

Reception	Autumn 1 Me and My Community	Autumn 2 Sparkle and Shine Supporting topic - Marvellous Machines	Spring 1 Let's Explore Supporting topic - Build it Up	Spring 2 Once upon a time Supporting topic - Puppets and Pop ups	Summer 1 Ready, Steady Grow! Supporting topic - Creep, Crawl and Wriggle.	Summer 2: Big Wide World Supporting Topic: Splash
NC - Programmes of Study	<p><u>ELG: The Natural World:</u> -Explore the natural world around them, making observations and drawing pictures of animals and plants. - 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 some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p> <p><u>People Culture and Communities ELG:</u> Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts, and maps; - Know some similarities and</p>		<p><u>ELG: The Natural World:</u> -Explore the natural world around them, making observations and drawing pictures of animals and plants. - 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 some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p> <p><u>People Culture and Communities ELG:</u> Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts, and maps; - Know some similarities and</p>		<p><u>ELG: The Natural World:</u> -Explore the natural world around them, making observations and drawing pictures of animals and plants. - 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 some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>	<p><u>ELG: The Natural World:</u> -Explore the natural world around them, making observations and drawing pictures of animals and plants. - 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 some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>

	<p>differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class; - Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and - when appropriate - maps.</p>		<p>differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class; - Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and - when appropriate - maps.</p>			
Knowledge	<p><u>Environment</u> <u>Skill:</u> To show care for living things and the environment. <u>Knowledge:</u> To know that we should care for the environment. For example rubbish needs to be put in the bin. <u>Skill:</u> To describe how they can look after their environment. <u>Knowledge:</u> To know litter has a harmful effect on the area we live, work and play. <u>Human Features and Landmarks:</u> <u>Skill:</u> To name and talk about man-made features in the local environment, including shops, houses, streets and parks. <u>Knowledge:</u></p>		<p><u>The Natural World:</u> <u>Skill:</u> To notice and talk about the different places around the world, including oceans and seas. <u>Knowledge:</u> To know globes and maps can show us the location of different places around the world. <u>Location:</u> <u>Skill:</u> To describe how the weather, plants and animals of one place is different to another using simple geographical terms. <u>Significant Places:</u> <u>Skill:</u> To discuss and describe places that are important to them. <u>Knowledge:</u> To know a place can be important because of its</p>		<p><u>Maps:</u> <u>Skill:</u> To use simple maps in their play to represent places and journeys, real and imagined. <u>Knowledge:</u> To know that a map is a picture or drawing of an area of land or sea. <u>Observation:</u> <u>Skill:</u> To observe, record and talk about living things with support.</p>	<p><u>The World:</u> <u>Skill:</u> To notice and talk about the different places around the world, including oceans and seas. <u>Knowledge:</u> To know that globes and maps can show us the location of different places around the world. <u>Specific Knowledge:</u> To know a globe is a 3-D model of the Earth. Maps show 2-D images of places. <u>Settlements and Land Use:</u> <u>Skill:</u> To describe a contrasting environment to their own. <u>Location:</u> <u>Skill:</u> To describe how the weather, plants and animals of one place is different to another using simple geographical terms.</p>

	<p>To know human features are man-made and include houses, shops, buildings, offices, parks, streets and places of worship.</p> <p>Fieldwork: Skill: To take photographs, draw simple picture maps and collect simple data during fieldwork activities.</p> <p>Knowledge: To know fieldwork includes going on walks and visits to collect information about the environment.</p> <p>Specific Knowledge: -To know a community is made up of a group of people who share or live in the same place. -To know there are different types of communities, such as the family community, the school community and the local community. -To know schools are places where we come to learn and make new friends.</p> <p>To be able to talk about some of the people and places in the local community such as the Mosque, the shops, the doctor's surgery, the church etc.</p>		<p>location, use buildings or landscape.</p> <p>Geographical Change: Skill: To discuss how the local environment has changed over time using photographs and first-hand experiences.</p> <p>Maps: Skill: To use simple maps in their play to represent places and journeys, real and imagined.</p> <p>Knowledge: To know a map is a picture or drawing of an area of land or sea.</p> <p>Fieldwork: Skill: To take photographs, draw simple picture maps and collect simple data during fieldwork activities.</p> <p>Knowledge: To know that fieldwork includes going on walks and visits to collect information about the environment.</p> <p>Specific Knowledge: To know we are part of a community. To know a community is a group of people who live together or share a space. To know maps and plans represent areas and show</p>			<p>Specific Knowledge: To know that climates and environments are different, depending on their location on Earth.</p> <p>Environment Skill: To describe how they can look after their environment.</p> <p>Knowledge To know that litter has a harmful effect on the area we live, work and play.</p> <p>Compare and Contrast: Skill: To describe how two places are the same or different using simple picture maps, photographs, data and other geographical resources.</p> <p>Knowledge: To know that places can have different climates, weather, food, religions, culture, wildlife, transport and amenities.</p> <p>Specific Knowledge: To know that the savannah is a mixed grass and woodland habitat. The world's largest savannah is in Africa.</p> <p>Maps: Skill: To use simple maps in their play to represent</p>
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			<p>their features, including roads.</p> <p>To know what a map is and be able to make a simple map of the local community.</p> <p>To name some key buildings from the local community- St Mark's church, The Mosque, school, Multistorey carpark, Queensgate shopping Centre, the hospital and doctors surgery, their houses.</p>			<p>places and journeys, real and imagined.</p> <p>Knowledge: To know a map is a picture or drawing of an area of land or sea.</p> <p>Fieldwork: Skill: To take photographs, draw simple picture maps and collect simple data during fieldwork activities.</p> <p>Knowledge: To know that fieldwork includes going on walks and visits to collect information about the environment.</p> <p>To know what a farm is.</p> <p>To know that a farm can have animals and or crops.</p> <p>To know that food comes from around the world, and to talk about this using their own experiences.</p>
Prior Knowledge Nursery	To know ways to care for their local environment.		To explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts		To explore the natural world around them, making observations and drawing pictures of animals and plants.	To describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.

			and - when appropriate - maps.			To explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and - when appropriate - maps.
Future Knowledge Year 1	To know human features are man-made and include factories, farms, houses, offices, ports, harbours and shops. Landmarks and monuments are features of a landscape, city or town that are easily seen and recognised from a distance. They also help someone to establish and describe a location. Name and describe the purpose of human features and landmarks.		To know a continent is a large area of land. The world's seven continents are Africa, Antarctica, Asia, Australia, Europe, North America and South America. The five oceans are the Arctic Ocean, Atlantic Ocean, Indian Ocean, Pacific Ocean and Southern Ocean. Name and locate the world's seven continents and five oceans on a world map.		To know how to read or draw a simple picture map.	To learn about different types of settlements and what a settlement is. To find out about different human features. Name and locate the four countries of the UK and their capital cities on a map, atlas or globe.
Vocabulary	Factories, farms, houses, offices, ports, harbours and shops. Landmarks, monuments, city, town and human features,		Continent, Africa, Antarctica, Asia, Australia, Europe, North America and South America. Ocean, Arctic Ocean, Atlantic Ocean, Indian Ocean, Pacific Ocean and Southern Ocean.		Map, land and sea.	Settlement, human features, countries, United Kingdom, capital cities, map, atlas and globe.
Fieldwork						Take photographs, draw simple picture maps and collect simple data during fieldwork activities in the local environment.
Trips and/or experiences	Local walk around the area.				Farm Trip Forest School	

Year 1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
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	Superheroes	School Days	Paws, claws and whiskers	Dinosaur Planet	Bright lights, big city	Enchanted Woodland
NC - Programmes of Study		<p><u>Geographical Skills and Fieldwork:</u> Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key. Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</p> <p><u>Geographical Skills and Fieldwork:</u> Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</p>	<p><u>Human and Physical Geography</u> Use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.</p> <p><u>Geographical Skills and Fieldwork:</u> Use world maps, atlases and globes to identify the UK and its countries, as well as the countries, continents and oceans studied at this key stage. Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</p> <p><u>Locational Knowledge:</u> Name and locate the world's seven continents and five oceans</p>	<p><u>Locational Knowledge:</u> Name and locate the world's seven continents and five oceans</p>	<p><u>Locational Knowledge:</u> Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</p> <p><u>Human and Physical Geography:</u> Use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop. Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country</p>	<p><u>Geographical Skills and Fieldwork:</u> Use simple compass directions (North, South, East and West) and locational and directional language (e.g. near and far; left and right), to describe the location of features and routes on a map.</p>
Knowledge		<p><u>Coastal Features: Physical Features: Knowledge</u> To know a physical feature is one that forms naturally, and can change over time due to weather and other forces.</p> <p><u>Skill:</u></p>	<p><u>Using and Making Maps Knowledge</u> To know how to draw or read a simple picture map. <u>Skill</u> To know a map is a picture or drawing of an area of land or sea that can show human and physical features. A key is used to show features on a map. A</p>	<p><u>Location Continents and Oceans: Knowledge</u> To know a continent is a large area of land. The world's seven continents are Africa, Antarctica, Asia, Australia, Europe, North America and South America. The five oceans are the Arctic Ocean,</p>	<p><u>Human Features and Landmarks: Knowledge:</u> To know human features are man-made and include factories, farms, houses, offices, ports, harbours and shops. Landmarks and monuments are features of a landscape, city or town that are easily seen</p>	<p><u>Making Maps: Knowledge</u> To know a map is a picture or drawing of an area of land or sea that can show human and physical features. A key is used to show features on a map. A map has symbols to show where things are located.</p>

To describe the size, location and position of a physical feature, such as beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley and vegetation.

Coastal Features:

Physical Features:

Knowledge

To know a physical feature is one that forms naturally, and can change over time due to weather and other forces.

Skill:

To describe the size, location and position of a physical feature, such as beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley and vegetation.

Fieldwork:

Knowledge

To know an aerial photograph or plan perspective shows an area of land from above.

Skill

To identify features and landmarks on an aerial photograph or plan perspective.

Knowledge

To know that fieldwork includes going out in the environment to look, ask questions, take photographs, take measurements and collect samples.

Skill

map has symbols to show where things are located.

World:

Knowledge

To know that a continent is a large area of land. The world's seven continents are Africa, Antarctica, Asia, Australia, Europe, North America and South America. The five oceans are the Arctic Ocean, Atlantic Ocean, Indian Ocean, Pacific Ocean and Southern Ocean.

Skill

To name and locate the world's seven continents and five oceans on a world map.

Atlantic Ocean, Indian Ocean, Pacific Ocean and Southern Ocean.

Skill

To name and locate the world's seven continents and five oceans on a world map.

and recognised from a distance. They also help someone to establish and describe a location.

Skill

To name and describe the purpose of human features and landmarks.

Compare and Contrast:

Knowledge

To know that places can be compared by size, amenities, transport, location, weather and climate.

Skill

To identify the similarities and differences between two places.

Geographical Resources:

Knowledge

To know an aerial photograph or plan perspective shows an area of land from above.

Skill

To identify features and landmarks on an aerial photograph or plan perspective.

UK:

Knowledge

To know the United Kingdom (UK) is a union of four countries: England, Northern Ireland, Scotland and Wales. A capital city is a city that is home to the

Skill

To draw or read a simple picture map.

To carry out fieldwork tasks to identify characteristics of the school grounds or locality.

Maps:

Knowledge

To know a map is a picture or drawing of an area of land or sea that can show human and physical features.

To know a key is used to show features on a map. A map has symbols to show where things are located.

Skill

To know how to read or draw a simple picture map.

Knowledge

To know data is information that can be collected and used to answer a geographical question.

Skill

Collect simple data during fieldwork activities.

Geographical Change:

Knowledge

To know that geographical features can change over time.

Skill

To describe how a place or geographical feature has changed over time.

Environment:

Knowledge:

Litter and pollution have a harmful effect on the areas where we live, work and play.

government and ruler of a country. London is the capital city of England, Belfast is the capital city of Northern Ireland, Edinburgh is the capital city of Scotland and Cardiff is the capital city of Wales. The countries of the United Kingdom are made up of cities, towns and villages.

Skill:

To name and locate the four countries of the UK and their capital cities on a map, atlas or globe.

Position:

Knowledge

To know that positional language includes behind, next to and in front of. Directional language includes left, right, straight ahead and turn.

Skill

To use simple directional and positional language to give directions, describe the location of features and discuss where things are in relation to each other.

Geography Features:

Knowledge:

A settlement is a place where people live and work and can be big or small, depending on how many people live there. Towns and cities are urban settlements.

		<p>Skill: Describe how pollution and litter affect the local environment and school grounds.</p>			<p>Features of towns and cities include homes, shops, roads and offices.</p> <p>Skill Identify the characteristics of a settlement.</p>	
Prior Knowledge Reception		To know fieldwork includes going on walks and visits to collect information about the environment.	To notice and talk about the different places around the world, including oceans and seas. To know globes and maps can show us the location of different places around the world.		<p>To describe a contrasting environment to their own. To know that places can have different climates, weather, food, religions, culture, wildlife, transport and amenities. To name and talk about man-made features in the local environment, including shops, houses, streets and parks. To know human features are man-made and include houses, shops, buildings, offices, parks, streets and places of worship.</p>	<p>To use simple maps in their play to represent places and journeys, real and imagined. To know a map is a picture or drawing of an area of land or sea.</p>
Future Knowledge Year 2		Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.	Use world maps, atlases and globes to identify the UK and its countries, as well as the countries, continents and oceans studied at this key stage.		<p>Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK, and of a small area in a contrasting non-European country. Use simple compass directions (North, South, East and West) and locational and directional language (e.g. near and far; left and right), to describe the location of features and routes on a map.</p>	To devise a simple map; and use and construct basic symbols in a key.
Vocabulary	city, town, village, factory, farm, house,	city, town, village, factory, farm, house,	Equator, north pole, south pole, beach, cliff, coast, forest, hill, mountain, sea,		city, town, village, factory, farm, house,	Compass, North, South, East and West.

	office, port, harbour and shop	office, port, harbour and shop	ocean, river, soil, valley, vegetation, season and weather. Asia, Antarctica, Australasia, Africa, Europe, North America and South America. Arctic Ocean, Atlantic Ocean, Indian Ocean, Pacific Ocean and Southern Ocean.		office, port, harbour and shop. The United Kingdom, England, Wales, Scotland and Ireland. London, Belfast, Edinburgh and Cardiff, landmarks and settlements.	Woodlands, hedgerows and meadows.
Fieldwork			Weather is a physical process. Describe in simple terms how a physical process or human behaviour has affected an area, place or human activity.			Litter and pollution have a harmful effect on the areas where we live, work and play. Describe how pollution and litter affect the local environment and school grounds.
Trips and/or experiences		Walk around the school and surrounding areas.	Visit the zoo to learn about a range of animals from different continents.			Visit to the forest area.

Year 2	Autumn 1 Beachcombers	Autumn 2 Land Ahoy!	Spring 1 Street Detectives	Spring 2 Towers, Tunnels and Turrets	Summer 1 The Scented Garden	Summer 2 Stone Age
NC - Programme of Study	<p><u>Coastal Features:</u> <u>Fieldwork</u> Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.</p> <p><u>Features</u></p>	<p><u>Locational Knowledge:</u> Name and locate the world's seven continents and five oceans. Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</p> <p><u>Using Maps:</u> use world maps, atlases and globes to identify the</p>	<p><u>Fieldwork:</u> Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.</p> <p>Use simple fieldwork and observational skills to study the geography of</p>	<p><u>Fieldwork:</u> Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.</p> <p>Use simple fieldwork and observational skills to study the geography of</p>	<p><u>Features:</u> Identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</p> <p><u>Place:</u> Understand geographical similarities and differences through</p>	

	<p>Use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</p>	<p>United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage.</p> <p>Fieldwork: Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features: devise a simple map; and use and construct basic symbols in a key. Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment. Use world maps, atlases and globes to identify the UK and its countries, as well as the countries, continents and oceans studied at this key stage.</p> <p>Features: Identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</p>	<p>their school and its grounds and the key human and physical features of its surrounding environment.</p> <p>Features: Use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.</p>	<p>their school and its grounds and the key human and physical features of its surrounding environment.</p> <p>Features: Use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.</p> <p>Place: Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK, and of a small area in a contrasting non-European country.</p> <p>Aims: Develop contextual knowledge of the location of globally significant places - both terrestrial and marine - including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes.</p>	<p>studying the human and physical geography of a small area of the UK, and of a small area in a contrasting non-European country.</p> <p>Fieldwork: Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.</p> <p>Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</p> <p>Aims: Understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time.</p>	
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		Use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.				
Lesson/ Lead Question						<p>How do you know about the Stone Age?</p> <ol style="list-style-type: none"> 1. The hunters of Doggerland 2. Hunter-gatherers 3. What do we mean by pre-historic? 4. Skara Brae 5. Stonehenge 6. How was Stonehenge built?
Knowledge	<p><u>Coastal Features:</u> <u>Physical Features:</u> <u>Knowledge</u> To know a physical feature is one that forms naturally, and can change over time due to weather and other forces.</p> <p><u>Skill:</u> To describe the size, location and position of a physical feature, such as beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley and vegetation.</p>	<p><u>Fieldwork:</u> <u>Knowledge</u> To know that fieldwork can help to answer questions about the local environment and can include observing or measuring, identifying or classifying and recording.</p> <p><u>Skill:</u> To ask and answer simple geographical questions through observation or simple data collection during fieldwork activities.</p> <p><u>Maps:</u> <u>Knowledge</u> To know a map is a picture or drawing of an area of land or sea that can show human and physical</p>	<p><u>Fieldwork:</u> <u>Knowledge</u> To know that fieldwork can help to answer questions about the local environment and can include observing or measuring, identifying or classifying and recording.</p> <p><u>Skill:</u> To ask and answer simple geographical questions through observation or simple data collection during fieldwork activities.</p> <p><u>Data Analysis:</u> <u>Knowledge</u> To know data can be recorded in different ways, including tables, charts and pictograms.</p>	<p><u>Compare and Contrast:</u> <u>Knowledge</u> To know a non-European country is a country outside the continent of Europe. For example, the USA, Australia, China and Egypt are non-European countries. European countries include the United Kingdom, Germany, France and Spain.</p> <p><u>Skill</u> To describe and compare the human and physical similarities and differences between an area of the UK and a contrasting non-European country.</p> <p><u>Maps:</u> <u>Knowledge</u></p>	<p><u>Compare and Contrast:</u> <u>Knowledge</u> To know a non-European country is a country outside the continent of Europe. For example, the USA, Australia, China and Egypt are non-European countries. European countries include the United Kingdom, Germany, France and Spain.</p> <p><u>Skill</u> To describe and compare the human and physical similarities and differences between an area of the UK and a contrasting non-European country.</p> <p><u>Maps:</u> <u>Knowledge</u></p>	<p><u>The hunters of Doggerland</u></p> <p>To know that Great Britain is now an island separated from Europe by sea.</p> <p>To know that hundreds of thousands of years ago Britain was not a separate island separated by sea. It was part of a bigger land mass.</p> <p>To know that there was a land bridge between Britain and Denmark called Doggerland.</p>

features. Maps use symbols and a key. A key is the information needed to read a map and a symbol is a picture or icon used to show a geographical feature.

Skill

To draw or read a range of simple maps that use symbols and a key.

Location:

Knowledge

To know the equator is an imaginary line that divides the world into the Northern and Southern Hemispheres. The North Pole is the most northern point on Earth. The South Pole is the most southern point on Earth.

Skill

To locate the equator and the North and South Poles on a world map or globe.

World:

Knowledge

To know the ocean is a large sea. There are five oceans on our planet called the Arctic, Atlantic, Indian, Pacific and Southern Oceans. Seas include the Black, Red and Caspian Seas. The United Kingdom is an island surrounded by the Atlantic Ocean, English Channel, Irish Sea and North Sea. The world's

Skill

To collect and organise simple data in charts and tables from primary sources (fieldwork and observation) and secondary sources (maps and books).

Geographical Change:

Knowledge

To know an environment or place can change over time due to a geographical process, such as erosion, or human activity, such as housebuilding.

Skill

To describe how an environment has or might change over time.

Environment:

Knowledge

To know the local environment can be improved by picking up litter, planting flowers and improving amenities.

Skill

To describe ways to improve the local environment.

Maps:

Knowledge

To know a map is a picture or drawing of an area of land or sea that can show human and physical features. Maps use symbols and a key. A key is the information needed

To know a map is a picture or drawing of an area of land or sea that can show human and physical features. Maps use symbols and a key. A key is the information needed to read a map and a symbol is a picture or icon used to show a geographical feature.

Skill

To draw or read a range of simple maps that use symbols and a key.

Human Features and

Landmarks:

Knowledge

To know human features are man-made and include castles, towers, schools, hospitals, bridges, shops, tunnels, monuments, airports and roads. People use human features in different ways. For example, an airport can be used for work or leisure and a harbour can be used for industry or travel.

Skill

To use geographical vocabulary to describe how and why people use a range of human features.

To know a map is a picture or drawing of an area of land or sea that can show human and physical features. Maps use symbols and a key. A key is the information needed to read a map and a symbol is a picture or icon used to show a geographical feature.

Skill

To draw or read a range of simple maps that use symbols and a key.

seven continents are Africa, Antarctica, Asia, Australia, Europe, North America and South America.

Skill

To name and locate seas surrounding the UK, as well as seas, the five oceans and seven continents around the world on a world map or globe.

Significant Places:

Knowledge

To know a significant place is a location that is important to a community or society. Places can also be significant because of religious or historic events that may have happened in the past near the location. Significant places can also include monuments, such as the Eiffel Tower, or natural landscapes, such as the Great Barrier Reef.

Skill

To name, locate and explain the significance of a place.

to read a map and a symbol is a picture or icon used to show a geographical feature.

Skill

To draw or read a range of simple maps that use symbols and a key.

Geographical Resources:

Knowledge

To know an aerial photograph can be vertical (an image taken directly from above) or oblique (an image taken from above and to the side).

Skill

To study aerial photographs to describe the features and characteristics of an area of land.

Human Features and Landmarks:

Knowledge

To know human features are man-made and include castles, towers, schools, hospitals, bridges, shops, tunnels, monuments, airports and roads. People use human features in different ways. For example, an airport can be used for work or leisure and a harbour can be used for industry or travel.

Skill

To use geographical vocabulary to describe

			how and why people use a range of human features.			
Prior Knowledge Year 1	To know human features are man-made and include factories, farms, houses, offices, ports, harbours and shops. Landmarks and monuments are features of a landscape, city or town that are easily seen and recognised from a distance. They also help someone to establish and describe a location.	To name and locate the world's seven continents and five oceans on a world map. To know a map is a picture or drawing of an area of land or sea that can show human and physical features. To know a key is used to show features on a map. A map has symbols to show where things are located.	To know a map is a picture or drawing of an area of land or sea that can show human and physical features. A key is used to show features on a map. A map has symbols to show where things are located.	To know that places can be compared by size, amenities, transport, location, weather and climate. To identify the similarities and differences between two places.		To name and locate the four countries of the UK and their capital cities on a map, atlas or globe.
Future Knowledge Year 3	Explore The River Indus - its source, course, beauty, uses (ancient & modern) and some of its environmental challenges.	To locate the continent of Europe. To investigate climate zones -first mention of Equator, Arctic, Antarctic and the North/South poles. To know the major cities in the UK -locational overview	To use Map Skills using a grid to find and compare locations. To use map skills basics in navigating the globe: equator, lines of latitude, Arctic and Antarctic.	To compare two cities: Cardiff and London, inc.economy & transport.		To explore land use, settlements by rivers.
Vocabulary	city, town, village, factory, farm, house, office, port, harbour and shop beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather	city, town, village, factory, farm, house, office, port, harbour and shop beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather	city, town, village, factory, farm, house, office, port, harbour and shop beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather	city, town, village, factory, farm, house, office, port, harbour and shop beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather	city, town, village, factory, farm, house, office, port, harbour and shop beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather	Chapter 1 land-bridge ancestors Chapter 2 nomadic tools hunter-gatherers Stone Age mammoths Chapter 3 pre-history pre-historic Chapter 4 Skara Brae Chapter 5 mounds Stonehenge Midsummer's Day Midwinter's
Fieldwork						
Trips and/or experiences	Beach Hunstanton		Local walk	Rockingham Castle		

Year 3	Autumn 1 Rivers	Autumn 2 Mountains	Spring 1 Settlements	Spring 2 Agriculture	Summer 1 Volcanoes	Summer 2 Climate and Biomes
NC - Programme of Study	Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating	Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of	Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical	Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of	Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains,	Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains,

	on their environmental regions, key physical and human characteristics, countries, and major cities	natural resources including energy, food, minerals and water	characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time	natural resources including energy, food, minerals and water	volcanoes and earthquakes, and the water cycle	volcanoes and earthquakes, and the water cycle
Lesson Lead/Question	<u>What are the similarities and differences between the Rivers Severn and the River Indus?</u> 1. The mighty River Indus 2. The changing River Indus 3. How rivers get their water 4. How a river shapes the land: the young river 5. How a river shapes the land: the mature river 6. Britain's longest river: the River Severn	<u>How do mountains interact with what is around them?</u> 1. What is a mountain? 2. Mountain ranges 3. Why do people live on mountains? 4. Living in the Andes 5. Mountainous regions of the UK 6. Snowdonia	<u>How are settlements similar and different?</u> 1. What is a settlement? 2. What is a village? 3. What is a town? 4. What is a city? 5. London: the largest city in the UK 6. Cardiff is a city	<u>How are we connected to farmers?</u> 1. What is agriculture? 2. Arable farming 3. Pastoral farming 4. How does farming change the landscape? 5. How does our food affect farming? 6. Sheep farming in Wales	<u>How do volcanoes affect a place?</u> 1. The journey no one will make 2. What happens when a volcano erupts? 3. How are volcanoes formed? 4. Active, dormant and extinct volcanoes 5. Mount Etna 6. Why do people choose to be near a dangerous volcano?	<u>How does the climate affect the way people live?</u> 1. The continent of Europe 2. Climate zones 3. Climate and oceans 4. Climates and biomes 5. The Mediterranean climate 6. The temperate climate: Britain and the Rhine
Knowledge	<ul style="list-style-type: none"> Explore The River Indus -its source, course, beauty, uses (ancient & modern) and some of its environmental challenges. Know how rivers get their water - the source, springs, Know how the water cycle works To understand what tributaries are and how rivers shape the land. To know what the river's load means. To know what happens during flooding. To explore the River Severn builds sense of place To know about wildlife in the River Severn, Fishing, local agriculture, pollution problems. 	<ul style="list-style-type: none"> To know the highest mountain in each of the four nations of the UK. To explore and learn about the mountain ranges and mountainous regions: Brecon Beacons, Highlands, Lake district, Snowdonia, Pennines, Yorkshire Dales. To know why people, live on mountains Explore the Andes, Snowdonia To explore the relationship between mountains and weather To explore the relationship between mountains and people 	<ul style="list-style-type: none"> To know about different settlement types, hamlet, village, town, city etc. To explore land use, settlements To know the major cities in the UK -locational overview To know how London is shaped by the River Thames. To compare two cities: Cardiff and London, inc.economy & transport. To know how people move about in Cardiff To know how people move about in London (e.g. tube map). To investigate patterns of settlement in Cardiff and London. To use Map Skills using a grid to find and compare locations. 	<ul style="list-style-type: none"> To know and understand about arable farming, pastoral farming, mixed farming, To know how the food, we eat affects farming (seasonal food, local food, pesticides, organic food, vegetarian and plant-based diets that do not use animals. To know about sheep farming in Wales -Snowdonia. To know how farming changes the landscape. To know the location Sussex This is the beginning of a sustained theme in rest of KS2 on farming, across the globe: To know where our food come from? Why does this matter? To know how food connects us across the world To know what ecosystems, we affect when we buy and cook our food? 	<ul style="list-style-type: none"> 1 To know the structure and composition of the earth. The earth is made up of 3 layers the crust, the core and the mantle. 2 To know how and why volcanoes erupt. To know the different types of volcanoes To understand the formation of volcanoes To know that volcanoes can be active, dormant and extinct. To investigate Mount Etna and human settlements around it. To know why people, visit volcanoes (work, tourism, farming, science) 	<ul style="list-style-type: none"> To locate the continent of Europe. To investigate climate zones - first mention of Equator, Arctic, Antarctic and the North/South poles. To know and understand climate and relationship with oceans. To know about climate and biomes within climates. To investigate the Mediterranean climate, temperate climate, using examples To know what latitude means and locate it on maps. To use map skills basics in navigating the globe: equator, lines of latitude, Arctic and Antarctic.
Prior Knowledge			(Recap rivers -how are the cities linked to the rivers?) Revisit settlements from Pre history times	Builds on fish farming in Indus River Y3 Autumn Locational knowledge revisited: Wales, Snowdonia, Gloucestershire (revisit mountains, revisit River Severn).	Link to settlements with section on why people still live near volcanoes	
Future Knowledge	(and so prepares for relationship between mountains and weather in Autumn 2).	(in preparation for Wales...see Cardiff in Spring 1)	Settlements including London, Cardiff, Llandudno, coastal	Geographical theme: links between food consumption patterns and farming; issues arising e.g.local sourcing.	Links to Pompeii in Y4, Earthquakes, tectonic plates, fault lines.	Rhine & UK ready for ongoing regional comparison -Britain, Europe, South America -that culminates at end of Year 5.
Vocabulary	Chapter 1 mountain Tibet mountain range Himalayas springs Indus India Pakistan glaciers monsoon channel tributaries Arabian Sea Afghanistan Chapter 2 river levels dams reservoirs canals irrigation irrigate turbine hydro -power parched palla province Sindh	Chapter 1 hill mountain Ben Nevis Chapter 2 mountainous regions mountain range Himalayas Mount Everest peak slopes terraces Chapter 3 summit Alps Chapter 4 Andes terraced farming Chapter 5 Cairngorms trek valleys Lake District Pennines Yorkshire Dales	Chapter 1 settlements settlement hamlet farmstead Chapter 2 village rural inhabitants church village green post office small shops primary school pub village hall Chapter 3 secondary school facilities railway station urban settlement adapt coastal town	agriculture arable farming pastoral farming mixed farming growing season plough graze dairy farmers marshlands forests hedges erosion yields fertilisers pesticides organic food seasonal food local vegetarian vegan shorn	Chapter 1 surface mantle crust planet core scientists oceanic crust continental crust iron Chapter 2 melted volcano erupting molten magma lava viscous explosive pressure vent magma chamber composite shield Mount Etna super volcano Chapter 3	Chapter 1 continent oceans Europe Mediterranean Sea Atlantic Ocean Arctic Ocean landlocked Chapter 2 weather climate Equator latitude tropical polar Chapter 3 mild currents Gulf Stream Chapter 4 biomes savanna rainforest tundra Chapter 5 Mediterranean climate

	delicacy Chapter 3 source Earth atmosphere state solid liquid gas water vapour water cycle evaporates evaporation condenses surface runoff ground water transpiration Chapter 4 erosion erodes particles load deposits deposition upper course riverbed V-shaped valley spurs Chapter 5 mature meanders sediment mouth estuary reeds delta mangroves Chapter 6 Welsh River Severn Wales Shrewsbury cattle salmon streamlined bore Gloucester tide curlews sandpipers conservation pollute pollution	Brecon Beacons Chapter 6 Snowdonia above sea level temperature	market town Chapter 4 city university large hospitals cathedral airport Chapter 5 sprawling urban sprawl boroughs Londoners the Tube the Underground conurbation flats Chapter 6 Cardiff capital city Taff businesses connect		secondary vents volcanic bombs solidify Mount Bromo crater Chapter 4 active volcano dormant extinct flow lava flows mudflows pyroclastic flows smother clog disrupt plumes Chapter 5 Sicily destructive endangered Chapter 6 enrich citrus fruits explosives divert evacuated geologist	Chapter 6 temperate climate temperatures seasons
Assemblies						
Trips and/or experiences	Ferry Meadows			Milton Estate? Local fieldwork investigating local shops -their sourcing, economic and ethical considerations.		

Year 4	Autumn 1 The Rhine and the Mediterranean	Autumn 2 Population	Spring 1 Coastal processes and landforms	Spring 2 Tourism	Summer 1 Earthquakes	Summer 2 Deserts
NC - Programme of Study	Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities	Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water	Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time	Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water	Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle	Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle
Lesson Lead/Question	<u>How do rivers affect the way people live?</u> 1. The River Rhine 2. Cologne: city on the Rhine 3. Rotterdam: the mouth of the Rhine 4. The changing Rhine 5. The Mediterranean Sea 6. The Suez Canal	<u>How do populations differ from place to place?</u> 1. What is population? 2. Migration 3. Multi-ethnic London 4. Multi-ethnic Cardiff 5. The Welsh language and culture 6. Welsh and British identity	<u>How does the location of west Wales affect its coast?</u> 1. Coastal processes: erosion 2. Other coastal processes 3. Coastal landforms 4. The Jurassic coast 5. Coastal habitats: the Indian Ocean 6. The coast of west Wales	<u>How do tourists interact with a place?</u> 1. Oh! I do like to be beside the seaside! 2. Types of tourism 3. Mountain adventure 4. Changing tourism 5. Summer in the sun 6. Sustainable tourism	<u>What are the pros and cons of living near a tectonic fault line?</u> 1. The day that everything shook! 2. Why do earthquakes happen? 3. The San Andreas Fault 4. How can we measure earthquakes? 5. What are the effects of earthquakes? 6. How do humans live with earthquakes?	<u>Why are deserts located where they are?</u> 1. Are deserts always hot? 2. The Sahara Desert 3. How are deserts formed? 4. What plants and animals live in a desert? 5. How have humans used deserts? 6. The Patagonian Desert

<p>Knowledge</p>	<ul style="list-style-type: none"> • To locate Cologne and Rotterdam on the Rhine. • To know that Rotterdam is near the mouth of the Rhine. To know that the mouth of the Rhine is the North Sea. To know that the source of the Rhine is found in The Alps in Switzerland. To know that the Rhine flows through Germany, France, Austria, Lichenstein, The Netherlands and Switzerland. To know that the Rhine is 764 miles. To know the Upper Rhine is found near the source and the Lower Rhine is found near the mouth. To know that Cologne is the most likely city in Europe to flood. To understand how Cologne has developed the city to protect it from flooding including the use of flood banks. To know that Rotterdam is a port city. To know what a port is. To understand the difference between exporting and importing. • To know that natural features such as rocks and mountains can change the course of the Rhine. Humans can change the course of a river by using locks, building canals and draining water from wetlands. To know how locks work. To know the Mediterranean Sea touches Europe, Africa and Asia. The strait of Gibraltar separates the Mediterranean and the Atlantic. The Mediterranean Sea is an enclosed sea. 21 countries and 2 territories have the Mediterranean as part of the coastline. To know Italy is a peninsula. •To locate the Suez Canal To know the Suez Canal is in Egypt in Africa. •To investigate the Rhine and the Mediterranean to pick up and draw together themes launched already: including, water as a resource, human use of resources, including land, factors influencing the growth of settlements and cities from earlier 	<ul style="list-style-type: none"> • To know the characteristics of population incl. distribution and diversity. • To understand what migration is. • To investigate multicultural London. • To investigate multicultural Cardiff. • To know that London and Cardiff are multicultural cities and celebrate this. • To know that there is a Welsh language and culture, effect of changing demographics Welsh or British? • To understand the idea of national identity First look at how to use geographical data: the census. What kinds of questions do geographers ask? What are their tools? 	<ul style="list-style-type: none"> • To know that a coastline is the area between land and sea. To know the coastline is constantly changing. To know the coastline is shaped by sea, air and land. To know different types of coastlines such as beaches, sand dunes, salt marshes, cliffs and harbours. To know how waves change the coastline. To know erosion is caused by waves. To know erosion shapes the coastline. To know the sea transports material around the coast. To know that transportation is transporting materials. To know a groyne is a low wall built into the sea from the land. To know groynes are used to reduce the amount of sand transported by the sea. To know groynes slow erosion but do not stop them. To know depositing is when the sea drops what it has been transporting. To know deposition can happen when there is not very much wind. To know coastlines change when waves erode and then transport and deposit materials. To know hills and rivers are different landforms. To know a landform is the shape of something on Earth. To know a bay is created when the sea erodes the land. To know cliffs are created by erosion. To know a headland is formed when a cliff is eroded inwards. To know beaches are formed when the sea deposits materials along the coastline. To know that shingle beaches have small flat stones. To know the Jurassic Coast is found from Devon to Dorset. To know that rocks have evidence of animals and plants from millions of years ago. To know the rocks, preserve the shapes of the animals and plants. To know that a fossil is a preserved plant or animal in a rock. To know that erosions can form caves, arches and stacks. 	<p>Lesson 1</p> <ul style="list-style-type: none"> To know the seaside is along the coast. To know seaside towns are settlements along the coast. To know a pier is specially built for people visiting the seaside. To know a promenade is a wide, flat path next to the sea. <p>Lesson 2</p> <ul style="list-style-type: none"> To know a tourist is stays in an area away from where they live for more than one night. To know that tourism describes all the things that tourists do. To know that there are different types of tourism. To know that the money that tourists spend creates income. To know that tourists often buy souvenirs. To know that the money tourists spend creates jobs in the tourist industry. <p>Lesson 3</p> <ul style="list-style-type: none"> To know the Matterhorn is located in Switzerland. To know there are advantages of tourism such as the jobs that are created. To know there are also disadvantages such as being bad for the environment. <p>Lesson 4</p> <ul style="list-style-type: none"> To know that the most popular destination for tourists from the UK is Spain. To know that transport has changed how tourists travel and where they visit. To know that airline travel had disadvantages for UK tourism. <p>Lesson 5</p> <ul style="list-style-type: none"> To know that tourists travel to Spain from the UK due to the weather. This is popular for a sunshine holiday. To know that Spain consists of a mainland and islands. To know that tourists use travel agencies to book holidays. To know that package holidays include accommodation and flights. To know that changes to travel have created more disadvantages such as air pollution. <p>Lesson 6</p> <ul style="list-style-type: none"> To know a range of advantages and disadvantages associated with tourism. 	<p>To know that aftershocks are the tremors after an earthquake.</p> <ul style="list-style-type: none"> To know that New Zealand experiences earthquakes. To know some of the damage that earthquakes can cause. To know that we live on the first layer of the Earth, which is called the crust. To know that some of the Earth's crust is visible. To know that some of the Earth's crust is under the oceans and seas. To know that the structure of the Earth is made from the crust, mantle and core. To know that different parts of the crust are call tectonic plates. To know that in the mantle there is melted or molten rock. To know that the molten rock moves and this can make tectonic plates move too. To know that tectonic plates move a few centimetres every year. To know that earthquakes occur where tectonic plates move. To know the plat boundary is where two plates meet. To know that a fault line is where earthquakes are formed. To know the San Andreas fault is where the North American plate and Pacific plate meet. To know there are seven major plates as well as smaller plates. To know that some plate boundaries are on land, and some are in the ocean. To know that you would expect earthquakes in places where tectonic plates meet. To know the crust is made up of continental plates and oceanic plates. To know that earthquakes occur on land and underwater. To know that most earthquakes are so small that they are not noticed. To know tectonic plates, move in three different ways. To know that some plates move away from each other, and this results in a ridge. To know that some plates move towards each other, and this results in mountains. To know that some plates slide past each other. 	<ul style="list-style-type: none"> To know water keeps you hydrated. To know that not drinking enough water will make you dehydrated. To know the Gobu desert is in Asia. To know that there is little vegetation in deserts. To know the average temperature in the desert. To know that the desert can change from hot to very cold from day to night. To know a place is called a desert if it is very dry. To know a place that is very dry is also called arid. To know that if a place has less than 250mm of precipitation a year then it is a desert. To know that some of the largest deserts are located around the earth's poles. To know that the Sahara Desert is in North Africa. To know the Sahara Desert stretches from the west to the east of north Africa. To know the aridity of the Sahara Desert is very high. To know that the temperature in deserts can plummet in the night. To know that the Sahara Desert is the hottest desert in the world. To know that sand dunes are created by the wind blowing. To know that there are sometimes small patches of fertile land in the desert, this is called an oasis. To know that fertile land is green and lush land where vegetation can grow. To know that people use animals to cross deserts. To know that camels can store water so they can travel for a long time. To know the Sahel is an area where the fertile land meets the Sahara Desert. To know the Sahel is not as arid as the desert. To know the Sahel is described as semi-arid. To know a semi-arid environment has 250-450mm of precipitation in an average year.
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To know that the habitat will be different in different coastlines.
To know that a rock pool is a type of coastal habitat.
To know that Cardigan Bay is the largest bay in the UK.

To know that economy is about the money in a place and tourism helps the economy.
To know sustainability is about helping people live well without spoiling the environment.
To know that sustainable tourism is about tourism not negatively impacting the environment.
To know a type of sustainable tourism is ecotourism.

To know that earthquakes are most likely to occur when plates slide past each other.
To know that fault lines are caused when plates slide past each other.
To know that friction is caused when the plates stick, then pressure builds, and the plates slip.
To know that the epicentre of an earthquake is point on Earth's surface above the focus.
To know that a tsunami is a huge wave caused by underwater earthquakes.
To know the place that an earthquake starts is called the focus.
To know the focus is where the plates move and cause friction, the epicentre is directly above this.
To know that waves of energy are released from the epicentre, these are called seismic waves.
To know that seismic waves are most powerful near the epicentre.
To know a seismograph measures the seismic waves.
To know a seismograph produces a seismogram.
To know Charles Richter used a seismograph to measure the power of an earthquake.
To know that the power of an earthquake is called a magnitude.
To know that the magnitude of an earthquake is put onto a Richter scale.
To know that the Richter scale is measured from 1-10, the higher the scale the more powerful the earthquake.
To know the largest earthquake measured was in 1960 in Chile and measured 9.5.
To know the immediate effects of an earthquake can be felt as the earthquake occurred.
To know a tidal wave may be an immediate effect.
To know that earthquakes can also devastate an area by flooding.
To know that earthquakes can affect people and the environment.
To know that earthquakes can cause landslides.
To know that earthquakes can cause the ground to become uneven which is called subsidence. To know long term effects of earthquakes can take years to repair.

To know that in semi-arid environments there is only rainfall for one or two months.
To know that if there is not a lot of rainfall it can cause a drought.
To know the different stages of the water cycle.
To know that if there is more evaporation than rainfall then a desert is created.
To know that a productive landscape can become a desert.
To know that desertification is the process of productive, fertile land turning into non-productive land.
To know that desertification happens over a long time.
To know there can be physical and human causes of desertification.
To know that land will become non-productive when there are no plants to give nutrients to the land.
To know overgrazing can cause desertification.
To know over farming can cause desertification.
To know that the desert is home to a variety of plants and animals.
To know that flora is the name given to the plant life.
To know that desert flora has adapted to live in the arid environment.
To know that fauna is the name given to the animals.
To know some of the adaptations of flora so it can survive in the desert.
To know that flora grows far apart to help obtain as much water as possible, this means the desert looks desolate.
To know that flora has stores water is called succulents and this means they can survive droughts.
To know that a cactus is a type of succulent.
To know that the reason cacti do not have leaves is to prevent water loss.
To know that meerkats live in the African desert.
To know some fauna burrow underground to escape the heat.
To know that some animals are nocturnal so they can hunt for food when it is cooler.

					<p>To know that earthquakes can affect the shape of the land and coastline.</p> <p>To know that places are more prone to earthquakes because of the plate boundaries they are on.</p> <p>To know that people have adapted the way they live to manage the effects of earthquakes.</p> <p>To know that people have built buildings in different ways, for example with rubber foundations to absorb the shocks.</p> <p>To know that in some countries children are taught what to do during an earthquake, this is called an earthquake drill.</p>	<p>To know that some animals get water from the food they eat e.g. insects.</p> <p>To know some of the ways that animals have adapted to survive.</p> <p>To know that humans can survive for 3-5 days without water.</p> <p>To know how a camel has adapted to survive arid conditions.</p> <p>To know that camels store fat and can use this for water and nutrition.</p> <p>To know the camel protects itself from sand with long eyelashes and by closing its nostrils.</p> <p>To know that camels' feet are flat and padded to stop it from slipping.</p> <p>To know that the largest desert in the world is not hot.</p> <p>To know that the continent of Antarctica has less than 250mm a year which makes Antarctica dry.</p> <p>To know that penguins live in Antarctica.</p> <p>To know that penguins have adapted to be able to drink saltwater and not be sick.</p> <p>To know that polar bears live in the Arctic.</p> <p>To know that polar bears have to snow or ice to get drinking water.</p> <p>To know that polar bears have adapted by not eating meat but by eating blubber or fat of an animal.</p> <p>To know that lichen is a type of flora that can be found in the Arctic.</p> <p>To know that people have lived in deserts for thousands of years.</p> <p>To know that about 1 billion people live in deserts around the world.</p> <p>To know that there are nomadic people who live in the desert and search for oases to find water and food.</p> <p>To know that Dubai is a modern city built in the Arabian desert that is also on the coast.</p> <p>To know that Las Vegas is in a desert in North America.</p> <p>To know that people found ways of diverting water.</p> <p>To know that indigenous Australians have lived in Australia for thousands of years before any Europeans.</p>
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Prior Knowledge	<p>Y3 and Y4 history on ancient settlements).</p> <p>Strong knowledge foundation now laid for continuing focus on Rhine and Mediterranean.</p>		<p>Draw on knowledge from year 2 topic of Beachcombers.</p> <p>Do they remember coast line?</p> <p>What is a beach like?</p>	<p>Revisit and use locational and place knowledge of Rhine and Mediterranean in Year 4 Autumn 1.</p> <p>Also use tourism references in Volcanoes Year 3 Summer 1As appropriate: Patterns of tourism. Growth of tourism.</p> <p>Eco-friendly and non-eco-friendly tourism. National parks. Map Skills 4: grid squares, 4-figure references, some map symbols (link back to coastal processes in previous unit)</p>	<p>Revisit knowledge on volcanoes from Year 4 Spring 1.</p>	<p>Revisit water cycle from Year 3 Autumn 1.</p> <p>Revisit the Bedouin tribes.</p>
Future Knowledge	<p>working towards full regional comparison at end Year 5</p>					
Vocabulary	<p>Chapter 1 Alps North Sea tributary Upper Rhine Lower Rhine confluence</p> <p>Chapter 2 Cologne banks flooding flood walls</p> <p>Chapter 3 port harness importing Exporting</p> <p>Chapter 4 canal wetlands drained lock</p> <p>Chapter 5 strait enclosed sea peninsula mainland</p> <p>Chapter 6 Suez Canal</p>	<p>Chapter 1 population population density sparsely populated densely populated</p> <p>Chapter 2 population distribution high population density low population density migration rural urban rural to urban migration</p> <p>Chapter 3 ethnic diverse census ethnically diverse ethnicity</p> <p>Chapter 4 ethnicity</p> <p>Chapter 5 Welsh Cymraeg Eisteddfod</p> <p>Chapter 6 Wales British identity</p>	<p>Chapter 1 coastline waves erosion</p> <p>Chapter 2 transport transportation groynes depositing deposit deposition</p> <p>Chapter 3 landforms bay cliffs headland shingle</p> <p>Chapter 4 Jurassic Coast preserved fossils cave arch stack</p> <p>Chapter 5 habitat rock pools sand dunes coral reefs</p> <p>Chapter 6 Cardigan Bay</p>	<p>Chapter 1 seaside seaside towns pier amusements Llandudno paddle deckchair sandcastle Punch and Judy show promenade hotels guest houses</p> <p>Chapter 2 tourists tourism activity cultural income souvenirs tourist industry</p> <p>Chapter 3 Matterhorn skis ski-slope ski-lift advantage disadvantages environment</p> <p>Chapter 4 destination airports airlines</p>	<p>Chapter 1 earthquake tremors aftershocks</p> <p>Chapter 2 visible tectonic plates plate boundary</p> <p>Chapter 3 fault line San Andreas fault seven major plates friction</p> <p>Chapter 4 epicentre tsunami focus seismic waves seismogram magnitude Richter scale</p> <p>Chapter 5 trembling immediate effects tidal wave devastate liquid mud environment rubble landslide subsidence long-term effects</p>	<p>Chapter 1 hydrated dehydrated desert vegetation arid Sahara Desert plummet</p> <p>Chapter 2 lush sand dunes oasis oases store camels Sahel semi-arid drought</p> <p>Chapter 3 productive non-productive desertification physical nutrients overgrazing herd over farming</p> <p>Chapter 4 variety flora fauna obtain desolate succulents cactus cacti spines prevent meerkat</p>

				Chapter 5 sunshine holiday mainland travel agencies package holidays accommodation apartments air pollution Chapter 6 services economy sustainable sustainability coral reef ecotourism	Chapter 6 prone absorb rubber drill	nocturnal chameleon Antarctica penguins polar bears blubber lichen Chapter 5 modern traditional tents divert steppe Great Steppe Silk Road yurts portable Chapter 6 Patagonia rain shadow hostile exceeds feature exposes extinct
Field work	Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.		Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.	Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.		
Trips and/or experiences	Could this be a trip to the river Nene in town and look at how the environment differs from Ferry Meadows (trip in y3)		Beach / Sea life trip	Hunstanton, look at tourism in the area, what do tourists come here for? What is available for tourists? Use local tourist maps.		

Year 5	Autumn 1 Why is California so thirsty?	Autumn 2 Oceans	Spring 1 Migration	Spring 2 North and South America	Summer 1 The Amazon	Summer 2 Interconnected Amazon
NC - Programme of Study	Locational knowledge □ locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities	Locational knowledge □ locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities				

	physical geography , including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle	physical geography , including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle				
Lesson lead/question	<p>Why is California so thirsty?</p> <p><u>1. Why is water so important?</u> <u>2. Farming in California</u> <u>3. Why is California running out of water?</u> <u>4. Growing almonds</u> <u>5. The California Aqueduct</u> <u>6. What next for California?</u></p>	<p>Oceans</p> <ol style="list-style-type: none"> Oceans and seas Oceans and trade Oceans and climate Oceans and land masses Ocean and climate change The human impact on oceans 	<p>Migration</p> <ol style="list-style-type: none"> Danielle's migration story Why do people migrate? Semra's migration story Refugees How does migration change places? Does it matter where we live? 	<p>North and South America</p> <ol style="list-style-type: none"> Welcome to North and South America What is a megacity? The megacities of Brazil Urban and rural migration in Brazil The favelas Challenging the stereotype of the favela 	<p>The Amazon</p> <ol style="list-style-type: none"> What is it like to live in the Amazon now? The Amazon river The Amazon's intricate ecosystem How does the ecosystem work? Changes in the ecosystem Should things in the Amazon change? 	<p>Interconnected Amazon</p> <ol style="list-style-type: none"> What is it like to farm in the Amazon? The journey of soy Trading connections Environmental connections Social connections How does our class connect to the Amazon?
Knowledge	<p>To know rain can form rivers. To know rivers flow into seas. To know the USA has states. To know California is a state of the USA on the West coast. To know Los Angeles and Sacramento are cities in California. To know that reservoir is a man-</p>	<p>To know a sea is smaller than an ocean. To know Britain and Ireland are in Europe. To know the Atlantic Ocean is West of the UK. To know there are 5 oceans in the world. To know the five oceans, cover more than 70% of the world.</p>	<p>To know that the first people populated England during the Stone Age. To know that everyone who now lives in England is either descended from migrants or has migrated. To know there are many reasons why people migrate</p>	<p>To know that the Americas consist of North, South and Central Americas. To know that North and South America are 2 of the continents. To know that North and South America have a combined population of 1000 million. To know that the 3 largest countries in</p>	<p>To know some of the traditions of people who live in the Amazon. To know that Bolivia is a landlocked country. To know that it is called the Amazon rainforest because the rivers flow into the Amazon. To know the Amazon rainforest is the biggest rainforest.</p>	<p>To know that Ayore people are indigenous to Bolivia. To know how Ayore people use natural resources. To know how the garabata plant is used to make materials. To know why land is rented. To know that there are different types of</p>

	<p>made feature that stores water. To know 75% of the water comes from North California. To know that 75% of the water is used in South California. To know that most of California has a Mediterranean climate. To know irrigation is water being applied to crops to help them grow. To know 80% of the water in California is used for irrigation. To know that different crops need different amounts of water to grown. To know some of California is desert. To know the climate of California is suitable for growing almonds. 80% of all almonds grown are grown in California. To know that a drought is when there is not enough water. To know groundwater is a supply of water underground.</p>	<p>To know the 5 oceans are all connected and sometimes called World Ocean. To know the 5 oceans are Atlantic, Indian, Pacific, Artic and Antarctic. To know the Antarctic Ocean is sometimes called the Southern Ocean. To know the largest ocean is the Pacific. The Atlantic Ocean is the second largest. Oceans are separated by continents. A sea is part of the ocean that is nearly enclosed by land. To know the Caspian Sea is a lake not a sea. To know ocean water is salty. To know salinity is a word that describes how salty water is. To know the Dead Sea is one of the saltiest seas on Earth. To know that trade means that things are brought things that are made or grown in another country.</p>	<p>including education and employment. To know that geographical enquiry is asking questions. To know that internal migration is when people move inside one part of a country to another. To know that international migration is when you move from one country to another. To know that migrants have to move through borders controls when migrating internationally. To know that pull factors are reasons why people want to move to a new place. To know that push factors are the reasons people want to leave a place. To know that people migrate due to economic reasons. To know there are advantages and disadvantages to migration. To know that some migration is voluntary. To know that some people have to</p>	<p>North America are Canada, USA and Mexico. To know that Canada is the most northerly country in North America. To know the most northerly point of the USA is Alaska. To know that Alaska is separated from the rest of the USA. To know that the largest country in South America is Brazil. To know the Pacific Ocean is west of the North and South America. To know that the Atlantic Ocean is east of the North and South America. To know that the population of countries in North and South America is not evenly distributed. To know parts of North America are on the same line of latitude as parts of Europe. To know other parts of North America are on the same line of latitude as parts of Africa.</p>	<p>To know the Andes mountains are 6 kms high. To know the highest mountain in the Andes is Aconcagua, in Chile at 6,700 m. To know all the water in the Amazon basin flows into the Amazon River. To know that the Amazon River holds the most amount of water. To know the Amazon has the biggest drainage basin of any river. To know the Amazon has several sources. To know that waterfalls are a popular site for tourists. To know that the Amazon has river dolphins. To know that piranhas live in the Amazon. To know that the arapaima is the largest freshwater fish. To know that fish is a important food source for people in the Amazon. To know that an ecosystem is made</p>	<p>farms and farming in the Amazon. To know that subsistence farming is when people grow crops to eat themselves. To know that commercial farming is when people grow crops to sell. To know the difference between subsistence and commercial farming. To know that profit means that those involve make money. To know that primary industry is when raw materials are produced. To know that secondary industry is manufacturing and usually when things are made in a factory. To know that tertiary industries are when a service is provided e.g. shops. To know that interconnected places. To know that the demand for a product can change. To know that the amount of harvest can affect the supply.</p>
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	<p>To understand drought can happen for reasons such as lack of rain or water supplies. Human actions can help or make droughts worse. To know that farming provides a country with money. To know an aqueduct is a channel of water built by humans. To know the California Aqueduct is 444 miles long. To know the history of droughts in California.</p>	<p>To know that more than 90% of trade happens by water and this is called maritime trade. To know that freight is goods being transported in huge quantities. To know that manifested goods are those made by people. To know that ocean water is constantly moving. To know that the patterns of the moving oceans are called ocean currents. To know currents flowing away from the Equator are warm currents. To know currents flowing towards the Equator are cold currents. To know gyres are currents where oceans meet. To know most of the oxygen comes from oceans. To know phytoplankton absorbs carbon dioxide and releases oxygen.</p>	<p>commute to find work. To know that some migration is involuntary or forced. To know migrants may have to abandon their homes. To know that people emigrate to different countries for different reasons. To know how people become immigrants. To know that people may be forced to move due to natural disasters. To know that when people move back home once things have improved it is called temporary migration. To know that people are displaced within their own countries. To know that some people will need to migrate permanently depending on their reasons. To know that refugees are people fleeing war, persecution or violence and cross an international border to find safety.</p>	<p>To know a megacity is a city with a population of over 10 million. To know that New York was the first megacity. To know that cities are often safer from natural disasters. To know that Lima is the capital of Peru and is now a megacity. To know that some cities are not in a location that will allow them to sustain a growing population. To know that Lima can only expand in 2 directions. To know there are 2 megacities in Brazil, Sao Paulo and Rio de Janeiro. To know that the tropic of Capricorn is a line of latitude which passes through Brazil. To know that the tropic of Capricorn separates parts of Brazil with different climates. To know that Sao Paulo is a bigger city than Rio de Janeiro.</p>	<p>up of living and non-living things and the way they interact. To know the Amazon is a complex and diverse eco-system. To know that trees that grow above the canopy are called emergent. To know about the climate of the Amazon. To know that there is rain all year round. To know that during rainy seasons the temperature is still hot. To know that because temperatures are high, it creates a humid atmosphere. To know that animals have adapted to the Amazon. To know that trees that grown tall for sunlight have buttress roots. To know that some animals use camouflage to hide from predators. To know the food chains that are found in the Amazon. To know that there are more plants and</p>	<p>To know that supply and demand can make farming risky. To know that farmers grow more than one crop to support their income. To know that Brazil is one of the biggest producers of soy. To know that soybeans are exported all over the world. To know that trade has been happening for many years. To know that South America was colonised. To know that trade links places together and makes them interconnected. To know how demand for products can effect trade and the economy. To know trans-national companies are those that are not based in one country. To know that flow diagrams show connections. To know that indigenous people have different lifestyles.</p>
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		<p>To know the Atlantic coast includes North and South America. To know North and South America have 2 oceanic coasts. To know earthquakes are common the Pacific coast. To know tsunamis are caused by earthquakes. To know a tsunami is a large sea wave. To know the Caribbean coast will experience strong winds and hurricanes. To know hurricanes, occur in tropical areas near the Equator. To know a wind stream is hot, dry air picked up by strong winds. To know oceans and seas regulate our climate. To know oceans, hold 97% of all water on earth. To know the oceans, absorb carbon dioxide which balances the temperature. To understand how human use can affect</p>	<p>To know that refugees may be separated from friends and family. To know that refugees are protected by international law. To know that some refuges will have to live in refugee camps until there is somewhere safe for them to go. To know that some people will take dangerous journey to reach a safe country. To know that asylum-seekers are people who have not yet been officially accepted as a refugee in the new country. To know that asylum means a place of safety. To know that mechanisation on farms has impacted jobs and been a factor in migration. To know that urban areas are more densely populated than rural. To know there are planning laws in place to control urban expansion.</p>	<p>To know that Christ the Redeemer is a famous status on a mountain over the city of Rio de Janeiro. To know that accommodation near the coast are more expensive so often local people cannot afford to live there. To know that Sao Paulo is the most populous city in Brazil. To know that Sao Paulo is the most populous city in South America. To know that Sao Paulo is the most populous city in the Americas. To know that conurbation happens when a city expands to take in villages, towns and other cities. To know the main language of Brazil is Portuguese. To know that the population of Sao Paulo is growing because of migrants. To know vertical lines on the map are called eastings.</p>	<p>micro-organisms than predators. To know that food chains are important to the eco-system. To know the Amazon River is important to the water cycle. To know that nutrients are the chemicals that plants need to grow. To know the nutrient cycle. To know that decomposition is fallen leaves becoming soil again. To know that the climate means decomposition happens quicker. To know the role of insects, fungi and bacteria in decomposition. To know that leaves absorb carbon dioxide. To know that when trees die and decompose some of the carbon goes into the soil. To know the stages of the carbon cycle. To know that indigenous people live in the Amazon. To know how indigenous people</p>	<p>To know that carbon dioxide is one of the gases that causes climate change. To know that burning trees in the Amazon can affect places all over the world. To know that social connects are about people. To know that each group of people have their own culture. To know how connections negatively impacted indigenous people. To know that there are still conflicts for indigenous people. To know that globalisation is when people around the world are connected by trade, migration and culture. To know questions, we can ask for geographical enquiry. To know how to collect and analyse data. To know how to use a questionnaire to gather data.</p>
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the sea levels. To know the use of fossil fuels affect the sea levels.
To know the Aral Sea is in Asia.
To understand what drift-net fishing is.
To know the impact of drift net fishing.
To understand the impact of humans on marine life.

To know that a high demand for houses will lead to increased house prices.
To know depopulation is when people move away from rural areas to find jobs.
To know our identity is created by what we think, say and show about ourselves.
To know about your local neighbourhood.
To know you have a dual nationality when you or your parents were born in another country.

To know that horizontal lines on the map are called northings.
To know how to use a four-figure grid reference.
To know that over 15% of those who live in Sao Paulo live in a favelas.
To know that a favela is where housing is unplanned.
To know that favela are not approved by the government but are difficult to control.
To know the problems that come with living in a favela.
To know the stereotypes that are given to those who live in a favela.
To know that those who live in a favela are called favelados.

depend on the ecosystem.
To know how the government and companies use the Amazon's resources.
To know that deforestation is removing the forest.
To know that during deforestation the land may be used for ranching.
To know how deforestation is changing the Amazon rainforest.
To know the effects of deforestation on the Amazon rainforest.
To know that in some areas of the Amazon metals can be found in the ground.
To know the impact of the mining on the rainforest.
To know how land use can be made more sustainable.
To know how ecotourism can be used to make money from the natural ecosystem.
To know there are conflicting ideas on how the Amazon land should be used.

					To know that indigenous people do not have much power about the decisions made.	
Prior Knowledge	<p>Geographical resources Y4 - Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>Skill Study and draw conclusions about places and geographical features using a range of geographical resources, including maps, atlases, globes and digital mapping.</p>	<p>Geographical resources Y4 - Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>Skill Study and draw conclusions about places and geographical features using a range of geographical resources, including maps, atlases, globes and digital mapping.</p> <p>Geographical change Y4 - Understand the processes that give rise to key physical and human</p>	<p>Place and space Position Y4 - Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.</p> <p>Skill Use the eight points of a compass, four and six-figure grid references, symbols and a key to locate and plot geographical places and features on a map.</p> <p>Opening Worlds Revisit and use locational and place</p>	<p>Data Analysis Y4 - Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p> <p>Skill Collect and analyse primary and secondary data, identifying and analysing patterns and suggesting reasons for them.</p> <p>Geographical resources Y4 - Use maps, atlases, globes and</p>	<p>Geographical change Y4 - Understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time.</p> <p>Explain how the physical processes of a river, sea or ocean have changed a landscape over time.</p> <p>Geographical resources Y4 - Use maps, atlases, globes and digital/computer mapping to locate countries and</p>	<p>Geographical resources Y4 - Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>Skill Study and draw conclusions about places and geographical features using a range of geographical resources, including maps, atlases, globes and digital mapping.</p> <p>Opening Worlds Y3 and Y4 history on ancient settlements). Strong knowledge foundation now laid for continuing focus</p>

		<p>geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time.</p> <p>Explain how the physical processes of a river, sea or ocean have changed a landscape over time.</p> <p>World Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.</p> <p>Locate the countries and major cities of North, Central and South America on a world map, atlas or globe.</p> <p><i>Opening Worlds</i> Revisit and use locational and place</p>	<p><i>knowledge of Rhine and Mediterranean in Year 4 Autumn 1. Also use tourism references in Volcanoes Year 3 Summer 1As appropriate: Patterns of tourism. Growth of tourism. Eco-friendly and non-eco-friendly tourism. National parks. Map Skills 4: grid squares, 4-figure references, some map symbols (link back to coastal processes in previous unit)</i></p>	<p>digital/computer mapping to locate countries and describe features studied.</p> <p>Skill Study and draw conclusions about places and geographical features using a range of geographical resources, including maps, atlases, globes and digital mapping.</p>	<p>describe features studied.</p> <p>Skill Study and draw conclusions about places and geographical features using a range of geographical resources, including maps, atlases, globes and digital mapping.</p>	<p><i>on Rhine and Mediterranean.</i></p>
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		<p>Knowledge of Rhine and Mediterranean in Year 4 Autumn 1.</p> <p>Also use tourism references in Volcanoes Year 3 Summer 1</p> <p>As appropriate: Patterns of tourism. Growth of tourism. Eco-friendly and non-eco-friendly tourism. National parks.</p> <p>Map Skills 4: grid squares, 4-figure references, some map symbols (link back to coastal processes in previous unit)</p>				
Future Knowledge	<p>Y6 - Geographical resources (Gallery Rebels)</p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>Skill</p> <p>Use satellite imaging and maps of different scales to find out geographical</p>	<p>Y6 - Geographical resources (Gallery Rebels)</p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>Skill</p> <p>Use satellite imaging and maps of different scales to find out geographical</p>	<p>Place and space Position (I.D., A Child's War, Darwin's Delights, Hola Mexico)</p> <p>Y6 -</p> <p>Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the</p>	<p>Data analysis</p> <p>Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p> <p>Skill</p> <p>Analyse and present increasingly complex data, comparing data</p>	<p>Geographical change (Frozen Kingdom)</p> <p>Understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time.</p> <p>Skill</p> <p>Use satellite imaging and maps of different scales to find out geographical</p>	<p>Y6 - Geographical resources (Gallery Rebels)</p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>Skill</p> <p>Use satellite imaging and maps of different scales to find out geographical</p>

	<p>information about a place.</p>	<p>information about a place.</p> <p>Geographical change (Frozen Kingdom) Understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time.</p> <p>Skill Present a detailed account of how an industry, including tourism, has changed a place or landscape over time.</p> <p>World (Darwin's Delights) Understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time.</p>	<p>United Kingdom and the wider world.</p> <p>Skill Use lines of longitude and latitude or grid references to find the position of different geographical areas and features.</p>	<p>from different sources and suggesting why data may vary</p> <p>Y6 - Geographical resources (Gallery Rebels) Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>Skill Use satellite imaging and maps of different scales to find out geographical information about a place.</p>	<p>Present a detailed account of how an industry, including tourism, has changed a place or landscape over time.</p> <p>Y6 - Geographical resources (Gallery Rebels) Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>Skill Use satellite imaging and maps of different scales to find out geographical information about a place.</p>	<p>information about a place.</p>
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		Skill Explain interconnections between two or more areas of the world.				
Vocabulary		physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle □ human geography, including:			types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water	
Fieldwork Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.				Forest area Mapping Drawing maps Material mapping		Theme park Signs Mapping
Trips and/or experiences	Planetarium			Bug Man	Shakespeare	Theme Park

Year 6	Autumn 1 I.D	Autumn 2 A Child's War	Spring 1 Frozen Kingdom	Spring 2 Darwin's Delights	Summer 1 Hola Mexico	Summer 2 Gallery Rebels
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<p>Broad skills and knowledge</p> <p>NC</p>						
<p>Lesson content & knowledge</p>	<p><u>Our community</u> To use an Ordnance Survey map of the local area to plot where each class member lives.</p> <p><u>Where in the world?</u> To use satellite imagery to look at several different geographical locations and environments. To use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.</p>	<p><u>Evacuation locations</u> To locate the cities and ports bombed during the Blitz on a map of the UK. Look at UK maps to find the locations on their evacuation labels.</p> <p><u>Targets of the Blitz</u> Locate the cities and ports bombed during the Blitz on a map of the UK. Look closely at surrounding areas, considering why these places were vulnerable to bombing.</p>	<p><u>Polar regions</u> To use globes and atlases to find and name both polar regions and other significant geographical features of the world. To make a simplified global map showing the locations of these features and add a key for information. To identify and record the longitude and latitude of both polar regions, specifically the geographic North Pole and South Pole. To know the Northern Hemisphere is the part of Earth that is to the north of the equator. To know the Southern Hemisphere is the part of Earth that is to the south of the equator. To know the Prime Meridian is the imaginary line from</p>	<p><u>Plotting Darwin's route</u> To use physical and online maps to plot the route that Darwin took on HMS <i>Beagle</i>. To highlight places that he visited, including the Cape Verde Islands, the Falkland Islands, the Galápagos Islands and Ascension Island. Find the longitude and latitude for each place and explain how it relates to the equator and the Northern and Southern Hemispheres. Use scaled maps to estimate how far Darwin travelled in total. To use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the</p>	<p><u>Locating Mexico</u> Use world maps and satellite images to locate Mexico. Identifying which hemisphere, it is in, its location in relation to the equator, and its surrounding countries. Sketch a map of the country, showing aspects of its human and physical geography, including major cities, surrounding seas, mountain ranges, airports and tourist resorts.</p> <p><u>The Chihuahuan Desert</u> Use maps, atlases and globes to locate the Chihuahuan Desert. Research the animal and plant species found there, what the climate is like, its location in relation to the equator, the people who live there and the</p>	<p><u>Exploring Paris</u> Locate significant landmarks in Paris on a map. How about the Eiffel Tower, the Louvre Museum, Notre Dame Cathedral, the Arc de Triomphe, Sacré Coeur and the Musée d'Orsay? Plan a day trip around the city, suggesting a route on foot or by Metro.</p> <p><u>Curators</u> Use maps and globes to plan a world tour for an exhibition of their work. Locate the world's most prestigious galleries and plot a route that takes their work around the world. Calculate how many miles their work would travel and how many people could potentially see it.</p>

			<p>the North Pole to the South Pole that passes through Greenwich in England and marks 0° longitude, from which all other longitudes are measured.</p> <p>To identify the position and explain the significance of latitude, longitude, equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, the Arctic and Antarctic Circles, the Prime (or Greenwich) Meridian and time zones (including day and night).</p> <p><u>Making comparisons</u> To create a list of activities available and special things to see on a polar trip. To consider what aspects of tourism could threaten the environment.</p> <p><u>Polar Travel</u> To know tourism is an industry that involves people travelling for</p>	<p>United Kingdom and the wider world.</p> <p><u>Expedition across the Galápagos Islands</u> Plan an expedition across the Galápagos Islands. Use a range of materials, including online tourism sites, to find out about travelling between the islands, typical weather conditions, the range of physical and man-made landmarks and features, the local currency, the official language and the best places to stay. Draw a detailed sketch map of their route, labelling places that they plan to stop and stay. Make a list of things that they would need to take, including clothing that would be suitable for the climatic conditions and physical terrain.</p> <p><u>At risk of extinction</u> Use digital conservation maps, websites and books to identify and list</p>	<p>difficulties that they face.</p> <p><u>Daily life in Mexico</u> Research daily life in Mexico, especially what it's like for children of a similar age. Compare life in cities to more rural areas. Compare their findings with the human geography of a region in the UK and one in Europe.</p> <p><u>Cities of the Ancient Maya</u> Locate some of the main cities of the ancient Maya civilisation, such as Uxmal, Chichén Itzá, Tulum, Tikal, Guatemala, and Copán, Honduras, on a map of South America. Find their locations using longitude and latitude, and positions in relation to the hemispheres, the equator and countries of North America. Describe any local geographical features.</p>	
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			<p>recreation and leisure. It has had an environmental, social and economic impact on many regions and countries.</p> <p>To be able to present a detailed account of how an industry, including tourism, has changed a place or landscape over time.</p>	<p>animal species that are at risk of extinction. Choose three animals from the list, including one each from the UK, a European region and North or South America. Find out what factors are endangering these species, such as human activity, habitat or climate change.</p> <p><u>Biodiversity of islands</u> Summarise the Galápagos Islands rich biodiversity. Use a world map to identify other remote islands. Find out about the island's climate and biodiversity. Consider the main threats to islands, including natural and human factors, such as expanding populations, habitat destruction, tourism, rising sea levels and the introduction of new species.</p>	Find out about regional climates.	
Prior Knowledge/skills and fieldwork	Place and space Position Y5 -	Place and space Position Y5 -	Location Y5- Identify the position and significance of	Place and space Position Y5 -	Location Y5- Identify the position and significance of	Geographical resources

	<p>Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.</p> <p>Skill Use compass points, grid references and scale.</p> <p>Fieldwork Are competent in the geographical skills needed to: collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes; interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS); communicate geographical</p>	<p>Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.</p> <p>Skill Use compass points, grid references and scale.</p>	<p>latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night).</p> <p>Skill Identify the location and explain the function of the Prime (or Greenwich) Meridian and different time zones (including day and night).</p> <p>Compare and contrast Y5 - Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America.</p>	<p>Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.</p> <p>Skill Use compass points, grid references and scale.</p> <p>World Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.</p> <p>Skill Name, locate and describe major world cities.</p>	<p>latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night).</p> <p>Skill Identify the location and explain the function of the Prime (or Greenwich) Meridian and different time zones (including day and night).</p> <p>Place and space Position Y5 - Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.</p> <p>Skill</p>	<p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>Skill Analyse and compare a place, or places, using aerial photographs, atlases and maps.</p>
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	<p>information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.</p> <p>Skill Construct or carry out a geographical enquiry by gathering and analysing a range of sources</p>		<p>Skill Identify and describe the similarities and differences in physical and human geography between continents.</p> <p>Geographical Change Y5 - Understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time.</p> <p>Skill Describe how the characteristic of a settlement changes as it gets bigger (settlement hierarchy).</p>		<p>Use compass points, grid references and scale.</p> <p>Human features and landmarks Describe and understand key aspects of human geography, including types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</p> <p>Skill Describe and explain the location, purpose and use of transport networks across the UK and other parts of the world.</p>	
Future Knowledge	KS3 -					
Topic specific vocabulary	Community GPS (global positioning system) society		Antarctica Artic Aurora Australis Aurora Borealis Climate	Endangered species Extinct Habitat Naturalist	Civilisation Desert latitude, longitude, equator, Northern Hemisphere,	

			Expedition Explorer Glacier Habitat Inuit people North pole Ocean Settlement South pole Tundra latitude, longitude, equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn,, the Prime (or Greenwich) Meridian and time zones (including day and night).		Southern Hemisphere, the Tropics of Cancer and Capricorn,, the Prime (or Greenwich) Meridian and time zones (including day and night).	
Fieldwork Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.	Local area Signs Mapping Material mapping					London trip Signs Mapping Material mapping
Trips and/or experiences		A child's war- Evacuation Day	Frozen Kingdom- Explorer visit		Ola Mexico- Jungle explorer visitor	Gallery rebels-London

