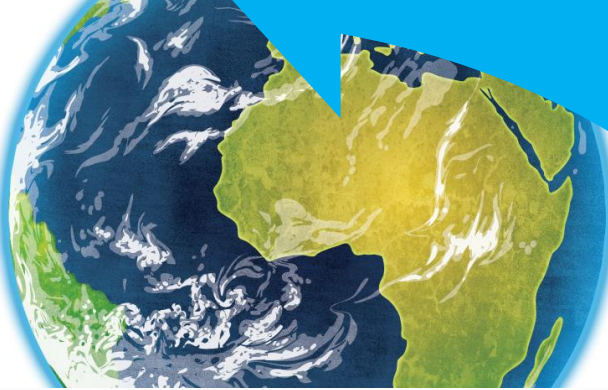




# GEOGRAPHY

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# POTTERS GATE AND ST ANDREW'S CURRICULUM

## Year R



### ELG: People, Culture and Communities

Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.

### ELG: The Natural World

Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.

-Look at the Earth on a map and globe and know that the Earth is round.  
-Know that we live in England and find it on the globe.  
-Recognising features of Farnham and the immediate environment.  
Recognise that the Earth is covered in different bodies of water.

### ELG: People, Culture and Communities

Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.

### ELG: The Natural World

Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.

Understand that the Earth used to be very different  
Learn about celebrations in China – Chinese New Year and know how we could travel to China (learn about Oceans)

### ELG: People, Culture and Communities

Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.

### ELG: The Natural World

Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.

To use positional and directional language such as up, down, on, under, behind, in front. -  
To recognise features of different environments (land, sea, beaches, coral reef etc)  
-look at maps and recognize that simple symbols are used in maps  
Learn about famous landmarks around the world  
Building bridges and looking at bridges around the world



Indoor and outdoor trail to identify features of our school, its grounds and beyond in our local area.



Chinese Food Tasting. Learning Chinese Dragon Dance.

## Year 6



Human geography, including: economic activity including trade links

**Where in the world does our food come from?**

- Import and export of goods such as fruits and vegetables.
- What is Fairtrade?
- Living and working conditions of Fairtrade farmers and their families.
- Tea plantations and their use of the Fairtrade Premium.



Locational and place knowledge: Locate the worlds environmental regions and understand geographical similarities and differences.

**How does The Amazon affect our world?**

- Where are tropical rainforests located?
- The significance of the different climate zones.
- The structure of The Amazon rainforest and the animals that live in each layer.
- Rainforest tribes and their lifestyle.
- The impact of deforestation.
- Study of the capital city of The Amazonas.



Observing, measuring, recording and presenting the human and physical features in the local area.

**What can we learn from Ordnance Survey Maps about Farnham?**

- Ordnance survey maps to find locations using six figure grid references
- Using ordnance survey maps and six figure grid references to plan a route from school to a location in Farnham.



Trip to Waitrose

- Follow a mapped route around Farnham.

# SCAFFOLDING

## YEAR 1

|                                                                                               |                                                                                                                |                                                                                                               |                                                                                                     |                                                                                              |
|-----------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------|
| <br>coast     | <br>Physical Features         | <br>Edinburgh (capital city) | <br>Human Features | <br>town    |
| <br>beach     | <br><b>Scotland (country)</b> |                                                                                                               |                                                                                                     | <br>village |
| <br>river     |                                                                                                                |                                                                                                               |                                                                                                     | <br>house   |
| <br>mountain | <br>hill                     | <br>forest                 | <br>farm          | <br>shop   |

## Word Mats

## YEAR 5

|                                                                                                 |                                                                                                        |                                                                                                             |                                                                                                  |                                                                                                       |                                                                                                        |
|-------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------|
| <br>Canada    | <br>USA             | <br>Mexico               | <br>Mountains | <br>Rockies        | <br>Appalachians    |
| <br>Summit    | <br>Tectonic plates | <br><b>North America</b> |                                                                                                  | <br>Sierra Nevada  | <br>Alaska          |
| <br>Glaciers  | <br>Erosion         |                                                                                                             |                                                                                                  | <br>Arctic Ocean   | <br>Coastal Plains  |
| <br>Volcanic | <br>Basin          | <br>Valley              | <br>Peak     | <br>Pacific Ocean | <br>Atlantic Ocean |

### Geography • Biomes: North America

**Key Learning Question:** What and where are the biomes of North America?

#### Crucial Knowledge

- North America is a large continent stretching from the Tropic of Cancer to the Arctic Circle. It includes Canada, the USA and Mexico and many other smaller countries.
- Biomes are areas of our planet with similar climates, landscapes, animals and plants.
- Types of biome include rainforests, deserts, savannah, taiga woodlands, grasslands and tundra
- The tundra biome has little rain or snow and temperatures are freezing.
- Half of Canada and most of Alaska are in the tundra.
- The taiga biome is mostly evergreen trees. It is the world's largest biome.
- Grasslands are vast, open spaces where grasses are the main plants, and can be temperate or tropical. Grasslands in North America and Africa share some features.
- Humans are damaging biomes across the world from a range of activities which are harmful to the environment

#### Big Ideas:

Locations and Mapping • The Human World • The Physical World • Human Impact • Physical Processes

#### Location Maps

**Countries of North America**

**Biomes in North America**

**Climate Zones**

#### Key Vocabulary

biomes: areas of our planet with similar climates, landscapes, animals and plants.

Arctic: Imaginary line marking an area close to the circle: North Pole.

polar: The area close to the north and south pole, zones: within the Arctic and Antarctic circles.

temperate: The area between the Polar and tropical zones: zones, with moderate temperatures.

tropical: The area closest to the equator, with very zone: warm temperatures.

tundra: The coldest of all the biomes, with freezing temperatures.

taiga: Sections of a country divided with borders.

prairie: The name for the grassland biome in North America.

#### 4 Figure Grid Reference:

The square's grid reference of 10,20. The first two numbers are the horizontal value. The second two numbers are the vertical value.

|    |    |       |    |    |
|----|----|-------|----|----|
| 40 |    |       |    |    |
| 30 |    |       |    |    |
| 20 |    | 10,20 |    |    |
| 10 |    |       |    |    |
| 0  | 10 | 20    | 30 | 40 |

#### We Are Building Our Knowledge From

- Rivers: The Amazon (Y3)
- Climate: The Alps (Y4)

#### This will help when we learn about

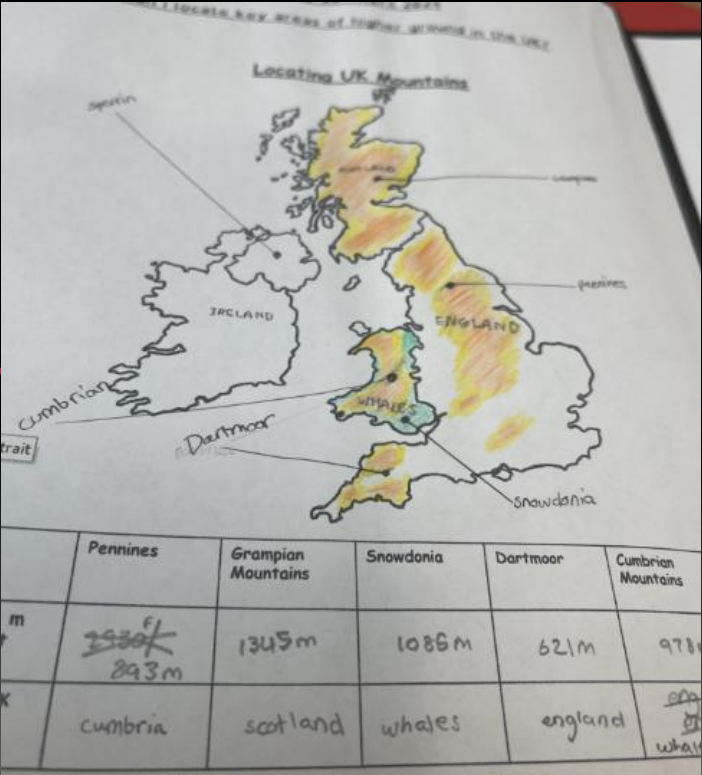
- Volcanoes: The Galapagos (Y6)

## Knowledge Organiser

# A CASE STUDY OF A UNIT OF WORK - MOUNTAINS

Complete the table below and write an example for each

|               | Fold Mountains                                                    | Fault-block Mountains                                                                                                | Volcanic Mountains                                                                                      | Dome Mountains                                                                | Plateau Mountains                                                |
|---------------|-------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------|------------------------------------------------------------------|
| Cause (fault) | Fold mountains occur when tectonic plates collide.                | Fault block mountains are caused by more movement of large crustal blocks along faults. Forces push apart the crust. | Volcanic mountains are formed when molten rock deep within the earth erupts and piles upon the surface. | Dome mountains are formed by hot molten magma rising from the earth's mantle. | Plateau mountains are formed by erosion.                         |
| Stress        | The edges of the plates crumple as they are pushed together.      | Chunks of rock are pushed down while others are pushed down.                                                         | Magma erupts and pushes up a big bump in the ground.                                                    | Magma melts into dome form which rises above the earth.                       | The erosion eroded the sides of the land which leaves some left. |
| Result        | The rock of the Earth's surface is pushed up to create mountains. | Rock gets pushed up to form mountains.                                                                               | The magma erupting under ground forms a mountain.                                                       | The dome of lava makes a dome mountain.                                       | With land eroded, a small bit is left in mountain form.          |



Date - 3.6.24

Can I describe the features of a mountain range?

Challenge: Write a definition of each word and add it to the word bank.

| base           | bottom of the mountain | plateau   | flat high ground                   | face      | side of a mountain                           |
|----------------|------------------------|-----------|------------------------------------|-----------|----------------------------------------------|
| mountain range | group of mountains     | ridge     | long, narrow, high section of land | tree line | The highest point of where forests are found |
| summit         | the top of a mountain  | snow line | snow at the summit                 | slope     | increasing height                            |

# Mapping Skills




map

compass



west



east

symbols







backwards

forwards




left

right




above

up




below

down








# North America



**Lake Louise, Alberta, Canada**  
This scenic view of Lake Louise, Alberta, Canada, shows the town nestled at the foot of the snow-capped Canadian Rockies. The turquoise water of the lake is surrounded by lush greenery and forested hills.



**Steam locomotive in Banff, Canada**  
A black and white photograph of a steam locomotive pulling a passenger train through a snowy, mountainous landscape in Banff, Canada. The train is moving along a track that winds through the winter scenery.



**Rocky Mountains National Park, Canada**  
A photograph of a vast, rugged mountain range in the Rocky Mountains National Park, Canada. The scene features steep, rocky peaks, dense evergreen forests, and a small body of water in the foreground.



**Banff National Park, Canada**  
A photograph of a serene lake surrounded by steep, forested mountains in Banff National Park, Canada. The water is calm, reflecting the surrounding greenery and the towering peaks.














































**United States**

**Canada**

**Mexico**

**Belize**

**Guatemala**

**Honduras**

**Nicaragua**

**Costa Rica**

**Panama**

**Cuba**

**Venezuela**

**Colombia**

**Ecuador**

**Peru**

**Bolivia**

**Paraguay**

**Uruguay**

**Argentina**

**Brazil**

**Chile**

**North America**

**South America**

**Central America**

**Caribbean**

**Europe**

**Asia**

**Africa**

**Oceania**

**North America**

**South America**

**Central America**

**Caribbean**

**Europe**

**Asia**

**Africa**

**Oceania**

Can I locate and identify the countries of the UK (United Kingdom)?

The map shows the four countries of the United Kingdom. Northern Ireland is marked with a red 'X' and labeled 'Northern Ireland'. Scotland is marked with a blue saltire flag and labeled 'Scotland'. England is marked with a red cross on a white field and labeled 'England'. Wales is marked with a red dragon on a yellow and green field and labeled 'Wales'. Capital cities are indicated with red dots and labeled: Belfast for Northern Ireland, Edinburgh for Scotland, London for England, and Cardiff for Wales. A legend in the bottom left corner identifies symbols for Land (green), Coast (blue), and Capital cities (red dot). A small world map in the top right corner shows the location of the UK.

Key

- Land
- Coast
- Capital cities

The capital city of Northern Ireland is Belfast.

The capital city of Scotland is Edinburgh.

The capital city of England is London.

The capital city of Wales is Cardiff.

06.09.24

Can I research where we import fruits and vegetables from around the world?

Map of the World

Arctic Ocean

Greenland Sea

Europe

Barents Sea

Kara Sea

Laptev Sea

East Siberian Sea

Sea of Okhotsk

Pacific Ocean

Asia

Indian Ocean

South America

Africa

Atlantic Ocean

Equator

Pacific Ocean

Chilean Sea

Scottia Sea

Antarctica

Amundsen Sea

Weddell Sea

Hand-drawn legend:

- Peaches: 🍑
- Watermelons: 🍉
- Pineapple: 🍍
- Banana: 🍌
- Dragon fruit: 🐉

Hand-drawn note:

Can you explain what import means in less than ten words?

To take something from a different country and sell it in your country.

Can I apply my understanding of the physical features of Germany?

Can you draw the symbol that represents the following:

River: 

Town / city: 

Capital city: 



What do you notice about where the towns and cities are located?

They're next to the rivers.

Why do you think that is?

So that they can transport food & water along the river. So the crops can grow.

Data and information

# Topic and permanent displays

**British values**

Freedom of liberty

Mutual respect

Democracy

The rule of law

Tolerance, honesty, different faiths, beliefs

Rule of law

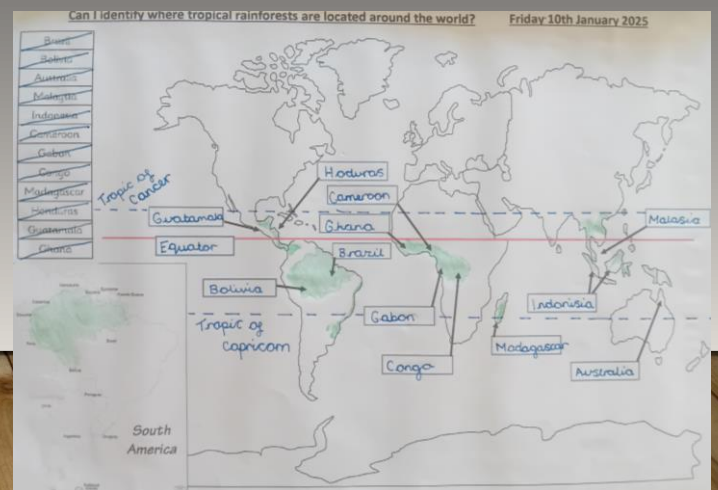
Scottish Saltire, Welsh Red Dragon, Union Jack, St. Andrew's Cross, St. George's Cross



# Practical mapping skills



A group of children and adults are gathered in a grassy clearing within a dense forest. Several adults, some wearing high-visibility yellow vests, are standing and talking to the children. The children are also wearing high-visibility vests and some are holding maps. A wooden picnic table is in the foreground. The background is filled with tall trees and green foliage.



# ASSESSMENT

## Starter Activity Get to know your world!

- Label the 7 continents
- Label the oceans
- Circle England
- Bonus!** What is the population of the whole world AND each continent!



Monday 14<sup>th</sup> July 2025  
Geography Assessment Year 4 – Germany

1. Colour the German flag with the correct colours



2. Which continent does Germany belong to?

Europe

3. Which of these countries surround Germany? Tick the correct answers:

- ☒ Denmark
- ☐ Australia
- ☐ Czech Republic
- ☐ England
- ☐ Switzerland
- ☐ France
- ☐ Japan

4. Which seas are around Germany?

Pacific

5. Which German town do you think this is a picture of? Munich, Berlin or Hamburg? Explain your reasoning:



I think it is Hamburg because it has the color red next to it and Berlin is the capital city so it will probably be more busy

Areas around 1-5 football pitches are cut down every minute.



The forest floor is made up of lots of roots, leaves and decaying matter

The understory layer is the most colourful layer, with plants such as orchids growing there  
There is loads of space that is needed for growing crops

The canopy is the thickest layer & receives the least sunlight

Animals are about to go or are going extinct.  
The emergent layer can become very windy or stormy in seconds.

Wednesday 26<sup>th</sup> February 2025  
Assessment Task



Deforestation destroys the home of many animals.

The Amazon has lots of valuable metals such as copper, manganese and iron.

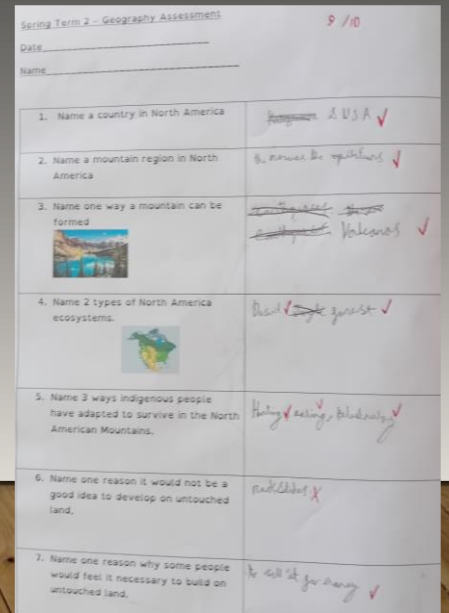
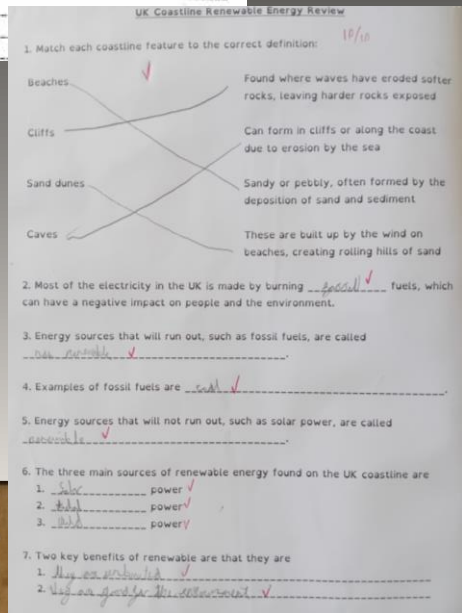
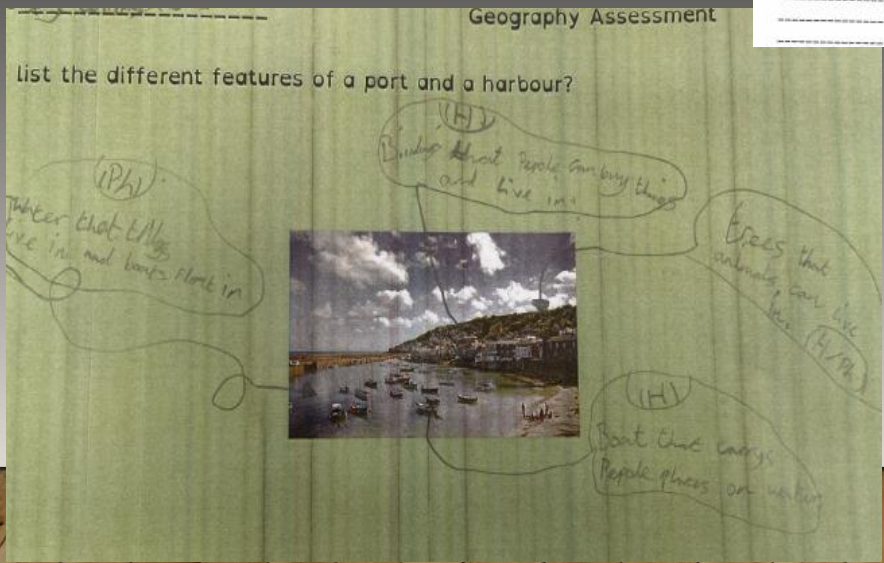
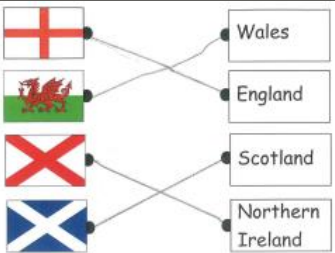
School only last for a few hours, enough for them to learn to read and write

The Yanomami tribe own pets for example toucans, dogs and even monkeys



## Y4 start of unit retrieval assessment

## End of unit assessments



2025-2026

# PUPIL VOICE

I liked using an i-pad with my work partner to identify the human and physical features of our coast and their harbours and ports. I liked going to West Wittering and this helped me know more our coasts. Year 2

We used Ipads to search land use throughout the UK- I always enjoy using the computers and Ipads in lessons. Year 5

Mapping is fun. I enjoyed following a rope trail around our school. We also did orienteering and used a real map to find treasure..  
Year 1

In year 3 we made volcanoes and erupted them – we used vinegar, baking soda and red washing up liquid. That was one of my favourite parts of year 2.

When we looked at rivers we got to create our own rivers. We poured water down a hill to see how far it would go and then we labelled it. It was fun.  
Year 4

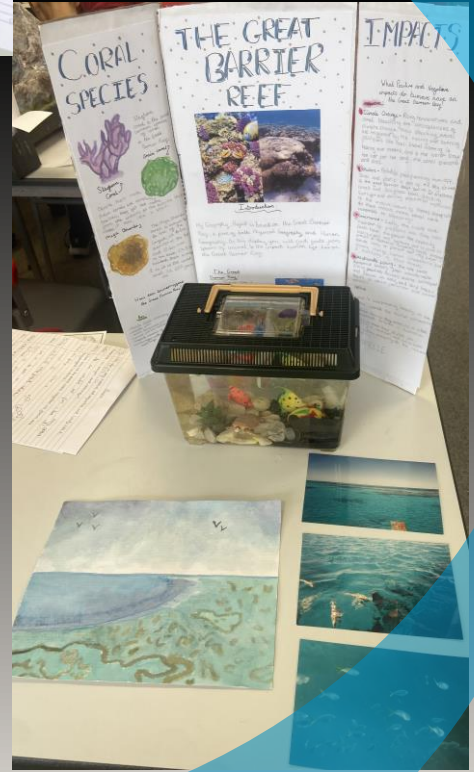
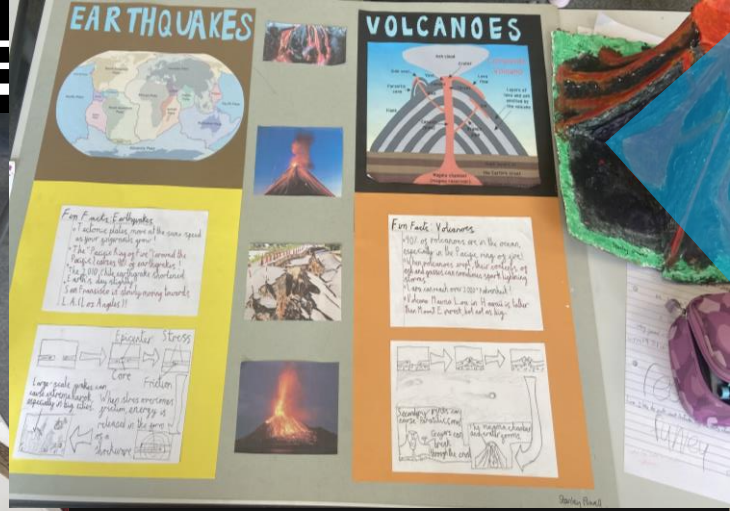
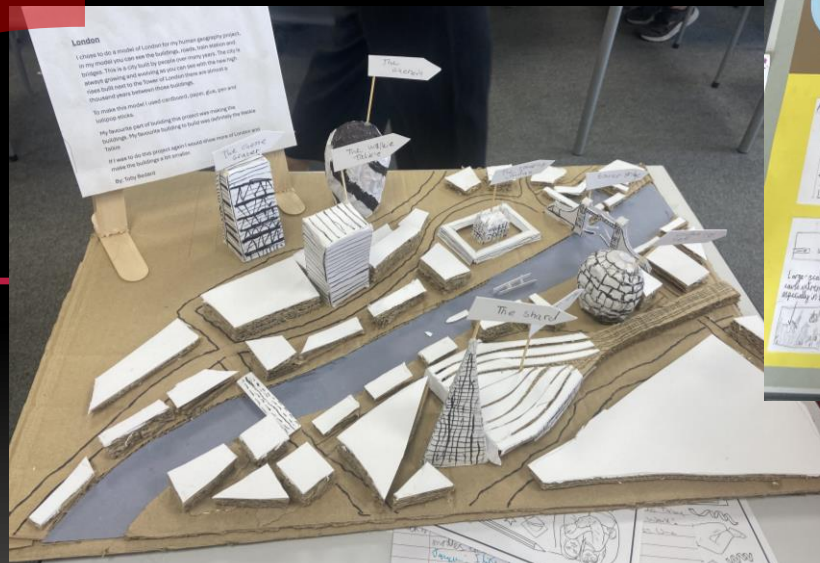
We looked at the country Germany in year 4. We got to taste foods – that was my favourite part. I didn't like the smoked cheese though. We should taste more food in Geography

I like doing mountains. When we did it me and my dad said that we wanted to go and climb Mount Snowdon and we will do it.  
Year 5.

During our rainforest topic we made diorama's. We used shoeboxes and created layers of the rainforest.  
Year 6

In fairtrade we looked at the journey of a banana. We disagreed that they needed to be in plastic bags as we want to save our planet. Year 6

# INSPIRED GEOGRAPHERS – CARE WORLD!



End of Y6 free-choice Topic homework project

