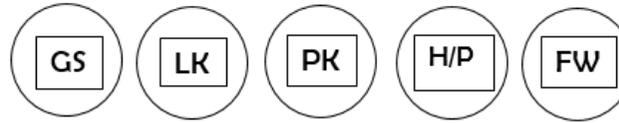


Griffin Park Geography Curriculum

Golden Threads



Geographical Skills Locational Knowledge Place Knowledge Human and Physical Fieldwork

Nursery			
Thread	Knowledge	Skills	Vocabulary
PK	To know about places	Have a favourite place	like, place, favourite
FW	To know how to observe animals/ vehicles in the environment	Discuss what they see the animals/ vehicles doing	animal, car, truck, van lorry
FW	To explore puddles, trees, grass and mud	In outdoor play children explore these different	green, brown, big, small, wet
PK	To share stories about real places	Read stories with different settings in woods, parks, shops, homes	wood, forest, park, houses, shops
FW	To explore the different types of weather	Use streamers, shakers, make windmills to create different weather sounds and effects	blow, strong, breeze,
H/P	To know the different types of clothes to wear in different weather	In outdoor play children wear different clothing depending on the season/weather	wet, cold, hot, sunny, rainy, drizzle, snow, frost
H/P	To explore the seasons of the year	Experience the seasons, eg, crunch autumn leaves, make snow angels, splash in puddles	splash, crunch, frosty, icy, raining
Learning links to enhance long term memory	Experience different places within school, inside and outside eg, bug hunt, forest school, field/ park visits	Assessment	Can children ask questions about where they live? Can children talk about the weather? Can children name their favourite place and why? Record children's observations and interactions in the natural and manmade environment eg during outdoor play or forest school visits.

Griffin Park Geography Curriculum

Reception			
Thread	Knowledge	Skills	Vocabulary
PK	To know what is in their immediate environment	Create simple maps of the classroom, using directional language.	left, right, forward, back, near, far, map
PK	To know the names of the different places around school	Create simple maps of the school building, including the names of different rooms, their position, follow a short journey around school.	journey, forwards, next to, before, map, after, position
PK	To know the different people who work in and around school	Visit from people to interview and find out more about their job in school	visitor, job
PK	To know people who can help us eg, firefighters, police	Visit from different people to interview to find out how they can help us and our community	community, help
LK	To listen to stories about different environments including other countries and continents	Read Handa's Surprise, sequence and retell the story, introducing the continent of Africa on the globe/2D map	sequence, after, hot, continent, a long way, globe
H/P/FW	To know how to create their own small world environment/ map of an imaginary place	Create a 3D map/ 2D drawing of their own based on a story setting or from their imagination	build, include, plan
H/P/FW	To know what they like and dislike about their environment	Create a plan view of their environment, using different objects and bird's eye view drawings/photographs to match describing the parts they like/dislike	plan, above, bird's eye view, favourite, like, dislike
Learning links to enhance long term memory	Visitors from school and the community to talk about their job, eg, cook, cleaner, business manager, firefighter, nurses etc. Outdoor area, forest school, park.	Assessment	Can children describe the environment where they live? Can children create their own play map/plan of an environment and describe what is in it and why? Eg, African savannahs from Handa's Surprise. Record children's observations and interactions in Forest School sessions, local walks, environment walks etc.

Griffin Park Geography Curriculum

Year 1 Autumn			
Thread	Knowledge	Skills	Vocabulary
2 FW	To know what features are in our immediate environment.	Fieldwork/ observation- what features are in the school environment?	Compass rose, north, east, south, west Ordnance survey maps, key, country, capital city, continent, oceans, physical, human, sea, mountain, hill, river, city, town, village, farm, house, shop, local area, map, globe, atlas, satellite image, aerial, Great Britain, British Isles, United Kingdom, Arctic, Pacific, Atlantic, Indian, Southern, England, Scotland, Northern Ireland, Wales, North/South America, Europe, Asia, Africa, Antarctica, Australasia, Oceania, equator, Blackburn, Manchester
4 GS	To know the four main compass points, north, south, east and west.	Compass skills- using compasses and identifying the four main directions	
6 LK/GS	To know symbols are used in keys, label features of school grounds/Griffin Park.	Map skills-making and identifying symbols on maps and keys and features of school grounds	
8 PK	To know Blackburn is a town, where school is, identify features.	Map skills and observations-using aerial photos	
10 PK	To know what makes a town specifically, Blackburn.	Map skills and observations-making leaflets about Blackburn	
12 H/P PK	To know a map is like a photo from above.	Map skills and observations, zooming out from Blackburn finding other towns and cities close by-Manchester/Preston	
Learning links to enhance long term memory	Fieldwork around school and the immediate environment.	Assessment	

Griffin Park Geography Curriculum

Year 1 Spring				
Thread	Knowledge		Skills	Vocabulary
2 LK/GS	To know where the 4 main capital cities are of the UK		Map, compass directions and locational skills using aerial photos and compass rose-4 points	See above
4 LK	To know the four countries that make up the United Kingdom		Atlas skills/location	
6 LK	To know the four countries and capital cities that make up the United Kingdom		Atlas skills/location	
8 H/P	To know how to observe the weather and record data		Collecting and comparison of data for 2 weeks	
10 H/P	To know the four seasons experienced across the UK		Comparing and contrasting the seasons why do we go on holiday in summer?	
12 FW/GS	To know the symbols used on a key to show the features of the local environment		Map, compass directions and human/physical features	
Learning links to enhance long term memory	Weather data collection, regular comparing and recording each day for 2 weeks	Assessment	Can children label some of the four countries that make The UK? Can children name the four capital cities of The UK? Which town are we in? Which country do we live in?	

Griffin Park Geography Curriculum

Year 1 Summer			
Thread	Knowledge	Skills	Vocabulary
2 H/P	To know the hot and cold locations of the world	Locating and identifying the equator and the poles on a world map-recording, including northern/southern hemispheres	See above
4 LK	To know the world has 7 continents	Knowing the names and location of the continents	
6 LK	To know the world has 5 main oceans	Knowing the names and location of the oceans	
8 LK	To know the 7 continents and 5 oceans	Comparing and contrasting the size/ including location -N/S/E/W of 7 continents/5 oceans	
10 H/P	To know the seasons across the world and how they are different in the UK	Noting weather patterns across the different continents	
12 GS/FW	To know how to read simple co-ordinates	Using simple letter number co-ordinates to locate a geographical feature on a map etc	
Learning links to enhance long term memory	Visit to safari park/zoo to learn more about continents/equator where some animals originate from, hot/ cold regions of the world.	Assessment	Can children name some of the 7 continents? Can children name some of the 5 main oceans? Can children explain where the hot/ cold regions are in the world and why?

Griffin Park Geography Curriculum

Year 2 Autumn				
Thread	Knowledge		Skills	Vocabulary
2 GS	To know how to draw a map using OS symbols/ key and co-ordinates		Using symbols, keys and simple letter/number co-ordinates to make their own maps with correct OS symbols of area beyond Griffin Park.	Equator, North Pole, South Pole, hemisphere, map, similar, different, capital city, human, physical, rural, urban, Australian outback, Sydney, territories, aerial, states, rainforest, Aboriginal, climate, weather, extreme, physical process, symbols, atmosphere, frequently, extreme, atlas, satellite image, map, aerial, OS map, compass rose, north, south, east, west, earth, Great Britain, British Isles, United Kingdom, Arctic, Pacific, Atlantic, Indian, Southern, ocean, sea, Great Barrier Reef, England, Scotland, Northern Ireland, Wales, London, landmarks, Irish Sea, English Channel, North Sea, North/South America, Europe, Asia, Australasia, Oceania, Europe, Antarctica
4 LK	To know the characteristics of the four countries of the UK		Name and locate capitals including the surrounding seas, identifying characteristics of countries/cities/seas of UK	
6 GS/FW	To know how to collect weather data in the local area		Collecting data throughout the term- including recap of simple letter/number co-ordinates and four main compass points- linked to wind direction	
8 H/P/ PK	To know the human and physical features of a small area of the UK- The Lake District		Look at aerial photographs, noting Human/physical characteristics of Windermere, roads, hills, lakes, settlements, villages, farmland, jobs people have	
10 H/P PK FW	To know the physical/ human similarities and differences between Blackburn and Windermere.		Contrasting location (Windermere) comparing features/jobs/ tourism/farmland/factories and shopping centre	
12 GS/FW	To know how to collect weather data		Correlate data collected through the term, note patterns, similarities, and differences between Blackburn and Windermere.	
Learning links to enhance long term memory	Local environment fieldwork and The Lake District fieldwork, weather reports/ data collection		Assessment	

Griffin Park Geography Curriculum

Year 2 Spring			
Thread	Knowledge	Skills	Vocabulary
2 H/P LK	To know the four countries of the UK, their 4 capital cities and the surrounding seas	Recap from last term, focus on human/physical characteristics of the four countries	See above
4 LK/PK	To know the four countries of the UK, their 4 capital cities and the surrounding seas (emphasis on London and its landmarks)	London's famous landmarks	
6 LK	To know there are 7 continents and 5 main oceans.	Can they locate continents them on a map/globe? Use compass rose to locate continents more precisely, compare sizes	
8 LK	To know there are 7 continents and 5 main oceans.	Use compass rose to locate oceans more precisely, compare sizes and % of Earth covered by water/land	
10 LK/PK	To know where Australia is, emphasis on the features of The Northern Territory	Knowing Australia is the country which is part of the continent of Australasia, note human/physical features in the Northern Territory	
12 GS	To know some of the human and physical features of Blackburn-contrast with The Northern Territory in Australia.	Comparing and contrasting locations-weather/features between Blackburn and The Northern Territory	
Learning links to enhance long term memory	Videos/ films of Australia	Assessment	

Griffin Park Geography Curriculum

Year 2 Summer			
Thread	Knowledge	Skills	Vocabulary
2 PK	To know some of the types of animals that inhabit a small part of The Northern Territory.	Similarities and differences between our animals and Australia's	See above
4 PK	To know some of the types of animals that inhabit a small part of The Northern Territory.	Similarities and differences between our animals and Australia's	
6 PK H/P	To know what the land is used for in The Northern Territory	Compare and contrast land-uses with Blackburn/ Windermere	
8 H/P	To know what extreme weather is	Discuss types of extremes, noting their features	
10 H/P	To know examples of extreme weather	Comparing extreme weather in Australia, drought/wild fires eg, effect on cattle farming compared with floods in part of The UK	
12 GS/FW	To compare weather data from the different areas studied	Compare Blackburn/Australia/Windermere's weather	
Learning links to enhance long term memory	Fieldwork throughout the year- comparing weather data Extreme weather news articles/videos	Assessment	Tell me about three animals that inhabit The Northern Territory. Tell me some similarities and differences between Blackburn and Australia. Can you name 3 types of extreme weather you've studied and explain what can happen?

Griffin Park Geography Curriculum

Year 3 Autumn			
Thread	Knowledge	Skills	Vocabulary
2 LK	To know the location of Blackburn in Lancashire and other main counties of UK.	Recap on four countries of The UK and locating different counties of The UK	River, tributary, source, upper course, middle course, lower course, estuary, Water cycle, evaporation, condensation, run-off, percolation, precipitation, atmosphere, physical processes, natural process, artificial structures, prevent, maintain, erosion, deposition, transportation, meanders, delta, mouth, river bed, contributing factors, traversing, enclave, landmass, mountains, coasts, rivers, waterfall, deep valleys, gorges, European countries/names/names of capital cities, names of counties, cities of the UK (not just capitals, eg, Chester), equator/ Tropic of Cancer/Capricorn/Prime Meridian/ Lines of Latitude/Longitude.
4 LK/GS	To know some counties of The UK	Locating and naming different counties of The UK including-8 main points of the compass to help locate different ones including four figure grid references	
6 H/P	To know the process of the water cycle.	Explanation of the water cycle process-link to Lake District studied in Year 2	
8 H/P GS	To know the process of the water cycle.	Identifying the way rivers are formed Why is The Lake District so full of rivers and lakes?	
10 H/P	To know what erosion and deposition of rivers is and its changes over time.	Identify features of erosion/deposition-negative and positive impacts	
12 F/W GS	To know some of the features of river erosion and deposition.	Fieldwork-record data/ and locate features seen at the River Darwen-Witton Park	
Learning links to enhance long term memory	Visit to Witton Park –River Darwen, to incorporate fieldwork including observations of river and evidence of water cycle.	Assessment	Name and locate some of the UK counties. What are the 5 steps of the water cycle? Where would be a good place to build a school? Flood plain? Hillside? List your reasons why/ why not. Construct a map of an area using four figure grid references, keys and symbols. Name the 8 main points of a compass.

Griffin Park Geography Curriculum

Year 3 Spring			
Thread	Knowledge	Skills	Vocabulary
2 LK GS	To know where the region of Snowdonia is within Wales in the UK.	Use aerial photos/map skills to locate region eg, NW Wales, borders The Irish Sea, Western part of UK etc	See above
4 H/P	To know the key topographical features of Snowdonia including Mount Snowdon.	Identifying the physical characteristics	
6 H/P	To know the human features of Snowdonia.	Identify the human characteristics, settlements-3 towns, mainly villages, no cities, land-use inc sheep farming/tourism	
8 H/P	To compare the human and physical features of Snowdonia to Blackburn in Lancashire.	Comparing features of two contrasting places-Llanberis and Blackburn-aerial photos/ maps with symbols	
10 LK PK	To know the countries of Europe and their location including the location of major cities.	Use locational language and maps including the 8 points of a compass to identify	
12 LK PK	To know the countries of Europe and their location including the location of major cities.	As above but include physical map of Europe to show key mountain ranges too	
Learning links to enhance long term memory	Videos/films about Snowdonia/Wales life-link to children who've been to Wales on holiday	Assessment	

Griffin Park Geography Curriculum

Year 3 Summer			
Thread	Knowledge	Skills	Vocabulary
2 LK GS	To know the countries of Europe and their location including the location of major rivers.	Recap on where the major cities/ivers are. Can children locate them using locational language and 8 points of a compass rose and four figure grid references?	See above
4 LK H/P	To know the countries of Europe and the location of the major mountain ranges in relation to the rivers.	Can children use a physical map to locate mountain ranges? Which countries are they in? Use four figure grid references too	
6 H/P LK PK	To know the location of The Alpine region.	What countries does it cover? What major settlements are there? What transport connections.	
8 LK H/P	To know the location of The Alps in Europe.	Identify human characteristics and key topographical features, use maps/ 8 points of a compass/ mountains/ivers/weather features to identify more	
10 GS	To know where the lines of longitude and latitude are in The World.	Using aerial photos of The World to identify lines of longitude/latitude/including location of North/South America and Russia when locating regions and countries	
12 FW GS	To recognises changes in land over time and note erosion and deposition features in a different location.	Fieldwork visit to Ribchester complete final rivers visit to note erosion/deposition of rivers in a different location- the River Ribble	
Learning links to enhance long term memory	Fieldwork visit to Ribchester –River Ribble to note erosion/deposition of a river in a different location	Assessment	

Griffin Park Geography Curriculum

Year 4 Autumn			
Thread	Knowledge	Skills	Vocabulary
2 LK GS	To know the location of major counties of the UK.	What is a county? Use a political map showing counties. Identifying features of some counties eg, The Lakes, which counties are near Lancashire?	See Year 3 key vocabulary for recapping, physical processes, natural process, artificial structures, prevent, maintain, erosion, deposition, transportation, meanders, delta, estuary, river bed, tributaries, watercourse, source, mouth, coast, contributing factors, traversing, enclave, tourist destinations, mountain range, peak, boundary, summit, pollution, landforms, magma, plate tectonics, volcanoes, earthquake, erupt, fault lines, dormant, collision, active, subduction, magnitude, tsunami, meteoric, European countries/names/names of capital cities, names of counties, cities of the UK (not just capitals, eg Bath/York, equator/ Tropic of Cancer/Capricorn/Prime Meridian/ Lines of Latitude/Longitude.
4 LK GS	To know the location of major cities of the UK.	Locating them using four figure grid references. Recap on the capital cities they know already.	
6 H/P PK	To know the land use patterns of The Alpine region and Snowdonia in Wales.	Compare and contrast human/physical aspects of land-use patterns. Why do people live here? Key economic activities. Why do people visit these places?	
8 H/P	To know the formation of mountains and volcanoes.	Explore how they develop	
10 LK PK H/P	To know the location of the key mountain ranges of Europe.	Use physical maps, to see topographical features and focus on other mountain ranges not just The Alps. What countries are they in? Land-use patterns eg, sheep farming, tourism, specialist crop farming	
12 LK H/P GS	To know the location of the key mountain ranges in The UK	Use physical maps to locate ranges, highest mountains in each country of UK, explore links between mountains and weather, precipitation, temperature, wind speed	
Learning links to enhance long term memory	Link to children's holidays eg, to Wales or different parts of Europe- record all their destinations on a map	Assessment	

Griffin Park Geography Curriculum

Year 4 Spring			
Thread	Knowledge	Skills	Vocabulary
2 H/P	To know the formation of mountains/volcanoes.	Explore the process, key ideas and vocabulary, different types of eruptions, magma, pyroclastic	See above
4 LK H/P PK	To know the location of volcanoes and locate at risk areas on a map.	Who lives near volcanoes? What do these places look like before/after? Including positive/ negative impacts. Include location of The Pacific Ring of Fire	
6 H/P	To know what an earthquake is.	Explore similarities and differences to volcanoes, is it the same? Key ideas and vocabulary	
8 H/P PK	To know examples of earthquakes and volcanoes.	Explore the impact on landscape and the people/lives-understand this is always changing and look at recent examples	
10 H/P PK	To know what a coast is.	How are coasts formed? Explore erosion/deposition at coasts, identify coasts in UK and explore if they are being caused by erosion or deposition, any patterns?	
12 H/P PK	To know what the erosion of coasts look like.	What does erosion look like? What human and physical features can prevent it? Main features, land-use- effects on people living/visiting there	
Learning links to enhance long term memory	Videos/films/ news reports on active volcanoes/ earthquakes that have happened recently	Assessment	

Griffin Park Geography Curriculum

Year 4 Summer

Thread	Knowledge	Skills	Vocabulary
2 H/P PK	To know what deposition of coasts looks like.	Identify coasts on maps – identify management of coasts and whether being caused by deposition or not	See above
4 FW H/P GS	To know what the management of coastal erosion and deposition looks like.	Fieldwork trip to Formby/Blackpool to explore coastal environment and how it's changing. Noting man-made/natural sea defences.	
6 H/P PK	To know some economic activities are on the coasts of UK.	Identify tourism/ports for trade/ fishing ports	
8 LK GS	To know the countries of Europe and the major cities are often located on major rivers. To know which countries of Europe have coastlines.	Using maps to identify the largest ports in Europe, understanding why they are important, using compass points/four figure grid references	
10 LK PK	To know why the major rivers of Europe are important for trade.	Looking at physical maps, noting location of rivers, follow the route of different rivers and describe what would be seen.	
12 GS	To know the lines of longitude/latitude across the world.	Using maps to identify/recap on tropics/prime meridian etc including use of 8 compass points and four figure grid references	
Learning links to enhance long term memory	Fieldtrip to Blackpool/ Formby, to identify types artificial and natural sea defences and features of coastal erosion/ deposition- sea walls, rock armour, groyne, sand dunes, marram grass etc	Assessment	

Griffin Park Geography Curriculum

Year 5 Autumn

Thread	Knowledge	Skills	Vocabulary
2 LK GS	To know how to locate the major counties of the UK.	Use six figure grid references, 8 points of a compass, keys, conventions of maps-equator, tropics, Greenwich meridian etc	See Year 3/4 key vocabulary also for recapping, topographic, subduction, seismic, irrigation, rises, numerous, confluence, pesticides, colonised, sparsely, populous, metropolitan, predominant, agricultural, majority, permafrost, microscopic, migration, ecosystem, aquifer, habitats, biome, saline, vertical, significant, detected, photosynthesis, predators, abundant, desertification, sporadic, expanses, fertile, emissions, temperate, deciduous, arid, vegetation, equatorial, sub-equatorial, emergent, canopy, deforestation, inhabit, terrestrial, aquatic, climate, continuous, gyres, pollution,
4 LK GS	To know how to locate major countries of the world including major cities.	Use six figure grid references, 8 points of a compass, conventions of maps-equator, tropics, Greenwich meridian, Arctic Circle, continents etc	
6 H/P	To know the difference between weather and climate.	Explore climate zones in relation to the equator, arctic, temperate, Mediterranean, desert, tropical	
8 H/P	To know the difference between weather and climate.	Explore the impact these climates have on human, animal and plant life	
10 H/P GS	To know where the vegetation belt is located in South America.	Use world maps to identify countries in different climate zones showing impacts on human activity and physical features	
12 FW H/P	To observe the impact of climate zones on animals.	Visit to Leighton Moss Nature Reserve, Morecambe Bay to observe impact of winter in a temperate climate attracting migratory birds from the Arctic Climate	
Learning links to enhance long term memory	Fieldtrip to Leighton Moss Nature Reserve	Assessment	Name the 8 main compass points. Name 8 countries in Europe. Name 8 European cities. Name 8 countries of the world. Describe the physical features of Describe the human features of..... Name the top 5 features maps usually contain What is at 454, 142? Etc Construct a map of an area using six figure grid references, keys and symbols

Griffin Park Geography Curriculum

Year 5 Spring

Thread	Knowledge	Skills	Vocabulary
2 LK H/P GS	To know the location of The Amazon Region in South America.	Locate Amazon Basin on a world map, use political maps to identify major settlements. Use physical map to identify physical features, rivers, climate etc	See above
4 PK H/P	To know the key physical features of the Amazon Basin.	Explore the physical features, rivers, forestation, climate, bauxite for aluminium. Explore the key economic activities eg, cattle farming, harvesting wood, quarries to dig iron ore.	
6 PK H/P	To know the key features of the River Amazon.	Identify the key features of the river, upper, middle and lower course. Know it's connected to the sea/rivers. Understand that the roads in the Amazon Basin are limited and why.	
8 H/P PK	To know what Manaus the major city in the Amazon Basin is like.	Explore the shops, crowded settlement, port in Manaus	
10 PK H/P	To know how the indigenous people live in the Amazon Basin.	Explore settlements, farming, economic activities	
12 H/P PK	To know how the deforestation of the Amazon is effecting the indigenous people.	Deforestation linked to mining, logging, creation of cattle farms- including the effects on animals/plants. What can be done to stop deforestation?	
Learning links to enhance long term memory	Videos/films about South America – specifically focussing on The Amazon	Assessment	

Griffin Park Geography Curriculum

Year 5 Summer

Thread	Knowledge	Skills	Vocabulary
2 H/P	To know what biomes are.	Identify the key features of biomes-polar, tundra, taiga, temperate rainforest	See above
4 H/P	To know what biomes are.	Identify the key features of biomes-tropical rainforest, grassland, savannah, desert	
6 LK GS	To know where to locate biomes on a world map.	Noting the links between climate zones and biomes, using six figure grid references, 8 points of a compass to identify where they are in the world	
8 PK H/P	To know how the biomes affect the vegetation and the way people live. (Temperate rainforest)	Identify animal life, vegetation, economic activity	
10 PK H/P	To know how the biomes affect the vegetation and the way people live. (Savannah)	Identify animal life, vegetation, economic activity	
12 PK H/P	To know how the biomes affect the vegetation and the way people live. (Desert Biome)	Identify animal life, vegetation, economic activity	
Learning links to enhance long term memory	David Attenborough films/clips	Assessment	

Griffin Park Geography Curriculum

Year 6 Autumn

Thread	Knowledge	Skills	Vocabulary
2 LK GS	To know how to classify countries of the world by their location.	Use maps to identify countries of the world and classify them by location eg, Northern Hemisphere, Arctic Circle etc	See Year 5 key vocabulary, landlocked, climate, weather, adapt, carbon dioxide, methane, excretion, deforestation, international, tourism, cultural, historical, intangibility, exporting, importing, natural resources, food miles, food security, management, disadvantages, advantages, destination, cargo, networks, frequency, conflict, vulnerable, congestion, topographic, subduction, seismic, citadel, median, populous, sparsely, colony, indigenous.
4 H/P GS	To know what climate change is.	Use physical world maps to locate the Arctic and Antarctic, identifying physical and human features of these areas including the climate zone of these.	
6 H/P PK	To know the causes of climate change.	Understanding the causes of climate change, understanding the effect global warming is having on Arctic/Antarctic rising sea levels	
8 H/P PK	To know and understand the impact of global warming on the natural world.	Explore the key features of the natural world-focussing on Arctic/Antarctic regions	
10 H/P PK	To locate an area of the world affected by climate change.	For example, an island nation, know what it's like and why? Know what it is like there-settlements, land-use and economic activities.	
12 H/P PK	To know the impact of climate change on the place being studied.	Explore physical impact, impact on the natural world, human activity, what can people do?	
Learning links to enhance long term memory	News reports/David Attenborough films, study recent articles, linked with English lessons	Assessment	

Griffin Park Geography Curriculum

Year 6 Spring

Thread	Knowledge	Skills	Vocabulary
2 GS H/P	To know how countries of the world are interdependent for, food and raw materials.	Identify what the UK needs/ obtains from outside of The UK. Use maps including 8 compass points and six figure grid references to locate where imports arrive from and where exports go to	See above
4 H/P LK	To know what international trade is.	Discuss imports/exports, how? Plane, ship, lorry	
6 GS LK	To know the key objects the UK exports and locate significant countries involved.	Discuss machinery, including computers, vehicles, medicines, aircraft. Use world maps to identify where UK exports end up, follow the journey of an exported object from the UK	
8 H/P LK FW	To know the journey of a banana from Columbia to The UK.	Identify all countries/ types of travel. Use world maps to locate/identify (Fieldwork trip to local shops eg, Tesco, how many imported products can they find?)	
10 LK GS	To know the main exports from the Amazon Basin.	Recap on this from Year 5, what do children remember? Discuss and explore beef, wood, bauxite journeys	
12 GS H/P	To know why some countries that export raw materials are not as affluent.	Locate these on maps/ political world maps	
Learning links to enhance long term memory	Visit to local shops, noting imports/ exports	Assessment	

Griffin Park Geography Curriculum

Year 6 Summer

Thread	Knowledge	Skills	Vocabulary
2 H/P LK	To know what we mean by the environment.	Griffin Park, Blackburn, Lancashire, England, UK etc Which environments do we want to keep? Why is it important?	See above
4 H/P PK	To know threats to the environment.	Discuss floods, air and water pollution, droughts, extinction of animals eg, insects. Local issues, overuse of natural resources, nationally and internationally	
6 H/P PK	To know the difference we can make to the environment. To know how we can protect our local environment.	Reduce, reuse, recycle, buy local, list ways to protect environments, what things can we all do at home? School?	
8 GS	To know how to plan a route using maps, six figure grid references and 8 compass points.	Use OS maps, six figure grid references, symbols, 8 points of a compass to locate and draw a route.	
10 GS FW	To use their planned route to complete their fieldwork trip.	As a class work together to complete fieldwork following a route they've planned together, using six figure grid references and the 8 points of a compass to follow	
12 GS H/P PK	To know how to design an improved environment locally.	Use OS symbols, keys, six figure grid references, 8 compass points. Design and map an improved environment	
Learning links to enhance long term memory	Fieldwork trip where children will map their own route using OS maps/symbols/ Six figure grid references and 8 points of a compass to plan their route.	Assessment	