



## GEOGRAPHY

### LEARNING SEQUENCE

- EHCP & SEND Support refer to IEPs for the individual children.
- Minimum assessment for learning strategies to be used during every lesson: target questioning, peer talk, modelling, mini-plenaries, self-assessment, referral to success criteria.
  - Long term memory development strategies to be used in every lesson through assessing prior knowledge at beginning of the unit and in the lesson.
    - Refer to 'S' plan in all lessons
    - Essential Knowledge highlighted **red** is the minimum key learning for every child within each unit of work.
    - Essential vocabulary highlighted **red** is the minimum key learning for every child within each unit of work.
    - Previously learned vocabulary **blue** is the additional learning for most children within each unit of work.

EYFS	Communication and Language	Numeracy	Understanding the World	PSED	Literacy
	<ul style="list-style-type: none"> <li>• Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions</li> <li>• Make comments about what they have heard and ask questions to clarify their understanding</li> <li>• Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</li> <li>• Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary</li> <li>• Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate</li> <li>• Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</li> </ul>		<ul style="list-style-type: none"> <li>• Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps</li> <li>• Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class</li> <li>• 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.</li> </ul>	<ul style="list-style-type: none"> <li>• Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions</li> <li>• Be confident to try new activities and show independence, resilience and perseverance in the face of challenge</li> <li>• Work and play cooperatively and take turns with others</li> </ul>	<ul style="list-style-type: none"> <li>• Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</li> <li>• Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</li> <li>• Write simple phrases and sentences that can be read by others.</li> </ul>

YEAR 1	Rationale	Key content from NC	Skills/Processes	Essential Knowledge	Vocabulary
<b>Autumn 1</b>  <b>My Local Area</b>	<p><b>Scope:</b> This unit of study draws on the 'place knowledge' strand of the national curriculum for Key Stage 1. Within this strand, pupils are required to understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom. The unit also draws on the 'human and physical geography' strand of the national curriculum by introducing pupils to basic geographical vocabulary they can use to refer to key physical and human features.</p> <p><b>Sequence:</b> A young geographer needs the opportunity to explore the geography of their own school grounds and own locality before widening their lens to a national, international or global picture. Through this unit they will understand that a location has both physical and human features, that they can express an opinion on a place and can suggest changes for the future. This unit builds on pupils' Understanding of the World where pupils discovered similarities and differences in relation to places. In Reception, pupils also talked about the features of their own immediate environment and how environments might vary from one another.</p> <p>This unit has been deliberately placed alongside the science unit 'Everyday Materials' so that links can be made between the two subjects.</p>	<ul style="list-style-type: none"> <li>learn about their school, and what it is like there</li> <li>learn what it is like in their local area through going on local walks explore what makes their local area significant</li> <li>explore where people live and work in their local area by looking at different types of homes and jobs</li> <li>understand what a map is and draw a map of the local area using symbols and keys</li> <li>explore things they like and do not like about their local area and suggest changes for the future</li> </ul>	<p>Through geographical enquiry:</p> <ul style="list-style-type: none"> <li>build knowledge of location, places and landscapes</li> <li>understand conditions, processes and interactions that explain features, patterns and changes</li> <li>apply skills in : <ul style="list-style-type: none"> <li>observing</li> <li>collecting</li> <li>analysing</li> <li>evaluating</li> <li>communicating</li> </ul> </li> </ul> <p>geographical information</p> <p>Develop geographical skills:</p> <ul style="list-style-type: none"> <li>Use world maps, atlases and globes</li> <li>Use simple compass directions</li> <li>Use locational and directional language</li> <li>Use aerial photographs and plans</li> <li>Devise simple maps</li> <li>Use and construct basic symbols in a key</li> <li>Use simple fieldwork</li> <li>Use observational skills</li> </ul>	<p>1)</p> <ul style="list-style-type: none"> <li>We can use an aerial map to show what our school looks like.</li> <li><b>An aerial map is a 'bird's eye view'.</b></li> <li>We can use maps to show areas of our school that we like and dislike.</li> <li>We can create our own maps and keys.</li> </ul> <p>2)</p> <ul style="list-style-type: none"> <li><b>We have a local area around our school.</b></li> <li>We can investigate our local area by going on a local area walk.</li> <li>There are lots of different places and things to see in our local area.</li> </ul> <p>3)</p> <ul style="list-style-type: none"> <li><b>Our local area is different to other local areas.</b></li> <li>Our local area is special.</li> <li>The buildings and places make it special.</li> <li>The people who live there also make it special.</li> </ul> <p>4)</p> <ul style="list-style-type: none"> <li><b>A home is where someone lives.</b></li> <li><b>There are different types of home in our local area.</b></li> <li>We live in different types of homes.</li> <li><b>There are different jobs for people to do in our local area.</b></li> </ul> <p>5)</p> <ul style="list-style-type: none"> <li>We can draw a map using what we know about our local area.</li> <li><b>A map needs to help someone find things or places.</b></li> <li>A map should have different colours.</li> <li>A map needs to have symbols and a key.</li> </ul> <p>6)</p> <ul style="list-style-type: none"> <li>There will be things we like about our local area.</li> <li>There will be things we dislike about our local area.</li> <li>We can suggest changes for the future of our local area.</li> </ul>	<ul style="list-style-type: none"> <li><b>aerial map</b></li> <li>aerial view</li> <li>building</li> <li><b>bungalow</b></li> <li>caravan</li> <li>change</li> <li><b>cottage</b></li> <li><b>detached</b></li> <li>dislike</li> <li>event</li> <li>far</li> <li>fieldwork</li> <li><b>flat</b></li> <li>future</li> <li><b>home</b></li> <li>houseboat</li> <li>key</li> <li>like</li> <li><b>local area</b></li> <li><b>map</b></li> <li>near</li> <li>people</li> <li>place</li> <li><b>school</b></li> <li>semi-detached</li> <li>special</li> <li>symbol</li> <li><b>terraced</b></li> </ul>
Autumn 2	N/A	N/A	N/A	N/A	N/A
Spring 1	N/A	N/A	N/A	N/A	N/A

Spring 2	N/A	N/A	N/A	N/A	N/A
<p><b>Summer 1</b></p> <p><b>The United Kingdom</b></p>	<p><b>Scope:</b> This unit of study draws on the 'locational knowledge' strand of national curriculum for Key Stage 1. Within this strand, pupils are expected to name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. The unit also draws on the 'human and physical geography' strand of the national curriculum by introducing pupils to basic geographical vocabulary they can use to refer to key physical and human features.</p> <p><b>Sequence:</b> Prior to this unit, pupils studied their own localities and geography within them. In addition to an understanding of their local area, pupils will be familiar with some of the vocabulary that can be used to refer to basic human and physical characteristics. In this unit, pupils go beyond their local area for the first time, widening their knowledge to include the whole of the United Kingdom.</p> <p>This unit has been deliberately placed alongside the science unit 'Seasons: Spring and Summer' so that links can be made between the two subjects in terms of seasonal and daily weather patterns.</p>	<ul style="list-style-type: none"> <li>become familiar with maps of the United Kingdom and learn to recognise its shape</li> <li>locate the United Kingdom world map and a globe</li> <li>identify England, Northern Ireland, Scotland and Wales, as well as their capital cities</li> <li>locate their own town/city within the United Kingdom</li> <li>develop contextual knowledge of the location of significant places within the United Kingdom - including key physical and human features</li> <li>recognise the individual flags of the four countries, as well as the Union Jack and what it represents.</li> <li>begin to develop an understanding of the concept of union</li> </ul>	<p>Through geographical enquiry:</p> <ul style="list-style-type: none"> <li>build knowledge of location, places and landscapes</li> <li>understand conditions, processes and interactions that explain features, patterns and changes</li> <li>apply skills in : <ul style="list-style-type: none"> <li>observing</li> <li>collecting</li> <li>analysing</li> <li>evaluating</li> <li>communicating</li> </ul> </li> </ul> <p>geographical information</p> <p>Develop geographical skills:</p> <ul style="list-style-type: none"> <li>Use world maps, atlases and globes</li> <li>Use simple compass directions</li> <li>Use locational and directional language</li> <li>Use aerial photographs and plans</li> <li>Devise simple maps</li> <li>Use and construct basic symbols in a key</li> <li>Use simple fieldwork</li> <li>Use observational skills</li> </ul>	<ol style="list-style-type: none"> <li> <ul style="list-style-type: none"> <li>United means joined together.</li> <li>'Kingdom' means a country ruled by a king or queen.</li> <li>The 'United Kingdom' is a union of four countries all ruled by Elizabeth II.</li> <li>The four countries in the United Kingdom are: England, Northern Ireland, Scotland and Wales.</li> </ul> </li> <li> <ul style="list-style-type: none"> <li>Edinburgh is the capital city of Scotland.</li> <li>Edinburgh has a famous castle and is where the Scottish Parliament meet.</li> <li>In the Highlands there are large mountains called Munros and enormous lakes called lochs.</li> </ul> </li> <li> <ul style="list-style-type: none"> <li>The capital of Wales is Cardiff.</li> <li>The Welsh language (Cymraeg) is the oldest language in the UK.</li> <li>Snowdon is the highest mountain in Wales.</li> </ul> </li> <li> <ul style="list-style-type: none"> <li>Ireland is made up of the Republic of Ireland and Northern Ireland.</li> <li>The Republic of Ireland is not in the UK. Northern Ireland is in the UK.</li> <li>Belfast is the capital of Northern Ireland.</li> <li>The Giant's Causeway is the most popular tourist attraction.</li> </ul> </li> <li> <ul style="list-style-type: none"> <li>England is the biggest country in the United Kingdom.</li> <li>The capital city of England is London.</li> <li>The southern part of England is quite flat which means it is good land for growing food.</li> </ul> </li> </ol>	<ul style="list-style-type: none"> <li>address</li> <li>bagpipes</li> <li>Belfast</li> <li>Ben Nevis</li> <li>Buckingham Palace</li> <li>capital</li> <li>Cardiff</li> <li>castle</li> <li>coast</li> <li>country</li> <li>countryside</li> <li>daffodil</li> <li>Dublin</li> <li>east</li> <li>Edinburgh</li> <li>England</li> <li>Gaelic</li> <li>Giant's Causeway</li> <li>haggis</li> <li>Highlands</li> <li>Houses of Parliament</li> <li>human features</li> <li>lakes (lochs)</li> <li>Landmarks</li> <li>leek</li> <li>London</li> <li>Mount Snowdon</li> <li>mountains (Munros)</li> <li>natural</li> <li>north</li> <li>Northern Ireland</li> <li>parliament</li> <li>physical features</li> <li>Republic of Ireland</li> <li>River Thames</li> <li>rural</li> <li>rural</li> <li>Scafell Pike</li> <li>Scotland</li> <li>shamrock</li> <li>Snowdonia</li> <li>south</li> <li>thistle</li> </ul>

				<ul style="list-style-type: none"> <li>The north of England is much hillier and the tallest mountain in England is called Scafell Pike.</li> </ul> <p>6)</p> <ul style="list-style-type: none"> <li>The countries in the United Kingdom all have their own flags.</li> <li><b>The Union Flag (known as the Union Jack) is the national flag of the UK.</b></li> <li>The Union Jack is made up of the individual flags of England, Scotland and Northern Ireland. The Welsh flag is not included on the Union Jack.</li> </ul>	<ul style="list-style-type: none"> <li>union</li> <li>union</li> <li><b>Union Flag</b></li> <li>Union Jack</li> <li><b>United Kingdom</b></li> <li><b>Wales</b></li> <li>Welsh language (Cymraeg)</li> <li><b>west</b></li> </ul>
Summer 2	N/A	N/A	N/A	N/A	N/A
<b>YEAR 2</b>	<b>Rationale</b>	<b>Key content from NC</b>	<b>Skills/Processes</b>	<b>Essential Knowledge</b>	<b>Vocabulary</b>
Autumn 1	N/A	N/A	N/A	N/A	N/A
Autumn 2	N/A	N/A	N/A	N/A	N/A
<b>Spring 1</b> <b>Planet</b> <b>Earth</b>	<p><b>Scope:</b> This unit of study draws on the 'locational knowledge' strand of national curriculum for Key Stage 1. Within this strand, pupils are expected to name and locate the world's seven continents and five oceans. The unit also draws on the 'human and physical geography' strand of the national curriculum by teaching pupils the location of hot and cold areas of the world in relation to the Equator and the North and South Poles and by building on their vocabulary of geographical terms.</p> <p><b>Sequence:</b> Prior to this unit, pupils in Year 1 studied their own localities, the United Kingdom, and the human and physical geography within each. Pupils will be familiar with some of the vocabulary that can be used to refer to basic human and physical characteristics. In this unit, pupils go beyond the United Kingdom for the first to explore the world as a whole.</p> <p>This unit has been deliberately placed alongside the science unit 'Habitats' so that links can be made between the two subjects.</p>	<ul style="list-style-type: none"> <li>learn the names of the world's seven continents and five oceans</li> <li>recognise and identify the world's seven continents and five oceans on a globe and on a world map</li> <li>understand the location and significance of the Equator, the Arctic and Antarctic Circles, and the Tropics</li> <li>identify hot and cold places around the world</li> <li>explore the key human and physical features of each of the seven continents</li> </ul>	<p>Through geographical enquiry:</p> <ul style="list-style-type: none"> <li>build knowledge of location, places and landscapes</li> <li>understand conditions, processes and interactions that explain features, patterns and changes</li> <li>apply skills in : <ul style="list-style-type: none"> <li>observing</li> <li>collecting</li> <li>analysing</li> <li>evaluating</li> <li>communicating</li> </ul> </li> </ul> <p>geographical information</p> <p>Develop geographical skills:</p> <ul style="list-style-type: none"> <li>Use world maps, atlases and globes</li> <li>Use simple compass directions</li> <li>Use locational and directional language</li> <li>Use aerial photographs and plans</li> </ul>	<p>1)</p> <ul style="list-style-type: none"> <li>A globe shows where there is land and sea on planet Earth.</li> <li>A continent is a large area of land.</li> <li><b>There are seven continents on Earth: Africa, Antarctica, Asia, Europe, Oceania, North America and South America.</b></li> </ul> <p>2)</p> <ul style="list-style-type: none"> <li>Over 70% of the Earth's surface is water.</li> <li><b>An ocean is a very large area of salty water.</b></li> <li><b>The five oceans on planet Earth are: the Atlantic Ocean, the Pacific Ocean, the Southern Ocean, the Indian Ocean and the Arctic Ocean.</b></li> </ul> <p>3)</p> <ul style="list-style-type: none"> <li><b>The Earth is split into two hemispheres: the Northern Hemisphere and Southern Hemisphere.</b></li> <li><b>The middle of the Earth is called the Equator.</b> Most places at the Equator are very warm.</li> <li>Climate is the typical pattern of weather.</li> <li><b>There are seven different climate zones across the world.</b></li> </ul>	<ul style="list-style-type: none"> <li>Aboriginal</li> <li><b>Africa</b></li> <li>animal reserve</li> <li><b>Antarctica</b></li> <li><b>Arctic Ocean</b></li> <li><b>Asia</b></li> <li><b>Atlantic Ocean</b></li> <li>blizzard</li> <li>border</li> <li>camouflage</li> <li>canal</li> <li>canyons</li> <li><b>capital city</b></li> <li>carnival</li> <li>carnivore</li> <li>city</li> <li>climate</li> <li>climate zone</li> <li><b>continent</b></li> <li>coral</li> <li><b>country</b></li> <li>current</li> <li><b>desert</b></li> <li>dormant</li> <li>eco-system</li> <li><b>Equator</b></li> <li><b>Europe</b></li> <li>geysers</li> </ul>

			<ul style="list-style-type: none"> <li>• Devise simple maps</li> <li>• Use and construct basic symbols in a key</li> <li>• Use simple fieldwork</li> <li>• Use observational skills</li> </ul>	<p>4)</p> <ul style="list-style-type: none"> <li>• We live in the continent of Europe.</li> <li>• Europe is one of the world's smaller continents.</li> <li>• In southern Europe the climate can be warm and sunny, but in northern Europe the climate is cooler.</li> <li>• Europe has many famous landmarks and is a popular tourist destination.</li> </ul> <p>5)</p> <ul style="list-style-type: none"> <li>• North America is the Earth's third largest continent.</li> <li>• It is made up of countries including America, Canada, Mexico and the Caribbean islands.</li> <li>• The climate ranges from the Arctic cold in the north, to the tropical heat in the south.</li> <li>• North America has many natural wonders.</li> </ul> <p>6)</p> <ul style="list-style-type: none"> <li>• South America is the Earth's fourth largest continent.</li> <li>• The mainland of South America has 12 different countries and 1 territory.</li> <li>• South America has many physical features including rainforests, deserts, mountains and glaciers.</li> <li>• Brazil is South America's largest country.</li> </ul> <p>7)</p> <ul style="list-style-type: none"> <li>• Oceania is the smallest continent.</li> <li>• Oceania is made up of Australia, New Zealand, Papua New Guinea and many other smaller islands.</li> <li>• Oceania is home to unusual native animals.</li> </ul> <p>8)</p> <ul style="list-style-type: none"> <li>• Africa is the second largest continent. It has 54 countries - more than any other of the continents.</li> <li>• Africa has the world's largest desert (Sahara) and longest river (Nile).</li> </ul>	<ul style="list-style-type: none"> <li>• glacier</li> <li>• glacier</li> <li>• globe</li> <li>• habitat</li> <li>• hemisphere</li> <li>• human</li> <li>• Indian Ocean</li> <li>• island</li> <li>• landmark</li> <li>• landmass</li> <li>• landscape</li> <li>• mainland</li> <li>• migration</li> <li>• mountain range</li> <li>• native</li> <li>• natural wonders</li> <li>• North America</li> <li>• North Pole</li> <li>• Northern Hemisphere</li> <li>• ocean</li> <li>• Oceania</li> <li>• outback</li> <li>• Pacific Ocean</li> <li>• peak</li> <li>• physical</li> <li>• polar region</li> <li>• predator</li> <li>• prey</li> <li>• rainforest</li> <li>• rarest</li> <li>• reef</li> <li>• sacred</li> <li>• savannah</li> <li>• sea</li> <li>• skyscraper</li> <li>• South America</li> <li>• South Pole</li> <li>• Southern Hemisphere</li> <li>• Southern Ocean</li> <li>• statue</li> <li>• territory</li> <li>• tourist</li> <li>• tropical</li> </ul>
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				<ul style="list-style-type: none"> <li>It has large animal reserves which are home to wildlife such as lions, zebra and elephants</li> </ul> <p>9)</p> <ul style="list-style-type: none"> <li>Asia is the biggest continent in the world and is made up of 48 countries.</li> <li>Asia has the world's highest mountains (the Himalayas) and the world's lowest point (the Dead Sea).</li> <li>With deserts, grassland, forests and mountains, there are a variety of habitats and animals who live there.</li> </ul> <p>10)</p> <ul style="list-style-type: none"> <li>The continent of Antarctica is at the bottom of planet Earth.</li> <li>Antarctica is the coldest, driest, and windiest continent in the world.</li> <li>Due to the weather, no humans live in Antarctica, but some animals do.</li> </ul>	<ul style="list-style-type: none"> <li>volcano</li> </ul>
Spring 2	N/A	N/A	N/A	N/A	N/A
Summer 1	N/A	N/A	N/A	N/A	N/A
Summer 2	<p>This unit of study draws on the 'place knowledge' strand of the national curriculum for Key Stage 1.</p> <p>Within this strand pupils are required to understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country.</p> <p>The unit also draws on the 'human and physical geography' strand of the national curriculum by teaching pupils the location of hot and cold areas of the world in relation to the Equator and by building on their vocabulary of geographical terms.</p> <p>Prior to this unit, pupils studied their own local area, the United Kingdom and the countries within it in Year 1.</p>	<ul style="list-style-type: none"> <li>understand where Kenya is located within the world and identify Kenya on a map and globe</li> <li>know some of the key human and physical features of Kenya</li> <li>know what the weather a climate are like</li> <li>explore the wildlife of Kenya</li> <li>discover what life is like in urban Kenya</li> <li>discover what life is like in rural Kenya</li> <li>compare life in urban and rural Kenya</li> <li>understand aspects of Kenyan culture</li> <li>compare regions of Kenya to their own locality</li> </ul>	<p>Through geographical enquiry:</p> <ul style="list-style-type: none"> <li>build knowledge of location, places and landscapes</li> <li>understand conditions, processes and interactions that explain features, patterns and changes</li> <li>apply skills in : <ul style="list-style-type: none"> <li>observing</li> <li>collecting</li> <li>analysing</li> <li>evaluating</li> <li>communicating</li> </ul> </li> </ul> <p>geographical information</p> <p>Develop geographical skills:</p> <ul style="list-style-type: none"> <li>Use world maps, atlases and globes</li> </ul>	<p>1)</p> <ul style="list-style-type: none"> <li>Kenya is a country in the continent of Africa.</li> <li>Kenya is located in East Africa and borders the Indian Ocean.</li> <li>Kenya borders five countries: Tanzania, Ethiopia, South Sudan, Uganda and Somalia.</li> </ul> <p>2)</p> <ul style="list-style-type: none"> <li>Kenya's climate varies in different parts of the country.</li> <li>Kenya sits on the Equator, so it is very hot.</li> <li>Kenya stays hot all year round.</li> <li>Kenya has wet and dry seasons.</li> </ul> <p>3)</p> <ul style="list-style-type: none"> <li>Mount Kenya is the tallest mountain in Kenya and is an extinct volcano.</li> <li>The Great Rift Valley runs through Kenya.</li> <li>Kenya has two deserts.</li> <li>A lot of Kenya is tropical grassland called savannah.</li> </ul>	<ul style="list-style-type: none"> <li>Africa</li> <li>ancestors</li> <li>border</li> <li>capital city</li> <li>climate</li> <li>coast</li> <li>continent</li> <li>country</li> <li>countryside</li> <li>crop</li> <li>desert</li> <li>Equator</li> <li>extinct</li> <li>highlands</li> <li>humid</li> <li>Indian Ocean</li> <li>Kenya</li> <li>Maasai</li> <li>mild</li> <li>mountain</li> <li>nomad</li> <li>nyama choma</li> <li>outskirts</li> </ul>



	<p>In Year 2, they studied the continents and oceans of the wider world. Pupils will bring to this unit, a knowledge of where the African continent is and some of its key human and physical features.</p> <p>This unit focusses in on specific regions within Kenya and pupils will be able to draw direct comparisons between these localities and their own.</p>		<ul style="list-style-type: none"> <li>Use simple compass directions</li> <li>Use locational and directional language</li> <li>Use aerial photographs and plans</li> <li>Devise simple maps</li> <li>Use and construct basic symbols in a key</li> <li>Use simple fieldwork</li> <li>Use observational skills</li> </ul>	<p>4)</p> <ul style="list-style-type: none"> <li>Rural means a countryside area where there aren't many buildings or people.</li> <li>Life on a rural farm in Kenya is both similar and different to your life.</li> <li>The Maasai are nomads and live in rural Kenya.</li> <li>Nomads travel from place to place.</li> </ul> <p>5)</p> <ul style="list-style-type: none"> <li>An urban area is an area where many people live and work close together and there are lots of buildings.</li> <li>Life in an urban city in Kenya is both similar and different to your life.</li> </ul> <p>6)</p> <ul style="list-style-type: none"> <li>There are several languages spoken in Kenya, but Swahili is the most common.</li> <li>The currency in Kenya is called shillings.</li> <li>Ugla and nyama choma are popular Kenyan dishes.</li> </ul>	<ul style="list-style-type: none"> <li>port</li> <li>rainfall</li> <li>rural</li> <li>savannah</li> <li>season</li> <li>shanty towns</li> <li>shillings</li> <li>summit</li> <li>Swahili</li> <li>temperature</li> <li>tribe</li> <li>uglai</li> <li>urban</li> <li>valley</li> <li>village</li> <li>volcano</li> <li>weather</li> </ul>
YEAR 3	Rationale	Key content from NC	Skills/Processes	Essential Knowledge	Vocabulary
<p><b>Autumn 1</b></p> <p><b>The UK: Settlement and Land Use</b></p>	<p><b>Scope:</b> This unit of study draws on the 'locational knowledge' strand of the national curriculum for Key Stage 2. As part of this strand, pupils are required to 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. They are also required understand how some of these aspects have changed over time.</p> <p>This unit also draws on the 'human and physical' strand of the national curriculum for Key Stage 2. Within the 'human geography' section of this strand, pupils are required to describe and understand key aspects of settlement and land use.</p> <p><b>Sequence:</b> Prior to this unit, in Year 1, pupils studied their own locality and the types of homes,</p>	<ul style="list-style-type: none"> <li>understand what mountains and hills are</li> <li>learn the names of and locations of key mountains, mountain ranges and hills across the United Kingdom</li> <li>understand what seas, coasts and rivers are</li> <li>learn the names and locations of seas, coasts and rivers surrounding/within the United Kingdom</li> <li>understand what a settlement is and that settlements can be urban or rural</li> <li>know the key land features looked for and valued by the earliest settlers</li> </ul>	<p>Through geographical enquiry:</p> <ul style="list-style-type: none"> <li>build knowledge of location, places and landscapes</li> <li>understand conditions, processes and interactions that explain features, patterns and changes</li> <li>apply skills in : <ul style="list-style-type: none"> <li>observing</li> <li>collecting</li> <li>analysing</li> <li>evaluating</li> <li>communicating</li> </ul> </li> </ul> <p>geographical information</p> <p>Develop geographical skills:</p> <ul style="list-style-type: none"> <li>Use maps, atlases, globes and digital mapping</li> </ul>	<p>1)</p> <ul style="list-style-type: none"> <li>The land on Earth can be flat or raised.</li> <li>Raised land is known as hills or mountains.</li> <li>Mountains are much taller than hills.</li> <li>There are hills and mountains in each country of the United Kingdom: England, Scotland, Wales and Northern Ireland.</li> <li>Parts of the United Kingdom are more mountainous than others.</li> </ul> <p>2)</p> <ul style="list-style-type: none"> <li>An ocean is a large body of water.</li> <li>A smaller ocean is called a sea.</li> <li>There are three seas and one ocean surrounding the United Kingdom.</li> <li>The coast is where the land meets the sea.</li> <li>The United Kingdom is an island surrounded by coast.</li> <li>A beach is a strip of sand or small stones beside the sea.</li> </ul>	<ul style="list-style-type: none"> <li>(Names of different counties local to ours- Dorset, Somerset, Hampshire)</li> <li>Atlantic Ocean</li> <li>beach</li> <li>built up</li> <li>built up land</li> <li>city</li> <li>cliff</li> <li>coast</li> <li>compass (with directional language)</li> <li>country</li> <li>council</li> <li>countryside</li> <li>county</li> <li>course</li> <li>England</li> <li>English Channel</li> <li>erode</li> <li>farmland</li> </ul>

	<p>buildings, places of work and other significant places within it. This means that pupils bring to this unit, some understanding of their own settlement and some understanding of the ways that land can be used within a settlement. Pupils also studied the United Kingdom in Year 1 and will build on this knowledge whilst also using the knowledge as a vehicle for understanding types of settlement and ways of using land. In addition, pupils looked at both urban and rural regions within Kenya in Year 2 and will have some understanding of the difference between an urban and a rural settlement.</p> <p>This unit has been deliberately placed before the history 'Stone, Bronze and Iron Age Britain' unit so that links can be made between the two subjects. The knowledge gained in this unit will support pupils in understanding why the earliest people settled where they did in Britain but and why the earliest people settled in certain locations across the world.</p>	<ul style="list-style-type: none"> <li>• understand the similarities and differences between hamlets, villages, towns and cities</li> <li>• know the names of hamlets, villages, towns and cities within the United Kingdom</li> <li>• know what a county is and the names of some of the counties of the United Kingdom</li> <li>• understand the ways in which land can be used</li> <li>• compare the way land is used in the different countries of the United Kingdom</li> </ul>	<ul style="list-style-type: none"> <li>• Use eight points of the compass</li> <li>• Use four and six figure grid references</li> <li>• Use symbols and keys</li> <li>• Use fieldwork to observe, measure, record and present information</li> </ul>	<ul style="list-style-type: none"> <li>• A cliff is an area of high steep rock by the sea.</li> </ul> <p>3)</p> <ul style="list-style-type: none"> <li>• A river is a naturally flowing body of water.</li> <li>• There are many rivers flowing through the United Kingdom.</li> <li>• A river has three different parts to its course: the upper course, the middle course and the lower course.</li> <li>• The longest river in the United Kingdom is the River Severn.</li> </ul> <p>4)</p> <ul style="list-style-type: none"> <li>• A settlement is where people have chosen to live.</li> <li>• When choosing where to build a settlement people look for access to certain resources such as water, food and shelter.</li> <li>• Settlements can be in the countryside or built up land.</li> <li>• Types of settlements are cities, towns, villages and hamlets.</li> <li>• Cities are the largest settlements and hamlets are the smallest.</li> <li>• A county is different to a country.</li> </ul> <p>5)</p> <ul style="list-style-type: none"> <li>• A county is a part of a country that has its own council.</li> <li>• The council is responsible for making decisions and maintaining different services for the people.</li> <li>• Counties are found in each country of the UK: England, Scotland, Wales and Northern Ireland.</li> <li>• There are many different counties in England.</li> <li>• Each county contains different cities, towns, villages and hamlets.</li> </ul> <p>6)</p> <ul style="list-style-type: none"> <li>• The land in the United Kingdom is used in four main ways: farming, conservation, building and leisure.</li> </ul>	<ul style="list-style-type: none"> <li>• floodplain</li> <li>• hamlet</li> <li>• hill</li> <li>• Irish Sea</li> <li>• land use</li> <li>• meander</li> <li>• mountain</li> <li>• mouth</li> <li>• national park</li> <li>• North Sea</li> <li>• Northern Ireland</li> <li>• ocean</li> <li>• peak</li> <li>• protected land</li> <li>• river</li> <li>• Scotland</li> <li>• sea/ocean</li> <li>• services</li> <li>• settlement</li> <li>• source</li> <li>• the water cycle</li> <li>• town</li> <li>• tributaries</li> <li>• United Kingdom</li> <li>• village</li> <li>• Wales</li> </ul>
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				<ul style="list-style-type: none"> <li>• Countryside includes farmland and protected land.</li> <li>• Built up land is land used for settlements and other buildings.</li> <li>• 84% of the population live in a town or city in the UK.</li> </ul>	
<b>Autumn 2</b>	N/A	N/A	N/A	N/A	N/A
<b>Spring 1</b> <b>Europe and Italy</b>	<p>This unit of study draws on the 'locational knowledge' and the 'place knowledge' strands of the national curriculum for Key Stage 2.</p> <p>Within the 'locational knowledge' strand, pupils should be taught to locate the world's countries, using maps to focus on Europe (including the location of Russia), concentrating on the environmental regions, key physical and human characteristics, countries, and major cities. Within the 'place knowledge' strand pupils should be taught to understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region in a European country.</p> <p>Prior to this unit, pupils discovered the names of and locations of the different continents of the world in Year 2. They already know that Europe is a continent and should be able to locate Europe on a map. From Years 1 and 3, pupils know the location of the United Kingdom and some of its key human and physical characteristics. They know what a country is, what a city is, the difference between urban and rural settlements, what we mean by a river and a mountain and some of the ways in which land can be used. In Year 2, pupils made direct comparisons between their own localities and regions within Kenya, Africa.</p> <p>This unit is deliberately placed before pupils study the 'Ancient Greeks' unit later in Year 3 and before the pupils study 'Roman Invasions' and 'Roman Britain' in Year 4.</p>	<ul style="list-style-type: none"> <li>• identify Europe on maps and on a globe</li> <li>• discover the names, locations, flag and capital cities of the different countries within Europe</li> <li>• understand the United Kingdom is part of Europe</li> <li>• know that Europe can be separated into: northern, western, southern and eastern Europe</li> <li>• identify the key physical features of different European countries</li> <li>• identify the key human features of different European countries</li> <li>• describe the shape and location of Italy</li> <li>• identify regions and major cities within Italy</li> <li>• zoom in on Rome and the Lazio region of Italy</li> <li>• discover the key human and physical features of Rome and the Lazio region</li> <li>• investigate what life is like in modern-day Rome</li> <li>• compare this region to their own locality</li> </ul>	<p>Through geographical enquiry:</p> <ul style="list-style-type: none"> <li>• build knowledge of location, places and landscapes</li> <li>• understand conditions, processes and interactions that explain features, patterns and changes</li> </ul> <p>Develop geographical skills:</p> <ul style="list-style-type: none"> <li>• Use maps, atlases, globes and digital mapping</li> <li>• Use eight points of the compass</li> <li>• Use four and six figure grid references</li> <li>• Use symbols and keys</li> </ul>	<ol style="list-style-type: none"> <li>1) <ul style="list-style-type: none"> <li>• <b>Europe is a continent</b></li> <li>• Europe is located in the Northern Hemisphere</li> <li>• <b>There are over 40 different countries in Europe</b></li> <li>• Europe can be divided into four different regions</li> <li>• The different regions are Northern, Southern, Western and Eastern Europe</li> </ul> </li> <li>2) <ul style="list-style-type: none"> <li>• Geography can be separated into human and physical</li> <li>• Human features are linked to human activity</li> <li>• Physical features are linked to the natural world</li> <li>• There are many physical features found across Europe</li> <li>• <b>The physical features of Europe are varied</b></li> <li>• <b>There are mountains, rivers, lakes, forests and coastlines</b></li> </ul> </li> <li>3) <ul style="list-style-type: none"> <li>• Human features are created by humans</li> <li>• Man-made landmarks are an example of human features</li> <li>• Landmarks are often built to represent or symbolise a place</li> <li>• <b>There are many different man-made landmarks across Europe</b></li> <li>• <b>Examples of man-made landmarks are buildings, monuments, bridges and castles</b></li> </ul> </li> <li>4)</li> </ol>	<ul style="list-style-type: none"> <li>• canal</li> <li>• capital city</li> <li>• climate</li> <li>• coastline</li> <li>• continent</li> <li>• country</li> <li>• currency</li> <li>• difference</li> <li>• digital mapping</li> <li>• Eastern</li> <li>• fjord</li> <li>• forest</li> <li>• founded</li> <li>• human</li> <li>• island</li> <li>• lake</li> <li>• landmark</li> <li>• language</li> <li>• mainland</li> <li>• man-made</li> <li>• Mediterranean</li> <li>• mountain</li> <li>• natural</li> <li>• navigation</li> <li>• Northern</li> <li>• Northern Hemisphere</li> <li>• peninsula</li> <li>• physical</li> <li>• population</li> <li>• port</li> <li>• region</li> <li>• religion</li> <li>• river</li> <li>• significant</li> <li>• similarity</li> <li>• Southern</li> </ul>

				<ul style="list-style-type: none"> <li>• Each country in Northern Europe has a capital city</li> <li>• We can use a grid reference to locate places on a map</li> <li>• Sweden is one of the countries in Northern Europe</li> <li>• Typical life in Sweden has similarities and differences to life in the United Kingdom</li> <li>• We can use written sources and maps to find out more about a place</li> </ul> <p>5)</p> <ul style="list-style-type: none"> <li>• Each country in Eastern Europe has a capital city</li> <li>• We can use a grid reference to locate places on a map</li> <li>• Ukraine is one of the countries in Eastern Europe</li> <li>• Life in Ukraine has similarities and differences to life in the United Kingdom</li> <li>• We can use written sources and maps to find out more about a place</li> </ul> <p>6)</p> <ul style="list-style-type: none"> <li>• Each country in Western Europe has a capital city</li> <li>• We can use a grid reference to locate places on a map</li> <li>• Belgium is one of the countries in Western Europe</li> <li>• Life in Belgium has similarities and differences to life in the United Kingdom</li> <li>• We can use written sources and maps to find out more about a place</li> </ul> <p>7)</p> <ul style="list-style-type: none"> <li>• Each country in Southern Europe has a capital city</li> <li>• We can use a grid reference to locate places on a map</li> </ul>	<ul style="list-style-type: none"> <li>• symbolise</li> <li>• traditional</li> <li>• Transcontinental</li> <li>• volcano</li> <li>• Western</li> </ul>
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				<ul style="list-style-type: none"> <li>Spain is one of the countries in Southern Europe</li> <li>Life in Spain has similarities and differences to life in the United Kingdom</li> <li>We can use written sources and maps to find out more about a place.</li> </ul> <p>8)</p> <ul style="list-style-type: none"> <li>Italy is a country in Southern Europe</li> <li>Italy is a Mediterranean country</li> <li>Italy is located on a peninsula</li> <li>Italy is bordered by four other countries and by the Mediterranean Sea</li> <li>The weather and climate of Italy is different in the north and south</li> <li>There are many different physical features across Italy</li> </ul> <p>9)</p> <ul style="list-style-type: none"> <li>Italy is a country separated into different regions</li> <li>There are 20 regions in total</li> <li>Each region is different</li> <li>Each region has a capital city</li> <li>The capital city is known as the 'capoluogo'</li> <li>The capital city represents what is significant about that region</li> </ul> <p>10)</p> <ul style="list-style-type: none"> <li>Rome is the capital of Italy</li> <li>The city was founded over 2000 years ago</li> <li>Rome has a Mediterranean climate</li> <li>The Vatican City is inside Rome</li> <li>There are many interesting landmarks across Rome</li> <li>There are similarities and differences between life in Rome and life in your locality</li> </ul>	
Spring 2	N/A	N/A	N/A	N/A	N/A

<p><b>Summer 1</b></p> <p><b>Climate Zones and Biomes</b></p>	<p>This unit of study draws on the 'locational knowledge' and 'human and physical geography' strands of the national curriculum for Key Stage 2.</p> <p>Within the 'locational knowledge' strand, pupils should be taught to identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circles. Through the 'human and physical geography' strand, pupils should be taught to describe and understand key aspects of climate zones, biomes and vegetation belts.</p> <p>In Year 2, pupils studied the world, the positions of the continents, the northern and southern hemispheres, the location of the Equator and the Tropics and the location of the Arctic and Antarctic Circles - the unit and the knowledge gained within it will support them in accessing the content in this unit. They also revisited the location of all of the continents at the beginning of the European unit and looked more closely at some of the countries within Europe itself. Within the climate zones and biomes unit, the pupils will investigate the characteristics of plants and animals within different biomes and previous plants and animal units within Year 1 and 2 will support them in doing so.</p> <p>This unit has been deliberately placed alongside the science 'Plants: Needs for Survival' unit so that links can be made between the two subjects.</p>	<ul style="list-style-type: none"> <li>• understand that climate zones are areas around the world with a similar climate</li> <li>• discover seven key climate zones: polar, sub polar, temperate, Mediterranean, arid, tropical and equatorial</li> <li>• understand the relationship between the position of a place on the globe and the climate in that place</li> <li>• know that biomes are large regions that have certain types of plants and animals (flora and fauna)</li> <li>• discover eight key biomes: savannah, desert, chaparral, grassland, tropical rainforest, boreal forest, deciduous forest and tundra</li> <li>• understand how climate zones and biomes are linked</li> <li>• know the location of biomes across the world</li> <li>• discover how the flora and fauna of Europe are suited to life within the biomes of Europe</li> <li>• understand the challenges faced by humans living in the biomes of Europe and how the land is adapted</li> </ul>	<p>Through geographical enquiry:</p> <ul style="list-style-type: none"> <li>• build knowledge of location, places and landscapes</li> <li>• understand conditions, processes and interactions that explain features, patterns and changes</li> <li>• apply skills in : <ul style="list-style-type: none"> <li>○ observing</li> <li>○ collecting</li> <li>○ analysing</li> <li>○ evaluating</li> <li>○ communicating</li> </ul> </li> </ul> <p>geographical information</p> <p>Develop geographical skills:</p> <ul style="list-style-type: none"> <li>• Use maps, atlases, globes and digital mapping</li> <li>• Use eight points of the compass</li> <li>• Use four and six figure grid references</li> <li>• Use symbols and keys</li> <li>• Use fieldwork to observe, measure, record and present information</li> </ul>	<ol style="list-style-type: none"> <li>1) <ul style="list-style-type: none"> <li>• Climate zones are areas around the world with a similar climate.</li> <li>• The climate is the usual pattern of weather.</li> <li>• Places near the Equator are hot and wet.</li> <li>• Places along the tropics are dry all year.</li> <li>• Places get colder as you move from the tropics to the poles.</li> </ul> </li> <li>2) <ul style="list-style-type: none"> <li>• Biomes are located around the world.</li> <li>• Biomes are large regions that have similar plants and animals.</li> <li>• Biomes are influenced by climate zones.</li> <li>• The same biome can be found across different continents.</li> </ul> </li> <li>3) <ul style="list-style-type: none"> <li>• The polar desert and tundra biomes are furthest from the Equator.</li> <li>• If we continue moving towards the Equator, we encounter the boreal forest, deciduous forest and grassland biomes.</li> <li>• Each biome presents different challenges.</li> <li>• The flora and fauna of each biome have adapted to survive the conditions.</li> </ul> </li> <li>4) <ul style="list-style-type: none"> <li>• The tropical rainforest biome is located along the Equator.</li> <li>• The savannah biome is often located either side of the tropical rainforest biome.</li> <li>• Moving further north or south you encounter areas of desert and chaparral.</li> <li>• Each biome presents different challenges.</li> <li>• The flora and fauna of each biome have adapted to survive the conditions.</li> </ul> </li> <li>5)</li> </ol>	<ul style="list-style-type: none"> <li>• adapt</li> <li>• adapted</li> <li>• arid</li> <li>• biome</li> <li>• boreal forest</li> <li>• camouflage</li> <li>• chaparral</li> <li>• climate zone</li> <li>• crowded</li> <li>• data collection</li> <li>• deciduous forest</li> <li>• deforestation</li> <li>• desert</li> <li>• droughts</li> <li>• equatorial</li> <li>• essential</li> <li>• fauna</li> <li>• fieldwork</li> <li>• flora</li> <li>• grassland</li> <li>• hibernate</li> <li>• Mediterranean</li> <li>• negatives</li> <li>• non-essential</li> <li>• Polar</li> <li>• polar desert</li> <li>• positives</li> <li>• predators</li> <li>• prey</li> <li>• rainfall</li> <li>• reasons against</li> <li>• reasons for</li> <li>• resources</li> <li>• savannah</li> <li>• settlement</li> <li>• shelter</li> <li>• subpolar</li> <li>• successfully</li> <li>• temperate</li> <li>• temperature</li> <li>• transport</li> <li>• tropical</li> <li>• tropical rainforest</li> <li>• tundra</li> </ul>
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Summer 2	N/A	N/A	N/A	N/A	N/A
<b>YEAR 4</b>	<b>Rationale</b>	<b>Key content from NC</b>	<b>Skills/Processes</b>	<b>Essential Knowledge</b>	<b>Vocabulary</b>
Autumn 1	N/A	N/A	N/A	N/A	N/A
Autumn 2	N/A	N/A	N/A	N/A	N/A
<b>Spring 1</b>  <b>Amazon: River and Rainforest</b>	<p>This unit of study draws on the 'locational knowledge', 'place knowledge' and 'human and physical geography' strands of the national curriculum for Key Stage 2.</p> <p>Within the 'locational knowledge' strand, pupils are required to locate the world's countries, using maps to focus on South America, concentrating on the environmental regions, key physical and human characteristics, countries, and major cities.</p> <p>Within the 'place knowledge' strand, pupils are required to understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region in South America. In addition, in the 'human and physical geography' strand, pupils are</p>	<ul style="list-style-type: none"> <li>• identify South America on maps and on a globe</li> <li>• know the 13 countries which make up South America (including French Guiana)</li> <li>• understand the key human features of South America - countries, major cities, population and languages</li> <li>• identify and locate the key physical features of South America - including the Amazon River and Rainforest</li> <li>• understand how and why the climate differs across South America</li> </ul>	<p>Through geographical enquiry:</p> <ul style="list-style-type: none"> <li>• build knowledge of location, places and landscapes</li> <li>• understand conditions, processes and interactions that explain features, patterns and changes</li> </ul> <p>Develop geographical skills:</p> <ul style="list-style-type: none"> <li>• Use maps, atlases, globes and digital mapping</li> <li>• Use eight points of the compass</li> <li>• Use four and six figure grid references</li> </ul>	<p>1)</p> <ul style="list-style-type: none"> <li>• <b>South America is a continent</b></li> <li>• South America located in the Southern hemisphere</li> <li>• There are many different climate zones across the continent</li> <li>• Physical geography is about the natural world</li> <li>• Human geography is about the human impact on the world</li> <li>• There are many physical features across South America</li> </ul> <p>2)</p> <ul style="list-style-type: none"> <li>• <b>Mainland South America is made up of 12 different independent countries and 1 territory - 13 in total</b></li> <li>• A territory is land or a country ruled by another country</li> <li>• Each country has its own capital city</li> </ul>	<ul style="list-style-type: none"> <li>• adapted</li> <li>• <b>agriculture</b></li> <li>• ancestral</li> <li>• bend</li> <li>• camouflage</li> <li>• <b>canopy</b></li> <li>• capital city</li> <li>• cattle ranching</li> <li>• characteristics</li> <li>• chief</li> <li>• clearing</li> <li>• <b>climate</b></li> <li>• <b>climate change</b></li> <li>• consistent</li> <li>• <b>continent</b></li> <li>• <b>country</b></li> <li>• course</li> <li>• currency</li> <li>• dam</li> </ul>

<p>required to describe and understand key aspects of rivers, the water cycle, types of settlement and land use.</p> <p>Prior to this unit, pupils discovered the names of and locations of the different continents of the world in Year 2. They already know that South America is a continent and should be able to locate it on a map. From Years 1 and 3, pupils know the location of the United Kingdom and some of its key human and physical characteristics. They know what a country is, what a city is, the difference between urban and rural settlements, what we mean by a river and a mountain and some of the ways in which land can be used. In Year 2, pupils made direct comparisons between their own localities and regions within Kenya, Africa and in Year 3, pupils made direct comparisons between their own localities and Rome, Italy.</p> <p>Pupils begin this unit with an understanding of the difference between human and physical geography whilst also knowing about how humans have adapted natural biomes for themselves; this will be the foundation for understanding deforestation of the Amazon and how human needs can have negative consequences for the natural environment.</p> <p>This unit is deliberately placed alongside the science 'Classification and Environments' unit so that links can be made between the subjects.</p>	<ul style="list-style-type: none"> <li>investigate what life is like in Brazil</li> <li>discover what a rainforest is and where in the world tropical rainforests are located</li> <li>know that rainforests have different layers and that each layer has certain characteristics</li> <li>investigate who lives in the Amazon Rainforest - animals, plants and people</li> <li>discover what is happening to the Amazon Rainforest</li> <li>understand what a river is and where in the world different major rivers are located</li> <li>understand and identify the features of rivers</li> <li>discover how rivers shape the land</li> <li>understand how the Amazon and other rivers are used both positively and negatively</li> <li>discover what happens when a river floods</li> <li>compare this region to their own locality</li> </ul>	<ul style="list-style-type: none"> <li>Use symbols and keys</li> <li>Use fieldwork to observe, measure, record and present information</li> </ul>	<ul style="list-style-type: none"> <li>Each country has a different population size</li> <li>There are various religions, languages, and currencies across South America</li> <li>There are different industries across South America with countries exporting a range of different products</li> </ul> <p>3)</p> <ul style="list-style-type: none"> <li>A tropical rainforest is an area with tall evergreen trees</li> <li>They have hot temperatures and high amounts of rainfall</li> <li>The climate is consistent all year around</li> <li>Tropical rainforests are located along the Equator - in the equatorial climate zone</li> <li>The Amazon Rainforest is the largest tropical rainforest</li> <li>There are other tropical rainforests across the world</li> </ul> <p>4)</p> <ul style="list-style-type: none"> <li>Tropical rainforests have four different layers</li> <li>Each layer has certain characteristics</li> <li>Each layer has access to differing amounts of sunlight and rainfall</li> <li>The top layer is the emergent layer</li> <li>The next layer is the canopy layer</li> <li>The next layer is the understory layer</li> <li>The final layer is the forest floor.</li> </ul> <p>5)</p> <ul style="list-style-type: none"> <li>Tropical rainforests are home to many animals</li> <li>The animals within a rainforest have adapted to live there</li> <li>The characteristics of the animals depend on the layer of the rainforest they live in</li> <li>Some animals move between the layers of the rainforest but are often found within certain ones.</li> </ul> <p>6)</p>	<ul style="list-style-type: none"> <li>deciduous</li> <li>decomposer</li> <li>deforestation</li> <li>deposition</li> <li>emergent</li> <li>energy</li> <li>Equator</li> <li>erosion</li> <li>evergreen</li> <li>export</li> <li>feature</li> <li>fishing</li> <li>forest floor</li> <li>hammock</li> <li>hearth</li> <li>hemisphere</li> <li>human</li> <li>humid</li> <li>hydroelectric power</li> <li>indigenous</li> <li>industry</li> <li>interaction</li> <li>irrigation</li> <li>language</li> <li>layer</li> <li>length</li> <li>logging</li> <li>loincloth</li> <li>meander</li> <li>mouth</li> <li>natural defence</li> <li>oxbow lake</li> <li>palm oil</li> <li>physical</li> <li>population</li> <li>predator</li> <li>prey</li> <li>protection</li> <li>pulp</li> <li>rainfall</li> <li>religion</li> <li>reservoir</li> <li>river</li> <li>settlement</li> </ul>
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				<ul style="list-style-type: none"> <li>• The Amazon Rainforest is home to many different indigenous people and their settlements</li> <li>• Some of those people and settlements are known to us</li> <li>• Some of those people and settlements remain uncontacted</li> <li>• The people in within the tribes live a traditional way of life</li> <li>• There are similarities and differences between the tribes</li> <li>• The Yanomami tribe is the largest in the Amazon Rainforest</li> </ul> <p>7)</p> <ul style="list-style-type: none"> <li>• The Amazon Rainforest is the largest remaining rainforest</li> <li>• Large areas of the rainforest are being cut down</li> <li>• The rainforest is being cleared to meet human needs</li> <li>• Many animals and tribes of indigenous people are losing their homes</li> <li>• We can do more to protect the rainforest</li> </ul> <p>8)</p> <ul style="list-style-type: none"> <li>• A river is a body of water which flows across the land</li> <li>• A river will have a source, a course and a mouth</li> <li>• Rivers can be different lengths and carry different volumes of water</li> <li>• The water cycle is an important part of making sure there is water in our rivers</li> <li>• There are many different features of rivers found along the different stages of its course</li> </ul> <p>9)</p> <ul style="list-style-type: none"> <li>• A river does not travel in straight lines - it meanders across the land</li> <li>• Rivers cause erosion of the land</li> <li>• A river deposits the land it erodes away</li> <li>• Erosion and deposition create the meanders of a river</li> <li>• Meanders can form oxbow lakes</li> </ul>	<ul style="list-style-type: none"> <li>• source</li> <li>• species</li> <li>• straight</li> <li>• temperature</li> <li>• territory</li> <li>• trade</li> <li>• traditional</li> <li>• transport</li> <li>• tribe</li> <li>• tropical rainforest</li> <li>• understory</li> <li>• volume</li> <li>• water cycle</li> <li>• width</li> </ul>
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				10) <ul style="list-style-type: none"> <li>Rivers are used by plants and animals</li> <li>Rivers are a natural habitat for plants and animals</li> <li>Humans also use rivers in different ways</li> <li>The way a river is used can be positive or negative</li> <li>The use of a river can have later consequences which may not be immediately obvious</li> </ul>	
Spring 2	N/A	N/A	N/A	N/A	N/A
Summer 1	N/A	N/A	N/A	N/A	N/A
<b>Summer 2</b>  <b>The USA</b>	<p>This unit of study draws on the 'locational knowledge', 'place knowledge' and 'human and physical geography' strands of the national curriculum for Key Stage 2.</p> <p>Within the 'locational knowledge' strand, pupils are required to locate the world's countries, using maps to focus on North America, concentrating on the environmental regions, key physical and human characteristics, countries, and major cities.</p> <p>Within the 'place knowledge' strand, pupils are required to understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region in North America.</p> <p>In addition, in the 'human and physical geography' strand, pupils are required to describe and understand key aspects types of settlement and land use.</p> <p>Prior to this unit, pupils discovered the names of and locations of the different continents of the world in Year 2. They already know that North America is a continent and should be able to locate it on a map. From Years 1 and 3, pupils know the location of the United Kingdom and some of</p>	<ul style="list-style-type: none"> <li>identify North America on maps and on a globe</li> <li>understand where the USA is located</li> <li>discover how and why the climate differs across the USA despite the USA being a single country</li> <li>identify and locate some of the key physical features of the USA</li> <li>identify and locate some of the key human features of the USA including the states, state capitals and significant man-made landmarks</li> <li>discover what life is like in California and compare this region to their own locality</li> <li>discover what life is like in Alaska and compare this region to their own locality</li> <li>discover what life is like in New York and compare this region to their own locality</li> </ul>	<p>Through geographical enquiry:</p> <ul style="list-style-type: none"> <li>build knowledge of location, places and landscapes</li> <li>understand conditions, processes and interactions that explain features, patterns and changes</li> <li>apply skills in :             <ul style="list-style-type: none"> <li>observing</li> <li>collecting</li> <li>analysing</li> <li>evaluating</li> <li>communicating</li> </ul> </li> </ul> <p>geographical information</p> <p>Develop geographical skills:</p> <ul style="list-style-type: none"> <li>Use maps, atlases, globes and digital mapping</li> <li>Use eight points of the compass</li> <li>Use four and six figure grid references</li> <li>Use symbols and keys</li> <li>Use fieldwork to observe, measure,</li> </ul>	1) <ul style="list-style-type: none"> <li>'USA' stands for the United States of America.</li> <li><b>The USA is in the continent of North America.</b></li> <li>The USA is the third largest country in the world.</li> <li>Alaska is part of the USA, but it is separated from the mainland.</li> <li>Hawaii is an island which is part of the USA.</li> <li><b>The USA has four main climate zones.</b></li> </ul> 2) <ul style="list-style-type: none"> <li><b>The USA is separated into 50 different states.</b></li> <li>Each state has its own state capital.</li> <li>The president makes decisions for the whole USA.</li> <li>Each state has its own government and state governor.</li> <li>Each state has its own flag, motto and nickname.</li> <li>The population of each state varies greatly.</li> </ul> 3) <ul style="list-style-type: none"> <li>A physical feature or characteristic is something which occurs naturally.</li> <li>The USA is a vast country with many varied physical characteristics and features.</li> </ul>	<ul style="list-style-type: none"> <li>arid</li> <li>bordered</li> <li>canyon</li> <li>city</li> <li>climate zone</li> <li>coastal</li> <li>coastline</li> <li>colonies</li> <li>continent</li> <li>culture</li> <li>dam</li> <li>democracy</li> <li>densely</li> <li>desert</li> <li>diverse</li> <li>education</li> <li>Equator</li> <li>feature</li> <li>finance</li> <li>freedom</li> <li>global power</li> <li>government</li> <li>harbour</li> <li>health</li> <li>hydroelectric power</li> <li>independent</li> <li>lake</li> <li>landmark</li> <li>languages</li> <li>Latin</li> <li>laws</li> </ul>

	<p>its key human and physical characteristics. They know what a country is, what a city is, the difference between urban and rural settlements, what we mean by a river and a mountain and some of the ways in which land can be used. In Year 2, pupils made direct comparisons between their own localities and regions within Kenya, Africa, in Year 3, pupils made direct comparisons between their own localities and Rome, Italy and in the previous Year 4 unit, pupils made direct comparisons between their own localities and the Amazon.</p>	<ul style="list-style-type: none"> <li>discover what life is like in Florida and compare this region to their own locality</li> </ul>	<p>record and present information</p>	<ul style="list-style-type: none"> <li>There are many mountain ranges across the USA.</li> <li>There are many rivers and lakes across the USA.</li> <li>The USA has many different deserts</li> </ul> <p>4)</p> <ul style="list-style-type: none"> <li>A man-made landmark is constructed by humans.</li> <li>There are significant man-made landmarks across the USA.</li> <li>Many cities have multiple significant landmarks within them.</li> <li>The landmarks in the USA were built at different times, throughout history</li> <li>Some are to represent something, and some have a purpose.</li> </ul> <p>5)</p> <ul style="list-style-type: none"> <li>California is a state located on the west coast of the USA.</li> <li>It is bordered by the Pacific Ocean, Nevada, Arizona and Oregon.</li> <li>California is known as the 'Golden State'.</li> <li>California has the largest population of all US states.</li> <li>The land in California is very varied.</li> <li>Yosemite National Park protects some of the land.</li> </ul> <p>6)</p> <ul style="list-style-type: none"> <li>New York is a state on the east coast of the USA.</li> <li>It is bordered by Pennsylvania, New Jersey, Connecticut, Rhode Island, Massachusetts, Vermont and the Atlantic Ocean.</li> <li>The most populated city in the USA is New York City.</li> <li>There is little land in the city and so skyscrapers were built.</li> <li>The skyline of New York City has changed dramatically over time.</li> </ul>	<ul style="list-style-type: none"> <li>liberty</li> <li>mammal</li> <li>man-made</li> <li>Mediterranean</li> <li>motto</li> <li>mountain</li> <li>Northern Hemisphere</li> <li>observation tower</li> <li>physical</li> <li>populated</li> <li>population</li> <li>president</li> <li>protected</li> <li>rainfall</li> <li>river</li> <li>significant</li> <li>skyline</li> <li>skyscraper</li> <li>state</li> <li>state capital</li> <li>state governor</li> <li>statue</li> <li>subpolar</li> <li>temperate</li> <li>temperature</li> <li>territory</li> <li>transport</li> <li>waterfall</li> </ul>
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YEAR 5	Rationale	Key content from NC	Skills/Processes	Essential Knowledge	Vocabulary
Autumn 1	N/A	N/A	N/A	N/A	N/A
Autumn 2	N/A	N/A	N/A	N/A	N/A
<b>Spring 1</b>  <b>Asia:</b> <b>Mountains,</b> <b>Volcanoes</b> <b>and</b> <b>Earthquakes</b>	<p>This unit of study draws on the 'locational knowledge', 'place knowledge' and 'human and physical geography' strands of the national curriculum for Key Stage 2.</p> <p>Within the 'locational knowledge' strand, pupils are required to locate the world's countries, using maps to focus on different continents, concentrating on the environmental regions, key physical and human characteristics, countries, and major cities. We have included Asia as an additional continent.</p> <p>Within the 'place knowledge' strand, pupils are required to understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region within different continents. We have included Asia as an additional continent.</p> <p>In addition, within the 'human and physical geography' strand, pupils are required to describe and understand key aspects of mountains, volcanoes and earthquakes.</p> <p>Prior to this unit, pupils discovered the names of and locations of the different continents of the world in Year 2. They already know that Asia is a continent and should be able to locate it on a map. From Years 1 and 3, pupils know the location of the United Kingdom and some of its key human and physical characteristics. They know what a country is, what a city is, the difference between urban and rural settlements, what we mean by a river and a mountain and some of the ways in which land can be used. In Year 2, pupils made direct comparisons between their own localities and regions</p>	<ul style="list-style-type: none"> <li>• identify Asia on maps and on a globe</li> <li>• identify and locate some of the key physical features across Asia</li> <li>• understand the climate across Asia</li> <li>• identify and locate some of the key physical features across Asia including countries and major cities</li> <li>• explore the range of cultures and people across Asia</li> <li>• understand how different mountain ranges form</li> <li>• explore the Himalayas as a significant mountain range</li> <li>• understand how volcanoes form and explore the different types of volcanoes</li> <li>• explore how and why natural disasters occur</li> <li>• understand the impact of volcanoes and other natural disasters on people through case studies</li> <li>• compare these localities to their own</li> </ul>	<p>Through geographical enquiry:</p> <ul style="list-style-type: none"> <li>• build knowledge of location, places and landscapes</li> <li>• understand conditions, processes and interactions that explain features, patterns and changes</li> <li>• apply skills in : <ul style="list-style-type: none"> <li>○ observing</li> <li>○ collecting</li> <li>○ analysing</li> <li>○ evaluating</li> <li>○ communicating</li> </ul> </li> </ul> <p>geographical information</p> <p>Develop geographical skills:</p> <ul style="list-style-type: none"> <li>• Use maps, atlases, globes and digital mapping</li> <li>• Use eight points of the compass</li> <li>• Use four and six figure grid references</li> <li>• Use symbols and keys</li> <li>• Use fieldwork to observe, measure, record and present information</li> </ul>	<ol style="list-style-type: none"> <li>1) <ul style="list-style-type: none"> <li>• <b>Asia is a continent</b></li> <li>• Asia is located in the eastern and northern hemisphere</li> <li>• There are many different climate zones across the continent</li> <li>• A physical feature occurs naturally on the earth</li> <li>• <b>There are many physical features of Asia such as deserts, tropical rain forests, and the highest mountains in the world.</b></li> </ul> </li> <li>2) <ul style="list-style-type: none"> <li>• Human geography is the study of people and their interactions with the world around them.</li> <li>• <b>Asia is made up of 48 countries.</b></li> <li>• Asia can be split into five regions</li> <li>• There are many borders in Asia that have been created by humans. Some of the borders cause conflict.</li> </ul> </li> <li>3) <ul style="list-style-type: none"> <li>• <b>A border is something that separates geographic areas.</b></li> <li>• Borders can be natural or manmade.</li> <li>• <b>Borders are often political because they are dividing lines between countries.</b></li> <li>• A soft border is a border between countries where people and goods are allowed to pass through with few or no checks.</li> <li>• A hard border is a border between countries that is strictly controlled by officials, police, or the military.</li> </ul> </li> <li>4) <ul style="list-style-type: none"> <li>• <b>The Earth is made up of four layers: inner core, outer core, mantle and crust.</b></li> <li>• The scientist Alfred Wegener believed that the continents were once a supercontinent called Pangaea. Over</li> </ul> </li> </ol>	<ul style="list-style-type: none"> <li>• <b>aftershock</b></li> <li>• aftershocks</li> <li>• <b>altitude</b></li> <li>• <b>Anak Krakatoa</b></li> <li>• <b>border</b></li> <li>• boundaries</li> <li>• boundary</li> <li>• <b>climate</b></li> <li>• conflict</li> <li>• <b>continent</b></li> <li>• <b>crater</b></li> <li>• <b>crust</b></li> <li>• <b>debris</b></li> <li>• <b>diagonal strut</b></li> <li>• <b>dormant</b></li> <li>• earthquake proof</li> <li>• engineer</li> <li>• <b>epicentre</b></li> <li>• <b>erupt</b></li> <li>• <b>fault lines</b></li> <li>• feature</li> <li>• <b>geothermal energy</b></li> <li>• hard border</li> <li>• <b>hemisphere</b></li> <li>• human</li> <li>• <b>hypocentre</b></li> <li>• lahar</li> <li>• landslide</li> <li>• <b>lava</b></li> <li>• <b>lava flow</b></li> <li>• life expectancy</li> <li>• <b>lithosphere</b></li> <li>• <b>magma</b></li> <li>• <b>magma chamber</b></li> <li>• <b>magnitude</b></li> <li>• <b>main vent</b></li> <li>• <b>mantle</b></li> <li>• <b>mountain</b></li> <li>• <b>Pangaea</b></li> <li>• physical</li> <li>• <b>plateau</b></li> </ul>

	<p>within Kenya, Africa, in Year 3, pupils made direct comparisons between their own localities and Rome, Italy and in Year 4 unit, pupils made direct comparisons between their own localities and the Amazon as well as states of the USA.</p> <p>This unit is deliberately placed after the science unit 'Earth and Space' and alongside the science unit 'Properties and Changes of Materials' so that links can be made between the two subjects. Pupils also encountered the idea of rocks and volcanoes in Year 3 science.</p>			<p>millions of years the continents drifted apart thousands of kilometres.</p> <ul style="list-style-type: none"> <li>• The Earth's lithosphere is made up of large pieces called tectonic plates.</li> <li>• <b>Tectonic plates move and when they meet, they collide, tear apart, or slide against each other.</b></li> </ul> <p>5)</p> <ul style="list-style-type: none"> <li>• <b>Most geologists classify a mountain as a landform that rises at least 1,000 feet (300 metres) or more above its surrounding area.</b></li> <li>• Around 20 percent of the Earth's surface is covered with mountains.</li> <li>• <b>Mountains are most often formed by movement of the tectonic plates in the Earth's crust.</b></li> <li>• There are five different types of mountains: fold mountains, fault-block mountains, plateau mountains, dome mountains and volcanic mountains.</li> <li>• The Himalayas are fold mountains and are the tallest mountains in the world.</li> </ul> <p>6)</p> <ul style="list-style-type: none"> <li>• <b>A volcano is an opening in the Earth's crust that allows magma, hot ash and gases to escape.</b></li> <li>• The majority of volcanoes in the world form along the boundaries of Earth's tectonic plates.</li> <li>• Around 75% of the world's active volcanoes are underwater!</li> <li>• There are four types of volcano: cinder cones, composite, shield, lava dome.</li> </ul> <p>7)</p> <ul style="list-style-type: none"> <li>• Volcanic eruptions vary depending on the type of volcano and the different types of plate boundary they sit on.</li> <li>• Lava flow is a volcanic process where lava moves slowly from the volcano.</li> <li>• Pyroclastic flow is a dense, fast-moving flow of solidified lava pieces, volcanic ash, and toxic gases.</li> </ul>	<ul style="list-style-type: none"> <li>• political</li> <li>• <b>pyroclastic flow</b></li> <li>• <b>region</b></li> <li>• <b>ridge</b></li> <li>• <b>secondary vent</b></li> <li>• <b>seismic energy</b></li> <li>• <b>seismic waves</b></li> <li>• seismograph</li> <li>• shear wall</li> <li>• Sherpas</li> <li>• shock absorber</li> <li>• <b>slope</b></li> <li>• soft border</li> <li>• <b>subcontinent</b></li> <li>• <b>summit</b></li> <li>• <b>tectonic plates</b></li> <li>• <b>The Ring of Fire</b></li> <li>• <b>tsunami</b></li> <li>• <b>volcanic ash</b></li> </ul>
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				<ul style="list-style-type: none"> <li>• Eruptions can be catastrophic, damaging towns and farmland and even taking lives.</li> <li>• Volcanic eruptions can benefit the surrounding area as it creates fertile ground.</li> </ul> <p>8)</p> <ul style="list-style-type: none"> <li>• An earthquake is the shaking and vibration of the Earth's crust due to movement of the Earth's tectonic plates.</li> <li>• An earthquake starts from the hypocentre.</li> <li>• Seismic waves spread out from the hypocentre. The waves are felt most strongly at the epicentre, becoming less strong as they travel further away.</li> <li>• The magnitude (how powerful an earthquake is) is measured by a Moment Magnitude Scale.</li> <li>• An aftershock is a smaller earthquake that happens in the same area after the main earthquake.</li> </ul> <p>9)</p> <ul style="list-style-type: none"> <li>• Depending on whether a country is rich or poor the effects of an earthquake can differ.</li> <li>• People need to prepare before, during and after an earthquake if they can.</li> <li>• To withstand the incredible forces of an earthquake, buildings have to absorb as much seismic energy as possible.</li> <li>• Engineers aim to build structures which can 'wobble' when an earthquake strikes and not collapse.</li> <li>• Engineers learn how to make a building earthquake proof by learning from earthquakes that have occurred.</li> </ul> <p>10)</p> <ul style="list-style-type: none"> <li>• A tsunami is a sequence of huge waves of water that usually occur in oceans or large lakes.</li> </ul>	
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				<ul style="list-style-type: none"> <li>In 2018, Anak Krakatoa erupted and a landslide on the southwestern flank of the volcano triggered a tsunami.</li> <li>In 2011, a magnitude 9.0 earthquake struck Japan and a tsunami followed with waves as high as 40m.</li> <li>Countries receive disaster relief from a range of international organisations.</li> </ul>	
Spring 2	N/A	N/A	N/A	N/A	N/A
Summer 1	N/A	N/A	N/A	N/A	N/A
Summer 2	N/A	N/A	N/A	N/A	N/A
<b>YEAR 6</b>	<b>Rationale</b>	<b>Key content from NC</b>	<b>Skills/Processes</b>	<b>Essential Knowledge</b>	<b>Vocabulary</b>
Autumn 1	N/A	N/A	N/A	N/A	N/A
Autumn 2	<p>This unit of study draws on the 'human and physical strand' of the national curriculum for Key Stage 2.</p> <p>Within this strand, pupils should be taught to describe and understand key aspects of physical geography including climate zones and should be taught to describe and understand key aspects of human geography such as types of settlement and land use, economic activity including trade links and the distribution of natural resources including energy, food, minerals and water.</p> <p>Prior to this unit, pupils have studied the location of the continents and oceans of the world. They have studied Europe, South America, North America and Asia as separate continents and have explored their human and physical characteristics. In addition to this, pupils have studied regions within Africa, Europe, South America, North America and Asia and have then compared these regions to their own localities.</p> <p>Pupils bring to this unit, an understanding of key physical world processes and are now equipped to move back out to the wider world as a whole and build on all of this learning with a human geography focussed unit.</p>	<ul style="list-style-type: none"> <li>discover what is meant by the term 'global citizen'</li> <li>understand how climate influences the way in which land is used</li> <li>discover what is meant by the term 'natural resource'</li> <li>investigate how we distribute the world's natural resources and question how and why this distribution is unequal</li> <li>explore the idea of 'overconsumption'</li> <li>understand how the world trades and investigate the idea of 'fair trade'</li> <li>investigate the global challenge of sustainability and how this impacts the globe</li> <li>investigate the global challenge of climate change and how this impacts the globe</li> <li>research key figures: Greta Thunberg, David</li> </ul>	<p>Through geographical enquiry:</p> <ul style="list-style-type: none"> <li>build knowledge of location, places and landscapes</li> <li>understand conditions, processes and interactions that explain features, patterns and changes</li> </ul> <p>Develop geographical skills:</p> <ul style="list-style-type: none"> <li>Use maps, atlases, globes and digital mapping</li> <li>Use eight points of the compass</li> <li>Use four and six figure grid references</li> <li>Use symbols and keys</li> <li>Use fieldwork to observe, measure, record and present information</li> </ul>	<ol style="list-style-type: none"> <li> <ul style="list-style-type: none"> <li>A climate is the average weather conditions in a place for long period of time. (30 years or more)</li> <li>There are approximately five types of climate: polar, temperate, continental, tropical and dry.</li> <li>The hottest places on earth are found near the equator.</li> <li>There are three main types of land use: agricultural, forestry and industrial.</li> <li>A global citizen is someone who is aware of and understands the wider world and their place in it.</li> </ul> </li> <li> <ul style="list-style-type: none"> <li>Natural resources are raw materials produced by the environment</li> <li>There is a rising demand in natural resources, and we are starting to see shortages</li> <li>Overconsumption of natural resources means we are using them quicker than the earth can replenish them</li> <li>Some countries have naturally large reserves of natural resources, so the distribution is unequal</li> </ul> </li> <li> <ul style="list-style-type: none"> <li>Trade is the way people buy and sell goods and services</li> </ul> </li> </ol>	<ul style="list-style-type: none"> <li>Abiotic and Biotic</li> <li>agricultural land</li> <li>asylum</li> <li>atmosphere</li> <li>biodegrade</li> <li>border</li> <li>boundary</li> <li>climate</li> <li>climate change</li> <li>commodity</li> <li>consumption</li> <li>continental</li> <li>displacement</li> <li>distribution</li> <li>emissions</li> <li>environmentalist</li> <li>equator</li> <li>export</li> <li>fair trade</li> <li>fossil fuels</li> <li>GDP</li> <li>global citizen</li> <li>global warming</li> <li>greenhouse effect</li> <li>greenhouse gases</li> <li>immigrant</li> <li>import</li> <li>landfill</li> <li>migrant</li> <li>migration</li> <li>natural resource</li> </ul>

		<p>Attenborough, Wangari Maathai and Isatou Ceesay</p> <ul style="list-style-type: none"> <li>investigate the global challenge of the movement of borders and people</li> </ul>		<ul style="list-style-type: none"> <li>An import is when goods or services are brought into a country from abroad for sale</li> <li>An export is when goods or services are sent to another country for sale</li> </ul> <p>4)</p> <ul style="list-style-type: none"> <li>Approximately 80% of the total amount of energy used globally each year comes from fossil fuels.</li> <li>There are four major types of non-renewable resources: oil, natural gas, coal, and nuclear energy. These are cheap to process and energy rich.</li> <li>There are renewable energy sources, such as wind and solar energy.</li> <li>To be sustainable means to share what is available fairly between people and nature.</li> </ul> <p>5)</p> <ul style="list-style-type: none"> <li>Climate change is a long-term alteration of temperature and typical weather patterns in a place.</li> <li>The rise in the planet's temperature is often referred to as global warming.</li> <li>Burning fossil fuels produces energy, but also releases greenhouse gases such as carbon dioxide, methane, and nitrous monoxide into the air.</li> <li>An environmentalist is a person who is concerned about protecting the environment. An activist is a person who campaigns to bring about political or social change.</li> </ul> <p>6)</p> <ul style="list-style-type: none"> <li>A border is a real or artificial line that separates geographic areas.</li> <li>A soft border is a border between countries where people and goods are allowed to pass through with few checks.</li> <li>A hard border is a border between countries that is strictly controlled by officials, police, or the military.</li> </ul>	<ul style="list-style-type: none"> <li>non-renewable</li> <li>overconsumption</li> <li>polar</li> <li>refugee</li> <li>renewable</li> <li>sustainable</li> <li>temperate</li> <li>trade</li> <li>tropical</li> </ul>
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Spring 1	N/A	N/A	N/A	N/A	N/A
Spring 2	N/A	N/A	N/A	N/A	N/A
<b>Summer 1</b>  <b>Mapping the World</b>	<p>This unit of study draws on the 'geographical skills and fieldwork' strand of the National Curriculum in Key Stage 2.</p> <p>Within this strand, pupils should be taught to use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. They should also be taught to use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.</p> <p>In addition, pupils should be taught to use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p> <p>Prior to this unit, pupils have used maps, atlases, globes and digital/computer mapping tools across all geography units. Geographical skills and fieldwork opportunities have been woven through units within each year group.</p> <p>This unit focusses solely on geographical skills and fieldwork, giving pupils an opportunity to investigate a range of maps, draw their own maps, carry out fieldwork and present their findings. This unit is designed to prepare pupils in accessing fieldwork opportunities within Key Stage 3.</p>	<ul style="list-style-type: none"> <li>investigate different maps of the world and discover what we can learn from them</li> <li>discover how and why maps are drawn</li> <li>investigate what they can learn about their own locality from a range of different maps</li> <li>use fieldwork to draw sketch maps of roads in their locality</li> <li>use field work to draw field sketches of areas within their locality</li> <li>plan and undertake fieldwork within their locality</li> <li>learn to present the data from fieldwork in an organised and useful way</li> </ul>	<p>Through geographical enquiry:</p> <ul style="list-style-type: none"> <li>build knowledge of location, places and landscapes</li> <li>understand conditions, processes and interactions that explain features, patterns and changes</li> <li>apply skills in : <ul style="list-style-type: none"> <li>observing</li> <li>collecting</li> <li>analysing</li> <li>evaluating</li> <li>communicating</li> </ul> </li> </ul> <p>geographical information</p> <p>Develop geographical skills:</p> <ul style="list-style-type: none"> <li>Use maps, atlases, globes and digital mapping</li> <li>Use eight points of the compass</li> <li>Use four and six figure grid references</li> <li>Use symbols and keys</li> <li>Use fieldwork to observe, measure, record and present information</li> </ul>	<p>1)</p> <ul style="list-style-type: none"> <li>Different maps serve different purposes depending on what they are designed for.</li> <li>A cartographer is someone who makes maps.</li> <li>A physical map uses colours to show the natural landscape features of the Earth.</li> <li>A political map shows the borders of countries, states, counties, and cities.</li> <li>A topographic map shows the shape and height of the land on the Earth's surface.</li> <li>Road and street maps give a clear view of roads, streets and specific places such as museums.</li> </ul> <p>2)</p> <ul style="list-style-type: none"> <li>A compass is a tool for finding direction.</li> <li>Latitude lines run in horizontal parallels and represent distance north or south from the Equator.</li> <li>Longitude lines, called meridians, run vertically from pole to pole. They represent the distance east or west from Greenwich in London, England.</li> <li>Latitude and longitude are divided in degrees (°), minutes (') and seconds (").</li> </ul> <p>3)</p> <ul style="list-style-type: none"> <li>Ordnance Survey (OS) is the national mapping agency for Great Britain.</li> <li>Grid lines are used to locate different symbols or features on an OS map.</li> <li>Four-figure grid references allow you to locate a grid square and six-figure grid references allow you to identify a specific place such as a shop.</li> </ul>	<ul style="list-style-type: none"> <li>cartographer</li> <li>compass</li> <li>data</li> <li>distort</li> <li>Eastings</li> <li>elevations</li> <li>fieldwork</li> <li>four-figure grid references</li> <li>Gerardus Mercator</li> <li>human features</li> <li>key</li> <li>landmasses</li> <li>latitude</li> <li>longitude</li> <li>Northings</li> <li>Ordnance Survey Map</li> <li>physical features</li> <li>Prime Meridian</li> <li>projection</li> <li>satellite</li> <li>six-figure grid references</li> </ul>

				<ul style="list-style-type: none"> <li>OS maps use map symbols to reduce the clutter on a map and to help the reader locate features easily</li> </ul> <p>4)</p> <ul style="list-style-type: none"> <li>A geographical investigation involves fieldwork</li> <li>Fieldwork is when you go outside explore the local area and find out more about it.</li> <li>When carrying out fieldwork you will need to observe, plan, question, research, collect and record data and present your findings.</li> </ul> <p>5 and 6)- <b>The Key Knowledge and key vocabulary for this lesson will be dependent on the fieldwork completed</b></p>	
Summer 2	N/A	N/A	N/A	N/A	N/A