

Development of Geography at George Spicer

	Country Case Study	Vocabulary	Locational Knowledge	Place Knowledge	Human Geography	Physical Geography	Geographical Enquiry	Climate Change/ GG (Save the World Week)	Fieldwork	Map Work
6	Congo Antarctica	Contour lines Export Vegetation belt Natural resources	Continuation from Year 5 but also being able to locate key topographical features such as mountain ranges, deserts and rivers.	Compare the features of England and Congo. Looking at similarities and differences. Trying to understand how the differences have shaped both countries.	Comparing the natural resources available to England and Congo and this supports the country economically. How has this changed over time and why? From rubber and ivory to minerals.	Compare and contrast the vegetation belts in England and Congo. Recap and develop – parts of a river The Congo River and the water cycle.	Congo has an estimated \$24 trillion of untapped minerals within the country. However, it is one of the poorest countries in the world. How is this so?	South America (Bolivia) Why is Bolivia experiencing deforestation?	To be able to choose what to record and how to do it. Be able to analyse the data they have collated and come to some conclusions.	Read Begin to interpret OS maps and contour lines. Create Draw their own OS style maps using contours and keys.
5	Mongolia Romania	Ordnance Survey Nomadic Tectonic plates	Be able to name and locate major countries in the world and also name their capital cities.	Compare the features of England to a Mongolia. Looking at similarities and differences especially in terms of rural areas and 'wilderness'.	Linked to Electricity topic. Look at how we get energy. Begin to look at options for sustainable energy. Begin to explore why renewable energy is so important for the future.	Understand why earthquakes happen and their impact, dependent on size. Focus on Mongolian earthquakes. Also the damage created for people in those areas.	Do all people live in the same place? Should people have holiday homes? What is it like to live like a Mongolian nomad?	Why are droughts becoming more frequent in America?	Decide what to record as a group and work out how to record the data – what would be best? Begin to make simple analysis of data.	Read Understand six figure grid references Create Draw a map freehand, use a more complex key to represent certain places.
4	Brazil	Biomes Eroding Meander Tributary Flood plain Grid references North, North East, East, South East, South, South	Be able to name and locate a number of European countries. Also to identify the major countries in each continent. E.g. Brazil and Argentina in	Compare the features of London to a Rio de Janeiro. Looking at two sides of Rio – the affluent side and the favelas.	Looking at the importance rivers play in human life in terms of: water, transport, energy and	The parts of a river in relation to the Amazon River. From the source to the mouth. Introduce Biomes and discover which ones can be found in Brazil. How do they differ?	What is this landscape like? How might it have changed throughout the years? How might it change in the future? What impact are humans having on	Why is China experiencing a rise in temperatures?	To record data on a conversion graph, line graph and frequency table.	Read Understand four figure grid references Understand scale and use it to find distances between

		West, West, North West.	South America. China, India and Japan in Asia.			The water cycle, including transpiration (linked with states of matter science work)	this landscape? Relate to the rainforest.			places (as the crow flies). Create Draw a map freehand, use a more complex key to represent certain places. Compass/ Direction Use the eight points of a compass
3	North America (USA and Canada) Turkey	Climate zones Equator Time zones Landscape Volcanoes Forest Mountains Lakes Data Interpret	Be able to find and locate a range of topographical features such as forests, mountains and lakes in the UK and USA.	Compare the features of London to a New York. Looking at similarities and differences. Focus on the skylines of both cities.	Think about how towns and cities grow and expand Begin to think about why people set up towns and cities in certain areas. Focus on Chicago being next to Lake Michigan. Look at the impact of the "Columbian Exchange" in First Nations.	Why volcanoes form, beginning to understand tectonic plates: The difference between an extinct, dormant and active volcano. Active: Mount Kilauae (Hawaii) Dormant: Mount Washington Building on knowledge from Year 1 – looking at climate zones in relation to the equator. Seeing how a big country – like the USA fits into several climate zones.	Where might this place be located? What can we tell about this place? What might the temperature be like?	Why is Holland experiencing rising sea levels?	Continue from Year 2 but record in more complex ways such as bar charts.	Read Consolidate use of atlas and globes. Create Draw a map freehand, begin to use a simple key to represent certain places.
2	Australia	Data Interpret Rivers Deserts Coasts Woodland Meadowland Hemisphere Habitat Exports	Be able to name a range of European countries. Be able to name and locate a range of cities in England and the USA.	Compare the seasons in the calendar and the comparative temperatures.	Understand the different properties between a town and a city and a village. How these have altered over time in terms of	To identify key topographical features: mountains, hills, coasts and rivers. Begin to understand how these have changed over time.	What is it like to live in this place? Would I like to live in this place? Why? Why is this place the way it is? How are the people different in these places? How	Why is Kenya experiencing flash flooding?	Begin to record data such as: cars parked on the road. Either through tally charts	Read Global: Find countries on a globe/ atlas using contents or index. Create Be able to add details from a map to a

		Climate Regions			population and size.		might the people feel like living there?		or pictograms.	blank country e.g. cities, rivers etc. Compass/ Direction Use a four figure compass
1	United Kingdom	North, East, South and West. Map Map key Symbols Rural Urban Temperature Large scale maps Small scale maps City Town Village Continents	Know and locate the seven continents and five oceans of the world. Know and locate the countries and capitals of Britain.	Observe and describe the human and physical geography of Enfield Town and compare to a more rural settlement in the UK.	Understand that Enfield is a town and the properties needed to be a town.	Identify seasonal/ daily weather patterns in the UK. Know features of hot and cold places in the world with regard to the equator and the poles.	What is it like to live in this place? Would I like to live in this place? Why? Why is this place the way it is? Why are there many shops?	Why are forest fires happening in Australia?	Be able to read the temperature and compare it throughout the year. Compare it with other locations in different areas of the world to show contrasts.	Read Local: Simple maps of the local area. Global: Find UK on a globe Create Draw a simple map of the school from a bird's eye view.
R	Enfield, London Arctic/ Antarctica	Roads Parks Woodland Rivers Town City Country	Understand that they live in Enfield, which is a part of London in England. Know that we are part of a bigger world, which is made up of land and sea.	Describe their own environment and local area, building outwards from the school grounds. Beginning to understand the difference between rural and urban.	Discussions as to what is natural and what is made by humans.	Daily focus on weather, seasons, months and how they impact the natural world. How we need to adapt to the changing weather.	Talk about how not all countries are the same. Similarities and differences between Enfield and other places in the world – based on their own experiences.	Why are the ice caps melting?		Read Share maps of Enfield, London and the world. Create Begin to explore the idea of a map by looking at fictional pirate maps.

Fieldwork

At George Spicer, we place great value on fieldwork and ensure that each year group conducts two pieces every year, where they get out into the local area and interact with their surroundings. We give the pupils context in the form of a realistic question that they have to answer. As you can see below, the experiments progress from simply making observations, to designing their own fieldwork experiments and then reaching conclusions from their data and presenting their findings. By UPKS2 we want our children to feel confident in talking to members of the public in order to add a 'personal touch' to their data.

Year	Fieldwork 1	Working Scientifically	Fieldwork 2	Working Scientifically
6	What type of restaurant should open in Enfield Town?	Planning different types of scientific enquiries to answer questions Reporting and presenting findings from enquiries	Where to buy a house in the local area?	Planning different types of scientific enquiries to answer questions Reporting and presenting findings from enquiries
5	What different businesses do we have in Enfield and why?	Planning different types of scientific enquiries to answer questions Recording data and results of increasing complexity	Where is the best place to go bird watching in Enfield?	Planning different types of scientific enquiries to answer questions Recording data and results of increasing complexity
4	When is Southbury Road the busiest in terms of traffic?	Setting up simple practical enquiries, comparative and fair tests Making systematic and careful observations	Why do people go to Bush Hill Park at different times of day?	Setting up simple practical enquiries, comparative and fair tests
3	Finding the best location for a zebra crossing on Sketty Road	Setting up simple practical enquiries, comparative and fair tests Making systematic and careful observations Using results to draw simple conclusions	What different houses do we have in our local area?	Making systematic and careful observations Using results to draw simple conclusions
2	Where should litter bins be situated on Southbury Road?	Observing Closely Perform a simple test	What different plants can we find in the meadow?	Observing Closely Perform a simple test
1	Where should there be a plastic recycling bin at the playing fields?	Observing Closely Perform a simple test	How does the weather changes across the year?	Observing Closely Perform a simple test
R	What different vegetables do we have in the allotments at different times of year?	Gathering and Recording Data	Seasonal Walks – What changes can we see?	Gathering and Recording Data

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