



St Anselm's Geography Knowledge and Skills Progression Map 2023-24



Intent

The intention of the Geography Curriculum at St Anselm's Primary School is to inspire our children with a fascination and curiosity about the world around them that will stay with them throughout their lives. The teaching of geography should provide children with the cultural capital that they will need to succeed in their lives beyond primary education. Through trips, visits and discussions of current affairs, children should become engaged with the world around them, at a local, national and international level. We want them to be able to speak in a confident and knowledgeable manner about a range of geographical topics. We aim to ignite a love for people and places through clearly sequenced schemes of learning thereby equipping children with geographical skills to develop their interest and understanding about the world through studying the Earth's human and physical forms and processes.

We want our children to develop an enjoyment of practical experiences through local fieldwork studies and in our wider community in Harrow and London which offers an abundance of geographical features.

Through our curriculum, we enable the children to become Global Citizens encouraging them to play an active role within the community and to educate others through our 'Green Ambassador' programme helping to shape a more sustainable and hopeful future for all on Earth.

Diversity

At St Anselm's Primary School, we believe that the geography curriculum should be inclusive of all learners. Our school mission statement 'Learning and growing together through prayer, belief and love' contributes to the moral, social, spiritual and cultural life of the children who come from a variety of different cultures and backgrounds. Therefore, it is a prerequisite that they have a wealth of knowledge of different backgrounds and learn to have tolerance and understanding of other people and locations. Our school, in Harrow is very fortunate to live in an environment rich in culture and diversity and to embrace the opportunities this provides us.

'The study of geography is more than just memorizing places on a map. It's about understanding the complexity of our world, appreciating the diversity of cultures that exists across continents. And in the end, it's about using all that knowledge to help bridge divides that bring people together'. Barack Obama



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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	<u>My Community</u>	<u>My Country</u>	<u>The World</u>	<u>People</u>	<u>Environment</u>	
Year 1		<u>Weather and Seasons</u>		<u>United Kingdom</u>		<u>Local area</u>
Year 2		<u>Continents and oceans</u>		<u>Hot and cold places</u>		<u>Mugumareno Village, Zambia</u>
Year 3		<u>Climate zones</u>		<u>North America</u>		<u>Rio and South-East Brazil</u>
Year 4		<u>Rivers</u>		<u>Rainforests</u>		<u>South America – the Amazon</u>
Year 5		<u>Mountains</u>		<u>Earthquakes and Volcanoes</u>		<u>European region</u>
Year 6		<u>United Kingdom</u>		<u>Antarctica</u>		<u>Local area and region</u>



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EYFS

Knowledge	Intent Understanding the world involves guiding children to make sense of their physical world and their community. In Early Years we encourage an appreciation of the natural world, foster a sense of awe and wonder about the world in which we live and develop an appreciation of other people, their communities and their traditions. We strive to enhance children's sense of responsibility for their own environment and how this impacts the world around them. Listening to a broad selection of stories, non-fiction, rhymes and poems is essential in developing the children's understanding of the world. As well as building important knowledge, this extends their familiarity with words that support understanding across the curriculum. Enriching and widening children's vocabulary will support later reading comprehension.				
Curriculum Links	My Community I know.... Where I live. The key features of where I live. About the significant places within my community. How to get from one key place to another. The vocabulary I need to use to direct others.	My Country I know.... People I know have different customs and traditions. People in different countries have different customs and traditions	The World I know.... The capital city of the country I live in. The different key features of cities, towns and villages	People I know.... The names of some of the different countries around the world. Different countries have different features. How to travel between countries.	Environment I know.... About different weather conditions in the UK. There are four seasons and the key features of them. The key features of different climates around the world. Some simple things I can do to help look after the planet. Human actions can help or destroy the planet.
Vocabulary	Environment, place, feature, world, local area, town, city, countryside, villages, travel, route, map, weather, compare, similar, different, traditions, community, understanding the world, communication & language, personal, social & emotional development. I am learning to... Notice, measure, ask questions, record, compare similarities and differences, use my senses, gather information from different sources, draw, read and follow maps, express opinions, explain and describe.				



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Expectations	<p>By the end of the Foundation Stage children at St Anselm's will be able to:</p> <ul style="list-style-type: none">✓ Talk about what it is like to live in this country✓ Talk about what it is like to live in another country✓ Use a simple map to find out information✓ Talk about the key features of different places and different countries✓ Talk about the similarities and differences between people's religions and cultures Compare similarities and differences✓ Talk about where they live and the key features of the local environment✓ Talk about the key features of the country they live in
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Year 1

Year 1			
Skills	S1 Ask simple geographical questions e.g. what human and physical geography is in this place? S2 Point out where the equator, north pole and south pole are on a globe S3 Use locational and directional language e.g. near, far, north, south, east and west S4 Make simple maps and plans for a place S6 Use simple observational skills to study the geography of the school and its grounds S7 Use simple maps of the local area e.g. large scale, pictorial S8 Use world maps, atlases and globes to identify the UK and its countries S9 Use simple fieldworks and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment		
Topic Theme Enquiry question:	Autumn 2 <u>Weather and Seasons</u> <u>(field work opportunity)</u>	Spring 2 <u>United Kingdom (field work opportunity)</u>	Summer 2 <u>Local Area (integrates field work)</u>
	<u>Human v Physical features</u> Describe and identify Seasonal and daily weather patterns and changes in the UK.	<u>Locational Knowledge</u> Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas	<u>Place knowledge</u> Name, describe and compare familiar places. Link their homes with other places in their local community. Know about some present changes that are happening in the local environment e.g. at school. Suggest ideas for improving the school environment.
Intent	The children will learn how the year is organised into months and seasons, the differences within seasons and how people	The children will learn about the United Kingdom , the country in which they live. They will locate the UK on a world map and	The children will develop knowledge about their local area and where they live. They will identify some human and physical features of



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	dress for different types of weather and how it can affect the job they do. They will record the weather daily and identify the types of weather that we have in the UK.	create a mind map about the UK. They will learn about the 4 countries within the UK and be able to name and identify characteristics of the four countries and capital cities of the UK and its surrounding seas.	their local area. They will explore and record the features of our school grounds and local area and use these recordings to create a simple map. They will look at simple maps and aerial views of the local area.
Vocabulary including ongoing	month, year, season, summer, autumn, winter, spring, weather, hot, cold, order, time, snow, rain, sun, wind, lightening, fog, suitable, unsuitable, clothing, temperature, job, positive, negative, affect	Map, world, Europe, country, England, Scotland, Wales, Northern Ireland, capital, London, Edinburgh, Cardiff, Belfast, Union Jack, features, human, physical, nature,	County, neighbourhood, town, local area, building, map, office, route, street, symbol, east, north, south, west, map symbol, settlement
Prior Knowledge	Recap on what they learnt in Reception about the environment and the different seasons in the UK.	Recap on the learning about where they live from Reception.	Children will have learnt about their community and where they live in Reception, recap this knowledge and their previous learning about the UK
What I should know by the end of the year:	<p>This topic should include a basic understanding of the local climate, including seasonal change.</p> <p>Children will use appropriate vocabulary including words for seasons and local weather.</p> <p>Order the months of the year and recognise seasons.</p> <p>Identify the types of clothing worn in different seasons.</p> <p>Identify the types of weather we have in the United Kingdom and record the daily weather in our area /weather chart.</p>	<p>The main nations and features of the UK including their locations and related key vocabulary</p> <p>To locate on a map the four countries of the UK</p> <p>To identify the four Capital cities and the surrounding seas of the UK</p> <p>To know and explain the differences between human and physical features</p> <p>To describe the human physical features of one of the UK's capital cities</p> <p>To share knowledge and understanding of the UK</p>	<p>Know the difference between rural and urban areas.</p> <p>Explore and record the features of the local area.</p> <p>Recount the journey through their local area.</p> <p>Children to observe, record, discuss and ask questions about the main features of the local area, based on direct experiences.</p> <p>Create a simple map of the local area</p>



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	Explore how the weather affects different jobs.		
Suggestions for Implementation	<p>Order the months of the year and recognise seasons</p> <p>Children order themselves in months that they were born recognising which season they were born in</p> <p>Sort the months into seasons</p> <p>Draw a scene from each season</p> <p>Explore the school grounds looking for evidence to suggest which season we are in</p> <p>Choose a weather type and pick suitable clothes to wear</p> <p>Guess the weather photo gallery</p> <p>Weather diary</p> <p>My favourite weather writing activity</p> <p>Extended writing activity – Children can draw a picture of the type of weather based on their diary. They can describe the season it might be and the type of activity they could do in that weather and the clothing they might wear.</p> <p>Bring in an item of clothing for their allocated weather type and discuss</p>	<p>Locate on a map the four countries of the United Kingdom and its surrounding seas</p> <p>Begin to know about flags from the UK</p> <p>Identify the four capital cities and surrounding seas of the United Kingdom.</p> <p>Children will use appropriate vocabulary when describing local features and those of the UK.</p> <p>Describe and sort human and physical features</p> <p>Make a list of activities to do in a capital city</p> <p>Describe the main features and landmarks of the cities</p> <p>Create a postcard from one of the capital cities</p> <p>Sort a list of possible activities to do in winter and summer</p> <p>Think about the best time to be when to visit a city</p> <p>Create an information app or fact file on one of the cities.</p>	<p>Look at an aerial view of their home and school, imagine if they were looking out of the window, what would they see</p> <p>List the main features of the school grounds</p> <p>Carry out simple fieldwork within the school grounds</p> <p>Carry out simple fieldwork of the local area</p> <p>Observe and record physical features of the local area</p> <p>using Ariel views and map views of the area, discuss and locate the key features they have seen</p> <p>Create a messy map of the area and place key vocabulary in the correct place on the map e.g. school, church, Harrow town centre</p>
Questions to measure impact	<p>What is the order of the months of the year?</p> <p>What do the different seasons look like?</p>	<p>What do I already know about the UK?</p> <p>Can I find the UK and its countries on a map?</p>	<p>Can I identify main features of my local area?</p> <p>Can I create a simple map of my local area?</p>



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	<p>Which season follows which?</p> <p>Which months go into which seasons?</p> <p>How would a tree change with each season?</p> <p>How would the view outside my window change with each season?</p> <p>What if there were only seasons? Which would we need the most and why?</p> <p>What evidence can I see around the school to tell me which season it is?</p> <p>What clothes would I chose for different types of weather?</p> <p>What would I need to wear for an Antarctica expedition?</p> <p>How can I keep cool in the summer and warm in the winter?</p> <p>What if the shops only stocked winter clothes in the summer?</p> <p>Can I create a weather forecast?</p> <p>Which jobs are most affected by the weather?</p> <p>What if ...one year it did not rain at all on your farm? What would happen?</p>	<p>What are the capitals and main cities of the UK?</p> <p>What seas surround the UK?</p> <p>What is the difference between human and physical features?</p> <p>How are the countries similar to and different from each other?</p> <p>What the main features and landmarks of the cities?</p> <p>What time of the year would it be best to visit one of the cities?</p>	<p>Can you spot the differences between rural and urban areas and know what type of settlement you live in?</p> <p>How might you explore and record the features of our school grounds?</p> <p>How might you explore and record the features of our local area?</p> <p>Can you recount the journey through the local area?</p> <p>Can you recognise the symbols used on an OS map?</p> <p>Can you create a map of the local area?</p>
Suggestions for the development of greater depth	<ul style="list-style-type: none">• Name and describe changes in the weather confidently.• Name the seasons and describe the basic UK seasonal weather patterns.	<ul style="list-style-type: none">• What if a 5th country joined the UK?• What if everyone in the UK wanted to live in London?• What if voted if Scotland voted to leave the UK?	<ul style="list-style-type: none">• Can I identify my local area as part of the UK?• Can you help to solve any of the issues within our local area e.g. park



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	<ul style="list-style-type: none">• Take repeated observations accurately and record these using symbols.• Understand and name the different parts of the UK and state that the weather may vary there	<ul style="list-style-type: none">• What if people have never lived in one of these UK countries?• Which city would you like to visit and why?	
Enrichment/Curriculum Links Diversity BTK	<ul style="list-style-type: none">• Links to seasonal change in science.• Making an information poster with advice on how to keep cool in the summer or warm in the winter (English link)• Make a rain gauge out of a plastic bottle to measure the amount of rain in one week (Science link) possible homework activity	<ul style="list-style-type: none">• Name and describe regional products from the UK• Explain why foods come from specific regions• Identify any of us who are from one of the four countries or cities• Pretend you are on a cycling holiday and have visited all four countries and create a postcard to describe your visit	Create a landmark as part of a simple class map, and consider its relative size (scale). Describe their landmark and know where it was on a class journey. Explain their choice of local wonders.



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Year 2

Year 2			
Skills	S1 Answer some questions using different resources e.g. books the internet and atlases S2 Use simple compass directions and locational and directional language e.g. near, far, north, south, east, west S3 To describe the location of features on a map S4 To use Ariel photos and plan perspectives to recognise landmarks, human and physical features, devise simple maps , use and construct basic symbols in a key S5 use digital technology to explore maps S6 Use geographical vocabulary to describe physical geography vegetation, seasonal, island, etc		
Topic: Theme Enquiry Question:	Autumn 2 <u>Continents and Oceans</u>	Spring 2 <u>Hot and Cold Places</u>	Summer 2 <u>Mugumareno Village, Zambia</u>
	<u>Physical and human features</u>	<u>Place knowledge</u>	<u>Locational knowledge</u>
Intent	Children will understand where they are in the world. They will locate the seven continents and identify the physical and human features of a continent. They will locate the five oceans and share their understanding of a continent	Children will be able to identify hot and cold places and to know the different features of hot and cold places. For children to know how animals adapt to a hot or cold place and how to pack for a hot or cold holiday.	In this topic, children will know the location and features of a contrasting locality in Zambia, comparing and contrasting it with their local area and situating it within the African continent.
Vocabulary	Map, county, village, country, continent, city, world, West, Human, Ocean, Physical, land, location, Europe, Asia, Oceania, Antartica, Africa, South America, North America	Weather, hot , cold, equator, world, temperature, Artic, Antarctica, North Pole, South Pole, hot desert, rainforest, iceberg, sand dunes, nomad, rain, river, animal, adapt, adaptation, burrow, blubber, environment, habitat, hibernate, suitable, unsuitable, environment	Africa, Zambia, Mugurameno, River Zambezi, Physical, human, features, Crop, Farm, Flood, Market, Waterfall, Wildlife, Eastern, Northern, Southern, western, houses, materials, recycling, shopping, compare, contrast, protect, locality, South Africa



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Prior Knowledge	Recap the learning from Year 1 when they studied the UK and its countries.	Recap the learning from Year 1 where they studied the weather and seasons	Recap learning about where they live in the UK in Year 1 and where they live in the world in Year 2. This topic also builds on the previous topic hot and cold places.
What I should know, be able to do by the end of the year:	<p>Ensure children know the world is made up of many countries which can be grouped into continents.</p> <p>Ensure children know that large amounts of water between continents are called oceans.</p> <p>Ensure children know the difference between human and physical features.</p> <p>Know the names and locations of the world's continents and oceans, and some information about each of them;</p> <p>Know where the world's main hot and cold regions are, and some information about what they are like</p> <p>Have a good understanding of what a continent is and use basic geographical vocabulary to describe one.</p> <p>Use globes and atlases – and annotate maps – to identify continents and oceans, including the location of the UK and Europe</p> <p>Use appropriate vocabulary for continents and oceans,</p>	<p>Use globes and atlases – and annotate maps – to identify the world's hot and cold regions, locating the UK and Kenya within them</p> <p>Children will be able to know the names and locations of the other continents and the world's oceans and know some information about each of them.</p> <p>To use appropriate vocabulary to describe hot and cold places</p> <p>To know the names of the animals that live in hot and cold places and recognise how they adapt.</p> <p>To describe an animal that lives in a hot or cold place</p> <p>To compare and contrast a packing list for a trip to a hot place with a list for a cold place</p>	<p>To locate the country of Zambia and the village of Mugurameno on a map</p> <p>I can explain how the people of the village protect themselves and their homes from wild animals</p> <p>I can use photographs and information texts to help me imagine what daily life might be like and contrast this with my own life and how it is prepared</p> <p>To know how the people of the village use the river and contrast with ways we use rivers</p> <p>To know key physical and human features of the village and the county of Zambia</p> <p>To compare and contrast life in the village and in our locality</p>



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	<p>Make use of the four main compass points when describing the location of these key locations and regions.</p> <p>Ensure children know some continents are joined by land-others are separated by oceans.</p>		
Suggestions for implementation	<p>Ask children to think about where they live in the world (prior learning)</p> <p>Order vocabulary cards in order of size village, county, country, continent etc</p> <p>Label continents and oceans on a map</p> <p>Complete a mind map showing what you know about each continent</p> <p>Use directional language to describe continents location</p> <p>Match ocean flash cards to the correct image and description</p> <p>Rebuild a jigsaw map using your locational knowledge of the world</p> <p>Sort images of continents into human and physical features</p> <p>Research your chosen continent and create a fact file</p>	<p>Sort and describing hot or cold places using key vocabulary</p> <p>Describe a hot or cold location in terms of weather, plants and animals, physical features or equipment</p> <p>Create a fact file providing information on a hot or cold place</p> <p>Sort animals into hot or cold places and Consider how each animal has adapted to its environment</p> <p>Consider different items of clothing needed for hot or cold places</p> <p>Write an invitation to a friend to go on holiday to a hot or cold place, explain what they will need to bring with them including equipment or clothing</p> <p>Create a postcard describing their hot or cold place, include key features including similarities and differences</p>	<p>Look at simple maps and aerial views of a contrasting locality in Zambia, discussing and asking questions about its physical and human features and comparing these with the UK;</p> <p>Zambia bingo game spotting physical and human features</p> <p>Reading comprehension about Zambia</p> <p>Locational knowledge quiz using an interactive map</p> <p>Watch the River Zambezi film and children identify different uses of the river</p> <p>Draw pictures of use of the river in the village and in our locality</p> <p>Make a poster warning of the hazards associated with wild animals</p> <p>Make a model of the village showing how people protect themselves</p> <p>Make Nshima using flour and the Nshima recipe</p> <p>Discuss similarities and differences between our homes and the homes in the village</p> <p>Learn the national anthem of Zambia and sing in Assembly</p>



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			Create a list of the shops where we live and compare and contrast with the village Make a toy from recycling like the children in the village
Questions to measure impact	Do you understand where I am in the world? Can you locate on a map the seven continents? Can you locate on a map the oceans that link the continents? Can you describe where different continents are located? What are the physical and human features of a continent? Can you share your understanding of a continent?	Can you identify hot and cold places and locate them on a map? Can you recognise the features of a hot and a cold place? How might you explore a hot and cold place? What is the weather like... What plants and animals live... What physical features would you find... What equipment would you need? How do animals survive in hot and cold places? What clothing would you need for hot and cold places?	Where is Mugurameno village and where is the river located ? In what country is Zambia Located? In what continent is Zambia located? Can you locate the village of Mugurameno on a map and share what you know about it? Can you describe some food eaten and prepared in the village? Can you describe ways people protect their homes from wild animals? Can you compare your life with that of the children in the village?
Suggestions for the development of greater depth	Describe which of these continents have significant hot and/or cold areas. Describe specific human and physical landscapes for these continents How are different continents similar/different to each other?	What if the equator was in a different place? What if the world had no deserts? What if our school moved to a hot or cold place for a week? Can I invent an animal that would be able to live in either of these places? What if the ice in Antarctica melted away?	Can you use photographs and information texts to help explain what daily life in Mugurameno might be like? Write a postcard home from the village describing what you have seen and some of the children you have met



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	Children can create a glossary for new words learnt		Write an email to a child in the village asking all about their life
Enrichment/Curriculum Links Diversity BTK	How does the size of my country differ to other countries? Children can use travel brochures to cut out images form a continent of their choice to create a continent collage (art)	ICT opportunities – interactive quiz Guided reading task (Odizzi) How would our community survive in this hot/cold place	Could children visit the local library and gather some books on Zambia Are any of our children from an African country/village and how is life similar/different to Mugurameno



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Year 3

Skills	<p>S1 Ask and answer geographical questions about the physical and human characteristics of a location.</p> <p>S2 Use a range of resources to identify the key physical and human features of a location.</p> <p>S3 Describe the key aspects of human geography, including settlements and land use.</p> <p>S4 describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p> <p>S5 Describe how countries and geographical regions are interconnected and interdependent.</p> <p>S6 Understand some of the reasons for geographical similarities and differences between countries.</p> <p>S7 Locate the world's countries, using maps to North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</p>		
Topic: Theme Enquiry question:	Autumn 2 <u>Climate Zones</u>	Spring 2 <u>North America</u>	Summer 2 <u>Rio and South-East Brazil</u>
	<u>Human v Physical features</u> <ul style="list-style-type: none">• Explain about weather conditions/ patterns around the UK and parts of Europe.• Identify physical and human features of the locality including key topographical features (inc hills, mountains, coasts, rivers) and land patterns.	<u>Place Knowledge</u> <ul style="list-style-type: none">• Recognise there are similarities and differences between places.• Develop an awareness of how Places relate to each other.	<u>Locational Knowledge</u> <ul style="list-style-type: none">• Recognise there are similarities and differences between places.• Develop an awareness of how places relate to each other.
Intent	Children will learn how to identify lines of latitude, locations of climate zones, compare climates and identify weather patterns in a climate zone.	Children will be able to locate North America on a map and to identify the countries of North America. They will be able to explore the Rocky Mountains range and the effects of the Mt Helen eruption. They will be able	Children will know the location of South America and its key features. They will be able to know similarities and differences between Brazil and our own country. They will



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		to compare the landscapes of US states and to compare New York with where we live	explore what daily life in Rio de Janeiro is like and South East Brazil's trade links. Children will know what advantages and disadvantages were for Brazil in hosting the Olympic Games.
Vocabulary	Cairo (Egypt), London (UK), Manaus (Brazil), Nuuk (Greenland), Santiago (Chile), Seville (Spain), Axis, Meteorologist, Orbit, Precipitation (<i>KS1 snow, rain</i>), Temperature, Weather Station, Equator, Latitude, Map Index, Northern Hemisphere, North Pole, Southern Hemisphere, South Pole.	The Caribbean, Central America, , Denali, Great Lakes, Mississippi River, North America, Landscape, Location, Mountain Range, Rural, State, Urban, Latitude Longitude, Northern Hemisphere North-East, North-West, South-East, South West, Western Hemisphere	Brasilia, Cerro Aconcagua, Lake Titicaca La Paz, São Paulo, Ushuaia, Equatorial Region, Manufacturing, Mining Population, Trade, Latitude, Longitude Northern Hemisphere, Southern Hemisphere, Time Zone, Tropic of Capricorn, Western Hemisphere
Prior Knowledge	Builds on weather & climate in Year 1. Builds on Hot & cold places in Year2. Build appropriate vocabulary when describing place locations and map features (e.g. the Equator, the tropics, the world's hemispheres). In addition, children will build developing their skills of enquiry and fieldwork (including the use of data and map work), and to make regular use of globes and atlases.	Builds on the work children have covered on continents in year 2. Builds on earlier map work	Builds on the work children have covered on continents in year 2 and the previous work in Year 3 on climate and North America.
What I should know and be able to do by the end of the year:	Where the world's main climate zones are (building on their prior understanding of hot and cold regions from KS1);	Know the location, and main human and physical features, of North and South America; Children will identify countries within North America and states within the USA. Children	Know the location and human/physical features of Rio de Janeiro and South-East Brazil, as a region in The Americas, comparing and contrasting this region with places previously studied;



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	<p>Know where the world's main climate zones are, and how this variation might affect everyday life.</p> <p>Locate different climate zones and explore the differences between the northern and southern hemisphere</p> <p>Compare temperate and tropical climates</p> <p>Identify characteristics of each climate zone</p>	<p>will compare the landscapes of different US states.</p> <p>Children will compare New York State, New York City and where they live.</p> <p>Children can name some of the Northern American countries (Canada, Costa Rica, Dominican Republic, Guatemala, Jamaica, Mexico, St Kitts and Nevis, St Lucia,</p> <p>Children will know that the most commonly spoken languages are English, French and Spanish.</p>	<p>Children will know the location and main human and physical features of North and South America</p> <p>Children will know the location of South-East Brazil and Rio de Janeiro within the South American continent;</p> <p>They will know about processes of settlement, trade, tourism and culture in South-East Brazil and Rio de Janeiro.</p> <p>They will know how to use globes, atlases and maps to identify the main human and physical features of North and South America;</p> <p>They will know how to use globes and atlases to identify climate zones and consider their impact on different parts of the Americas, including South-East Brazil;</p> <p>Children will know how their location within different climate zones might affect everyday life differently in South-East Brazil and places previously studied;</p> <p>They will be able to interpret maps and aerial views of the Americas, South-East Brazil and Rio de Janeiro at a variety of scales, discussing and asking questions about their main features, and comparing these with places previously studied;</p> <p>They will use appropriate vocabulary when describing the Americas, South-East Brazil and Rio de Janeiro and comparing them with other</p>
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			places; when describing climate zones and human processes; and when describing place locations and map features (e.g. the Equator, the tropics, the world's hemispheres).
Suggestions for implementation	<p>Shade different climate zones on a map Answer questions on a climate zone map</p> <p>Examine the temperature graphs for London and Manaus and discuss their similarities and differences. Answer questions from the graph.</p> <p>Use a table of prepared data to complete a temperature graph and analyse the data</p> <p>Complete a case study of a climate zone</p> <p>Complete a weather forecast for a location of their choice</p> <p>Compare and analyse temperature graphs from 2 different locations then answer questions on the graphs</p> <p>Identify climate zones using images and descriptions</p> <p>Write a persuasive piece persuading someone to live in one of their chosen climate zones</p>	<p>Children to recap on their knowledge from the continent's topic</p> <p>Children to locate North America on a map</p> <p>Outline some of the continent's key features</p> <p>Use the map resources to locate selected states and think about why the USA is so named</p> <p>Using atlases and maps locate the Rockies, principal peaks and National Parks of North America</p> <p>Research the Rockies</p> <p>Write a 30 sec script for a radio advert about the Rockies</p> <p>Children research the volcanic eruption at Mount St Helens</p> <p>Compose a persuasive letter about a chosen state which is a good place to live</p> <p>Children compare the state of New York to where they live – which physical and human features can be found in both places?</p> <p>Sketch out a story board for a short tourist information leaflet about North America</p>	<p>Children will carry out an online scavenger hunt to investigate and categorise some of the well know human and physical features of South America</p> <p>Carry out a fact-finding exercise on South America</p> <p>Use map resources to locate South America and the countries within that Continent</p> <p>Carry out research on Brazil and compare and contrast with where you live</p> <p>Use atlases to gather information e.g. population, land use, rainfall, temperature)</p> <p>Explore the City of Rio de Janeiro through short films</p> <p>Write a persuasive letter to a friend about why they should visit Rio</p> <p>Explore how my life is linked to Brazil through trade</p> <p>Children to plan a week's holiday to Brazil, how ill they get there, where will they stay, where will they visit, what will they do?</p> <p>Research aspects of the Olympic Games in Brazil</p>



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			Discuss the advantages and disadvantages of hosting the Olympic games in Brazil
Questions to measure impact	<p>Can you identify the different lines of latitude and explain how latitude is linked to climate?</p> <p>Can you locate different climate zones and explore the differences between the Northern and Southern Hemispheres?</p> <p>Can you compare temperate and tropical climates?</p> <p>Can you explore weather patterns within a climate zone?</p> <p>How might you write a weather forecast for a typical day in your choice of climate zone?</p> <p>Can you identify the characteristics of each climate zone?</p> <p>How is latitude linked to climate?</p> <p>How does the shape of the world affect our climate?</p>	<p>Can you locate North America on a world map using latitude and longitude?</p> <p>Can you locate USA on a world map and explain its name?</p> <p>Can you describe some of the physical and human features of the Rockies and how people use them?</p> <p>Can you describe the volcanic eruptions of Mount St Helen and the impact it had on the surrounding area?</p> <p>Can you describe a US state and explain what it is like to live there?</p> <p>Can you compare New York with your home area?</p>	<p>Can you locate South America on a world map and identify a range of its physical and human features?</p> <p>Can you locate the countries and capital cities of South America?</p> <p>Can you compare key facts about Brazil with your country?</p> <p>Can you use photographs and information texts to imagine what daily life in Rio might be like?</p> <p>Can you identify how my life is linked to Rio and the South East of Brazil?</p> <p>Can you identify the pros and cons of hosting the Olympic Games?</p>
Suggestions for the development of greater depth	<p>Explain why there is a relationship between climate and biome using appropriate vocabulary.</p> <p>Understand the significance of longitude and latitude for defining location</p> <p>Locate the International Date Line on a globe - Understand day and night.</p>	<p>Can you explain what might happen if the whole of North America was 20 degrees further north?</p> <p>What does it mean for a country to be united?</p> <p>What is the difference between a state and a country?</p>	<p>What piece of land separates South America from North America?</p> <p>Why does Brazil have 2 different time zones?</p> <p>How can French Guiana in South America also be part of France?</p> <p>Does all of Brazil have a tropical climate?</p>



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	<p>Describe and explain time zones.</p> <p>Locate, describe and compare several coastal environments in the UK and elsewhere.</p> <p>What would happen if the world's climate got slightly cooler/hotter each year?</p> <p>What if the world stopped tilting on its axis?</p>	<p>How might climate and landscape influence the quality of life in a place?</p>	<p>In what ways is life in Brazil similar to live the country where we live?</p> <p>Why do you sometimes get poor neighbourhoods in successful cities?</p> <p>How might the choices I make affect people's lives in Brazil?</p>
<p>Enrichment/Curriculum Links</p> <p>Diversity</p> <p>BTK</p>	<p>How does the climate affect the work that you do?</p> <p>Links to global warming</p>	<p>Persuasive letter writing (English)</p> <p>Use map references to introduce grids and graphs that use horizontal and vertical axes. (Maths)</p>	<p>Travel brochure activity (English)</p> <p>Carnival costumes (DT)</p>



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Year 4

Skills	<p>S1 Explain own views about locations, giving reasons.</p> <p>S2 Use maps, atlases, globes and digital/computer mapping to locate countries and describe features.</p> <p>S3 Use fieldwork to observe and record the human and physical features in the local area using a range of methods including</p> <p>S4 Describe geographical similarities and differences between countries.</p> <p>S5 Describe key aspects of physical geography including rivers, mountains.</p> <p>S6 Use the eight points of a compass, four figure grid references, symbols and key to communicate knowledge of the United Kingdom and the wider world.</p>		
Topic: Theme Enquiry Question	Autumn 1 <u>Rivers (fieldwork opportunity)</u>	Spring 1 <u>Rainforests</u>	Summer 1 <u>South America-the Amazon</u>
	<u>Human v Physical features</u> <ul style="list-style-type: none">• To be able to describe the water cycle.• Describe human features of UK regions, cities and/or counties.• Understand the effect of landscape features on the development of a locality and explain about key natural resources e.g. water in the locality.• Describe how people have been affected by changes in the environment.• Explore weather patterns around parts of the world.	<u>Place knowledge</u> <ul style="list-style-type: none">• Know about the wider context of places – region, country.• Understand why there are similarities and differences between places.	<u>Locational knowledge</u> <ul style="list-style-type: none">• Recognise the different shapes of continents.• Demonstrate knowledge of features about places around them and beyond the UK.• Identify where countries are within Europe; including Russia.• Recognise that people have differing qualities of life living in different locations and environments.• Know how a locality is set within a wider geographical context.



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Intent	<p>For children to know what a water cycle is.</p> <p>To know what a river is, the features of a river and how rivers are used.</p> <p>To know that rivers are affected by humans and the impact of flooding on the environment and people.</p> <p>To know facts about the world's longest river.</p>	<p>For children to know what a rainforest is and to know the different layers.</p> <p>To know the characteristics of the Congo and the impact of deforestation.</p>	<p>For children to know the location of The Amazon and its significance and what the threats to the Amazon are.</p> <p>To know the human and physical features of Manaus and similarities and differences between the Amazon Basin, south east Brazil and where we live.</p>
Vocabulary	<p>Water cycle, evaporation, precipitation, condensation, overland flow, mouth, channel, Hydro-electric power, transporting, crops, recreational, source, mouth, meander, tributary, v-shaped valley, waterfall, ox-bow lake, dam irrigation, Floodplain, Thames Barrier, embankment, sandbag, continent, country, world river</p>	<p>Rainforest, continent, equator, Congo, Amazon, forest floor, understory, emergent, canopy, logging, tribe, biome, okapi, Aka people, nomadic, hunter-gatherer, deforestation, indigenous, fell, ecosystem, farming, oxygen, carbon dioxide, biodiversity, fertile, Manaus,</p>	<p>Amazon Basin, Bolivia, , Brazil, Ecuador, Equatorial, Peru, Venezuela, Agriculture, Ecosystem, Food Chain, Humidity, River Basin, Volume, International Date Line, Longitude, Prime Meridian, Tropic of Capricorn,</p>
Prior Knowledge	<p>Recap the work done on rivers in the year 2 Zambia learning</p>	<p>Recap the work done on Continents and hot and cold places in Year 2</p>	<p>Recap prior learning on the rainforests and rivers (Year 4) and climate zones in Year 3</p>
What I should know by the end of the year:	<p>Use globes, atlases and maps to locate the world's principal rivers.</p> <p>The key elements and features of a river;</p> <p>The key elements of the water cycle;</p> <p>The names of – and key information on – the world's main rivers;</p>	<p>Children will know the key elements of a rainforest biome, how these contrast with other biomes and the main location of the world's rainforests (including the Congo and Amazon).</p> <p>Understand how some people have adapted to life in rainforests, including the Amazon.</p>	<p>The location and principal features of the Amazon, situating it within the globe and the South American continent and comparing and contrasting it with South-East Brazil;</p> <p>How physical processes involving rivers, the water cycle and rainforests distinctively apply to the Amazon;</p>



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	<p>Basic ideas about flood management; How rivers are used around the world How human activity affects rivers Evaluate a range of possible flood prevention measures; The children will have basic ideas about flood management and how flooding affects communities. Children will use appropriate vocabulary when describing river features</p>	<p>The children will use globes and atlases to identify the location and distribution of rainforests and other biomes. Children will use appropriate vocabulary when describing the Amazon; rainforest and other biomes and place locations. The key elements of a rainforest biome, how these contrast with other biomes and the main location of the world's rainforests (including the Congo);</p>	<p>How some human beings have adapted to life in the rainforest and the Amazon. Use globes, atlases and maps to locate the world's principal rivers, rainforests (and other biomes), including the Amazon; Interpret a range of maps and aerial views of the Amazon and apply this information to their understanding of it; Use appropriate vocabulary when describing the Amazon; rainforest and other biomes; rivers and river features; and place locations. The children will know the key elements of the water cycle and how these apply to the Amazon. Children will know the location and principal features of the Amazon, situating it within the globe and the South American continent. Children will compare and contrast the Amazon with South-East Brazil.</p>
Suggestions for Implementation	<p>Define what a river is and label world rivers on a map Use Odizzi to research way in which rivers are used around the world Label the features of a river on a diagram and describe the stages of the river and the features you would find at each point Research the Three Gorges Dam and list the advantages and disadvantages of the dam</p>	<p>Colour in a world map to show where the rainforests are – is there a pattern in the location of the rainforests? Complete a flow diagram of the different layers in a rainforest Record the features of a rainforest and explore how the rainforest is important to the rest of the world Create an App using information they have researched on the Congo Rainforest</p>	<p>Children will recreate the route of the Amazon river and its tributaries using blue tack and string Sort true and false statements about the Amazon Create awards for the Amazon under the following categories: Service to animals The very important river award</p>



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	<p>Match images of flood defences to facts about each one</p> <p>Decide which are the most and least useful flood defence systems</p> <p>Create a fact file about one of the world's longest rivers using the knowledge you have gained throughout the topic</p>	<p>Create a mind-map on deforestation</p> <p>Write a persuasive letter to the president of a logging company explaining why rainforests are so important</p>	<p>Outstanding contributions to tress and nature</p> <p>The ideal human home award</p> <p>Use research to prepare a report to raise awareness about what is happening to the Amazon</p> <p>Use an atlas to locate Manaus – why might this be a suitable place to build a city</p> <p>Children to plot a journey from Manaus to Rio and record the types of things that they may see on their journey</p> <p>Create a presentation on their learning about the Amazon</p>
Questions to measure impact	<p>Can you describe the water cycle, explain what a river is and locate the world's longest rivers on a map?</p> <p>Can you describe how rivers are used around the world?</p> <p>Can you identify the stages and features of a river, and the way that land use changes from the source to the mouth?</p> <p>Can you recognise and explain how human activity affects rivers?</p> <p>Can you recognise and explain how flooding affects communities?</p> <p>Can you identify the key characteristics of one of the world's longest rivers?</p>	<p>Can you explain what a rainforest is and locate the world's rainforests on a map?</p> <p>Can you recognise the different layers of life in a rainforest?</p> <p>Can you recognise the features that make up a rainforest?</p> <p>Can you describe the key characteristics of the Congo?</p> <p>Can you describe and explain the impact of the deforestation of the rainforests?</p> <p>Can you explain the importance of the Amazon Rainforest?</p> <p>Can you identify world's rainforests (The Amazon (South America), The Congo (Africa),</p>	<p>Can you describe the threats to the Amazon?</p> <p>Can you locate South America on a world map and identify a range of its physical and human features?</p> <p>Can you locate the countries and capital cities of South America?</p> <p>Can you compare key facts about Brazil with our country?</p> <p>Can you explain that the River Amazon is the longest in the world and identify the key characteristics of the Amazon Basin?</p> <p>Can you explain the importance of the Amazon Rainforest?</p> <p>Can you share your knowledge and understanding of the Amazon Basin?</p>



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		<p>The Gunung Leuser (Asia), St Lucia (North America)?</p> <p>Can you describe that Tropical rainforests are found north and south of the Equator between the Tropics of Cancer and Capricorn?</p> <p>Can you explain that rainforests are home to over half the species of plants and animals in the world and are a fantastic source of foods and medicines?</p>	
Suggestions for the development of greater depth	<p>What if one day the water cycle stopped...</p> <p>Why is it important to protect rivers?</p> <p>How does the land beside the river change during each part of its journey?</p> <p>Make a dam out of different materials to see which works best</p> <p>Write a preparation and survival guide for potential flood victims</p>	<p>What do we mean by a rainforest biome?</p> <p>Do all rainforests have the same features?</p> <p>Can you describe life in a remote community within the rainforest?</p> <p>What if the Congo rainforest became a national park?</p> <p>What if the world grew much more rainforest than it lost?</p> <p>Why is the Amazon rainforest sometimes called the lungs of the world?</p>	<p>Why are most big South American cities near the coast?</p> <p>Why does it matter that some places are biodiverse?</p> <p>What if the Amazon rainforest was the size of your garden?</p> <p>In what other ways might human activity be harming the planet?</p> <p>Why would you build a big city in the Amazon rainforest?</p> <p>Can I think of some questions that may have to stay unanswered for the time being?</p>
Enrichment/Curriculum Links Diversity BTK	<p>Think about ways in which we can save water at school</p>	<p>Looking after God's creation</p>	<p>Grow a rubber plant in the classroom – what conditions does it need to grow well?(science)</p>



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Year 5

Skills	<p>S1 Identify and describe how the physical features affect the human activity within a location.</p> <p>S2 Use different types of fieldwork sampling (random and systematic) to observe, measure and record the human and physical features in the local area. Record the results in a range of ways.</p> <p>S3 Analyse and give views of the effectiveness of different geographical representations of a location.</p> <p>S4 Name and locate some of the countries and cities of the world and their identifying human and physical characteristics, including hills, mountains and understand how these aspects have changed over time. Investigating patterns.</p> <p>S6 Describe how locations around the world are changing and explain some of the reasons for change, communicating geographically.</p> <p>S7 Use the eight points of a compass, four figure grid references, symbols and a key (that uses standard Ordnance Survey symbols) to communicate knowledge of the United Kingdom and the world.</p> <p>S8 Name and locate the countries of Europe and identify their main physical and human characteristics.</p>		
Topic: Theme Enquiry question:	Autumn 1 <u>Mountains (field work opportunity)</u>	Spring 1 <u>Volcanoes and Earthquakes</u> <u>Focus on Earthquakes due to changeover year</u>	Summer 1 <u>European Region - (Greece/Italy) & compared with region in UK</u>
	<u>Human v Physical features</u> Describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water	<u>Human v Physical features</u> Describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water	<u>Locational knowledge</u> 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 Know about the wider context of places e.g. county, region and country Understand geographical similarities and differences through the study of human and physical geography of a region of the United



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			Kingdom, a region in a European country, and a region within North or South America
Intent	Children will learn what a mountain is, the features of a mountain and how they are formed. They will learn about mountain climates and explore mountain life. They will locate the world's highest mountains and recognise the importance of the Himalayas.	Children will learn about what an earthquake is and how they affect people and places. They will find out what people will need before and after an earthquake, and what to do if an earthquake happened.	Children will be able to locate Europe on a world map and identify some of its characteristics. They will investigate key information about some of the main countries within Europe and make comparisons with the UK. They will explore some of the features of tourism and explain why tourism is popular in the Mediterranean.
Vocabulary	Ben Nevis, Himalayas, Mount Snowdon, Pacific Ring of Fire, Scafell Pike, Slieve Donard, Alpine, Avalanche, Landform, Slope, Summit, Valley, Altitude, Height, Above Sea Level, Map Index, Map Reference, Scale Bar.	Volcano, plates, tectonic, core, mantle, crust, Effect, short term, long term, human, aid, survival kit, preparation, kit, survival,	Europe, European Union, France, Germany, Italy, Mediterranean, Poland, polar, Russia, Scandinavia, Spain, temperate, Ukraine, civilisation, leisure, Mediterranean Sea, resort, service industry, tourism, border, migrant, refugee, Syria, agricultural, coastal, industrial, mountain, residential, rural, urban, wilderness, Athens, Attica, itinerary, Parthenon, Peloponnese, Piraeus, port,
Prior Knowledge	Children will recap some knowledge from their climate topic	Recap their learning on Volcanoes from Year 4 and their previous mountain topic in Year 5	Recap prior learning on the UK (Key Stage 1) and comparison of a village in Zambia (KS1), recap prior learning from KS1 on continents
What I should know, be able to do by the end of the year	The names and locations of the world's principal mountains, volcanoes and areas at risk from earthquakes; How some people have adapted to life in mountainous areas;	The main features and causes of volcanoes and earthquakes; Know ways in which the location and physical geography of the region impact on (and are impacted by) human activity	Understand geographical similarities and differences through the study of human and physical geography of Greece. To be able to use maps and atlases to find the location of Greece and the UK. To be able to explore physical features such as mountains, seas, rivers and neighbouring



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	<p>The children will name and locate the world's principal mountains.</p> <p>The children will know the main features and types of mountains.</p> <p>The children will know how some people have adapted to life in mountainous areas. The children will use and apply appropriate vocabulary when describing the location and distinctive features of mountains.</p> <p>Children will know the World's Seven Summits (the highest peaks on each continent) Everest (Asia), Aconcagua (South America), Denali (North America), Kilimanjaro (Africa), Elbrus (Europe), Vinson Massif (Antarctica), Carstensz Pyramid (Oceania).</p>	<p>How people can respond to a natural disaster, such as an earthquake</p> <p>How earthquakes affect land and people</p>	<p>countries as well as human geography e.g. populations of cities and ways of life in both locations</p> <p>Interpret a range of maps and aerial views of Athens, Greece and the Mediterranean region and apply this information to their understanding of it (e.g. when arguing the case for tourism in the Mediterranean);</p> <p>Look critically at a topical issue in this region, raising questions about it, considering the reliability of sources and exploring and evaluating a range of viewpoints;</p> <p>Use globes and atlases to identify the location of Greece and the Mediterranean;</p> <p>Use and apply appropriate vocabulary when describing the location and distinctive features of the Mediterranean, Greece and Athens.</p> <p>The children will know the ways in which human processes (such as tourism and migration) operate within the Mediterranean, Greece and Athens.</p> <p>The children will know the ways in which the location and distinctive features of Greece and the Athens region (including everyday life) compare and contrast with those of other places.</p> <p>The children will know ways in which the location and physical geography of the region impact on (and are impacted by) human activity – this includes the key role of the Mediterranean Sea.</p> <p>The children will use and apply appropriate vocabulary when describing the location and</p>
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			distinctive features of the Mediterranean, Greece and Athens.
Suggestions for Implementation	<p>Children use iPads to research different types of mountains then use information to describe the different types of mountains</p> <p>Label diagrams to show how mountains affect climate</p> <p>Write a diary entry about living near a mountain</p> <p>Explain the disadvantages of living near a mountain</p> <p>Comprehension on the Three Peaks Challenge</p> <p>Create a fact file about the Himalayas</p> <p>Match the facts with the mountain activity</p>	<p>Sort effects of an earthquake into long- and short-term effects</p> <p>Children create a survivor kit for an earthquake and justify their choices</p> <p>Write a set of instructions for what to do in the event of an earthquake</p> <p>Write an eye witness account of what happened in the earth quake</p> <p>News reel recalling the events of the earthquake</p>	<p>Lightening of Europe (children have 6 minutes to find out 6 different pieces of information about 6 different countries in Europe</p> <p>Guided reading text on Tourism</p> <p>Draft a 30 second radio advert that encourages people to visit the Mediterranean</p> <p>Class debate on migration to Greece</p> <p>Investigate the landscape of Greece using the Greece gallery photos</p> <p>Devise a day's itinerary for a visit to Athens ensuring they visit key locations</p> <p>Write a script for an imaginary magazine interview between a child in their own home and one of the children in Athens</p>
Questions to measure impact	<p>Can you describe what a mountain is and locate the world's 'Seven Summits' on a map?</p>		<p>Can you locate Europe on a world map and identify some of its characteristics?</p> <p>Can you some of Europe's countries and capitals, and find out more about them?</p>



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	<p>Can you describe the key features of mountains and how they are formed?</p> <p>Can you describe the climate of the mountains and explore mountain life?</p> <p>Can you explore and locate the UK's highest mountains?</p> <p>How might you show the importance of the Himalayas for people living in the region?</p> <p>Can you share your knowledge about a world-famous mountain or mountainous region?</p>		<p>Can you talk about different European cuisine?</p> <p>Can you use key facts and persuasive techniques to persuade someone to holiday in the Mediterranean?</p> <p>Can you explain why tourists visit the Mediterranean?</p> <p>Can you compare and contrast news stories about the Mediterranean?</p> <p>Can you compare life in Athens with my life and my local area?</p> <p>Can you give some reasons for migration?</p> <p>Can you describe contrasting aspects of the landscape of Greece</p>
Suggestions for the development of greater depth	<p>Describe mountain environments in the UK and the world and explain how (some of) the landscape features associated with them are formed.</p> <p>What are the highest mountains in each UK country?</p> <p>How are the mountains important to the people who live there?</p>	<p>What if two plates pulled far apart from each other and stayed apart</p> <p>What ash from a volcano turned day into night</p> <p>What might a timeline for a massive earthquake look like in the first hour, first day, first week, first month, first year</p>	<p>What do environmental organisations have to say about the impact of so much tourism on wildlife in the region?</p> <p>Explore in detail the human and physical features of Santorini and recall their learning on Volcanoes and earthquakes from year 5</p>
Enrichment/Curriculum Links Diversity BTK	<p>Research people famous for climbing mountains</p>		<p>Children investigate different European animals and their habitats.(Science)</p> <p>Children read and discuss poems/stories about refugees and migrants (see Odizzi recommendations)</p> <p>Time traveller from ancient Athens to modern day Athens, compare the two lives (History)</p>



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Year 6

Year 6			
Skills	<p>S1 Collect and analyse statistics and other information in order to draw clear conclusions about locations.</p> <p>S2 Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location.</p> <p>S3 Understand how some aspects of the human and physical characteristics of United Kingdom have changed over time.</p> <p>S4 Describe how the locality of the school has changed over time and meets the needs of the residents.</p> <p>S5 Understand some of the reasons for geographical similarities and differences between countries.</p> <p>S6 Describe geographical diversity across the world.</p> <p>S7 Describe how countries and geographical regions are interconnected and interdependent.</p> <p>S8 Describe and understand key aspects of physical and human geography.</p> <p>S9 Create maps of locations, identifying patterns (such as land use, climate zones, population densities, height of land).</p> <p>S10 Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, The Tropics of Cancer and Capricorn, Arctic and the Antarctic Circle, the Prime/Greenwich, Meridian and time zones (including day and night).</p> <p>S11 Sketch maps, plans and graphs and digital technologies. Name and locate countries and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics including hills, mountains, key topographical features.</p>		
Topic: Theme Enquiry question:	Autumn 1 <u>United Kingdom/contrast with a European region</u>	Spring 1 <u>Antarctica</u>	Summer 1 <u>Local area and region-Integrates fieldwork</u>
Skills Human & Physical features Place Knowledge Locational Knowledge	<u>Human v Physical features</u> <ul style="list-style-type: none">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	<ul style="list-style-type: none">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	<u>Locational knowledge</u> <ul style="list-style-type: none">Describe and understand key aspects of physical and human geography.Create maps of locations, identifying patterns (such as land use, climate zones, population densities, height of land).



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	including trade links, and the distribution of natural resources including energy, food, minerals and water.	resources including energy, food, minerals and water.	
Intent	Children will compare the countries of the UK and the UK's major cities. They will look at the human and physical features of the UK and contrast with other places. They will look at the landscape and identify the key industries in the UK. They will explore the UK's energy sources and whether they are sustainable forms of energy.	Children will learn about the location of and the climate in Antarctica, they will understand climate change and the impact that it has on the earth's climate and future. They will learn about the environmental issues affecting the continent.	Pupils to study their local area and region and understand how it fits into the wider world. They will use aerial images to describe the key physical and human features of the region and local area. They will study map scales and use map references to locate different places. They will gather evidence using urban fieldwork to understand how the region meets the people's needs.
Vocabulary	Great Britain, Greater London, London Array, North Sea, UK – the main cities, Counties and Regions, Coastline, Development, Economy, Energy Source, Industry, Landmark, Sustainable, Development, Offshore, Onshore, Scale Bar, coastline, mountain range, river, land use. Landscape, manufacturing, tourism, finance, farming, nuclear power	Antarctica, Arctic, Axis, Time zone, Climate change, Hemisphere, Biome, Adaptation, North/South Pole, Pollution, Topography, Latitude, Longitude, Tundra, Permafrost, Inuit, glacier, biodiversity, Antarctic Circle	Land Marks, Key Regions, Aerial view, International, key, land use, local, grid reference, 16-point compass terms, scale
Prior Knowledge	Build on previous learning in KS1 about UK. Compare and contrast features of the UK with other places studied in KS2.	Build on prior knowledge of hot and cold places (KS1), weather, continents, climate zones and biomes.	Build on prior knowledge in KS1 about the local area
What I should know by the end of the year:	The location and principal features of the UK and their local region when seen at a	Antarctica is the fifth largest continent based on its size, but it is the smallest in population.	Use fieldwork to collect and critically evaluate data from a range of viewpoints about the



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	<p>range of scales, from the global to the immediately local;</p> <p>Ways in which human processes (such as economic and political processes, the distribution of energy, land use, settlement and change) operate within the UK and their local region;</p> <p>Ways in which the location and physical geography of the UK and their local region impact on (and are impacted by) human activity in the region;</p> <p>Ways in which the location and distinctive features of the UK and their local region compare and contrast with those of other places studied.</p> <p>Use maps and supporting information to route-plan a tourist trip around the capital cities of the UK;</p> <p>Use appropriate vocabulary when describing key information about the UK and the local region to external audiences</p> <p>The children will know the ways in which the location and distinctive features of the UK and their local region compare and contrast with those of other places</p>	<p>The Arctic circle is a polar region containing the Arctic Ocean, adjacent seas and parts of several countries</p> <p>Ways in which the location and physical geography of Antarctica is impacted by climate change</p> <p>The types of wildlife that inhabit Antarctica</p> <p>Know about the Inuit way of life</p> <p>Know about the life of explorers who have travelled to Antarctica (Shackleton)</p>	<p>local region, how it meets people's needs, and how it might change;</p> <p>Interpret a range of maps of the UK and the local region and apply this information to their understanding of it;</p> <p>Use and annotate Ordnance Survey maps, including the use of grid references, in order to present arguments about change in the local region;</p> <p>Know how to gather evidence through fieldwork of how a region is meeting people's needs</p> <p>Know how to annotate an Ordnance Survey map accurately and create 6 figure grid references for specific sites</p>
Suggestions for implementation	<p>Review the location of countries, capitals and seas by labelling maps</p> <p>Atlas scavenger hunt (Odizzi)</p>	<p>Diary entry of a scientist living on a base</p>	<p>Use local links worksheet to outline links between the local area and the wider world</p>



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	<p>Create an Instagram advert for a chosen location in the UK</p> <p>Use an atlas to plan a day trip from different cities in the UK (focus on mountains)</p> <p>Use the writing frame to record features of human features in the UK</p> <p>Complete the UK economy sheet using online information (Odizzi)</p> <p>Explore a national park in detail</p> <p>Explore the different types of energy that we use in the UK</p>	<p>How can we protect Antarctica and the wild life living on or close by?</p> <p>Research the life of an explorer who has visited Antarctica</p> <p>Create a presentation on one key aspect of Antarctica</p>	<p>Work with a road map of their region locating landmarks and calculating distances using the scale bar on the map</p> <p>Field work trip to Harrow town centre – how does it meet people's needs? Take photographs with iPad, interview residents, record hazards, what facilities are there? Which are required?</p> <p>Following field work activity children create a news report or write a letter to local MP outlining how Harrow town meets the needs of the residents</p>
Questions to measure impact	<p>Can you compare and contrast the different countries of the UK?</p> <p>Can I identify where I live in the UK and locate the UK's major cities?</p> <p>Can I identify physical characteristics of the United Kingdom?</p> <p>How might how people have affected the United Kingdom's landscape?</p> <p>Can you describe and explain the sorts of industries in which people in the United Kingdom work?</p> <p>How might the different types of energy sources used in the United Kingdom.</p>	<p>What is the arctic?</p> <p>What is Antarctica?</p> <p>How is land used in the polar regions?</p> <p>How is the climate changing in the polar regions?</p> <p>How are lives of the Inuit different to your life?</p> <p>How is 'Champions of Antarctica-2041' working to protect the last great wilderness on earth?</p>	<p>Can children locate key features in our local area?</p> <p>Can children carry out fieldwork in the local area and gather evidence of how a region is meeting its population needs?</p> <p>Do children know how to read and label an OS map with local sites?</p> <p>How do my local area and my region fit into the wider world?</p> <p>How does my local area meet people's needs?</p>



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	Can you evaluate the advantages and disadvantages of wind energy?		
Suggestions for the development of greater depth	<p>What would be the impact if the UK was jointed by a human land bridge to the rest of Europe?</p> <p>What do people mean by the north south divide?</p> <p>What if the government banned any new building work? What would be the impact?</p>	<p>What is your understanding of 'global common'?</p> <p>What is your understanding of animal and plant adaptation in Antarctica?</p> <p>What challenges does Antarctica face?</p> <p>Why may a country want to own Antarctica?</p>	<p>Can you identify the location and principal features of your local region when seen at a range of scales, from the global to the immediately local?</p> <p>Can you interpret a range of maps of the local region?</p>
Enrichment/Curriculum Links Diversity BTK	<p>Which parts of the UK are more diverse?</p> <p>Why do you think that is?</p>	<p>Children can investigate the effects of climate change and the impact it is having on the planet</p>	<p>Letter writing opportunity to Local MP (English)</p> <p>Links with History (development of suburbia)</p>