Geography Curriculum

Curriculum Intent for Geography

At Red Lane Primary School, we aim to provide a high-quality and ambitious Geography curriculum from EYFS to Year 6 which build knowledge of diverse places, people, natural and human environments and the Earth's key physical processes. Through the progressive development of geographical knowledge, skills and enquiry, whilst nurturing pupils' natural curiosity and fascination, we aim to instil a life-long love of geography and respect for the world in which we live.

The curriculum builds knowledge of key concepts which allows pupils to explore social, environmental, economic and political aspects of place, whilst comparing local and global settings. Our curriculum aims to ensure that our pupils are aware of topical geographical issues, the importance of sustainability and human impact upon our world. Armed with this information, pupils are better informed to make decisions about how they chose to live and have a better understanding of cultures different to their own.

At Red Lane, Geography is taught as a discrete subject in order that the development of knowledge and skills is taught meaningfully and explicitly. Naturally, links are made to other areas of the curriculum but this does not dilute the quality and entitlement of high quality Geography teaching.

The school's long term plan for Geography sets out the content of teaching within in each year group. This is supported by the school's Geography progression document which demonstrates learning outcomes within each strand of development within a Geography unit. Short term planning details how this content is developed over a series of lessons within the unit of work. The organisation of the Geography curriculum provides structured opportunities for pupils to:

- develop enjoyment, interest in and knowledge of geography and an appreciation of its contribution to all aspects of everyday life
- build on curiosity and sense of awe in our physical and social world
- be introduced to the language and vocabulary of geography
- develop better locational knowledge of the world's countries, oceans and hemispheres
- connect human and physical geography; allowing children to investigate social, environmental, economic and physical aspects of the subject.

Teaching and Learning Geography

In addition to the conscious structure and design of the Geography curriculum, great consideration has been paid to the design of the implementation of the curriculum in the classroom. Teaching delivery will vary according to the activities being undertaken, but will follow the principles set out in the Teaching, Learning and Implementation policy and will include class, group and individual instruction and guidance, exposition and demonstration, and the use of questioning and discussion. The following resources and approaches are adopted across all year groups in order to ensure effective delivery of the intended curriculum.

Geographical Concepts

In order to structure the development of and relationships between key knowledge, geographical concepts or 'big ideas' are threaded throughout the curriculum. These concepts are different from content based concepts such as weather and climate and are embedded in the curriculum in order that pupils organise information, make connections and consider geographical relationships in order to make sense of the facts and the world around them. Concepts are explicitly taught and linked within units of work. They are revisited throughout the year groups to ensure pupils have a clear understanding of them, make meaningful connections and enable them to be held within long-term memory.

The concepts within the curriculum are:

- place
- space
- scale
- interconnection
- physical and human processes
- environment
- sustainability
- cultural awareness and diversity

Concept	Summary	In the curriculum
Place 	The concept of place is about the parts of the Earth's surface that are identified and given meaning by people and the significance attached to them	In the Geography curriculum, an understanding of the concept of place is developed by establishing that: • places may be perceived, experienced, understood and valued differently. • places range in size from a part of a room or garden to a major world region. • places can be described by their location, shape, boundaries, features and environmental and human characteristics. Some characteristics are tangible, such as landforms and people, while others are intangible, like scenic quality and culture. • places are important to our security, identity and sense of belonging, and they provide us with the services and facilities needed to support and enhance our lives. • the environmental characteristics of a place are influenced by human actions and the actions of environmental processes over short to long time periods. • the human characteristics of a place are influenced by its environmental characteristics and resources, relative location, connections with other places, the culture of its population, the economy of a country, and the decisions and actions of people and organisations over time and at different scales. • the places in which we live are created, changed and managed by people. • each place is unique in its characteristics. As a consequence, the outcomes of similar environmental and socioeconomic processes vary in different places, and similar problems may require different strategies in different places. • the sustainability of places may be threatened by a range of factors. For example, natural hazards, climate change, economic, social and technological change.
Space 	The concept of space is about the significance of location and spatial distribution, and ways people organise and manage the spaces that we live in.	In the Geography curriculum, an understanding of the concept of space is developed by establishing that: • spaces are perceived, structured, organised and managed by people, and can be designed and redesigned, to achieve particular purposes.
Scale 	The concept of scale is about the way that geographical phenomena and problems can be examined at different spatial levels.	In the Geography curriculum, an understanding of the concept of scale is developed by establishing that: • generalisations made and relationships found at one level of scale may be different at a higher or lower level. For example, in terms of farming, climate is the main factor at the global scale but soil and drainage may be the main factors at the local scale. • Cause-and-effect relationships cross scales from the local to the global and from the global to the local. For example, local events such as the effects of local vegetation removal can have global outcomes.

Environment 	The concept of environment is about the significance of the environment in human life, and the important interrelationships between humans and the environment	In the Geography curriculum, an understanding of the concept of environment is developed by establishing that: • the environment is the product of geographical and human processes. • the environment supports and enriches human and other life by providing raw materials and food, absorbing and recycling wastes, maintaining a safe habitat and being a source of enjoyment and inspiration. • it presents both opportunities for, and constraints on, human settlement and economic development. The constraints can be reduced but not eliminated by technology and human organisation. • culture, population density, type of economy, level of technology, values and environmental worldviews influence the different ways in which people perceive, adapt to and use similar environments. • each type of environment has its specific hazards. The impact of these hazards on people is determined by both natural and human factors and can be reduced but not eliminated by prevention, mitigation and preparedness.
Interconnection 	The concept of interconnection emphasises that no object of geographical study can be viewed in isolation	In the Geography curriculum, an understanding of the concept of interconnection is developed by establishing that: • places and the people and organisations in them are interconnected with other places in a variety of ways. These interconnections have significant influences on the characteristics of places and on the ways these characteristics change. • environmental and human processes, such as the water cycle, urbanisation or human-induced environmental change, are sets of cause-and-effect interconnections that can operate between and within places.
Sustainability 	The concept of sustainability is about the capacity of the environment to continue to support our lives and the lives of other living creatures into the future.	In the Geography curriculum, an understanding of the concept of sustainability is developed by establishing that: • sustainability is both a goal and a way of thinking about how to progress towards that goal. • progress towards environmental sustainability depends on the maintenance or restoration of the environmental functions that sustain all life and the economic and social well-being of humans. • an understanding of the causes of unsustainability requires a study of the environmental processes producing the degradation of an environmental function, the human actions that have initiated these processes, and the attitudinal, demographic, social, economic and political reasons for these human actions. These can be analysed through the framework of human-environment systems.
Cultural awareness and diversity 	Cultural understanding and diversity as a concept is about appreciation and awareness of similarities and differences between environments, places, people and cultures to help develop our understanding of different societies and economies.	In the Geography curriculum, an understanding of the concept of sustainability is developed by: • identifying similarities and differences between environments, places, people and cultures and using this knowledge to build an appreciation of people's beliefs and attitudes and influence

Human and physical processes 	The geographical concept of physical and human processes looks at natural and man-made.	In the Geography curriculum, an understanding of the concept of processes is developed by establishing that: • a physical process could be defined as an incident or series of incidents that happen naturally due to the effects and importance of a specific force of nature. • human processes could therefore be defined in terms of how human involvement has affected the world. • such events and activities can lead to changes within the places, landscapes and societies of the world.

Curriculum Content

The national curriculum for geography aims to ensure that all pupils:

- 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
- 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
- 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 information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	Changes all around – my home		Amazing animals – Land or Sea			Journeys through time – summer holidays
Reception	Changes all around – my school		Amazing animals – Hot or Cold			Journeys through time – where have I been?
Year 1		Local Study – Breightmet and Bolton		The UK: Cities, Seas & London		Seaside – North West of England
Year 2		Continents and Oceans		Biomes: Environments Around the world		Kenya – A Comparison Study with the UK
Year 3		Russia - Polar Regions & Tundra Biome		Navigating Our World: Maps		Italy - Volcanoes
Year 4		Rivers – Aquatic Biome and Water Cycle		Manchester		China – Grassland Biome
Year 5		The Amazon – Rainforests		North America – Desert Biome and Natural Disasters		London
Year 6		South America & Brazil part 1		South America & Brazil part 2		United Kingdom – National Parks

Term:	Nursery – Autumn 1	Key Text(s):	In every house on every street 5 minutes peace

Changes all around – My home

The aim of this unit is for pupils to:
1. Talk about their home and who lives in their house.
2. Know that there are lots of different types of houses e.g. flats, bungalows and houses.
3. Name the different places in their home e.g. bedroom, kitchen, living room, bathroom.

This unit will build upon their knowledge of themselves. Children should be able to name and locate their body parts as this is something that children are taught to do from an early age. This unit introduces children to the idea of their home and how everyone's house will be unique. Ultimately, this unit is designed to give pupils an opportunity to talk about their own family and their house. Children will learn the names of the different places in their home and they will know what happens in each of the rooms. It is a precursor to the Reception Changes all around – my school topic where children will develop an understanding of their school and its grounds.

End of Unit Outcome: Children can talk about their home and family. They can name four key rooms in their house – bedroom, kitchen, living room and bathroom.

Prior Knowledge Requirements:

- Name and locate their body parts – head, shoulders, knees, toes.
- Find and locate their facial features – eyes, nose and mouth.

Key vocabulary for the unit:

House – a building which consists of a ground floor and one or more upper floors.
Flat – typically this is a group of rooms located on one level which is situated within a block of apartments/ flats. Another name for this is an apartment.
Bungalow – a building which consists of a ground floor only.
Family – a group of people living together as a unit.
Bedroom – a room for sleeping in.
Kitchen – a room where food is made.
Living room – a room in the house for general everyday use.
Bathroom – a room containing a bath or shower.
Street – a road typically with houses and buildings on one or both sides.

Composite – The Big Idea

Everyone is unique and every family is different. We all live in different types of houses and every house is different. Most houses will contain a living room, kitchen, bedroom and bathroom.

Components

1. Retrieval of prior learning: Sing heads, shoulders knees and toes. Recap finding and locating their own body parts. Talk about themselves.
2. Vocabulary – introduce new vocabulary.
3. Read a story – Read the story "in every house on every street." Talk about their own homes and how they are similar to the one in the story.
4. Identify the different types of houses. Talk about where children in the class live. Talk about how each house is different and that is ok. Identify houses, flats and bungalows but this may need to be adapted if you have other children from different types of homes e.g. caravans.
5. Photographs – show the children real photographs of different types of houses on Red Lane/ inside Breightmet.
6. Identify the different rooms in the house – living room, kitchen, bedroom and bathroom. Talk about what happens in each of the rooms and what they will have inside the rooms.

	7. Fieldwork – Role-play in the home corner (kitchen) what would happen in this room. Talk about how the kitchen Is used for cooking. 8. Outcome – discussion about their own home and what rooms are in their own home.
<u>Developing a sense of place</u> Throughout the year pupils will study discrete geographical content through the units of Changes all around me; amazing animals and journeys though time. In addition to this we recognise that pupils will learn a lot through exploring books and reading stories. Within our book talk sessions pupils read a range of texts which expose them to the wider world around them. Discussions will take place in the moment and will vary depending on the children's interests and their prior knowledge. Teachers will develop geographical awareness within conversations as opportunities arise for example countries will be identified during other topics. Continuous provision plays a huge part in learning in Early Years. The environment will be set up to allow children to learn through play. Carefully planned role play areas will provide experiences to expose children to Geography for example by setting up a home corner or bedroom.	**Books:** In every house on every street 5 minutes peace Links to further study: Rec – Autumn 1 – Changes all around – my school
<u>Direct Links to the EYFS Early Learning Goals</u> ELG: People, Culture and Communities Children at the expected level of development will: • Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. ELG: The Natural World Children at the expected level of development will: • 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.	**<u>Other wider curriculum links to the EYFS Early Learning Goals</u>** This also links to other areas of learning within the Early Learning Goals including: ELG: Listening, attention and understanding. ELG: Speaking ELG: Comprehension ELG: Past and present

Term:	Nursery – Spring 1	Key Text(s):	Shark in the park Commotion in the ocean

Amazing animals – Land or Sea

The aim of this unit is for pupils to:
1. Know which animals live on the land
2. Know which animals live in the sea.
3. Talk about the differences land and sea animals.

This unit will build upon the knowledge and understanding of their home as most family homes may have a pet. By the time children start nursery, children will be able to name basic animals such as a cat and a dog. Some children may have other pets. Children should be able to name farm animals and the sounds they make when entering the nursery. This unit builds upon this early animal knowledge and begins to distinguish between which animals live on the land and which animals live in the sea. This is deliberately planned for this part in the year as children will have some basic knowledge of animals in the water such as a fish. Ultimately, this unit is designed to give pupils an opportunity to raise awareness of the fact that the world is made up of land and sea. It is then built upon in the Reception unit where children will begin to distinguish between hot and cold places that animals live in.

End of Unit Outcome: Children know that animals live on the land or in the sea. They can name animals that live on land and animals that live in the sea.

Prior Knowledge Requirements:

- Name basic animals such as a cat and dog.
- Talk about their pets
- Name farm animals and the sounds they make.

Key vocabulary for the unit:

Land – part of the world not covered in water.
Sheep – a mammal with a thick woolly coat.
Pig – a mammal with a flat snout who likes to live in the mud!
Cow – a mammal which produces milk for humans to drink
Goat – a mammal with backward curving horns
World – the place we live on.
Ocean – a large amount of sea
Sea – salt water which covers most of the earth's surface
Shark – a marine fish which can grow to a large size.
Crab – a crustacean with five pairs of legs
Dolphin – a small toothed whale which is very sociable and highly intelligent.
Jellyfish – a marine creature which has stinging tentacles
Octopus – a mollusc with eight sucker-bearing arms and a soft body.

Composite – The Big Idea

The world is made up of land and sea. Some animals live on the land and some animals live in the sea.

Components

1. Retrieval of prior learning: Talk about their family pets and animals they know about. Draw upon their knowledge of cats and dogs and their knowledge of farm animals.
2. Vocabulary – introduce new vocabulary.
3. Read a story – Read the story "shark in the park." Talk to the children about animals which live on land. Can a shark live in the park? Would it live in a pond? Explain how it is a huge animal so would live in the sea.
4. World map – Show the children the world. Distinguish between the land and the sea. Talk about how these animals live in the ocean.

	5. Read a story – Read the story "commotion in the ocean." Talk about which animals live in the water and why. Could these animals live on the land? Why not? 6. World map – Show the children the world. Distinguish between the land and the sea. Talk about how these animals live on the land. 7. Compare – talk about the similarities and differences between land and sea animals. 8. Outcome – discussion about where animals live. Sort animals into land and sea animals and place them on a map of the world in the sea or on the land.

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Direct Links to the EYFS Early Learning Goals ELG: People, Culture and Communities Children at the expected level of development will: • 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. ELG: The Natural World Children at the expected level of development will: • Explore the natural world around them, making observations and drawing pictures of animals and plants.	**Other wider curriculum links to the EYFS Early Learning Goals** This also links to other areas of learning within the Early Learning Goals including: ELG: Listening, attention and understanding. ELG: Speaking ELG: Comprehension ELG: Past and present

• 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.	

Term:	Nursery – Summer 2	Key Text(s):	Topsy and Tim go camping What the ladybird heard at the seaside

Journeys through time – Summer holidays

The aim of this unit is for pupils to:

1. Talk about places they may visit on holiday.
2. Describe the weather on holiday.

This unit will build upon the knowledge and understanding of place which has been introduced through Autumn 1 in the "my home" unit. By this point in the year, children will also have developed their speech and should be able to use 4-6 word sentences to speak. Ultimately, this unit is designed to give pupils an opportunity to develop an understanding of different places around them. Children will talk about their own experiences of holidays; places they can visit and what the weather is like in different places. This topic begins to raise awareness of the places you can visit and the types of holiday's people will have. This is in preparation for the Reception – Journeys through time topic and the Year 1 Seaside North West of England topic.

End of Unit Outcome: Children can talk about the weather in different holiday's destinations.

Prior Knowledge Requirements:

- Children will have experienced sand and water play at school.
- Some children will have holiday experiences to talk about.
- Knowledge of animals that live in the sea

Teachers will be aware that some children may not have been on holiday before and may need to provide more discrete knowledge of holidays before this topic can commence.

Key vocabulary for the unit:

Holiday – time spent away from home for leisure.
Beach – a pebbly or sandy shore near the sea.
Sea – salt water which covers most of the earth's surface
Hot – a warm temperature
Weather – the state of the atmosphere around them
Sunny – bright with sunlight
Rainy – having lots of rainfall
Windy – Being exposed to strong winds
Cloudy – clouds are present in the sky
Snowy – snowfall is present on the ground or falling from the sky.

Composite – The Big Idea

Summer is the season where lots of people have holidays! Our summer holidays often take us to new places which can be similar to where we live or very different! When we travel on holiday we can travel in lots of different ways.

Components

1. Retrieval of prior learning: Talk about animals which live in the sea. Talk about the sea and what we know about the seaside. Draw upon children's knowledge of the beach and sand play. It may be necessary to teach this if children have no prior knowledge.
2. Vocabulary – introduce new vocabulary.
3. Read a story – Read the story "Topsy and Tim go camping." Talk about camping. Ask the children about their own experiences of holidays. Is anyone going on holiday?
4. Introduce the concept of the holidays. Discuss places that they may visit to go on holiday for example camping and caravan holidays. Talk about hotels and places they have stayed. Some children may talk about holidays abroad too but this is not essential.

	5. Read a story – Read the story "What the ladybird heard at the seaside." Talk about the seaside and how this is different to a camping holiday. 6. Introduce the concept of weather. Talk about the weather at the seaside – distinguish between sun and rain. 7. Compare – talk about their experiences of the sun and rain. Would it be good to go camping and it rain? 8. Fieldwork – Play outside in different types of weather. Experience the feeling of playing outside in the sun and playing the rain. Talk about their feelings. 9. Outcome – discussion about places they would like to/ will visit on holiday and the type of weather they can expect.

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Direct Links to the EYFS Early Learning Goals ELG: People, Culture and Communities Children at the expected level of development will: • 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. ELG: The Natural World Children at the expected level of development will: • 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.	**Other wider curriculum links to the EYFS Early Learning Goals** This also links to other areas of learning within the Early Learning Goals including: ELG: Listening, attention and understanding. ELG: Speaking ELG: Comprehension ELG: Past and present

ELG: Past and Present Children at the expected level of development will: • Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. • Understand the past through settings, characters and events encountered in books read in class and storytelling.	

Term:	Reception – Autumn 1	Key Text(s):	The colour monster goes to school. All are welcome The squirrels who squabbled

Changes all around – My new school

The aim of this unit is for pupils to:
1. Understand the places within their own classroom and school.
2. Identify their own school on a local map and draw their own map of the classroom.
3. Use positional vocabulary such as near, far, forwards and backwards, left and right to describe position.

This unit will build upon the knowledge and understanding of their own home studied in Nursery. This unit introduces children to the idea of places outside of their own home for example their school. Ultimately, this unit is designed to give pupils an opportunity to begin to develop an understanding of different places around them. It is a precursor to the Year 1 Bolton topic where children will develop an understanding of the environment around them. Children in Year 1 will begin to develop their knowledge of the Breightmet and Bolton.

End of Unit Outcome: Children can talk about their classroom and their wider school environment. Children will use words such as near and far, forwards and backwards to describe the location of different things around them.

Prior Knowledge Requirements:

- Talk about their own home.
- Name the rooms in their home e.g. bedroom, kitchen.
- Know that people live in different types of houses e.g. flats/ houses and bungalows.

Key vocabulary for the unit:

Near: something which is close by. It is easy to get to.
Far: something which is not close to us. It may mean we need to travel to this place.
Forwards: the direction which you are going in or facing.
Backwards: the direction which is behind you.
Left: the location to your left.
Right: the location to your right.
Home: the place we live.
School**:** the place we visit to learn.
Map: a representation of an area of land or sea.

Composite – The Big Idea

There are lots of different buildings around me. There are houses where people live and a school which I go to during the week.

Components

1. Retrieval of prior learning: Talk about their own homes and who lives inside them. Describe the different places within their home. Know that people will live in different types of houses.
2. Vocabulary – introduce new vocabulary.
3. Read a story – Read the story “The Colour Monster goes to school.” Talk about his experiences of school. Compare and contrast our school with his.
4. Talk about our school. Identify the different parts of the classroom and the wider school e.g. Ks2 building/ pond. Talk about what is the same and what is different. Use vocabulary to describe position of things e.g. dinner hall is near our classroom but pond is far away.
5. Fieldwork – walk around the grounds of the school - collect images of things seen in the environment and make journey sticks adding things they find whilst outside.
6. Introduce the idea of a map - Identify school on google maps. Show children atlases. Explore different types of maps. Begin to draw simple maps of their classroom, identifying the key places within the classroom e.g. toilets, doors, outside area.

	7. Fieldwork – give the children a simple hand drawn map of their classroom. Find and locate the hidden treasure within their classroom/ school grounds. 8. Outcome – discussion about the location of Bolton and the human and physical features
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Term:	Reception – Spring 1	Key Text(s):	The tiger who came to tea. Monkey puzzle Be brave little penguin Poles apart

Amazing animals – Hot or Cold

The aim of this unit is for pupils to:
1. Know which animals live in hot places and which animals live in cold places and why.
2. Explain some similarities and differences between life in this country and life in other countries.
3. Talk about the differences in weather in hot and cold places.

This unit will build upon the knowledge and understanding of land and sea animals taught in Nursery. Children should be able to name farm animals and the sounds they make and distinguish between which animals live on land and which animals live under the sea. This unit introduces children to the wider world and similarities and differences between the two places. Children will experience different weather types and describe the weather in hot and cold places. This is deliberately planned for Spring 1 as children will talk about Santa and the North Pole at Christmas and build upon their knowledge of snow. The children may have real experiences of cold weather and snow and ice at this time of year. Ultimately, this unit is designed to give pupils an opportunity to begin to develop an understanding of different places around them. This topic begins to raise awareness of the wider world in preparation for the Year 2 Continents and Oceans topic where children will begin to name and locate the continents and oceans. It is then built upon in the Year 3 Polar Region topic where children will discuss the key climatic features of the Polar Regions, including tundra biomes, including the life supported by these and how global warming is impacting these places.

End of Unit Outcome: Children can talk about the similarities and differences in hot and cold places. The children will know which animals live in hot places and which live in cold places.

Prior Knowledge Requirements:

- Name farm animals and the sounds they make. (Nursery Spring 1)
- Distinguish between land and sea animals (Nursery Spring 1)
- Use positional vocabulary such as near, far, forwards and backwards, left and right to describe where the animals live. (Rec Aut 1)
- Know that Santa lives in the North Pole which is a cold place. (Rec Aut 2)
- Explored snow and ice in their own garden where the weather allows.

Key vocabulary for the unit:

Hot – a high temperature which usually feels warm on the skin.
Cold – a cool temperature which usually feels cold on the skin.
Same – two or more things which are identical.
Different – things that are not the same as each other.
Penguin – a large flightless seabird which lives in the South Pole.
Polar bear – a large white bear which lives mainly on the ice and is found In the North Pole.
Whale – a very large mammal which lives in the ocean.
Walrus – a large marine mammal related to seals which has two large downward- pointing tusks and is found in the North Pole.
Seal – a mammal which lives in the cold seas.
Tiger – a large solitary cat with yellow/brown coat and black stripes. It is native to Asia but becoming increasingly rare.
Lion – a large cat that lives in a pride found usually in Africa and north-western India.

	Monkey – a small to medium sized primate that has a long tail and lives in trees in tropical countries. Elephant – the largest living land animal. It is a plant-eating mammal with a trunk, ivory tusks and large ears, native to Africa and southern Asia. Giraffe – the tallest living land animal. It is a large African mammal with a very long neck.

Composite – The Big Idea	**Components**
Animals live in lots of different places around the world. Different animals need different things to survive. Some animals are suited to hot places whilst others live in cold places.	1. Retrieval of prior learning: Talk about different types of animals. Discuss land and sea animals. Talk about farm animals and where they live. Discuss the weather and the seasons changing to Winter now. Talk about their experiences of snow and ice. Draw upon their knowledge of Santa living in the North Pole. 2. Vocabulary – introduce new vocabulary. 3. Read a story – Read the story "The tiger who came to tea" and "monkey puzzle." Talk about where tigers and monkeys live. Draw upon their knowledge of the home and how tigers do not live there. Discuss the animals seen in the jungle. 4. Introduce the concept of hot places. Discuss which animals would live in hot places. Teach the children the difference between lions and tigers which is a common misconception. Talk about how this differs to where we live. 5. Read a story – Read the story "be brave little penguin" and "poles apart." Talk about how these are cold places and draw upon their knowledge of Santa living in the North Pole. 6. Introduce the concept of cold places. Discuss which animals would live in cold places. Teach the children that polar bears live in the North Pole along with Santa and his reindeers and penguins live in the South Pole along with walruses. Talk about how this differs to where we live. 7. Compare – talk about the similarities and differences between where we live and hot and cold places. 8. Fieldwork – If weather permitting, take the children outside on the school field to explore the snow and ice. Discuss how it feels and what happens to the ice when we touch it. (If not snowy and icy outside, offer opportunities for ice play inside to allow the children to discuss what it feels like.) 9. Outcome – discussion about what hot and cold places look like, which animals live there and how it differs to our country.

Developing a sense of place	**Books:**
Throughout the year pupils will study discrete geographical content through the units of Changes all around me; amazing animals and journeys though time. In addition to this we recognise that pupils will learn a lot through exploring books and reading stories. Within our book talk sessions pupils read a range of texts which expose them to the wider world around them. Discussions will take place in the moment and will vary depending on the children's interests and their prior knowledge. Teachers will develop geographical awareness within conversations as opportunities arise for example countries will be identified during other topics such as the Arctic and Antarctica but the children will not be expected to name or locate them on the map. Continuous provision plays a huge part in learning in Reception. The environment will be set up to allow children to learn through play. Carefully planned role play areas will	The tiger who came to tea. Monkey puzzle Be brave little penguin Poles apart **Links to further study:** Year 2 – Autumn 2 - Continents and Oceans Year 3 – Autumn 2 - Russia – Polar Regions & Tundra Biome.

provide experiences to expose children to Geography for example by setting up a jungle the children can be exposed to features in a jungle such as leaves and trees whilst not being directly taught the content.	
Direct Links to the EYFS Early Learning Goals ELG: People, Culture and Communities Children at the expected level of development will: • 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. ELG: The Natural World Children at the expected level of development will: • 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.	**Other wider curriculum links to the EYFS Early Learning Goals** This also links to other areas of learning within the Early Learning Goals including: ELG: Listening, attention and understanding. ELG: Speaking ELG: Comprehension ELG: Past and present

Term:	Reception – Summer 2	Key Text(s):	At the beach – postcards The Light House Keepers lunch. We all go travelling by The train ride

Journeys through time – where have I been?

The aim of this unit is for pupils to:
1. Recall places that they have visited
2. Explain some similarities and differences between life in this country and life in other countries.
3. Know how we can travel to different places e.g. car/ coach/ plane/ train.

This unit will build upon the knowledge and understanding of summer holidays taught in Nursery. Children should be able to talk about their own experiences of holidays and what they can do on a holiday. This unit continues to develop children's awareness of the wider world and similarities and differences between the two places. This builds upon their learning in Spring 1 when children developed an understanding of hot and cold places around the world. By this point in the year, children will also have developed their speech and should be able to use the past tense to describe holidays they have been on. Ultimately, this unit is designed to give pupils an opportunity to develop an understanding of different places around them. Children will learn how we can travel to different places using different types of transport. This topic begins to raise awareness of the places you can visit and the types of holidays people will have. This is in preparation for the Year 1 Seaside North West of England topic and helps to develop an awareness of the wider world in preparation for the Year 2 Continents and Oceans topic where children will begin to name and locate the continents and oceans.

End of Unit Outcome: Children can recall places they have visited on their holidays.

Prior Knowledge Requirements:

- Use of past tense within their speech.
- Talk about their own experiences of holidays (Nur – Sum 2)
- Know what you can do whilst on holiday (Nur – Sum 2)
- Understand places within their own classroom and school. (Rec – Autumn 1)
- Identify their own school on a local map and draw simple maps (Rec – Autumn 1)
- Use positional vocabulary such as near, far, forwards and backwards, left and right to describe where the animals live. (Rec Aut 1)
- Explain some similarities and differences between life in this country and life in other countries. (Rec - Spr 1)
- Talk about the differences in weather in hot and cold places. (Rec - Spr 1)

Key vocabulary for the unit:

Same – two or more things which are identical.
Different – things that are not the same as each other.
Holiday
Near: something which is close by. It is easy to get to.
Far: something which is not close to us. It may mean we need to travel to this place.
Car – a four wheeled road vehicle that can carry a small number of people
Bus – a large motor vehicle which can carry lots of people but usually sticks to a local route.
Coach – a single decker bus used for longer journeys. It can carry lots of people.
Train – a series of connected railway carriages which travels on a track. It can be used for longer journeys.
Plane – a flying vehicle with wings which carries hundreds of people. It is usually used to take people to different countries.

Composite – The Big Idea

Summer is the season where lots of people have holidays! Our summer holidays often take us to new places which can be similar to

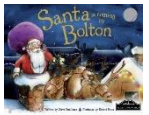
Components

1. Retrieval of prior learning: Talk about holidays in general. Does anyone have any holidays planned? Has anyone been on holiday this year? Talk to the children about different ways of travelling.
2. Vocabulary – introduce new vocabulary.

where we live or very different! When we travel on holiday we can travel in lots of different ways.	3. Read a story – Read the story "At the beach - postcards" and "the light house keeper's lunch" Talk about where the people are. Discuss holidays the children have been on and the things they saw e.g. light house in the sea. 4. Introduce the concept of the past. Discuss places the children have already been. This could be things like the theatre for the Christmas Panto or school trips such as a visit to the farm. Recall what the children have done last week/ last weekend. Talk about previous holidays that they have been on, distinguishing between places that are the same and different to our country. Revisit hot and cold places and how some holidays can be hot and some can be cold. 5. Read a story – Read the story "the train ride" and "we all go travelling by." Talk different types of transport and their experiences of travelling on different types of transport. 6. Introduce the concept of transport and how we use different types of transport for different things. E.g. cars/ buses are local travel and coaches/ trains/ planes are for longer distances. 7. Compare – talk about the similarities and differences between places they have visited and where we live. 8. Fieldwork – Conduct a vehicle survey stood on Red Lane at the top of the school grounds. Count how many cars/ buses/ coaches/ planes they see. Discuss why we won't see trains. 9. Outcome – discussion about where they have visited on holiday and how they travelled to the place.

Developing a sense of place Throughout the year pupils will study discrete geographical content through the units of Changes all around me; amazing animals and journeys though time. In addition to this we recognise that pupils will learn a lot through exploring books and reading stories. Within our book talk sessions pupils read a range of texts which expose them to the wider world around them. Discussions will take place in the moment and will vary depending on the children's interests and their prior knowledge. Teachers will develop geographical awareness within conversations as opportunities arise for example countries will be identified during the discussions about their holiday. Children will have an awareness of the world and countries may be pointed out on a world map however children will not be expected to name or locate them. Continuous provision plays a huge part in learning in Reception. The environment will be set up to allow children to learn through play. Carefully planned role play areas will provide experiences to expose children to Geography for example by setting up a jungle the children can be exposed to features in a jungle such as leaves and trees whilst not being directly taught the content.	**Books:** At the beach – postcards The Light House Keepers lunch. We all go travelling by The train ride **Links to further study:** Year 1 – Summer 2 – Seaside North West of England. Year 2 – Continents and Oceans
Direct Links to the EYFS Early Learning Goals ELG: People, Culture and Communities Children at the expected level of development will:	**Other wider curriculum links to the EYFS Early Learning Goals** This also links to other areas of learning within the Early Learning Goals including: ELG: Listening, attention and understanding. ELG: Speaking ELG: Comprehension

• 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. ELG: The Natural World Children at the expected level of development will: • 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. ELG: Past and Present Children at the expected level of development will: • Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. • Understand the past through settings, characters and events encountered in books read in class and storytelling.	ELG: Past and present

Term:	Y1 – Autumn 2	Key Text(s):	Santa is coming to Bolton 

Concept links:

space 

place 

human and physical processes  

Local Area Study – Breightmet & Bolton

The aim of this unit is for pupils to:
1. Understand that they live in Breightmet which is part of Bolton and Bolton is a town in England.
2. Know what human and physical features are.
3. Identify the human and physical features in their local area.

This unit will build upon the locational knowledge and understanding of basic human and physical features studied in Reception. This unit is the first step in children understanding the environment around them. It is a precursor to the Year 2 Kenya topic where children will study human and physical features in another country. Ultimately, this unit is designed to give pupils a basic understanding of these key themes, which will eventually lead to them thinking critically about the environment around them and the impact humans have on the physical environment.

End of Unit Outcome: Discussion about the location of Bolton and the human and physical features of Bolton.

Prior Knowledge Requirements:

- Positional vocabulary (Reception) – near, far, forwards, backwards, left, right
- Knowledge of own home (Reception) – room names and functions
- Subject related vocabulary (Reception) – house, road, park
- Weather (Reception) – different types of weather

Key vocabulary for the unit:

urban: A busy locations which has lots of houses and usually shops and offices.
rural: It is a location in the country. It is not usually as busy as an urban place.
Map: a drawing or diagram that represents an area
Environment: everything around us
Human: made by people
Physical: things that are natural (not made by people)
Town: a built up area with a name - urban
Village: an area made up of a small number of houses - rural

Composite – The Big Idea

Our local area is the place we live. There are human features such as 'houses' and a 'town'. There are physical features such as a 'river' and a 'forest'.

Components

1. Retrieval of prior learning: identify keys locations in house and school and what features do they have (space), what happens in these spaces and why are they special/ important (place). Introduce Breightmet as the location of both home and school. Look at aerial view of school and surrounding houses. Identify areas of school. Introduce address.
2. Vocabulary
3. Introduce the idea of a map – share different examples. Identify key locations of school and area on simple map that will be followed.
4. Fieldwork – understand fieldwork is to collect info, understand safety, follow map- collect images of things seen in the environment (space, human/ physical), pay attention to noises in environment
5. Review of fieldwork – introduce human/ physical – categorise images from the walk (space, human/ physical)
6. Town and villages – similarities and differences, identify human and physical features. Compare using aerial photos and maps.

	7. Introduce Bolton as a town – recap features of a town compared to a village and categorise into human/ physical features (space). Discuss why Bolton is special to people (place) inc ideas such as football team. Look at aerial photographs and map of Bolton – identify features such as roads and buildings. 8. Fieldwork – visit to Bolton town centre - follow map- collect images of things seen in the environment (space, human/ physical), shops, roads, signs, traffic, pay attention to noises in environment and compare to walk around the school 9. Outcome – discussion about the location of Bolton and the human and physical features 10. LBQ question set

NC Objectives	**Locational Knowledge**	**Place Knowledge**	**Environmental, Physical & Human Geography**	**Geographical Skills and 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* *Use locational and directional language [for example, near and far, left and right], to describe the location of features and routes on a map* *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.*	• Understand that the area they live in is called Breightmet. • Understand that Breightmet is an area in Bolton. • Know that Bolton is in England. **Mapwork** • Know that a map is a representation of what an area looks like from an aerial view. • Follow a simple map around the perimeter of the school • Understand that maps give us information about places and their locations. • Understand that symbols are used on a map to represent the human and physical features of an area and show where they are located. • Locate the school on an aerial image	• Tell someone their address and Postcode. • Know a village is smaller than a town and is usually associated with the countryside. • Know there are many signs on the roads to help drivers use the Highway Code. • Know what a supermarket, post office and church are. • Say and explain what they like about their locality.	• Know that in the world there are things made by people and these are called human features. • Know that in the world there are things NOT made by people and these are called physical features. • Understand that school is a human feature, as it has been made by people. • Identify some human and physical features in the local area: • Red Lane - school, road, houses, street lights, railings, trees • Seven Acres - grass, trees, flowers, river, paths	**Walk around School Perimeter** **Gathering Information** • Understand that we use fieldwork to view an area ourselves. • Understand how to remain safe, whilst participating in fieldwork. • Identify human and physical features in our local area. **Recording** • Children to take pictures of interesting things as they walk around school – compare different houses. • Capture sounds on a recorder – is it noisy/quiet? Can you hear wildlife? **Skills** • Understand that symbols are used on a map to represent the human and physical features of an area and show where they are located. • Observe and record information about the local area. • Observe and record daily weather using simple symbols.

Term:	Y1 – Spring 2	Key Text(s):	

Concept links:

space 

place 

human and physical processes  

Local Area Study – The UK: Cities, Seas & London

The aim of this unit is for pupils to:

1. Know the countries in the UK, their capital cities and their flags.
2. Know the seas and oceans surrounding the UK.
3. Know that London is the capital city of England and understand where it is located within the UK.
4. Know and be able to identify important landmarks in London and understand which are human features and which are physical features

This unit is the foundation to exploring location beyond the local and familiar area and starts to develop pupils' wider sense of place. It develops the idea that different places when grouped together are part of a bigger shared place such as a country. This unit provides opportunity for pupils to see human and physical features in a different context. It provides further context so that future locations such as the north west can be identified on a map of the UK. This unit is the foundation for children's learning in Year 2, where they identify, locate and names the continents and oceans of the world.

End of Unit Outcome: Identify the countries, capital cities and surrounding seas and oceans of the UK on a map.

Prior Knowledge Requirements:

- Understand that they live in Breightmet which is part of Bolton and Bolton is a town in England. (Y1 Aut 2)
- Know what human and physical features are & identify the human and physical features in their local area. (Y1 Aut 2)

Key vocabulary for the unit:

- **Country**: an area of land controlled by a government
- **City:** an area bigger than a town with more people and businesses
- **Sea:** large areas of saltwater that cover the earth
- **Cathedral:** a large church with a bishop's throne

Composite – The Big Idea

London is the capital city of England. England is one of 4 countries in the United Kingdom (UK). The United Kingdom is surrounded by four seas. London is a popular tourist destination for its wide variety of museums, shops, restaurants, and sports teams.

Components

1. Retrieval of prior learning: recap previous unit of learning LQB set revisit. Where do we live? Breightmet. Breightmet is a part of Bolton. Recap some of the human and physical features about where we live.
2. Vocabulary lesson.
3. Recap concepts of a map – look back at maps of previous unit. Introduce a map of the UK. Note difference between land and sea. Introduce and label seas. Introduce that we live in England, which is a country in the UK. Show UK on a map and show whereabouts Bolton is. Demonstrate that 4 countries make up the UK – pupils create labelled maps. UK stands for 'The United Kingdom of Great Britain and Northern Ireland', usually this is shortened to 'The United Kingdom'. Know that Northern Ireland is part of an island to the west of Great Britain. Know that the southern part of the island is known as Ireland or Eire and that this is not part of the UK. Know the national anthem is 'God Save the King' – learn and recite
4. Prior learning link 4 countries of the UK. Introduce the idea that each country has its own flag – link to the concept of identity. Discussion of where we might see flags. Display and label these. Know that people from England are known as English, people from Scotland are known as Scottish, people from Wales are known as Welsh and people from Ireland are known as Irish.

	5. Prior learning link – 4 countries of the UK and flags. Recap prior learning from term 1 – towns and villages and the features. Introduce that each of the countries in the UK have their own capital city. Locate these cities on a map of the UK: London, Cardiff, Edinburgh and Belfast. Note the location of these cities in the South of their countries and that they all have ports. Identify key landmarks within each city. 6. Prior learning link – countries and capital cities. Know that a city is the largest type of settlement. Know that a capital city is usually the largest and most important city in a particular country. Compare and sort human physical features – town, village, city. 7. Prior learning link – recap features of a city. Consider what would it be like to live in a city compared to in Breightmet. What would be good/ bad? 8. Recap four countries and capitals. Introduce London as the capital of England. Gather prior knowledge. Know and identify modern landmarks in London and understand their functions: Big Ben (Elizabeth Tower) / Houses of Parliament, Tower Bridge, St Paul's Cathedral, Buckingham Palace. Identify human and physical features of London. 9. End of unit outcome 10. LBQ question set

NC Objectives	**Locational Knowledge**	**Place Knowledge**	**Environmental, Physical & Human Geography**	**Geographical Skills and Fieldwork**
Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. *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.* *Use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.*	• Know that London is the capital city of England. • Know that a city is the largest type of settlement, containing lots of buildings and lots of people. They usually have hospitals, sports facilities, universities, shops, offices, many houses and a cathedral. • Know that a capital city is the largest and most important city in a particular country. It is where the leaders of the country work and make decisions. **Mapwork** • Use a map to identify the 4 countries of the UK • Identify London on a map of the UK. • Identify Edinburgh, Cardiff and Belfast on a map of the UK. • Know that some other important cities in England	• Know and identify modern landmarks in London and understand their functions: Big Ben, Houses of Parliament, Tower Bridge, St Paul's Cathedral and Buckingham Palace. • Know that the King lives at Buckingham Palace. • Know that the current King is King Charles III. He is known as the monarch. Know that the UK has a royal family.	• Know that London has 'tube trains' that run underground and this system is called the London Underground. • Understand that the London Underground is a human feature of London, as it was made by people. • Know that the River Thames runs through London. • Know that London was built around the River Thames as it was very useful for people to transport good in boats along the river. • Know that the River Thames is the second longest river in the UK. • Know that the River Thames is a physical feature of London, as it has not been made by people	**Using Maps to locate Bolton & London in relation to the rest of the UK** **Gathering Information** • Use world maps to identify the United Kingdom • Use world maps to identify the countries in the United Kingdom **Recording** • Children locate key London landmarks

	are: Manchester, Birmingham, Newcastle and Liverpool - identify these cities on a map of UK. • Know that Manchester is the nearest city to Bolton and identify Bolton on a map of the UK.			

Term:	Y1 – Summer 2	Key Text(s):	

Concept links:

space 

place 

cultural awareness and diversity 

North West of England - Seaside

The aim of this unit is for pupils to:
1. Apply their knowledge of human and physical features to a wider area of the UK.
2. Know the countries in the UK, their capital cities and their flags.
3. Know the seas and oceans surrounding the UK.

Earlier in Year 1, pupils have studied their local area, in this unit pupils will develop their knowledge to understand the region they live in. This unit revises human and physical features studying them in a wider context. This unit introduces foundational knowledge of coast which pupils will identify and develop further knowledge of throughout Year 2 and also into Key Stage 2. Following on from studying London as the capital city it provides further opportunities for pupils to compare places with those that are familiar to them.

End of Unit Outcome: Identify and compare human and physical in Blackpool and Bolton

Prior Knowledge Requirements:

- Understand that they live in Breightmet which is part of Bolton and Bolton is a town in England. (Y1 Aut 2)
- Know what human and physical features are & identify the human and physical features in their local area. (Y1 Aut 2)
- Know the 4 countries of the UK and the seas (Y1 Spr 2)

Key vocabulary for the unit:

- Coast – where land meets the sea
- Cliff - a steep rock face close to the edge of the sea.
- Beach - land by the edge of the sea, usually covered with sand or small stones
- Bay - a place where the coast bends inwards and sea fills the space.
- Pier - a structure for people to walk along that is built out into the sea.
- Harbour - a place by the seaside where boats can stay safely in the water.
- Port - a place where ships can be loaded and unloaded.

Composite – The Big Idea

There are many similar and different features at the seaside in comparison to Bolton. People go to the seaside as a source of enjoyment.

Components

1. Retrieval of Prior learning: recap previous units – local area and UK and seas. Recap location of Bolton within UK. Identify the North West. Identify on map of UK and satellite images how land meets Irish sea. Identify this as the coast. Introduce the idea that this can look different – human and physical; features. Compare natural coastlines with seaside towns – look at aerial images. Identify and categorise human and physical
2. Vocabulary
3. Introduce idea that people walk along the coast and the coast is a destination for days out and holidays. Know that one of the most famous locations on the North West coast is Blackpool. Understand that Blackpool attracts lots of tourists. Know that tourists are people who visit a place for pleasure. Know these important tourist destinations in Blackpool: - tower, pier, illuminations, pleasure beach. Understand that all of these tourist destinations are human features as they have been made by people.

	4. Know that Blackpool is affected by pollution. Understand that pollution is when rubbish, smoke and chemicals are introduced into the environment and are harmful for humans, animals and plants. Understand that Blackpool attracts lots of tourists and if these tourists don't take care of the environment when they visit, it can have a negative impact on the environment in Blackpool. Understand that it is important for us to protect the environment and coast. We can do this by not throwing litter onto the floor or into water and by reusing plastic bags and bottles. 5. Fieldwork – visit to Blackpool – identify human and physical features. Record images. Conduct interviews of workers/ tourists. 6. Fieldwork review – links to human and physical. What do people like about Blackpool. Compare to personal opinions. 7. Compare – Blackpool and Breightmet – what I like/ don't like about each. 8. Outcome - Identify Compare human and physical in Blackpool and Bolton 9. LBQ question set

NC Objectives	**Locational Knowledge**	**Place Knowledge**	**Environmental, Physical & Human Geography**	**Geographical Skills and Fieldwork**
Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. *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.* *Use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.* *Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage.*	• Know the countries in the UK, their capital cities and their flags. • Know the seas and oceans surrounding the UK. • Know that Blackpool is a seaside holiday destination **Mapwork** • Locate Blackpool on a map in relation to Bolton. • Plan and follow route from two points e.g car park to pier • Use world maps, atlases and globes to identify the United Kingdom and its countries. • Use world maps to identify popular seaside destinations outside of the UK.	• Know most British seaside resorts are famous for their fish and chips, which were served in newspapers until the 1980s. • Know coasts have many different features, such as caves, cliffs, bays and beaches. • Know that a seaside resort is a town or place where people go on holiday by the sea. • Know a lighthouse uses a beacon of light to warn or guides ships at sea. • Know an island is a piece of land completely surrounded by sea.	• Describe the physical features of Blackpool Coast e.g beach, sea • Describe the physical features of Bolton e.g surrounded by land, hills • Describe the human features of Bolton and Blackpool e.g shops, towns • Describe some human features of their own locality, such as jobs people do. • Talk about how people try to make the area better or spoil it. • List reasons why people love to be beside the seaside – linked to human & physical features	**Trip to Blackpool** **Gathering Information** • Conduct interviews to collect information about why people like to live or work in Southport. **Recording** • Take photographs of key features (beach, sea, pier) and match these to the correct position on a map. **Skills** • Use aerial photographs to identify beach, sea, pier, promenade, roads • Use photographs to identify to identify different physical and human. • Study pictures of the localities in the past and present – 'How has it changed?'

Term:	Year 2 – Autumn 2	Key Text(s):	

Concept links:

space 

place 

Continents and Oceans

The aim of this unit is for pupils to:
1. Name and locate the 7 continents.
2. Name and located the 5 oceans.
3. Understand how to use a map to locate continents and oceans.

This unit is the first introduction to continents and oceans. It builds upon foundational knowledge of countries and seas that was introduced in Year 1 through study of the United Kingdom. This unit will provide foundation knowledge, which will support their geography learning across school. In Year 2, they will study a country in a different continent (Kenya in Africa) and in KS2 they will study a variety of locations in South America, North America and Europe.

End of Unit Outcome: Label continents and oceans on a map of the word.

Prior Knowledge Requirements:

- Identify 4 countries of the UK, capital cities and seas (Y1 Spr 2)
- How to identify land and sea on a map/atlas (Y1 Aut 2)

Key vocabulary for the unit:

- Continents- countries that are grouped
- Oceans - large areas of saltwater that cover the earth but are bigger than seas
- Sea- a small part of an ocean and seas are often where an ocean and land meet.

Composite – The Big Idea

The world is split in 7 different continents. Each one is unique and different. Most of the world is covered in water – these are split into seas and oceans. There are 5 oceans in the world.

Components

1. Retrieval of prior learning: recap previous units – particularly the UK, countries, cities and seas. Introduce a globe and the concept of the world. Identify the UK on it. Repeat using an atlas. Link atlas as flat version of globe. Introduce idea of land and sea- identify both on globes and atlases.
2. Vocabulary
3. Develop concept of continent. Understand that areas covered by land are split up into continents. Understand that each continent is split up into smaller areas of land called countries. Know and identify 7 continents. Know that Australia is a continental landmass often known as Oceania or Australasia.
4. Develop and identify oceans - know that most of the world is covered in water. Understand that areas covered by water are split up into oceans. Know that there are five oceans in the world: Atlantic Ocean, Pacific Ocean, Indian Ocean, Southern Ocean and Arctic Ocean. Identify

	them on a map of the world. Know that on a map the world, there often looks to be two Pacific Oceans. Understand that this is because the earth is a sphere and they are both part of the same ocean. Label. 5. Rehearse and retrieve knowledge using segments of atlases. 6. Read text – continents and animals 7. Outcome – label countries and continents.

NC Objectives	**Locational Knowledge**	**Place Knowledge**	**Environmental, Physical & Human Geography**	**Geographical Skills and Fieldwork**
Name and locate the world's 7 Continents *Name and locate 5 oceans* *Use world maps, atlases and globes to identify the countries, continents and oceans studied at this key stage* *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.*	• Know that there are 7 continents and identify them on a map of the world: Europe, North America, South America, Africa, Asia, Australia and Antarctica. • Know that there are five oceans in the world: Atlantic Ocean, Pacific Ocean, Indian Ocean, Southern Ocean and Arctic Ocean. **Mapwork** • Identify land and water on a map of the world. • Identify the 7 continents on a map • Know that we live in a country called England, which is located in Europe and identify England on a map. • Identify the 5 oceans on a map of the world. • Know simple compass directions (N, E, S, W)	• Know that in the world there are areas of land and areas of water. • Understand that areas covered by land are split up into continents. • Understand that each continent is split up into smaller areas of land called countries.	• Know that land and water are physical features.	**Understand how to use a map to locate continents and oceans.** **Gathering Information** • Use world maps to identify the continents and seas. **Recording** • Children locate on maps

Term:	Y2 – Spring 2	Key Text(s):	 

Concept links:

space 

place 

environment

Biomes: Environments Around the World

The aim of this unit is for pupils to:
1. Understand that the earth's temperatures are hotter on the equator and colder at the North and South Poles.
2. Understand what a biome is.
3. Understand the environmental differences between a biome near the poles and a biome near the equator.

This unit will introduce the ideas of biomes and climate differences due to proximity to the equator and North and South Poles. This will be extremely important as pupil's progress through the curriculum, as it will provide a foundation for understanding climate differences around the globe when pupils will study a variety of locations in South America, North America and Europe. In Year 6 Science, pupils learn about the tilt of the earth and the impact this has on temperatures around the globe. This unit will be the first step in pupils being able to understand that concept.

End of Unit Outcome: Produce a descriptive passage about two biomes studied.

Prior Knowledge Requirements:

- There are seven continents in the world: Europe, North America, South America, Africa, Asia, Australia and Antarctica. (Y2 Aut 2)
- Continents are split into smaller areas of land called countries (Y2 Aut 2)
- There are five oceans in the world: Atlantic Ocean, Pacific Ocean, Indian Ocean, Southern Ocean and Arctic Ocean. (Y2 Aut 2)
- Environments consist of human and physical features (Y1 Aut 2)

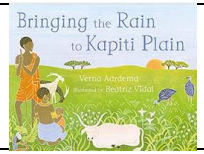
Key vocabulary for the unit:

- **Diverse**: different from each other
- **Climate**: aspects of weather over a long time.
- **Aquatic environments:** water environments such as rivers, lakes, oceans and seas.
- **Tundra**: large environment with no trees
- **Temperate Forest:** an area containing many deciduous trees.
- **Grassland** or **Savannah**: lands that are vast and open, with grasses being the main plants.
- **Rainforest**: a tall forest which gets lots of rain
- **Desert**: an area with very little rainfall – they can be hot or cold
- **Taiga / Evergreen Forests:** an area containing many conifers and other evergreen trees.

Composite – The Big Idea	**Components**
The world is made up of different biomes. There are six main biomes: aquatic, tundra, forest/woodland, grassland/savannah, rainforest and desert.	1. Retrieval of prior learning: recap continents and oceans 2. Vocabulary 3. Hot and cold places – develop locational knowledge about countries that are hot and cold and their positioning on the globe. What items/ clothes might you need in different locations in relation to the Poles. 4. Development of understanding of biomes – environmental, human and physical geography facts. Knowledge development of 2 contrasting biomes. 5. Knowledge development of remaining biomes. 6. Learning links – map out some biomes on world map-link to continent identification 7. Outcome 8. LBQ question set

NC Objectives	**Locational Knowledge**	**Place Knowledge**	**Environmental, Physical & Human Geography**	**Geographical Skills and Fieldwork**
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. *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*	• Understand that the earth has an imaginary line around the middle of it, this is called the equator. • Understand that the earth has two imaginary circles around the bottom and the top of it. These are called the North Pole and South Pole. • Understand that different locations on the earth are different temperatures. • Know that places near the equator are hotter and places near the North and South poles are colder. • Understand that climate refers to 'the weather conditions in an area over a long period of time.' **Mapwork** • Use maps to locate different biomes taught in unit.	Know that there are 6 main biomes and understand some of their features: • **Aquatic**: these biomes cover most of the earth and are rivers, lakes, oceans and seas. These biomes are in the water and are home to lots of aquatic animals such as: fish, penguins, sea lions, dolphin and whales (Located near North and South Poles) • **Tundra:** this biome is the coldest and is covered in ice and snow. Not many plants and animals can survive here. It is near the North and South Poles, where it is coldest. • **Forest or Woodland:** these biomes contain lots of trees. They are warmer than the Tundra biomes, but cooler than the other biomes. We live in a forest biome. • **Grassland or Savannah:** these biomes are areas of land that are vast and open, with	• Understand that the world is made up of different biomes. • Know that a biome is a large area of the earth that has its own environment. • Know that animals, plants, physical features and climate together make the environment. • Know that there are lots of different biomes in the world. • Understand that different biomes have different plants and animals, which are suited to living in their environment	**Weather Chart** **Gathering Information** • Use observation to identify weather types over a period of a week • Keep a weather chart. **Recording** • Present weather information in a pictogram **Skills** • Think and ask a few relevant questions linked to the topic using resources, such as books, the internet and atlases.

		grasses being the main plants. The largest grasslands are found in East Africa. Zebras, giraffes, elephants and rhinos can all be found living in grasslands. (Located near Equator) • **Rainforest:** Tropical rainforests are near the Equator, meaning they are always hot. Rainforests are wet and are home to half of the world's plants and animals. Orangutans, parrots, and the poison dart frog are some of the many rainforest animals. • **Desert:** these biomes are also near the equator and are very dry and are very hot. Not many plants and animals can live here. Deserts are the driest biome. Cacti one type of plant that can survive the dry conditions. Rattlesnakes, lizards and owls are some of the animals of this biome.		

Term:	Y2 – Summer 2	Key Text(s):	

Concept links:

space

place

environment

Kenya – Comparison with England

The aim of this unit is for pupils to:

1. Deepen their understanding of continents, by learning about a specific area in Africa - including a key city: Nairobi
2. Understand the differences between the UK and Kenya – including animals, fruit & vegetables to schools, climate and jobs.
3. Apply their knowledge of human and physical features of an area of the UK and compare them to an area of Kenya.

This unit gives pupils an opportunity to review much of the knowledge they have learnt in Key Stage 1. Pupils will build on their knowledge of oceans and continents and deepen their understanding by focussing on a specific area outside of Europe. Pupils will review human and physical features and use their knowledge to compare two locations. Pupils will make links between concepts of tourism and environmental protection that they have encountered in relation to their study of London and Blackpool.

End of Unit Outcome: Answer 'How is life in the UK and Kenya similar and different?'

Prior Knowledge Requirements:

- Weather types (Reception)
- There are seven continents in the world: Europe, North America, South America, Africa, Asia, Australia and Antarctica. (Y2 Aut 2)
- Continents are split into smaller areas of land called countries (Y2 Aut 2)
- There are five oceans in the world: Atlantic Ocean, Pacific Ocean, Indian Ocean, Southern Ocean and Arctic Ocean. (Y2 Aut 2)
- Environments consist of human and physical features (Y1 Aut2)
- The different types of biomes (Y2 Aut 2)
- Features of a city, town, village (Y1 Aut2, Spr2)

Key vocabulary for the unit:

- **African:** to be African is to belong to a group of countries in a continent called Africa.
- **wild life:** Refers to a group of animals that are wild, that is, do not live with humans but roam free.
- **climate:** Climate refers to aspects of weather over a long time. In hot countries the climate is hot, etc.
- **drought:** Drought is a long period without rain, often experienced by African countries.
- **government:** It refers to a group of people who run a country. In most cases these

Composite – The Big Idea	**Components**
There are many differences between the UK and Kenya. These range from animals, fruit and vegetables to schools, climate and jobs.	1. Retrieval of prior learning: recap continents and oceans and different biome types. Where is Kenya? Locate on map/ capital and flag. What do we expect the climate to be like based on its position? Find out about weather patterns – compare temp and rain with that in the UK using simple charts. Draw conclusions. 2. What is an area outside of the city like? Recap features of London. Introduce Nairobi as the capital of Kenya. Compare human and physical features to what we know of London. 3. Nairobi national park – compare animals with animals in England. 4. Tourism – what attracts people to visit Nairobi / Nairobi National Park? Compare to London/ Blackpool 5. Environment and conservation – explore interaction between humans and animals in Nairobi. 6. School – school in the UK and school in Kenya. Facilities/ resources. 7. Outcome - 'How is life in the UK and Kenya similar and different?' 8. LBQ question set

NC Objectives	**Locational Knowledge**	**Place Knowledge**	**Environmental, Physical & Human Geography**	**Geographical Skills and Fieldwork**
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. *Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage.* *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.*	• Know Kenya is situated in Eastern Africa. • Know the flag of Kenya • Know the capital of Kenya is Nairobi. • Name and locate the world's oceans and find them in an Atlas. • Know the compass directions: North, South, East, West. • Understand directional language: near, far, left, right, forward, backward. **Mapwork** • Find where they live on a map of the UK. • Understand the differences the maps show of Africa and the England. • Understand that a map shows you what an area looks like from an aerial view. (Sometimes known as a bird's eye view) • Understand that aerial means 'from above' and when we look at something from above, we call this an 'aerial view'.	• Compare the differences between: Roads, Settlements and Green Space. • Know tea and coffee are important plants grown in Kenya. • Know Kenya is a developing country and more than half of its population live in poverty. • Name animals living in the wild in the UK • Name animals living in the wild outside the UK • Know the two main languages spoken in Kenya are: English and Swahili.	• Describe some human features of their own locality, such as jobs people do and explain how the jobs people do may be different in different parts of the world – Kenya. • Explore and describe what schools are like in Kenya. • Talk about how people try to make the area better or spoil it. • Know that different fruit and vegetables depend on a country's climate. • Describe the climate of Kenya and compare it to the UK.	• Find out about a locality by using different sources of evidence. • Find out about a locality by asking some relevant questions to someone else. • Use a map, photographs, film or plan to compare England to Kenya. • Using maps and aerial photographs to compare land use over both countries (sizes, land use – e.g space between town, wildlife areas) • Compare weather, including temperatures, over a week between England and Kenya. • Present weather information in a table.

Term:	Year 3 – Autumn 2	Key Text(s):	

Concept links:

Place

Interconnection

Cultural awareness and Diversity

Human and Physical Processes

Environment

Russia – Polar Regions & Tundra Biome

The aim of this unit is for pupils to:

1. Know where Russia is located within Europe and Asia (Eurasia).
2. Know the location of many of Russia's population centres; compare and contrast these with living in the UK.
3. Understand the key physical and human characteristics of Russia, including the tundra and Polar Regions.
4. Know and understand the key climatic features of the Polar Regions, including tundra biomes, including the life supported by these.
5. Understand the human contribution to global warming. Understand how this causes climate change, melting ice sheets and sea level rises and the risks to human population centres that this causes.
6. Understand Russia's impact on the wider world, in particular its natural resources and cultural contributions to the world.

This unit builds upon knowledge of the names and locations of the world's continents and physical features such as mountain ranges, seas and oceans (Y2). The unit introduces knowledge and vocabulary relating to Russia, focussing on culture and trade links (natural resources such as timber, oil and gas).

It consolidates the pupils' prior understanding of biomes (Y2), introducing them to tundra and the Polar Regions, including their climatic features, natural habitats, human uses and the human-driven environmental issues affecting these areas, including global warming. The unit also allows for the consolidation and further development of map work (Y2). It prepares the pupils for further detailed studies into contrasting biomes in Years 4 and 5.

End of Unit Outcome: Create a presentation on the physical and climatic features of the tundra, including associated wildlife.

Prior Knowledge Requirements:

- Knowledge of continents and oceans and their locations (Y2 Aut 2)
- Understanding of the differences between countries and continents (Y2 Aut 2)
- Understanding of what a biome is; know the different types that exist and some of their features (Y2 Spr 2).
- Map work – finding locations and labelling skills (Y1 & Y2).

Key Vocabulary for the Unit:

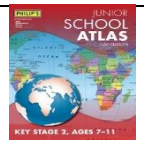
- **Polar Regions:** the Arctic (North Pole) and Antarctic (South Pole) regions of the world. Ice sheets cover these areas and they are the world's largest cold deserts.
- **Arctic:** The region north of the Arctic Circle. It is frozen ocean surrounded by land covered in ice sheets and glaciers.
- **Antarctic:** The region south of the Antarctic Circle. It is a frozen continent, surrounded by the Southern Ocean.
- **Glacier:** Huge, slow moving sheets of ice, powerful enough to carve valleys.
- **Global Warming:** The slow, warming of the Earth due to the release of greenhouse gases into the atmosphere. This is causing the polar ice caps to melt, making sea levels to rise.

	• **Fossil Fuel:** Coal, oil and gas are fossil fuels, which formed from prehistoric life, including dinosaurs. When burnt to provide energy, they release the greenhouse gas, carbon dioxide. • **Permafrost:** Permanently frozen land found in the tundra regions. • **Iceberg:** Large chunks of ice, which float and drift in the sea. They form when glaciers begin to break in the seas and oceans.

Composite – The Big Idea	**Components**
Russia is the largest country on Earth, covering most of northern Europe and all of northern Asia. Its history and culture have helped to shape the modern world in which we live and its vast lands contain much of the world's natural resources, including huge boreal forests. To the north of these forests, but below the ice-covered Arctic lies the tundra, a frozen land so cold that trees cannot grow there.	1. Retrieval of prior learning – Biomes (Y2 Spring 2) 2. Vocabulary 3. Identify and map the location of the Tundra and Polar Regions on a world map, including the Arctic and Antarctic Circles, hemispheres, Arctic Ocean and Southern Ocean and the countries within these areas. Explore key physical, seasonal and climatic features of these areas, including natural ecology (species) and human uses. 4. Locate Russia on a world map and within Europe and Asia, relating its geographical location with the UK. Label Russia's neighbouring countries (China, Mongolia, Finland, etc.), including Kaliningrad. Identify and map the locations of Russia's major cities, including its capital, Moscow, historical capital, Saint Petersburg and other major centres including Kaliningrad, Vladivostok, Kazan and Volgograd. 5. Create a fact file covering Russia's population, land area, capital city, currency, languages spoken, major religions followed, cultural landmarks (example: The Kremlin, St Basil's Cathedral, The Winter Palace (St. Petersburg), The Motherland Calls (Volgograd) etc.). 6. City focus – Moscow comparison to Bolton (Russia / UK living comparison). Include key buildings and cultural / tourist attractions. 7. Identify geographical features of Russia, including: Mapping the locations of its wide variety of climate regions (biomes) – Steppe, Taiga (boreal forests), tundra and Polar Regions. etc. Name and locate the Ural Mountains and Caucasus. The position of the Arctic Circle (line of latitude, linking this to desert regions). The locations and names or Russia's major rivers, including the Volga and Amur Rivers. 8. Introduce and explore global warming is and its causes. Discuss the impact of a warming planet and the resulting rising sea levels on the world, including human populations living in low-lying and coastal regions. 9. Explore Russia's wider role in the world – major organisations (Example: Permanent member of the UN Security Council); one of the world's largest exporters of natural resources including timber, oil and gas and how this affects our lives here in the UK. 10. Outcome – Fact File on the Polar and Tundra Regions 11. LBQ question set

NC Objectives	Locational Knowledge	Place Knowledge	Environmental, Physical & Human Geography	Geographical Skills and Fieldwork
Locate the world's countries, using maps to focus on Europe (including the location of Russia) *Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied*	• Know where the Equator is located and the impact this has on temperature. • Know where the North and South Poles are located and understand that these are the coldest places on earth, as they are furthest away from the equator. • Understand that to help locate where a place is in the world, people use imaginary lines called latitude and longitude. • Know that the Prime Meridian is a line of longitude, which runs through London. **Mapwork** • Identify the hemispheres on a map. • Identify on a map the position of these lines of latitude: Equator, The Tropic of Cancer, The Tropic of Capricorn, Arctic Circle and Antarctic Circle.	**Arctic Circle** • Know that the Arctic Circle is at the north of the earth. • Know that two continents are within the Arctic Circle: Europe - Russia, Iceland, Denmark, Norway, Sweden and Finland North America - USA, Canada • Understand that only parts of these countries are within the Arctic Circle. • Know that the Arctic Ocean is in the Arctic Circle. • Using knowledge of how to use an atlas and map reading, identify these countries on a world map. **Antarctica** • Know that the Antarctic Circle is at the south of the earth. • Know that Antarctica is the only continent inside the Antarctic Circle. • Know that Antarctica is in the Southern Ocean. • Understand that no humans live permanently in Antarctica, although some people live there for part of the year to study it. **Tundra Biome** • Understand that Arctic and Antarctic Circles have the coldest climate on earth. • Compare this to today's current temperature in Bolton. • Know that within the Arctic and Antarctic Circles is a Tundra Biome. • Know that this biome is the coldest and is covered in ice	**Arctic Circle** Climate • Know that the Arctic only has two seasons. It has long, cold winters and short, cool summers. The winters last for about 8 months. Know that in the winter, the sun is so far away from the Arctic that it doesn't rise at all. This means it can be cold and dark for months. Know that the average temperatures in the Arctic range from about 12oC in the summer to about -34oC in the winter. Physical • Most of the Arctic is covered by water and most of that water is frozen. • There are: Mountains, Islands, Fjords, Icebergs, Glaciers. Human • People have lived in the Arctic for thousands of years. Only about 4 million people live and work in the Arctic at the moment (for comparison, there are 66 million in the UK). • In the winter, it can get so cold that it's too dangerous to go outside without special clothing and equipment. Strong storms and blizzards can make travel very difficult and heating a home can be expensive without trees for a fire. • Mining for oil and gas, and fishing are important activities in the Arctic. **Antarctica** Climate	Know the 8 points of a compass - North, North East, East, South East, South, South West, West, North West. Climate Change Understand that climate change (or global warming), is the process of our planet heating up. Know that scientists estimate that over the past 150 years, human activity has caused the Earth to warm by approximately 1°C. Understand that humans contribute to global warming by: 1. Burning fossil fuels (burning coal and oil) 2. Farming (cows producing methane gas) 3. Deforestation (cutting down trees) Understand that this can have a negative impact for our world, especially in the Arctic and Antarctic. Understand that a warmer climate could affect our planet in a number of ways: 1. More rainfall 2. Changing seasons 3. Shrinking sea ice 4. Rising sea levels Know that the increase in temperature means that the ice is shrinking in the Arctic and Antarctic.

		and snow. Not many plants and animals can survive here. • Know that this biome can only be found near the North and South Poles, where it is coldest. • Understand that some animals are able to survive in these harsh environments: Arctic Circle: Narwhal, Beluga, Polar Bear, Reindeer, Arctic Foxes, Walruses, Harp Seals, Snowy Owls. Antarctic Circle: Emperor Penguins, Elephant and Leopard Seals, Orcas, Blue Whale, Albatrosses, Dusky Dolphins	• Antarctica's winter also lasts for 8 months. • Because it is so cold, over 98% of Antarctica is permanently covered in ice. The average thickness of this ice is about one mile! Antarctica is also home to the driest place on Earth. There are places in Antarctica which haven't had rain or snow in over 2 million years. • Antarctica is the coldest and windiest place on Earth. The lowest temperature ever recorded here was -89oC. • The average temperatures range from about 10oC in the summer to -60oC in the winter. <u>Physical</u> • There are: Mountains, Seas, Valleys, Icebergs, Volcanoes <u>Human</u> • No people permanently live in Antarctica because it is too cold for them to live there for a long time. Scientists take turns living there for short periods of time to study the ice and the animals. Tourists also sometimes visit in the summer. There are no towns or cities in Antarctica.	Understand that this is destroying the habitats of the animals living in these environments and they are struggling to survive. Understand that we can help climate change by: 1. Walking or cycling rather than travelling in cars or buses. 2. Using less energy - turn off lights, TVs, laptops etc when you aren't using them. 3. Recycling

Term:	Year 3 – Spring 2	Key Text(s):	

Key Concepts:

- **Place**
- **Space**
- **Scale**
- **Environment**
- **Interconnection**
- **Sustainability**
- **Cultural Awareness and Diversity**
- **Human and Physical Processes**

Navigating Our World - Maps

The aim of this unit is for pupils to:

1. Understand the purpose of a map;
2. Understand that there are different types of maps that illustrate different scales, varying from the local to the global scales;
3. Understand that different maps require different skills in order to read them;
4. Use and apply this knowledge to read a variety of maps confidently, including Atlases, A – Z Street Maps, Ordnance Survey Maps and street planners produced for tourists indicated key landmarks (usually these are not to scale).

This unit builds on the basic introduction to reading maps, pupils have undertaken in Year 1. This unit is central in giving pupils the knowledge, skills and understanding required to access the geography curriculum across Key Stage 2 (KS2). Pupils will be expected to read a variety of maps independently as the progress across KS2 and this unit will support them in being more able to do this competently.

End of Unit Outcome: Identify a location and gather information about it using a map of the UK.

Prior Knowledge Requirements:

- Know what a map of the world looks like including being able to identify and name the continents and oceans (Y2 Aut2)

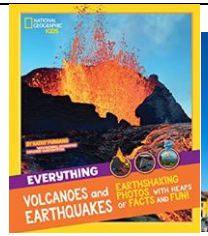
Key Vocabulary for this Unit:

- **Map**: a drawing which shows the spatial relationships between places.
- **Atlas**: a book of maps, often of each country of the world;
- **Compass**: a tool used for showing direction;
- **Digital Map:** a map that uses technology such as a Satellite Navigation System;
- **Grid References:** the numbered squares on a map used to locate specific places;
- **National Grid:** a system used to split Great Britain into 100 kilometre squares;
- **Ordnance Survey Maps**: detailed maps of Great Britain where each square on the map represents 1 kilometre square on land;
- **Map Symbols:** small pictures, letters or lines that represent a human or physical geographical feature or specific place.

Composite – The Big Idea	**Components – Sequence of Learning**
Reading and understanding a wide variety of maps is an essential geographical and life skill. Pupils will understand the purpose of a map and that maps can represent different scales ranging from the local to the global. In addition, pupils will learn how to read maps using four-figure grid references, symbols and their keys to interpret the places represented on the map.	1. Retrieval of previous learning and vocabulary Lesson; 2. Using the eight points of the compass (North, North East, East, South East, South, South West, West, North West); 3. Using Atlases: locating different countries across the globe; 4. Using Atlases: locating capital cities across the globe; 5. Using an Ordnance Survey Map: key and symbols; 6. Using an Ordnance Survey Map: reading four-figure grid references; 7. Using an A-Z Map to plot a route around Bolton Town Centre; 8. Comparing and contrasting tourism maps showing key landmarks, drawing attention to the fact that these are often not to scale; 9. Use digital maps; 10. End of Unit Outcome; 11. LBQ Question Set.
Possible Online Resources	• Royal Geographical Society - Map skills (rgs.org) • Make maps for kids fun | OS GetOutside (ordnancesurvey.co.uk) • How to read a map - BBC Bitesize • Tube - Transport for London (tfl.gov.uk) • New Map Layout Oct 16_LOW.pdf (visitmanchester.com)

NC Objectives	**Locational Knowledge**	**Place Knowledge**	**Environmental, Physical & Human Geography**	**Geographical Skills and Fieldwork**
• Use the eight points of a compass; • Use 4- and 6-figure grid references; • Use symbols and keys (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world; • 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.	• Understand that an Atlas is a collection of different maps; • Understand that the best way to find a location within an Atlas is to look at the index; • Know that the globe is a model of the spherical Earth; • Understand that the globe illustrates how the land is divided into different countries (approximately 200); • Know that the countries are located within the Earth's seven continents; • Know the eight points of the compass; • Understand that on a compass the needle always points north, so when that is lined up with the map, it is	• Understand that a grid reference on a map tells you where a specific place is on the map; • Know that there are two parts to a grid reference – the first letter or number tells you how far across the map something is; the second letter or number tells you how far up the map something is; • Know that specific places can be	• Understand that keys and symbols are used on a map to represent the human and physical features of an area and show where they are located; • Know that maps can show locations and places at a variety of different scales varying from the local to the global; • Understand that maps are used to plan routes, find certain human and physical features; show authority and power;	

	easy to see in which direction things are.	represented by keys and symbols.	instruct tourists where to visit; indicate patterns of land use and topography; • Understand that different maps are used for different purposes and can be dependent on whether or not the person is walking, driving or travelling internationally.	

Term:	Year 3 – Summer 2	Key Text(s):	 

Concept links:

Place 

Interconnection 

Human and Physical Processes  

Space 

Environment 

Italy - Volcanoes

The aim of this unit is for pupils to:

1. Know where Italy is located within Europe.
2. Understand the key physical and human characteristics of Italy.
3. Know the cultural impact Italy has had on Europe and the wider world.
4. Know the structure of the Earth; how this contributes to natural disasters, including volcanoes.
5. Understand how volcanoes, despite their capacity for destruction, also create and enrich land, including supporting varieties of life.

Throughout this unit, pupils will deepen their understanding of human and physical geography, by studying them in a new context. Whilst studying the physical geography of Italy, pupils will begin to understand what a volcano is. They will study the causes of volcanoes, and the positive and negative impacts that volcanoes have on the environment. This will be vital in preparation for Year 5 where pupils will study America, which lies on a tectonic plate. This is the first time pupils will study a European country and will be vital in widening their understanding of Europe.

End of Unit Outcome: Write a NCR of the key physical and human features of Italy.

Prior Knowledge Requirements:

- Knowledge of continents and oceans and their locations (Y2 Aut 2)
- Understanding of the differences between countries and continents (Y2 Aut 2)
- Understanding of what a biome is; know the different types that exist and some of their features (Y2 Spr 2)
- Map work – finding locations and labelling skills (Y1 & Y2).

Key Vocabulary for the Unit:

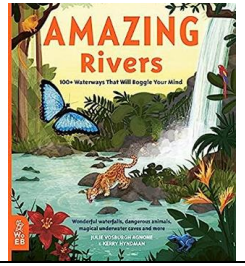
- **Volcano:** A mountain on land or under the sea from which lava, gases and hot rock fragments erupt.
- **Eruption:** An explosion of steam or lava from a volcano.
- **Magma:** Hot fluid or semi-fluid material below or within the Earth's crust from which lava is formed.
- **Lava:** Hot, molten or semi-fluid rock erupted from a volcano, or solid rock resulting from cooling of this.
- **Dormant:** A dormant volcano is an active volcano that has not erupted in the past 10,000 years.
- **Fault:** Fractures in Earth's crust where rocks on either side of the crack have slid past each other.

	• **Tectonic Plates:** The Earth's outer shell is made up of huge slabs of moving rock called tectonic plates. • **Aftershock:** A shaking event that follows an earthquake. Sometimes more damaging than the original earthquake. • **Tsunami:** A long, high wave usually caused by an earthquake in the ocean. • **Italy:** A European country located in the Mediterranean Sea, which has been a centre of civilization for thousands of years.
Composite – The Big Idea Italy is home to three active volcanoes. Mount Vesuvius, in Naples, is the only active volcano on mainland Europe. It is famous for the destruction of the Roman town of Pompeii in 79BC. Mount Etna is located on Sicily. It is in an almost constant state of activity, and is one of the most active volcanoes in the world. Stromboli is an island situated off the north coast of Sicily and has been erupting almost constantly for the last 2000 years.	**Components** 1. Retrieval of prior learning 2. Vocabulary 3. General introduction to Italy.Locate Italy on a world map within Europe, relating its geographical location with the UK. Label Italy's neighbouring countries (France, Austria, Switzerland, Slovenia, Croatia etc.).Identify and map the locations of Italy's major cities, including its capital, Rome, Milan, Turin, Venice, Naples, Bologna and Genoa. 4. Identify geographical features of Italy.Map the locations of its surrounding seas. Locate Italy's largest lake, Lake Garda. Locate Mount Vesuvius, Sardinia, Sicily, Mount Etna and Stromboli on a map. Locate and map the mountainous regions of Italy – the Apennines and Alps.Research the climate of Italy and compare it to the UK (Temperature and rainfall throughout the year). 5. Create a fact file covering Italy's population, land area, capital city, distance from UK, currency, language spoken, major religions followed, cultural landmarks (example: Colosseum, Venetian Canals, Leaning Tower of Pisa, Pompeii etc.). Draw and colour the flag of Italy, the 'Il Tricolore' (meaning three colours in Italian). 6. Further explore Italy's culture. Research and explore Italian foods, including pizza, risotto, pasta etc. Know some of Italy's famous artists, including Leonardo Da Vinci and Michelangelo. 7. City focus – Rome comparison to Bolton. Include types of transport and key buildings and cultural attractions. 8. Research the structure of the Earth, including tectonic plates and the locations of volcanoes with respect to these.Introduce the children to what volcanoes are and how they work.Research facts about Italy's three major volcanoes – Mount Etna, Mount Vesuvius and Stromboli. 9. Introduce and understand a range of additional natural disasters, including landslides, tsunamis, earthquakes etc. Create sort explanation guides to each types of natural disaster. Learn about the human impact caused by natural disasters; look as famous examples from around the world.

	10. Explore the role volcanoes have, both on the natural environment (including life), as well as human settlement and land uses (farming etc.). 11. End of unit outcome 12. LBQ question set

NC Objectives	**Locational Knowledge**	**Place Knowledge**	**Environmental, Physical & Human Geography**	**Geographical Skills and Fieldwork**
Physical geography, including volcanoes and earthquakes *Human geography, including the distribution of natural resources including energy, food, minerals and water* *Human geography, including types of settlement and land use* *Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied* *Locate the world's countries, using maps to focus on Europe (including the location of Russia)* *Know countries and major cities in Europe* *Know key physical and human characteristics of locations in Europe*	• Know that Italy is located within the continent of Europe. • Know that Italy is located in Southern Europe in an area called the Mediterranean. • Know that Italy has two large islands: Sardinia and Sicily **Map Work** • Using knowledge of how to use an atlas and map reading, locate Italy and the Mediterranean Sea on a map of Europe. • Use maps to locate countries in Europe.	• Know what the flag of Italy looks like and that it is known as the 'Il Tricolore' (meaning three colours in Italian) • Know that there are 3 active volcanoes in Italy: 1. Mount Etna (which is the tallest active volcano in Europe) 2. Mount Vesuvius 3. Mount Stromboli **Climate** • Understand that climate is the weather in a location over a long period of time. • Know that Italy is warmer than the UK as it is further South, closer to the **equator**. • Know that Italy has a Mediterranean climate, which has mild winters and hot, dry summers. • Know The north of Italy is generally cooler (especially in the mountains) and can get snow in winter. **Culture** • Know that Italy is famous for its art, architecture, and culture. • Know that famous Italian painters include	**Volcanoes** • Understand that the Earth is made of different layers • Understand that these plates fit together like a jigsaw and are always moving, although they move so slowly, we can't usually feel them move. • Know that the edges of plates, where two plates meet, are called fault lines or faults. • Know that the crust is made up of different pieces, called tectonic plates. • Know the different types of volcanoes – active, dormant & extinct. • Know and describe what causes a volcano to erupt. Label a diagram of a volcano. • Know each stage of the process of volcanic eruption. **Coast** • Know that a coast is where the land and sea meet. • Know that Italy has a large coastline. • Know that the Italian coast is a mixture of sandy beaches and rocky cliffs **Mountains** • Know that a mountain is a large landform that rises above the surrounding land. Know that there are two mountain ranges: 1. The **Alps,** which cut across the top of the country. 2. The **Apennines** mountains stretch south down the entire length of the country.	**Skills** • Look at maps, pictures and other sources to identify similarities and differences between Bolton and Naples • Ask and answer questions about the effects of volcanoes. • Study digital mapping to identify volcanic areas **Gathering Information** • Know why people live near Volcanos when they are so dangerous – physical vs human comparison/positive and negative effects of a Volcano

		Leonardo da Vinci and Michelangelo. • Understand that family is very important in Italy - young people often live at home until they are in their 30s, even if they have a job. When parents retire, they often go to live with their children. • Know that Italy is famous for its traditional Italian food: pasta, pizza, risotto and olive oil. **Cities** • Know 3 key cites in Italy – Rome, Milan & Venice **Landmarks** • Know the key landmarks - The Colosseum, The Vatican, Leaning Tower of Pisa and Pompeii.	**Lakes** • Know that a lake is a large body of water. • Know that there are long, thin lakes located in the north of Italy. Understand that these lakes can be found dotted between the Alps. • Know that the largest of these lakes is **Lake Garda**.	

Term:	Year 4 – Autumn 2	Key Text(s):	
Concept links: Place  Interconnection  Human and Physical Processes  Space  Environment 	**Rivers – Aquatic Biome and Water Cycle** The aim of this unit is for pupils to: 1. Review knowledge of coasts and oceans from KS1. 2. Know the correct vocabulary to describe the key features of a river from their sources to the sea, including the roles of erosion and deposition. 3. Know and be able to locate the longest and most important rivers in the UK and the World. 4. Understand how the water cycle works (linked to Y4 Science (Chemistry) – Changing States of Matter). 5. Know and explain the key features of river biomes. 6. Understand and explore environmental issues linked to rivers. 6. Know and understand how rivers have and continue to shape human settlements and societies (human impact). This unit reviews knowledge learnt in KS1 about coasts and oceans, giving pupils time to consolidate this knowledge. This unit introduces vocabulary specific to rivers which will be fundamental when pupils study rainforests in detail in Year 5. Pupils will learn about the longest rivers in the UK and in the World, along with giving them a wider perspective of continents in the world. **End of Unit Outcome:** Information text – features of rivers and importance of rivers		

Prior Knowledge Requirements: • Know, name and locate the world's seven continents and five oceans. (Y2 Aut2) • Know key physical features, including beach, coast, forest, hill, mountain, sea, ocean, river and valley. (Y2) • (KS1) Know and be able to use simple compass directions (North, South, East and West) linked to map skills developed in Y3.	**Key Vocabulary for the Unit:** • **river:** A slowing body of water moving from one place to another. Other names for rivers include steams, burns, creeks, becks and brooks. • **estuary:** An estuary is an area where a freshwater river or stream meets the ocean. • **mouth:** A river mouth is the part of a river where the river flows into another river, a lake, a reservoir, a sea, or an ocean. • **source:** The source of a river is where it begins, usually in high ground. • **meander:** A meander is a winding curve or bend in a river. • **waterfall:** Waterfalls form where water rushes down steep hillsides in upland areas and erodes the rocks. • **erosion:** erosion occurs when the fastest currents in the river carve intensely into the banks. • **deposition:** rocks and sediments eroded from one part of the river is deposited in another part • **tributary:** When one stream meets another and merge together, the smaller stream is known as a tributary. • **ox bow lake:** Ox bow lakes are created when the meander is so deep that it cuts off a piece of the meander. • **delta:** Deltas are often found at the mouth of large rivers.
Composite – The Big Idea Rivers carry water and nutrients to areas all around the earth. They play a very important part in the water cycle, acting as drainage channels for surface water. Rivers drain nearly 75% of the earth's land surface. Rivers provide excellent transport links for towns and cities.	**Components** 1. Retrieval of prior learning 2. Vocabulary 3. **(a)** Definition of what a river is and the various names used for them. Follow the journey of a river and explore key features of the upper course, middle course and lower course. Create labelled diagram with expanded definitions of key vocabulary. **(b)** Explanation of why river bend, linking with meanders, deposition, erosion and the creation of ox bow lakes. **(c)** Locate and map the UK's key rivers, including the seas / oceans, which they flow into; identify major cities and towns located on key river lengths. 4. **(a)** Create river fact file on a UK river, looking at physical features and human settlements and uses (Link to Extended Write NCR). **(b)** Locate and map the world's key rivers, including the seas / oceans, which they flow into; identify major cities and towns located on key river lengths. 5. Features of fresh water / river biomes, including physical features and their natural ecology (species). Link rivers to wider wetlands, including marshes and reservoirs. 6. **Fieldwork (a-c):** Study the course of a local river (Irwell – Masefield; Bradshaw Brook – Red Lane) using Google Maps, identifying features and use of four-figure grid references.

	7. Visit river, exploring biome (pond-dipping etc.). Use photographs and video to record the movements of the river and record the effects of erosion and deposition. Measure river speed in different locations based on physical features. 8. **(a)** Explore the impact that rivers have had on human settlement, both historically and in modern times. Focus on why towns and cities are predominantly located on rivers and how we use them. **(b)** Ecological issues arising from human activity within the UK and world's river systems (pollution, intensive agriculture, irrigation etc.). 9. End of unit outcome 10. LBQ question set

NC Objectives	**Locational Knowledge**	**Place Knowledge**	**Environmental, Physical & Human Geography**	**Geographical Skills and Fieldwork**
Physical geography, including Rivers (biomes). *Physical geography, including the water cycle.* *Know key topographical features (including hills, mountains, coasts and rivers) within the UK.* *Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.* *Describe human geography, including types of settlement and land use, economic activity including trade links (river usage).*	• Identify and know the names and location of many famous rivers in the UK and the world. • Know the longest rivers in the UK: Severn, Thames, Trent • Know the longest rivers in the world: Nile, Amazon, Yangtze, Mississippi **Mapwork** • Plot the UKs longest rivers on a map of the UK • Plot the world's longest rivers on a map of the world • Map the course of local rivers and their tributaries (Bradshaw Brook from Entwistle Reservoir to its confluence with the River Irwell). • Use four-figure grid reference to locate key physical and human features along the river's length.	• Know and explain why many cities are situated next to a river • Compare how river use has changed over time and research the impact on trade in history. ngest River in England • Know that England is a country in the UK. • Know that that **London** in the capital city of England. • Know that the longest river in England is called the **River Thames.** • Know that the Thames travels through the centre of London. • Understand that the **settlement** of London was built around the River Thames, as the river made it easier to travel and transport goods for trade. • Using knowledge of how to use an atlas and map reading, locate the River Thames and the counties it travels through on a map of the UK.	• Know the term for each part of the water cycle: evaporation, condensation, precipitation, runoff • Know and describe how a river is formed. • Know and describe how waterfalls are formed. • Know what an oxbow lake is. • Know what erosion and deposition are in relation to rivers. • Know the geographical vocabulary associated with rivers, including source, mouth, estuary, meander, tributary. • Know the difference between the upper, middle and lower courses of a river. • Draw and label a diagram of a river. • Know the eco-systems supported by rivers, their features and the types of life found within them. • Understand the threats to river-systems through human activity.	**River Irwell Study (Ramsbottom) (Masefield) Bradshaw Brook Study (Bolton) (Red Lane). Link to the Irwell (Manchester Topic)** **Gathering Information** • Use video to show the movement of a river • Take photographs Skills • Study photos/pictures/maps and Google Earth to follow the courses of Bradshaw Brook (Red Lane) and the Irwell (Masefield) and make comparisons between the rivers locally and in Manchester, including surrounding land use, economic activity and trade links.. • Ask and answer questions about the why cities are located near rivers.

Term:	Year 3 – Spring 2	Key Text(s):	

Concept links:

Place

Space

Interconnection

Human and Physical Processes

Cultural Awareness and Diversity

Manchester

The aim of this unit is for pupils to:

1. Understand where Manchester is located within the UK, including Greater Manchester and surrounding counties.
2. Know how Manchester has changed over time, from its foundation as a Roman Fort, to the world's first industrial city (Cottonopolis), including population and human features.
3. Understand the main similarities and differences between physical features of villages, towns and cities.
4. Conduct traffic surveys and draw conclusions regarding these findings. Use four-figure grid references to locate key features and points of interest within Manchester City Centre.
5. Understand why people choose to live in cities such as Manchester.
6. Understand how Manchester's transport links have contributed towards its changes and development.

In this unit, pupils will build on knowledge from Year 1 as they learnt about the location of Bolton. This will build on children's learning from Y3 History, where they studied Samuel Crompton and the Industrial Revolution. In this Geography unit, pupils will learn about why people live in cities and they will compare how Manchester has changed over time. They will also explore Manchester's cultural impact in the arts, sciences and engineering.

End of Unit Outcome: Discussion/ written text why people would choose to live in Manchester including what facilities and infrastructure make it an attractive place to live.

Prior Knowledge Requirements:

- Name, locate and identify the characteristics of the four countries and capital cities of the United Kingdom. (Y1 Spr2)
- Know basic geographical terminology for physical and human features (town, village, city, river etc.) (Y1 &Y2)
- Know what maps are and how to locate places on them (Y3 Spr 2).

Key Vocabulary for the Unit:

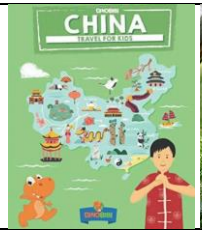
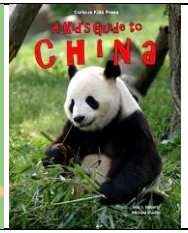
- **Cotton:** a plant that makes soft, white fibres. These fibres are used to make thread or cloth.
- **Industrial Revolution:** a complex series of economic and social changes caused by the shift of production from hand or physical labour at home or in small workshops to mechanized systems in large factories, as in the weaving of textiles in England in the eighteenth century.

• Know some of the countries of Europe and their locations relative to the UK (Y2-3). • Know the main rivers which flow locally through Bolton and into Manchester (Y4 Aut2). • **HISTORY LINK:** Understand the role that Samuel Crompton and his 'spinning mule' had on the development of Bolton's cotton industry and link this to the wider changes due to the Industrial Revolution (Y3 Spr2). • **HISTORY LINK:** Know that Manchester was founded as a fort by the Romans as Mamucium in AD79 (Y4 Aut 1).	• **Trade:** the act of exchanging or buying and selling goods. • **Textiles:** cloth made by weaving or knitting. • **Manufacture:** to make by machine in a large quantity. • **Transport Infrastructure:** the types of transport available within a settlement, including roads, rain, trams, canals and airports.
Composite – The Big Idea Manchester is one of the biggest cities in the UK. Historically, the city was a powerhouse for industry. Today it is a major cultural hub, famous for its many music venues, extensive libraries and glorious sporting history.	**Components** 1. Retrieval of prior learning 2. Vocabulary 3. General factual introduction to the City of Manchester and its location relative to Bolton. Locate and label the UK on a map of Europe, before locating Manchester and other major UK cities on a map, including the four national capitals and their associated counties. Locate Greater Manchester and the surrounding counties of the North of England. 4. Explore the history of Manchester, charting its growth from a Roman fort (Mamucium – Link to Y4 Romans), through its transformation during the Industrial Revolution and into the modern age. (Time line based activities, focussing on how the settlement of Manchester changed and look at and compare historical maps). Focus on how the Industrial Revolution transformed Manchester into the world's first industrial city (Cottonopolis). Include how key developments and inventions such as the Bridgewater Canal and Arkwright's steam engine contributed towards this. Focus on the rapid expansion of the city, contributing towards the shift towards urbanisation. 5. Define, compare and contrast the similarities and differences between villages, towns and cities, based on their human features, including transport infrastructure. Explore the advantages / disadvantages of living within each type of settlement and why people might choose to live / not live within each. 6. (Map work) Four-figure grid reference work on identifying major landmarks and transport infrastructure within Manchester City Centre. Locate Deansgate on the map. 7. Explore Manchester's key features and landmarks, including the Town Hall, Central Library, Victoria and Piccadilly Stations, St Peter's Square, National Football Museum, Museum of Science and Industry, Imperial War Museum North (Salford). 8. Explore Manchester's links with the wider world, including its canals (Manchester Ship Canal and Salford Quays (Historical), Bridgewater Canal, Manchester Airport,

	Metrolink Tram Network etc. Explore how connectivity contributes to Manchester's importance both within the UK and the wider world. 9. (Fieldwork and Linked Trip – Museum of Science and Industry).Travel to Manchester via tram, allowing pupils to experience Manchester's mass transit system, as well as travelling through the city centre and crossing the M60.Visit the Museum of Science and Industry's 'Revolution Manchester' and 'Cottonopolis' galleries, looking at the physical and human impact that the cotton industry had on Manchester's development.Complete road traffic survey on Deansgate, Manchester (10 minutes observation). 10. Create a bar graph of the road-traffic survey results, before drawing conclusions. 11. End of Unit outcome 12. LBQ question set

NC Objectives	**Locational Knowledge**	**Place Knowledge**	**Environmental, Physical & Human Geography**	**Geographical Skills and Fieldwork**
Name and locate counties in the United Kingdom *Name and locate cities and counties in the United Kingdom* *Identifying human and physical characteristics within the UK* *Know key topographical features (including hills, mountains, coasts and rivers) within the UK.* *Human geography, including types of settlement and land use.* *Name and locate geographical regions of the United Kingdom.* *Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom* *Understand land-use patterns within the UK*	• Know the difference between the UK, British Isles and Great Britain. • Know important landmarks in Manchester and be able to identify them from photographs • Understand that England is split up into **counties.** • Understand that a county is an area of the UK which is made up of different settlements - hamlets, villages, towns and cities. • Understand that each county has its own **council,** which is responsible for services such as: education, transport and policing. • Know that there are 48 counties in England. **Mapwork** • Name and locate the major cities of the UK – Manchester, Liverpool,	• Know how Manchester has changed over time. • Know in the 1800s, Manchester was one of the most important industrial cities, most important for making cotton. • Know during the Victorian times, Manchester became known as the world's largest marketplace for cotton. • Know the industrial revolution brought about huge change in Manchester and was key to the increase in Manchester's population. • Know the Lowry is a theatre and gallery complex at Salford Quays, Salford, Greater Manchester, England. It is named after the early 20th-century painter L. S. Lowry, known for his paintings of industrial scenes in North West England.	• Compare the River Mersey and Bridgewater Canal – both waterways in Manchester and explore the reasons why the Manchester Ship Canal was constructed. • Explain why people are attracted to live in cities. • Explain why people may choose to live in a village rather than a city. • Describe and compare the main features of a city, town and village.	**Manchester Study and Visit** (Travel to Manchester from Radcliffe via tram, in order to visit the Museum of Science and Industry (Cottonopolis and Revolution Manchester exhibitions). **Recording** • Record traffic type over a 10 minute period – bus, taxi, car, emergency, van, lorry, motorbike, bike as a tally (Deansgate, Manchester) • Present gathered information in a bar chart. **Skills** • Prepare a study into the different type of vehicles used in Manchester – pose question, plan strategies and prepare

Use maps to locate countries (including major citie). *Use four-figure grid references, symbols and key to build their knowledge of the United Kingdom and the wider world.*	Birmingham, Newcastle, Leeds, London, Cardiff, Glasgow, Edinburgh, Belfast. • Name and locate UK counties around the Manchester • Locate Manchester & Breightmet (Red Lane) / Little Lever (Masefield) on a map. • Use four-figure grid reference to locate key features and locations within Manchester.			resources for fieldwork. • Use maps and photographs to compare human & physical features in the UK.

Term:	Year 4 – Summer 2	Key Text(s):	 

Concept links:

Place 

Interconnection 

Cultural awareness and Diversity 

Human and Physical Processes 

Environment 

China – Grassland Biome

The aim of this unit is for pupils to:

1. Know the location of China within Asia and the wider world, referencing hemispheres and the Tropic of Cancer.
2. Know the location of many of China's population centres, comparing and contrasting with life within the United Kingdom. Use four-figure grid references to locate areas of interest.
3. Understand China's physical geography, including its major rivers, surrounding seas and oceans, varied climates and biomes (Mountains, deserts, tundra, grasslands etc.).
4. Know and understand the key climatic features of grassland biomes, including the wildlife supported by these.
5. Understand the impact of human activity on grasslands, including intensive farming practices and ecological issues such as pollution and biodegradation.
6. Understand China's impact and wider role within the world, in particular its economic power through manufacturing and global trade links.

This unit builds upon knowledge of the names and locations of the world's continents and physical features such as mountain ranges, seas and oceans (Y2) and major world rivers (Y4). The unit introduces knowledge and vocabulary relating to China, focussing on the nation's role within the world as a major cultural, military and economic power, whose trade links and manufacturing impacts on everyday life within the United Kingdom. It consolidates the pupils' prior understanding of biomes (Y2), introducing them to grasslands, including their climatic features, natural habitats, human uses and the human-driven environmental issues affecting these areas. The unit also allows for the consolidation of map work (Y1-3) and the use of four-figure grid references, which acts as a foundation for six-figure grid references within UKS2.

End of Unit Outcome: NCR on the Steppe, China's grassland regions.

Prior Knowledge Requirements:

- Knowledge of continents and their locations (Y2 Aut2)
- Understanding of the differences between countries and continents ((Y2 Aut2)
- Understanding of what a biome is; know the different types that exist and some of their features (Y2 Spr)

Key Vocabulary for the Unit:

- **China:** A country in East Asia with the world's second population and economy and third largest land area.
- **Degradation:** The gradual worsening of the condition of something.
- **Habitat:** The natural home or environment of species of animals, plants and other living things.

• Map work – finding locations and labelling skills (Y3 Spr2) • Names of China's major rivers (Y4 Aut2).	• **Manufacture:** The making of things to sell on a large scale, usually in factories. • **Trade:** The buying and selling of things from all over the world. Often, these things will travel via aeroplane, ships, road or rail. • **Desertification:** The change of non-desert land into desert.
Composite – The Big Idea Having a population of over 1.4 billion people, China has the world's second largest economy and is an important cultural, political and military superpower in East Asia. It has huge cities, which sit within a wide variety of climatic regions (biomes), including the Himalayan mountains, the Gobi Desert and huge grasslands, which cover over 40% of the country. This land is essential for farming and provide habitats for many unique species of plants and animals.	**Components** **1. Retrirecal of preior leanring** **2. Vocabulary** **3.** Locate China on a world map and within Asia in the Northern Hemisphere, relating its geographical location with the UK. Label China's neighbouring countries (Russia, India, Nepal, Vietnam etc.), including China's Special Administrative Regions of Hong Kong and Macao. Identify and map the locations of China's major cities, including its capital, Beijing, Shanghai (financial centre), Wuhan, Xi'an, Guangzhou etc. (link to 4-figure grid references). 4. Identify geographical features of China, including: Mapping the locations of its wide variety of climate regions (biomes) - mountain ranges (Himalayas), deserts (Gobi and Taklamaken Deserts), Steppe / grasslands, forests, tundra etc. Name and locate China's surrounding seas (Yellow Sea, East China Sea, South China Sea). The position of the Tropic of Cancer (line of latitude, linking this to desert regions). The locations and names or China's major rivers (Yangtze, Yellow, Mekong, Pearl). **5.** Create a fact file covering China's population, land area, capital city, distance from UK, currency, languages spoken, major religions followed, cultural landmarks (example: Forbidden City, Great Wall of China). **6.** City focus – Beijing comparison to Manchester (China / UK living comparison). Include infrastructure (transport), key civic buildings and cultural / tourist attractions. (Link maps of Beijing to 4-figure grid references). **7.** Features of China's grasslands, including temperature, precipitation levels, natural ecology (species) and human uses. Ecological issues arising from human activity within China's grasslands, including the impact of intensive farming, over-grazing etc. resulting in soil degradation and desertification. The impacts of climate and land change of the population of China (water shortages, reduced crop yields, dust / sand storms etc.). **8.** End of unit outcome **9.** LBQ question set

NC Objectives	Locational Knowledge	Place Knowledge	Environmental, Physical & Human Geography	Geographical Skills and Fieldwork
Locate the world's countries, using maps. *Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn Arctic and Antarctic Circle.* *Describe and understand key aspects of physical geography, including climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.* *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.* *Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied*	• Know where China is located in the Northern Hemisphere. • Know some of China's neighbouring countries, including Russia. • Know where key lines of longitude are, including the Tropic of Cancer and the impact this has on temperature. • Understand that to help locate where a place is in the world, people use imaginary lines called latitude and longitude. • Know the locations of the Gobi Desert, Taklimakan Desert and Himalayan Mountains. • Know the location of the Yellow Sea, South China Sea and the East China Sea. **Mapwork** • Identify the hemispheres on a map. • Identify on a map the position of these lines of latitude: Equator, The Tropic of Cancer, The Tropic of Capricorn, Arctic Circle and Antarctic Circle.	**China:** • Know that China is in Asia and identify its location on a world map. • Identify the location of China's major rivers – The Yellow River, Mekong, Pearl and Yangtze. • Identify the location og physical features of China, including the Himalayas and key deserts (Gobi and Taklimakan). **Grassland Biome** • Know the location of grassland biomes on world maps and maps of China. • Understand that 40% of China is covered in Steppe – huge grasslands stretching from Eastern Europe across much of Asia. • Understand the features of grassland biomes (vegetation dominated by grass species; semi-arid climate; rainfall and soils insufficient to support tree forest growth).	**Grasslands - Climate** • Know that grasslands / steppe is dry, having sufficient precipitation to support grasses and shrubs, but insufficient to support large tree-based forests. • Understand that grasslands are located at mid-latitudes and are towards the interiors of continents. • Understand that reduced precipitation levels are linked to rain shadows formed by mountains and distance from the sea. **Human** • China has the second largest population in the world, with roughly 1.4 billion people. • China has many major cities, which play a crucial role in world trade, including Shanghai (Financial), Beijing (Capital), Xi'an, Wuhan, Guangzhou etc. • Know and identify major landmarks within China, including the Forbidden City (Beijing), Great Wall of China and Terracotta Warriors (Xi'an). **Environmental** • Understand the ecological issues arising from human activity within China's grasslands, including the impact of intensive farming, over-grazing etc. resulting in soil degradation and desertification. • Understand the impact of climate and land change of the	**Four-Figure Grid Reference:** • Use four-figure grid reference to locate key features and places on maps of China and its grassland biome.

	• Understand the world maps do not always have to be Africa-Europe centred. • Use 4-figure grid reference.		population of China (water shortages, reduced crop yields, dust / sand storms etc.). **<u>Interconnection – Trade:</u>** • Know that China is a major manufacturing nation, where many of the goods bought within Britain are made. • Understand China's importance in global trade, including its vast ports to transport goods around the world.	

Term:	Year 5 – Autumn 2	Key Text(s):	

Key Concepts:

Place

Space

Scale

Environment

Interconnection

Sustainability

Cultural Awareness and Diversity

Human and Physical Processes

Biomes of the World: The Tropical Rainforest of the Amazon Basin.

The aim of this unit is for pupils to:

- Understand the spatial distribution of the tropical rainforest biome across the globe;
- Understand where the Amazon Basin is located;
- Understand the climate of the tropical rainforest biome;
- Understand the physical geography of the Amazon Basin, including the biodiversity and structure of the tropical rainforest biome;
- Understand the human geography of the Amazon Basin, including settlements and the impact of different human activities upon the tropical rainforest biome;
- Understand the causes and consequences of deforestation across the Amazon Basin;
- Understand conservation and sustainable development in the Amazon Basin.

This unit focuses on the tropical rainforest biome, exploring the human and physical processes and environment of the Amazon Basin, in South America. This unit builds on the knowledge acquired in Year 4, when pupils studied the water cycle and the physical geography of rivers. In addition, this unit is precursor to the work the pupils will undertake in Year 6, when they examine the geography of South America, including Brazil. Pupils will study the causes and consequences of deforestation upon the local, national, regional and global scales, building upon their knowledge of climate change from Year 1.

End of Unit Outcome: Presentation: Will the tropical rainforest biome of the Amazon Basin survive?

Prior Knowledge Requirements:

- Know what a biome is (Y2 Spr2)
- Know the water cycle and physical geography of rivers; (Y4 Aut2)
- Know the science of photosynthesis (Y3 Su1)
- Know the science of food chains (Y4 Spr2)
- Know that the climate changes over the long term and can be influenced by human processes (Y3 Aut2, Y4 Su2)

Key Vocabulary for this Unit:

- **Tropical Rainforests:** tropical rainforests grow in areas of high rainfall. Tropical rainforests are found between the Tropic of Cancer and the Tropic of Capricorn and receive between 175-200 cm of precipitation annually;
- **Biodiversity:** the variety and interconnections between the animals and plants that live in a particular environment, ecosystem or habitat. Scientists have shown that having a higher level of biodiversity is more important and desirable than a lower level of biodiversity. Nature thrives where there are more animals and plants living together in a shared community.
- **Emergent Layer**: the emergent layer is the name given to the tallest trees of the tropical rainforest biome that protrude upwards towards the sunlight.
- **Canopy Layer:** the canopy, which may be over thirty metres in height, is composed of the overlapping branches and leaves of the tropical rainforest biome;

	• **The Understorey**: the understorey is a layer comprised of younger trees, shorter trees, shrubs and plants. It is a dense, low-light and humid place. To compensate for these dim conditions, the plants have unique adaptations: large leaves (sometimes the size of an umbrella); bright flowers, which are often easily visible on the trunks of trees, to attract insects; and a strong, powerful aroma; • **The Forest Floor**: the forest floor is dark and humid; it is home to many of the tropical rainforest's insects that live amongst the dense leaf litter and the tropical rainforest's apex predators, for example, jaguars; • **Deforestation**: is when the tropical rainforest is felled and the area is permanently cleared for alternative use, for example, cattle ranching; • **Endangered**: an endangered species is a species, which has been categorised as very likely to become extinct; • **Extinction**: the extinction of a species of animal or plant is the death of all its remaining living members both in the wild and in captivity; • **Sustainable** Development: use natural resources in ways that do not negatively impact on the environment and preserve the natural world for future generations and the overall health of our planet.
Composite – The Big Idea Tropical rainforests are frequently referred to as the 'Lungs of the Earth', due to their ability to absorb vast quantities of carbon dioxide (a 'Greenhouse gas') and produce significant quantities of oxygen into the Earth's atmosphere. Tropical rainforests help to stabilise the global climate. Furthermore, the world's tropical rainforests are havens of biodiversity and are the most complex of the world's biomes, home to a plethora of animals and plants that are interconnected in many complex environments.	**Components – Sequence of Learning** 1. Retrieval of previous learning; 2. Vocabulary lesson; 3. Locate the world's tropical rainforest biomes on a world map, indicate examples of countries where this biome is located; (Amazon Basin, Congo Basin, Indonesia are core areas) 4. Study the basic climatic and topographical features of what constitutes a tropical rainforest biome (high average temperature, high average annual precipitation; dense vegetation; high degree of biodiversity) (discuss the basics of tropical rainforest weather: the temperature rises in the morning as the Sun steadily rises in the sky heating the land, which heats the air, more and more water evaporates from the forest leading to heavy clouds and thunderstorms in the afternoon, in the evening the skies are clear – create pictograms); 5. Locate the Amazon Basin on a map of South America (label the countries that have control over the Amazon Basin); 6. Investigate the structure of the tropical rainforest biome and research the specific fauna and flora that inhabit the Amazon Basin (create imaginative guides to the rainforest animals, perhaps using the silhouette of a butterfly or making a coiled up snake; use a double-page to describe the four layers of the tropical rainforest (explanation text/non-chronological report); 7. Research the historical geography of the indigenous tribes that inhabit the tropical rainforest biome in the Amazon Basin; how do these people live sustainably from the tropical rainforest;

	8. Investigate other human settlements and activities in the tropical rainforest biome; explain what deforestation is and its causes and consequences on the local, national, regional and global scales; 9. Research conservation and sustainable development projects in the Amazon Basin; what is being done to preserve the tropical rainforest biome for future generations; what will be the effects of the destruction of the tropical rainforest if we fail to stop its deforestation? 10. End of Unit Outcome; 11. LBQ Question Set.
Suggested Online Resources	• Rainforests - What are the Threats to the Rainforests? | Young People's Trust For the Environment (ypte.org.uk) • Learn about the Amazon rainforest | WWF • Photos & Videos | WWF (worldwildlife.org) • Indigenous Communities & Scientists Envision a Cleaner Amazon (nature.org) • Brazil and the Amazon Forest - Greenpeace USA • Protecting Biodiversity in the Amazon Rainforest | National Geographic Society

NC Objectives	**Locational Knowledge**	**Place Knowledge**	**Environmental, Physical & Human Geography**	**Geographical Skills and Fieldwork**
• Locate the world's countries, using maps to focus on South America, key physical and human characteristics, countries, and major cities; • Concentrate on environmental regions in South America; identify the position and significance of latitude, longitude, Equator, Northern Hemisphere and Southern Hemisphere; • 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; • Use maps, atlases, globes and digital/computer mapping to locate	• Know where the tropical rainforest biome is located; • Know where the Equator, Tropics of Cancer and Capricorn are located on a world map/globe; • Know that the Earth is divided into two hemispheres: Northern and Southern; • Know that many different indigenous tribes inhabit the tropical rainforest biome and that they have lived there for a very long time;	• Know that there are many causes and consequences of deforestation in the Amazon Basin; • Know about some of the unique flora and fauna that inhabit the Amazon Basin; • Know about some of the indigenous people that inhabit the Amazon Basin; • Know of some local examples of conservation efforts to promote sustainable development in the Amazon Basin.	• Know the climate of a tropical rainforest biome; • Know the physical structure of a tropical rainforest biome; • Know the difference between the activities and settlements of indigenous people and other human populations within the Amazon Basin; • Know about the interaction between environmental, physical and human geographical processes and their affects upon deforestation and conservation and	• Identify and mark on a map the locations of the tropical rainforest biome; • Identify and mark on a map the watershed of the Amazon Basin and the countries that control the Amazon Basin; • Interpret climatic information to define the tropical rainforest biome;

countries and describe features studied; • Understand geographical similarities and differences through the study of human and physical geography of a region of South America.	• Know that there is a diverse biodiversity within the tropical rainforest biome and that many species are endangered due to deforestation.		sustainable development.	• Draw pictograms to show the diurnal cycle of the weather in a tropical rainforest biome; • Draw diagrams to show the physical structure of the tropical rainforest biome; • Investigate and report on the causes and consequences of deforestation and conservation and sustainable development in the Amazon Basin.

Term:	Year 5 – Spring 2	Key Text(s):	

Key Concepts:

- **Place**
- **Space**
- **Scale**
- **Environment**
- **Interconnection**
- **Sustainability**
- **Cultural Awareness and Diversity**
- **Human and Physical Processes**

North America - the United States of America (USA), California and the Physical Geography of Earthquakes

The aim of this unit is for pupils to:

- Know the location of the continent of North America;
- Identify and label the twenty-three countries of North America and major cities including those outside of the USA (for example, Mexico City; Cancun, Toronto or Montreal);
- Know where the USA is located and understand how it is organised into states;
- Compare and contrast different states of the USA (for example, Florida, South Dakota, Kansas, New Mexico or Massachusetts);
- Investigate the human and physical geography of the state of California, including local cities and landmarks;
- Understand what earthquakes are and how they are caused;
- Identify and label earthquake zones across the globe, including the San Andreas Fault in California;
- Understand the impacts of earthquakes on the environment, in particular on human settlements.

End of Unit Outcome: Write an explanation text, using both diagrams and words, to explain how earthquakes are caused.

Prior Knowledge Requirements:

- Know that our planet Earth is divided into seven continents and one of those continents is North America (which is not the same as the USA) (Y2 Aut 2)
- Know what constitutes a city (Y1Spr2) (Y4 Spr2)
- Know what constitutes a landmark (Y4 Spr2)
- Know the structure of the Earth: Crust, Mantle and Core (Y3 Su2)

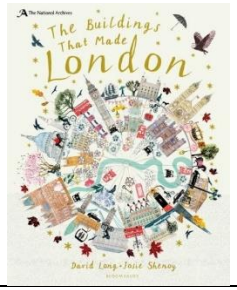
Key Vocabulary for this Unit:

- **State**: a region with its own government and laws. The USA is composed of fifty states covering a significant proportion of the landmass of North America;
- **Tectonic Plate:** the Earth's crust (the continents and oceans) are divided up into a number of immense floating pieces of rock that move across the surface of the Earth, due to the liquid Mantle below;
- **Plate boundary:** the area where two tectonic plates meet (these are sometimes called fault lines)
- **Earthquake**: the sudden release of energy where two tectonic plates meet, which causes the Earth's crust to shake, sometimes violently, which can destroy human settlements;
- **Epicentre**: the point on the ground immediately above the origin of the earthquake;

	• **Zone**: area encircling the epicentre where the earthquake is felt and/or where damaged is sustained by the earthquake itself; • **Aftershock**: small tremors (vibrations), which occur after an earthquake; • **San Andreas Fault:** where the Northern Pacific tectonic plate meets the North American tectonic plate leading to earthquakes in California.
Composite – The Big Idea The continent of North America is composed of twenty-three countries and does not just include the USA. The USA is a country of considerable diversity, both in terms of its human and physical processes, biomes, land use patterns and human settlements. The USA is home to a number of famous world cities, including New York and Los Angeles. This is in stark contrast to extensive farmland, wilderness spaces and mountainous areas that characterise this incredible country.	**Components – Sequence of Learning** 1) Retrieval of previous learning; 2) Vocabulary Lesson; 3) Map work: locate the continent of North America and identify and label the twenty-three countries of North America, together with major cities across the Continent; ensuring that children understand that the USA is just one country in the continent of North America (compile a fact file denoting largest countries, largest cities, longest rivers, highest mountains, main biomes/environments, land use patterns); 4) Examine a map of the fifty states of America, including the geographically separate Hawaii and Alaska; 5) Explore the key biomes of the USA, recapping grasslands (prairies) (Y4) and mapping the location of deserts (Great Basin and Mojave). Explore their climate and geographical features. 6) Compare, contrast and profile two distinct states of the USA (New York & California). 7) Identify, label and annotate a map of California, depicting the major cities, landmarks, human and physical features that constitute this significant and sizeable state; 8) Examine the theory of plate tectonics and the location of earthquake zones across the globe; 9) Examine the San Andreas Fault and the impact of the 1906 San Francisco Earthquake; 10) Compare and contrast the effects of the 1906 San Francisco Earthquake with other significant earthquakes across the globe; 11) End of Unit Outcome; 12) LBQ Question Set.
Suggested Online Resources	• https://earthquake.usgs.gov/earthquakes/events/1906calif/18april/ • https://education.nationalgeographic.org/resource/great-san-francisco-earthquake/ • https://www.youtube.com/watch?v=ojhJD7NoTzA • https://kids.nationalgeographic.com/science/article/earthquake • https://www.rgs.org/schools/teaching-resources/mountains,-volcanoes-and-earthquakes/earthquakes/

	• Unit - Oak National Academy (thenational.academy) • Royal Geographical Society - Resources for schools (rgs.org)

NC Objectives	**Locational Knowledge**	**Place Knowledge**	**Environmental, Physical & Human Geography**	**Geographical Skills and Fieldwork**
• Locate the world's countries, using maps to focus on North America; • Know countries and major cities in North America; • Know key human and physical characteristics of locations in North America; • Concentrate on environmental regions in North America; • Physical geography, including mountains; • Physical geography, including volcanoes and earthquakes.	• Know that North America is the third largest continent after Asia and Africa; • North America lies between the Pacific and Atlantic Oceans; • Know that North America is joined to South America by a narrow strip of land.	• Know that North America has a great diversity of biomes (**desert focus**) and human and physical places; • Know that each of the fifty states of the USA has very distinct places; • Know that California lies on a fault line called the San Andreas Fault; • Know there was an earthquake in 1906, measuring 7.9 on the Richter Scale.	• Compare and contrast the environmental, human and physical geography of two dissimilar states; • Examine the effects of earthquakes on human settlements.	• Identify and label the countries of North America; • Know that the USA is divided into fifty states; • Explain the physical process of an earthquake.

Term:	Year 5 – Summer 2	Key Text(s):	

Key Concepts:

- **Place**
- **Space**
- **Scale**
- **Environment**
- **Interconnection**
- **Sustainability**
- **Cultural Awareness and Diversity**
- **Human and Physical Processes**

World Cities: London

The aim of this unit is for pupils to:

- Understand that London is the capital city of the United Kingdom (UK);
- Understand that London is a world city, which a rich and diverse history that is reflected in its architecture and landmarks;
- Understand that London is a famous destination for tourists from across the world, who come to see these amazing buildings and landmarks and experience is diverse culture.

This unit of work extends the geographical knowledge, skills and understanding learned in Year 1, in addition to the learning in Year 4, where pupils examined Manchester.

End of Unit Outcome: Produce a short quiz, challenging your friend's knowledge of a famous London landmark (teacher to limit choice to: Buckingham Palace, the Tower of London, the Shard, the London Eye, Tower Bridge, Hyde Park, the Palace of Westminster and Big Ben, Lords Cricket Ground, Wembley Stadium or the River Thames).

Prior Knowledge Requirements:

- Know that the United Kingdom is composed of England, Wales, Scotland and Northern Ireland (Y1 Spr 2)
- **HISTORY LINK :** (Y4 Aut1) Know that London evolved from the Roman city, Londinium, which was centred around the lowest (and therefore, easiest) crossing point on the River Thames
- Know that London is the capital city (Y1 Spr 2)
- **HISTORY LINK :** Know that the Industrial Revolution caused the massive growth in the population of UK cities and that now London

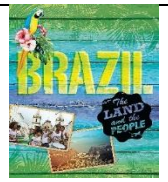
Key Vocabulary for this Unit:

- Capital city: the city that is centre of government for a country;
- Landmark: a distinctive feature, either natural or built, which identifies a city or region;
- Settlement: any place where people live such as a hamlet, village, town or city;
- Tourism: visiting different places to experience different climates, cultures or landmarks for pleasure.

remains a highly attractive place to work, due to it being the centre of banking and commerce. (Y3 Spr2).	
Composite – The Big Idea London is the capital city of the United Kingdom and one of the most famous world cities. It has a rich cultural and historical heritage, in particular of the monarchy. Annually, London attracts tens of millions of international visitors and is home to some of the most famous historical and contemporary landmarks.	**Components – Sequence of Learning** 1) Retrieval of previous learning; 2) Vocabulary lesson; 3) Identify and label London and its most famous landmarks on a map of the UK; 4) Fact File: compare and contrast Manchester (Year 4) with London: population statistics, landmarks, similarities and differences (expanded about a central river; tourism hotspots; centres of economic growth and wealth; Roman origins; Manchester is a smaller regional capital; London is the seat of the government and monarchy); 5) London Sight-Seeing Tour: ask pupils to imagine they are taking a friend from abroad on a sight-seeing tour of London; identify 6 – 10 places or landmarks to visit and devise a route linking them together on a sketched map, using a street map to assist them; 6) End of Unit Outcome; 7) LBQ Question Set.
Suggested Online Resources	• https://www.londoneye.com/schools/teaching-resources/ • Geography KS1: Transport, travel and landmarks of London - BBC Teach • Royal Geographical Society - Mapping London (rgs.org) • LGFL - The River Thames - Geography

NC Objectives	**Locational Knowledge**	**Place Knowledge**	**Environmental, Physical & Human Geography**	**Geographical Skills and Fieldwork**
• Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas; • 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; • Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human	• Know that London is the capital city of the UK and that it is located in Southeast England.	• Know that London is home to some of the most famous historical and contemporary landmarks; • Know that the historical geography of London's landmarks is a reflection of the historical geography of the monarchy and the British Empire.	• Know that London is characterised by a series of sizeable public parks, which were created by the Victorians, so that people could enjoy green spaces within the city; • Know that the growth of London's population has been fuelled by rural-urban migration over the last century; • Know that London occupies the Thames River Basin; • Know that the River Thames (a physical geographical feature) has had a significant impact upon the	• Visit to London to see Buckingham Palace, the Natural History Museum and a theatre production (cultural awareness and diversity).

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.			location of its landmarks (human geographical feature).	

Term:	Year 6 – Spring 1& 2	Key Text(s):	

Key Concepts:

- **Place**
- **Space**
- **Scale**
- **Environment**
- **Interconnection**
- **Sustainability**
- **Cultural Awareness and Diversity**
- **Human and Physical Processes**

South America and Brazil

The aim of this unit is for pupils to:

- Deepen their understanding of the continents, by learning about the physical and human geography of South America, with a specific focus on Brazil and Rio de Janeiro;
- Understand the push and pull factors that are causing rural-urban migration in Brazil and the growth of cities like Rio de Janeiro;
- Begin to understand some of the unique environments of South America;
- Understand the human geography of South America including: its indigenous Inca population; patterns of resources and trade in the 21st Century and the main industries driving economic growth across South America.

This unit focuses on South America and Brazil, exploring the human and physical processes and environments of South America. This unit builds on the knowledge acquire in Year 5, when pupils studied the Amazon Basin. Pupils will study Rio de Janeiro, examining both the spatial pattern of settlements across the city and the underlying causes of rural-urban migration. Pupils will investigate some of the unique environments, which characterise South America and the main drivers of economic growth that interconnect the continent. Pupils will develop their cultural awareness of the native Inca population and will evaluate what South America can do to develop sustainably in the future.

End of Unit Outcome: Presentation: Will Brazil continue to be the most important country in South America?

Prior Knowledge Requirements:

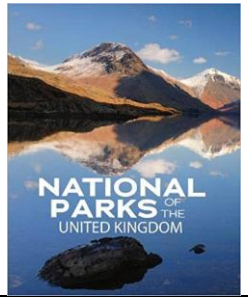
- Know that South America is a Continent;
- Know that South America is joined to North America by a narrow strip of land;
- Know that South America is home to the Amazon Basin and that it is a tropical rainforest biome;
- Know what a city is and that cities have seen their populations grow exponentially over the last century, in particular in South America;
- Know that different countries have different resources and that countries trade internationally to buy and sell those difference resources.

Key Vocabulary for this Unit:

- **Favela**: a Brazilian unregulated urban space usually found on the outskirts or perimeter of a city;
- **Street Children:** children ON the streets, work on the streets and return to their favela at night and children OF the streets, are homeless and are in general involved in some sort of criminal activity;
- **Push Factors:** events or situations in a person's life, which cause them to migrate from where they live now (most commonly, though not exclusively, from rural areas);
- **Rural**: areas of the country that are characterised by physical environments, including agriculture;
- **Pull Factors**: events or situations in a person's life, which make another place seem more attractive to live in;

	• **Amazon Basin**: the watershed of the River Amazon and the tropical rainforest biome, which surrounds it; • **The Brazilian Pantanal:** a special and unique low-lying, wetland area of Southern Brazil; • **Incas**: a native, indigenous people of South America, who were originally a small tribe inhabiting the southern highlands of Peru.
Composite – The Big Idea South America is growing in confidence as a continent of the world. South America is growing economically; becoming richer; attracting more people to live there. Brazil is South America's most influential and powerful country and one of the world's most sizeable democracies. A former Portuguese colony, Brazil has a highly diverse population, including indigenous people and the descendants of African slaves and European settlers. Rio de Janeiro is a world city and was recently one of the hosts of the FIFA World Cup and Olympics. South America is home to some special and unique environments and is becoming a microcosm for sustainable development.	**Components – Sequence of Learning** 1. Retrieval of previous learning; 2. Vocabulary Lesson; 3. Map work: locate the countries of South America and some of the principle human and physical landmarks that symbolise the continent; locate the regions of Brazil; basic facts about the physical geography of South America 4. The physical geography of a Brazilian City: Rio de Janeiro (produce a climate graph of Rio de Janeiro) 5. Life in Rio de Janeiro: Favelas and Street children; 6. Life in Rio de Janeiro: Barra da Tijuca; 7. The Andes Mountains; 8. The Atacama Desert; 9. The Incas; 10. Resources in South America (minerals and energy, food, water); 11. Growth and Sustainable Development in South America (trade patterns and case study of Fair Trade products from South America); 12. End of Unit Outcome; 13. LBQ Question Set.
• **Suggested Online Resources**	• Pantanal Wetlands - YouTube • The City Within: Life in Rio's favelas - in 360 – YouTube • What is a Favela? [ANIMATION] – YouTube • (2) Inside Rio's favelas, the city's neglected neighborhoods - YouTube • What is life like in a Brazilian favela? - BBC Newsround • Rio de Janeiro favela life described by children - BBC News • Unit: Building Locational Knowledge: South America | Teacher Hub | Oak National Academy (thenational.academy) • The Story of the Brazil Nut - Fairtrade Schools

NC Objectives	**Locational Knowledge**	**Place Knowledge**	**Environmental, Physical & Human Geography**	**Geographical Skills and Fieldwork**
• Locate the world's countries; using maps to focus on South America; • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied; • Know countries and major cities in South America.	• Know that South America is in the Southern Hemisphere; • Know that there are twelve countries that constitute South America; • Know that the Andes lie as a continuous chain of highland along the western coast of South America. • Know the location of the Pantanal and Atacama Desert.	• Know that Rio de Janeiro is a divided city; • Know that the Andes, Pantanal and Atacama Desert are homes to unique animals and plants that cannot be found anywhere else on Earth and as a consequence need conserving for future generations; • Know that different resources are accessed from a variety of different places across South America.	• Know that across South America there is a wide-range of physical geographies, including different biomes, ecosystems and habitats; • Know that the population of cities is increasing and that this is being driven by rural – urban migration; • Know that environmental degradation is occurring as a consequence of the discovery and need for resources across the globe.	• Identify and name the countries of South America on a continental map; • Draw a climate graph for Rio de Janeiro; • Identify and name the Pantanal, Andes and Atacama Desert on a map of South America; • Investigate and report on the resources, trade patterns and economic growth and the human geography of sustainable development in Brazil and South America.

Term:	Year 6 – Summer 2	Key Text(s):	

Key Concepts:

Place

Space

Scale

Environment

Interconnection

Sustainability

Cultural Awareness and Diversity

Human and Physical Processes

National Parks of the United Kingdom (UK)

The aim of this unit is for pupils to:

- Understand what a National Park is and why they were created;
- Understand the spatial distribution of the UK's National Parks;
- Understand the different places, environments and human and physical processes of the National Parks, with reference to the Lake District and Pembrokeshire National Parks;
- Understand the interconnections between the National Parks and tourism;
- Understand how sustainability and tourism can help protect these environments and preserve them for future generations.

Throughout this unit, pupils will study National Parks in the UK. Building upon their local place knowledge of the seaside, studied in Year 2, initially pupils will examine an overview of all the National Parks in the UK, before focusing on the local and regional scales of the Lake District and Pembrokeshire National Parks. Pupils will compare and contrast these two National Parks, considering their place, space and diversity geographical variations. Furthermore, pupils will investigate the human process of tourism, weighing the positive and negative effects of this and how sustainable tourism can help to protect the environment, raise local cultural awareness and diversity, together with the interconnections with nation-wide strategies to conserve the natural environment. This unit is a precursor to pupils work in secondary school, where they will conduct comparative studies on National Parks and Areas of Outstanding Natural Beauty (AONB).

End of Unit Outcome: Discussion: Is tourism beneficial for the UK's National Parks?

Prior Knowledge Requirements:

- Know that the UK is made up of England, Wales, Scotland and Northern Ireland;
- Know that the UK is composed of a variety of different human and physical places, with unique geographical features, for example, the seaside is characterised by a varying coastline, with beaches or cliffs.

Key Vocabulary for this Unit:

- National Park: an area of rural countryside protected by the state and law for the enjoyment of the general public or the preservation of biodiversity and locally and nationally important wildlife.

	• Sustainable Tourism: tourism that use natural resources, without having a negative impact on the environment. Indeed, sustainable tourism is seen as a way to promote the environment, so that it thrives; • Conservation: the legal protection, preservation and restoration of the environment to promote biodiversity, ecosystem and habitat growth; • Physical Geographical Features: are environmental features including: beaches, cliffs, coasts, forests, hills, mountains, seas, oceans, rivers, soils, valleys, vegetation, seasons, weather and volcanoes; • Human Geographical Features: are environmental features that have been made by people including: cities, towns, villages, factories, farms, houses, offices, ports, harbours and shops. • Reservoir: a large natural or man-made lake that is used as a source of water supply.
Composite – The Big Idea National Parks have been established in the UK to conserve, preserve, restore and protect the most important natural and wild places. In addition, National Parks envelope our cultural heritage, with reference to agriculture; food production and rural ways of life; including foraging and fishing. The UK's National Parks, through tourism, promote people's immersion in the natural world, through exploration and other outdoor pursuits. Today, National Parks are developing more sustainable forms of tourism, which aim to protect and restore the environment for future generations.	**Components – Sequence of Learning** 1. Retrieval of previous learning; 2. Vocabulary Lesson; 3. Define a National Park and why they were created; 4. Identify and label a map of the UK, illustrating where the National Parks are located; 5. Investigate the Lake District National Park; 6. Investigate Pembrokeshire National Park; 7. Compare and contrast the two National Parks, examining both the human and physical processes across the different environments; 8. Investigate the role of tourism in each National Park; 9. Discuss models of sustainability in each National Park, comparing and contrasting examples of initiatives used to promote sustainable and eco-tourism; nature conservation, preservation and restoration and increasing biodiversity; 10. End of Unit Outcome; 11. LBQ Question Set.
Possible Online Resources	• UK National Parks in 100 Seconds | National Geographic - YouTube • Exploring the UK's National Parks | KS2 Geography | Year 5 and Year 6 - BBC Bitesize • https://www.nationalparks.uk/uk-national-parks-teaching-resource/ • For teachers : Lake District National Park • Learning - Pembrokeshire Coast National Park

NC Objectives	**Locational Knowledge**	**Place Knowledge**	**Environmental, Physical & Human Geography**	**Geographical Skills and Fieldwork**
• 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; • 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; • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied; • 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.	• Know the geography of the UK, including: countries, seas and location within Europe; • Know that the UK has 15 National Parks and where they are located within the UK; • Know the human and physical features of UK National Parks.	• Know the unique human and physical geography of the Lake District and Pembrokeshire National Parks; • Describe the similarities and differences between the Lake District and Pembrokeshire National Parks.	• Investigate the role of tourism in the Lake District and Pembrokeshire National Parks; • Investigate local projects that promote sustainability in the Lake District and Pembrokeshire National Parks.	• Map location of the UK's National Parks • Map land use in local areas of the Lake District and Pembrokeshire National Parks; • Use Ordnance Survey maps to plot six-figure grid references; • Recognise the eight points of the compass.