

Intent	As Geographers at Talavera, children will be inspired to develop a curiosity and fascination about the world and its people , including of our local area, where they will have opportunities to explore, observe, question and compare how children, including themselves, live around the world; this will remain with them for the rest of their lives. We will aim to bring the wider world into the classroom/school through practical activities, fieldwork visits and themed days. Children will understand the physical processes that form the world around them as well how they can play a responsible part in how human geography affects our planet.					
Year 3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<p>History focus: Stone, Bronze and Iron Age (UK)</p> <p>Geography link: WHERE DID THE STONE, IRON AND BRONZE AGE PEOPLE LIVE? WHAT DID THEY USE THEIR LAND FOR?</p> <p>LK: I can name and locate UK countries, counties and key cities.</p> <p>To use given symbols and a key to identify places in the UK on a map.</p> <p>HPG: I can compare and evaluate different land uses and types of settlements the Stone, Bronze and Iron Age people may have used.</p> <p>To investigate places, including physical and human features and patterns.</p> <p>To explain how places change.</p> <p>To describe and explain how people use different environments.</p> <p>To begin to compare how places are similar or different to a familiar place.</p> <p>To investigate places- physical and human features</p> <p>Explain how places change and how people use the environments</p> <p>Compare the way of life with modern life.</p> <p>Trip to Stone Age workshop (Launch Day in Autumn 1).</p>	<p>History focus: Romans - Quests</p> <p>Geography link: WHERE DID THE ROMANS COME FROM? WHICH MODERN COUNTRIES WERE PART OF THE ROMAN EMPIRE? WHERE DID THE ROMANS SETTLE AND WHY?</p> <p>LK: I can locate the world's countries, using maps, focussing on Europe</p> <p>To use atlases and globes to locate countries (Italy, countries invaded by the Roman Empire).</p> <p>To identify and describe given symbols and a key to locate places on a map.</p> <p>FW&S: I can observe, record and present data about a country or continent (former Roman Empire).</p> <p>To annotate a map to show different countries within a continent/former empire and routes taken.</p> <p>To describe features and routes on a map.</p> <p>Trip to Butser Ancient Farm.</p>	<p>HOW WOULD OUR SCHOOL BE AFFECTED IF GUN HILL WAS AN ACTIVE, ERUPTING VOLCANO?</p> <p>LK: I can locate the world's countries, using maps, focussing on North America.</p> <p>To use atlases and globes to locate continents and countries of the world.</p> <p>To use atlases and maps to identify physical and human features.</p> <p>LK: I can identify the position and significance of the Equator and Northern & Southern Hemisphere.</p> <p>To use the 8 points of a compass to explain the position of locations in North America.</p> <p>PK: I understand physical and human features of Hawaii (including similarities and differences with Aldershot).</p> <p>To identify and place human and physical features (cities, seas, volcanoes etc) on a scaffolded map.</p> <p>HPG: I can identify and describe the locations, structure and activities of volcanoes.</p> <p>To investigate places, including physical and human features and patterns.</p> <p>To explain how places change.</p> <p>FW&S: I can draw conclusions from teacher led questions.</p> <p>To spot patterns, take measurements and make data recordings using a simple tally.</p> <p>To explain my conclusions with some evidence/comparison of places.</p> <p>The Pebble in my Pocket and Escape from Pompeii (Volcanoes)</p> <p>Walk to the top of Gun Hill/around school site to evaluate the impact of a volcanic eruption.</p>	<p>History focus: Ancient Civilisations with a focus on Ancient Egypt</p> <p>Geography link: WHERE IN THE WORLD DID CIVILISATIONS BEGIN? HOW IS EGYPT SIMILAR TO ALDERSHOT?</p> <p>LK: I can locate the world's countries, using maps and atlases.</p> <p>To use atlases and globes to locate continents and countries of the world (where Ancient Civilisations existed/arose).</p> <p>LK: I can identify the position and significance of the Equator and Northern & Southern Hemisphere.</p> <p>To use the 8 points of a compass to explain the position of locations in Egypt.</p> <p>PK: I understand physical and human features of Egypt (including similarities and differences with Aldershot).</p> <p>To identify and place human and physical features (cities, capitals, seas, key landmarks) on a scaffolded map.</p> <p>To identify and place human and physical features (cities, capitals, seas, key landmarks related to the Pharaohs studied) on a scaffolded map.</p> <p>FW&S: I can observe, measure, record and present the human and physical features of Egypt.</p> <p>To label/draw a map of Egypt using symbols.</p> <p>To interpret symbols on a map.</p> <p>To plot a route along the River Nile.</p> <p>To give and follow directions and routes on a detailed map.</p> <p>Egyptian gallery for parents</p>	<p>WOULD Sonic LIKE TO LIVE IN ALDERSHOT?</p> <p>LK: I can locate the world's countries, using maps, focussing on Europe/UK.</p> <p>To use atlases and digital mapping (Google Maps) to locate countries</p> <p>LK: I can name and locate UK countries and key cities.</p> <p>To use atlases and maps to describe physical and human features identified.</p> <p>To use given symbols and a key to identify places in the UK on a map.</p> <p>LK: I can identify the position and significance of the Equator and Northern & Southern Hemisphere.</p> <p>To use the 8 points of a compass to explain the position of locations in the UK.</p> <p>To use four figure grid references to build knowledge of the local area and the UK.</p> <p>PK: I understand physical and human features of Aldershot, Hampshire (including similarities and differences across the county).</p> <p>To identify and place human and physical features (counties, cities, capitals, seas) on a scaffolded map.</p> <p>HPG: I can compare and evaluate different land uses and types of settlements around Aldershot.</p> <p>To investigate places, including physical and human features and patterns.</p> <p>To explain how places change.</p> <p>To describe and explain how people use different environments.</p> <p>To begin to compare how places are similar or different to a familiar place.</p> <p>FW&S: I can observe, measure, record and present the human and physical features in the local area.</p> <p>To draw a map of the local area using OS symbols.</p> <p>To interpret symbols on a map.</p> <p>To draw a short route from knowledge.</p> <p>To give and follow directions and routes on a detailed map.</p> <p>FW&S: I can draw conclusions from teacher led questions.</p> <p>To spot patterns, take measurements and make data recordings using a simple tally.</p> <p>To explain my conclusions with some evidence/comparison of places.</p> <p>To begin to explain why different people may have different opinions.</p> <p>School Grounds Detectives (Local Area Study)</p> <p>Walk around the local area / Data gathering in town centre</p> <p>Town guide to describe Aldershot (in style of Estate Agent details)</p> <p>Whole School Geoaraphy Day 2022/23</p>	

Geography MTP

Year 4	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<p>English focus: Greek Myths and Legends</p> <p>Geography link: HOW DID GREEK MYTHS ARRIVE IN THE UK? WHERE DID THE GREEKS LIVE AND TRAVEL TO? LK: I can locate the world's countries, using maps, focussing on Europe To use atlases and globes to locate countries (Greece and Greek Islands). To identify and describe given symbols and a key to locate places on a map.</p> <p>Describe the route of a story teller.</p> <p>French Unit: Welcome to Morocco LK: I can locate the world's countries, using maps, focussing on Morocco To use atlases and globes to locate countries. To use atlases and maps to describe and compare physical and human features identified. PK: I understand physical and human features of Morocco To identify and place human and physical features To make observations and use sources (maps, atlases, globes, aerial photos etc). FW&S: I can draw conclusions from teacher led questions. To make judgements using artist's impression To explain my conclusions with evidence of places. To consider why artist's impressions may be different from the location.</p>	<p>History focus: Ancient Greeks (Let the Games begin)</p> <p>Geography link: WHICH CITIES HAVE HOSTED THE OLYMPICS? WHERE DO OLYMPIANS COME FROM? WHY ARE CERTAIN COUNTRIES GOOD AT PARTICULAR SPORTS? WHY ARE THE OLYMPICS MOVED BETWEEN COUNTRIES – IS IT FAIR? LK: I can locate the world's countries, using maps, focussing on Europe To use atlases, globes and digital mapping to locate countries (Greece and Greek Islands) and cities which have hosted the Olympics. To identify and describe given symbols and a key to locate places on a map. FW&S: I can present data about a country. To use the 8 points of a compass to build knowledge of the UK and the wider world.</p> <p>Greek Day – Olympics focus</p>	<p>History focus: Saxons and Scots</p> <p>Geography link: HOW DID SAXONS AND SCOTS ARRIVE IN THE UK? WHERE DID THEY LIVE AND TRAVEL TO? LK: I can locate the world's countries, using maps, focussing on Europe To use atlases and globes to locate countries. To identify and describe given symbols and a key to locate places on a map.</p>	<p>IS THE UK SELF-SUFFICIENT? LK: I can locate the world's countries, using maps, focussing on North America. To use atlases and globes to locate countries. To use atlases and maps to describe and compare physical and human features identified. To use given symbols and a key to identify places on a map. LK: I can identify the position and significance of the Equator, Northern & Southern Hemisphere, Arctic Circle and Antarctica; the Greenwich Meridian and time zones (day and night); and longitude and latitude. To use the 8 points of a compass to explain the position of locations in North America and Antarctica. PK: I understand physical and human features of Anchorage, Alaska (including similarities and differences with Aldershot and Antarctica). To identify and place human and physical features (cities, seas, volcanoes etc) on a scaffolded map. To begin to investigate places and environments by asking and responding to a geographical questions. To make observations and use sources (maps, atlases, globes, aerial photos etc). To express own opinions and recognise that others may have different points of view. HPG: I can compare and evaluate different climates between Antarctica, Alaska and the UK. HPG: I can identify and explain how natural resources (food) are distributed between countries. To investigate places, including physical and human features and patterns. To explain how places change. To describe and explain the links between people and their/other environments to distribute natural resources. To compare how places are similar and different and begin to understand the reasons for these. FW&S: I can observe, record and present data on where food comes from. To annotate a map to show where food comes from and how it travels to the UK. To interpret symbols on a map. To draw a map of a distribution route from knowledge and describe its features. Survival – distribution of natural resources (North American context – Aldershot, Anchorage in Alaska and Antarctica) Survival Sleepover at school and trip to Tesco's to review the journey of salmon</p>	<p>ALL RIVERS ARE THE SAME <i>How do rivers change over time?</i> <i>How has the Blackwater Valley River changed?</i> LK: I can locate the world's countries, using maps, focussing on Europe/UK. To use atlases and globes to locate countries. To use atlases and maps to describe and compare physical and human features identified. HPG: I can identify and describe the features and functions of rivers and mountains. HPG: I can explain the water cycle in the context of rivers To investigate places, including physical and human features and patterns. To explain how places change. To describe and explain how people use different environments. FW&S: I can draw conclusions from teacher led questions. To spot patterns, take measurements and make data recordings using a tally and standard units of measurement. To use cameras, measuring equipment and graphs to present data e.g.: about the flow of a river. To explain my conclusions with evidence/comparison of places. To explain why different people may have different opinions.</p> <p>Survival – Rivers, Mountains and the Water Cycle (Aldershot and the Basingstoke Canal) Field trip to the source of the Basingstoke Canal at Rowhill Nature Reserve Build own river in the school grounds</p> <p>Whole School Geography Day 2022/23</p>	

Geography MTP

Year 5	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<p>History focus: Anglo Saxons and Vikings</p> <p>Geography link: WHERE DID THE ANGLO SAXONS COME FROM? WHICH MODERN ENGLISH TOWNS AND COUNTIES HAVE LINKS TO THE ANGLO SAXONS? WHERE DID THE VIKINGS COME FROM? WHICH MODERN ENGLISH TOWNS AND COUNTIES HAVE LINKS TO THE VIKINGS?</p> <p>LK: I can name and locate UK counties and key cities, with links to Anglo Saxon tribes</p> <p>To use maps, globes and digital mapping to describe, compare and evaluate physical and human features identified</p> <p>To use own symbols and a key to identify places in the UK on a map</p> <p>HPG: I can compare and evaluate the physical and human features.</p> <p>To identify human and physical features of countries Anglo-Saxons and Vikings originally came from before they settled in Britain.</p> <p>To describe and explain how people use different environments.</p> <p>To begin to compare how places are similar or different to each other.</p>	<p>THE TROPICAL RAINFOREST IS THE EASIEST BIOME TO LIVE IN.</p> <p>LK: I can locate the world's countries, using maps, focussing on South America</p> <p>To use atlases, maps, globes and digital mapping to locate countries.</p> <p>To use atlases, maps and digital mapping to describe, compare and evaluate physical and human features identified.</p> <p>LK: I can identify the position and significance of the Equator, Northern & Southern Hemisphere, Arctic Circle and Antarctica; the Greenwich Meridian and time zones (day and night); and longitude and latitude.</p> <p>To use the 8 points of a compass to explain the position of locations in South America.</p> <p>PK: I understand physical and human features of Brazil</p> <p>To identify and place human and physical features (cities, seas, mountains, biomes etc) on a blank map.</p> <p>HPG: I can compare and evaluate different climates, biomes and vegetation belts from across the world</p> <p>To identify, describe and compare what a number of places are like.</p> <p>To describe and compare how and why places are similar and different.</p> <p>To compare and evaluate how and why places are changing.</p> <p>FW&S: I can observe, record and present data about the world's biomes.</p> <p>To annotate a map to show the different climates and biomes of the world.</p> <p>FW&S: I can devise and draw conclusions from child-led geographical questions.</p> <p>To record observations and take measurements from primary and secondary data.</p> <p>To present findings in a range of maps and graphs.</p> <p>To begin to explain, evidence and evaluate conclusions to compare places.</p> <p>The World's Biomes (South American context - Brazil)</p> <p>Living Rainforest trip</p>	<p>History focus: Victorians/Local Area study</p> <p>Geography link: WHAT IMPACT DID THE VICTORIANS HAVE ON CHILDREN'S LIVES IN ALDERSHOT?</p> <p>PK: I understand physical and human features of Aldershot (including similarities and differences with Victorian Aldershot).</p> <p>To identify and place human and physical features (cities, seas, mountains, biomes etc) on a blank map.</p> <p>HPG: I can compare and evaluate different land uses and types of settlements around Aldershot (both now and from Victorian times).</p> <p>To investigate places, including physical and human features and patterns.</p> <p>To explain how places change.</p> <p>To describe and explain how people use different environments.</p> <p>FW&S: I can observe, measure, record and present the human and physical features in the local area.</p> <p>To draw a map of the local area using OS symbols.</p> <p>To interpret symbols on a map.</p> <p>To draw a short route from knowledge.</p> <p>To give and follow directions and routes on a detailed map.</p> <p>Train travel to Farnham Museum - what physical and human features can you spot on our train journey? What human features in Farnham can you spot that may have a Victorian influence?</p>	<p>Science/History focus: Space Race</p> <p>Geography link: WHERE ARE THE KEY SPACE AGENCIES LOCATED AND WHY?</p> <p>LK: I can locate the world's countries involved in the Space Race</p> <p>To use atlases and digital mapping to locate key countries (USA, Russia, UK).</p> <p>To use atlases, maps and digital mapping to describe, compare and evaluate physical and human features identified.</p> <p>To use own symbols and a key to identify places and physical features on a map.</p> <p>HPG: I can compare and evaluate the physical and human features surrounding space launch site locations.</p> <p>To identify human and physical features of different locations in North America and Asia</p> <p>To describe and explain how people use different environments.</p> <p>To begin to compare how places are similar or different to each other.</p> <p>External project run in conjunction with this unit</p> <p>Trip to Winchester Science Museum</p>	<p>History focus: Earliest civilisations:</p> <p>Geography link: WHERE ARE THE WORLD'S EARLIEST CIVILISATIONS WERE LOCATED AND WHY?</p> <p>LK: I can locate where the earliest civilisations began</p> <p>To use atlases and digital mapping to locate key countries.</p> <p>To use atlases, maps and digital mapping to describe, compare and evaluate physical and human features identified.</p> <p>To use own symbols and a key to identify places and physical features on a map.</p> <p>HPG: I can compare and evaluate the physical and human features surrounding the world's earliest civilisations' locations.</p> <p>To identify human and physical features of different locations of the earliest civilisations.</p> <p>To describe and explain how people use different environments.</p> <p>To begin to compare how places are similar or different to each other.</p>	<p>Why do countries need to import from other places? How are the trades in Aldershot and Morzine affected by the seasons? Could Aldershot ever be a sustainable tourist location? Why? How? How could the sustainability and profitability of Aldershot as a tourist destination be improved?</p> <p>LK: I can locate the world's countries, using maps, focussing on Europe (Morzine in France)</p> <p>To use atlases and digital maps to locate countries.</p> <p>To use atlases, maps and digital mapping to describe, compare and evaluate physical and human features identified</p> <p>LK: I can name and locate UK counties and key cities.</p> <p>To use atlases, maps, globes and digital mapping to describe and compare features studied.</p> <p>PK: I understand physical and human features of Morzine (France) (including similarities and differences with Aldershot/UK).</p> <p>To identify and place human and physical features (departments, regions, cities, rivers, mountain ranges, seas) on a blank map.</p> <p>To investigate places and environments by using a range of geographical questions, skills and sources.</p> <p>To express and explain own opinions with evidence.</p> <p>To recognise and explain why others may have different points of view.</p> <p>HPG: I can compare and evaluate economic activities (including trade links) between Aldershot and Morzine in France.</p> <p>To describe and compare how and why places are similar and different.</p> <p>To compare and evaluate how and why places are changing.</p> <p>To begin to identify spatial patterns and the conditions which influence these.</p> <p>To begin to show an understanding of the links between places, people and environments.</p> <p>FW&S: I can observe, record and present data about a place.</p> <p>To describe features and routes on a map and compare to photos.</p> <p>To give and follow directions and routes on a detailed (OS) map.</p> <p>FW&S: I can devise and draw conclusions from child-led geographical questions.</p> <p>To record observations and take measurements from primary and secondary data.</p> <p>To present findings in a range of maps and graphs.</p> <p>To begin to explain, evidence and evaluate conclusions to compare places.</p> <p>To begin to explain and understand why different people may have different opinions.</p> <p>European Study with economic activity focus (France tbc)</p> <p>Potential trip to Aldershot ski slope</p> <p>Whole School Geography Day 2022/23</p>

Geography MTP

Year 6	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<p>CITIES AND TOWNS REMAIN THE SAME OVER TIME</p> <p>LK: I can locate the world's countries, using maps, focussing on Europe/UK.</p> <p>To use atlases, maps, globes and digital mapping to locate countries.</p> <p>LK: I can name and locate UK counties and key cities.</p> <p>To use atlases, maps, globes and digital mapping to describe, compare and further evaluate physical and human features identified.</p> <p>To use own symbols and a key to identify places in the UK on a map.</p> <p>LK: I can identify the position and significance of the Equator, Northern & Southern Hemisphere, Arctic Circle and Antarctica; the Greenwich Meridian and time zones (day and night); and longitude and latitude.</p> <p>To use the 8 points of a compass to explain the position of locations in the UK.</p> <p>To use six figure grid references to build knowledge of the local area and the UK.</p> <p>PK: I understand physical and human features of Belfast (including similarities and differences with other capital cities).</p> <p>To identify and place human and physical features (counties, cities, capitals, seas) on a blank map.</p> <p>To investigate places and environments by using a range of geographical questions, skills and sources.</p> <p>To express and explain own opinions with evidence.</p> <p>To recognise and explain why others may have different points of view.</p> <p>HPG: I can compare and evaluate different economic activities in and around Belfast.</p> <p>To compare and evaluate how and why places have changed over time.</p> <p>To identify spatial patterns and the conditions which influence these.</p> <p>To show an understanding of the links between places, people and environments.</p> <p>FW&S: I can observe, record and present data about a place.</p> <p>To draw a map with detail and accuracy.</p> <p>To use OS symbols in a key.</p> <p>To give and follow directions and routes on a detailed (OS) map.</p> <p>Journey Stick around school field and a walk around Aldershot</p> <p>Seven Seas (UK study - Belfast in Northern Ireland)</p>	<p>WHERE WOULD YOU RATHER LIVE - ALDERSHOT OR COZUMEL?</p> <p>LK: I can locate the world's countries, using maps, focussing on North America.</p> <p>To use atlases and globes to locate countries.</p> <p>LK: I can identify the position and significance of the Equator, Northern & Southern Hemisphere, Arctic Circle and Antarctica; the Greenwich Meridian and time zones (day and night); and longitude and latitude.</p> <p>To use the 8 points of a compass to explain the position of locations in North America.</p> <p>PK: I understand physical and human features of Cozumel, Mexico (including similarities and differences with Aldershot).</p> <p>To identify and place human and physical features (cities, seas, volcanoes, tourism, economic activities, natural resources etc) on a blank map.</p> <p>To investigate places and environments by using a range of geographical questions, skills and sources.</p> <p>To express and explain own opinions with evidence.</p> <p>To recognise and explain why others may have different points of view.</p> <p>HPG: I can compare and evaluate different land uses and types of settlements in Cozumel, Mexico and evaluate them compared to Aldershot.</p> <p>To compare and evaluate how and why places are similar and different.</p> <p>To identify spatial patterns and the conditions which influence these.</p> <p>To show an understanding of the links between places, people and environments.</p> <p>FW&S: I can observe, measure, record and present data on a place</p> <p>To draw sketch maps, graphs and digital technologies to research and present data about 2 places (Cozumel in Mexico and Aldershot).</p> <p>To compare and evaluate our observations.</p> <p>To use scale to measure distances.</p> <p>FW&S: I can devise and draw conclusions from child-led geographical questions.</p> <p>To record observations and take measurements from primary and secondary data.</p> <p>To present findings in a range of maps and graphs.</p> <p>To explain, evidence and evaluate conclusions to compare places.</p> <p>To explain and understand why different people may have different opinions.</p> <p>Seven Seas (North American Study - Cozumel in Mexico)</p>	<p>History focus: One World (World War 2)</p> <p>Geography link: WARS DON'T AFFECT US BECAUSE WE ARE AN ISLAND</p> <p>LK: I can locate the world's countries, using maps, focussing on Europe/UK/Asia/ North America (locations of countries involved in the war).</p> <p>To use maps, atlases and digital mapping (Google Maps) to locate continents and countries.</p> <p>PK: I understand physical and human features of Germany and Northern Europe (including similarities and differences with Aldershot/UK).</p> <p>To identify and place human and physical features (key cities, rivers, mountain ranges, seas involved in the war) on a blank map.</p> <p>To investigate places and environments by using a range of geographical questions, skills and sources.</p> <p>To express and explain own opinions with evidence.</p> <p>To recognise and explain why others may have different points of view.</p> <p>FW&S: I can plot routes between countries (and continents).</p> <p>To give and follow directions and routes on a detailed map, e.g. OS.</p> <p>To use a scale to measure distances.</p> <p>FW&S: I can describe features and routes on a map and compare to photos.</p> <p>To draw maps with detail and accuracy, using OS symbols in a key.</p> <p>To interpret symbols and numbers on a map.</p> <p>NOTE: Ensure History lesson on countries involved includes map work.</p>	<p>English focus: All the World's a Stage!</p> <p>Geography link: ARE CERTAIN COUNTRIES PARTICULARLY RELIGIOUS?</p> <p>Where in the world is Islam the predominant religion? What is significant about the position of these countries?</p> <p>LK: I can locate the world's countries, where Islam is the predominant religion.</p> <p>To use maps, atlases and digital mapping (Google Maps) to locate continents and countries.</p> <p>LK: I can identify the position and significance of the Equator, Northern & Southern Hemisphere, the Greenwich Meridian and time zones (day and night); and longitude and latitude in relation to these countries.</p> <p>To use the 8 points of a compass to explain the position of locations in South America.</p> <p>To use six figure grid references to build knowledge of these countries' locations.</p>		