

# Geography

At Norton Community Primary School

At Norton, we aim to create a learning environment where children are taught in a way that encourages them to become independent learners and are working towards a level of independence in using their geographical knowledge, research and map skills. We have access to a wide range of resources including a range of atlas' and digital technologies to support their learning.

We aim to enable children to gain knowledge and understanding of places in their locality and beyond with secure locational awareness. Children will have opportunity to study a locality in Britain, Europe as well as North and South America. These studies will allow children to locate and name continents, countries and their capital cities. They will learn about weather conditions, food and architecture in these countries whilst making links and comparisons between these places. As they progress through the school, children will consider why economies around the world differ and the impact of this on peoples' lives. In addition, they will consider the extreme environments around the world and discuss what we can do to help.

We aim to increase children's knowledge of other cultures and teach them to respect and gain an understanding of what it means to be a positive citizen in a multi-cultural country.

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# Year One

## Y1 – Where do we live?

### **Content**

Children become street detectives in the local area. They discuss that every street in our country has a name and a postcode. They will look at how a village is often in the countryside and smaller than a town. Children could observe street signs and why these are useful to drivers. Children will learn their address and that all addresses are different, even if they are similar. Children can link back to the 'Where did all the Wheels go?' topic and draw comparisons on the capital cities and countries of the UK using fieldwork and observational skills to support this learning.

### **National curriculum link:**

Study a small area of the United Kingdom

### **Books**

- Out and About, Shirley Hughes
- Step Inside: Homes Through History
- The Street Beneath my Feet
- The Jolly Postman by Allan Ahlberg
- The Three Little Wolves And The Big Bad Pig by Eugene Trivizas & Helen Oxenbury
- That Pesky Rat by Lauren Child
- Belonging by Jeannie Baker
- Poems: Disobedience by AA. Milne

## Y1 – Where did all the wheels on the bus go?

### **Content**

This topic will look at maps to discover the United Kingdom is made up of four countries. They will learn these and some facts about each capital city, including landmarks. Using a range of maps (world, country, street maps, aerial views and plans) children will locate places and landmarks as well as using aerial photographs to recognise basic human and physical features. Children will use internet mapping programmes to observe aerial views of places around the United Kingdom. Children will also focus on our nearest city looking at some landmarks. They will also discuss some famous people associated with our local area.

### **National curriculum link:**

Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding areas.

### **Books**

- Naughty Bus by Jan Oke
- The Queens Hat by Steve Antony
- You Can't Take An Elephant On the Bus by Patricia Cleveland-Peck
- A Walk in London by Salvatore Rubbino
- Katie in London by James Mayhew
- Poem: Buckingham Palace by A. A. Milne

## Y1 – Why can't penguins live near the Equator?

### **Content**

Children will discuss the differences of weather around the world and why animals live in specific places. They will learn that not all deserts are covered with sand and that the North and South Poles are also deserts. They will compare temperatures around the world and discover that despite the low temperatures; over 4 million people live in polar regions. Children will discuss the word 'Hemisphere' and learn it is half the Earth divided into North and

South. They will also be introduced to the Equator and learn it is really hot at the Equator so not all wildlife would survive there. This topic will be revisited in Year 6 with a focus on conservation.

### **National curriculum link**

Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.

### **Books**

- Penguin Small, Blue Penguin (PSHCE links & music)
- How Big is a Million
- 365 Penguins
- Meerkat Mail by Emily Gravett
- Lost and Found by Oliver Jeffers
- Dear Greenpeace by Simon James
- Just so Stories by Rudyard Kipling
- The Selfish Crocodile by Faustin Charles
- Poetry: How doth the little crocodile? by Lewis Carroll.

## Year Two

### Y2 – What makes our world wonderful?

#### Content

This topic will teach children about the location of countries, continents and oceans of the world in relation to the position of United Kingdom (studied in Year 1). Children will gain a global awareness by looking at the position of the seven continents and learning that the world is spherical. They will build on their maps skills developed in Year 1 using atlases, world maps and globes more widely, along with aerial photographs to recognise human and physical features including landmarks.

#### National curriculum link:

Name and locate the world's seven continents and five oceans.

#### Books

- Tiger in a Tutu by Fabi Santiago
- Atlas of Miniature Adventures
- Tug of War by Naomi Haworth
- A Year Full of Stories from Around the World by Angela McAllister
- Walk This World by Lotta Nieminen
- Jungle Book by Rudyard Kipling (chn's illustrated Usborne read aloud).

### Y2 – Where would you prefer to live?

#### Content

Children compare England to Kenya. They learn that there are two main languages spoken in Kenya: English and Swahili. This topic allows children to learn about how large animals are present in Kenya and compare it to our wildlife. Opportunities to teach children about drought and living in poverty. Position, climate and physical geography will be explored. Children may also look at food differences and houses.

#### National curriculum link:

Understand geographical similarities and differences through studying the human and physical geography of a small area in a contrasting non-European country from our own country.

#### Books

- A Place Called Home (Lonely Planet)
- Home, Carson Ellis
- Lila and the Secret of Rain David Conway & Jude Daly,
- Bringing the rain to Kapiti Plain by Verna Aardema
- Handa's Surprise by Ellieen Browne
- We Planted a tree by Diane Wuldrow.

### Y2 – What will you find at the seaside?

#### Content

Children will study the human and physical features of Scarborough. Using maps, aerial photographs, webcams and developing their key vocabulary children will develop their map skills and through discussion learn about the similarities and differences between seaside resorts. Children may also discuss why during Victorian times (history link) Scarborough was a popular holiday destination.

#### National curriculum link:

Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom.

#### Books

- Lucy and Tom at the Seaside

- Sneakers the Seaside Cat
- Clem and Crab by Fiona Luthers
- Room on Our Rock by Kate Temple
- Squishy McFluff, Billy's Bucket.

## Year Three

### Y3 – What could land be used for?

#### Content

To begin the topic (weather permitting) children could go on a walk beyond the built up area of Norton and discuss what land is used for [Walking up Langton Road would enable children to look down on Norton]. Children will learn the meaning of urban and rural. This unit gives children the opportunity to reflect on what the purpose and features of maps are. They will become cartographers, making maps of the local area, and agricultural surveyors by considering where different types of farming activities occur within the UK. DEFRA maps could support this learning. Children may also discuss how these maps will change over time and why.

#### National curriculum link

- Me and Marvin Gardens by Amy Sarrig-King ,Operation Redwood by Susannah French, The Last Tree by Ingrid Chabbert, Sky Hawk Gillian Lewis

The Building Boy by Ross Montgomery

#### Books

- Me and Marvin Gardens by Amy Sarrig-King
- Operation Redwood by Susannah French
- The Last Tree by Ingrid Chabbert
- Sky Hawk Gillian Lewis
- The Building Boy by Ross Montgomery
- The Tin Forest by Helen Ward

### Y3 - What makes Yorkshire special?

#### Content

Children will look at maps to revisit (Y1) the countries and capital cities of the United Kingdom. They will then learn the meaning of 'counties' and use maps to explore cities within these counties and some main landmarks of these counties. Once children are familiarised with the concept of counties, they will focus on Yorkshire and discuss what makes Yorkshire special. They may talk about the term 'God's Own County' and what this might mean. They will learn what we mean by the Yorkshire Dales, The Yorkshire Moors and The Yorkshire Wolds as well the Vale of York and look at aerial pictures of these as well as marking these on a map.

#### National curriculum link

Name and locate counties and cities of the United Kingdom, geographical regions.

#### Books

- The Secret Garden by Frances Hodgson Burnett
- Collected Poems for Children by Ted Hughes
- Usborne abridged and illustrated Wuthering Heights and Jane Eyre

### Y3 - Why are most of the world's cities located by rivers?

#### Content

Children learn about the journey of a river discovering and naming the key features. Learning the names of 10 major rivers around the world, children will observe that many of them run through cities and discuss the reason for this (linking to the River Nile). Reflecting on the uses of water children will draw conclusions of why cities need to be near rivers.

**National curriculum link**

Describe and understand key aspects of physical geography: rivers.

**Books:**

- Floodland by Marcus Sedgwick (8+ for more developed readers)
- The River Singers by Tom Moorhouse
- The City of Secret Rivers by Jacob Sager Weinstein
- Wind in the Willows by Kenneth Graham
- Poetry: The River and I asked the river by Valerie Bloom, A Boat Beneath A Sunny Sky by Lewis Carroll

## Year Four

### Y4 – What are the seven wonders of the modern world?

#### Content

This unit builds on and consolidates learning in Year 2 (the World's continents). Children will use map skills to learn about the Seven Wonders of the Modern World [the Great Wall of China, Jordan's ancient rock city Petra, Brazil's Statue of Christ Redeemer, the hilltop city of Machu Picchu in Peru, Mexico's Chichen Itza pyramid, the Colosseum in Rome and India's Taj Mahal]. Using maps, children will discuss their position in terms of the Northern Hemisphere / Southern Hemisphere and Tropics of Cancer and Capricorn. Children will learn to locate the position of Europe, North and South America and be able to identify any of the seven wonders positioned in these continents.

#### National Curriculum link

Locate the world's countries.

#### Books

- Architecture According to Pigeon Speck Lee Tailfeather
- A World of Cities by James Brown
- Atlas of Adventures Wonders of the World Ben Handicott
- Walls by Emma Fischel
- Journey by Aaron Becker.

### Y4 – What is it like in Eastern Europe?

#### Content

Children will explore examples of human impact (both positive and negative) on environments: the positive effects of **nature reserves**, ecologically planned parks, or garden ponds, and the negative effects of **population and development, litter or deforestation**.

#### National curriculum link

Locate the world's countries using maps to focus on Europe (including the location of Russia) concentrating on their environmental regions, key physical and human characteristics, countries and major cities.

#### Books

- The Magic Nesting Doll by Jacqueline Ogburn
- The Girl Who Speaks Bear by Sophie Anderson
- The Dollmaker of Krakow by R.M. Romero (9+)
- The Tzar's Curious Runaways by Robin Scott-Elliot (9+)

### Y4 – What makes our Earth Angry?

#### Content

Building on KS1 learning about the seasons and weather, children will explore the causes and consequences of volcanoes, earthquakes, tsunamis and tornados. They will learn about these as destructive powers of nature and where possible how to keep safe (e.g. earthquakes). They may compare the structure of the Earth to a common object and investigate how scientists compare data about storms. In Y6, children will revisit this learning in terms of the location of these.

#### National curriculum link

Describe and understand key aspects of physical geography: volcanoes and earthquakes.

#### Books

- Cosmic (link to space and planetary activities elsewhere)
- Night of the Twisters by Ivy Ruckman
- The Somerset Tsunami Emma Carroll (Reading age 9+)

## Year Five

### Y5 - What would it be like to live on a mountain?

#### Content

This topic will focus on how mountains are formed and change over a period of time. Children will locate famous mountain ranges around the world and use maps, atlases and other resources to compare their heights and identify plateaus. They will consider whether tourism is an option for mountains based on their weather conditions and what impact tourism might have. They might also look at famous expeditions.

#### National Curriculum link

Describe and understand key aspects of physical geography: mountains.

#### Books

- Asha and the Spirit Bird by Jasbina Bilan
- My Side of the Mountain by Jean Craighead George
- Running on the Roof of the World by Jess Butterworth.

### Y5 – Is there enough for everyone?

#### Content

Children will look at the basic needs of humans and where these come from. They will consider how renewable sources of energy are being explored and to what extent this is important. Children will explore how little changes can have a big impact such as with water and learn how to reduce water wastage. Identifying benefits of importing food and explaining why export and import happens, they will learn about countries that have food shortages and discuss whether there could be enough for everyone in the world of all these vital resources. This unit will begin to explore the impact of a carbon footprint which will be explored further in Y6.

#### National Curriculum link

Describe and understand key aspects of human geography: distribution of natural resources including energy, food, minerals and water.

#### Books

- Hicotea, A Nightlights Story, Lorena Alvarez
- Greta and the Giants, Zoe Tucker
- White Fox by Chen Jiatong
- The House of Light by Julia Green

### Y5 – Why should the rainforest be important to us all?

#### Content

Children begin by looking at the position of rainforests around the world. They will then focus on the Amazon rainforest as this is positioned in South America. They will learn about climate zones and biomes and the different layers of the rainforest. They will discover that deforestation is a major problem and the impact of this beginning to understand what conservation is. They will also consider how humans impact on both natural resources and local communities. Children recall previous learning to identify similarities and differences to draw comparisons between Yorkshire, Eastern Europe and the Amazon rainforest.

#### National Curriculum link

Locate the world's countries, using maps to focus on North and South America, concentrating on their environmental regions, key physical and human characteristics. To describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts. Understand geographical similarities and differences through study of physical geography of the UK, a European country and North or South America.

## Books

- Journey to the River Sea by Eva Ibbotson
- Michael Morpurgo
- Running Wild
- The Lost Book of Adventure by Teddy Keen

## Year Six

### Y6 – Where are our greatest economies?

#### Content

The children find out about how goods and services are traded around the world. They will explore the UK's trade links today and in the past, finding out about goods imported and exported and the methods of transport used. Through a more detailed look at one of the UK's trade partners, the children will learn about the benefits of trading internationally, as well as the risks to this area. The children will also learn about fair trade and why it is important in the global market. Children will look specifically at the fastest growing economies and look at these on maps, discussing any patterns. Children will also identify similarities and differences to draw comparisons between the UK, a region of Europe and a region of North and South America.

#### National Curriculum link

To describe and understand key aspects of human geography: economic activity including trade links. Understand geographical similarities and differences through study of human geography of the UK, a European country and North or South America.

#### Books

- The Clockwork Sparrow (history of department stores and capitalism)
- The Good Thieves by Katherine Rundell (set in New York in the 20s, themes of money and wealth)
- The Castle of Inside Out by David Henry Wilson (themes of greed and exclusion)
- Trash by Andy Mulligan

### Y6 – Where are the most extreme environments on Earth?

#### Content

Children will map the most extreme environments on Earth and how geographers would describe their positions. Children will learn to locate and describe places using longitude and latitude, and find out about some of the important lines that delineate specific areas of the Earth - the Equator, the Hemispheres, the Poles and the Tropics. Finally, by looking more closely at the lines of longitude, children will develop their understanding of time zones.

#### National Curriculum link

Identify the position and significance of latitude, longitude, Arctic and Antarctic Circle, the Prime /Greenwich Meridian and time zones. Understand key aspects of physical geography.

#### Books

- Walkabout by James Vane-Marshall
- The White Darkness, Geraldine McCaughrean
- The Polar Bear Explorers Club, Alex Bell, The Ice Bear Miracle
- The Fastest Boy in the World by Elizabeth Laird
- The Girl Who Stole an Elephant by Nizrana Farook

### Y6 – How is our world changing?

#### Content

Children learn about the Yorkshire Coast naming some key places. They will learn the features of coastlines and discuss how these change over time due to erosion. They will also look some key changes that have affected our Earth from 1800 and look at predictions for the future. Children will also discuss how the borders of the UK and Europe have changed.

#### National Curriculum link

Name and locate counties of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (coasts) and understand that these change over time.

#### Books

- Links to The Spider and the Fly (environmental change)
- Where the River Runs Gold by Sita Brahmachari

- Lightning Chase Me Home by Amber Lee Dodd
- The Island at the End of Everything by Kiran Millwood Hargrave
- Beyond the Bright Sea by Lauren Wolk