























 Geography at Balderstone	<p style="text-align: center;">Autumn</p> 		<p style="text-align: center;">Spring</p> 		<p style="text-align: center;">Summer</p> 	
<p>EYFS</p> 	<p style="text-align: center;">Mirror Mirror!</p>		<p style="text-align: center;">Rumble in the Jungle</p>		<p style="text-align: center;">Let's Go on an Adventure!</p>	
<p>Books, practical resources and fieldwork experiences will thread throughout the EYFS curriculum</p>	<p>Our school environment</p>  Where are you in the school? What is in the room and where is it? (near X, next to X) What is around the classroom? What else is around you and what else is in the school? Where is it in the school grounds/from the school building? <i>Experiences:</i> Signposts	<p>Local environment</p>  Explore the world around us Does the town have a name? Where are you in Blackburn? What is there around you? Our school is in a village (it's got a school and a church) and Blackburn is a town (lots of buildings, lots of shops, places to work)	<p>United Kingdom</p>  Recognising some similarities and differences between life in this country and life in other countries. Which country are we in? What planet are we on and what shape is it? Who has seen a globe and played with it? Links with Uganda	<p>Uganda & Holiday/ Travel</p>  Know that there are different countries in the world and talk about the differences they have experienced or seen in photos Have you been to the shops? Have you been on holiday? Holiday types	<p>Holidays & Travel</p>  Life in the UK and other countries  Draw information from a simple map. Aerial views of school - storybook to help track a character Children to recognise simple features.	<p>Seasons</p>  Understand the effect of changing seasons on the natural world around them.  Science - seasonal changes (focus on weather and clothing) The variety of local occupations and ways of life, varieties of













	<p>Street signs Post Box - letters home Wind on our faces Kite flying</p> <p>Explore and respond to different natural phenomena in their setting and on trips. Talk about what they see.</p> <p>Name the road of our school and road name where they live</p> <p>Map of school Creating own representations of school using construction toys and self drawn maps Welly splashing Small World village & town (add pictures of school)</p>	<p>Recognise some environments that are different to where we live?</p> <p>village/town Blackburn v Balderstone</p> <p><i>Experiences:</i> Balderstone Church Blackburn town centre Post box - Christmas Letters Bakery Farm Technology Santa Tracker app</p> <p>Small World village & town (add pictures of Balderstone & Blackburn)</p>  <p>Forest School</p>	<p>Uganda - Travel to school</p> <p>Own travel experiences.</p> <p><i>Experiences:</i> Trip to Manchester Airport</p>  <p>Forest School Walks & Trips</p>	 <p>PSED - is it fair that children can't access school life as easily as us?</p>  <p>Create books and displays about children's families around the world, or holidays they have been on.</p>  <p>Forest School Walks & Trips</p>	 <p>Children draw simple maps of their immediate environment, or maps from imaginary story settings they are familiar with.</p>  <p>Forest School Walks & Trips</p>	<p>homes, aspects of the school's area, leisure and social interests (swimming pool, supermarket, mosque). Where I go in a day.</p> <p><i>Experiences:</i> Trip</p>  <p>Technology My Story Book Maker App</p>  <p>Forest School Walks & Trips</p> <p>Books: Percy the parkkeeper</p>
--	---	---	--	--	---	--















	 Forest School Walks & Trips	Walks & Trip to Town Centre				
<p>General Vocabulary in EYFS: Place, quiet, busy, calm, noisy, similar, same, different, grass, mud, puddles, surface, technology, programme, move, direction, forwards, backwards, route, left, right</p>  <p><i>Human features:</i> Buildings - house, school, shops, church, mosque, farm buildings, stables, village, village hall, community centre, stables, garage, swimming baths/pool, markets, museums, railway station, bus station Roads - lane, street, motorway, cul-de-sac, avenue, roundabout, traffic signs and lights, road safety (crossings) Boundaries - fence, wall, gate, railings, hedge, footpath Other features - statues, signs, litter bins/dog bins, lamppost/street lights Town/city - houses, school, office, shop, bank, market, museum, buildings, bridge, cathedral, church Countryside - lane, road, vehicles (cars, tractors, combine harvester, caravan, tent, tram, train) animals, building, farm house, barn, stables Seaside/coast - pier, tower, lighthouse, promenade, lifeboat station, harbour, docks Park - playground, café, lake, activities, crazy golf, football pitch, fences, gate, funfair, theme park</p>  <p><i>Physical Features:</i> Garden - grass, lawn, trees, hedges, flowers, boundary, gate, pots, flowerbeds, rockery, vegetable plot, pond Water - pond, lake, river, ocean, stream, sea, waterfall Forest/woods - trees, wild flowers, toadstools, fungi, moss, twigs, leaves, fallen branches, paths</p>						








	<p>Countryside - hedgerow, trees (tree names), field, hill, mountain, stream, river, wildlife, animal (animal names), cliff Seaside - beach, sand, sand dune, pebble, rock pool, shell, rocks, seaweed, cliff, seagull Park - tree, hedgerow, grass, woods, pond, stream, natural path Weather - rain, cloud, sun, sunshine, hot, cold, wet, dry, seasons - focus on weather (week per season), weather symbols, clothing.</p> <p></p> <p><i>Wider World:</i> Space/moon/planets - crater, moon rocks, specific planets (Earth, moon, sun) Desert/rainforest - cactus, sand dune, canopy, tree North/South Pole - snow, iceberg, snow cap mountain, ridge, avalanche Jungle - undergrowth, water hole, trees, forests Northern lights - waterfall, sea/ocean, whale, aurora (bright coloured skies - green/orange)</p>
--	---



<p>Year 1 & 2</p> 	<p>Monsters Inc Mapping skills - mapping our school</p> <p> I can name and locate some places in our locality - community centre, Bakery, Balderstone village, BAE</p>	<p>Fab Farmers Local land use - human geography Mapping skills around our local area (rural)</p> <p> I can draw, speak or write about simple geographical concepts such as what I can see</p>	<p>Mix it Up! Reading and making keys for maps/symbols</p> <p> I know that symbols mean something on maps. Extending from street names (EYFS).</p>	<p>Into The Woods! Making a bird's eye map of our school (introducing aerial views) and local area - including the church. Mapping our journey to school</p> <p> Look how I have</p>	<p>Go Jettlers! Learning the 7 continents Comparing a non-European contrasting locality</p> <p>  I can ask and answer simple geographical questions. Describe some similarities and</p>	<p>Land Ahoy! Coastal features - physical and man made Our Island home unit on seaside.</p> <p> </p>
--	--	--	--	---	---	--














	<p></p> <p>I know that the UK is made up of 4 countries</p> <p></p> <p>I know the names and can locate significant places in my locality, the UK and wider world. School, Village, Town, City, County, Country, Continent.</p> <p></p> <p>I have shown that I can use a range of sources such as simple maps, globes, atlases and images.</p>	<p>where. Rural/urban.</p> <p> I have identified some of the land uses around our school and talked about why I like/don't like the geography of our school and local area</p> <p> I can explain the land use around our school and how this has changed over time.</p>	<p> I have created my own simple maps and symbols and can explain them to others explaining the meaning of the lines of an address.</p> <p> I have used a range of sources such as maps, globes, atlases and aerial photos to identify features and places as well as to follow routes (fieldwork to</p>	<p>used maps and other images to talk about everyday life e.g. where I live, journeys to school etc.</p> <p> I know and can use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map</p>	<p>differences when studying places and features e.g. hot and cold places of the world.</p> <p> I can name the 7 continents and the 5 oceans of the world.</p> <p>I can describe similarities, differences and patterns e.g. comparing my life with those of children in other places and environments.</p>	<p>I can find, label and name some UK coastal towns/places.</p> <p> I can describe physical and human features of coastal areas using basic geographical vocabulary (coastline, cliff, harbour, port, pier, headland, lighthouse)</p> <p>Identifying which are natural and man-made  features.</p> <p> I can express my views about the environment and can recognise how people</p>
--	---	---	--	--	--	--








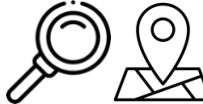





	 <p>Develop simple fieldwork and observational skills when studying the geography of our school and local environment. Exploring maps (old and new) of our school grounds (linked to History project)</p>		<p>follow a route of character)</p>  <p>I have shown that I can use simple compass directions as well as locational and directional language when describing features and routes.</p>		 <p>Identify seasonal and daily weather patterns. Tracking the weather in Balderstone (extended from EYFS work - one week a season) to explore and compare weather/rainfall and hours of sunlight patterns across months of the year.</p>	<p>sometimes affect the environment. I have made observations about features that give places their character (linked to work in History on coastal resorts over time)</p>   <p>Fieldwork trip to Lytham/Blackpool</p>
--	--	--	--	--	--	--

<p>Year 3 & 4</p>	<p><u>Where is Blackburn?</u> </p> <p>Name and locate a wider range of places in their</p>	<p><u>Rivers</u> </p> <p>Name and locate a wider</p>	<p><u>Year B Spring 2 and Summer Double unit Rainforests and South America</u></p>
-----------------------	---	---	--













	<p>locality, the UK and wider world. Balderstone, Blackburn, Manchester, Burnley, Liverpool, Preston, Lancashire as a county, North-West England, UK as part of Europe. Pendle Hill, Pennines, bordering counties.</p> <p> Use geographical language to identify and explain some aspects of human and physical features and patterns.</p> <p> Village, city, town, county, region, hills, moorland, valley. Motorway, road and train network Coastal region of North West - port, estuary, coast, beach. Rivers and canals Places of interest - cathedral, theatres, parks, museum, the mall, football ground Economic activity - industry, mills, manufacturing.</p> <p> Ask and respond to more searching geographical questions including 'how?' and 'why?'</p>	<p>range of places in their locality, the UK and wider World including some globally significant features. I can name and identify on map - Rivers in UK - Ribble, Thames, Severn, Ouse (Yorkshire), Trent, Mersey. World rivers - Amazon, Nile, Yangtze, Mississippi, Ganges, Danube, Congo.</p> <p>Use geographical language to identify and explain some aspects of human and physical features and patterns.</p> <p> Source, stream, brook, river, tributaries, estuary, mouth, waterfall, meander, erosion, flood, mountains, hills. Port, marina, bridges, crossings, fords, parks, nature reserves, reservoirs.</p> <p>  Ask and respond to more searching geographical questions including 'how?' and 'why?'</p>	<p> Name and locate a wider range of places in their locality, the UK and wider World including some globally significant features. South America countries - Brazil, Argentina, Peru, Chile, Ecuador and their capital cities. Andes,</p> <p> Amazon river,  Lake Titicaca, Atacama desert. Tropics of Cancer and Capricorn. Rainforests of the world - Amazon, Madagascar, Congo, South East Asian, Daintree.</p> <p>Use geographical language to identify and explain some aspects of human and physical features and patterns.</p> <p> Biome - rainforest, hot desert, cold desert (polar), savannah, grasslands, temperate deciduous, tundra climate</p> <p>Emergent layer, canopy, understory, forest floor.</p>
---	--	--	--





	<p> 3 - Make observations about places and features that change over time.</p> <p>4 - Describe how features and places change and the links between people and the environments.  Why were settlements built in these locations?  Why are some areas more populated than others? How and why did the settlements develop over time? Population, census information, migration.</p> <p> Use a range of sources including digital and Ordnance Survey maps, atlases, globes and satellite images to research geographical information. Satellite images of Blackburn and region</p> <p> Use 8 compass points (built on from Year ½)</p>	<p>Identify and describe similarities, differences and patterns when investigating different places, environments and people.</p> <p> Why are there many cities and towns on rivers? How do people use rivers as a resource? How is this different in different places? Compare the Ribble to another UK river (Mersey) and a world river (Ganges).</p> <p> Use a range of sources including digital and Ordnance Survey maps, atlases, globes and satellite images to research geographical information. Satellite images, maps, atlases to find location of rivers in UK and throughout the world.</p> <p> Ordnance survey symbols on maps - water features - rivers, canals, lighthouses, sand, dunes, bridge.</p>	<p>Source, tributaries, mouth. Farming, economy, industry. Natural resources. Deforestation, endangered, extinction.</p> <p> Ask and respond to more searching geographical questions including 'how?' and 'why?'</p> <p> 3 - Make observations about places and features that change over time. 4 - Describe how features and places change and the links between people and the environments.</p> <p> Why is the Amazon rainforest so important to our world? How has the Amazon rainforest changed over the years? How has the rainforest been affected by deforestation?</p>
--	---	--	--












	<p>Ordnance survey symbols on maps - roads, railway lines, station, footpaths, trees, places of worship, buildings, school, heights, of land, rivers, canals. Using a key for unknown symbols. 4 figure grid reference - Blackburn and local features</p> <p> Observe, record, and explain physical and human features of the environment.  Communicate geographical information through a range of methods including digital maps, plans, graphs and presentations.</p> <p> Fieldwork - Blackburn and the local region including land use. Present findings in a range of ways including graphs and plans. Plan journeys and record on plans and maps.</p>	<p>Using a key for unknown symbols.</p> <p> Observe, record, and explain physical and human features of the environment. Communicate geographical information through a range of methods including digital maps, plans, graphs and presentations.</p> <p> Fieldwork - River Ribble and rivers and streams that are its tributaries.</p> <p> Present findings in a range of ways including - maps.</p> <p> Express their opinions on environmental issues and recognise that other people may think differently.</p>	<p> Identify and describe similarities, differences and patterns when investigating different places, environments and people.</p> <p> Compare woods in UK and a rainforest. Compare the rainforest with land used for farming or palm oil production.</p> <p>Know main human and physical differences between a developed and developing country. Explore the fast-growing economy of Brazil and the effects, e.g. the favelas.</p> <p> Use a range of sources including digital and Ordnance Survey maps, atlases, globes and satellite images to research geographical information. Atlases, globes, maps to find locations of biomes including rainforests, Tropics of Cancer and Capricorn, countries and cities, Andes, Amazon river.</p>
--	--	---	---



		 <p>What makes a healthy river? Discuss - biodiversity, pollution, erosion, structures within the flow.</p>	<p>Satellite images of rainforest over time.</p>  <p>Express their opinions on environmental issues and recognise that other people may think differently. Communicate geographical information through a range of methods including digital maps, plans, graphs and presentations. Changes to the Amazon rainforest including deforestation and the global affect. Look at how we can make a difference.</p>
--	--	---	---

Year 5 & 6	Map skills	Europe
------------	-------------------	---------------



	 Use maps and globes to locate the <i>Greenwich Meridian</i> ; Know what most of the ordnance survey symbols stand for; Know how to use six-figure grid references.  Identify the position and significance of longitude, the Prime/ <i>Greenwich Meridian</i> and time zones (including day and night). <ul style="list-style-type: none"> • Know where the <i>Greenwich Meridian</i> are on a world map; • Know about time zones and work out differences 	  Locate the world's countries, using maps to focus on Europe (including the location of Russia) concentrating on their environmental regions, key physical and human characteristics, countries, and cities.    Know the names of and locate at least eight European countries; (<i>Germany, France, Italy, Hungary, Romania, Poland, Austria, Ukraine extension: Spain, Switzerland, Portugal</i>) <ul style="list-style-type: none"> • Know the names of a number of European capitals; (<i>Berlin, Paris, Rome, Bucharest, Budapest, Warsaw, Vienna, Kiev ext : Madrid, Lisbon, Bern</i>) Know at least five differences between living in the UK and a Mediterranean country Italy Understand geographical similarities and differences through the study of human and physical geography of a region in a European country. Mediterranean/Italy  Describe and understand key aspects of physical geography , including: climate zones, rivers, mountains & volcanoes
---	--	--



Europe - River Volga, Rhine & Danube ; Alps, fjords, greek isles, Mount Elbrus
Italy: Lake Garda, Lake Como, Matterhorn, , Mediterranean sea, Peninsula, border, Tyrrhenian Sea, Ligurian Sea, Ionian Sea and Adriatic Sea, River Po, River Adige, River Tiber

(There are approximately 1,000 rivers running through Italy. 40% of Italy's territory is covered by mountain. Northern **Italy** is cooler and wetter than the south. In the mountains, the winter weather is very cold. The highest peaks are snow-covered through the year. Further south, much of **Italy** enjoys a Mediterranean **climate** with mild winters and hot summers)



Know the three major climate zones

European Climate zones - arctic/polar, Alpine, Mediterranean, desert, temperate, subarctic















Describe and understand key aspects of human geography, including types of settlement and land use, economic activity including trade links, and the distribution of natural resources including food, minerals and water.

Pisa, Venice, Colosseum, Vatican City. Eiffel Tower, Berlin wall



Use maps to locate European countries and capitals;



		<p> Know how to use graphs to record features such as temperature or rainfall across the world;</p> <p> Use Google Earth to locate a Europe and Italy and to follow the rivers and mountain ranges etc Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p>
<p>Y5/6 2022/2023 (Continuity curriculum)</p> 	<p>  Know where the main mountain regions are in the UK;</p> <p> Describe and understand key aspects of physical geography, including: mountains, volcanoes and earthquakes,</p> <p>  Know what causes an earthquake;</p> <p> Label the different parts of a volcano</p> <p>   Know the names of a number of the world's highest mountains; Everest, K2, Kangchenjunga, Lhotse</p>	



Know how a volcano becomes active; •











Know why people choose to live beside a volcano.



Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied



	Location and place knowledge
	Mapping skills
	Human Geography
	Physical Geography
	Geographical skill: Enquire and investigate
	Geographical skill: Fieldwork
	Geographical skill: Interpret sources
	Geographical skill: Communicate information