

Cantrell Primary School Geography Curriculum

Progression Map of Geographical Knowledge and Skills							
	Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Locational Knowledge – the UK and local area 		Know about the local area, and name and locate key local landmarks.	Know where the UK is on a world map Know and locate where they live in the UK Know the names of the four countries that make up the UK and their capital cities Name the main seas that surround the UK Know their address, including postcode	Know where the main mountain regions are in the UK Name and understand different land use patterns in the UK	Know the names of and locate at least ten cities in England (Nottingham, London, Birmingham, Manchester, Leeds, Liverpool, Sheffield, Bristol, Newcastle, Southampton) Know, name and locate the main rivers in the UK		Know the names of and locate at least ten counties in England (Nottinghamshire, Derbyshire, Leicestershire, Yorkshire, Lincolnshire, Cornwall, Devon, Kent, Northumberland, Norfolk)
Locational Knowledge – the world and continents 		Know where the equator, North Pole and South Pole are on a globe	Know the names of and locate the seven continents of the world Know the names of and locate the five oceans of the world	Know the names of and locate at least ten European countries (including France, Germany, Spain, Italy, Russia)	Know and locate on a world map the Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle Know the names of, and locate, at least five North American countries (Mexico, USA, Canada, Cuba and Jamaica) Know some of the key physical characteristics of North America	Know the names of, and locate, at least five South American countries (Brazil, Argentina, Peru, Colombia, Bolivia) Know some of the key physical characteristics of South America	Identify the position and difference between latitude and longitude Know and locate the Prime/Greenwich Meridian, know about time zones and work out differences Know the names of a number of European capitals, and at least ten major cities in the world

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Place Knowledge 		<p>Know features of hot and cold places in the world</p> <p>Know which areas of the world have significant hot or cold areas, relating these to the Poles and the Equator</p>	<p>Know the main differences between a place in England and that of a small place in a non-European country</p>	<p>Know some similarities and differences between a region of the UK and a region in a European country.</p>	<p>Know some similarities and differences between a region of the UK and a region in a North American country.</p>	<p>Know some similarities and differences between a region of the UK and a region in a South American country.</p>	<p>Locate and describe several physical environments in the UK (e.g. coastal and mountain environments) and understand how these have changed over time.</p>
Physical Geography 		<p>Know which is the hottest and coldest season in the UK</p> <p>Know and recognise main weather symbols</p> <p>Identify seasonal and daily weather patterns in the United Kingdom.</p>	<p>Use basic geographical vocabulary to refer to key physical features including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</p>	<p>Know what causes an earthquake</p> <p>Know and label the different parts of a volcano</p> <p>Know the names of a number of the world's highest mountains</p> <p>Understand how a mountain region was formed.</p>	<p>Explain the features of a water cycle</p> <p>Name some of the processes within the water cycle that are associated with rivers and mountains.</p> <p>Know the name of and locate a number of the world's longest rivers (Nile, Amazon, Yangtze, Mississippi)</p> <p>Know and label the main features of a river</p>	<p>Locate tropical, temperate and polar climate zones on a globe or map and describe the characteristics of these zones</p> <p>Know what is meant by biomes and name at least five types of biome (tropical forest, deciduous forest, tundra, taiga, desert)</p> <p>Understand how climate and vegetation are connected in biomes, e.g. the tropical rainforest and the desert. Label layers of a rainforest</p> <p>Know what deforestation is, why it occurs and what some of the main effects on the planet are</p>	

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Human Geography 		<p>Know the main differences between city, town and village</p>	<p>Use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</p>	<p>Describe and understand different types of human settlement and land use</p> <p>Describe the main land uses within urban areas and identify the key characteristics of rural areas.</p>	<p>Know why most cities are located by a river</p>	<p>Understand that products we use are imported as well as locally produced.</p> <p>Understand how food production is influenced by climate.</p> <p>Understand where our energy and natural resources come from.</p>	<p>Explain how the types of industry in the local area have changed over time.</p>
Geographical Skills and Fieldwork 		<p>Recognise which is North, East, South and West on a compass</p> <p>Use the locational and directional language: left and right; below, next to; near and far</p> <p>Describe a journey on a map of the local area using simple compass directions and locational and directional language.</p> <p>Use aerial photos to identify physical and human features of our locality.</p> <p>Draw a simple map with a basic key of places showing landmarks.</p> <p>Keep a weekly weather chart based on first-hand observations using picture symbols, and present this data.</p> <p>Locate features of the school grounds and the human and physical features of its surrounding environment on a map.</p>	<p>Use maps, atlases, globes and computer mapping to locate European countries and capitals.</p> <p>Know and name the eight points of a compass</p> <p>Understand and use four-figure grid references</p> <p>Make a map of a short route with features in the correct order and in the correct places.</p> <p>Carry out fieldwork, in a group, in the local area selecting appropriate techniques.</p> <p>Present information gathered in fieldwork using simple graphs.</p>	<p>Use maps, atlases, globes and computer mapping to locate countries of the world and their capitals.</p> <p>Study an Ordnance Survey map of the local area</p> <p>Know what most of the Ordnance Survey symbols stand for</p> <p>Understand and use six-figure grid references</p> <p>Make sketch maps of areas using symbols, a key and a scale.</p> <p>Plan and carry out a fieldwork investigation in an urban area and/or a rural area using appropriate techniques.</p> <p>Present information gathered in fieldwork using a range of graphs.</p>			

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	Autumn	Spring	Summer
Year 1	<p>Wonderful Weather <i>What are seasonal changes and weather patterns?</i></p> <p>Local area maps and fieldwork <i>What kind of settlement do we live in and how can this be shown on a map?</i></p>	<p>Wonderful Weather <i>What are seasonal changes and weather patterns?</i></p>	<p>Wonderful Weather <i>What are seasonal changes and weather patterns?</i></p> <p>Hot and Cold Areas of the World <i>What parts of the world are hot and cold and how do these countries compare?</i></p>
Year 2	<p>Where in the world? <i>Identify where we live, the countries of the UK and their capital cities, continents and oceans, Google Earth</i></p>		<p>From Bulwell to Kenya <i>Identify similarities and differences, recognise physical and human features and learn about life in Kenya</i></p>
Year 3	<p>Mountains, Volcanoes and Earthquakes <i>How the earth is formed and the way the earths movements creates natural events</i></p>	<p>European Study <i>European geography to relate to History based topic</i></p>	<p>Land Use <i>How to draw simple maps with a key, understand the terms rural and urban, know how land is used in the UK and look at farming</i></p>
Year 4		<p>What's so special about North America? <i>Use maps to identify equator, tropics of Capricorn and Cancer and locate countries within North America. Identify similarities and differences in physical and human geography of a region of the UK and a region within North America (Mexico.)</i></p>	<p>Rivers – Source to Sea <i>Map skills identifying key rivers around the world, how rivers are formed (water cycle) and key vocabulary linked to the formation of rivers. Local study into the River Leen and the River Trent.</i></p>
Year 5		<p>Human Migration <i>Do refugees have a right to resettle in Britain?</i></p>	<p>Rainforests <i>Why are Rainforests referred to as 'the lungs of the planet' and how are they under threat?</i></p>
Year 6		<p>Our Changing World <i>How are environments and habitats evolving over time?</i></p>	<p>Knowing Our World! <i>Use maps, including 6 figure grid references, to locate urban areas and physical features in the UK, Europe and other continents</i></p>

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Year 1: Wonderful Weather

What are seasonal changes and weather patterns?

Objectives:

- Know which is the hottest and coldest season in the UK
- Know and recognise main weather symbols
- Be able to identify seasonal and daily weather patterns in the United Kingdom

Key Factual Learning:

- ✓ The four seasons are winter, spring, summer and autumn.
- ✓ The coldest season in the UK is winter.
- ✓ The hottest season in the UK is summer.
- ✓ A sun is the symbol for sunny weather.
- ✓ Two clouds are the symbol for cloudy weather.
- ✓ A cloud and snowflake is the symbol for snowy weather.
- ✓ A cloud with rain drops is the symbol for rainy weather.
- ✓ A cloud with a lightning bolt is the symbol for thunder and lightning.
- ✓ A sun with a cloud in front is the symbol for sunny spells (some sun).
- ✓ The weather effects what people wear.
- ✓ In winter, it is cold and there can be cold winds, ice and snow.
- ✓ In autumn, it is often rainy and windy.
- ✓ In spring, it is rainy and there are sometime thunderstorms. It starts to get warmer in Spring.
- ✓ In summer, it is sunny and dry.

Practical Tasks:

- Matching activity – match each weather symbol to the correct weather.
- Keep a daily weather chart – record weather with a symbol each morning and discuss – making links during discussion to the current season.
- Walks each season to spot signs of that season, including the weather – what can we feel?
- Record findings of walks by writing about and drawing seasonal changes.
- Watch BBC video showing seasons as well as reading books about them. Discuss how each season affects their lives.
- Match clothing items to the appropriate season and dress a person for each season. e.g. gloves in Winter as it is cold.

Key Vocabulary:

seasons, winter, spring, summer, autumn, weather, symbols, sunny, rainy, lightening, thunder, cloudy, windy.

Cross-Curricular Links:

Science – Seasonal changes and weather patterns
English – Autumn poetry

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Year 1: Local area maps and fieldwork

What kind of settlement do we live in and how can this be shown on a map?

Objectives:

- Know about the local area
- Be able to name and locate key local landmarks.
- Know the main differences between a city, town and village
- Know what human and physical features are.
- Understand how to use a map.

Key Factual Learning:

- ✓ A map is used for finding places.
- ✓ A compass is a piece of equipment that tells you what direction you are facing.
- ✓ The compass directions are North, South, East or West.
- ✓ Left, far, right, near are used to describe directions.
- ✓ A river is symbolised by a wavy blue line. A church is symbolised by a square and a cross, A school is symbolised by a house shape with an S in it. A playground is symbolised by a picture of a swing. A railway is symbolised by a black line with lines through it. A road is symbolised by 2 black lines next to each other.
- ✓ A key on a map tells people what the symbols mean.
- ✓ A human feature is made by people. A bridge, house, park and school are human features.
- ✓ A physical feature is made naturally. A mountain, desert, rivers and sea are physical features.
- ✓ In our local area, there is a church, shops, parks, a river and a library.
- ✓ People have developed different places to live. Some are big and some are small.
- ✓ Some are called cities, towns or villages.
- ✓ Villages have a small number of houses and are often in the countryside.
- ✓ Villages often have farms, a few small shops, a school and a place of worship like a church.
- ✓ A town is larger than a village and more people live there.
- ✓ There are more homes and shops in a town.
- ✓ Towns often have a town hall, a place of worship, leisure facilities like a swimming pool and schools.
- ✓ Cities are larger than towns. There are lots more people living in cities and lots of different kinds of homes.
- ✓ Cities have lots of shops, schools, leisure facilities, cinemas, restaurants, museums and places of worship.
- ✓ Roads, railways and paths connect them all so we can visit other areas.

Practical Tasks:

- Look at maps and discuss what they are used for. What can we see on the map?
- Work in pairs outside with a compass and practise giving each other directions to follow using the compass.
- Record compass directions on compass template in book.
- Follow directions given by adult outside – left, right, etc. Play as a game outside.
- Sort human and physical features.
- Draw map of playground – without a key.
- Look at keys used on maps and match symbols with pictures of features.
- Walk around local area (Bulwell) and spot key things such as church, river, shops, etc.
- Draw map of local area with key features on – this time using/creating a key too.
- Watch BBC video showing features of cities, towns and villages.
- Children will be given key features of cities, towns and villages and they will identify which are for each type of settlement. They will then use collage and drawing to create their own cities, towns and villages. Add roads/railways to connect them.

Key Vocabulary:

map, compass, North, South, East, West, key, symbol, human feature, physical feature, city, town, village, place of worship.

Cross-Curricular Links:

Art – drawing and collage
 R.E – place of worship vocabulary
 Maths – directional/positional language
 Computing – Beebots – directional language

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Year 1: Hot and Cold Areas of the World

What parts of the world are hot and cold and how do these countries compare?

Objectives:

- Know features of hot and cold places in the world
- Know where the equator, North Pole and South Pole are on a globe.
- Know where hot or cold areas are relating to the Poles and the Equator

Key Factual Learning:

- ✓ In some countries, the weather changes with the seasons but in some countries, it is nearly always hot and in other countries, it is nearly always cold.
- ✓ The equator is an imaginary line around the middle of Earth. It is shown on maps and globes.
- ✓ The North Pole is at the top of Earth.
- ✓ The South Pole is at the bottom of Earth.
- ✓ Countries near the equator are hot because the sun shines on them more and directly.
- ✓ The north and south poles are cold because the sun does not shine on them much or directly.
- ✓ Hot countries are sunny but some hot countries are tropical so there can be storms and rain too.
- ✓ Some hot countries are dry and have deserts.
- ✓ Some hot countries have volcanoes.
- ✓ Some hot countries have rainforests.
- ✓ Some cold countries are snowy and icy.
- ✓ Jamaica is a hot country with a tropical climate. It is hot because it is close to the equator.
- ✓ Jamaica has mountains the whole length of the country.
- ✓ Jamaica has lots of beaches.
- ✓ In Jamaica, lots of plants and food can be grown such as bananas, mangoes and coffee beans.
- ✓ Iceland is a cold country because it is close to the North Pole.
- ✓ Iceland is icy and has waterfalls, volcanoes and glaciers.

Practical Tasks:

- Read "The Whale, the Sea and the Stars" about a whale whose adventures take her from the warm waters of the equator to the freezing poles.
- Use torch and globe to see where the light hits the globe more and more directly.
- Paint own globe including the equator line and the Poles.
- Draw equator line and north and south pole on picture of globe. Some children will have sun and rays on their picture already but HAPs will draw their own.
- Read 'The Snail and the Whale', talk about the places they visit. Do they look like hot places or cold places?
- Given countries to find on globe and discuss whether they would be hot or cold countries relating to the Poles and the Equator - sort into order from hottest to coldest.
- Split page in half. On one side draw and label features of hot countries and on the other, draw and label features of cold countries.
- Pack a suitcase for a hot and cold country – sorting activity.
- Find Jamaica and Iceland on their globe. Discuss - do you think it will be hot or cold in these countries? Why?
- Make poster about Jamaica and have a themed afternoon.
- Write facts about Iceland. Record children presenting their fact file/mini documentary about Iceland.

Key Vocabulary:

countries, globe, Earth, equator, North Pole, South Pole, hot, cold, Sun, directly, Jamaica, Iceland.

Cross-Curricular Links:

Science – hot and cold

Science – space vocabulary e.g. Earth, Sun

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Year 2: Where in the world?

Identify where we live, the countries of the UK and their capital cities, continents and oceans, Google Earth

Objectives:

- Know where the UK is on a world map
- Know and locate where they live in the UK
- Know the names of the four countries that make up the UK and their capital cities
- Know the names of the main seas that surround the UK
- Know their address, including postcode
- Know the names of and locate the seven continents of the world
- Know the names of and locate the five oceans of the world
- Know where the equator, North Pole and South Pole are on a globe

Key Factual Learning:

- ✓ The four countries that make up the UK are England, Scotland, Wales and Northern Ireland.
- ✓ Their capital cities are London (England), Edinburgh (Scotland), Cardiff (Wales) and Belfast (Northern Ireland).
- ✓ The UK is surrounded by The English Channel to the south, the North Sea to the east, and the Irish Sea and Atlantic Ocean to the west.
- ✓ The seven continents of the world in size order are Asia, Africa, North America, South America, Antarctica, Europe and Australia.
- ✓ The five oceans of the world in size order are the Pacific Ocean, Atlantic Ocean, Indian Ocean, Southern Ocean and the Arctic Ocean.
- ✓ The Equator is an imaginary line that runs around the middle of the earth and it is always closest to the sun.
- ✓ The North Pole is the most northern point on planet Earth. It is in the Arctic Ocean and it's cold there because the sun does not shine there for about half a year.
- ✓ The South Pole is the most southern point on the planet Earth. It is in Antarctica and it's also very cold there because the Sun does not shine there for about half a year.

Practical Tasks:

- ✓ Locate the UK on a world globe.
- ✓ Label a map of the UK with its 4 countries.
- ✓ Label a map of the UK with the 4 capital cities
- ✓ Use atlases to find and identify the UK's surrounding seas.
- ✓ Use google earth to view the local area and locate their houses.
- ✓ Write their address and postcode – identifying their locality.
- ✓ Create a globe and label continents and oceans.
- ✓ Verbally explain why the temperature varies in different parts of the world (including the equator, north pole and south pole)

Key Vocabulary:

England, Scotland, Wales, Northern Ireland, London, Edinburgh, Cardiff, Belfast, English Channel, North Sea, Irish Sea, Atlantic Ocean, Asia, Africa, North America, South America, Antarctica, Europe, Australia, Pacific Ocean, Atlantic Ocean, Indian Ocean, Southern Ocean, Arctic Ocean, Equator, North Pole, South Pole, Land, Sea, Coast.

Cross-Curricular Links:

Literacy – the big 5 African Animals
Science – habitats around the words
Maths – position and direction
Art – painting (colour mixing)

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Year 2: How does life in Kenya compare to life in Bulwell?

Identify similarities and differences, recognise physical and human features and learn about life in Kenya

Objectives:

- Know the main differences between a place in England and that of a small place in a non-European country
- Be able to use basic geographical vocabulary to refer to key physical features
- Be able to use basic geographical vocabulary to refer to key human features

Key Factual Learning:

- ✓ Where we live is different to other places around the world.
- ✓ Kenya is one of the countries that make up the continent Africa.
- ✓ Africa is on the equator.
- ✓ Kenya has two seasons – wet and dry.
- ✓ Kenya has lots of wild animals. People go on safari there. The big 5 are: lion, leopard, buffalo, rhino and elephant.
- ✓ The flag is made up of black, red, green and white.
- ✓ The capital city of Kenya is Nairobi – this is one of Africa's most modern cities.
- ✓ Mount Kenya is the highest mountain in Kenya and is an active volcano.
- ✓ Kenya's longest river is the Tana.
- ✓ A lot of people in Kenya work in farming exporting tea, coffee and flowers to other countries including the UK.
- ✓ English is one of the main languages in Kenya.
- ✓ The currency of Kenya is the Kenyan Shilling.
- ✓ In some rural communities, houses are made of
- ✓ Children in Kenya usually start school at the age of 6 and finish when they are 14. Children in rural communities may not attend school often, especially girls.
- ✓ School is free for all children in Kenya. They study a variety of subjects. Some children wear a uniform.

Practical Tasks:

- Locate Africa on a world globe and identify the location of Kenya
- Sort photos of Kenya and Bulwell
- Share ideas about the second location.
- Read and learn facts about Kenya.
- Create a poster about Kenya and present these to the class.
- Identify key physical features - maps or photos.
- Create a simple map highlighting the key features of the landscape.
- Compare 'typical' houses in Kenya and Bulwell.
- Write a diary entry for a child in Bulwell and a child in Kenya.

Key Vocabulary:

Physical features of a place: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather
Human features of a place: city, town, village, factory, farm, house, office, port, harbour and shop

Cross-Curricular Links:

Literacy – The big 5 African animals, safari
Science – habitats
ICT- Google Earth

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Year 3: Mountains, Volcanoes and Earthquakes

How the earth is formed and the way the earth's movements create natural events

Objectives:

- Know what causes an earthquake
- Know and label the different parts of a volcano
- Know the names of a number of the world's highest mountains
- Understand how a mountain region was formed
- Know where the main mountain regions are in the UK

Key Factual Learning:

- ✓ The Earth is made up of layers and that the earth is covered in a crust that moves and these are called tectonic plates.
- ✓ Mountain regions are formed by the movement of tectonic plates over millions of years and that they are still moving.
- ✓ There are different mountain regions in the UK e.g. Snowdon and Ben Nevis.
- ✓ A compass has different points and it is used to locate places on a map
- ✓ There are different regions of mountains from around the world e.g. Himalayas, the Alps and the Rocky Mountains and these are located on different continents
- ✓ Volcanoes are formed by the movement along tectonic plates and weaknesses or cracks in the Earth surface causing magma to escape.
- ✓ There are different types of volcanoes caused by different types of eruption.
- ✓ Volcanoes have caused and continue to cause an impact on the surrounding environment e.g. Pompeii.
- ✓ Earthquakes are caused by shifting tectonic plates and are measured on a Richter scale.

Practical Tasks:

- Make a labelled flip book to show the formation of the earth.
- Create tectonic plates using paper after watching an explanation via video.
- Create a volcano from clay and simulating an eruption.
- Research mountain regions using atlases and ICT.
- From the research label the volcano.
- Sorting activity to show different types of volcanoes.
- Write a diary recount from research and comprehension work from Pompeii.
- Locate where volcanoes and earthquakes are around the world – located on a map.
- Picture version of the Richter scale.
- Watch videos of earthquakes.

Key Vocabulary:

volcano, erupt, tectonic plates, lava, magma, earth crust, core, layers, Richter scale, Compass points – North South East West, direction, location, area

Cross-Curricular Links:

English – Research / Diary extract and produce a Volcanoes fact file and book.

History -Pompeii

Computing – Research using the internet / Digital images of the volcanoes erupting.

Maths – understanding and interpreting scales / Compass points.

D&T/Science – Creating and erupting a volcano

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Year 3: European Study

European geography to relate to History based topic

Objectives:

- Know the names of and locate at least ten European countries (including France, Germany, Spain, Italy, Russia)
- Know some similarities and differences between a region of the UK and a region in a European country.
- Use maps, atlases, globes and computer mapping to locate European countries and capitals.
- Know and name the eight points of a compass

Key Factual Learning:

- ✓ European is made up of several different countries e.g. France, Germany, Spain, Italy, Russia, Scandinavia.
- ✓ There are similarities and differences of Nottinghamshire and Scandinavian regions.
- ✓ Maps and atlases can be used to find information and locate places.
- ✓ Compasses have eight points. These are North, South, East, West, North-East, North- West, South- East, South- West.
- ✓ A compass is used to identify and locate places on a map.

Practical Tasks:

- Use maps and atlases to find and label a blank map.
- To compare UK and Nottinghamshire to areas of Scandinavia.
- To use maps and Atlases to answer research questions and Find the journeys made by the Vikings on raids.

Key Vocabulary:

Europe, Scandinavia, maps, atlases, regions, country, compass: North, South, East, West, North-East, North - West, South- East, South-West

Cross-Curricular Links:

History – Anglo-Saxons and Viking Raiders Topic
Maths – Compasses

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Year 3: Land Use

How to draw simple maps with a key, understand the terms rural and urban, know how land is used in the UK and look at farming

Objectives:

- Be able to name different land use patterns in the UK
- Understand different types of human settlement and land use
- Be able to describe the main land uses within urban areas
- Be able to identify the key characteristics of rural areas.
- Understand and use four-figure grid references
- Be able to make a map of a short route with features in the correct order and in the correct places.
- Be able to carry out fieldwork, in a group, in the local area selecting appropriate techniques.
- Be able to present information gathered in fieldwork using simple graphs.

Key Factual Learning:

- ✓ Land is used in different ways our local area. This will also include residential, retail, industrial and recreational.
- ✓ A key and symbols are used on a map to distinguish buildings and areas of land use.
- ✓ Maps are made up of grid and these can be referenced by using 2- and 4-digit reference codes.
- ✓ Maps can be draw in a variety of ways including street view and aerial view maps.
- ✓ The land use in Britain varies and includes urban and rural eg, villages, town, cities, costal, farms and countryside.

Practical Tasks:

- Use Google maps too investigated around school and start to draw a simple sketch map.
- Draw a simple sketch map of the school and use simple map symbols and key.
- Use the school ground or the local area to visit and practise making a map using trundle wheels, compasses and digital cameras.
- Look at detailed maps of Bulwell and use two- and four-figure grid references to locate key features.
- Draw and interpret graphs and pie charts of land use.

Key Vocabulary:

street view, aerial view, landmarks, directions, compass, symbols, trundle wheel, tape measure, features, local area, urban, rural, landscape, statistics, town, cities, grid reference, agriculture, farming

Cross-Curricular Links:

Mathematics -measuring, grid references, compasses

Art – sketching local area

Computing - Google maps, 2-Simple: 2- Graph to make graphs and pie charts

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Year 4: What's so special about North America?

Use maps to identify equator, tropics of Capricorn and Cancer and locate countries within North America. Identify similarities and differences in physical and human geography of a region of the UK and a region within North America (Mexico.)

Objectives:

- Know and be able to locate on a world map the Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle
- Know the names of, and locate, at least five North American countries (Mexico, USA, Canada, Cuba and Jamaica)
- Know some of the key physical characteristics of North America
- Know some similarities and differences between a region of the UK and a region in a North American country.
- Be able to use maps and atlases to find and locate countries in North America

Key Factual Learning:

- ✓ The Earth is split into two hemispheres – Northern and Southern – with the equator being the middle. When the northern hemisphere is in Summer, the southern hemisphere is in winter.
- ✓ The Arctic circle is in the Northern Hemisphere and Antarctic is in the Southern Hemisphere.
- ✓ There are 23 countries in North America. Key countries include USA, Canada, Mexico, Cuba, Puerto Rico and Jamaica.
- ✓ There are many different climates within North America. The Caribbean Islands and Mexico are very warm and have tropical climates. These have two seasons – the wet and dry season. Canada and USA have a mix of weathers as they are such big countries. Both have four seasons. Canada and Northern USA have very cold winters and can drop below freezing. They have warm summers but parts of Southern USA can be very hot which results in heat waves and wild fires.
- ✓ North America is home to many volcanoes including Yellowstone (dormant) and Popocatepetl (active.) It is also home to waterfalls including Niagara Falls which crosses two countries; the Rockies mountain range (also crosses two countries) rivers and fresh-water lakes.
- ✓ The capital of Britain is London; the capital of Mexico is Mexico City. Population of London is 8.98 million; Mexico City is 8.86million. Templo Mayor is a major landmark in Mexico City (old Aztec ruins) situated around the Zocalo (the main town square.) This is similar to Trafalgar Square.

Practical Tasks:

- Use an atlas to colour the different hemispheres in on a world map and label key continents and countries within each hemisphere. Label and identify countries that the tropics go through and label on a map.
- Label countries in North America using an atlas. (They will also need to identify Alaska and mark as USA.)
- Create a fact file about the different climates found in the continent by matching the climate to the definition and marking on the map.
- Children to sort various places into physical features and human features.
- Create a comparison chart between London and Mexico City, comparing climates, population, landmarks, physical features and other interesting facts the children find from their own research. (Some children also compare with Rome.)

Key Vocabulary:

Northern Hemisphere, Southern Hemisphere, Equator, Tropic of Capricorn, Tropic of Cancer, Arctic Circle, Antarctic, North America, countries, climate, tropical, seasons, wet season, dry season, heat wave, wild fires, physical features, volcanoes, waterfalls, deserts, coral reef, population, capital, landmarks.

Cross-Curricular Links:

History – The Maya
Computing – research facts about Mexico City and London/ Map labelling activity on Purple Mash
Literacy – travel brochures to Mexico/ guided reading book
Music – Mexican Mariachi music

Cantrell Primary School Geography Curriculum

Year 4: Rivers – Source to Sea

Map skills identifying key rivers around the world, how rivers are formed (water cycle) and key vocabulary linked to the formation of rivers.
Local study into the River Leen and the River Trent

Objectives:

- Be able to explain the features of a water cycle
- Be able to name some of the processes within the water cycle that are associated with rivers and mountains
- Know, name and locate the main rivers in the UK
- Know the name of and be able to locate a number of the world's longest rivers (Nile, Amazon, Yangtze, Mississippi)
- Know and be able to label the main features of a river
- Use maps and atlases to research countries in Europe
- Use 8-point compass points to locate things

Key Factual Learning:

- ✓ The Water cycle is a continuous cycle where water evaporates and condenses. The sun heats up large areas of water (sea, river, lakes, puddles) which turns the water into water vapour. This rises as it is light. As it cools, the vapour becomes heavier and condenses, turning into clouds. When these clouds become too heavy, precipitation happens (rain/ snow/ hail/ sleet.) The water flows downwards (pulled down by gravity) flowing through streams and rivers until it gets to the sea or a lake where the cycle starts again.
- ✓ The source of a river is always up high (mountainside/ hillside) sometimes this source can be underground. As water flows down from the source it forms a stream. The water travels across land meandering along (bendy path) where it gets bigger by joining with other waterways or by eroding the rock and ground around it. Sometimes, the water is so powerful it can erode rocks to form vast valleys, gorges or canyons. Eventually the river flows towards the sea. The mouth of the river forms an estuary (where the fresh water of the river meets the salty water of the sea.)
- ✓ There are many important rivers in the UK with big cities built around them. Cities form near rivers as a way of getting water and providing transport. Many cities have canals-man made built water courses that were use primarily for transport. Nottingham has a canal that runs through the city centre that links up to the River Trent. Rivers are indicated on maps as a blue line-this line tends to be wavy as it follows the path and shape of the river (not to be confused by a road map and how the motorways are marked.)
- ✓ The longest river in Asia is the Yangtze in China (3rd longest in world.) The Amazon is second longest river in the world and the longest in South America. The River Nile is the longest river in the world and the longest in Africa. The Volga is the longest river in Europe, starting the mountains in Russia and ending at the Caspian Sea. The Ganges in India is one of the most sacred rivers in the world to Hindus but it is also heavily polluted. The Mississippi is the longest river in North America. The River Severn is the longest river in the UK, followed by the River Thames. The River Trent is the third longest river in the UK.
- ✓ The River Leen is a small tributary (small sub river that flows from a larger one) of the River Trent. It is 15 miles long. It starts from a spring at the foot of Robin Hood Hills near Annesley and flows through the grounds of Newstead Abbey, Papplewick, Mill Lakes in Bestwood Country Park, along the Leen Valley (Bulwell, Basford, Radford and Lenton) where it flows into the Trent just behind the Notts County FC stadium. Over the years the direction of the river has changed, especially nearer town to accommodate the development of roads. There have also been changes to prevent flooding and bring water sources closer to developing areas. The Leen is measured in Bulwell on a daily basis. The usual height is between 0.27-1.1m but the highest recorded is 1.58m on 25th June 2007.
- ✓ A compass has 4 main points (N,S,E,W) and 4 in between points (NE, SE, SW, NW.)

Practical Tasks:

- Label the parts of the water cycle.
- Label a diagram of a river.
- Write a story as a little water drop and it's journey through the water cycle and then how it arrives back at the sea.
- Use atlases and maps of the UK to find and label rivers and the big towns around them. Children to use map reference grids.
- Children to find out key facts about major rivers from the UK and abroad, using atlases to help them.
- Choose one of the rivers from Britain or the world and find out facts about it. These will then be turned into a non-chronological report which will then be put together to make a class book about rivers.
- Create a report about the River Leen, including daily water levels, where it originates and where it enters the Trent.
- Map a route from school to Bulwell Bogs including where the River Leen runs.
- Children to label a compass with the 8 points and practise using compasses around the playground.

Key Vocabulary:

Precipitation, water cycle, evaporation, condensation, sun, run off, spring, source, underground, lake, bog, downstream, gravity, erosion, meander, basin, river bed, estuary, stream, river, mouth, gauges, valley, canyon, Yangtze, Nile, Amazon, Thames, Ganges, Severn, Mississippi, Volga, tributary, transportation, development, monitored

Cross-Curricular Links:

Computing – Research facts about rivers

Literacy – Rivers non-chronological report / The story of the Raindrop/ River Whale

Maths – ordering lengths

Art – River pictures and Waterlilies by Monet

Music – Listening and Appraising music around the theme of water-The Blue Danube, Handel's Water Music and Saint-Sanes Aquarium from Carnival of the Animals.

Cantrell Primary School Geography Curriculum

Year 5: Rainforests

Why are Rainforests referred to as 'the lungs of the planet' and how are they under threat?

Objectives:

- Know what is meant by biomes and name at least five types of biome (tropical forest, deciduous forest, tundra, taiga, desert)
- Locate tropical, temperate and polar climate zones on a globe or map and describe the characteristics of these zones
- Understand how climate and vegetation are connected in biomes, e.g. the tropical rainforest and the desert
- Know the names of, and locate, at least five South American countries (Brazil, Argentina, Peru, Colombia, Bolivia)
- Know some of the key physical characteristics of South America
- Know some similarities and differences between a region of the UK and a region in a South American country
- Label layers of a rainforest
- Know what deforestation is, why it occurs and what some of the main effects on the planet are
- Understand that products we use are imported as well as locally produced
- Understand how food production is influenced by climate
- Understand where our energy and natural resources come from

Key Factual Learning:

- ✓ The world is made up of biomes which are large areas characterised by their vegetation, soil, climate and wildlife.
- ✓ The British Isles are located within a temperate deciduous forest biome which is characterised as a biome that has many deciduous trees which drop their leaves in autumn.
- ✓ These temperate deciduous biomes are exposed to warm and cold air masses, causing them to have four seasons: winter, spring, summer and fall.
- ✓ The tropical rainforest biome has four main characteristics: very high annual rainfall, high average temperatures, nutrient-poor soil, and high levels of biodiversity (species richness).
- ✓ The rainforest can be split into sections which are characterised by the living things that you find there and the conditions. These include the forest floor, understory, canopy and emergent layers.
- ✓ South America is one of the 7 world continents and is located below North America and across the Atlantic from our home in Europe. You find it on the bottom left of our western maps.
- ✓ Due to its huge size, South America is a hugely diverse landmass with the tropics to the north and Antarctic tundra biome close to the Antarctic at its southern tip.
- ✓ The Amazon Rainforest grows around the Amazon River – the world's largest river and system of tributaries.
- ✓ The Amazon represents more than half of the Earth's remaining rainforest.
- ✓ 60% of the Amazon is found within Brazil with other parts owned by Peru, Columbia, Bolivia, French Guiana, Guyana, Suriname, and Venezuela
- ✓ The second largest country in South America is Argentina which located towards the South East of the continent.
- ✓ Brazil is one of the fastest developing nations in the world, with an economy that is supporting an improved quality of life for many but life for some people is very different to how we live in the U.K.
- ✓ There are still tribal communities and even uncontacted tribes living in the rainforests of South America.
- ✓ Deforestation is a word to describe the process of removing naturally occurring forests and woodlands from the surface of the Earth. Britain was largely deforested during prehistoric times but would have originally been covered by thick deciduous forest.
- ✓ Forests produce a huge amount of oxygen for the Earth's animal population to breathe in.
- ✓ Over 3 million species of plant and animal live in the Amazon.
- ✓ A huge amount of deforestation occurs each year in the Amazon and this is negatively affecting the world's climate and contributing to global warming.
- ✓ There are many reasons for this deforestation but conservation groups and many scientists are concerned that the Amazon is being exploited and that western consumption of consumer goods drives this exploitation.

Practical Tasks:

- ✓ Identify locations of the world's rainforests on a physical map
- ✓ Identify and describe the features of a tropical rainforest including the layers
- ✓ Write a Minecraft style report about tropical rainforest biome using technical language
- ✓ Draw and label a coloured diagram of the layers of the rainforest – possibly use paints to enhance this activity – use Lynne Cherry's The Great Kapok Tree as a stimulus
- ✓ Compare and contrast the Amazon and Sherwood Forest
- ✓ Write a persuasive tourism leaflet encouraging people to visit South America and the Amazon Rainforest - using A.F.O.R.E.S.T. persuasive techniques
- ✓ Learn about how and why deforestation takes place
- ✓ Write a discussion text using arguments for and against deforestation considering the wide range of issues surrounding deforestation.

Key Vocabulary:

vegetation, soil, climate, wildlife, temperate deciduous forest, biome, deciduous trees, biomes, seasons, rainfall, temperatures, nutrient-poor soil, biodiversity, species, forest floor, understory, canopy, emergent layers, South America, continents, North America, Atlantic, Europe, Antarctic tundra, Amazon Rainforest, Amazon River, tributaries, Brazil, Peru, Columbia, Bolivia, French Guiana, Guyana, Suriname, Venezuela, Argentina, developing nations, economy, tribal communities, tribes, Deforestation, Britain, prehistoric, oxygen, developing nations, economy

Cross-Curricular Links:

Art – painting the layers of the rainforest diagram,
English – persuasive writing, non-chronological reports

Cantrell Primary School Geography Curriculum

Year 5: Human migration

Do refugees have a right to resettle in Britain?

Objectives:

- Know what is meant the terms 'refugee' and 'asylum seeker' including the technical differences and how they relate to international and UK law
- Understand why and how people become refugees
- Compare and contrast localities where refugees are currently forced to leave
- Draw comparisons between the experiences of refugees in history and today

Key Factual Learning:

- ✓ A refugee is According to the UN Refugee Convention, the definition of a refugee is someone who: 'owing to a well-founded fear of being persecuted for reasons of race, religion, nationality, membership of a particular social group, or political opinion, is outside the country of his nationality, and is unable to or, owing to such fear, is unwilling to avail himself of the protection of that country'
- ✓ The definition of an asylum seeker is someone who has arrived in a country and asked for asylum. Until they receive a decision as to whether or not they are a refugee, they are known as an asylum seeker. In the UK, this means they do not have the same rights as a refugee or a British citizen would. For example, people seeking asylum aren't allowed to work.
- ✓ The right to seek asylum is a legal right we all share. It isn't illegal to seek asylum, because seeking asylum is a legal process. It also isn't illegal to be refused asylum – it just means you haven't been able to meet the very strict criteria to prove your need for protection as a refugee.
- ✓ People trying to cross the Channel can legitimately claim asylum in the UK if they reach it.
- ✓ An immigrant is someone who makes a conscious decision to leave his or her home and move to a foreign country with the intention of settling there. Immigrants often go through a lengthy vetting process to immigrate to a new country. Many become lawful permanent residents and eventually citizens.
- ✓ A migrant is someone who is moving from place to place (within his or her country or across borders), usually for economic reasons such as seasonal work. Similar to immigrants, they were not forced to leave their native countries because of persecution or violence, but rather are seeking better opportunities.
- ✓ There are over 26 million refugees and almost 80 million forcibly displaced persons worldwide
- ✓ According to UNHCR statistics, at the end of 2019 there were 133,094 refugees, 61,968 pending asylum cases and 161 stateless persons in the UK.
- ✓ The vast majority of refugees – 4 out of 5 – stay in their region of displacement, and consequently are hosted by developing countries.
- ✓ Refugees are mainly accommodated in huge camps which are often dangerous and unsanitary.
- ✓ The refugee crisis in countries such as Syria, Yemen and other places are referred to as humanitarian crisis.

Practical Tasks:

- Explore myths and perceptions surrounding the terms 'asylum' and 'refugees' by comparing and contrasting newspaper headers
- Read Ali's Story (and or watch film clip) to learn what it is like for young refugees who are separated from their parents
- Gain an understanding of the facts surrounding asylum and refugees in the UK by participating in a class quiz
- Watch Roddy Doyle's short film New Boy about a child named Joseph who has lost his parents and is forced to seek asylum in Ireland.
- Watch Rachel's Story – a film about a Christian family who are persecuted in Eurasia and seek asylum in Britain. This film teaches about what it is like to have your 'right to remain' refused and be deported
- Understand factors that can force you to leave your home including race, religion and gender by studying the situation facing young people in Eritrea – Ruth's Story
- Learn about celebrities who have been refugees and the positive contributions made by these people to our society Watch Amira's Story and learn about her experience fleeing Sudan.

Key Vocabulary:

Migration, refugee, asylum, asylum seeker, safety, right to remain, universal human rights, displacement, asylum law, immigration laws, deportation, borders, visa, crisis, Mediterranean, English Channel, positive contributions

Cross-Curricular Links:

D&T: Design and make a bag which a refugee child could use
English: *The Boy at the Back of the Class* by Onjali Q Rauf

Cantrell Primary School Geography Curriculum

Year 6: Our Changing World

How are environments evolving over time?

Objectives:

- Know how erosion and weathering can change the landscape
- Understand how coastal features are formed and identify coastal features of the UK
- Be able to explain how water and weather have changed the coastline of the UK over time
- Be able to explain how and why local urban landscapes change over time
- Be able to plan and carry out a fieldwork investigation in a local area using appropriate techniques
- Be able to present information gathered in fieldwork using a range of techniques
- Be able to explain how the types of industry in the local area have changed over time
- Predict how physical and human factors might change the landscape in the future

Key Factual Learning:

- ✓ Weathering is wearing away or changing the appearance or texture of something by long exposure to the atmosphere.
- ✓ Physical weathering is caused by movements of the earth. One example of this is rain water freezing and expanding in a crack in a rock. Chemical weathering is caused by chemicals, often in rain water. Biological weathering is caused by plants and animals. This could include roots growing through pavement, or stone steps worn away by human feet.
- ✓ Erosion is the process in which the weather (wind, water and other natural elements) wears away landscapes.
- ✓ Features of coastlines include headlands, bays, beaches, cliffs, caves, arches, stacks and stumps. If a coastline is made of sections of harder and softer rock, these will erode at different speeds when attacked by waves. Where the softer rock has eroded more quickly, bays form. The harder rock erodes more slowly, and forms headlands sticking out from the coast and surrounding the bays on each side.
- ✓ Headlands themselves contain sections of softer rock. These softer sections of a headland will be eroded more quickly and caves will form. When two caves form on either side of a headland and these eventually join in the middle, an arch is formed. When an arch collapses, the column of rock left separated from the headland is called a stack. Over the time, the stack will continue to be eroded until it is a smaller stack, called a stump.
- ✓ Holderness in the north of England has one of Europe's fastest eroding coastlines, losing roughly 2m per year. As a result, the homes and livelihoods of people who live there are under threat.
- ✓ Coastal erosion in Cornwall has created an area of spectacular beauty. 5 million tourists visit Cornwall every year, and the area relies heavily on tourists, with 1 in every 5 jobs in Cornwall supported by the tourist industry.
- ✓ Urban landscapes also change over time. 'Development' means converting land to a new purpose by building new infrastructure (the basic structures and facilities like buildings, roads and power supplies that people need). 'Regeneration' means improving a place to make it more active and successful.
- ✓ Development and regeneration can take different forms: new housing, new shops/shopping centres, old buildings/factories being knocked down, trees cut down, new roads/bypass built, new schools built, new nature reserve or country park is opened.
- ✓ Urban landscapes can be developed and regenerated for a number of reasons. These might include trying to attract more people to an area to boost the economy by building better transport links, different shops to reflect changing shopping habits, places to rest and relax, creating a more scenic environment. Urban areas might also be developed and regenerated to make them safer. Due to increased levels of traffic, many town centres have large pedestrian areas (places closed to traffic and only accessible on foot).
- ✓ Some places are protected from regeneration or development and thus stay the same over time. This might be because they are Listed buildings (buildings of particular interest), nature reserves, Areas of Outstanding Natural Beauty, green belts, conservation or protection areas for wildlife, or places of historical importance.
- ✓ Fieldwork is when you go outside the classroom and find things out for yourself by collecting primary sources of information. When you plan your fieldwork investigation, you need to think about what to investigate, how to collect information and how to record data.
- ✓ After fieldwork, you should **analyse** your findings, by looking at all of them and trying to understand them; **present** your findings by explaining things clearly and making graphs to make the information easier to understand; **evaluate** your findings by thinking about how well you carried out your investigation and what you could do better next time.

Practical Tasks:

- Write a paragraph to explain the process involved in each of the three types of weathering.
- Label the features of a coastline on photographs of the British coast.
- Draw a series of diagrams to demonstrate how erosion forms coastal features: caves, arches, stacks and stumps.
- Watch information videos about coastal erosion in Holderness and how this affects the lives of people in this area, and then a video about the coastal path in Cornwall, and how coastal change has affected people here. Answer questions on the positive and negative aspects of coastal change.
- Compare photographs of urban environments from 40-50 years ago and the present day. Discuss and note what has changed, and potential reasons for these changes.
- Look specifically at two photographs of Bulwell market place and discuss how the environment has changed over time, and the potential reasons for these changes.
- Discuss and explain reasons why some places stay the same. Identify areas of Nottingham and Nottinghamshire that are will not be re-developed or face regeneration and the reasons behind this.
- Consider how we think the environment might change in the future, and answer questions to predict what changes might occur in our local area.
- Carry out fieldwork investigation: How could we continue to redevelop and regenerate our local area? Where is an area in need of change? How could we improve the area? Generate suggestions and make predictions. Collect information and create graphs/charts to interpret and present the information.

Key Vocabulary:

Weathering, erosion, landscape, physical weathering, chemical weathering, biological weathering, coast, bay, headland, beach, dune, cave, cliff, arch, stack, stump, spit, border, invasion, conquest, development, regeneration, pedestrianised, infrastructure, fieldwork

Cross-Curricular Links:

Science – Evolution (gradual changes over a very long period of time)

History – History of the local area (Bulwell)

Geography – Knowing our World unit (studying OS maps of Bulwell and creating their own sketch maps of the local area)

Cantrell Primary School Geography Curriculum

Year 6: Knowing Our World

Locational Knowledge: The UK and local area, the world and continents

Objectives:

- Know the names of and locate at least ten counties in England (Nottinghamshire, Derbyshire, Leicestershire, Yorkshire, Lincolnshire, Cornwall, Devon, Kent, Northumberland, Norfolk, Cumbria)
- Be able to read an Ordnance Survey map of the local area and know what most of the OS symbols stand for
- Be able to understand and use six-figure grid references
- Be able to make a sketch map of the local area using symbols, a key and a scale.
- Know and locate the Prime/Greenwich Meridian, know about time zones and work out differences
- Know the names of a number of European capitals, and at least ten major cities in the world
- Identify the position and difference between latitude and longitude

Key Factual Learning:

- ✓ England is divided into areas called counties. A county is a smaller area of the UK containing lots of towns and villages.
- ✓ County councils are the top level of local government. They control the local area and the services within, such as education, transport, policing, fire & public safety, social care, libraries, and waste management.
- ✓ We live in the county of Nottinghamshire. Nottinghamshire is bordered by the counties of Leicestershire to the South, Lincolnshire to the East, Derbyshire to the West and South Yorkshire to the North. Other well-known counties in England include Cornwall, Devon, Kent, Northumberland, Norfolk and Cumbria.
- ✓ The main city in Nottinghamshire is Nottingham. The City of Nottingham is administratively independent from Nottinghamshire County. Mansfield is the second largest settlement in the county, and Newark-on-Trent and Worksop are two other historic market towns which were established in the Anglo-Saxon times.
- ✓ Ordnance Survey (OS) is the national mapping agency for Great Britain. Common symbols that are useful for reading OS maps are motorways (blue lines), main roads (pink lines), railway stations (pink dots), campsites, cycle trails, nature reserves, areas of forest, picnic sites and places of worship.
- ✓ Four-figure grid references are used to locate a particular grid square on a map. To create a four-figure grid reference you use the grid lines and grid numbers. The horizontal gridlines are called northings and they increase as you move northwards. The vertical gridlines are called eastings and they increase as you move eastwards. (Recap from LKS2)
- ✓ Six-figure grid references are used to find an exact location within a grid square, so they are much more accurate than four-figure grid references. The grid square is divided into tenths, and the first three numbers give the easting which includes the number of tenths, while the last three numbers give the northing which includes the number of tenths (eg 015792 = square 01.5 across, and square 79.2 up).
- ✓ Some of the more well-known European capital cities include Berlin (Germany), Paris (France), Rome (Italy), Madrid (Spain), Moscow (Russia), Amsterdam (The Netherlands), Warsaw (Poland) and Athens (Greece).
- ✓ The biggest cities in the world include Tokyo (Japan), Delhi (India), Shanghai (China), Sao Paulo (Brazil), Mexico City (Mexico), Cairo (Egypt), New York (USA), Buenos Aires (Argentina), Manila (The Philippines) and Lagos (Nigeria).
- ✓ To help locate where a place is in the world, people use imaginary lines called lines of latitude and longitude. Lines of latitude run parallel to the equator. Lines of latitude are used to find out how far north or south a place is. Lines of longitude run from the North Pole to the South Pole. Lines of longitude are used to find out how far east or west a place is.
- ✓ The line labelled 0° longitude is called the Prime Meridian or the Greenwich Meridian and it runs through London. Anything lying east of the Greenwich Meridian is in the Eastern Hemisphere and is labelled °E. Anything lying west of the Greenwich Meridian is in the Western Hemisphere and is labelled °W.

Practical Tasks:

- Learn the definition of a county and what impact county councils can have on an area.
- Locate and label Nottinghamshire and the surrounding counties on a map. Locate and label other well-known counties on a map of the UK.
- Use the internet to research towns and places of interest in Nottinghamshire, and label these on a map of the county.
- Look at OS maps and discuss what the symbols on the map mean. Complete matching activity to show what each symbol stands for.
- Recap on how four-figure grid references are used to locate a particular square on an OS map.
- Learn about six-figure grid references and complete 'Cracking the code' activity by reading OS maps and finding places at given co-ordinates.
- Look at OS map of Bulwell and identify the location of local landmarks using six-figure grid references.
- Create their own sketch maps of the local area, using common OS map symbols, a key and scale.
- Find, locate and label capital cities on a map of Europe.
- Find, locate and major non-European cities on a map of the world.
- Learn the difference between lines of longitude and latitude. Use an atlas to find the longitude and latitude of the European capital cities and the major non-European cities that we have found.

Key Vocabulary:

county, Nottinghamshire, Derbyshire, Leicestershire, Yorkshire, Lincolnshire, Cornwall, Devon, Kent, Northumberland, Norfolk, Cumbria, Ordnance Survey map, six-figure grid reference, easting, northing, latitude, longitude, Prime Meridian (Greenwich Meridian), capital city, Berlin, Paris, Rome, Madrid, Moscow, Amsterdam, Warsaw, Athens, Tokyo, Delhi, Shanghai, Sao Paulo, Mexico City, Cairo, New York, Buenos Aires, Manila, Lagos.

Cross-Curricular Links:

English – Kensuke's Kingdom and Michael's voyage around the world