - will eventually run out
 conservation- protecting the health of our planet; renewable - can be replaced naturally
 population - all the inhabitants of a particular place
 pollution - pollution is when the environment is contaminated by harmful substances, such as chemicals, waste, or gases, that make it unhealthy for living organisms. Pollution can affect the air, water, and land
 income - money that is earned energy -power derived from using physical or chemical resources.