
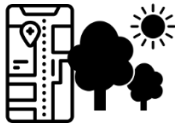







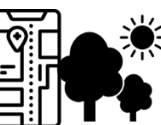


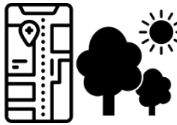











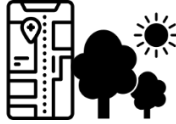



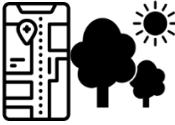






# Langshott Subject Leader Curriculum Map - Geography

2022-2023

|                                    | Reception   | 1  | 2   | 3   | 4  | 5  | 6   |
|------------------------------------|---|--|---|---|--|--|---|
| Whole school week – Where we live. | <p><b>Our school</b><br/><b>Outcome</b><br/>To draw and use a simple map of the school.</p> <p><b>Knowledge</b><br/><u>Locational Knowledge</u><br/>- introduce and develop their knowledge of the school grounds – Woodlands, Forest Schools, field, KS2 building</p> <p><u>Map skills and field work:</u><br/>- Use simple fieldwork and observational skills to study the geography of the school and its grounds.</p> <p><u>Human and Physical geography</u><br/>- to recreate landmarks/places of interest of Langshott School in their play</p> <p><u>Place Knowledge</u><br/>- observe the human and physical geography of our school.</p> <p><b>Geographical terms</b><br/>School, buildings, pond, office, field, playground, map.</p> <p><b>Resources</b><br/>Photos of builds and features of the school<br/>3d shapes</p> | <p><b>Horley</b><br/><b>Outcome</b><br/>To label a simple map of Horley using a basic key</p> <p><b>Knowledge</b><br/><u>Locational Knowledge</u><br/>To develop knowledge of their locality.</p> <p><u>Place knowledge.</u><br/>-To study the human and physical geography of a small area of the UK- Horley</p> <p><u>Map skills and field work:</u><br/>-Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features in Horley<br/>-Labelling a simple map and use basic symbols in a key.<br/>Use their map to aid their visit to Horley.</p> <p><u>Human and Physical geography</u><br/>To identify key landmarks in and around Horley</p> <p>Langshott School, Oakwood School, train station, shops, subway, church, library, supermarket, park, bridge</p> <p><b>Geographical terms</b><br/>- physical: river, season, weather, wood, pond,<br/>- human: airport, farm, town, house, office, shop, train station, bridge, subway, church, field, hotel, motorway, railway, school, village</p> <p><b>Enrichment</b><br/>Children to walk around Horley identifying the locational features</p> <p><b>Resources</b><br/>UK map</p> | <p><b>Transport</b><br/><b>Outcome</b><br/>To describe a journey from Horley to a location in the UK or the wider world</p> <p><b>Knowledge</b><br/><u>Locational Knowledge</u><br/>To locate Horley on a map and describe what features they can see.<br/>To understand how Horley is linked to other places in the UK and the wider world</p> <p><u>Place knowledge</u><br/>- Name, locate and identify the characteristics of the 4 countries and capital cities in the UK in relation to Horley and discuss how you would travel there.<br/>-To know that Horley is linked to other places within the UK and wider world via transport links. ( Spain, Costa Rica, Argentina, other places linked to individual families)<br/>-To explain how they travel to different locations and why.</p> <p><u>Map skills and field work:</u><br/>-To use directional language to (north, south, east &amp; west) to describe the location of Horley in relation to London in the north, Brighton in the south.</p> <p>-To use a key to identify transport links on map.</p> <p><u>Human and Physical geography</u><br/>To identify key human and physical features around the local area – airport, station, rail line fields, farms, towns, schools,</p> <p><b>Resources</b><br/>UK map<br/>Digi map</p> | <p><b>How is land used?</b><br/><b>Outcome</b><br/>To sketch and describe the different land use in Horley.</p> <p><b>Knowledge</b><br/><u>Locational Knowledge</u><br/>Locate Horley on a map and identify land-use patterns; and understand how some of these aspects have changed over time.</p> <p>Compare how Horley/Gatwick land use has changed over time – before Acres and Westvale were built.</p> <p><u>Place knowledge</u><br/>-To know what a settlement is<br/>-To explain why settlements develop in certain locations (London jobs, Victorian holidays)<br/>-To identify similarities and differences between land use in different areas of Horley</p> <p>To know the name of the county they are in and neighbouring counties – Surrey, Sussex, Kent, Greater London, Hampshire, Essex, Berkshire.</p> <p><u>Map skills and field work:</u><br/>-Recognise land use on maps<br/>-To sketch different areas of Horley to compare land use.</p> <p><u>Human and Physical geography</u><br/>To identify and explain the land use within Horley and why.</p> <p>To describe how the human geography has changed</p> | <p><b>River Mole</b><br/><b>Outcome</b><br/>To create/present information on the River Mole</p> <p><b>Knowledge</b><br/><u>Locational Knowledge</u><br/>-Locate the River Mole on a map.<br/>-Locate the counties<br/>The River Mole flows through. Identify the sea the River Mole flows into.</p> <p><u>Place knowledge</u><br/>-Follow a river on a map to find the source and mouth<br/>-Describe the similarities and differences of the land use along the River Mole.</p> <p><u>Map skills and field work:</u><br/>-Use fieldwork to observe, measure, record and present human and physical features in local area using a range of methods, including sketch maps, plans and graphs (River study: The River Mole).</p> <p><u>Human and Physical geography</u><br/>- Describe and understand key aspects of a river system.<br/>- Physical: mountains, valleys, streams<br/>- Human: Dams, bridges, transport, trade links and distribution of natural resources including energy, food, minerals.</p> <p><b>Geographical terms</b><br/>Physical: bog, channel, climate, confluence, contours, delta, deposition, drainage basin, drought, erosion, estuary, , extinct, floodplain, habitat, load, meander, mouth (river) sediment, source (river), spring, surface run-</p> | <p><b>What's in a name?</b><br/><b>Outcome</b><br/>To present who might have settled in Horley and why?</p> <p>ley = forest clearing<br/>wick = dwelling<br/>Chester/cester = castle<br/>ham = village<br/>ton = farm<br/>ford = river crossing<br/>by = village<br/>thorpe = farm<br/>toft = house</p> <p><b>Knowledge</b><br/><u>Locational Knowledge</u><br/>- Name and locate counties and cities of the United Kingdom ( London, Guildford, Brighton, Canterbury, Chelmsford) geographical regions and their identifying human and physical characteristics, key topographical features (including hills, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.</p> <p><b>Place knowledge</b><br/>-Identify similarities and differences between counties settlements looking at the suffixes (Anglo Saxons = ford due to river location)<br/>-research who settled in Horley</p> <p><u>Map skills and field work:</u><br/>To use maps to identify settlements built by invaders.<br/>Identify patterns of historical settlements – groups or lines of markers on maps</p> <p><u>Human and Physical geography</u><br/>Describe and understand the settlement of Horley.</p> | <p><b>Settling in Horley</b><br/><b>Outcome</b><br/>To make, draw and describe how to improve Horley.</p> <p><b>Knowledge</b><br/><u>Locational Knowledge</u><br/>Locate Horley on a map and identify topographical features around the area (hills, rivers, fields, roads)</p> <p><u>Place knowledge</u><br/>Explain why settlements develop in certain locations (where would you settle and why?)<br/>Explain what key features a settlement needs.</p> <p><u>Map skills and field work:</u><br/>Use fieldwork to observe, measure, record and present the human and physical features in the local area – including sketch maps, plans and graphs.<br/>List the important features of a settlement site<br/>Design and draw a new Horley – including a key for certain features – Police Station, Doctors, transport.</p> <p><u>Human and Physical geography</u><br/>Explore what biome/vegetation belt Horley is within.<br/>-identify the type of settlement Horley is exploring the land use, and trade link.<br/>Give reasons why a settlement might be unsuitable</p> <p><b>Geographical terms</b><br/><b>Enrichment</b> –</p> |

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|                 |  | Digi map<br>Simple map with tick list of features<br>Clipboards  | World map to plot connections  | <b>Enrichment</b><br>Children to sketch different areas of Horley<br><b>Resources</b><br>UK map<br>Digi map – use for current and historical maps   | off, thermal spring, tributary, wetland<br>Human: agriculture, arable farming, indigenous, reservoir, water pollution<br>River, tributary, mouth, sea,<br><br><b>Resources</b><br>Digi map<br>Atlas<br><br><b>Enrichment</b><br>Children to walk to the section of the river Mole that flows through Horley  | <b>Geographical terms</b><br>Weald, Saxons, manor, hamlet, common, settlement, invader, origin, suffix, pattern   | To walk around Horley identifying features they like or would change supporting their new design.   |
| The wider world | <b>Around the world</b><br><b>Outcome</b><br>To draw and talk about life in Kenya Africa/polar region<br><b>Knowledge</b><br> <u>Locational Knowledge</u><br>- introduce and develop their knowledge of the local area (Horley)<br>- discuss what features /landmarks the children know<br><br> <u>Map skills and field work:</u><br>Use a simple map to locate Horley and compare to where other countries the children know are located.<br><br><u>Human and Physical geography</u><br> - to observe the differences in weather from Horley, England to African, Kenya/Polar region.<br>-to recreate landmarks/places of interest in their play.<br><br> <u>Place Knowledge</u><br>- to say what is similar and different between where they live and Kenya/polar region<br><br><b>Geographical terms</b><br>Hot, cold, dry, wet, icy, desert, polar, landscape, traditional, farm, animals, mountains, rivers, forests,<br><br><b>Resources</b> | <b>The UK Inc. continents and oceans</b><br><b>Outcome</b> to create a quiz asking and answering questions about the UK, continents and oceans.<br><br><b>Knowledge</b><br> <u>Locational Knowledge</u><br>- Name, locate and identify the characteristics of the 4 countries and capital cities in the UK and surrounding seas. (CGP guide pages 2-9)<br>-<br><br> <u>Human and Physical geography</u><br>- Identify seasonal and daily weather patterns in the UK.<br>-Identify key physical and human features of each country of the UK.<br><br><b>Skills</b><br> <u>Map skills and field work:</u><br>- Use world maps, atlases and globes to identify the United Kingdom and its countries.<br><br><b>Geographical terms</b><br>- Physical: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.<br>- Human: city, town, village, factory, farm, house, office, port, harbour and shop Capital<br><br><b>Resources</b> | <b>Continents and oceans</b><br><b>Monteverde - Costa Rica</b><br><b>Outcomes - fact file on Costa Rica</b><br><b>Knowledge</b><br> <u>Place Knowledge</u><br>- Name and locate the world's seven continents and 5 oceans<br>–Understand geographic similarities and differences through studying the human and physical geography of a small area in a contrasting non-European country (Monteverde in Costa Rica).<br><br> <u>Human and Physical geography</u><br>- Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. Discuss the weather in Costa Rica.<br><br><b>Skills</b><br> <u>Map skills and field work:</u><br>- Use simple compass directions (north, south, east, and west) and locational and directional language to describe the location of features in Monteverde and routes on a map.<br>- Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features of Monteverde in Costa Rica.<br><br><b>Geographical terms</b> | <b>Extreme Earth – Volcanoes and Earthquakes</b><br><b>Outcome</b> To put together a news report describing a natural disaster and the impact on the communities affected. Include locational and physical knowledge. Use geographical vocabulary to inform.<br><br><b>Knowledge</b><br> <u>Locational Knowledge</u><br>- Locate countries of Europe (UK France, Germany, Italy, Greece, Portugal, Spain) using maps.<br>-use a world map to Identify physical characteristics: mountains, volcanoes/ earthquakes(Italy)<br><br> <u>Human and Physical geography</u><br>- Explain how volcanoes are formed and how they affect people's lives (mt. Vesuvius)<br>- Types of volcanoes: composite or strato, shield and dome.<br>- Explain what causes earthquakes and how they are measured and how they affect people's lives (San Francisco).<br>- Explain the impact of natural disasters on humans.<br><br><b>Skills</b><br> <u>Map skills and field work:</u><br>- Use maps, atlases, globes and digital mapping to locate countries and describe features studied. | <b>Juniper Hall Residential (2022)</b><br>A study of human and physical geography in a region of the UK.<br><b>Knowledge</b><br> <u>Locational Knowledge</u><br>Exploring place<br>- build their spatial and locational knowledge<br>creatively exploring the distinctive landscape and settlements surrounding the centre.<br><br> <u>Place Knowledge</u><br>Geo-journey<br>- On an expedition through the local landscape, children will challenge themselves to uncover the mysteries of our countryside. They will employ cutting edge digital technologies and apply their geographical knowledge to a series of exciting activities which will deepen their curiosity and understanding of the natural world<br><br> <u>Human and Physical geography</u><br>River and Life<br>everywhere<br>- Using a variety of engaging activities, children will discover the physical geography and river processes, which have formed this distinctive habitat. Working scientifically to gather data children will ask questions to build a picture of the river and the life that surrounds it. They will journey beside and within the watery world, discovering the plants and animals that make rivers and streams their homes. | <b>Comparing Places: Bilbao (Spain) a European study (compare with Surrey Hills/Juniper Hall study)</b><br><b>Outcome- fact file for Bilbao (link with Spanish outcome)</b><br><br> <u>Locational Knowledge</u><br>- Locate Bilbao, Spain on a map and concentrate on environmental regions, key physical and human characteristics.<br>- Identify the position and significance of latitude, longitude, Northern and Southern Hemisphere<br><br> <u>Place Knowledge</u><br>- Understand geographical similarities and differences through a study of human and physical geography of Bilbao in Spain and compare to year 4 study of the local area (Juniper Hall)<br><br>Transport links,<br>Land use<br>settlements<br><b>Skills</b><br> <u>Human and Physical geography</u><br>- Physical: Nervion river – Bay of Biscay, Ocean climate, Basque Country (Northern Spain), borders France, Pyrenees, beaches (mountains),<br>- Human: industrial history, tourism, city, Basque people (links to stone age and Roman empire) | <b>Amazing Argentina</b><br><b>Outcome</b> Travel brochure for Argentina<br><br><b>Knowledge</b><br> <u>Locational Knowledge</u><br>- locate the world's countries, using maps to focus on South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. Focus on Argentina and Buenos Aires<br>- 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) pg. 34 CGP guide<br><br> <u>Place Knowledge</u><br>- Understand geographical similarities and differences through a study of human and physical geography of Buenos Aires in Argentina (pg. 31 CGP guide) and compare to year 4 study of the Surrey hills and year 5 study of Bilbao, Spain.<br><br> <u>Human and Physical geography</u><br>- Physical: Andes (mountains), pampas (plains), Atlantic Ocean, Tierra del Fuego (Islands), Antarctic, vegetation, glaciers (Perito Moreno), waterfalls (Iguazu falls), wetlands, Chile (border) |

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|  | <p>Digi map<br/>Atlas – children first atlas.<br/>Different maps to look at<br/>Books on countries around the world<br/>Bugs big trip – twinkl<br/>Handa Surpise<br/>Ugly 5<br/><b>Enrichment</b><br/>Visits from parents to talk about life in other countries<br/>Tuff tray small world – polar/African animals</p> | <p>Digi map<br/>Atlas<br/>UK cities books</p> | <p>Physical – volcanoes, mountains, beaches, rainforests, dry forests, mangroves, cloud forests, swamps, wetlands, rivers, lakes, waterfalls, cliffs, lagoons, islands, valley<br/>Human – farms and plantations (coffee, banana and pineapple), buildings, offices, city, towns</p> <p>Identify the importance of animals to Costa Rica and explain why some species are endangered and how it can be prevented</p> <p><b>Resources</b></p> <p>Digi map<br/>Atlas<br/>Pictures of costa Rica<br/>Books on Costa Rica – kids guide<br/>Costa Rica fact file Twinkl</p> | <p>- Use four and six-figure grid references, symbols and keys to build their knowledge of the wider world.</p> <p><b>Geographical terms</b><br/>- Physical: volcanoes, earthquakes, aftershock, cone, conservative plate boundary, constructive plate boundary, continental plate, crater, crust, destructive plate boundary, effusive eruption, epicentre, eruption cloud, explosive eruption, focus, foreshock, geothermal energy, inner core, lava, magma, magma chamber, main event, mantle, oceanic plate, outer core, Richter scale, secondary vent, subduction zone, tectonic plates, Ring of Fire, seismometer.<br/>- Human: damage, tourism, fertile soil, mining, views, energy source, prepare, money, renewable energy.</p> <p><b>Resources</b><br/>Digi map<br/>Atlas<br/>Books on volcanoes</p> | <p><b>Skills</b></p> <p> <b>Map skills and field work:</b><br/>Maps and geometry</p> <p>- Activities introducing the geometry of the Earth and basic mapping techniques will outline the science of map making. Children will use IT and a range of different maps, to explore spatial dimensions, angles, shapes and distances, while relating these concepts to the landscape surrounding them, for example within relief, contours and scales. They construct 2D and 3D maps, to different scales and find out which maps are most useful in different situations, as well as considering the history of map making.</p> <p><b>Resources</b><br/>Provided through the residential</p> <p><b>Natural Earth Summer Term.</b><br/><b>Outcome</b> – to create a fact file on different biomes.</p> <p><b>Knowledge</b><br/><b>Locational Knowledge</b></p> <p> -To use a world map to locate countries around the world, concentrating on their environmental regions.<br/>- Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle.</p> <p> <b>Map skills and field work:</b><br/>-To use maps, atlases to locate countries and describe features<br/>-To locate different biome areas on a world map.</p> <p><b>Human and Physical geography</b></p> <p> To describe and understand different biomes and vegetation belts. Alpine biome (mountains), tropical biomes (rainforest)</p> | <p> <b>Map skills and field work:</b><br/>- Use maps, atlases, globes and digital mapping to locate Surrey, Basque Country, Northern Spain, Southern France, Bilbao.<br/>- Use the eight points of the compass, six-figure grid references, symbols, and keys to build knowledge of the two areas studied.</p> <p><b>Geographical terms</b><br/>Physical: river, ocean, climate, bay, beaches, Pyrenees, boarders<br/>- Human: Basque, industry, industrial, tourism</p> <p><b>Assessment</b></p> <p><b>Resources</b><br/>Digi map<br/>Atlas</p> <p><b>Protecting the planet Outcome to plan an eco-friendly picnic pg37 Knowledge</b></p> <p> <b>Locational Knowledge</b><br/>- To 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 in the context of UK power stations.</p> <p> <b>Human and Physical geography</b><br/>- To describe and understand key aspects of human geography, including: land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water in the context of renewable and non-renewable energy sources.<br/>- explain how and where electricity is generated and distributed within the UK<br/>- Explain where food comes from (food miles)Pros and cons</p> | <p>- Human: deforestation, pollution, large economy, apartment blocks, mansions, Buenos Aires, la Boca district, city, migrants, rural, factories, slums (villas miserias), gauchos (cowboys), schools, Argentine Beef</p> <p><b>Skills</b></p> <p> <b>Map skills and field work:</b><br/>- use maps, atlases, globes and digital/computer mapping to locate Argentina and describe features studied</p> <p><b>Geographical terms</b><br/>Physical: altitude, archipelago, biodiverse, biome, canyon, climate, continent, endangered, erosion, extinct (species), plain, glacier, habitat, latitude, rural, tectonic plates<br/>Human: agriculture, capital city, civilisation, colony, colonisation, colonist, economy, export, industry, manufacturing, urban.</p> <p><b>Resources</b><br/>Digi map<br/>Atlas<br/>Pictures of Argentina<br/>Books on Argentina/South America</p> |
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|  |  |  |  |  | <p>woodlands and Tundra biome (Polar regions)</p> <p><b><u>Geographical terms</u></b><br/>Biomes, vegetation, alpine, tropical, polar, climate, adapt, deciduous, coniferous, desert</p> <p><b><u>Resources</u></b><br/>CGP GUIDE Living planet<br/>Atlases<br/>Digi map</p> | <p>- Conserving food, water and energy supplies.<br/>- Comparing resource supplies in the UK and abroad.</p> <p><b><u>Skills</u></b><br/><b><u>Map skills and field work</u></b></p> <p> - To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied in the context of food miles.</p> <p><b><u>Geographical terms</u></b><br/>-Physical:<br/>- Human: settlement, generation, gigawatt (GW), coal, nuclear, CCGT, pumped storage, non-renewable, solar power, wind power, biomass, renewable, origin, import, export, food miles, efficiency, conservation, carbon footprint.</p> <p><b><u>Resources</u></b><br/>CGP GUIDE/ BBC BITESIZE<br/>NATURAL RESOURCES<br/>SUSTANABLILITY AND PLASTIC<br/>FOSSIBLE FULES AND RENEWABLE<br/>ENERGY<br/>Atlases<br/>Digi map</p> |  |
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