



# Bradwell Village School



## Geography Framework

Autumn			
Year Three	Year Four	Year Five	Year Six
<p>To create a map of our journey to school.</p> <p>To know how to identify lines of longitude, latitude and the Equator. And tropics.</p> <p>To use maps to locate rainforests.</p> <p>To identify the 7 continents</p> <p>To know where cacao trees grow.</p> <p>To know what affects the growth of cacao trees.</p> <p>To understand key vocabulary (cash crop, trade link).</p> <p>To know about cash crops.</p> <p>To know how different countries benefit from trade links.</p> <p>To know what products come from the rainforests.</p> <p>To identify products we use which come from rainforests.</p> <p>To find out about the lives of rainforest people.</p> <p>To learn how and why the rainforests are changing. (Deforestation)</p> <p>To record the similarities and differences within Brazil (including cultural differences).</p> <p>To know about climate zones.</p> <p>To know about biomes.</p> <p>To know about vegetation belts.</p>	<p>To know what the Earth is made of</p> <p>To know how the earth is formed.</p> <p>To compare and contrast old and new continental formation.</p> <p>To locate know places in the world where volcanoes occur.</p> <p>To understand the cause of volcanoes.</p> <p>To explain and present the process of earthquakes, volcanoes and tsunamis.</p> <p>To understand what is meant by physical geography</p>	<p>To understand Anglo-Saxon place names and know which place names exist today.</p> <p>To know the names of countries and major cities of Europe including Russia.</p> <p>To identify the key physical features and human characteristics of European countries including Russia.</p>	<p>To understand what a settlement is</p> <p>To understand what makes a site suitable for a settlement</p> <p>To know about the main physical and human features of two localities</p> <p>To explain how physical and human processes lead to similarities and differences between places</p> <p>To know how the features of particular localities influence the work, school and home life within them</p> <p>To understand the distribution of natural resources</p> <p>To identify lines of longitude and latitude</p> <p>To identify and recognise the significance of the Northern and Southern Hemispheres and other significant regions of the globe</p>

**Spring**

Year Three	Year Four	Year Five	Year Six
<p>To use maps to locate Greece.</p> <p>To identify physical and human features of Greece (and compare to UK)</p> <p>To identify and compare Ancient Greece with Modern Greece.</p> <p>To find out about the climate in Greece and compare it to the United Kingdom.</p>	<p>To find and interpret symbols used on a map. (Focus on maps of Milton Keynes and the local area)</p> <p>To understand 2 figure grid references.</p> <p>To understand and use geographical vocabulary.</p> <p>To locate and explain the importance of major cities in the UK.</p> <p>To know the countries and capital cities in Europe.</p> <p>To locate counties in the UK using compass points.</p> <p>To use an atlas effectively when locating counties.</p> <p>To understand how the world is recorded in aerial photographs and satellite images.</p> <p>Use maps of the local area to focus on MK landmarks such as concrete cows/Campbell park and Bradwell Abbey</p>	<p>To explain how the water cycle works</p> <p>To explain how clouds are formed</p> <p>To know the features of mountains and hills</p> <p>To know the features of rivers and coasts</p> <p>To understand why the shape of a river changes</p> <p>To discover how the upper river changes the landscape</p> <p>To describe how the middle river changes its landscape</p> <p>To describe how the lower river changes its landscapes</p> <p>To know the advantages and disadvantages of flooding</p> <p>To identify UK rivers and mountains using a map</p> <p>To know about climates across the world</p> <p>To know the impact of global warming</p>	<p>To use 6 figure grid references.</p> <p>To understand how human activities are affected by different seasons around the world.</p> <p>To know that different time zones impact on human activities and communications.</p>

## Summer

Year Three	Year Four	Year Five	Year Six
<p>To explore maps</p> <p>To understand what symbols and keys are used for on a map</p> <p>To draw a map of an ancient settlement using symbols and keys</p> <p>To find local places of historical interest on a map</p>	<p>To understand what is meant by human and physical geography.</p> <p>To understand the human geography of our local area.</p> <p>To understand the physical geography of our local area.</p> <p>To carry out a weather survey.</p> <p>To compare temperature.</p> <p>To use symbols to map own journey.</p>	<p>To understand human and physical features of a specific place.</p> <p>To understand how Tourism benefits modern Egypt</p> <p>To understand how economic activity affects tourism</p> <p>To understand how Egyptian tourism has changed over time</p> <p>To explore holiday attractions in modern Egypt</p> <p>To understand that there are different climate zones</p> <p>To use four-figure grid reference</p>	<p>To identify the seven continents.</p> <p>To use maps effectively to locate the major countries within each continent.</p> <p>To use maps effectively to locate major cities within each continent.</p> <p>To know the physical and human characteristics of a chosen European country (and to compare this to England and MK)</p> <p>To compare population, area, climate and environmental regions, key human, famous landmarks, topographical features.</p> <p>To understand what the Prime / Greenwich Meridian is.</p> <p>To understand that there are different time zones around the world.</p> <p>To use knowledge of maps to locate GMT and different time zones.</p>

Fieldwork			
Year Three	Year Four	Year Five	Year Six
<p><b>Summer Term</b></p> <p>Local study on the traffic. To carry out a study on the local traffic, recording the number of cars that pass under the bridge within a short period of time. HA to study what colour cars are also travelling under the bridge.</p> <p>To record information and display it in a bar chart. Can they give reasons for the amount of cars at a certain time of day? (Link to maths objectives on handling data)</p>	<p><b>Summer Term</b></p> <p>Visit to Bancroft and the Roman Villa as part of the Roman topic.</p> <p>To identify other landmarks of the local area e.g. Bancroft Abbey, Roman Villa and the Concrete Cows.</p> <p>To compare local area now to back when the villa was fully occupied (100 AD)</p>	<p><b>Spring Term.</b></p> <p>To carry out a weather investigation. To measure rainfall over a period of time, recording the data and then giving reasons for the amount of rainfall linked to the climate and weather at the time. Link to maths topic on handling data.</p> <p>Walk to local river to investigate features. To visit a local river to enhance their knowledge of the key features. E.g. Caldecotte to look at flood defences? Willen as a man-made balancing lake. Can use knowledge and skills to map the features.</p>	<p><b>Summer Term</b></p> <p>To carry out a locality study comparing Benin to Milton Keynes. Identify physical geography (such as location, climate, land use) as well as human geography (such as culture of the people, daily life and jobs)</p> <p>To use skills and knowledge of map reading and compass points to carry out an orienteering activity during their transitional period before secondary school.</p>

Local Knowledge	Place Knowledge	Geographical Skills and Fieldwork	Fieldwork
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