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| Key stage 2Higher KS2 | Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world’s most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge. |
|  | Autumn 1 Where is Baghdad? | Autumn 2Is Florida just famous for Disney Land? | Spring 1How has Saltaire changed over the years since the Industrial Revolution?  | Spring 2- Why did people move from/to during the Industrial Revolution? |
| Cycle AYear 5/6 | * Place knowledge- Focus on the Middle East-specifically Afghanistan and Baghdad. Locate it in a variety of maps.
* Physical knowledge- Learn physical feature Afghanistan. contrast.
* Human knowledge- Learn about trade links, economic activity and why people have settled in Bradford from Baghdad
* Geographic skills and fieldwork- Use Digimaps to locate Baghdad on a world map. Discuss continents.
* Geographic skills and fieldwork- Use 8 point compass directions to locate Baghdad on a variety of maps and with relation to the Equator, Northern and Southern Hemisphere, continents and oceans.
 | * Place knowledge- Focus on Florida. Discuss North and South America. Locate it in a variety of maps.
* Physical knowledge- Learn physical features of Florida. (Compare to Syria which has been previously learnt)
* Human knowledge- Learn about economic activity. Why do people go to Florida?
* Geographic skills and fieldwork- Use Digimaps to locate Florida on a world map.
* Geographic skills and fieldwork- Use 8 point compass directions to locate Florida on a variety of maps and with relation to the Equator, Northern and Southern Hemisphere, continents and oceans.
 | * Place knowledge- Focus on Saltaire. . Locate on a variety of maps.
* Physical knowledge- Learn physical features of Saltaire- Learn about the River Aire (Compare and contrast to and Florida).
* Human knowledge- Learn about economic activity. Why do people move to Saltaire?
* Geographic skills and fieldwork- Use Digimaps to locate Saltaire.
* Geographic skills and fieldwork- Use 8 point compass directions to locate Florida on a variety of maps and with relation to our school.
 | * Place knowledge- Focus on the Middle East-specifically Syria. Locate it in a variety of maps.
* Physical knowledge- Learn physical features of Bradford. Learn physical features of Syria and compare and contrast.
* Human knowledge- Learn about trade links, economic activity and why people have settled in Bradford from Syria.
* Geographic skills and fieldwork- Use Digimaps to locate Syria on a world map. Discuss continents.
* Geographic skills and fieldwork- Use 8 point compass directions to locate Syria on a variety of maps and with relation to the Equator, Northern and Southern Hemisphere, continents and oceans.
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| Ongoing | Locational knowledge:* identify the position and significance of the Equator, Northern Hemisphere, Southern Hemisphere, the Prime/Greenwich Meridian and time zones (including day and night)
* 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
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|  | Summer 1Magic, monsters and mayhem Where were the Anglo Saxons and Vikings from? | Summer 2- Why did the Anglo-Saxons migrate to Britain? |
| Year 5/6 | * Place knowledge- Focus on Denmark and Norway. Discuss similarities and differences between the 2 countries.
* Physical knowledge- Learn physical features of Denmark and Norway. (Compare Denmark to areas which have been previously learnt)
* Human knowledge- Learn about economic activity. Why did the Anglo-Saxons migrate to Britain?
* Geographic skills and fieldwork- Use Digimaps to locate Denmark and Norway on a world map.
* Geographic skills and fieldwork- Use 8 point compass directions to Denmark and Norway Florida on a variety of maps and with relation to the Equator, Northern and Southern Hemisphere, continents and oceans.
 | * Place knowledge- Focus on Denmark and Norway. Discuss similarities and differences between the 2 countries.
* Physical knowledge- Learn physical features of Denmark and Norway. (Compare Denmark to areas which have been previously learnt)
* Human knowledge- Learn about economic activity. Why did the Anglo-Saxons migrate to Britain?
* Geographic skills and fieldwork- Use Digimaps to locate Denmark and Norway on a world map.
* Geographic skills and fieldwork- Use 8 point compass directions to Denmark and Norway Florida on a variety of maps and with relation to the Equator, Northern and Southern Hemisphere, continents and oceans.
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|  | Autumn 1 -How has climate change impacted Antarctica? | Autumn 2- What are the similarities and differences between Bradford and Ancient Greece? | Spring – What is happening to Whitby’s coastline? |
| Cycle B Year 5/6  | * Place knowledge- Focus on Antarctica Locate it in a variety of maps.
* Physical knowledge- Learn physical features of Antarctica. Compare and contrast to our local area.
* Human knowledge- Learn about trade links, economic activity and why people have settled in Bradford from Syria.
* Geographic skills and fieldwork- Use Digimaps to locate Syria on a world map. Discuss continents.
* Geographic skills and fieldwork- Use 8 point compass directions to locate Syria on a variety of maps and with relation to the Equator, Northern and Southern Hemisphere, continents and oceans.
 | * Place knowledge- Focus on Greece. Locate on a variety of maps.
* Physical knowledge- Learn physical features of Greece. (Compare to England)
* Human knowledge- Learn about economic activity. Why do people go to Greece?
* Geographic skills and fieldwork- Use Digimaps to locate Greece on a world map.
* Geographic skills and fieldwork- Use 8 point compass directions to locate Greece on a variety of maps and with relation to the Equator, Northern and Southern Hemisphere, continents and oceans.
 | * Place knowledge- Focus on Whitby . Learn about coastal erosion and the different types of erosion. Locate on a variety of maps .
* Physical knowledge- Learn physical features of Whitby (Compare and contrast to previously learnt places eg Allerton).
* Human knowledge- Discuss about economic activity- why do people visit Whitby? Will people continue to live in Whitby with the coastal erosion?
* Geographic skills and fieldwork- Use 8 point compass directions to locate of Whitby a variety of maps and with relation to our school. .
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| Ongoing | Locational knowledge:* identify the position and significance of the Equator, Northern Hemisphere, Southern Hemisphere, the Prime/Greenwich Meridian and time zones (including day and night)
* 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
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|  | Summer –What countries were involved in WW2? |
| Year 5/6-  | * Place knowledge- Focus on Allies and Axis- England, France, United States of America, Germany, Japan and Italy
* Physical knowledge- Recap physical features of England and learn physical features of Germany
* Geographic skills and fieldwork- Use Digimaps to locate learnt countries on a map.
* Geographic skills and fieldwork- Use 8 point compass directions to locate Allies and Axis countries on a variety of maps and with relation to the Equator, Northern and Southern Hemisphere, continents and oceans.
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| Ongoing | Locational knowledge:* identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)
* 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
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