



Our Geography Learning Journey



Curriculum Intent.

At Sandy lane we believe that Geography should inspire a lifelong curiosity and fascination about the world. Our teaching aims to equip children with the knowledge and understanding of human and physical processes. As children progress through school we build on and extend their knowledge and understanding of the world, its peoples, environment, landscapes and processes.

Vocabulary

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Locate and discuss the features of the ancient and new 7 wonders of the world – create a map to show their location in the world.

Identify features of a river- estuary, mouth, delta, meander, waterfall, tributary, source and relate them to the River Nile.

UKS2

Study of North America

Use 6 figure grid references. Study maps of the USA to identify environmental regions. Compare and contrast these regions.

Locate the key physical and human characteristics. Relate these features to the locality e.g. population sizes near tourist landmarks/ rivers, transport links to mountains.

Locate all the man made features in the USA e.g. Statue of Liberty, Golden Gate Bridge, Grand Canyon, Yosemite National Park, The White House etc. and relate to UK landmarks. Reflect on the importance and value of the tourism industry in these areas.

The Amazing Americas

Locate the continents using Google Earth and atlases. Locate North and South America and identify some of the 50 states using maps and atlases.

UKS2

Compare and contrast the human and physical features, including climate, of Death Valley and Bradford.

Identify the position and significance of longitude, latitude, the equator, Northern Hemisphere and Southern Hemisphere.

Year B

To describe and explain the journey from cocoa bean to chocolate- the physical journey and the journey of the production.

Great British Innovators

Chocolate

Use Google Earth to identify the main regions around the world that grow cocoa beans. Study the common features of these areas which facilitate the growing of the beans.

To identify and explain how the chocolate industry impacts on the environment and the local people. eg- Fairtrade.

LKS2

Use surveys to find and record local resident's opinion of Chellow Dene.

Use local maps, photographs and google earth to locate Chellow Dene within the area of Bradford.

LKS2

Study the effect of litter on the local environment. Complete tasks to related to the local environment to earn the Chellow Dene Explorers Badge.

Explorers

Use fieldwork to observe, record and present physical features in the local area- Chellow Dene. Present the information in simple maps of the area.

Study a coastal area- looking at photographs, maps, google earth. Identify Both human and physical features.

Visit the coastal area to study these features.

Compare the coastal town to Bingley- looking at both the human and physical features using maps and photographs.

KS1

Octonauts

Locate the key physical features of a coastal area- oceans, seas, beach, cliff, harbour- identify these on a map of a coastal area.

To use and construct basic symbols in a key to be able to make their own maps of the school and the local park.

Local Area

Use simple fieldwork skills to study the geography of Sandy lane Primary school. And the human and physical features of it's surroundings.

KS1

EYFS

Use photographs and maps to identify physical and human features of the park and Chellow Dene.

Use simple compass directions (North, South, East, West) and directional language- near, far, distance, to describe the location of features and routes on a map of Chellow Dene.

Use a picture map to move around the school using directional language. Draw basic maps of the school and grounds.

Year B

Units of learning

Location knowledge

Place knowledge and Human and Physical knowledge

Fieldwork study/project.



Location Knowledge



Fieldwork Study/Project

Key vocabulary